State of Connecticut
Department of Higher Education

Higher Education Counts

Achieving Results

2009 report

Connecticut Department of Higher Education

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Board of Governors for Higher Education

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State of Connecticut
Department of Higher Education

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State of Connecticut
Department of Higher Education

Preamble

Preamble

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively:

- ensure access for all qualified Connecticut residents both geographically and financially,
- encourage individual growth and development,
- meet the workforce needs of the state's economy,
- are cost-effective and
- demonstrate unequivocal high performance.

To accomplish these goals, Connecticut relies upon an abundant array of public and independent institutions. The public sector, in particular, is a vital public enterprise that, like other systems across the nation, has multiple purposes, goals and expectations. These include the education and training of students for future success; research, development and dissemination of new knowledge; and public service in the form of cultural events, community assistance and outreach, among other things. It is composed of four separate constituent units that offer a wide array of programs and services ranging from short-term certificate and associate degree to professional and doctoral degree programs. Each of these constituent units has a distinct mission and make a unique contribution to the state's citizenry:

The ***University of Connecticut*** is a land and sea grant public research university. As such, it offers a wide range of undergraduate and graduate curricula. It has responsibility for offering doctoral programs in agriculture, business, dentistry, education, engineering, law, medicine, nursing, pharmacy, biomedical sciences, social work, music, and the liberal arts and sciences. Research, service and outreach to enhance social and economic well-being are major activities of the university in: the above broad range of doctoral and applied professional programs; the physical, life and social sciences; the humanities; and the fine arts.

The ***Connecticut State University System*** consists of four comprehensive state universities located in four geographic regions of the state. Its primary mission is to educate students of all ages and all socio-economic backgrounds through affordable and accessible baccalaureate and selected masters' and sixth year degree and certificate programs. It has special responsibility for teacher training, professional development and graduate education through the sixth year, and providing an education doctorate.

The ***Connecticut Community College System*** consists of twelve community colleges located across the state which serve as active and responsive partners in the academic, economic and cultural lives of their respective communities. The colleges provide occupational, vocational, technical and technological and career education; community service programs; and programs of general study for college transfer that represent the first two years of baccalaureate education including, but not limited to, general education, remediation and adult education.

The Board for State Academic Awards operates ***Charter Oak State College***, a nontraditional college designed to provide adults with an alternative means of earning degrees of equivalent quality and rigor to those earned at other institutions of higher education. The College awards four degrees at the associate and baccalaureate level. It also provides and promotes learning by offering both online and video-based courses.

The Board also operates the ***Connecticut Distance Learning Consortium*** that provides a single point of presence for distance education and a high quality technology infrastructure for web-based delivery of courses for Charter Oak, as well as the offerings of many other public and private college partners.

These unique roles make comparisons between constituent units on measures of accountability often inappropriate. For this reason, an approved set of comparable or "peer" institutions that have similar missions, roles and characteristics has been approved by the Board of Governors for each constituent unit and institution. It is against these peers that comparisons in the following accountability report are made while no intended comparisons among constituent units are included.

State of Connecticut
Department of Higher Education

Introduction

Introduction

Higher Education Counts is the annual accountability report on Connecticut's state system of higher education, as required under Connecticut General Statutes Section 10a-6a. The report contains accountability measures developed through the Performance Measures Task Force and approved by the Board of Governors for Higher Education. The measures reported are intended to provide external parties with answers to basic questions about institutional performance and return on investments in Connecticut's higher education system.

What's New

As directed by the Co-Chairs of the Higher Education and Employment Advancement Committee, each constituent unit submitted its accountability data to the Department of Higher Education via data collection templates. The Department provides data analysis and writes the reports. Full supplemental data, information and commentary provided by each constituent unit is included in a single comprehensive appendix.

An updated **Executive Summary** and **Summary Brochure** of *Higher Education Counts* are published under separate cover. Readers are encouraged to review these summary documents as well as the full accountability report to obtain a full appreciation of higher education's contributions to the State of Connecticut.

State Goals

The report contains measures designed to assess progress on six statutorily-defined state goals:

Goal 1: To enhance student learning and promote academic excellence

- Has Connecticut been successful in retaining more college-bound students in-state?
- Are graduating students adequately prepared to succeed in their professions and the workforce?

Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels

- To what extent are our public colleges assisting K-12 schools with preparing students to do well in a knowledge economy?
- How successful are early intervention programs in preparing underachieving students for college?

Goal 3: To ensure access to and affordability of higher education

- Are our public colleges affordable to all segments of Connecticut's population?
- Do minority participation rates mirror minority proportions in the state population?

Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth

- Are our colleges meeting the workforce needs of the state?
- How does Connecticut compare in the generation of external research funding?

Goal 5: To respond to the needs and problems of society

- How active are our colleges in public service and community outreach activities?
- To what degree do our colleges meet the clinical services needs of the state?

Goal 6: To ensure the efficient use of resources

- Do Connecticut colleges spend more or less than other states and their peers on average to educate a student?
- To what extent do public colleges graduate students in a timely manner?

Reporting Framework

While there are no major changes in reporting format this year, the Department has made a concerted effort to streamline the written portions of each measure report. Constituent unit commentary and supplemental data is provided in full at the end of the document in an appendix. The report is organized around a structure which includes three levels of indicators:

1. **State-Level Indicators**: measures which relate to the overall system of higher education. These indicators are intended to give a broad picture of how Connecticut higher education is performing overall.

2. **Common Core of Institutional Measures**: a common set of nine indicators reported by all institutions, a list of which can be found on the following page. The purpose of the common core is to provide the reader with consistent definition and measurement on some indicators which have relevance across the system.

3. **Constituent Unit Specific Indicators**: measures which highlight each constituent unit's unique role and mission within the state. These measures were selected for inclusion by each unit and approved by the Board of Governors.

Common Core Indicators

State Level Goal	Common Core Performance Indicators
Goal 1: To enhance student learning and promote academic excellence	• Licensure and certification exam performance
Goal 3: To ensure access to and affordability of higher education	• Minority enrollment by ethnic group compared to state population • Operating expenditures from state support • Real price to students (tuition and mandatory fees for full-time, in-state undergraduate students as a percent of median household income)
Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth	• Degrees conferred by credit program
Goal 5: To respond to the needs and problems of society	• Non-credit registrations
Goal 6: To ensure efficient use of resources	• Real cost per student • Retention rate (by race/ethnicity) • Graduation rate (by race/ethnicity)

For easier navigation of the report, a complete listing of each measure by goal, along with its location within the report, can be found in the index in the back of the report.

State of Connecticut
Department of Higher Education

Board of Governors For Higher Education

System Measures

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BOARD OF GOVERNORS FOR HIGHER EDUCATION — SYSTEM MEASURES

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively ensure access for qualified Connecticut residents both geographically and financially; encourage individual growth and development; meet the workforce needs of the state's economy; are cost effective and demonstrate unequivocal high performance.

The Board of Governors for Higher Education serves as the statewide coordinating and planning authority for Connecticut's 47 colleges and universities. The public system of higher education consists of 18 degree-granting institutions organized into four constituent units: The University of Connecticut, including its Health Center, Law School and five regional campuses; the Connecticut State University, consisting of four regional state universities; the Connecticut Community College System consisting of 12 community colleges; and Charter Oak State College, the state's external degree-granting institution. Twenty-nine independent colleges and universities, the U.S. Coast Guard Academy and numerous private occupational schools also serve Connecticut.

In fall 2008, a record breaking 184,544 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 64 percent of these students with 28 percent utilizing the Connecticut Community College System, 27 percent, the Connecticut State University, and 20 percent, the University of Connecticut. The remaining 36 percent enrolled at one of Connecticut's independent colleges. The system awarded some 36,634 degrees and certificates in 2008, up 28% from a decade ago.

Performance Highlights

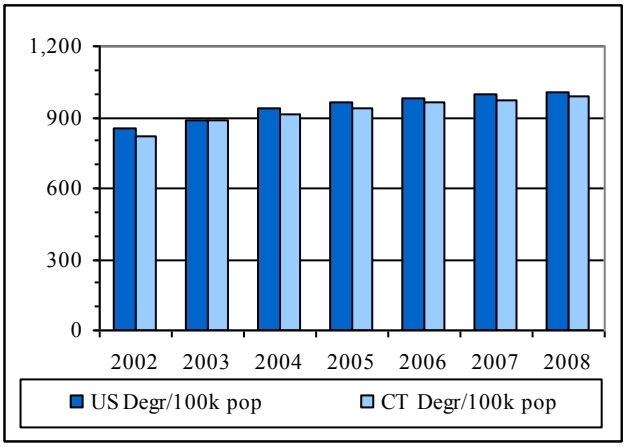
More public high schools students are opting to stay in-state to attend college, 58% compared to 54% ten years ago. Degree production per 100,000 population is up 12% since 1999, but is still below the national average. Only 43% of all new teacher certification awards are made in critical shortage areas. Degrees in engineering are up 29% over the last five years, but production is still below projected workforce needs. College participation as measured against the state's adult population is on the rise, but is still below national benchmarks. Overall minority enrollment exceeds the share of minorities in the adult population, but is heavily concentrated in our community colleges. Enrollment of Hispanic students still falls below parity despite significant growth in numbers. Connecticut's intensive early intervention program, ConnCap, is extremely successful in getting students to graduate high school and over 90% of program participants get accepted to college. Of the 17,726 students who graduated from one of our public colleges in 2006, 68% were employed in Connecticut nine months later. Almost one-quarter of these graduates were working in education and 21% in health care and social assistance. Academic research intensity has been stagnate the last three years, with the state ranking 29th in the nation. The state ranks 3rd in the percentage of adults with a bachelor's degree or higher at 36%, but the educational attainment rate for Hispanics is below the average for both the northeast and New England. Connecticut operates a high cost public higher education system which spends about 50% more per student than the national average.

DEGREES CONFERRED PER 100,000 POPULATION

Performance Indicator

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

Performance Improvement Goal
To reach and then exceed national average by 2010.



Data Analysis

Connecticut continues to lag the national average for degrees conferred per 100,000 population based on recent projections (985 compared to 1,007), although its ratio has improved by almost 40 percent since 2002. Recent performance is impacted by two factors: population growth that is lower than that of the nation (1.5% compared to 5.5%) and slower growth in overall degree production (21.5% compared to 25%).

It is important to remember that a significant proportion of Connecticut's high school graduates continue to leave the state to attend college. While some of them may return to Connecticut and eventually graduate from a state institution of higher education, the majority do not. Thus, for Connecticut to increase its degree production rate and reach its goal of exceeding the national average by 2010, it must:

- Continue efforts to persuade more students to stay in-state to attend college
- Take concerted measures to increase college graduate reduce time to degree and increase average graduation rates
- Encourage more out-of-state students to come to Connecticut and attend one of our four-year institutions, as space allows.

	2002	2003	2004	2005	2006	2007	2008
US Population	288,129,973	290,796,023	293,638,158	296,507,061	299,398,484	301,621,157	304,059,724
CT Population	3,448,261	3,467,932	3,475,351	3,478,714	3,487,896	3,489,868	3,501,252
US Degrees	2,449,849	2,574,870	2,755,409	2,850,522	2,936,095	3,007,494	3,062,900
CT Degrees	28,399	30,713	31,724	32,495	33,492	33,903	34,502
US Degr/100k pop	850.3	885.5	938.4	961.4	980.7	997.1	1,007.3
CT Degr/100k pop	823.6	885.6	912.8	934.1	960.2	971.5	985.4
Difference	-26.7	0.1	-25.5	-27.3	-20.4	-25.6	-21.9

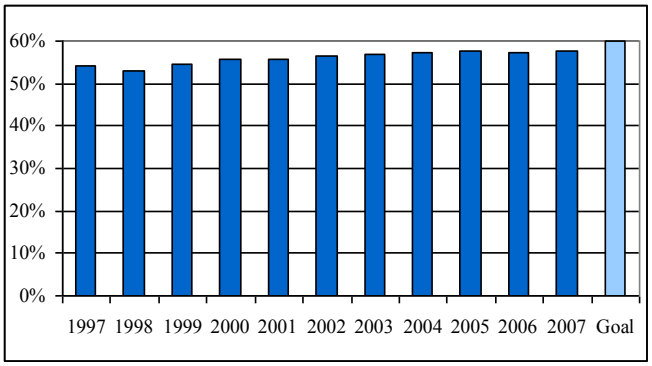
Source: US Census Bureau for population data; annual Digest of Educational Statistics for degrees.
Note: Data for 2007 & 2008 US/CT populations and US Degrees are based on projections.

PERCENT OF CT PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN CT HIGHER EDUCATION

Performance Indicator

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

Performance Improvement Goal
To have 60% of Connecticut's public high school graduates attend college in-state by 2010.



Data Analysis

Of the nearly 30,000 public high school graduates who planned to attend college in 2007, 57.5% or 17, 046 indicated their intention to attend in Connecticut. The data are based on a survey of the future plans of public high school graduating seniors conducted by the State Department of Education. The percentage of students staying in-state increased steadily from 1998 to 2005 and remained relatively constant at over 57% for the last four years. The number of public high school graduates has grown at an average annual rate of slightly over four percent since 1997. At the same time, the number planning to attend college has increased by 4.6% annually and now represents about 80% of high school graduates. Most noteworthy is the fact that the number opting to stay in-state has continued to rise at an average annual rate of six percent, faster than either high school graduate growth or those attending college anywhere. This is a positive sign that Connecticut continues to gain ground with its young people.

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	% Change 1997-07
Public HS grads planning college	20,308	20,551	21,399	22,314	23,775	24,689	25,862	26,885	27,814	29,120	29,659	46.0%
Grads planning college in CT	11,031	10,902	11,682	12,420	13,274	13,935	14,678	15,377	16,064	16,726	17,046	54.5%
Percent planning college in CT	**54.3%**	**53.0%**	**54.6%**	**55.7%**	**55.8%**	**56.4%**	**56.8%**	**57.2%**	**57.8%**	**57.4%**	**57.5%**	

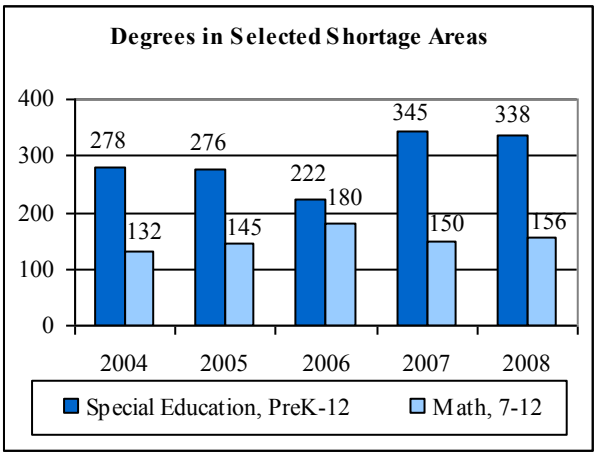
NEW TEACHERS IN CRITICAL SHORTAGE AREAS

Performance Indicator

Annual number of awards in critical teacher shortage areas.

Are Connecticut's colleges and universities meeting the demand for new elementary and secondary school teachers in identified shortage areas?

Data Analysis



A total of 1,457 students received teacher certification awards in the 10 critical shortage areas identified by the State Department of Education. This represents less than half (42%) of the total number of teacher preparation degrees awarded (3,496) in 2008. As shown below, the list of shortage areas is updated on an annual basis and, therefore, new areas may be added as others are no longer considered a priority. In 2008 for example, Music, Pre K-12 was taken off the list, while Technology Education and School Lobrary Media Specialist was added back on in 2007. Just under 32% of these shortage awards were in Intermediate Administrator, followed by Comprehensive Special Education which represented 23% of awards. Once again, no degrees were awarded in Bilingual Education. In the five areas that have remained on the shortage list for all five years, 601 awards were made this year, down 5.9% from last year and up 7.7% since 2004.

SDE Shortage Areas	2004	2005	2006	2007	2008
Comprehensive Special Education, PreK-12	278	276	222	345	338
Science, 7-12	*174*	227	189	185	169
English, 7-12	*175*	192	163	184	186
Math, 7-12	132	145	180	150	156
Music, PreK-12	97	83	126	91	*69*
Speech & Language Pathology	51	51	73	47	67
Bilingual Education, PreK-12	8	0	0	0	0
World Languages		58	54	48	40
Spanish, 7-12	43	*	*	*	*
Other World Languages, 7-12	*10*	*	*	*	*
Remedial Reading & Language Arts, 1-12	74	*51*	235	*169*	*135*
Intermediate Administrator	*333*	*322*	339	421	460
Technology Education, PreK-12	38	42	*38*	38	19
School Psychologist	92	*143*	*123*	*100*	*109*
School Library Media Specialist, K-12	*21*	*35*	*81*	39	22
Consumer Home Economics, PreK-12	11	*9*	*14*	*12*	*7*
Total, All Shortage Areas	**824**	**1,074**	**1,581**	**1,548**	**1,457**
Percent in Shortage Areas	24%	29%	43%	43%	42%
Total all Awards	3,415	3,642	3,679	3,621	3,496
Total, 6 areas that were shortages all 5 years	**609**	**613**	**655**	**681**	**601**

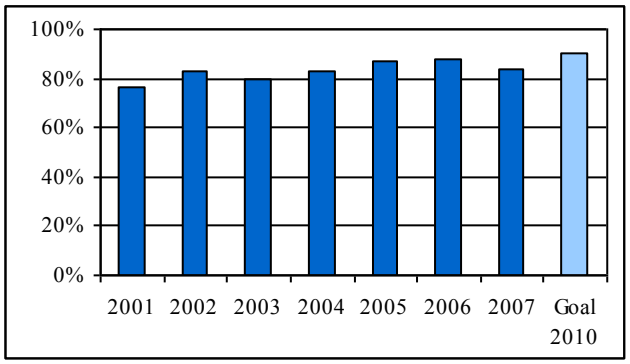
** Spanish and Other World Languages were merged together in 2005 under World Languages.*
Italicized = not on the shortage list that year

EMPLOYMENT RATE OF ALTERNATE ROUTE TO CERTIFICATION GRADUATES

Performance Improvement Goal
To achieve an employment rate of 90 percent by 2010.

Performance Indicator

The percentage of Alternate Route to Certification (ARC) graduates who get teaching jobs in Connecticut public schools within one year of program completion as determined by the issuance of a 90-day certificate or durational shortage area permit (DSAP) by the State Department of Education. It is a relative indicator of graduate quality and demand.



Data Analysis

Created in 1986, the Alternate Route to Teacher Certification is an innovative program developed by the Department of Higher Education to attract talented mid-career minded adults into the teaching profession, particularly in subjects with a shortage of teachers.

Since 1998, the annual employment rate of ARC graduates teaching in Connecticut public schools has increased from 57% in 1998 to 84% in 2007. In 2007, the 198 graduates include the cohort of 94 ARC II weekend and 104 ARC I summer graduates. Since 1998, the summer and fall program has produced 2,392 graduates with an annual number of graduates obtaining teaching jobs within one year increasing from 94 in 1998 to a peak of 350 in 2002. Since 2004, the placement rates have consistently been in the mid to high 80th percentile. The decline in enrollments since 2002 is attributed to program consolidation, smaller class sizes and funding; however, the 2008 enrollments have increased due to a new facility location and other programming initiatives. In January 2009, ARC/DHE also submitted a federal grant application for Transition to Teaching funds for the purpose of increasing enrollment and assisting with retention efforts for Connecticut's seven most challenged schools districts. Official award notification by the USDOE is expected in April.

	2001	2002	2003	2004	2005	2006	2007
Earned 90-day Certificate	209	350	268	199	193	181	167
ARC Graduate	274	423	337	241	221	206	198
Percentage	**76%**	**83%**	**80%**	**83%**	**87%**	**88%**	**84%**

Source: State Department of Education 90-day certificates issued and ARC graduation report.

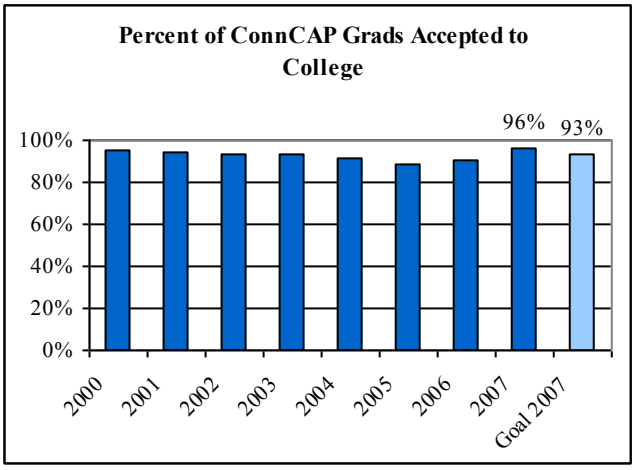
College Enrollment Rate of ConnCap Participants

Performance Indicator

The percentage of ConnCap participants who graduate from high school and subsequently are admitted to and enroll in college. This indicator speaks to the success of early intervention programs.

Performance Improvement Goal

To consistently achieve an enrollment rate of at least 93 percent through 2007.



Data Analysis

The ConnCAP program targets underachieving students who possess the potential for success in middle and high school, and provides them with intensive summer and academic year activities and intervention services. It has been extremely successful in getting students to graduate high school and be accepted to college. Since 2000, over 97% of ConnCAP seniors graduate from high school. Of those, over 93% get accepted to college. In 2007, the Department of Higher Education awarded $1.8 million in ConnCAP funds to 11 programs, nine of which are run by Connecticut's public higher education institutions. A large percentage of those who continuously participate in the program experience a high rate of success. In three of the last six cohorts, the college enrollment rate met or exceeded the program goal of 93%. In 2007, the college going rate increased to 96% making this the first year since 2003 where the goal was either met of exceeded. The Department of Higher Education will continue to monitor overall program performance and advocate for continued expansion in order to once again achieve the enrollment goal of 93%.

Year	ConnCap Seniors	No. Graduating High School	% Graduating High School	No. Grads Accepted at College	% Grads Accepted at College
2002	229	222	97%	207	**93%**
2003	196	189	96%	176	**93%**
2004	151	148	98%	136	**92%**
2005	208	197	95%	174	**88%**
2006	190	183	96%	166	**91%**
2007	170	165	97%	158	**96%**

Source: DHE Annual Report: Strategic Plan to Ensure Racial & Ethnic Diversity in Connecticut Public Higher Education.

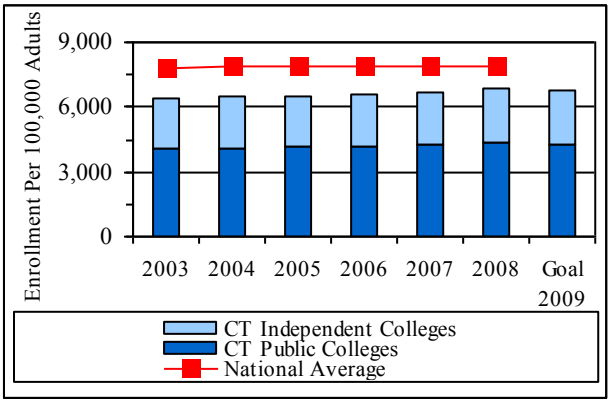
PARTICIPATION RATE

Performance Indicator

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 and older.

Performance Improvement Goal

The goal is to increase the enrollment rate by one to two percent annually.



Data Analysis

Total college enrollment per 100,000 adults generally has been on the rise in Connecticut since the mid-1990s and now stands at 6,863. The current rate is up 5.9% from the 2004 level of 6,482, fueled by consistent increases in enrollment over the last five years. While the rate is still significantly below the national average of 7,909, it has exceeded the goal of increasing by another two percent in five years (6,790). A new goal of an increase of one to two percent per year has been set. A large part of the disparity between Connecticut and the nation can be explained by the fact that the state still loses a large number of recent high school graduates to out-of-state colleges. Attaining the new goal will require continued work to retain more students in-state, improve participation of minority students and increase student retention rates.

	2004	2005	2006	2007	2008
Total Headcount, Public Institutions	109,853	110,808	111,760	113,458	117,354
Total Headcount, Independent Institutions	62,887	63,467	64,800	65,361	67,190
Grand Total Enrollment	172,740	174,275	176,560	178,819	184,544
Total CT Population, age 18 & over*	2,664,816	2,675,291	2,686,523	2,686,271	2,689,039
Public Institution Enrollment per 100,000 adults	4,122	4,142	4,160	4,224	4,364
Independent Institution Enrollment per 100,000 adults	2,360	2,372	2,412	2,433	2,499
Total CT HE Enrollment per 100,000 adults	**6,482**	**6,514**	**6,572**	**6,657**	**6,863**
Total US HE Enrollment per 100,000 adults	**7,888**	**7,915**	**7,928**	**7,904**	**7,909**

*Resident population data for other years are U.S. Census Bureau estimates as of 7/1 of that year.

Sources: DHE Fall Enrollment Reports; U.S. Census Bureau.

MINORITY ENROLLMENT

Performance Indicator

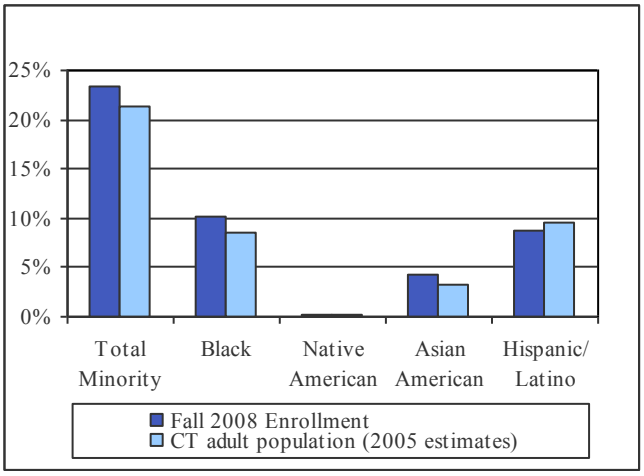
The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's population, age 18 or over.

Performance Improvement Goal

To attain parity with the adult population by 2010, especially in regard to the Hispanic population.

Data Analysis

Enrollment of all racial/ethnic minorities in Connecticut higher education (23.3% of the total in Fall 2008) exceeds the share of minorities in the Connecticut population age 18 or over (21.4% of the total in the 2005 Census Estimate), which is the population most likely to attend college.



Three of the four components of the minority community also constitute a larger proportion in higher education than they are in the general adult population – e.g., Blacks are 10.1% of collegiate enrollments vs. 8.5% of the general adult population.

Although Hispanic enrollment has increased from just under 9,700 in 2000 to over 16,017 in 2008, represents the fastest growth ethnic group at 65.1%, it still is underrepresented when compared to the state's adult population (8.7% of college enrollment compared to 9.5% of the population age 18 or over).

	Total Minority	Black	Hispanic	Asian American	Native American
Fall 2008 Enrollment	43,041	18,683	16,017	7,781	560
Fall 2008 % of Enrollment	**23.3%**	**10.1%**	**8.7%**	**4.2%**	**0.3%**
Connecticut population, aged 18 & over	21.4%	8.5%	9.5%	3.2%	0.2%
Enrollment % point difference from population	1.9	1.6	-0.8	1.0	0.1

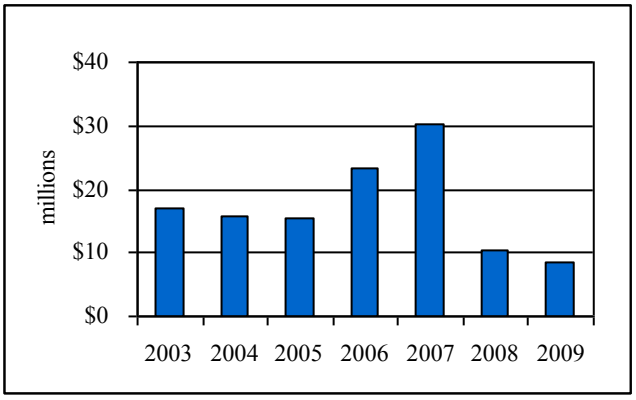
Sources: IPEDS Fall Enrollment (2008) and US Census 2005

UNMET FINANCIAL AID NEED

Performance Indicator

The change in the value of unmet grant need as measured under federal needs analyses for public colleges minus available student financial aid grants from all sources. Grant need is a proxy measure of overall demand for student financial aid.

Performance Improvement Goal
Reduce unmet need by an additional ten percent by 2010.



Data Analysis

Signifying the growing demand for student financial aid, grant need surged by 11 percent of $15.9 million in 2009. Most of that need was met through additional institutional aid along with slight increases in federal Pell grants as state funding remained stagnant. Unmet need now stands at just under $9 million or 5 percent, down significantly from 18 percent in 2003. The reduction in unmet need levels were made possible by a combination of increased institutional, federal and state grant aid (up 134%, 85% and 74%, respectively). Connecticut's public institutions now utilize up to 18 percent or almost $66 million of their tuition revenue for need-based financial aid, well in excess of the required 15 percent. As these institutions struggle to balance their budgets and meet ongoing operating expenses in these dire economic times, reliance on this income redistribution model to provide financial assistance will likely diminish. Ensuring that the demand for student financial aid is met and students have the financial resources to attend college will always require a careful balance of state, federal and institutional aid that keeps pace with tuition and fee increases as well as enrollment growth.

Millions	Grant Need	Pell Grants	FSEOG	Institutional Set-Aside	Capitol Scholarship	CAPCS	Total System Unmet Need
2003	$ 94.0	$ (25.4)	$ (2.2)	$ (28.0)	$ (3.8)	$ (17.5)	$ 17.0
2004	$ 103.0	$ (31.8)	$ (2.2)	$ (33.8)	$ (3.4)	$ (16.0)	$ 15.7
2005	$ 113.2	$ (38.0)	$ (2.2)	$ (37.3)	$ (3.5)	$ (16.5)	$ 15.4
2006	$ 126.5	$ (40.1)	$ (2.5)	$ (40.7)	$ (3.5)	$ (16.5)	$ 23.2
2007	$ 142.9	$ (42.6)	$ (2.3)	$ (46.5)	$ (4.6)	$ (16.5)	$ 30.2
2008	$ 144.8	$ (44.6)	$ (2.3)	$ (51.1)	$ (6.4)	$ (30.2)	$ 10.3
2009	$ 160.7	$ (47.0)	$ (2.3)	$ (65.7)	$ (6.9)	$ (30.2)	$ 8.6
% Change 2003-2009	**71.0%**	**85.0%**	**0.9%**	**134.4%**	**80.6%**	**72.2%**	**(49.0)%**

WORKFORCE PREPARATION

Performance Indicator

The number and percent of public college graduates employed in Connecticut in the third quarter after graduation by industry sector and quarterly earnings.

Performance Improvement Goal
By 2012, increase the percentage of graduates employed in Connecticut to 73%.

Data Analysis

Of the 17,928 graduates from 2007, 70% (12,471) were employed in Connecticut in the third quarter after graduation, signifying the importance of the public colleges to the health of the State's workforce. Almost one quarter (23%) of those graduates were working in the Educational Services sector and another 21% were employed in Health Care and Social Assistance. Those working in Utilities had the highest average quarterly earnings ($20,516), followed by Unclassified Establishments ($14,661), and Manufacturing ($14,606). On average, graduates earned $10,171 per quarter or about $40,684 per year, about 5.6% higher than 2006 graduates. Over 63% of employed graduates were women. Data includes all graduates from the public system of higher education.

Employed Graduates By Industry Sector
2006-07

Sector Title	Count	%
Total - All Industries	12,471	100.0%
Educational Services	2,893	23.2%
Health Care & Social Assistance	2,683	21.4%
Retail Trade	1,202	9.7%
Finance & Insurance	997	8.0%
Professional & Technical Services	854	6.9%
Manufacturing	782	6.3%
Accommodation & Food Services	644	5.2%
Administrative & Waste Management	514	4.1%
Government	320	2.6%
Information	260	2.1%
Arts, Entertainment, & Recreation	240	1.9%
Other Services	233	1.9%
Wholesale Trade	226	1.8%
Construction/Mining	135	1.1%
Real Estate & Rental/Leasing	129	1.0%
Unclassified Establishments	127	1.0%
Transportation & Warehousing	98	0.8%
Management of Companies & Enterprises	84	0.7%
Utilities	43	0.3%
Agriculture, Forestry, Fishing & Hunting	14	0.1%

Source: Connecticut Department of Labor.

Avg. Quarterly Earnings	
Total	**$10,171**
Top Five Sectors	
Utilities	$20,516
Unclassified Establishments	$14,661
Manufacturing	$14,606
Finance & Insurance	$14,157
Mgmt. of Companies & Enterprises	$14,105

Race		
White/Caucasian	9,129	73.2%
Black	1,003	8.0%
Native American	33	0.3%
Asian American	451	3.6%
Hispanic	819	6.6%
Race unknown	1,043	8.4%

BACHELOR'S DEGREES IN PRIORITY WORKFORCE AREAS

How well are our colleges and universities meeting the workforce demands of the state?

Performance Indicator

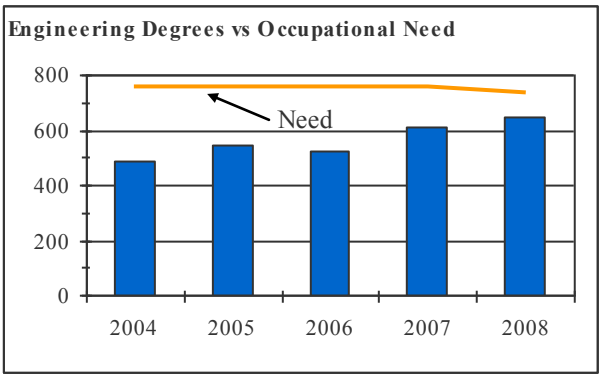
The annual number of bachelor's degrees conferred by Connecticut public and independent colleges in the following workforce priority areas: engineering, computer and information sciences, natural sciences and business.

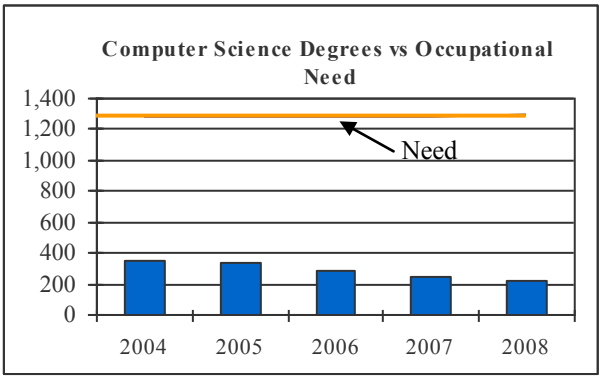
Data Analysis

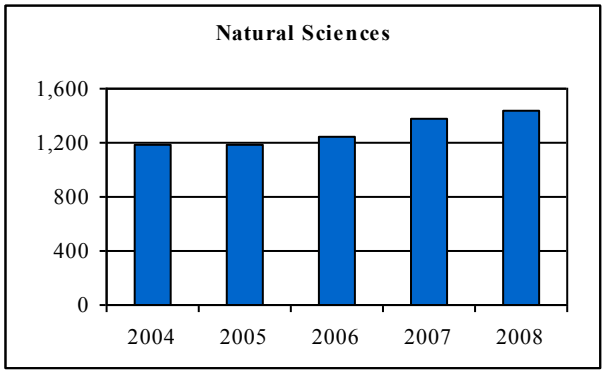
Bachelor's degrees in engineering increased by 5.2% in 2008 to 646 and are up 32.4% from 2004. However, degree production in this field is still well below the 735 annual openings projected by the CT Department of Labor (DOL) through 2016.

Computer science graduates declined again in 2008 to 220 and are down by over 36.6% since 2004. As with engineering, the current level of computer science degree production is significantly below the over 1,292 annual openings projected by DOL.

Bachelor's degrees in the natural sciences saw a 3.5% increase, and are up almost 22% over the last five years. Bachelor's degrees in business inched up 2.8% over last year to 3,333, and are up 5.2% over 2004. These disciplines are more difficult to align with specific job-opening projections.







Bachelor's Degrees	2004	2005	2006	2007	2008	% Change 2007-08	% Change 2004-08
Engineering	488	543	521	614	646	5.2%	32.4%
Computer Science	347	343	280	251	220	-12.4%	-36.6%
Natural Sciences	1,179	1,184	1,245	1,385	1,433	3.5%	21.5%
Business	3,168	3,079	3,098	3,243	3,333	2.8%	5.2%
Total	**5,182**	**5,149**	**5,144**	**5,493**	**5,632**	**2.5%**	**8.7%**

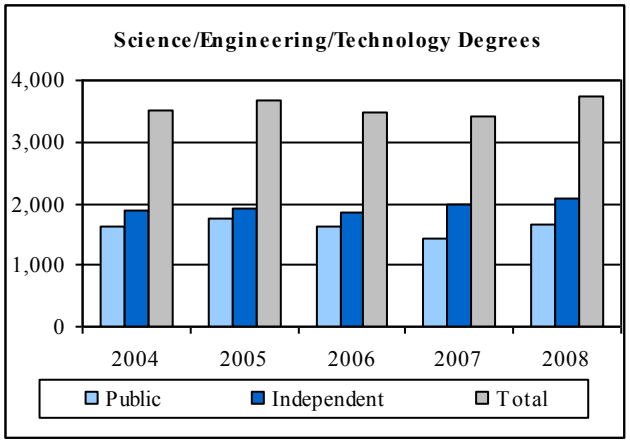
DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program area.

To what extent are graduates of Connecticut's colleges and universities in program areas that address state economic needs?

Data Analysis



Connecticut's colleges and universities awarded 36,634 degrees and certificates in 2008, up 1.6% from 2007 and up 8.8% from 2004. Growth in all eight program areas varied from a high of 32.4% in the Health/ Life Sciences to a low of –3.1% in Business. Four of the areas posted one-year losses, with the largest decline in Humanities/Arts/ Communication, down –2.4% from last year. While there are few exact matches between academic programs and workforce needs, there are numerous linkages that support the development of the state's economy. Connecticut has identified nine important industry clusters including aerospace, agriculture, bioscience, insurance/finance, maritime, metal manufacturing, plastics, software/information technology and tourism. All but tourism are heavily dependent on employees with advanced scientific and technical knowledge. In the case of Health/Life Science, Connecticut's public and private institutions produced a total of 5,631 degrees, representing 15.4% of all degrees. Science/ Engineering/Technology related degrees totaled 3,738, up almost 9.4% from last year.

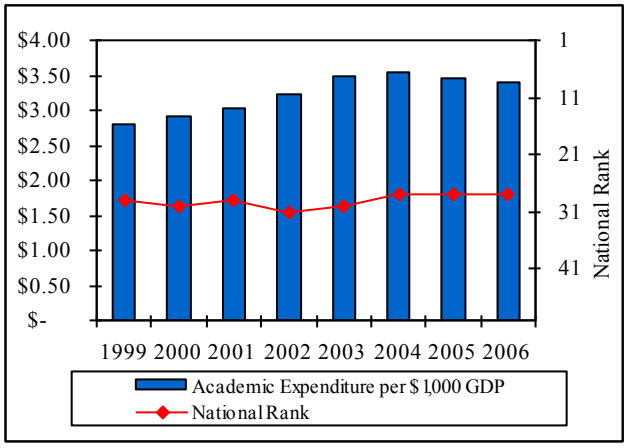
Program Area	2004	2005	2006	2007	2008	% Change 2007-08	% Change 2004-08
Health/Life Sciences	4,253	4,588	5,124	5,339	5,631	5.5%	32.4%
Liberal Arts/General Studies	2,936	3,165	3,457	3,424	3,478	1.6%	18.5%
Humanities/Arts/Communications	4,473	4,410	4,647	4,730	4,618	-2.4%	3.2%
Social Sciences	6,003	6,161	6,466	6,451	6,418	-0.5%	6.9%
Social & Public Services	2,339	2,354	2,441	2,496	2,688	7.7%	14.9%
Education	3,476	3,718	3,776	3,636	3,590	-1.3%	3.3%
Business	6,683	6,496	6,316	6,551	6,473	-1.2%	-3.1%
Science/Engineering/Technology	3,496	3,690	3,467	3,418	3,738	9.4%	6.9%
Total	**33,659**	**34,582**	**35,694**	**36,045**	**36,634**	**1.6%**	**8.8%**

RESEARCH INTENSITY

Performance Indicator

The trend in academic research and development (R&D) expenditures at all CT higher education institutions per $1,000 in gross domestic state product (GDP) and a national ranking comparison.

Performance Improvement Goal
To grow research and development expenditures to $1 billion by 2020.



Data Analysis

As defined above and depicted in the graph at the right, CT's Research Intensity has grown slowly since 1999, from a low of $2.79 per $1000 GDP to $3.46 in 2006. Over this same period, the national rank has improved slightly from 31 in 2001 to 28 in 2006.

One component of this measure is CT's higher education R&D expenditures which have grown steadily from nearly $419 million in 1999 to $693 million in 2006 or by 65%. Despite this steady expenditure growth, CT's national rank per $1,000 GDP has remained fairly stable in recent years at between 29 and 31. In comparison to the ten northeastern states, CT's growth rate is 9.2 percentage points slower than the northeastern average of 74.4% and is near to bottom among these 10 states with only Massachusetts, New Jersey and Delaware growing at a slower rate. Massachusetts' expenditures are three times the size of CT's or $2.2 billion, Delaware is six times smaller or $122,000, and New Jersey is similar in size to CT. At an institutional level, over 97% of research and development across the higher education sector is being produced by two institutions, UConn and Yale University. In addition, these are the only two institutions in CT ranked in the top 100 by R&D expenditures of the 630 ranked schools, with Yale at 27 and UConn at 78 in 2006. From 1999 to 2006, public institutions in CT as a whole have grown R&D expenditures by 61.4% placing them 37th nationally, while the independent institutions in CT have grown 67.6% placing them 10th. CT's economy would certainly benefit from a more coordinated effort to spur more research activity in higher education.

Connecticut	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
Academic R&D ($thousands)	419,289	468,435	498,745	538,070	594,541	649,663	669,199	692,524
GDP ($millions)	150,303	160,436	165,025	166,073	169,885	183,873	193,496	204,134
Research Intensity	**$2.79**	**$2.92**	**$3.02**	**$3.24**	**$3.50**	**$3.53**	**$3.46**	**$3.39**
National Rank	31	30	32	31	29	29	28	28

Sources: National Science Foundation - Academic Research and Development Expenditures Survey
Bureau of Economic Analysis - Gross State Domestic Product.

EDUCATIONAL ATTAINMENT

Performance Indicator

The percentage of Connecticut's population age 25 and older with a bachelor's degree or higher compared to the national average.

Performance Improvement Goal
To be ranked number one in the nation by 2015.

Data Analysis

In 2007, Connecticut ranked 4th nationally for the percentage of its population 25 and older with a bachelor's degree or higher. Of the six New England States, four are in the top 10 for educational attainment. From 1990 census to 2007, Connecticut's rank see-sawed from 1 to 6 then back to 4, as its educational attainment rate improved from 27.2% to 34.7%. The 7.5 percentage point improvement for Connecticut was slightly higher than the 7.2 percentage point average change for the United States, but considerably less than the 10.7 percentage point improvement achieved by Massachusetts which has maintained its ranking of 1 or 2 since 2000. In fact, from 1990 to 2007, Connecticut's percentage point improvement is the slowest among the top ten states. With a slower improvement rate, Connecticut's position in the top ten is precarious and therefore, it must work hard to maintain or improve this ranking, especially in this competitive knowledge-based economy. With high educational attainment levels comes a number of social and economic benefits which include lower levels of health problems, more civic engagement, successful businesses and higher incomes, all which help drive Connecticut's economy.

	(%) 1990	Rank	(%) 2000	Rank	(%) 2007	Rank
Massachusetts	27.2	1	32.7	2	37.9	1
Maryland	26.5	4	32.3	3	35.2	2
Colorado	27.0	3	34.6	1	35.0	3
Connecticut	**27.2**	**1**	**31.6**	**5**	**34.7**	**4**
New Jersey	24.9	5	30.1	7	33.9	5
Vermont	24.3	8	28.8	9	33.6	6
Virginia	24.5	6	31.9	4	33.6	6
New Hampshire	24.4	7	30.1	7	32.5	8
New York	23.1	10	28.7	10	31.7	9
Minnesota	21.8	15	31.2	6	31.0	10
United States	**20.3**		**24.4**		**27.5**	

Per the 2000 Census, educational attainment levels of minorities in Connecticut exceeds the United States levels for Native American Indians, Asian Americans and Hispanics. Blacks, however, are .3 percentage points below the United States level, increase to a 1.4 percentage point gap for the 10 state northeast region, and peak at 3.4 percentage points lower than New England. In addition, Connecticut's Hispanic educational attainment level of 11.3% is lower than the level achieved for both the northeast region which stands at 12.0% and New England at 12.9%. Connecticut and its colleges and universities must continue to work to improve these educational attainment levels by improving the college participation and graduation rates of minorities.

2000 Census	White	Black	Asian American	Hispanic	Native American
United States	27.0%	14.3%	43.4%	10.4%	11.9%
Connecticut	**34.2%**	**14.0%**	**57.6%**	**11.3%**	**17.3%**
West Virginia	14.6%	11.5%	64.3%	19.7%	13.2%
Region*	29.6%	15.4%	48.6%	12.0%	16.5%
New England	31.9%	17.4%	50.6%	12.9%	17.1%

* Region includes the following states: CT, DE, ME, MA, NH, NJ, NY, PA, RI, VT

Source: US Census Bureau, current Population Survey, 2006 Annual Social and Economic Supplement. US Census 2000 - Summary File 4.

EDUCATIONAL COSTS PER FTE STUDENT

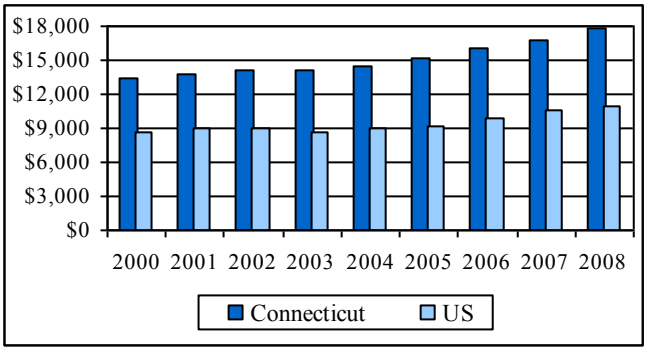
Performance Indicator

Trends in educational cost per FTE student in Connecticut and compared with the United States average.

Performance Improvement Goal
For the long-term, hold annual growth to the CPI or less.

Data Analysis

Educational costs are defined as total appropriations plus net tuition, divided by annualized FTE enrollment. The educational cost in Connecticut for the last nine years is displayed in the table below, along with the national average and the growth in the CPI over the same period.



Historically, Connecticut spends 60% more per FTE student than the national average, placing the state at 3 in the cost ranking, just below Alaska and Delaware where a high cost of living coupled with relatively small enrollments is the norm. This, together with the impact of collective bargaining and a large number of small public institutions, ensures that Connecticut will continue to spend considerably more per FTE student on educational services than the national average. In the table below, New Jersey, Massachusetts and Maryland with rankings of 8, 9 and 11 have been added for comparison.

Connecticut made good progress earlier in the decade against the goal of long-term growth at or below the CPI level. This result was due in part to smaller increases in appropriations, but the main driver of lower annual increases in educational costs per student was enrollment growth at Connecticut's public colleges and universities. That was clearly the case up to 2004 and the larger increases in educational costs since 2004 reflect slower enrollment growth and faster spending growth. Enrollments for fall 2008 are higher than anticipated, as traditionally happens in a slowing economy. Higher enrollment growth combined with the lower spending dictated by mounting deficits should bring annual growth back in line with the CPI.

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Connecticut	**$13,469**	**$13,843**	**$14,080**	**$14,180**	**$14,532**	**$15,208**	**$15,977**	**$16,726**	**$17,755**
Maryland	$10,472	$11,056	$12,401	$11,989	$11,200	$10,259	$12,672	$13,637	$13,904
Massachusetts	$11,700	$12,335	$11,725	$12,216	$11,041	$12,959	$13,931	$14,487	$14,511
New Jersey	$11,950	$12,653	$13,491	$13,895	$13,865	$14,819	$14,111	$14,290	$14,685
National Average	$ 8,574	$ 8,932	$ 9,033	$ 8,694	$ 8,956	$9,224	$9,891	$10,601	$11,015
Connecticut Increase	5.7%	2.8%	1.7%	0.7%	2.5%	4.7%	5.1%	4.7%	6.2%
National Increase	4.3%	4.2%	1.1%	-3.8%	3.0%	3.0%	7.2%	7.2%	3.9%
CPI	2.9%	3.4%	1.8%	2.1%	2.2%	3.0%	3.8%	2.6%	3.7%

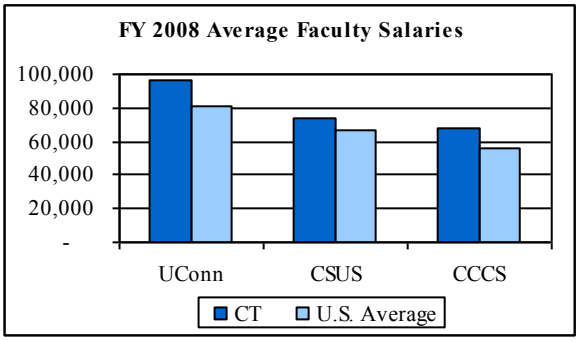
Sources: FY 2007-08 State Higher Education Finance (SHEF) data
CPI, U.S. Department of Labor, data is calculated to July 1– June 30.

AVERAGE FACULTY SALARIES

Performance Indicator

The average faculty salaries (all ranks) compared to national averages and peer institutions.

How do Connecticut's faculty compensation rates compare to the other states?



Data Analysis

Compared to the national average of public colleges and universities with similar missions, Connecticut's faculty rank high in salary levels. The difference is partially explained by the higher cost-of-living in Connecticut compared to some other regions of the country. The average faculty salaries at all three constituent units increased over last year ranging from a high of 5.5% at CCCS to a low of 1.1% at CSUS. Last year, UConn's average faculty salary was $96,492, compared to a national average of $80,962 or 19.2% higher. CSUS's averages also were higher than the national average for four-year public comprehensive institutions at $73,587, compared to $63,107 (11.3% higher). Lastly, the CCCS's average of $68,321 was 22.5% higher than the $55,772 national average. Over the last 5 years, UConn and CSUS faculty salaries have grown at a faster rate than their respective peer averages while CCCS's faculty salaries have grown at a slower rate.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	Change 2007-08	Change 2004-08
University of Connecticut	**83,684**	**85,960**	**89,268**	**93,230**	**96,492**	**3.5%**	**15.3%**
Peer Average	76,804	78,772	80,414	83,946	86,729	3.3%	12.9%
National Average	71,901	74,083	76,361	79,448	80,962	1.9%	12.6%
CSUS	**63,820**	**66,546**	**69,801**	**72,784**	**73,587**	**1.1%**	**15.3%**
Peer Average	61,071	62,245	63,339	66,386	68,494	3.2%	12.2%
National Average	58,629	60,074	61,248	63,499	66,107	4.1%	12.8%
CCCS	**59,721**	**60,067**	**62,569**	**64,775**	**68,321**	**5.5%**	**14.4%**
Peer Average	48,075	50,087	51,875	52,778	54,907	4.0%	14.2%
National Average	51,088	53,084	52,719	54,895	55,772	1.6%	9.2%

AVERAGE FACULTY SALARIES

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	Change 2004-08
University of Connecticut	**83,684**	**85,960**	**89,268**	**93,230**	**96,492**	**15.3%**
Peer Average	76,804	78,772	80,414	83,946	86,729	12.9%
US Average Public Doctoral Inst.	71,901	74,083	76,361	79,448	80,962	12.6%
CSUS						
Central CSU	**63,372**	**65,773**	**68,675**	**72,286**	**73,825**	**16.5%**
Peer Average	63,119	64,575	65,300	69,001	71,389	13.1%
Eastern CSU	**59,882**	**63,463**	**66,557**	**69,660**	**69,843**	**16.6%**
Peer Average	57,371	58,677	59,602	62,944	63,948	11.5%
Southern CSU	**64,595**	**66,664**	**70,435**	**73,261**	**73,875**	**14.4%**
Peer Average	63,277	65,093	66,449	68,660	71,878	13.6%
Western CSU	**67,430**	**70,284**	**73,537**	**75,929**	**76,804**	**13.9%**
Peer Average	60,517	60,634	60,005	64,938	66,763	10.3%
US Average Public Comprehensive Inst.	58,629	60,074	61,248	63,499	66,107	12.8%
CCCS						
Asnuntuck CC	**67,641**	**66,778**	**71,228**	**72,011**	**78,934**	**16.7%**
Northwestern CT CC	**58,122**	**60,845**	**64,359**	**66,047**	**72,704**	**25.1%**
Quinebaug Valley CC	**53,051**	**52,487**	**55,650**	**54,698**	**57,985**	**9.3%**
Peer Average	41,817	45,541	48,312	49,346	52,516	25.6%
Capital CC	**60,763**	**60,288**	**62,101**	**66,422**	**68,473**	**12.7%**
Gateway CC	**65,525**	**65,132**	**67,324**	**69,488**	**71,195**	**8.7%**
Housatonic CC	**57,310**	**57,535**	**59,318**	**61,201**	**64,436**	**12.4%**
Peer Average	51,931	52,640	54,345	55,701	57,603	10.9%
Manchester CC	**57,808**	**58,721**	**61,829**	**63,976**	**68,703**	**18.8%**
Naugatuck Valley CC	**61,445**	**61,173**	**61,748**	**65,111**	**68,190**	**11.0%**
Norwalk CC	**56,397**	**57,974**	**59,290**	**63,396**	**64,669**	**14.7%**
Peer Average	54,034	55,612	56,423	57,713	59,582	10.3%
Middlesex CC	**60,948**	**61,874**	**65,487**	**68,242**	**72,439**	**18.9%**
Tunxis CC	**59,341**	**58,609**	**60,234**	**63,127**	**63,972**	**7.8%**
Three Rivers CC	**58,295**	**59,383**	**62,255**	**63,583**	**68,152**	**16.9%**
Peer Average	44,518	46,555	48,419	48,352	49,927	12.2%
US Average 2-year Public Institutions	51,088	53,084	52,719	54,895	55,772	9.2%

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UNIVERSITY OF CONNECTICUT

The University of Connecticut includes the Storrs main campus and five regional campuses: (Avery Point, Stamford, West Hartford, Torrington and Waterbury), the School of Social Work in West Hartford and the School of Law and Graduate Business Learning Center in Hartford. The University's Health Center in Farmington includes Schools of Medicine and Dental Medicine, selected graduate programs, medical and dental clinics, and the John Dempsey Hospital.

Mission

The University serves as the state's flagship institution; functions as a center for research and excellence in fulfillment of its land grant status; meets educational needs of undergraduate, graduate, professional and continuing education students; and provides faculty with the means to develop intellectual capacity through teaching, research and interaction with society. The Health Center provides outstanding health care education in an environment of exemplary patient care, research and public service. This includes educational opportunities for state residents pursuing careers in medical and dental care, public health, and biomedical and behavioral sciences as well as continuing education programs for health care professionals; and furthering Connecticut's economic development by translating research into new technologies, products, and jobs.

UConn has 14 Schools and Colleges offering seven different undergraduate degrees and 100 majors. At the graduate level, 17 different degrees are offered in 91 fields of study as well as five professional degrees. The University continues to upgrade its physical plant through construction, renovation, and the purchase of state-of-the-art education and research equipment under *21st Century UConn*, the multi-year successor to *UCONN 2000*. Since 1995 enrollment and SAT scores have increased significantly, prominent new faculty continue to be recruited, sponsored research initiatives are producing tangible results, and fundraising success continues.

Performance Highlights

UConn students continue to perform well on licensure and certification exams, with passing rates ranging from 84% to 100%. The percentage of minority students attending the University has grown from 16% to almost 19% in the last five years (not including the Health Center), but stills lags parity with the state's adult population by 2.7 percentage points. Black and Hispanic students, in particular, remain significantly underrepresented. Tuition and fee increases continue to outpace growth in median household income (MHI), 36% compared to 17% since 2003. However, as a percentage of MHI, the University is lower than its peers at 13% compared to 14%. Degree productivity is up 25.3% with total awards reaching a record 6,875. The 57% growth in Health and Life Science degrees is especially heartening. Of 6,282 graduates in 2007, 59% entered employment in Connecticut and of those, 88% remained employed here after six months. Total research awards are up above 2% over the last five years at about $194.6 million, due in part to flat federal funding, but the University is performing on par with peer institutions with similar research bases. First-year retention rates remain steady both at Storrs (93%) and the regional campuses (78%). The Storrs rate places UConn in the top 15 nationally among public research universities. Retention rates for Blacks and Hispanics are 88% and 90%, at Storrs. The University of Connecticut has experienced unprecedented growth in four-year graduation rates, climbing ten percentage points in just the last two years to 76%. UConn is now a leader nationally on this measure, ranking 11th among 58 public research universities in four-year graduation rate and 8th in average amount of time to earn a degree.

Peers for the University of Connecticut

Peer selections were based on the University of Connecticut's review of a list of peer institutions generated by a model developed by the Connecticut Department of Higher Education. The peers for Storrs and the Regional Campuses were updated in the 2006 report to set a new peer group more in keeping with its aspirations as the University has made progress in achieving its performance goals.

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

Health Center

School of Medicine:
Louisiana State University
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

LICENSURE & CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams. *(Storrs+ & Health Center)*

Performance Improvement Goal
To continue passing rates of between 95 and 100% on national exams, especially medical and dental exams.

Data Analysis

UConn's medical and dental students' pass rates have been consistently above average on national certification exams. The pass rates on both parts of the dental exams have been 100% over the last five years. The National Boards of Medical and Dental Examiners Step 1 exams are given to *first-time test takers* at the end of the 2nd year; Step 2 Medical and Part 2 Dental exams are given in the 4th year.

Student Performance on National Medical and Dental Exams

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
National Board of Medical Examiners					
Step 1: UCHC	**99%**	**97%**	**94%**	**96%**	**96%**
National	92%	92%	93%	94%	94%
Step 2: UCHC	**97%**	**99%**	**99%**	**92%**	**96%**
National	94%	94%	94%	94%	96%
National Board of Dental Examiners					
Part 1: UCHC	**100%**	**100%**	**100%**	**100%**	**100%**
National	92%	91%	89%	91%	88%
Part 2: UCHC	**100%**	**100%**	**100%**	**100%**	**100%**
National	92%	92%	95%	92%	91%

Source: National Boards of Medical and Dental Examiners.

As summarized in the table below, pass rates on most other licensure and certification exams also meet or exceed goals. The University again posted 100% pass rate on the Teacher Education Praxis II exam, as passage is required for degree completion. Pass rates on Nursing Licensure exams, however, has fallen from a high of 95% in 2005 to 84% in 2008 while at the same time as degree production in this shortage field has increased by 61.4%.

Student Performance on Licensure & Certification Exams in Selected Programs

	FY 2006	FY 2007	FY 2008	Goal
State Bar	89%	91%	92%	85-90%
Teacher Education Praxis II	100%	100%	100%	100%
Nursing Licensure — RN	92%	85%	84%	95%
North American Pharmacist Licensure	94%	94%	98%	100%
Audiology National Clinical Certification	100%	NA	100%	98%
Speech Language National Clinical Certification	96%	100%	100%	100%
Allied Health: Physical Therapy	97%	96%	95%	98%

Source: University of Connecticut Schools and Colleges from test administration records.

TEACHER, PRINCIPAL, SUPERINTENDENT EMPLOYMENT

Performance Indicator

Percent and number of graduates employed as teachers, principals, and superintendents. (St*orrs+)*

Performance Improvement Goal
That 98% to 100% of graduates of teacher preparation programs obtain employment as teachers.

Data Analysis

The Neag School of Education offers two teacher preparation programs: the Integrated Bachelor's/Master's program leading to a Master of Arts in Education and the Teacher Certification Program for College Graduates for those who already hold bachelor's degrees. Program completers in these programs totaled 158, up from 134 in 2004. Of those, 93% are employed as teachers in public schools.

Teacher Employment by Year of Graduation from Neag School of Education

(e.g., 2007 grads surveyed in 2007-08)	2004	2005	2006	2007	2008
Program Completers	134	158	173	165	158
% Employed in Teaching Positions	*96%*	*96%*	*96%*	*98%*	*93%*
% Employed in Full-Time Teaching	*93%*	*93%*	*90%*	*97%*	*97%*

Source: Neag School of Education estimates employment of Neag graduates from Neag sources, including internet and phone surveys. Includes only those in public schools and requiring certification.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS *

Performance Indicator

Collaborative activities and programs supported by UConn in public schools. *(Storrs+ & Health Center)*

Performance Improvement Goal
To support student learning in Connecticut's public schools with workforce development and diversity collaborations.

High School Student Enrollment in UConn's College-Level ECE Courses

2005-06		2006-07		2007-08	
Headcount	**Registrations**	**Headcount**	**Registrations**	**Headcount**	**Registrations**
4,003	8,197	4,795	9,435	5,117	9,301

First-time Fall Freshmen with ECE College Credits

	Fall 2005	% of Total First-Time	Fall 2006	% of Total First-Time	Fall 2007	% of Total First-Time
Storrs+ Freshmen	774	18%	801	18%	753	17%
Average ECE Credits Earned at Entry	8.5		9.2		8.6	

Source: UConn Early College Experience Program and UConn Office of Institutional Research.
Note: ECE registrations and subsequent UConn enrollments are the only quantifiable data presented in 2009 for collaborative activities with public schools.
* See appendix for further explanation. For summaries of UConn's collaborative activities, see UConn's web link: http://www.oir.uconn.edu/UC_DHE_PerfMeas_Collaborative_Activities_Public_Schools.pdf

MINORITY ENROLLMENT

Common Core Performance Indicator

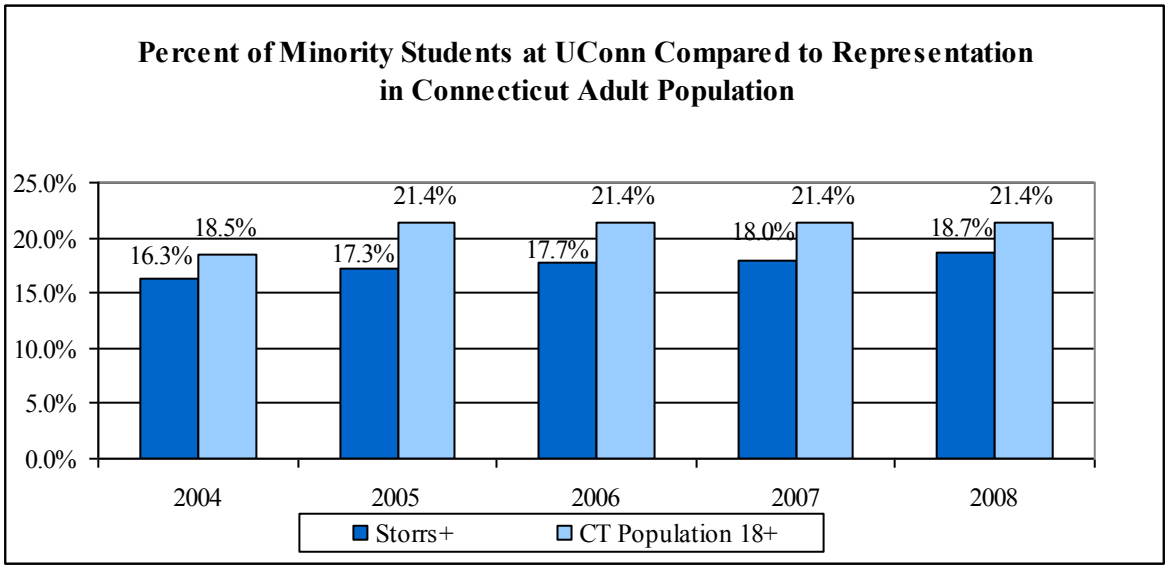
The proportion of students of color (Black, Hispanic, Asian and Native American) enrolled compared to the proportions in the state's population, 18 years of age and older. *(Storrs+ & Health Center)*

Performance Improvement Goal
To have UConn's minority enrollment reflect the state's minority population.

Data Analysis

The proportion of enrollees who are minorities at Storrs and the regional campuses grew from 16.3% in Fall 2004 to 18.7% in Fall 2008, reflecting significant increases in freshman minority enrollment. While this represents continued improvement toward the goal of parity with the state's minority population, the University still lags by 2.7 percentage points. Diversity is promoted by UConn's many multicultural centers, including the African American, Puerto Rican and Latino, and Asian American Cultural Centers. The percentage of minority students at the Health Center continues to exceed the parity goal of 21.4% by 4.2 percentage points. The Health Center promotes diversity via early collaborative efforts with K-12 students, college preparatory programs, financial aid initiatives and support services. The table on the following page indicates that at Storrs and the regional campuses, Blacks and Hispanics continue to be underrepresented.

Total Minority Enrollment						
Fall Semester	**2004**	**2005**	**2006**	**2007**	**2008**	**% Point Change**
Storrs+	16.3%	17.3%	17.7%	18.0%	18.7%	2.4%
Health Center	26.0%	27.0%	26.9%	23.6%	25.6%	-0.4%
CT Population 18+	18.5%	21.4%	21.4%	21.4%	21.4%	



Source: IPEDS Enrollment Survey, U.S. Census 2000 (for 2002-2004 CT Population), U.S. Census 2005 (for 2005-2008 CT Population). IPEDS definition excludes non-resident aliens in minority counts.

MINORITY ENROLLMENT

Enrollment by Ethnic Group	2004	2005	2006	2007	2008
Black					
Storrs+	5.2%	5.6%	5.6%	5.7%	5.6%
Health Center	10.1%	11.3%	11.7%	9.4%	8.7%
CT Population 18+	7.9%	8.5%	8.5%	8.5%	8.5%
Hispanic					
Storrs+	5.0%	5.1%	5.3%	5.5%	5.8%
Health Center	3.3%	4.1%	3.9%	3.3%	3.0%
CT Population 18+	8.0%	9.5%	9.5%	9.5%	9.5%
Asian American					
Storrs+	5.8%	6.4%	6.5%	6.5%	7.1%
Health Center	12.0%	11.1%	10.9%	10.3%	13.1%
CT Population 18+	2.4%	3.2%	3.2%	3.2%	3.2%
Native American					
Storrs+	0.3%	0.3%	0.4%	0.3%	0.3%
Health Center	0.6%	0.4%	0.4%	0.6%	0.8%
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%

Source: IPEDS Enrollment Survey, U.S. Census 2000 (for 2002-2004 CT Population), U.S. Census 2005 (for 2005-2008 CT population). IPEDS definition excludes non-resident aliens in minority counts. In fall of 2008, 5.5% of Storrs/Regional and 2.4% of Health Center students were internationals.

OPERATING EXPENDITURES FROM STATE SUPPORT

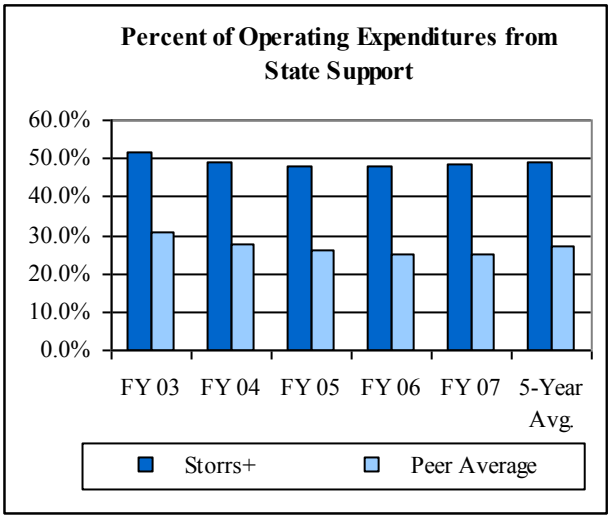
Common Core Performance Indicator

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 *(Storrs+)* and total expenditures *(Health Center)*.

Performance Improvement Goal
To maintain a constant portion of operating funds from state appropriations.

Data Analysis

State support as a percent of E&G expenditures at Storrs and the regional campuses has declined slightly from 51.6% in FY 2003 to 48.4% in FY 2007. This is a reflection of relatively flat rates of growth in spending from all sources of revenue including state appropriations.



Comparatively, the University enjoys a much higher proportion of state support at 48.4% compared to an average of just 25.2% among its peers in FY 2007. Some of this discrepancy can be explained by the fact that many of the University's peers have significantly more external research funding. At the Health Center, the opposite is true, with the share from the state consistently lower than found among its peers, 23.0% compared to 25.6% in FY 2007.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Average
State Support as Percent of E&G						
Storrs+	51.6%	49.1%	48.2%	47.8%	48.4%	49.0%
Peer Average	30.8%	27.7%	26.1%	25.0%	25.2%	27.0%
State Support as Percent of Total						
Health Center	20.4%	20.4%	20.0%	20.1%	23.0%	20.8%
Peer Average	21.7%	25.6%	26.0%	27.0%	25.6%	25.2%

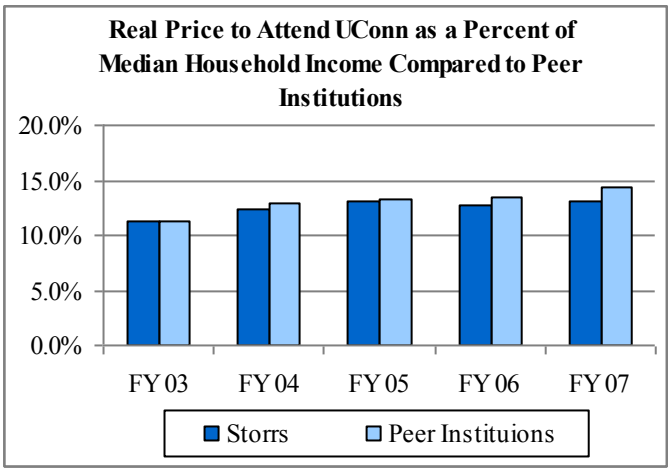
Source: IPEDS Revenues Survey.
Note: See Appendix for further explanation.

REAL PRICE TO STUDENTS

Common Core Performance Indicator

Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the state. *(Storrs+ & Health Center)*

Performance Improvement Goal
To remain competitive in price of attendance for in-state students relative to Connecticut median household income.



Data Analysis

In FY 2007, the cost of attending the University relative to Connecticut median household income (MHI) was 13.0%, compared to 11.2% in FY 2003. The gap between UConn and its peers reversed itself in FY 2007 to a favorable position by 1.3%. This was driven by higher tuition and fees increases among its peers (41%), compared to only 36% at the University. Also, the MHI in CT grew by 16.7% in the last five years compared to 11.3% by their peers.

Real Price to Attend UConn

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
Storrs+						
Tuition & Fees	$6,154	$6,812	$7,490	$7,912	$8,362	35.9%
Connecticut MHI	54,965	55,100	56,835	62,404	64,141	16.7%
T&F as a % of MHI	**11.2%**	**12.4%**	**13.2%**	**12.7%**	**13.0%**	
Peer Average						
Tuition & Fees	$5,210	$5,934	$6,474	$6,851	$7,342	40.9%
Average MHI	46,057	46,182	48,519	51,089	51,239	11.3%
T&F as a % of MHI	**11.3%**	**12.8%**	**13.3%**	**13.4%**	**14.3%**	

Sources: UConn Office of the CFO, Connecticut Department of Higher Education, U.S. Census Bureau.

Note: See Appendix for further explanation.

STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

Percent of financial aid awards from state support. *(Storrs+ & Health Center)*

Performance Improvement Goal
To improve access and educational opportunities for residents of Connecticut with State supported student financial aid.

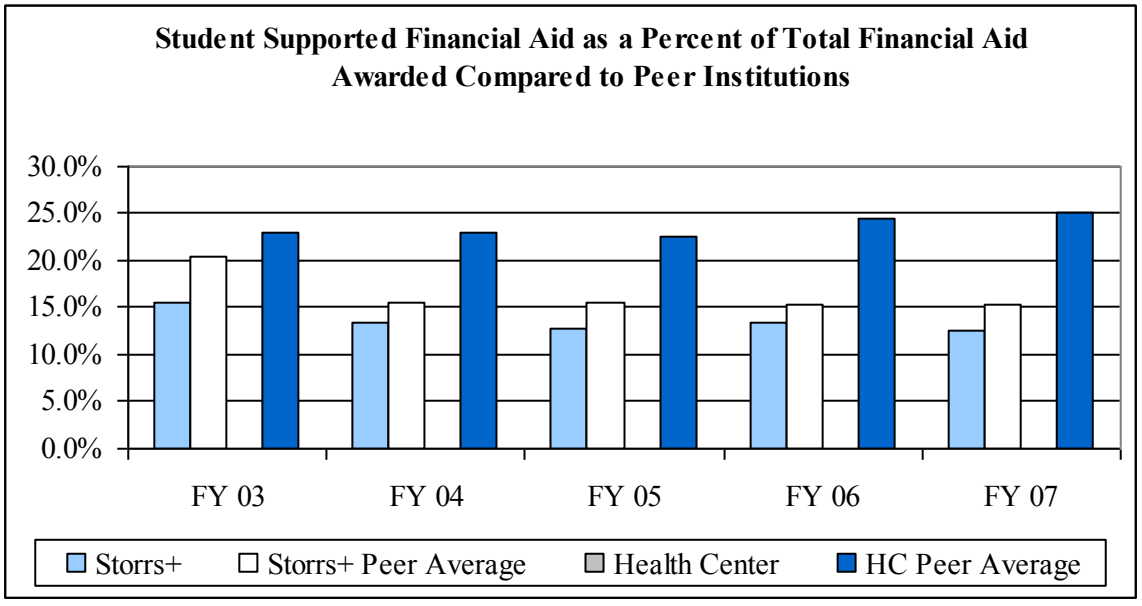
Data Analysis

From FY 2003 to FY 2007, the percent of student financial aid from the state at Storrs+ decreased by 3.0 percentage points. This percentage is expected to increase over the next few years to reflect the major increases in state-funded student financial aid assuming budgetary cuts do not occur as a result of the state's deficit. While peer institutions have experienced a similar decline in respective state support for the same period of time, they still receive a higher percent of their respective aid from the state. The Health Center, which receives no state support for student financial aid, has peers which have received an increasing percentage of state supported student financial aid.

Percent of State Support of Student Financial Aid at the University of Connecticut

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Storrs+	15.6%	13.5%	12.7%	13.3%	12.6%
Peer Average	20.5%	15.5%	15.5%	15.3%	15.4%
Health Center	0.0%	0.0%	0.0%	0.0%	0.0%
Peer Average	23.0%	23.0%	22.5%	24.5%	25.1%

Source: IPEDS Revenue Survey.
Note: See Appendix for further explanation.



CONNECTICUT FRESHMEN

Performance Indicator

Number and percent of Storrs+ freshmen and Health Center first-time first-year students who are Connecticut residents. *(Storrs+ & Health Center)*

Performance Improvement Goal

Percent of incoming freshmen from CT:
Storrs+: 70% - 75%
Medical School: 70% - 80%
Dental School: 30% - 40%

Data Analysis

Over the last five years, the number of incoming freshman from Connecticut has grown by 11.2%, or 364 students. This represents 75% of the total number of freshmen, which meets the University's goal of 70%-75%.

The University continues its efforts to recruit out-of-state students to broaden its student population base and enrich the college experience. Geographic diversity brings regional, national and international perspectives and connections, and enhances visibility.

At the Health Center's School of Medicine, 76% of the first-time students are from Connecticut. The School of Dental Medicine's proportion of in-state students, although not as high, fell in 2008 to 57%. While continuing to attract many outstanding out-of-state students electing to practice in Connecticut upon graduation, the School has instituted programs to increase the pool of qualified in-state applicants.

First-Time First-Year Enrollment

Fall Semester	2004	2005	2006	2007	2008	% Change 2004-08
Storrs+						
Total First-Time First-Year	4,275	4,246	4,381	4,326	4,858	13.6%
Total from CT	3,258	3,317	3,375	3,378	3,622	11.2%
Percent from CT	**76%**	**78%**	**77%**	**78%**	**75%**	
Health Center						
School of Medicine						
Total First-Time First Year	78	79	80	81	88	12.8%
Total from CT	61	60	67	70	67	9.8%
Percent from CT	**78%**	**76%**	**84%**	**86%**	**76%**	
School of Dental Medicine						
Total First-Time First Year	41	38	39	39	44	7.3%
Total from CT	13	8	19	26	25	92.3%
Percent from CT	**32%**	**21%**	**49%**	**67%**	**57%**	

Source: Storrs+ - UConn Office of Institutional Research; Health Center - UC Health Affairs Policy Planning

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percent of degrees conferred by credit program. *(Storrs+ & Health Center)*

Performance Improvement Goal
To increase degree programs essential to strengthen workforce development.

Data Analysis

The University has 14 Schools and Colleges offering seven different undergraduate degrees in 100 majors, 17 different graduate degrees in 91 fields of study, and five professional degrees. A total of 6,875 degrees were conferred in FY 2008.

- From FY 2004 to FY 2008, total conferred degrees increased by 25.3%. This was driven by a 25.4% increase at Storrs+ while total degrees conferred at the Health Center increased by 15.5%.
- Connecticut Department of Labor projects a critical need in areas commonly referred to as "STEM" - Science, Technology, Engineering and Math. The 21.1% increase over the last five years in science, engineering and technology degrees is especially heartening in light of this need.
- Storrs Health/Life Sciences classification which includes Biological Sciences and Nursing, experienced the greatest growth from FY 2004 to FY 2008 with an increase of nearly 62.2%.

The following table summarizes degree production.

Program Category *(federal classification)*	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change 2004-08**
Storrs+						
Business	882	944	963	1,072	1,090	23.6%
Health/Life Sciences	754	879	1,134	1,200	1,223	62.2%
Sciences/Engineering/Technology	588	656	662	702	712	21.1%
Social Sciences	1,266	1,428	1,503	1,470	1,537	21.4%
Liberal Arts, Multi/Interdisciplinary	369	422	461	486	480	30.1%
Humanities/Arts/Communications	701	681	742	729	794	13.3%
Social & Public Services	432	479	422	414	454	5.1%
Education	394	477	516	469	466	18.3%
Total	**5,386**	**5,966**	**6,403**	**6,542**	**6,756**	**25.4%**
Health Center						
Health/Life Sciences	103	109	121	112	119	15.5%
Total	**103**	**109**	**121**	**112**	**119**	**15.5%**
University Total	**5,489**	**6,075**	**6,524**	**6,654**	**6,875**	**25.3%**

Source: IPEDS Completion Survey, NCES Federal Classification of Instructional Programs and UConn Office of Institutional Research.

Note: Degree fields are summarized in terms of the federal classification of academic programs. For example, agricultural disciplines are counted in Business and Science/Engineering/Technology federal categories. Some education disciplines are counted in other federal categories. Please also note that the federal classifications of some programs changed with FY 05 reporting, so trends in this table may not reflect actual growth or decline in program completions. For details of program categories by degree level, see appendix. For information on degrees conferred by the University's Schools/Colleges, majors and fields of study, see UConn's Office of Institutional Research website, http://www.oir.uconn.edu.

RESEARCH PERFORMANCE

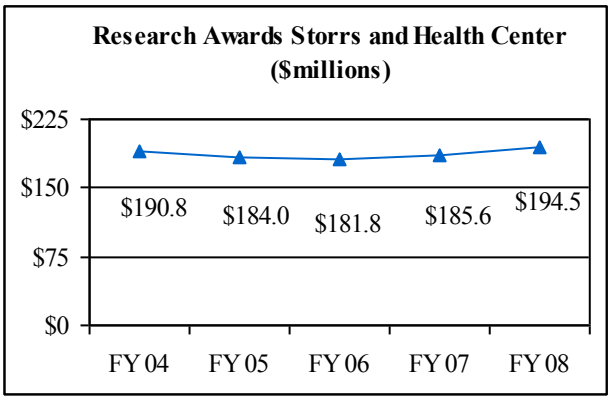
Performance Indicator

Total Research Awards. *(Storrs+ & Health Center)*

Performance Improvement Goal

$190 million of research awards in FY 2008, $95 million for Storrs+ and $95 million for the Health Center.

Data Analysis



FY 2008 research awards for the University totaled $194.6 million, a 2.0% increase since FY 2004. Over the last five years, research awards averaged $187.4 million, about $2.6 million below the goal of $190 million. One contributing factor to this trend is that federal funding has been flat for UConn as well as its peers. Research investments in the University reap many benefits for the state including knowledge expansion and discovery, technology transfer and scientific advancements, and educational and workforce development opportunities for students and faculty. The University should focus on enhancing its academic research presence and capacity.

Research Awards

(in $millions)	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Storrs+	$92.0	$91.5	$91.7	$93.1	$102.0	10.9%
Health Center	98.8	92.5	90.1	92.5	92.6	-6.3%
Total University	**$190.8**	**$184.0**	**$181.8**	**$185.6**	**$194.6**	**2.0%**

Source: UConn Office of Sponsored Programs and UConn Health Center.

Faculty scholarship encompasses publication of books, textbooks, lab/tech manuals, software, book chapters, technical reports, conference proceedings and journal articles, and, in fine arts, production of creative products such as plays, compositions, paintings and other artistic creations. Faculty do this while teaching and performing service to the community and state. Scholarly products per faculty member has grown 25.4% since FY 2004.

Scholarly Productivity

Storrs+ Programs	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Publications	6,625	7,356	8,786	8,099	8,190	23.6%
Art & Creative Products	453	638	679	770	687	51.7%
Total Scholarly Products	**7,078**	**7,994**	**9,465**	**8,869**	**8,877**	**25.4%**
Scholarly Products/Faculty	8.0	8.5	9.5	9.0	9.0	12.5%

Source: UConn Schools' and Colleges' records, Office of Institutional Research.

PATENTS AND INVENTIONS

Performance Indicator

Licensing income and number of companies started. *(Storrs+ & Health Center)*

Performance Improvement Goal
To maintain at least $1 million in annual licensing income and start at least two companies per year.

Data Analysis

The number of licenses and options executed totaled 17 in FY 2008, up from 9 the prior year. The number of U.S. patents issued to the University reached a total of 26, up from an average of 21 in the prior four years. The University's Center for Science & Technology Commercialization, Research and Development Corporation and Technology Incubation Program contribute to these efforts.

Center for Science & Technology Commercialization					
Storrs+ and Health Center	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**
Licensing Income	$1.8M	$1.5M	$814K	$905K	$1.03M
Licenses & Options Executed	19	10	13	9	17
Start-up Companies Formed (a)	2	5	0	3	1
U.S. Patent Applications Filed (b)	25	30	30	23	30
U.S. Patents Issued (c)	13	15	26	29	26

(a) A Research and Development Corporation Company.
(b) Patent applications filed first as either a provisional or non-provisional patent application.
(c) It may take two or more years to obtain a patent.
Source: Association of University Technology Managers Survey, 2007, except FY 2008 data.

UConn is performing on par with institutions with similar research bases. In some categories, UConn is performing below its peers who have much larger research expenditures.

FY 2007 Selected Comparisons			
	UConn	**University Peers Mean (d)**	**Institutions with Similar Research Bases Mean (d)**
Licensing Income	$905K	$16,423K	$1,324K
Licenses and Options Executed	9	70	15
Start-up Companies Formed	3	3.5	2.2
U.S. Patent Applications Filed	23	78	49
U.S. Patents Issued	29	31	13

(d) Iowa State, Ohio State, Purdue, Rutgers, U. of Georgia, U. of Iowa, U. of Minnesota, U of Missouri.
(e) Universities within 10% of UConn's total research expenditures: Albert Einstein Coll. Med., Auburn U., Georgetown U., Tufts U., U. Cincinnati, U. Delaware, U. OK, U. TX Medical Branch, Utah State, VA Commonwealth, WA State U.

Source: Association of University Technology Managers Survey, 2007.

WORKFORCE PREPARATION

Performance Indicator

Employed in CT following graduation and retained in employment six months thereafter.

Performance Improvement Goal
To what extent do UConn's graduates contribute to Connecticut's workforce?

Data Analysis

Connecticut employment follow-up of UConn graduates is a partial summary of undergraduate and graduate program completers. The summary below excludes graduates of the Schools of Law, Medicine, and Dental Medicine, many of whom are employed in Connecticut. Of the 6,282 graduates in 2007, 59% entered employment in the state after graduation and 88% or 3,286, were retained in Connecticut six months later.

Employment & Retention										
Storrs+	**2003**	**%**	**2004**	**%**	**2005**	**%**	**2006**	**%**	**2007**	**%**
Graduated	5,303		5,155		5,681		6,097		6,282	
Employed	3,332	63%	2,984	58%	3,333	59%	3,553	58%	3,726	59%
Retained	2,860	86%	2,507	84%	2,847	85%	3,076	87%	3,286	88%

Note: CT employment follow-up of UConn graduates is a partial summary of undergraduate and graduate program completions. The summary excludes graduates of the Schools of Law (J.D., LL.M.), Medicine (M.D.), and Dental Medicine (D.M.D.), many of whom are employed in CT. A substantial number of bachelor's degree recipients immediately enter graduate and professional programs before seeking full-time employment in the state. Our nationally recognized academic programs recruit out-of-state students, many of whom later decide to make CT their permanent home and place of employment.

Source: Connecticut Department of Labor

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following categories: personal development, workforce development (and Health Education). *(Storrs+ & Health Center)*

Performance Improvement Goal
To meet the needs of lifelong learners within the public service mission of the University.

Data Analysis

Personal development, workforce development, and health education non-credit courses and programs offered at the Storrs Campus, the Regional Campuses, and the Health Center continue to serve thousands of individuals throughout the state. Since FY 2004, Non-Credit Registrations have grown by approximately 9.5%. This number is driven by an increase in Personal Development registrations.

Non-Credit Registrations

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Storrs+						
Continuing Studies *	43,444	29,419	28,063	23,018	22,884	-47.3%
Workforce Development **	10,853	11,427	9,780	15,000	20,000	84.3%
Personal Development **	487,776+	506,728+	541,709+	550,000+	565,000+	15.8%
Health Center Non-Credit Offerings	***					
Workforce Development	16,015	13,874	11,828	3,625	5,837	-63.6%
Personal Development	420	58	317	-	-	-100.0%
Health Education	3,845	5,727	7,344	3,605	3,171	-17.5%
**Total Registrations ** **	**562,350+**	**567,233+**	**599,041+**	**595,000+**	**616,000+**	**9.5%**

* Non-credit programs offered by the Center of Continuing Studies. ** Recent years are estimates. *** Due to budgetary constraints, reduced tracking of continuing medical education programs in FY07 and FY08 understates individuals served.

Source: UConn Schools and Colleges, UConn Office of Institutional Research and UConn Health Center.
Note: Personal development offerings include archaeology, health, horseback riding, landscaping, music instruction, natural history and enrichment for all ages.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Performance Indicator

Provision of Patient/Client Services that Support the Public Good. *(Storrs+ & Health Center)*

Performance Improvement Goal
To expand patient/client services to the Connecticut public.

Data Analysis

Health Center: In addition to supporting the Health Center's academic mission, the John Dempsey Hospital (JDH), University Medical Group (UMG) and University Dental Group (UDG) provide a range of primary and specialty health care services.

Over the last five years, total hospital visits have grown by nearly 26%. Since FY 2004, this growth has been led by the Emergency Department which has increased its number of visits by 28.8%, and the Out-Patient unit which has increased its visits by 26.2%. Dental Faculty Practice visits which have grown slightly over the last five years, have been augmented by Dental-Community Health Center which has seen a significant number of patients since FY 2006.

Patient Visits	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
JDH Hosp. Visits						
Emergency Dept	23,515	27,874	28,745	29,922	30,284	28.8%
In-Patient	9,401	9,836	9,827	10,001	9,781	4.0%
Out-Patient	228,003	241,637	255,662	273,686	287,667	26.2%
Subtotal	260,919	279,347	294,234	313,609	327,732	25.6%
UMG Visits						
Consultations, Procedures, Visits	497,349	504,239	508,625	532,869	545,168	19.2%
Dental Students & Residents						
Practice Visits	86,625	92,569	93,611	94,043	94,440	9.0%
Dental Faculty						
Practice Visits	11,504	11,965	11,750	12,231	13,836	20.3%
Dental—Community Health Centers	0	0	17,232	28,022	29,003	
Subtotal	11,504	11,965	28,982	40,253	42,839	272.4%
Grand Total	856,397	888,120	925,452	980,774	1,010,179	23.7%

Source: UConn Health Center

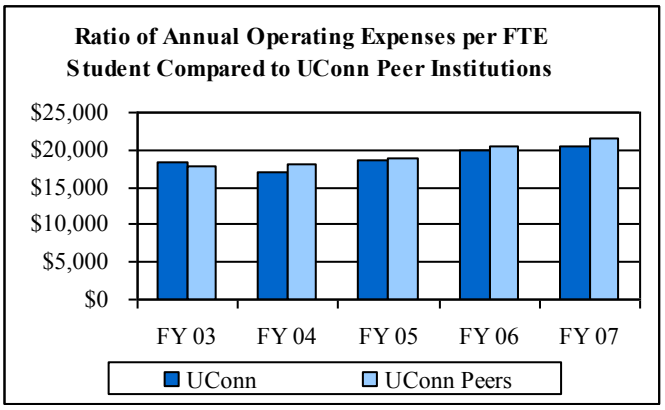
Note: See appendix for further explanation of UConn's programs, publications, and services to society. The following link provides descriptive summaries:
http://www.oir.uconn.edu/UC_DHE_PerfMeas_Programs_Publications_Responsive_to_Society.pdf.

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures (including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students compared to peers. *(Storrs+)*

Performance Improvement Goal
To keep the real cost per student competitive.



Data Analysis

In FY 2007, costs were $20,490 per student at UConn compared to $21,547 at peer institutions. UConn's cost per student was more than that of its peers in FY 2003, but less than the peer average over the last four years. Over the last five years, costs per student increased 12.4% at UConn compared to over 20.9% at its peer institutions. Part of this difference can be explained by more rapid growth in enrollment at UConn, 13.5% compared to just 2.2% among its peers.

Real Cost Per Student

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
University of Connecticut						
Fall FTE Enrollment	21,558	22,537	23,354	23,962	24,465	13.5%
E & G Expenditures (in $millions)	$393.1	$384.1	$436.9	$477.2	$501.3	27.5%
E & G Cost Per FTE Student	**$18,235**	**$17,043**	**$18,708**	**$19,915**	**$20,490**	**12.4%**
Peer Average						
FTE Enrollment	31,895	32,385	32,330	32,281	32,603	2.2%
E & G Expenditures (in $millions)	$568.5	$584.6	$606.4	$659.9	$702.5	23.6%
E & G Cost Per FTE Student	**$17,824**	**$18,052**	**$18,757**	**$20,442**	**$21,547**	**20.9%**

Sources: UConn Office of Institutional Research, IPEDS Finance Survey and IPEDS Fall Enrollment Survey.

RETENTION RATE

Common Core Performance Indicator

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

Performance Improvement Goal

To continue to improve upon our current high rate of retention.

Data Analysis

Storrs freshmen retention, including minorities, continues to exceed its peer average in the last year of available comparable data (Fall 2006). The Fall 2007 cohort sustains this trend across all areas with a 93% retention rate at Storrs and 78% at the Regional Campuses. The minority rate is also on par with a 92% retention rate at Storrs and 79% at the Regional Campuses.

Retention Rate of First-Time, Full-Time, Degree and Certificate Seeking Students

Cohort	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Storrs Peer Avg. Fall 2006
Storrs	90%	92%	93%	93%	93%	87%
Regional Campuses	79%	79%	79%	79%	78%	NA
Total UConn	**88%**	**89%**	**90%**	**89%**	**89%**	**NA**

Cohort	All Freshmen	White	Black	Hispanic	Asian American	Native American	Total Minority
Total UConn							
Fall 2007	89%	89%	86%	82%	95%	NA	88%
Fall 2006	89%	90%	83%	86%	92%	NA	87%
Fall 2005	90%	90%	83%	86%	93%	NA	88%
Fall 2004	89%	90%	89%	83%	91%	NA	88%
Fall 2003	88%	88%	84%	88%	91%	NA	88%
Storrs							
Fall 2007	93%	93%	88%	90%	97%	NA	92%
Fall 2006	93%	93%	90%	91%	92%	NA	91%
Fall 2005	93%	93%	88%	88%	94%	NA	91%
Fall 2004	92%	92%	90%	90%	96%	NA	93%
Fall 2003	90%	90%	86%	89%	93%	NA	89%
Regional Campuses							
Fall 2007	78%	78%	82%	67%	89%	NA	79%
Fall 2006	79%	78%	71%	80%	89%	NA	80%
Fall 2005	79%	77%	73%	82%	91%	NA	83%
Fall 2004	79%	79%	85%	73%	80%	NA	78%
Fall 2003	79%	79%	77%	81%	85%	NA	81%

Source: UConn Office of Institutional Research:
Note: Non-Resident Aliens are included in All Freshmen. NA = Minority group entering class has less than 15 students.

GRADUATION RATE

Common Core Performance Indicator

The percentage of first-year, full-time degree seeking students in a cohort who complete within four and six years. *(Storrs+)*

Performance Improvement Goal
To improve graduation rates by one to two percentage points in the next three years.

Data Analysis

Among Fall 2002 Storrs freshmen, 76% graduated in six years compared to latest available peer rate of 69%. The graduation rate for Storrs minorities is 70% compared to 63% for peers. Graduation rates over the last five years have grown for all students by five percentage points. Minority rates at Storrs for the same period have increased by three percentage points. Rates for students beginning at the regional campuses for Fall 2002 are 48% in total and 53% for minorities, up from 47% five years ago.

Six-Year Graduation Rate Entering Freshmen

Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Total UConn								
Fall 2002	2008	71%	70%	56%	64%	73%	NA	64%
Fall 2001	2007	69%	71%	60%	54%	70%	NA	62%
Fall 2000	2006	68%	71%	58%	57%	68%	NA	61%
Fall 1999	2005	66%	68%	52%	62%	62%	NA	59%
Fall 1998	2004	66%	67%	54%	59%	71%	NA	62%
Storrs								
Fall 2002	2008	76%	76%	59%	70%	79%	NA	70%
Fall 2001	2007	74%	76%	66%	59%	78%	NA	68%
Fall 2000	2006	74%	76%	61%	64%	78%	NA	69%
Fall 1999	2005	72%	73%	57%	71%	71%	NA	66%
Fall 1998	2004	71%	72%	63%	62%	76%	NA	67%
Peers—Storrs*								
Fall 2002	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2001	2007	69%	71%	56%	60%	70%	NA	63%
Fall 2000	2006	69%	70%	59%	61%	70%	NA	64%
Fall 1999	2005	68%	69%	57%	61%	68%	NA	62%
Fall 1998	2004	65%	67%	52%	56%	66%	NA	59%
Regional Campuses								
Fall 2002	2008	48%	41%	51%	47%	60%	NA	53%
Fall 2001	2007	46%	45%	42%	44%	51%	NA	47%
Fall 2000	2006	46%	47%	43%	45%	44%	NA	44%
Fall 1999	2005	42%	43%	33%	42%	38%	NA	37%
Fall 1998	2004	44%	43%	26%	53%	55%	NA	47%

Source: UConn Office of Institutional Research; IPEDS Graduation Rate Survey.
Note: Minority rates omit international students, many of whom are members of minority groups. White category includes self-reported white, other and unknown. NA = Native American entering class has less than 15 students.
*Data for Peers - Storrs is not available from IPEDS PAS until Summer 2009.

GRADUATION RATE

Data Analysis (continued)

Overall, four-year graduation rates have risen 10 percentage points to 56% over the last five years. At Storrs, rates have grown to 66% with the minority rate also increasing to 54%. This is an 13 percentage point increase since the Fall Cohort in 2000 for all students and a ten percentage point increase for minorities. Growth rates at the regional campuses have been lower, but have improved to 25% in total and 18% for minorities. For the last year of available peer data (Fall 2001 cohort), Storrs four year graduation rate exceeded that of their peers 54% to 40% for all students and 43% to 33% for total minority.

Four-Year Graduation Rate Entering Freshman								
Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Total UConn								
Fall 2004	2008	56%	60%	35%	38%	51%	NA	42%
Fall 2003	2007	53%	56%	30%	38%	52%	NA	41%
Fall 2002	2006	49%	53%	24%	35%	43%	NA	34%
Fall 2001	2005	48%	51%	30%	33%	42%	NA	35%
Fall 2000	2004	46%	50%	30%	35%	43%	NA	36%
Storrs								
Fall 2004	2008	66%	68%	43%	54%	64%	NA	54%
Fall 2003	2007	61%	62%	39%	46%	64%	NA	51%
Fall 2002	2006	56%	59%	28%	43%	51%	NA	42%
Fall 2001	2005	54%	57%	33%	40%	53%	NA	43%
Fall 2000	2004	53%	56%	36%	44%	51%	NA	44%
Peers—Storrs*								
Fall 2004*	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2003	2007	NA	NA	NA	NA	NA	NA	NA
Fall 2002	2006	NA	NA	NA	NA	NA	NA	NA
Fall 2001	2005	40%	41%	26%	29%	41%	NA	33%
Fall 2000	2004	39%	40%	28%	30%	39%	NA	33%
Regional Campuses								
Fall 2004	2008	25%	27%	12%	15%	25%	NA	18%
Fall 2003	2007	23%	25%	12%	23%	24%	NA	19%
Fall 2002	2006	20%	21%	13%	14%	25%	NA	17%
Fall 2001	2005	20%	22%	19%	16%	14%	NA	16%
Fall 2000	2004	20%	22%	8%	16%	21%	NA	16%

Source: UConn Office of Institutional Research as of November 2008.
Note: Minority rates omit international students, many of whom are members of minority groups and students with unknown or unreported ethnicity. NA = Native American entering class has less than 15 students. *Data for Peers - Storrs is not available from IPEDS PAS until Summer 2009.

POST-BACCALAUREATE GRADUATION RATE

Common Core Performance Indicator

Graduation rates: in four years for master's students and eight years for Ph.D., medical, and dental students. *(Storrs & Health Center)*

Performance Improvement Goal
To increase graduation rates while maintaining high academic standards.

Data Analysis

Graduation rates within eight years for medical and dental students remain high. It should be noted that many students are earning combined degrees (e.g., MD/PhD and DMD/PhD). This extends the date of graduation well beyond four years.

Eight-Year Graduation Rate of Health Center Medical and Dental School Students

Entering Year, Fall of:	2000	2001	2002	2003	2004
School of Medicine					
Admitted	80	76	75	74	78
Graduated-to-Date	**99%**	**89%**	**89%**	**86%**	**83%**
Active	0%	4%	4%	11%	13%
Withdrawn/Dismissed-to-Date	1%	7%	7%	3%	4%
School of Dental Medicine					
Admitted	39	41	43	39	41
Graduated-to-Date	**90%**	**91%**	**86%**	**92%**	**83%**
Active	0%	2%	5%	3%	7%
Withdrawn/Dismissed-to-Date	10%	7%	9%	5%	10%

Source: UConn Health Center.

Law School graduation rates also are high at 92 %. The rates for the three-year day division are shown below.

Graduation Rate at School of Law (3-Year Day Division)

Entering Year, Fall of:	2000	2001	2002	2003	2004
Law School					
Entering Year Cohort	114	113	163	163	130
Graduated in 3 or less years	106	104	146	144	111
Graduated in more than 3 years	1	0	8	2	9
Overall Graduation Rate	**94%**	**92%**	**95%**	**90%**	**92%**

Source: UConn School of Law.

GRANTS, AWARDS AND CLINICAL INCOME

Performance Indicator

Total grants/awards/clinical income as percentage of total revenue. *(Storrs+ & Health Center)*

Performance Improvement Goal
To increase revenues generated by grants, awards and clinical income.

Data Analysis

Revenues generated by grants, awards, and clinical income are a significant funding source for the University and its Health Center operations.

Storrs+ percentages were derived by dividing revenues from federal, state, local, and private grants and contracts by total revenues. The Health Center calculations were done similarly, but also included clinical income.

The table below presents grants and awards as a percent of operating funds. Peer comparisons for Storrs+ indicate that the percent of total revenues for Storrs+ programs generated by grants and awards was 14.4% in FY 2007, which is 5.6 percentage points lower than the 20.0% peer average. At the Health Center, the percent of income from these sources as well as clinical income has consistently exceeded its peers.

Grants, Awards, and Clinical Income Revenue as a Percent of Total Revenue

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	%Change 2003-07
Grants/Awards/Clinical Income (in $millions)						
Storrs+	$100.2	$103.9	$112.5	$107.2	$112.1	11.9%
Peer Average	$281.1	$302.4	$313.7	$323.5	$339.0	20.6%
Health Center	$445.0	$457.5	$488.4	$508.3	$516.5	16.1%
Peer Average	$639.4	$504.4	$490.3	$476.3	$497.9	-22.1%
Grants/Awards/Clinical Income as % of Total Revenue						
Storrs+	16.5%	16.2%	16.2%	14.6%	14.4%	
Peer Average	21.3%	21.4%	20.8%	20.1%	20.0%	
Health Center	78.6%	78.3%	78.4%	78.3%	75.4%	
Peer Average	76.3%	71.5%	66.6%	64.7%	65.2%	

Source: IPEDS Revenues Survey.

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Department of Higher Education

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CONNECTICUT STATE UNIVERSITY SYSTEM

The Connecticut State University System System (CSUS) is a comprehensive university system comprising four universities: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven and Western Connecticut State University in Danbury.

Mission

The four comprehensive universities of CSUS are Connecticut's universities of choice for students of all ages, backgrounds, races and ethnicities. CSUS provides affordable and high-quality, active-learning opportunities, which are geographically and technologically accessible. A CSUS education leads to baccalaureate, graduate and professional degrees consistent with its historical missions of teacher education and career advancement, including applied doctoral degree programs in education. CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.

CSUS fulfills this mission through focused missions of its universities with Central—a learner-centered public university with teaching as its focus, Eastern—the state's public liberal arts university, Southern—a preeminent metropolitan university and Western—a public university of choice for programs of excellence in liberal arts and the professionals. These institutions offer high-quality programs in more than 160 subject areas at the undergraduate and graduate degree levels, included an education doctorate. In fall 2008, the universities of the CSUS enrolled over 35,000 undergraduate and graduate students.

Performance Highlights

CSUS students continue to perform strongly on licensure and certification exams. Pass rates on teacher education and nursing licensing exams ranging from a low of 96% to 100%.Three-quarters of its alumni indicate that their ability to write and communicate effectively was enhanced by their education, but only 51% felt the same about the use of quantitative skills down from 53% last year. The percentage of minority students attending CSUS overall averages just over 17% and remains below parity with the adult population by 4.0 percentage points. Hispanics, in particular, remain significantly underrepresented despite increases over the past four years. Tuition and fee rates consistently represent a smaller percentage of median household income than at peer institutions. Degrees awarded have increased by almost 11% over the last five years reaching a record 6,870 in 2008. About 24% of all degrees awarded are in Education and 17% in Business. Of the 6,363 students who graduated from CSUS in 2007, 78% entered employment in Connecticut upon graduation and, of those, 93% remained employed here after six months. Average spending by the system continues to exceed that of its peers and the disparity is widening with costs per student now 28% higher as compared to five years ago. First year retention rates remain high at an average of 77%, three percentage points higher than in the Fall of 2006. About 19% of all CSUS students graduate in four-years, and 43% graduate in six. There has been an improvement of five percentage points in the overall six -year graduate rate since 2003, but it remains below that of its peers average of 47%. Rates for minority students remain below that of white students, but have improved seven percentage points over the last five years.

Peer Institutions for CSUS Universities

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 Paterson University of New Jersey

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)

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 Paterson University of New Jersey
Youngstown State University (OH)

Western Connecticut State University
Clarion University of PA
Framingham State College (MA)
Indiana University—South Bend
Rutgers, The State University of NJ—Camden
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)

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

To what extent are program completers prepared to practice in their profession?

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

Data Analysis

CSUS graduates continue to perform well on certification and licensure exams as indicated below.

Student Performance on Teacher Education Praxis II

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
CCSU	95%	96%	97%	96%	93%
ECSU	100%	100%	100%	100%	100%
SCSU	87%	94%	95%	98%	100%
WCSU	100%	100%	100%	100%	96%
All CSUS	**93%**	**96%**	**96%**	**98%**	**97%**
Statewide	97%	97%	98%	98%	NA

Pass rates on PRAXIS II exam consistently range in the high 90s to 100% range. It should be noted that Eastern and Western both require students to pass the Praxis II exam before they can complete the program, thus reporting a 100% pass rate. Students at Central and Southern continue to attain pass rates of mid-90%. These rates compare favorably to a previous statewide averages.

Student Performance on Nursing-RN Licensure Exam

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
SCSU	93%	94%	92%	83%	100%
WCSU	100%	100%	100%	100%	96%
Statewide	NA	89%	90%	89%	89%
National	87%	85%	87%	88%	88%

Similarly, students graduating from CSUS's two nursing programs perform well on the Nursing Learning Extension RN examination. There was a slight drop off in pass rates at Western in 2008 to 96%, but its five-year average is 99%. Southern improved posting an impressive 100% pass rate in 2008 and increasing it's five year average to 90%. On a statewide basis, pass rates average about 89%; nationally, students average about 87%.

Source: CSUS Institutions

GRADUATES WHO REPORT THEIR CSUS CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

Performance Indicator

This indicator shows the percent of graduates who reported that their CSUS education had enhanced their ability to: think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge independently.

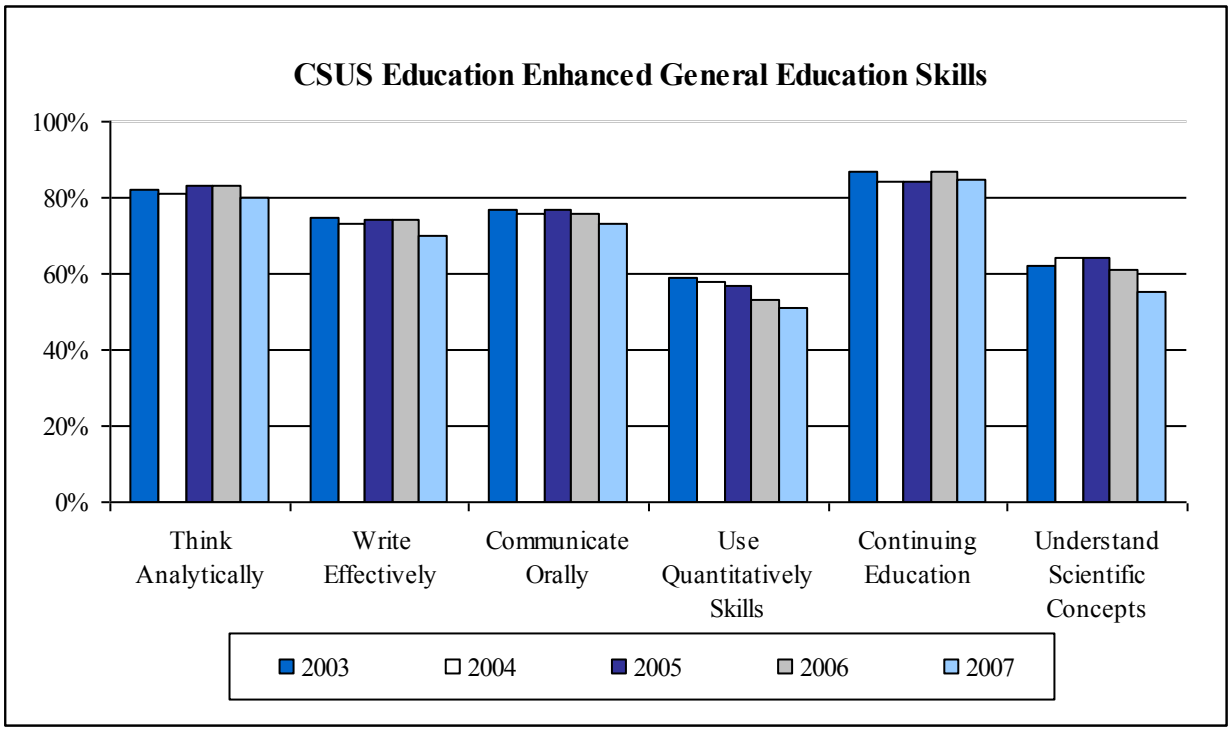
Data Analysis

Analytical Thinking and Continuing Education continue to be viewed as the higher rated skills developed CSUS their educational experience with favorable ratings of 80% and 85% in 2007, respectively. However, there has been a noticeable decline in satisfaction in all six categories, especially in understanding scientific concepts..

To what extent do CSUS graduates report positively on the outcomes they received from their education?

General Education Outcomes: CSUS Survey of Graduates

	2003	2004	2005	2006	2007
Think Analytically	82%	81%	83%	83%	80%
Write Effectively	75%	73%	74%	74%	70%
Communicate Orally	77%	76%	77%	76%	73%
Use Quantitative Skills	59%	58%	57%	53%	51%
Continuing Education	87%	84%	84%	87%	85%
Understand Scientific Concepts	62%	64%	64%	61%	55%



Source: CSUS Annual Survey of Graduates

COLLABORATIVE ACTIVITIES WITH K-12

Performance Indicator

Collaborative activities and programs supported by the state universities in Connecticut public schools.

Performance Improvement Goal
Each University will maintain partnerships at their current level.

Data Analysis

Connecticut State University System institutions have signed agreements with schools, as well as a number of other on-going partnerships.

K-12 Formal Relationships or Partnerships

	2004	2005	2006	2007	2008
CCSU	35	35	35	23	30
ECSU	7	7	5	5	5
SCSU	35	36	36	62	70
WCSU	15	15	16	14	39
All CSUS	**92**	**93**	**92**	**104**	**144**

Professional Development Schools Network (PDS)

An example of a formal relationship is the *Professional Development Schools* (PDS). Schools in the PDS have signed contracts with a CSUS institutions that address mutual commitment of resources, central administrative support, and faculty commitment. Each PDS is assigned a university and school facilitator who act as liaisons between the K-12 School and the particular University. The Network includes scores of schools throughout Connecticut. The PDS hosted hundreds of teacher candidates in fieldwork such as student volunteers, observers, tutors, mentors, interns, and student teachers. In addition, CSUS and PDS faculty members regularly served as consultants and partners across institutions.

Partnerships

In addition to the PDS relationships, there are other partnerships involving K-12 students and schools. Individual CSUS faculty projects also provide professional development to teachers within nearby K-12 Schools. Some examples include:

ConnCAP

The ConnCAP Program is a collaborative partnership among CSUS institutions, Connecticut Department of Higher Education, and local public schools.

Bridge to Achieve Student Success

Through the Building a Bridge to Achieve Student Success program at WCSU on-going since 2003, Math and English faculty work with area high school teachers in these areas to improve student preparation for college-level work.

COLLABORATIVE ACTIVITIES WITH K-12

(Continued)

Science, Technology, Engineering and Mathematics (STEM) Initiatives

Hartford HS of Engineering and Green Technologies, Exposure to Science and Math, and Partners in Science are examples of three programs that improve elementary and middle school student interest and achievement in these important areas and to better meet Connecticut's 21st century economic development, quality of life, and workforce preparation needs.

Minority Teacher Recruitment

With a grant for the Fund for the Improvement of Postsecondary Education (FIPSE) the four universities of the Connecticut State University System established university-district partnerships and developed innovative programs to recruit, enroll, and better prepare and retain new teachers in state-defined shortage areas and in priority districts, including Bridgeport, New Haven, Hartford, Waterbury and Danbury.

Note: Please see the CSUS Appendix for further explanations on the System's collaborative activities with K-12.

Source: CSUS Institutions

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (African-Americans, Hispanics, Asian/Pacific Islanders, and Native Americans) enrolled in the state universities compared to the proportions in the state's population, 18 years of age and older.

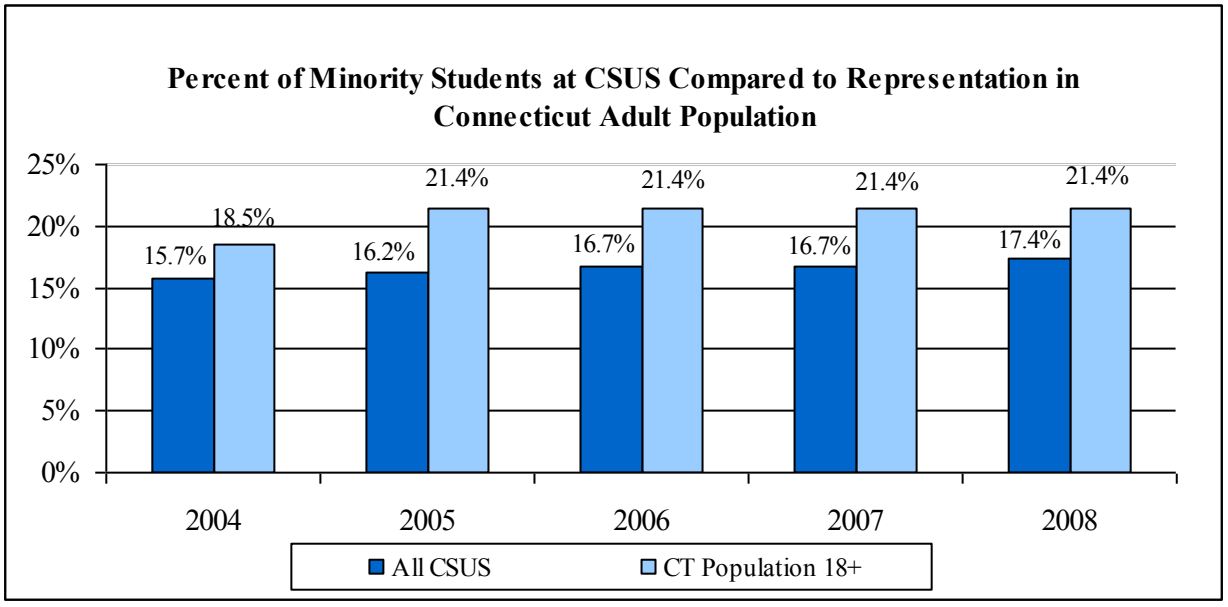
Data Analysis

The percentage of students of color enrolled at CSUS improved by 1.7% over last year, but it still remains below parity with the minority adult population by 4.0 percentage points. Eastern and Western have made good progress in enrolling more minorities, each gaining three percentage points over the last five years. CSUS is working with local districts to increase college readiness among high school graduates.

Performance Improvement Goal
The percentage of students of color at CSUS institutions will achieve parity with the percentage of over 18-year-old residents of color in the state population.

Total Minority Enrollment

	2004	2005	2006	2007	2008	% Point Change
CCSU	15.2%	15.7%	15.9%	15.3%	16.6%	1.4%
ECSU	12.7%	13.6%	14.1%	16.2%	15.7%	3.0%
SCSU	18.3%	18.6%	19.0%	19.1%	19.3%	1.0%
WCSU	14.1%	14.3%	15.6%	16.5%	17.1%	3.0%
All CSUS	15.7%	16.2%	16.7%	16.7%	17.4%	1.7%
CT Pop. 18+	18.5%	21.4%	21.4%	21.4%	21.4%	



Source: IPEDS Enrollment Survey; U.S. Census 2000 (for 2002-04 CT Population); U.S. Census 2005 (for 2005-06 CT population).

MINORITY ENROLLMENT

Enrollment by Ethnic Group					
Black	**2004**	**2005**	**2006**	**2007**	**2008**
CCSU	7.0%	7.3%	7.3%	7.1%	7.3%
ECSU	6.6%	6.9%	6.9%	7.3%	7.6%
SCSU	10.2%	10.5%	10.7%	10.5%	11.0%
WCSU	5.1%	5.2%	5.7%	6.1%	6.5%
All CSUS	**7.8%**	**8.0%**	**8.1%**	**8.0%**	**8.4%**
CT Population 18+	7.9%	8.5%	8.5%	8.5%	8.5%
Hispanic	**2004**	**2005**	**2006**	**2007**	**2008**
CCSU	5.3%	5.3%	5.4%	5.3%	6.2%
ECSU	4.0%	4.7%	4.9%	5.5%	5.6%
SCSU	5.7%	5.6%	5.8%	6.2%	5.9%
WCSU	5.4%	5.5%	6.0%	6.6%	7.1%
All CSUS	**5.2%**	**5.4%**	**5.6%**	**5.8%**	**6.2%**
CT Population 18+	**8.0%**	**9.5%**	**9.5%**	**9.5%**	**9.5%**
Asian/Pacific Islander	**2004**	**2005**	**2006**	**2007**	**2008**
CCSU	2.5%	2.6%	2.7%	2.6%	2.8%
ECSU	1.4%	1.5%	1.7%	2.0%	1.9%
SCSU	2.3%	2.2%	2.3%	2.2%	2.1%
WCSU	3.3%	3.5%	3.6%	3.6%	3.3%
All CSUS	**2.4%**	**2.5%**	**2.6%**	**2.5%**	**2.5%**
CT Population 18+	**2.4%**	**3.2%**	**3.2%**	**3.2%**	**3.2%**
Native American	**2004**	**2005**	**2006**	**2007**	**2008**
CCSU	0.5%	0.5%	0.5%	0.3%	0.3%
ECSU	0.7%	0.6%	0.6%	0.4%	0.6%
SCSU	0.2%	0.3%	0.3%	0.2%	0.2%
WSUS	0.3%	0.2%	0.2%	0.2%	0.2%
All CSUS	**0.4%**	**0.4%**	**0.4%**	**0.3%**	**0.3%**
CT Population 18+	**0.2%**	**0.2%**	**0.2%**	**0.2%**	**0.2%**

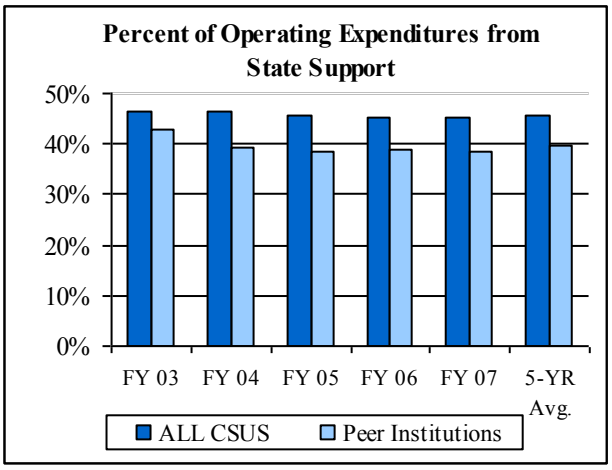
Source: IPEDS Enrollment Survey; U.S. Census 2000 (for 2002-04 CT Population); U.S. Census 2005 (for 2005-06 CT population).

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

Total state appropriations, including general fund fringe benefits and state support for student financial aid, as a percent of total education and general expenditure, excluding capital equipment purchased with bond funds.

To what extent does the State support the universities in the Connecticut State University System, and how does that compare to state support for peer institutions in other states?



Data Analysis

The percentage of operating expenditures from state support for the CSUS has been consistently higher compared to its peer institutions, averaging 45.8% over the five-year period from FY 2003 through FY 2007, versus 39.7% for peer institutions. However, the general trend for both CSUS and its peers is that the percentage of operating expenditures from state support is declining.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Average
Central CT State University	**41.6%**	**40.7%**	**43.3%**	**43.9%**	**43.5%**	**42.6%**
CCSU Peers	43.0%	38.7%	38.0%	38.1%	37.4%	39.0%
Eastern CT State University	**50.7%**	**50.4%**	**46.5%**	**46.7%**	**46.8%**	**48.2%**
ECSU Peers	42.4%	37.4%	37.7%	38.2%	38.1%	38.8%
Southern CT State University	**48.9%**	**50.5%**	**45.9%**	**44.8%**	**44.7%**	**47.0%**
SCSU Peers	43.7%	41.0%	40.1%	39.5%	38.9%	40.6%
Western CT State University	**48.7%**	**49.3%**	**48.3%**	**46.8%**	**48.3%**	**48.3%**
WCSU Peers	43.5%	41.1%	40.6%	42.0%	41.7%	41.8%
All CSUS	**46.5%**	**46.6%**	**45.5%**	**45.2%**	**45.3%**	**45.8%**
Peer Institutions	42.8%	39.4%	38.6%	38.9%	38.6%	39.7%

Source: IPEDS Revenue Survey

REAL PRICE TO STUDENTS

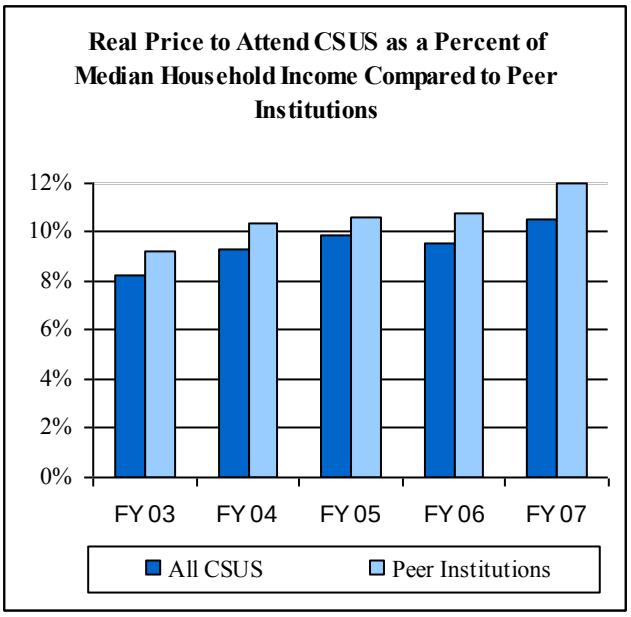
Common Core Performance Indicator

Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the state.

Performance Improvement Goal
Maintain the percent of CSUS tuition in reference to MHI below the aggregate for our peer group.

Data Analysis

Over the five-year period from FY 2003 through FY 2007, the average cost of tuition and mandatory fees at CSUS has consistently represented a smaller percentage of median household income (MHI) than its combined peer group. For FY 2007, CSUS's percentage of 10.5% compares favorably with the peer group rate of 11.99%. The general trend for both the CSUS and its peers is that the increases in tuition and mandatory fees charged by the schools is significantly out-pacing increases in MHI.



Real Price to Attend CSUS

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2002-06
CSUS System Average						
Tuition and Fees	4,531	5,121	5,611	5,936	6,736	48.7%
Connecticut MHI	54,965	55,100	56,835	62,404	64,141	16.7%
T&F as % of MHI	**8.24%**	**9.29%**	**9.87%**	**9.51%**	**10.50%**	
Peer Average						
Tuition and Fees	4,285	4,872	5,294	5,629	6,305	47.1%
Average MHI	46,398	46,814	49,877	52,288	52,591	13.3%
T&F as % of MHI	**9.24%**	**10.41%**	**10.61%**	**10.77%**	**11.99%**	

REAL PRICE TO STUDENTS

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	%Change FY 2003-07
Central						
Tuition and Fees	4,769	5,383	5,902	6,163	6,734	41.2%
Connecticut MHI	54,965	55,100	56,835	62,404	64,141	16.7%
T&F as % of MHI	**8.68%**	**9.77%**	**10.38%**	**9.88%**	**10.50%**	
Tuition and Fees – Peer Average	4,454	5,060	5,629	5,957	6,764	51.9%
MHI Peer Average	46,819	47,387	51,348	53,171	53,037	13.3%
T&F as % of MHI – Peer	**9.51%**	**10.68%**	**10.96%**	**11.20%**	**12.75%**	
Eastern						
Tuition and Fees	4,455	5,045	5,556	5,964	6,961	56.3%
Connecticut MHI	54,965	55,100	56,835	62,404	64,141	16.7%
T&F as % of MHI	**8.11%**	**9.16%**	**9.78%**	**9.56%**	**10.85%**	
Tuition and Fees – Peer Average	4,409	5,055	5,603	5,984	6,603	49.8%
MHI Peer Average	48,836	49,507	52,437	54,512	56,478	15.6%
T&F as % of MHI – Peer	**9.03%**	**10.21%**	**10.69%**	**10.98%**	**11.69%**	
Southern						
Tuition and Fees	4,443	5,010	5,474	5,813	6,623	49.1%
Connecticut MHI	54,965	55,100	56,835	62,404	64,141	16.7%
T&F as % of MHI	**8.08%**	**9.09%**	**9.63%**	**9.32%**	**10.33%**	
Tuition and Fees – Peer Average	4,040	4,555	5,027	5,443	6,181	53.0%
MHI Peer Average	46,785	46,445	50,332	53,386	51,841	10.8%
T&F as % of MHI – Peer	**8.64%**	**9.81%**	**9.99%**	**10.20%**	**11.92%**	
Western						
Tuition and Fees	4,455	5,045	5,513	5,800	6,624	48.7%
Connecticut MHI	54,965	55,100	56,835	62,404	64,141	16.7%
T&F as % of MHI	**8.11%**	**9.16%**	**9.70%**	**9.29%**	**10.33%**	
Tuition and Fees – Peer Average	4,578	5,258	5,558	5,860	6,518	42.4%
MHI Peer Average	46,331	46,714	49,537	51,786	52,030	12.3%
T&F as % of MHI – Peer	**9.88%**	**11.26%**	**11.22%**	**11.32%**	**12.53%**	

Source: CSUS Office of the CFO, CT Dept of Higher Education, U. S. Census Bureau

STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

Percent of financial aid awards from state support.

Performance Improvement Goal

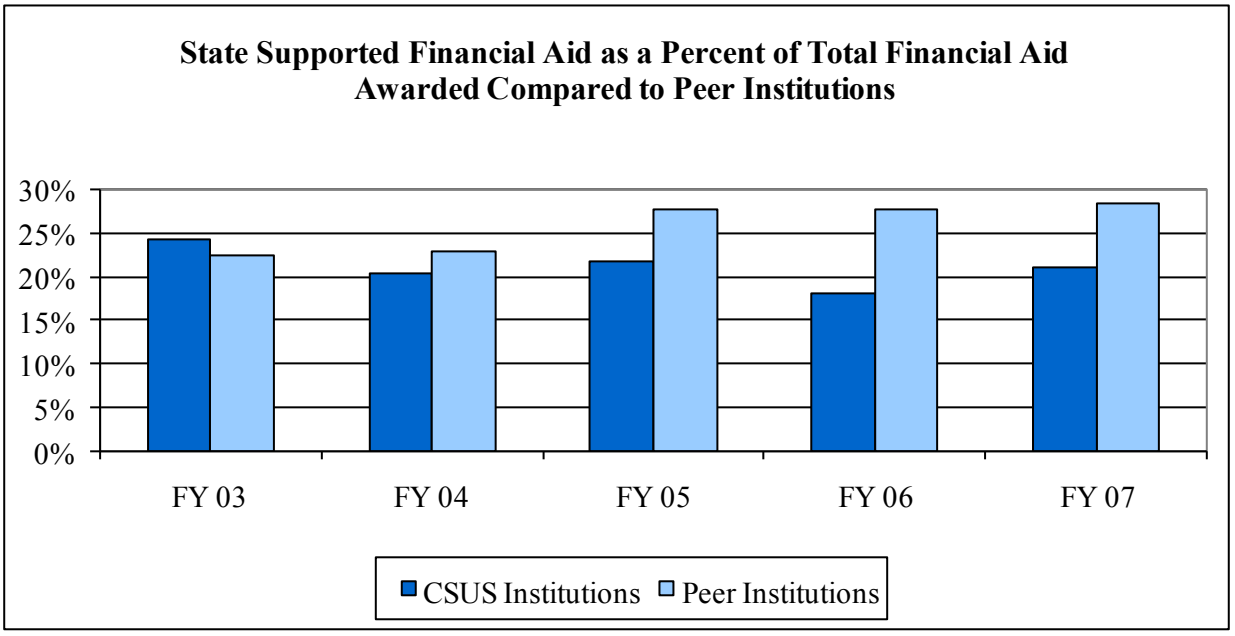
Increase the current percentage of student financial aid from state support to that of the peer group aggregate.

Data Analysis

CSUS students receive less in financial aid from state support as a percentage of total financial aid than do students at peer universities. The significant decline since FY 2003 reflects the reduction in the Connecticut Aid to Public College Grant program during this time period. However, the percentage is expected to increase significantly over the next few years to reflect major infusions of new state funding to this program, provided budget rescissions do not affect this area due to the poor economy.

Percent of Financial Aid from State Support

	FY 03	FY 04	FY 05	FY 06	FY 07
CSUS Institutions	**24.3%**	**20.4%**	**21.8%**	**18.1%**	**21.1%**
Peer Institutions	22.4%	23.0%	27.8%	27.6%	28.3%



Source: CSUS Office of the CFO

CONNECTICUT FRESHMEN WHO ARE CONNECTICUT RESIDENTS

Performance Indicator

The percent of new, full- time, degree-seeking freshman indicating Connecticut residence in information collected at enrollment.

Performance Improvement Goal

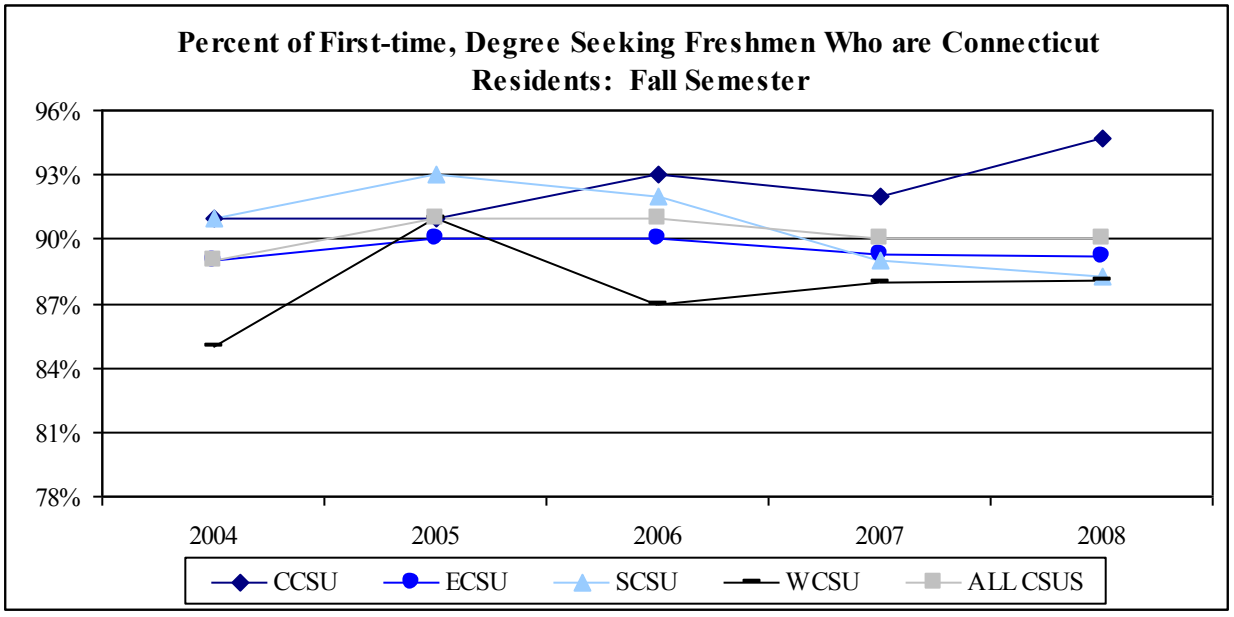
While percentages will vary by university, the goal of the system is to maintain a minimum 90% enrollment of Connecticut residents.

Data Analysis

CSUS consistently fulfills its mission of providing high quality education for Connecticut residents by attracting 90% of its freshmen enrollment from within the state. In 2008, the percentage of Connecticut residents enrolled as first-time, degree-seeking freshmen rose to 95% at Central while remaining flat at the other Universities.

Percent CT Residents of All New Freshmen

	2004	2005	2006	2007	2008
CCSU	91%	91%	93%	92%	95%
ECSU	89%	90%	90%	89%	89%
SCSU	91%	93%	92%	89%	88%
WCSU	85%	91%	87%	88%	88%
All CSUS	89%	91%	91%	90%	90%
All CSUS-CT Residents Total Enrollment	93%	93%	93%	93%	92%



Source: CSUS Institution

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program area.

To what extent are graduates of CSUS universities in program areas that address state economic needs?

Data Analysis

In 2007-08, CSUS conferred a total of 6,870 degrees including 16 associate degrees, 4,876 bachelors degrees and post baccalaureate certificates, 1,958 masters degrees and 20 doctoral degrees, an increase of 10.7% over the past five years. As noted in the table below, most programs showed an increase from last year over the five-year period.

The system also made 1,586 teacher preparation awards with 44% in teacher shortage areas. The impact on key workforce areas is shown below.

More than one-fourth of CSUS's baccalaureate degrees are awarded in seven program areas (Education, Nursing, Biological Sciences, Physical Sciences, Computer Science/Information Technology, Mathematics, and Engineering and Engineering Technology) that address key Connecticut workforce needs.

CSUS Key Workforce Areas	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
All CSUS Education Awards*	**1,926**	**2,088**	**2,404**	**1,948**	**2,050**
Total Teacher Preparation - State^	3,415	3,642	3,679	3,621	3,496
Total Teacher Preparation - CSUS**	1,653	1,794	1,721	1,683	1,586
% CSUS of State Total	48%	49%	47%	46%	45%
Priority Area Awards - State+	791	1,074	1,581	1,548	1,457
Priority Area Awards - CSUS	439	521	749	724	718
% CSUS of State Total	56%	49%	47%	47%	44%
Other Areas					
Nursing	188	197	185	180	174
Biological Sciences	140	143	140	160	173
Physical Sciences	67	71	67	64	75
Computer Sciences***	257	244	188	175	123

NA as of 12/15/08 the State Dept. of Education has not identified the shortage areas for 2008.
*Sources: *IPEDS Completion Survey, Education CIP 13 including additional advanced degrees and certificates (Award Level 5a & 7a for Southern & Western, 5&7 for Easter, Central n/a, **IPEDS Completions Survey, Teacher Preparation Part C, *** includes Management Information Systems and Computer Information Technology, ^Total Teacher Preparation figure found in annual DHE Report: CT Public Higher Education System Trends, +CT State Dept. of Education designated priority areas.*

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change FY 2004-08
All CSUS						
Business	973	1,057	1,050	1,121	1,169	20.1%
Health/Life Sciences	422	443	471	483	557	32.0%
Science/Engineering/Technology	415	436	429	372	385	-7.2%
Social Sciences	1,214	1,134	1,202	1,269	1,140	-6.1%
Liberal Arts/Multidisciplinary Studies	218	246	308	285	361	65.6%
Humanities/Arts/Communications	814	867	919	940	1,177	44.6%
Social & Public Services	450	433	456	402	433	-3.8%
Education	1,699	1,774	1,807	1,600	1,648	-3.0
Total	**6,205**	**6,390**	**6,642**	**6,472**	**6,870**	**10.7%**

DEGREES CONFERRED BY CREDIT PROGRAM

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change FY 2004-08
Central						
Business	453	482	472	524	536	18.3%
Health/Life Sciences	108	129	98	137	138	27.8%
Science/Engineering/Technology	247	244	246	219	223	-9.7%
Social Sciences	411	384	437	442	371	-9.7%
Liberal Arts/Multidisciplinary Studies	9	11	54	16	26	188.9%
Humanities/Arts/Communications	255	295	277	268	371	45.5%
Social & Public Services	43	68	54	19	19	-55.8%
Education	641	639	705	643	610	-4.8%
Total	**2,167**	**2,252**	**2,343**	**2,268**	**2,294**	**5.9%**
Eastern						
Business	139	136	141	140	163	17.3%
Health/Life Sciences	15	24	16	20	43	186.7%
Science/Engineering/Technology	62	73	77	47	67	8.1%
Social Sciences	248	262	241	243	239	-3.6%
Liberal Arts/Multidisciplinary Studies	120	125	122	133	137	14.2%
Humanities/Arts/Communications	161	173	218	197	221	37.3%
Social & Public Services	53	47	54	44	53	0.0%
Education	135	129	131	137	158	17.0%
Total	**933**	**969**	**1,000**	**961**	**1,081**	**15.9%**
Southern						
Business	170	231	225	247	245	44.1%
Health/Life Sciences	242	225	263	247	297	22.7%
Science/Engineering/Technology	76	89	80	76	63	-17.1%
Social Sciences	436	354	382	440	445	2.1%
Liberal Arts/Multidisciplinary Studies	74	96	121	124	182	145.9%
Humanities/Arts/Communications	280	266	261	309	335	19.6%
Social & Public Services	272	229	256	240	219	-19.5%
Education	680	778	732	613	643	-5.4%
Total	**2,230**	**2,268**	**2,320**	**2,296**	**2,429**	**8.9%**
Western						
Business	211	208	212	210	225	6.6%
Health/Life Sciences	57	65	94	79	79	38.6%
Science/Engineering/Technology	30	30	26	30	32	6.7%
Social Sciences	119	134	142	144	85	-28.6%
Liberal Arts/Multidisciplinary Studies	15	14	11	12	16	6.7%
Humanities/Arts/Communications	118	133	163	166	250	111.9%
Social & Public Services	82	89	92	99	142	73.2%
Education	243	228	239	207	237	-2.5%
Total	**875**	**901**	**979**	**947**	**1,066**	**21.8%**

Source: IPEDS Completion Survey, NCES Federal Classification of Instructional Programs and CSU Office of Institutional Research

WORKFORCE PREPARATION

Performance Indicator

The number and percentage of graduates who were employed in Connecticut at the time of graduation and retained in employment six-months later.

To continue to improve the rate of employment and retention in the workforce.

Data Analysis

A large majority of CSUS's graduates enter the Connecticut workforce. According to data provided by the Connecticut Department of Labor (DOL), 78% of CSUS degree recipients entered the Connecticut workforce after graduation and 93 percent of those retained employment for at least six months.

Employed in CT Following Graduation and Retained in Employment Six Months Thereafter

	2003	%	2004	%	2005	%	2006	%	2007	%
All CSUS										
Graduated	5,662		6,063		6,304		6,503		6,363	
Employed	4,400	78%	4,579	76%	4,916	78%	4,994	77%	4,950	78%
Retained	4,081	93%	4,099	90%	4,540	92%	4,639	93%	4,603	93%
CCSU										
Graduated	1,990		2,167		2,252		2,343		2,268	
Employed	1,550	78%	1,624	75%	1,805	80%	1,824	78%	1,821	80%
Retained	1,451	94%	1,451	89%	1,679	93%	1,699	93%	1,696	93%
ECSU										
Graduated	887		899		991		985		947	
Employed	679	77%	705	78%	751	76%	746	76%	724	77%
Retained	609	90%	622	88%	690	92%	690	92%	678	94%
SCSU										
Graduated	2,131		2,122		2,120		2,233		2,202	
Employed	1,727	81%	1,683	79%	1,721	81%	1,771	79%	1,766	80%
Retained	1,625	94%	1,531	91%	1,594	93%	1,663	94%	1,642	93%
WCSU										
Graduated	664		875		941		942		946	
Employed	444	67%	567	65%	639	68%	653	69%	639	68%
Retained	396	89%	495	87%	577	90%	587	90%	587	92%

Note: DOL data only includes graduates who found work in Connecticut and does not include self-employed, federal workers, or graduate workers in other states.

Source: Office of Research, Labor Market Information, Dept. of Labor: Legislative Report Card

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal development and workforce development.

To what extent are CSUS institutions being responsive to the needs of life-long learners for personal and workforce development?

Data Analysis

This indicator presents another factor for measuring CSUS's response to business professional and community needs beyond the degree programs its universities offer. Many of these registrations reflect continuing professional education in such fields as Education, Social Work, Public Health and Communication Disorders.

The differences in course registrations among the universities reflect their individual emphases in these areas.

Non–Credit Registrations

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change FY 2004-08
CCSU	1,020	342	418	678	758	-26%
ECSU	246	132	132	281	242	-2%
SCSU	920	1,033	1,085	1,172	1,197	30%
WCSU	1,015	743	610	58	0	-100%
All CSUS	3,201	2,250	2,245	2,189	2,197	-31%

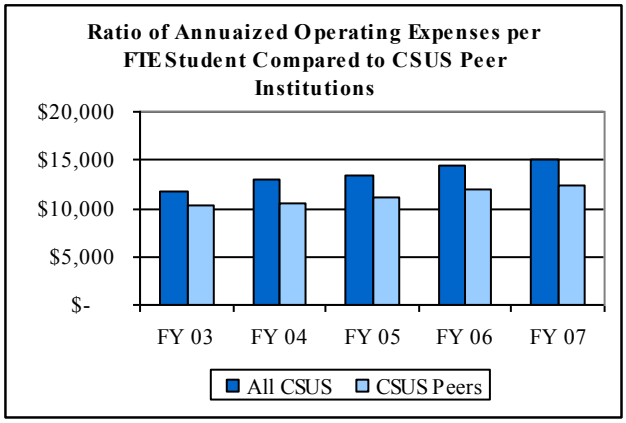
Source: CSUS Institutions

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures (including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students compared to peers.

How does current real cost compare to peer institutions?



Data Analysis

The CSUS average real cost per student of $14,961 in 2007 was 20% higher than its peer group. This reflects a growth of nearly 28% since FY 2003, compared to only 20% among the peers. While CSUS costs have always been higher than its peers, the gap has been widening with costs now 20% higher compared to only 13% in FY 2003. This differential is driven by higher overall spending increases (34% compared to 27%), and lower enrollment growth (4.9% compared to 5.9%) resulting in a larger expenditure base spread over a small enrollment base. As shown in the table on the following page, the cost differential is most pronounced at Eastern and Western CSUS.

Real Cost Per Student

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
CSUS Average						
Fall FTE - Total CSUS	26,734	26,598	27,273	27,629	28,040	4.9%
E&G Expenditures (in $millions)	$312.9	$344.7	$366.1	$397.8	$419.5	34.1%
E&G Cost per FTE Student	**$11,705**	**$12,960**	**$13,424**	**$14,396**	**14,961**	27.8%
Peer Average						
Fall FTE - Peer Average	28,371	29,045	29,371	29,733	30,054	5.9%
E&G Expenditures (in $millions)	$293.8	$307.1	$327.5	$354.2	$374.7	27.5%
E&G Cost per FTE Student	**$10,356**	**$10,574**	**$11,152**	**$11,914**	**12,468**	20.4%

REAL COST PER STUDENT

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
Central						
Fall FTE Enrollment	9,181	8,900	9,292	9,422	9,381	2.2%
E&G Expenditures (in $millions)	$98.5	$130.5	$122.7	$132.3	$138.9	41.0%
E&G Cost per FTE	**$10,733**	**$14,668**	**$13,200**	**$14,039**	**$14,810**	**38.0%**
Fall FTE - CCSU Peer Average	8,419	8,666	8,830	8,942	9,067	7.7%
E&G Expenditures (in $millions)	$92.8	$98.1	$105.0	$114.3	$120.4	29.8%
E&G Cost per FTE - Peer	**$11,018**	**$11,323**	**$11,892**	**$12,788**	**$13,275**	**20.5%**
Eastern						
Fall FTE Enrollment	4,179	4,159	4,241	4,268	4,386	5.0%
E&G Expenditures (in $millions)	$52.6	$53.0	$59.6	$66.2	$68.8	30.8%
E&G Cost per FTE	**$12,579**	**$12,734**	**$14,048**	**$15,505**	**$15,681**	**24.7%**
Fall FTE - ECSU Peer Average	5,324	5,436	5,474	5,584	5,673	6.6%
E&G Expenditures (in $millions)	$52.3	$55.9	$59.7	$65.3	$70.4	34.6%
E&G Cost per FTE - Peer	**$9,821**	**$10,284**	**$10,914**	**$11,689**	**$12,410**	**26.4%**
Southern						
Fall FTE Enrollment	8,847	8,908	9,132	9,239	9,439	6.7%
E&G Expenditures (in $millions)	$103.5	$101.6	$118.8	$128.0	$136.9	32.3%
E&G Cost per FTE	**$11,696**	**$11,404**	**$13,005**	**$13,857**	**$14,499**	**24.0%**
Fall FTE - SCSU Peer Average	9,528	9,829	9,957	10,045	10,112	6.1%
E&G Expenditures (in $millions)	$97.5	$100.9	$108.3	$116.5	$120.6	23.8%
E&G Cost per FTE - Peer	**$10,228**	**$10,267**	**$10,875**	**$11,597**	**$11,928**	**16.6%**
Western						
Fall FTE Enrollment	4,527	4,631	4,608	4,700	4,834	6.8%
E&G Expenditures (in $millions)	$58.3	$59.6	$65.1	$71.3	$75.0	28.5%
E&G Cost per FTE	**$12,886**	**$12,875**	**$14,130**	**$15,167**	**$15,506**	**20.3%**
Fall FTE - WCSU Peer Average	5,100	5,114	5,110	5,162	5,202	2.0%
E&G Expenditures (in $millions)	$51.3	$52.2	$54.5	$58.1	$63.3	23.4%
E&G Cost per FTE - Peer	**$10,059**	**$10,202**	**$10,668**	**$11,261**	**$12,172**	**21.0%**

Note: For the purposes of this analysis, FTE for CSUS and it's peer group is calculated consistently using a formula based on actual headcount. For internal purposes and other external reporting, CSUS calculates FTE based on credit hours.

Source: CSUS Office of the CFO; Peer Average—IPEDS Finance Survey and IPEDS Fall Enrollment Survey

RETENTION RATE

Common Core Performance Indicator

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

Performance Improvement Goal

CSUS's long term system goal is to exceed the median for its peer group.

Data Analysis

CSUS's average retention rates of first-year, full-time degree-seeking undergraduate students to the second year has ranged from 74% to 77% over the five-year period presented. The increase to 77% in 2007 follows two consecutive years of declines. The system median exceeded its peer group median for the last year that comparative data was available. Retention rates of Blacks (84% in fall 2007) for the fourth consecutive year exceeded that of Whites (76%), and rates for Hispanic students (76%).

First Year Retention Rate of First-time, Full-time Degree and Certificate Seeking Students

	Fall 2003	Fal 2004	Fall 2005	Fall 2006	Fall 2007	Peer Average Fall 2006
CCSU	78%	80%	76%	79%	79%	75%
ECSU	75%	78%	75%	74%	74%	76%
SCSU	72%	75%	78%	72%	77%	73%
WCSU	69%	73%	67%	67%	74%	74%
All CSUS	**76%**	**77%**	**75%**	**74%**	**77%**	**75%**

*Source: CSUS Institutions , IPEDS Fall Enrollment Survey. *Average of 34 Peer Institutions*

With regard to retention by race/ethnicity at the aggregate CSUS level for Fall 2007, the retention rate for Total Minorities exceeded the rate for All Students.

Cohort	All Students	White	Black	Hispanic	Asian-American	Native American	Total Minority
All CSUS							
Fall 2007	77%	76%	84%	76%	78%	100%	80%
Fall 2006	74%	73%	78%	68%	76%	47%	74%
Fall 2005	75%	75%	76%	70%	75%	67%	73%
Fall 2004	77%	76%	79%	79%	72%	79%	78%
Fall 2003	76%	77%	76%	68%	64%	85%	70%

RETENTION RATE

Data Analysis (continued)

	All Students	White	Black	Hispanic	Asian-American	Native Indian	Total Minority
Central							
Fall 2007	79%	79%	84%	77%	90%	100%	83%
Fall 2006	79%	79%	81%	77%	74%	0%	77%
Fall 2005	76%	77%	71%	73%	77%	75%	73%
Fall 2004	80%	82%	83%	74%	66%	76%	76%
Fall 2003	78%	77%	88%	82%	72%	80%	83%
Eastern							
Fall 2007	74%	74%	86%	75%	78%	100%	81%
Fall 2006	74%	74%	78%	73%	93%	43%	76%
Fall 2005	75%	75%	78%	72%	72%	33%	74%
Fall 2004	78%	78%	84%	89%	71%	80%	84%
Fall 2003	75%	76%	73%	70%	40%	100%	69%
Southern							
Fall 2007	77%	77%	84%	77%	72%	100%	80%
Fall 2006	72%	73%	77%	61%	75%	80%	72%
Fall 2005	78%	78%	78%	70%	80%	83%	76%
Fall 2004	75%	76%	72%	74%	59%	100%	72%
Fall 2003	72%	74%	70%	63%	57%	75%	66%
Western							
Fall 2007	74%	74%	79%	73%	68%	n/a	75%
Fall 2006	73%	72%	77%	74%	81%	100%	77%
Fall 2005	67%	65%	79%	65%	68%	0%	71%
Fall 2004	72%	71%	76%	69%	82%	50%	74%
Fall 2003	72%	73%	68%	61%	79%	100%	67%

Source: CSUS Institutions

GRADUATION RATE

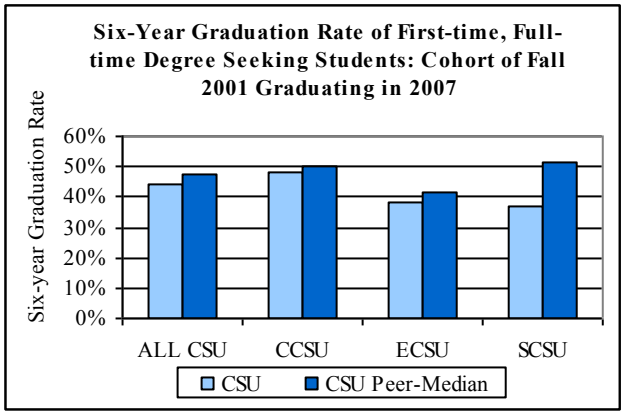
Common Core Performance Indicator

The percentage of first-year full-time, degree-seeking students in a cohort who complete within four and six years.

Performance Improvement Goal
CSUS's long term system goal is to exceed the median for our peer group.

Data Analysis

Six-year graduation rates (the percentage of first-year, full-time degree-seeking students who complete their programs within 150% of the normal time period for a baccalaureate degree) increased by one percentage point system wide from the 2007 to 2008 cohort (42% to 43%). This rate remains below the 47% median average graduation rate for the CSUS peer group for the last year of comparable data available (2007). The system wide increase for this time period was driven in part by an increase of three percentage points in total minority graduation rate (four percentage points among Hispanics as well as a 13 point increase among Asian students). Over the last five years, rates have improved by four percentage points.



Six-Year Graduation Rate Entering Freshmen

Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
All CSUS								
Fall 2002	2008	43%	44%	33%	39%	46%	42%	37%
Fall 2001	2007	42%	44%	32%	35%	33%	48%	34%
Fall 2000	2006	39%	41%	31%	30%	33%	NA	31%
Fall 1999	2005	38%	41%	34%	28%	33%	46%	32%
Fall 1998	2004	39%	42%	32%	25%	37%	53%	30%
All CSUS–Peer								
Fall 2002 *	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2001	2007	47%	49%	38%	40%	45%	25%	39%
Fall 2000	2006	47%	49%	37%	42%	44%	35%	39%
Fall 1999	2005	46%	48%	38%	41%	47%	29%	39%
Fall 1998	2004	46%	48%	36%	41%	47%	26%	39%

GRADUATION RATE

Data Analysis (continued)

Six-Year Graduation Rate Entering Freshmen								
Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Central								
Fall 2002	2008	46%	47%	38%	40%	48%	43%	40%
Fall 2001	2007	44%	46%	31%	33%	46%	25%	33%
Fall 2000	2006	40%	42%	26%	32%	43%	NA	31%
Fall 1999	2005	40%	43%	30%	25%	37%	NA	31%
Fall 1998	2004	43%	47%	29%	28%	36%	NA	30%
Central-Peer								
Fall 2002 *	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2001	2007	47%	49%	39%	45%	48%	36%	42%
Fall 2000	2006	48%	51%	36%	44%	45%	34%	40%
Fall 1999	2005	47%	49%	36%	39%	48%	23%	39%
Fall 1998	2004	47%	49%	38%	41%	45%	26%	39%
Eastern								
Fall 2002	2008	46%	46%	40%	39%	36%	40%	39%
Fall 2001	2007	48%	50%	37%	36%	22%	20%	34%
Fall 2000	2006	48%	49%	45%	42%	NA	NA	45%
Fall 1999	2005	43%	44%	48%	23%	33%	NA	42%
Fall 1998	2004	41%	43%	41%	20%	NA	NA	35%
Fall 1997	2003	42%	44%	29%	37%	40%	NA	36%
Eastern-Peer								
Fall 2002 *	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2001	2007	50%	51%	39%	49%	43%	33%	41%
Fall 2000	2006	50%	51%	42%	42%	35%	33%	40%
Fall 1999	2005	49%	50%	43%	33%	40%	36%	40%
Fall 1998	2004	48%	49%	37%	42%	49%	22%	39%
Fall 1997	2003	47%	48%	37%	34%	36%	28%	36%

GRADUATION RATE

Data Analysis (continued)

Six-Year Graduation Rate Entering Freshmen								
Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Southern								
Fall 2002	2008	38%	40%	32%	43%	41%	33%	36%
Fall 2001	2007	38%	39%	33%	38%	38%	33%	35%
Fall 2000	2006	34%	35%	29%	28%	26%	NA	28%
Fall 1999	2005	36%	38%	29%	28%	23%	NA	27%
Fall 1998	2004	37%	39%	29%	27%	33%	NA	29%
Southern-Peer								
Fall 2002 *	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2001	2007	42%	43%	37%	39%	44%	22%	38%
Fall 2000	2006	41%	43%	36%	42%	48%	31%	38%
Fall 1999	2005	41%	43%	37%	43%	48%	28%	39%
Fall 1998	2004	41%	42%	35%	42%	48%	29%	38%
Western								
Fall 2002	2008	40%	43%	21%	32%	56%	100%	31%
Fall 2001	2007	37%	39%	27%	35%	11%	100%	31%
Fall 2000	2006	37%	39%	28%	26%	19%	NA	25%
Fall 1999	2005	35%	36%	35%	35%	37%	NA	35%
Fall 1998	2004	33%	34%	29%	22%	NA	NA	29%
Western-Peer								
Fall 2002 *	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2001	2007	51%	53%	38%	19%	44%	6%	33%
Fall 2000	2006	51%	53%	37%	31%	42%	41%	37%
Fall 1999	2005	52%	53%	40%	47%	52%	33%	44%
Fall 1998	2004	51%	52%	38%	41%	49%	27%	40%

Note: Minority rates omit international students, many of whom are members of minority groups. White category includes self-reported white, other and unknown. NA = Minority group entering class has less than 15 students.
* Fall 2002 Peer cohort rates are not available from IPEDS until Summer of 2009.

Source: CSUS Institutions, NCES IPEDS Peer Analysis System

Four-Year Graduation Rates Entering Freshman

Four-year graduation rates also increased for the fall 2003 to fall 2004 cohort (16% to 19%) with all ethnic groups displaying increasing rates. However, this remains below the median peer average of 22% for the last year of comparable data available (fall 2003). At the university level, all four Universities increased their four-year rate over the prior year, featuring a four percent increase to 16% by Southern as well as the high rate of 32% consistently reported by Eastern.

GRADUATION RATE

Data Analysis (continued)

Four-Year Graduation Rate Entering Freshmen								
Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
All CSUS								
Fall 2004	2008	19%	20%	13%	16%	17%	15%	15%
Fall 2003	2007	16%	17%	11%	13%	15%	22%	12%
Fall 2002	2006	13%	14%	8%	9%	11%	NA	9%
Fall 2001	2005	14%	15%	11%	6%	16%	19%	10%
Fall 2000	2004	14%	15%	10%	10%	23%	20%	11%
Fall 1999	2003	13%	13%	9%	12%	11%	13%	11%
All CSUS-Peer								
Fall 2004	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2003	2007	22%	23%	14%	16%	20%	15%	15%
Fall 2002	2006	22%	24%	15%	15%	19%	14%	15%
Fall 2001	2005	21%	22%	16%	13%	21%	16%	16%
Fall 2000	2004	20%	21%	14%	12%	18%	10%	14%
Fall 1999	2003	19%	20%	15%	12%	16%	10%	14%
Central								
Fall 2004	2008	17%	18%	13%	9%	11%	6%	11%
Fall 2003	2007	14%	13%	11%	16%	21%	20%	14%
Fall 2002	2006	11%	11%	8%	3%	17%	NA	8%
Fall 2001	2005	11%	11%	12%	3%	20%	NA	11%
Fall 2000	2004	12%	13%	8%	7%	27%	NA	10%
Fall 1999	2003	7%	7%	5%	7%	0%	NA	6%
Central-Peer								
Fall 2004	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2003	2007	24%	25%	17%	19%	21%	7%	18%
Fall 2002	2006	22%	24%	12%	16%	18%	9%	14%
Fall 2001	2005	20%	22%	12%	13%	22%	10%	13%
Fall 2000	2004	19%	21%	10%	13%	17%	5%	12%
Fall 1999	2003	18%	20%	9%	12%	15%	13%	11%
Eastern								
Fall 2004	2008	32%	33%	21%	31%	21%	40%	25%
Fall 2003	2007	31%	33%	22%	16%	30%	0%	20%
Fall 2002	2006	23%	24%	10%	23%	NA	NA	15%
Fall 2001	2005	25%	26%	21%	9%	17%	NA	18%
Fall 2000	2004	20%	22%	12%	13%	NA	NA	14%
Fall 1999	2003	20%	22%	14%	20%	20%	NA	16%

GRADUATION RATE

Data Analysis (continued)

Four-Year Graduation Rate Entering Freshman								
Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Eastern-Peer								
Fall 2004	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2003	2007	26%	27%	18%	22%	19%	18%	19%
Fall 2002	2006	25%	26%	17%	19%	16%	10%	17%
Fall 2001	2005	23%	24%	16%	12%	18%	21%	16%
Fall 2000	2004	22%	22%	11%	15%	20%	6%	13%
Fall 1999	2003	21%	21%	13%	12%	11%	10%	12%
Southern								
Fall 2004	2008	16%	17%	10%	16%	17%	50%	13%
Fall 2003	2007	12%	13%	8%	11%	14%	50%	10%
Fall 2002	2006	11%	11%	7%	10%	6%	NA	8%
Fall 2001	2005	12%	13%	7%	2%	9%	NA	6%
Fall 2000	2004	13%	14%	12%	9%	20%	NA	12%
Fall 1999	2003	13%	13%	12%	13%	16%	NA	13%
Southern-Peer								
Fall 2004	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2003	2007	13%	13%	13%	9%	17%	13%	13%
Fall 2002	2006	15%	14%	15%	14%	20%	11%	15%
Fall 2001	2005	14%	13%	17%	12%	22%	11%	16%
Fall 2000	2004	14%	14%	16%	10%	20%	16%	15%
Fall 1999	2003	14%	13%	19%	12%	17%	4%	17%
Western								
Fall 2004	2008	16%	16%	13%	12%	22%	0%	15%
Fall 2003	2007	13%	13%	8%	11%	14%	NA	9%
Fall 2002	2006	13%	14%	8%	9%	6%	NA	8%
Fall 2001	2005	10%	11%	3%	13%	16%	NA	8%
Fall 2000	2004	14%	16%	5%	12%	NA	NA	10%
Fall 1999	2003	14%	16%	5%	14%	12%	NA	9%
Western-Peer								
Fall 2004	2008	NA	NA	NA	NA	NA	NA	NA
Fall 2003	2007	29%	30%	15%	36%	25%	28%	23%
Fall 2002	2006	22%	24%	15%	15%	19%	14%	15%
Fall 2001	2005	21%	22%	16%	13%	21%	16%	16%
Fall 2000	2004	20%	21%	14%	12%	18%	10%	14%
Fall 1999	2003	19%	20%	15%	12%	16%	10%	14%
Fall 1998	2002	19%	21%	13%	11%	16%	15%	13%

Operating Expenditures for Instruction, Academic Support and Student Services

Performance Indicator

The ratio of operating expenses for instruction, academic support (including libraries) and student services to all education and general expenditures.

Performance Improvement Goal

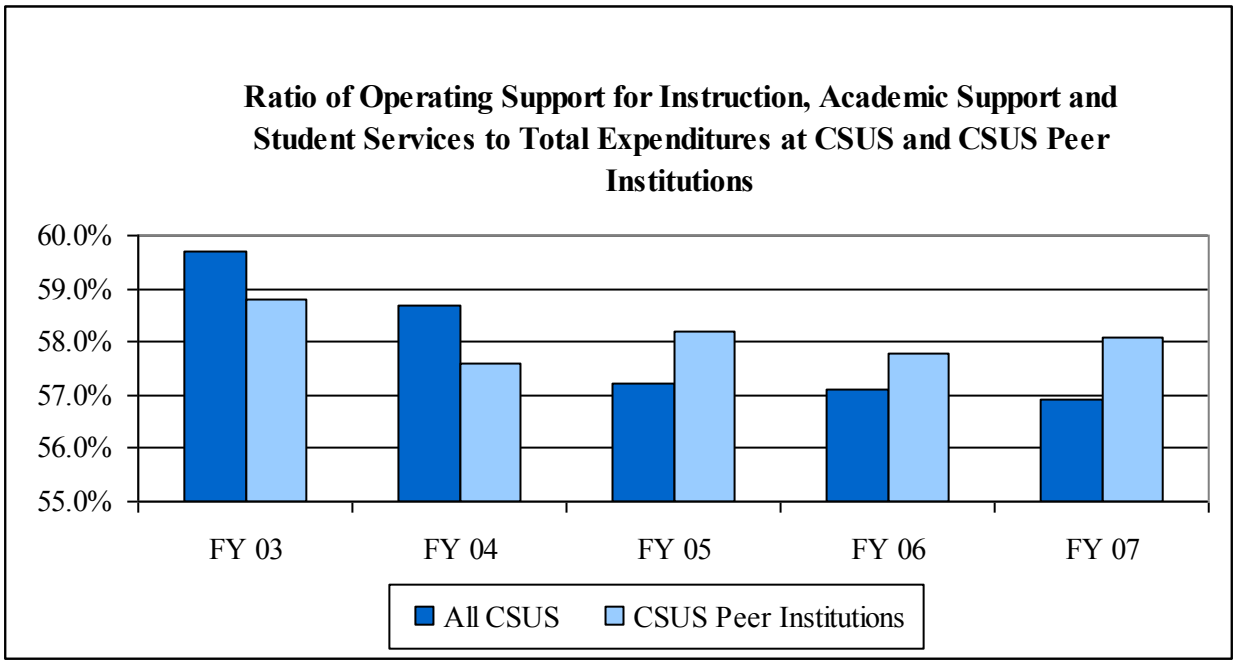
Maintain at 61% or to exceed peer group aggregate, whichever is higher. Each university will also maintain its current level or strive to exceed peer group composite, whichever is higher.

Data Analysis

Over the five-year period from FY 2003 to FY 2007, operating expenses for instruction, academic support, and student services as a percentage of all expenditures for CSUS has declined to 56.9% from just under 60%. The same ratio for its combined peer group was slightly higher at 58.1% on average over the same period. Southern is the only university to exceed its peers in percent of operating support and remain above the 61% performance goal for the last five years.

Percent of Operating Support for Instruction, Academic Support and Student Services

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
All CSUS	**59.7%**	**58.7%**	**57.2%**	**57.1%**	**56.9%**
CSUS Peer Institutions	58.8%	57.6%	58.2%	57.8%	58.1%



Note: For purposes of comparability with our peers, CSUS System Office expenditures have been excluded from this analysis.

OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Central CT State University	**62.0%**	**60.1%**	**55.9%**	**55.3%**	**55.4%**
CCSU Peers	58.2%	56.8%	57.4%	56.6%	57.0%
Eastern CT State University	**53.6%**	**51.6%**	**53.7%**	**54.0%**	**54.4%**
ECSU Peers	60.1%	57.9%	59.6%	60.2%	60.4%
Southern CT State University	**62.1%**	**62.3%**	**61.9%**	**62.2%**	**61.1%**
SCSU Peers	57.2%	56.0%	56.5%	56.5%	56.7%
Western CT State University	**56.0%**	**55.8%**	**54.2%**	**54.1%**	**54.2%**
WCSU Peers	61.0%	60.6%	60.8%	59.8%	60.8%

Source: CSUS Office of the CFO

FACULTY INSTRUCTIONAL PRODUCTIVITY

Performance Indicator

Workload for full-time faculty is established at 12 credits per semester by the contract negotiated between the CSUS Board of Trustees and the American Association of University Professors for the CSUS faculty.

What is the number of load credits carried annually by each full-time faculty member in the CSUS System compared to full-time faculty at CSUS peer institutions?

Number of Load Credits Related to Instruction: Annual for CSUS FT Faculty

	AY 2003-04	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	% WKLD
CSUS	21.1	20.1	20.2	20.2	20.2	84%
ECSU	21.9	21.9	21.3	20.6	20.9	87%
SCSU	20.8	20.5	20.6	19.2	19	79%
WCSU	20.9	21.1	18.9	20	20.8	87%
All CSUS	**21.2**	**20.9**	**20.3**	**20.0**	**20.2**	**84%**

Data Analysis

The CSUS Vice Presidents for Academic Affairs and System Office staff have developed and adopted a common methodology to report data and calculate instructional productivity of full-time faculty. Instructional productivity includes all load credit hours related to offering instruction, whether credit or non-credit, as well as direct service instruction and program activities to students. This definition excludes chairing an academic department or directing a center or institute that does not involve learning activities for students. It also excludes reassigned time for research and other purely administrative assignments. The following criteria were adopted:

Items that generate student credit hours: (a) Classroom and online instruction, and (b) Supervision of student activities required to complete a course or degree program, such as: internships, practica, field work, independent studies, thesis preparation, student teaching, and individualized instruction.

Items that *do not* generate student credit hours but nevertheless *do* involve instruction: (a) Non-credit workshops, and (b) Load credit that is directly assigned to activities relating specifically to instruction, such as coordination of instructional programs.

Items that should *not* be included: (a) Managing an institute that does not directly affect students, such as an institute for the business community, and (b) Reassigned time for research unless students are involved directly in the research.

Allowing for reassigned time for such activities as noted above, the accompanying table shows the average annual number of load credits related to instruction during the past five years. According to the 1999 National Study of Postsecondary Faculty conducted by the National Center for Education Statistics, full-time faculty at comprehensive institutions (similar in mission, role and scope to the universities in the CSUS system) spend about 80% of their time in instruction-related activities. Full-time faculty at CSUS spend 80% to 99% of their time in instruction-related activities, with a system wide average of 91%.

Source: CSUS Institutions

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Department of Higher Education

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Community-Technical College System

CONNECTICUT COMMUNITY COLLEGE SYSTEM

The Connecticut Community College System is a comprehensive system comprised of 12 two-year colleges known as the Connecticut Community Colleges: Asnuntuck Community College (CC) in Enfield, Capital CC in Hartford, Gateway CC in New Haven, Housatonic CC in Bridgeport, Manchester CC in Manchester, Middlesex CC in Middletown, Naugatuck CC in Waterbury, Northwestern Connecticut CC in Winsted, Norwalk CC in Norwalk, Quinebaug CC Valley in Danielson, Three Rivers CC in Norwich, and Tunxis CC in Farmington. The oldest community college is Norwalk CC which was established in 1961. The youngest is Quinebaug CC which was established in 1971.

Mission

The 12 two-year colleges that comprise the Connecticut Community Colleges share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens. The colleges seek to enrich the intellectual, cultural and social environments of the communities they serve. The colleges support the economic growth of the state and its citizens through programs that supply business and industry with a skilled, well-trained work force.

The system serves about 51,105 credit and 40,372 non-credit students throughout the state. It offers numerous career programs in areas such as nursing and allied health, information technology, bioscience and early childhood education, as well as general study and transfer programs.

Performance Highlights

Community college graduates perform well on licensure and certification exams. The pass rate for nursing averages 94% and rates for other allied health fields have reached 100%. About 19% of credit students attending a community college enroll in at least one developmental math or English course. Among the 9,242 students who enrolled in a basic skills math course last year, about 47% passed. The percentage of minority students attending community colleges has reached 34%, exceeding the proportion of minorities in the state's adult population. There is variation among individual colleges, with the minority population at small rural community colleges reflecting their respective service areas. Tuition and fee rates consistently represent a smaller percentage of median household income than the system's peers at 4.2% compared to 4.9%. The number of degrees awarded has increased by almost 16% over the last five years reaching a record 4,883 in 2008. About 30% of all degrees are awarded in Liberal Arts and General Studies, 20% are in Business and 20% in Health/Life Sciences. Less than 10% are awarded in Science/Engineering/Technology. Of the 4,719 students who graduated in an occupational program from a community college in 2007, 77% entered employment in Connecticut upon graduation and, of those, 92% were retained employment after six months. Average costs per student continue to exceed that of its peers, but the disparity is closing as expenditures per student among peers has outpaced that of Connecticut (38% to 10%). First year retention rates have remained consistent at 59%, with rates for Blacks, and Hispanics below that of white students. There has been a decline in the system's three-year graduation rate from 11% to 10%, and it remains below that of the peer average of 15%. Rates for Blacks and Hispanics are at only 5% and 6%, respectively. About 61% of new students enroll in community college and aspire to obtain an associates degree or certificate.

PEER INSTITUTIONS FOR THE CONNECTICUT COMMUNITY COLLEGES

Asnuntuck (AS), Northwestern (NW), Quinebaug Valley (QV) Community Colleges

Small Rural Peer Institutions	State
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

Capital (CA), Gateway (GW), Housatonic (HO) Community Colleges

Medium Urban Peer Institutions	State
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

Manchester (MA), Naugatuck Valley (NV), Norwalk (NK) Community Colleges

Large Urban Peer Institutions	State
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

Middlesex (MX), Three Rivers (TR), Tunxis (TX) Community Colleges

Medium Suburban Peer Institutions	State
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

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

Performance Improvement Goal

For the system, graduates taking licensure or certification examinations will maintain or exceed a 75% pass rate.

Data Analysis

A number of degree and certificate programs offered by the Connecticut Community Colleges require students to pass state or national licensure examinations in order to practice in the field. The table below includes all programs in the system that require licensure or certification for which licensure data is collected. Overall, graduates have secured impressive pass rates on these examinations. For nursing, the pass rate is 94%, while nine other allied health fields have achieved an annual pass rate of 100%.

Student Performance on Licensure and Certification Exams

		FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
CA,GW,NK,NV,TR	Nursing	93%	93%	94%	93%	94%
TX	Dental Hygiene	100%	97%	100%	100%	100%
GW	Diagnostic Medical Sonography	100%	100%	100%	100%	100%
GW	Dietetic Technology	100%	100%	92%	50%	20%
NK	Early Childhood Education	97%	82%	80%	94%	100%
CA	EMT - Paramedic	100%	100%	96%	94%	100%
HO	Med Lab Technician	100%	92%	100%	100%	NA
CA,NW,NK,QV	Medical Assisting	68%	78%	82%	89%	93%
GW	Nuclear Medicine	100%	100%	100%	100%	100%
MA,HO	Occupational Therapy Asst	82%	88%	100%	95%	65%
QV	Phlebotomy	100%	100%	100%	100%	100%
GW	Radiation Therapy	86%	100%	100%	100%	100%
CA,MX,NV	Radiologic Technology	100%	98%	92%	98%	100%
GW	Radiology	100%	80%	100%	100%	100%
MA,NV,NK	Respiratory Care	100%	96%	100%	96%	98%
MA	Surgical Technology	100%	55%	100%	70%	54%

Source: Examining Boards or CCCS Research

DEVELOPMENTAL MATHEMATICS

Performance Indicator

The percentage of students who successfully complete course work in developmental mathematics.

Performance Improvement Goal

By 2011, it is expected that, among students enrolled in a developmental mathematics course, the percentage of completers with a grade of C or higher will rise to 60%.

Data Analysis

Over the last five years (2003-2007), the percentage of students successfully completing developmental mathematics courses declined from 53% in 2002 to 47% in 2007, or by six percentage points.

In the fall of 2007, 4,145 students were enrolled in Pre-Algebra and 5,097 students were enrolled in Elementary Algebra for a total of 9,242 students (19% of all credit students). Among those enrolled in Pre-Algebra, 46% were successful completers. Among those enrolled in Elementary Algebra, 46% were successful completers. The system is taking steps to better understand why these numbers are declining, especially through its participation in the Achieving the Dream initiative.

	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07
Basic Skills Mathematics Enrollment	8,575	8,983	8,836	8,992	9,242
CCCS Enrollment	45,160	45,743	46,227	46,489	48,434
% Enrolled in Basic Skills Mathematics	19%	20%	19%	19%	19%
% Passed Basic Skills Mathematics	53%	50%	48%	48%	47%

DEVELOPMENTAL MATHEMATICS

	Fall 2006				Fall 2007			
	Enrolled	% Enrolled	Passed	% Passed	Enrolled	% Enrolled	Passed	% Passed
Pre-Algebra								
Small Rural Institutions								
Asnuntuck	65	4%	44	68%	64	4%	30	47%
Northwestern Connecticut	109	7%	59	54%	120	7%	66	55%
Quinebaug Valley	146	8%	99	68%	162	9%	102	63%
Medium Urban Institutions								
Capital	321	9%	152	47%	349	9%	141	40%
Gateway	788	14%	395	50%	818	14%	436	53%
Housatonic	565	13%	249	44%	542	12%	267	49%
Large Urban Institutions								
Manchester	232	4%	142	61%	238	4%	136	57%
Naugatuck Valley	263	5%	125	48%	280	5%	159	57%
Norwalk	450	7%	205	46%	466	7%	184	39%
Medium Suburban Institutions								
Middlesex	288	12%	134	47%	233	9%	127	55%
Three Rivers	518	14%	230	44%	523	14%	222	42%
Tunxis	301	8%	84	28%	350	9%	103	29%
All CCC	**4,046**	**9%**	**1,918**	**47%**	**4,145**	**9%**	**1,973**	**48%**
Elementary Algebra								
Small Rural Institutions								
Asnuntuck	111	7%	48	43%	173	10%	78	45%
Northwestern Connecticut	151	10%	67	44%	190	12%	68	36%
Quinebaug Valley	168	9%	87	52%	173	9%	92	53%
Medium Urban Institutions								
Capital	322	9%	135	42%	353	9%	127	36%
Gateway	617	11%	331	54%	658	11%	387	59%
Housatonic	402	9%	205	51%	368	8%	178	48%
Large Urban Institutions								
Manchester	412	7%	252	61%	387	6%	255	66%
Naugatuck Valley	905	16%	446	49%	918	15%	420	46%
Norwalk	530	9%	244	46%	547	9%	245	45%
Medium Suburban Institutions								
Middlesex	208	8%	114	55%	287	11%	126	44%
Three Rivers	564	15%	233	41%	513	13%	202	39%
Tunxis	556	15%	229	41%	530	14%	191	36%
All CCC	**4,946**	**11%**	**2,391**	**48%**	**5,097**	**11%**	**2,369**	**46%**
All Developmental Mathematics								
Small Rural Institutions								
Asnuntuck	176	11%	92	52%	237	13%	108	46%
Northwestern Connecticut	260	17%	126	48%	310	19%	134	43%
Quinebaug Valley	314	18%	186	59%	335	18%	194	58%
Medium Urban Institutions								
Capital	643	18%	287	45%	702	19%	268	38%
Gateway	1,405	24%	726	52%	1,476	25%	823	56%
Housatonic	967	22%	454	47%	910	20%	445	49%
Large Urban Institutions								
Manchester	644	11%	394	61%	625	10%	391	63%
Naugatuck Valley	1,168	21%	571	49%	1,198	20%	579	48%
Norwalk	980	16%	449	46%	1,013	16%	429	42%
Medium Suburban Institutions								
Middlesex	496	20%	248	50%	520	20%	253	49%
Three Rivers	1,082	29%	463	43%	1,036	27%	424	41%
Tunxis	857	23%	313	37%	880	23%	294	33%
All CCC	**8,992**	**19%**	**4,309**	**48%**	**9,242**	**19%**	**4,342**	**47%**

SPECIALIZED ACCREDITATIONS

Performance Indicator

The number of community college programs maintaining specialized accreditations.

Performance Improvement Goal
For the system, 100% of all programs with specialized accreditations will maintain them.

Data Analysis

All 12 (100%) of the Connecticut Community Colleges are accredited by New England Association of Schools and Colleges (NEASC) on a ten-year cycle and by the Connecticut Board of Governors on a five-year cycle. All Nursing and Allied Health programs (14 programs) which carry national accreditation as the defacto mark of quality and acceptance by industry are accredited. In addition, 17 other programs, as listed on the following pages, are accredited in professional/technical programs.

There are multiple factors which affect the decision to seek additional accreditation beyond what is required by the Board of Governors. First, are students required to have graduated from a nationally-accredited program before sitting for the required licensure exam? Second, are students better positioned for employment after passing the exam for the profession? Third, are students better positioned to transfer to a baccalaureate institution having graduated with a degree from a nationally accredited program? Fourth, is national accreditation a sign of curriculum quality and currency? It is typical in Connecticut for institutions to pursue national discipline accreditation at the same time that it requests licensure and accreditation from the Board of Governors. The Board of Governors acknowledges the importance of use of national standards in the curriculum approval process. These national standards, combined with the state's regulations, provide for value-added accountability.

SPECIALIZED ACCREDITATIONS

Colleges	Community College Program	Accrediting Body
GW	The Alternative Fuel Certificate Program	National Automotive Technicians Education Foundation, Inc. (NATEF)
GW	Automotive Technology (General Motors & Toyota)	National Automotive Technicians Education Foundation, Inc. (NATEF)
NV	Automated Manufacturing Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
NV	Automotive Technology	National Institute for Automotive Service Education National Automotive Technicians Education Foundation, Inc.
TR	Business Programs	Association of Collegiate Business Schools and Programs
TR	Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
HO	Clinical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences
MA	Culinary Arts	American Culinary Federation Educational Institute Accrediting Commission
TX	Dental Assisting	American Dental Association
TX	Dental Hygiene	American Dental Association
GW	Dietetic Technology	Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
CA,NV, NW, NK,TX	Early Childhood Laboratory School /Early Childhood Education	National Association for the Education of Young Children
GW, NV, TR	Electrical/Electronic Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
NV	Engineering	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
CA	Emergency Medical Technology	Commission on Accreditation Allied Health Education Programs
TR	Environmental Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
MA	Foodservice Management	American Culinary Federation Educational Institute Accrediting Commission
TR	Manufacturing Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)

SPECIALIZED ACCREDITATIONS

Colleges	Community College Program	Accrediting Body
GW, NV, TR	Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
CA,NW, QV	Medical Assisting	Commission on Accreditation of Allied Health Education Programs
TR	Montessori Training Institute	Montessori Association (Montessori Accreditation Council for Teacher Education)
TR	Nuclear Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
GW	Nuclear Medicine Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
CA,GW, NV,NK, TR	Nursing	National League for Nursing Accrediting Commission CT State Board of Examiners for Nursing
HO,MA	Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education
MX	Ophthalmic Design and Dispensing (ODD)	Commission on Opticianry Accreditation
MA,NK	Paralegal/Legal Assisting	American Bar Association
CA,NV	Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)
CA,GW, MX,NV	Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
MA,NV, NK	Respiratory Care	Committee on Accreditation for Respiratory Care (CoARC)
MA	Surgical Technology	Commission on Accreditation of Allied Health Programs
NW	Veterinary Technology	American Veterinary Medical Association

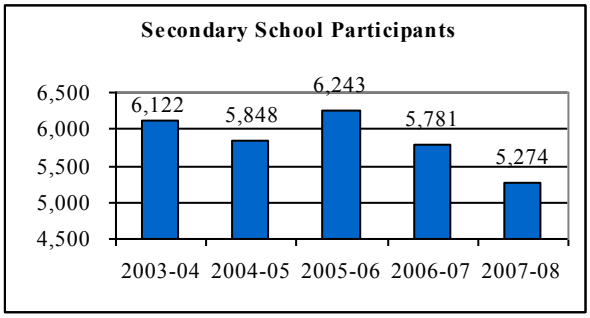
DIRECT SERVICE TO HIGH SCHOOL STUDENTS

Performance Indicator

College Career Pathways (Tech-Prep) enrollment in Connecticut public schools and the number of these students who later enroll in Connecticut Community Colleges.

Performance Improvement Goal
For the system, the performance goal is to enroll at least 5,000 Connecticut high school students in community college-sponsored Tech Prep programs annually.

Data Analysis



The Connecticut Community Colleges are involved in numerous partnerships with colleagues in the state's K-12 system, the largest of which is participation in the College Career Pathways (Tech-Prep) grant program. The purpose of this federally funded program is to encourage the development of 4-year and 6-year career and technical education programs that combine secondary and postsecondary programs and lead to a two-year associate degree, two-year certificate or credit towards a bachelor's degree. During the 2007-2008 academic year, 5,274 public high school students were served by Tech-Prep agreements, a decrease of 14% over the last five years. Also during the 2007-2008 academic year, 655 former high school College Career Pathways Tech-Prep participants were enrolled in occupational programs at Connecticut Community Colleges, up from 414 in 2004.

The College Career Pathways (Tech-Prep) consortia includes the Community Colleges; local, regional and state high schools; business and industry and other educational systems serving the out-of-school youth population. Programs are predicated upon articulation agreements between a specific high school and/or a CT Technical High School and Community College.

Students Enrolled in Connecticut Community College Occupational Programs Who Were CCP Participants While in High School

	2003-04	2004-05	2005-06	2006-07	2007-08
Small Rural Institutions					
Asnuntuck	50	45	51	44	38
Northwestern Connecticut	2	-	1	1	0
Quinebaug Valley	5	15	22	29	48
Medium Urban Institutions					
Capital	7	8	20	30	22
Gateway	72	104	143	178	179
Housatonic	1	-	1	-	-
Large Urban Institutions					
Manchester	47	86	121	131	171
Naugatuck Valley	81	53	32	19	14
Norwalk	-	-	-	2	1
Medium Suburban Institutions					
Middlesex	6	8	4	4	2
Three Rivers	89	117	129	106	111
Tunxis	54	66	72	58	69
CCCS Total	**414**	**502**	**596**	**602**	**655**

Source: CCCS Institutional Research

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (Black, Hispanic, Asian and Native American) enrolled in the Community Colleges compared to the proportions in the state's population, 18 years of age and older.

Performance Improvement Goal

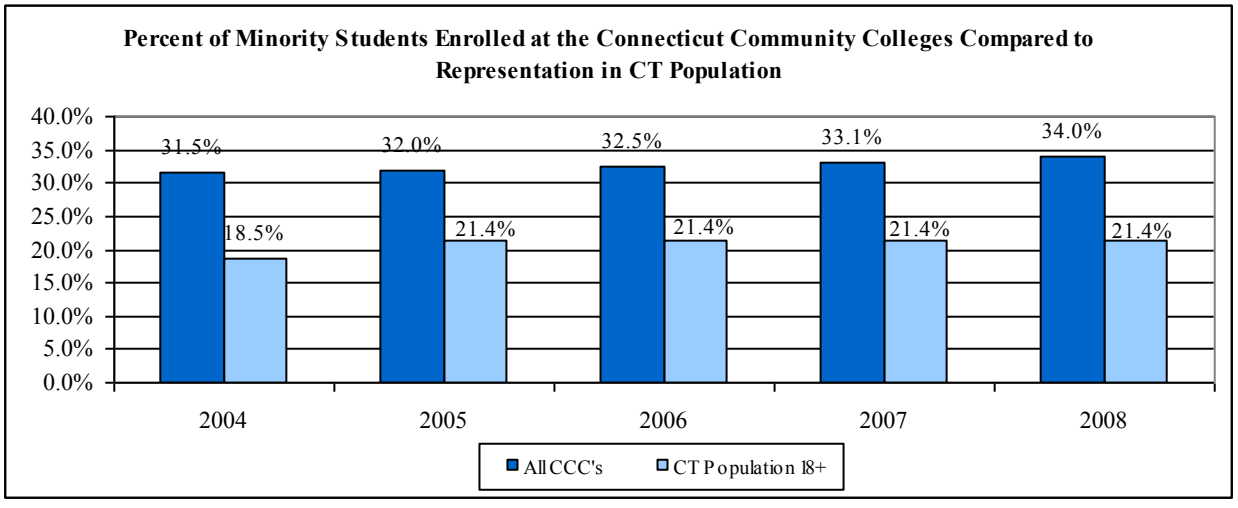
For the system, the performance goal is for enrollments to mirror or exceed the state's minority population percentage among college-age students.

Data Analysis

Enrollment of minority students at the Community Colleges has been increasing annually and is up 2.5% since 2004. In Fall 2008, minority enrollments represented 34% of the student body (over 30% were Black or Hispanic). As a system, the proportion of minority enrollment exceeds the proportion in the state's population of people aged 18 or older, in accord with its performance goal. However, there is wide variation in the proportion of minorities by individual colleges as shown in the table. Percentages in Connecticut's small rural community colleges, for example, fall below parity on a statewide basis, but are on par with the adult populations in their respective service areas.

Total Minority Enrollment

	2004	2005	2006	2007	2008	% Point Change 2004-08
Small Rural Enrollment						
Asnuntuck	14.2%	10.2%	15.1%	18.5%	16.2%	2.0%
Northwestern Connecticut	7.3%	7.2%	6.5%	7.8%	8.0%	0.7%
Quinebaug Valley	13.2%	13.3%	13.0%	13.5%	15.9%	2.7%
Medium Urban Institutions						
Capital	66.7%	67.9%	69.8%	71.9%	71.6%	4.9%
Gateway	40.9%	40.8%	41.9%	42.0%	42.1%	1.2%
Housatonic	51.9%	52.7%	52.0%	50.4%	50.8%	-1.1%
Large Urban Institutions						
Manchester	25.4%	25.8%	26.4%	27.3%	28.0%	2.6%
Naugatuck Valley	20.2%	22.3%	22.5%	24.1%	25.1%	4.9%
Norwalk	41.2%	41.0%	41.7%	41.5%	42.5%	1.3%
Medium Suburban Institutions						
Middlesex	18.9%	19.0%	20.3%	22.6%	24.8%	5.9%
Three Rivers	18.5%	18.8%	20.0%	20.0%	20.5%	2.0%
Tunxis	17.9%	18.4%	17.7%	19.5%	20.8%	2.9%
All CCC's	**31.5%**	**32.0%**	**32.5%**	**33.1%**	**34.0%**	**2.5%**
CT Population 18+	18.5%	21.4%	21.4%	21.4%	21.4%	



Source: 2004 CT population and 18 & older figures are based on US 2000 Census. 2005-2008 from US 2005 Census Estimate. 2004 through 2008 enrollment from IPEDS.

MINORITY ENROLLMENT

Enrollment by Ethnic Group	2004	2005	2006	2007	2008	% Change 2004-08
Black						
Small Rural Institutions						
Asnuntuck	8.0%	5.2%	8.1%	10.3%	8.8%	0.8%
Northwestern Connecticut	1.8%	1.7%	1.4%	2.0%	1.7%	-0.1%
Quinebaug Valley	2.8%	1.9%	2.0%	2.3%	3.3%	0.5%
Medium Urban Institutions						
Capital	38.0%	38.4%	37.9%	38.4%	39.6%	1.6%
Gateway	24.0%	24.5%	24.8%	25.5%	25.0%	1.0%
Housatonic	27.6%	29.1%	27.5%	26.5%	25.5%	-2.1%
Large Urban Institutions						
Manchester	12.1%	11.7%	12.8%	13.0%	13.5%	1.4%
Naugatuck Valley	7.3%	8.1%	8.1%	8.4%	8.2%	0.9%
Norwalk	18.1%	18.2%	18.1%	16.5%	16.9%	-1.2%
Medium Suburban Institutions						
Middlesex	7.7%	7.4%	8.3%	8.8%	10.0%	2.3%
Three Rivers	7.4%	6.7%	7.4%	7.7%	7.2%	-0.2%
Tunxis	5.8%	5.7%	5.4%	6.4%	6.0%	0.2%
All CCC's	**15.3%**	**15.4%**	**15.5%**	**15.6%**	**15.7%**	**0.4%**
CT Population 18+	7.9%	8.5%	8.5%	8.5%	8.5%	
Hispanic						
Small Rural Institutions						
Asnuntuck	3.9%	3.0%	5.0%	5.6%	5.1%	1.2%
Northwestern Connecticut	3.4%	3.3%	3.1%	3.9%	4.6%	1.2%
Quinebaug Valley	8.3%	9.4%	8.9%	9.0%	10.4%	2.1%
Medium Urban Institutions						
Capital	24.8%	25.3%	28.1%	29.7%	28.3%	3.5%
Gateway	13.0%	12.6%	13.3%	12.1%	13.2%	0.2%
Housatonic	21.5%	21.0%	21.4%	20.5%	21.8%	0.3%
Large Urban Institutions						
Manchester	9.3%	10.1%	9.6%	10.3%	10.9%	1.6%
Naugatuck Valley	10.1%	11.3%	11.3%	12.7%	13.9%	3.8%
Norwalk	17.9%	17.9%	19.1%	20.0%	21.2%	3.3%
Medium Suburban Institutions						
Middlesex	8.1%	8.3%	9.1%	10.9%	12.2%	4.1%
Three Rivers	6.1%	7.3%	7.8%	7.7%	8.7%	2.6%
Tunxis	9.0%	9.5%	9.3%	10.2%	11.7%	2.7%
All CCC's	**12.6%**	**12.9%**	**13.4%**	**13.9%**	**14.8%**	**2.2%**
CT Population 18+	8.0%	9.5%	9.5%	9.5%	9.5%	

MINORITY ENROLLMENT

Enrollment by Ethnic Group	2004	2005	2006	2007	2008	% Change 2004-08
Asian American						
Small Rural Institutions						
Asnuntuck	2.1%	1.7%	1.8%	2.5%	2.1%	0.0%
Northwestern Connecticut	2.0%	2.0%	1.9%	1.7%	1.7%	-0.3%
Quinebaug Valley	1.2%	1.2%	1.3%	1.8%	1.7%	0.5%
Medium Urban Institutions						
Capital	3.7%	4.0%	3.6%	3.5%	3.5%	-0.2%
Gateway	3.5%	3.4%	3.5%	4.1%	3.7%	0.2%
Housatonic	2.4%	2.4%	3.0%	3.2%	3.2%	0.8%
Large Urban Institutions						
Manchester	3.7%	3.7%	3.7%	3.6%	3.3%	-0.4%
Naugatuck Valley	2.5%	2.5%	2.8%	2.7%	2.9%	0.4%
Norwalk	2.1%	4.7%	4.4%	4.9%	4.3%	2.2%
Medium Suburban Institutions						
Middlesex	3.0%	3.2%	2.8%	2.8%	2.4%	-0.6%
Three Rivers	3.5%	3.5%	3.7%	3.4%	3.7%	0.2%
Tunxis	2.6%	2.9%	2.8%	2.6%	2.7%	0.1%
All CCC's	**3.2%**	**3.2%**	**3.2%**	**3.4%**	**3.2%**	**0.0%**
CT Population 18+	2.4%	3.2%	3.2%	3.2%	3.2%	
Native American						
Small Rural Institutions						
Asnuntuck	0.3%	0.3%	0.2%	0.2%	0.2%	-0.1%
Northwestern Connecticut	0.2%	0.3%	0.1%	0.2%	0.0%	-0.2%
Quinebaug Valley	0.9%	0.8%	0.8%	0.3%	0.5%	-0.4%
Medium Urban Institutions						
Capital	0.3%	0.3%	0.2%	0.3%	0.3%	0.0%
Gateway	0.4%	0.2%	0.3%	0.3%	0.1%	-0.3%
Housatonic	0.3%	0.2%	0.1%	0.2%	0.2%	-0.1%
Large Urban Institutions						
Manchester	0.4%	0.2%	0.3%	0.3%	0.2%	-0.2%
Naugatuck Valley	0.3%	0.4%	0.3%	0.3%	0.2%	-0.1%
Norwalk	0.2%	0.2%	0.1%	0.1%	0.1%	-0.1%
Medium Suburban Institutions						
Middlesex	0.1%	0.1%	0.2%	0.2%	0.2%	0.1%
Three Rivers	1.6%	1.3%	1.2%	1.1%	0.8%	-0.8%
Tunxis	0.5%	0.4%	0.2%	0.3%	0.3%	-0.2%
All CCC's	**0.4%**	**0.4%**	**0.3%**	**0.3%**	**0.2%**	**-0.2%**
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%	

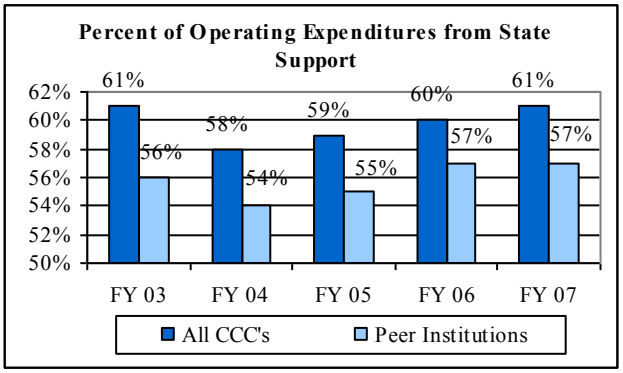
Source: IPEDS Enrollment Survey; U.S. Census 2000 (for 2002-2004); U.S. Census 2005 (for 2005-2006 CT population).

OPERATING EXPENDITURES FROM STATE SUPPORT

Are Connecticut Community Colleges affordable?

Common Core Performance Indicator

Total state appropriations, including general fund fringe benefits and state support for student financial aid, as a percent of total education and general expenditure, excluding capital equipment purchased with bond funds.



Data Analysis

Connecticut Community Colleges receive 61% of their current funds operating budget from state support. Other support comes primarily from student tuition and fees, federal grants and private gifts. This compares with a Board of Governor's tuition policy, which calls for a state share of between 65-70% for community colleges. State and local support is included for comparison to peer institutions since community colleges in other states receive significant funding from local government. Connecticut Community Colleges consistently receive a higher percentage of state and local support than their respective peers.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Average
All CCC's	61%	58%	59%	60%	61%	59.8%
Peer Institution Support	56%	54%	55%	57%	57%	55.8%

Source: IPEDS Data and Banner Data Extracts

OPERATING EXPENDITURES FROM STATE SUPPORT

Percent from State and Local Support by College	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Average
Small Rural						
Asnuntuck	68%	64%	68%	65%	66%	**66.2%**
Northwestern CT	71%	56%	51%	72%	72%	**64.4%**
Quinebaug Valley	63%	64%	64%	57%	60%	**61.6%**
Small Rural Peers	62%	58%	58%	58%	62%	**59.6%**
Medium Urban						
Capital	61%	50%	55%	55%	56%	**55.4%**
Gateway	57%	53%	56%	56%	57%	**55.8%**
Housatonic	55%	55%	56%	60%	67%	**58.6%**
Medium Urban Peers	52%	48%	53%	54%	52%	**51.8%**
Large Urban						
Manchester	59%	61%	63%	62%	61%	**61.2%**
Naugatuck Valley	65%	63%	61%	61%	63%	**62.6%**
Norwalk	53%	49%	54%	53%	55%	**52.8%**
Large Urban Peers	57%	53%	57%	59%	57%	**56.6%**
Medium Suburban						
Middlesex	69%	66%	67%	64%	64%	**66.0%**
Three Rivers	66%	67%	67%	65%	70%	**67.0%**
Tunxis	57%	56%	58%	58%	56%	**57.0%**
Medium Suburban Peers	54%	56%	53%	56%	57%	**55.2%**

Source: IPEDS Data and Banner Data Extracts

REAL PRICE TO STUDENTS

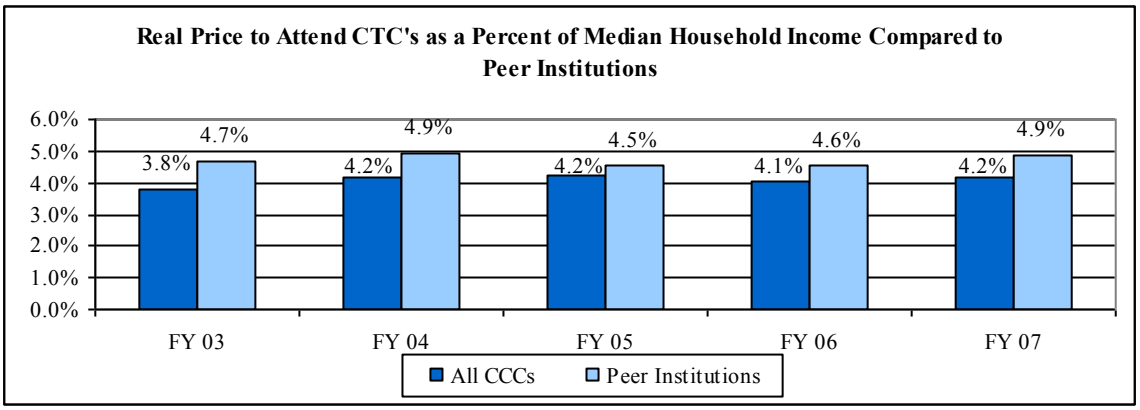
Common Core Performance Indicator

Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the state.

Performance Improvement Goal
To maintain the percent of Community College tuition and mandatory fees in reference to median household income below the aggregate for our peers.

Data Analysis

Connecticut Community College cost to students as a percent of median household income is lower than all peer groups at 4.2% compared to an average of 4.9%. While median household income may not be the only measure of affordability for Connecticut Community College students, the generally lower percentages are at least encouraging. Overall, tuition and fees increased 28.0%from FY 2003 through FY 2007, while median household income grew only 16.7%.



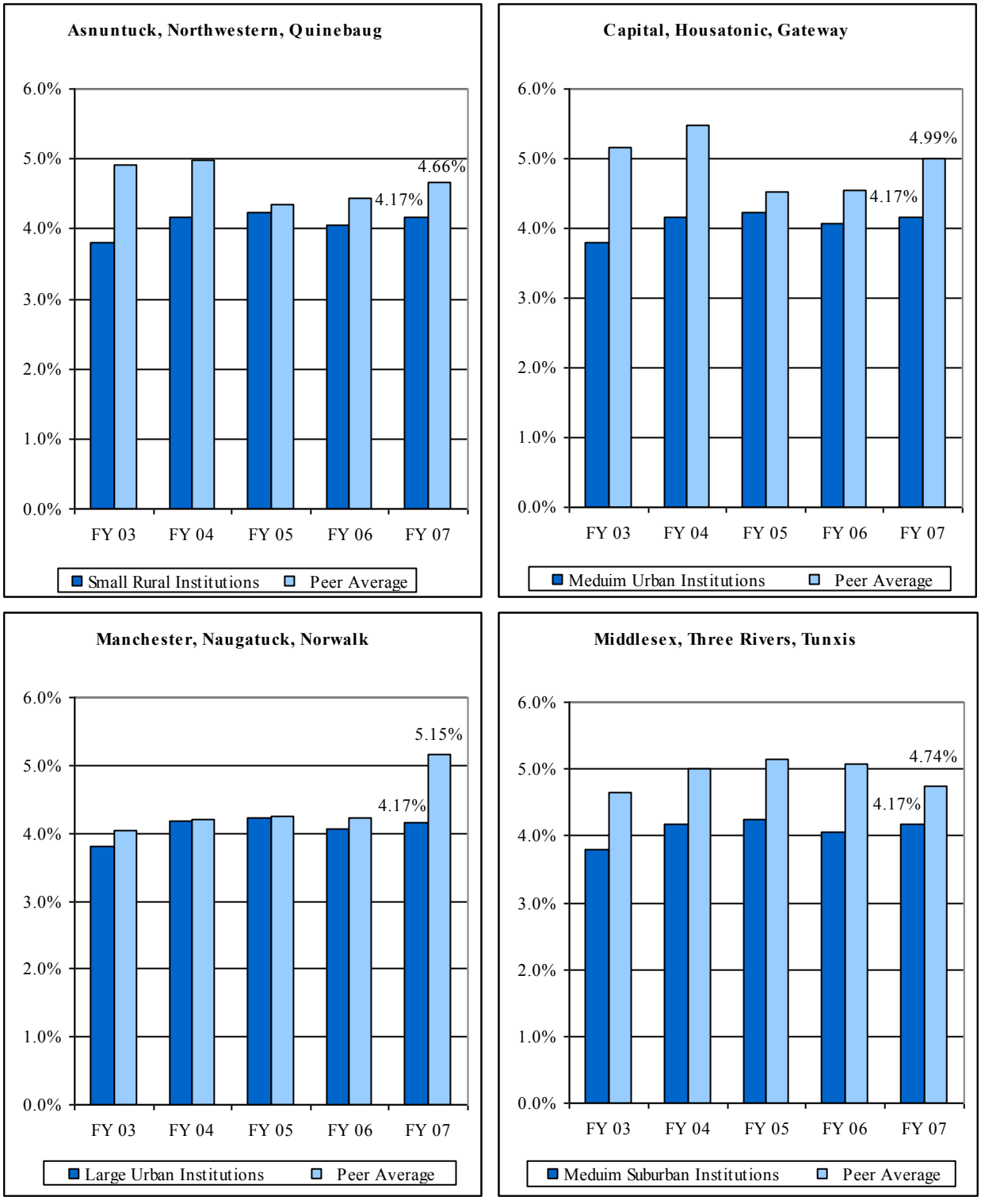
Real Price to Attend CCCS

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
CCCS						
Tuition & Fees	$2,088	$2,310	$2,406	$2,536	$2,672	28.0%
Connecticut MHI	$54,965	$55,390	$56,835	$62,404	$64,141	16.7%
T&F as % of MHI	**3.8%**	**4.2%**	**4.2%**	**4.1%**	**4.2%**	
Peer Average						
Tuition & Fees	$2,246	$2,388	$2,377	$2,478	$2,660	18.4%
MHI	$47,830	$48,505	$52,243	$54,391	$54,376	13.7%
T&F as % of MHI	**4.7%**	**4.9%**	**4.5%**	**4.6%**	**4.9%**	

Source: IPEDS Data

REAL PRICE TO STUDENTS

Tuition and Fees as a Percent of Median Household Income



Source: IPEDS Data

ENROLLMENT BY CREDIT PROGRAM

Performance Indicator

The number and percentage of students enrolled in credit programs.

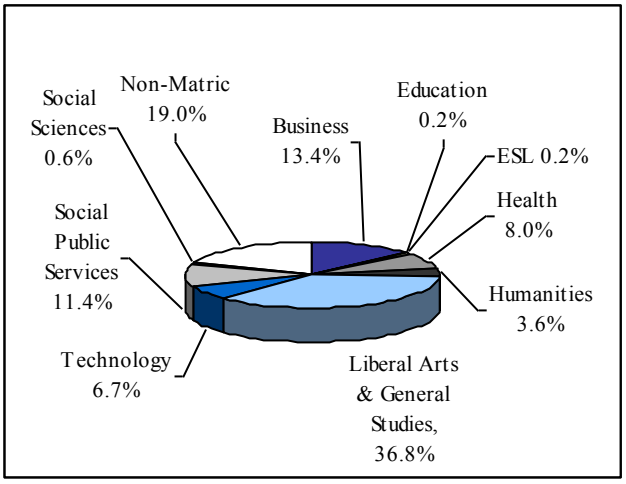
Performance Improvement Goal

To meet or exceed an enrollment target of 42,000 students each Fall semester.

Data Analysis

In the Fall of 2008, 44.2% of all Community College students were enrolled in occupational programs. Liberal Arts and Sciences and General Studies programs accounted for an additional 36.8% of all Community College students, and the remaining 19.0% of the students were not enrolled in a specific degree or certificate program.

Fall 2008 Enrollment by Program Area



In total for the Fall of 2008, 51,105 credit students enrolled in Connecticut Community Colleges representing an increase of 11.7% since the Fall of 2004. As a percentage, the largest growth from Fall 2004 to Fall 2008 occurred in Humanities/Art/Communication at 42.8%. Leading this area of growth was Norwalk CC (208.6%), Gateway CC (86.8%), and Three Rivers CC (72.7%). Social & Public Service also experienced significant growth at 26.2%, led by Middlesex CC (80.8%), Capital CC (63.9%), and Manchester CC (37.1%). Finally, Science/Engineering/Technology experienced excellent growth at 20.4%, with Asnuntuck CC (102.6%), Capital CC (94.7%), and Housatonic CC (90.6%) contributing to the increase. Details by campus can be found in the Appendix.

Connecticut Community College System Enrollment

Program Area	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	% Change 2004-08
Business	6,337	6,323	6,446	6,849	6,863	8.3%
Education	101	120	98	109	107	5.9%
ESL	110	110	117	100	83	-24.5%
Health/Life Science	3,961	4,155	4,296	4,383	4,076	2.9%
Humanities/Art/Communications	1,293	1,433	1,572	1,693	1,847	42.8%
Liberal Arts & General Studies	15,970	16,237	16,404	16,857	18,796	17.7%
Science/Engineering/Technology	2,865	2,938	3,000	3,194	3,449	20.4%
Social & Public Services	4,628	4,881	5,055	5,479	5,840	26.2%
Social Sciences	320	372	363	323	328	2.5%
Non-Matriculated	10,158	9,658	9,138	9,447	9,716	-4.4%
Total	**45,743**	**46,227**	**46,489**	**48,434**	**51,105**	**11.7%**

Source: Banner Data Extracts

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program.

Performance Improvement Goal

To award 4,000 degrees and certificates annually.

Data Analysis

During the 2007-2008 academic year, the Community Colleges awarded 4,883 degrees and certificates, an increase of 15.6% since 2004.

Occupational programs accounted for 70.6% of all awards; which includes 19.5% in Business programs, Health/Life Science programs with 19.9%, Social and Public Service programs with 13.1% and Science, Engineering and Technology programs with 9.9%. Humanities, Arts, Communications, Social Sciences and Education accounted for the remaining 8.3% of degrees and certificates awarded. Degrees in Health/Life Science grew by 31.9% over the last five years with Nursing up 74.6%. Leading the growth in Health/Life Science was Three Rivers CC (107.1%), Manchester CC (65.2%), and Gateway CC (48.7%). Degrees conferred in Science/ Engineering/Technology, however, declined by 12.2% since Fall 2004. This decline was led by Norwalk CC (-62.3%), Gateway CC (-48.3%), and Naugatuck Valley CC (-37.9%).

The number of graduates from programs that support state-wide workforce shortage areas, such as Nursing/Allied Health and Science/Engineering/Technology, continues to be monitored closely.

CCCS Key Workforce Areas

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Nursing	213	285	333	369	372	74.6%
All Other Allied Health	510	597	526	596	613	20.2%
Science/Engineering/Technology	548	421	443	407	481	-12.2%

Source: DOL Grant Data

Program Area	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change FY 2004-08
Business	960	951	966	967	950	-1.0%
Education	3	14	22	25	98	3166.7%
Health/Life Science	736	863	864	955	971	31.9%
Humanities/Arts/Communications	184	193	172	204	238	29.3%
Liberal Arts & General Studies	1,202	1,298	1,305	1,375	1,436	19.5%
Science/Engineering/Technology	548	421	443	407	481	-12.2%
Social & Public Services	491	521	540	584	638	29.9%
Social Sciences	99	117	127	142	71	-28.3%
Total	**4,223**	**4,378**	**4,439**	**4,659**	**4,883**	**15.6%**

Source: IPEDS Data

DEGREES CONFERRED BY CREDIT PROGRAM

Small Rural Institution—Asnuntuck						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	64	62	67	107	84	31.3%
Education	-	-	-	-	-	
Health/Life Science	19	10	11	8	15	-21.1%
Humanities/Arts/Communications	2	-	-	-	1	-50.0%
Liberal Arts & General Studies	77	64	68	70	67	-13.0%
Science/Engineering/Technology	23	25	57	52	117	408.7%
Social & Public Services	22	19	23	38	23	4.5%
Social Sciences	-	-	-	-	-	
Total	**207**	**180**	**226**	**275**	**307**	**48.3%**

Small Rural Institution—Northwestern Connecticut						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	21	24	15	19	18	-14.3%
Education	-	1	1	1	-	
Health/Life Science	43	38	32	32	51	18.6%
Humanities/Arts/Communications	29	38	27	31	20	-31.0%
Liberal Arts & General Studies	24	32	34	44	41	70.8%
Science/Engineering/Technology	15	8	15	14	19	26.7%
Social & Public Services	29	19	18	25	21	-27.6%
Social Sciences	-	-	-	-	-	
Total	**161**	**160**	**142**	**166**	**170**	**5.6%**

Small Rural Institution—Quinebaug Valley						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	38	30	33	41	31	-18.4%
Education	-	-	-	-	-	
Health/Life Science	33	45	35	43	49	48.5%
Humanities/Arts/Communications	6	9	10	14	12	100.0%
Liberal Arts & General Studies	71	91	106	98	97	36.6%
Science/Engineering/Technology	26	11	17	22	25	-3.8%
Social & Public Services	-	-	-	2	8	
Social Sciences	-	-	-	-	-	
Total	**174**	**186**	**201**	**220**	**222**	**27.6%**

DEGREES CONFERRED BY CREDIT PROGRAM

Medium Urban Institution—Capital						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	48	54	70	59	64	33.3%
Education	-	-	-	-	-	
Health/Life Science	95	123	122	120	139	46.3%
Humanities/Arts/Communications	4	-	-	-	2	-50.0%
Liberal Arts & General Studies	57	60	73	71	91	59.6%
Science/Engineering/Technology	16	14	4	9	11	-31.3%
Social & Public Services	37	60	57	46	62	67.6%
Social Sciences	-	-	-	-	-	
Total	**257**	**311**	**326**	**305**	**369**	**43.6%**

Medium Urban Institution—Gateway						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	88	78	86	76	63	-28.4%
Education	3	6	7	4	5	66.7%
Health/Life Science	119	169	165	172	177	48.7%
Humanities/Arts/Communications	4	5	5	3	4	0.0%
Liberal Arts & General Studies	128	123	154	172	194	51.6%
Science/Engineering/Technology	120	78	99	87	62	-48.3%
Social & Public Services	51	76	70	46	49	-3.9%
Social Sciences	-	-	-	-	-	
Total	**513**	**529**	**586**	**560**	**554**	**8.0%**

Medium Urban Institution—Housatonic						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	128	126	104	96	115	-10.2%
Education	-	-	-	-	-	
Health/Life Science	57	57	59	61	61	7.0%
Humanities/Arts/Communications	22	14	26	24	20	-9.1%
Liberal Arts & General Studies	118	114	114	125	130	10.2%
Science/Engineering/Technology	3	-	1	1	2	-33.3%
Social & Public Services	85	80	70	77	77	-9.4%
Social Sciences	-	-	-	-	-	
Total	**413**	**391**	**374**	**384**	**405**	**-1.9%**

DEGREES CONFERRED BY CREDIT PROGRAM

Large Urban Institution—Manchester						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	109	103	107	104	122	11.9%
Education	-	-	10	12	24	
Health/Life Science	46	59	56	71	76	65.2%
Humanities/Arts/Communications	40	37	41	42	44	10.0%
Liberal Arts & General Studies	190	218	210	226	251	32.1%
Science/Engineering/Technology	33	34	38	23	49	48.5%
Social & Public Services	84	115	146	163	169	101.2%
Social Sciences	28	20	24	26	19	-32.1%
Total	**530**	**586**	**632**	**667**	**754**	**42.3%**

Large Urban Institution—Naugatuck Valley						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	86	77	101	77	78	-9.3%
Education	-	-	1	-	-	
Health/Life Science	104	138	141	161	142	36.5%
Humanities/Arts/Communications	15	40	21	29	29	93.3%
Liberal Arts & General Studies	93	103	115	133	119	28.0%
Science/Engineering/Technology	132	113	81	74	82	-37.9%
Social & Public Services	57	47	50	53	48	-15.8%
Social Sciences	16	18	23	37	31	93.8%
Total	**503**	**536**	**533**	**564**	**529**	**5.2%**

Large Urban Institution—Norwalk						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	139	155	146	143	123	-11.5%
Education	-	-	-	-	-	
Health/Life Science	73	50	62	75	99	35.6%
Humanities/Arts/Communications	11	10	14	28	18	63.6%
Liberal Arts & General Studies	159	170	149	132	124	-22.0%
Science/Engineering/Technology	53	56	42	25	20	-62.3%
Social & Public Services	72	63	59	84	70	-2.8%
Social Sciences	15	19	17	26	21	40.0%
Total	**522**	**523**	**489**	**513**	**475**	**-9.0%**

DEGREES CONFERRED BY CREDIT PROGRAM

Medium Suburban Institution—Middlesex						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	48	50	50	39	52	8.3%
Education	-	7	3	8	8	
Health/Life Science	42	51	48	54	48	14.3%
Humanities/Arts/Communications	15	12	7	7	9	-40.0%
Liberal Arts & General Studies	80	78	69	84	106	32.5%
Science/Engineering/Technology	19	16	13	10	13	-31.6%
Social & Public Services	9	8	10	18	17	88.9%
Social Sciences	-	-	-	-	-	
Total	**213**	**222**	**200**	**220**	**253**	**18.8%**

Medium Suburban Institution—Three Rivers						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	62	67	50	69	62	0.0%
Education	-	-	-	-	-	
Health/Life Science	42	60	84	91	87	107.1%
Humanities/Arts/Communications	2	6	-	1	2	0.0%
Liberal Arts & General Studies	146	172	132	158	139	-4.8%
Science/Engineering/Technology	100	62	71	89	77	-23.0%
Social & Public Services	45	34	37	32	40	-11.1%
Social Sciences	-	-	-	-	-	
Total	**397**	**401**	**374**	**440**	**407**	**2.5%**

Medium Suburban Institution—Tunxis						
Program Area	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**% Change FY 2004-08**
Business	129	125	137	137	138	7.0%
Education	-	-	-	-	-	
Health/Life Science	63	69	49	67	61	-3.2%
Humanities/Arts/Communications	34	22	21	25	27	-20.6%
Liberal Arts & General Studies	59	73	81	62	77	30.5%
Science/Engineering/Technology	8	4	5	1	4	-50.0%
Social & Public Services	40	60	63	53	54	35.0%
Social Sciences	-	-	-	-	-	
Total	**333**	**353**	**356**	**345**	**361**	**8.4%**

WORKFORCE PREPARATION

Performance Indicator

Workforce Preparation is defined here as the number and percentage of occupational program graduates who were employed in Connecticut at the time of graduation and retained in employment six months later.

Performance Improvement Goal
For the System, the performance improvement goal is to maintain or exceed a 75% rate of employment and retention in employment.

Data Analysis

According to CT Department of Labor and graduate record data, for the latest reporting year (2006-2007), there were 4,691 graduates (unduplicated count) from credit occupational programs; 3,650 were employed in Connecticut at the time of graduation (78%) and 3,368 of these workers were retained 6 months later (92%). Five Community Colleges were reported to have employment rates of 80% or greater. They are as follows: Capital CC (82%), Gateway CC (83%), Naugatuck Valley CC (80%), Middlesex CC (80%), and Tunxis CC (80%). Occupational programs are defined as those intended to prepare an individual for immediate entry into the workforce; excluded are Liberal Arts & General Studies programs.

[Note: Colleges in border towns such as Asnuntuck in Enfield and Quinebaug Valley in Danielson have graduates who work in adjoining states including Massachusetts and Rhode Island. The majority of these graduates continue to be residents of Connecticut, and their earnings have a positive impact on Connecticut's economy. However, their earnings are not considered in the data reported which deal only with Connecticut employment statistics.]

Employed in CT Following Graduation and Retained in Employment Six Months Thereafter

	2003	%	2004	%	2005	%	2006	%	2007	%
CC System										
Graduated	2,930		3,057		3,093		4,469		4,691	
Employed	2,531	86%	2,601	85%	2,421	78%	3,523	77%	3,650	78%
Retained	2,434	96%	2,508	96%	2,250	93%	3,257	92%	3,368	92%
Small Rural										
Asnuntuck CC										
Graduated	168		130		116		229		276	
Employed	134	80%	105	81%	87	75%	167	73%	209	73%
Retained	128	96%	103	98%	74	85%	151	90%	195	93%
Northwestern CC										
Graduated	144		137		128		142		166	
Employed	130	90%	120	88%	96	75%	114	80%	129	78%
Retained	126	97%	117	98%	92	96%	103	90%	119	92%
Quinebaug CC										
Graduated	80		103		94		203		218	
Employed	61	76%	74	72%	64	68%	150	74%	156	72%
Retained	57	93%	66	89%	60	94%	136	91%	138	88%

WORKFORCE PREPARATION

Employed in CT Following Graduation and Retained in Employment Six Months Thereafter	2003	%	2004	%	2005	%	2006	%	2007	%
Medium Urban										
Capital CC										
Graduated	216		209		255		327		306	
Employed	187	87%	180	86%	209	82%	274	84%	251	82%
Retained	179	96%	168	93%	198	95%	261	95%	240	96%
Gateway CC										
Graduated	335		386		402		290		561	
Employed	294	88%	325	84%	328	82%	494	84%	468	83%
Retained	284	97%	316	97%	312	95%	473	96%	431	92%
Housatonic CC										
Graduated	274		293		277		371		383	
Employed	241	88%	250	85%	214	77%	303	82%	297	78%
Retained	232	96%	248	99%	200	93%	276	91%	266	90%
Large Urban										
Manchester CC										
Graduated	363		347		369		633		667	
Employed	319	88%	286	82%	296	80%	496	78%	519	78%
Retained	307	96%	275	96%	273	92%	452	91%	474	91%
Naugatuck Valley CC										
Graduated	429		410		432		533		569	
Employed	378	88%	367	90%	349	81%	428	80%	457	80%
Retained	370	98%	354	96%	327	94%	400	93%	429	94%
Norwalk CC										
Graduated	287		377		357		489		523	
Employed	217	76%	308	82%	243	68%	335	69%	353	68%
Retained	202	93%	291	94%	220	91%	301	90%	320	91%
Medium Suburban										
Middlesex CC										
Graduated	131		132		142		198		220	
Employed	123	94%	113	86%	111	78%	167	84%	176	80%
Retained	116	94%	109	96%	104	94%	159	94%	163	93%
Three Rivers CC										
Graduated	212		251		230		375		440	
Employed	179	84%	221	88%	179	78%	273	73%	346	79%
Retained	172	96%	215	97%	159	89%	244	89%	325	94%
Tunxis CC										
Graduated	291		282		291		379		362	
Employed	268	92%	252	89%	245	84%	322	85%	289	80%
Retained	261	97%	246	98%	231	94%	301	93%	268	93%

Source: CT Department of Labor

NON-CREDIT REGISTRATIONS

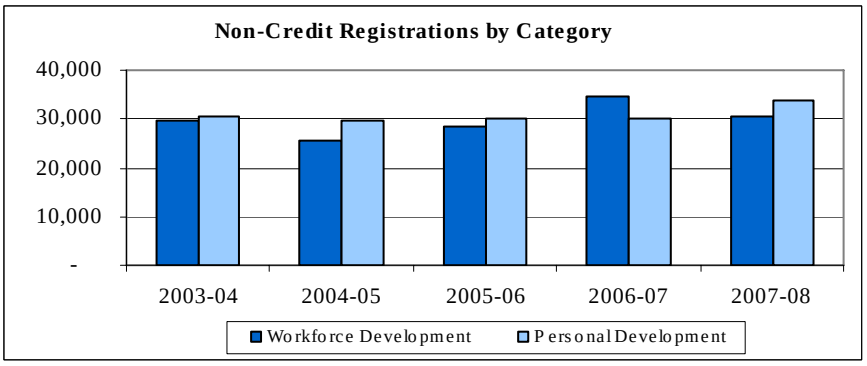
Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal and workforce development.

Performance Improvement Goal

For the System, the performance improvement goal is to achieve a 1% annual increase in non-credit registrations.

Data Analysis



The Community Colleges sponsor a wide range of activities organized by extension and divisions of departments. The primary purpose of these functions is to provide an appropriate educational experience for the individual or group being served. These courses may represent personal development or a response to business, industry, and professional associations requiring their constituents to return to school to maintain a high level of currency in their field. Continuing Education Units (CEU's) may also be earned for these activities.

These registrations can encompass a variety of instructional activities that are classified into two major categories: workforce and personal development. As a system for 2007-08, the Community Colleges reported 64,088 non-credit registrations for the two major categories which amounts to a 6.77% increase from 2003-04. Quinebaug Valley CC and Tunxis CC contributed to this growth with percentage increases of 164.01% and 98.02%, respectively, for this period.

	Non-Credit Registrations					
	2003-04	2004-05	2005-06	2006-07	2007-08	% Change 2004-08
Small Rural						
Asnuntuck CC	1,294	1,250	1,492	1,632	1,983	53.25%
Northwestern Connecticut CC	2,274	1,968	1,902	2,036	2,214	-2.64%
Quinebaug Valley CC	2,145	3,895	4,837	5,945	5,663	164.01%
Medium Urban						
Capital CC	6,001	5,651	4,915	5,628	5,361	-10.66%
Gateway CC	4,545	4,598	5,075	4,331	3,360	-26.07%
Housatonic CC	1,282	954	743	678	617	-51.87%
Large Urban						
Manchester CC	10,039	9,115	10,435	10,856	10,457	4.16%
Naugatuck Valley CC	7,186	6,272	6,302	5,997	6,138	-14.58%
Norwalk CC	13,050	10,667	10,783	9,089	12,645	-3.10%
Medium Suburban						
Middlesex CC	4,613	2,494	2,239	2,477	3,384	-26.64%
Three Rivers CC	4,069	4,712	4,719	4,166	5,278	29.71%
Tunxis CC	3,529	3,585	5,233	11,878	6,988	98.02%
CCCS Total	**60,027**	**55,161**	**58,675**	**64,713**	**64,088**	**6.77%**

Source: CCCS Office of Planning, Research and Assessment

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures (including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students compared to peer institutions.

How does current real cost of educating a student in Connecticut's Community Colleges compare to peer institutions?

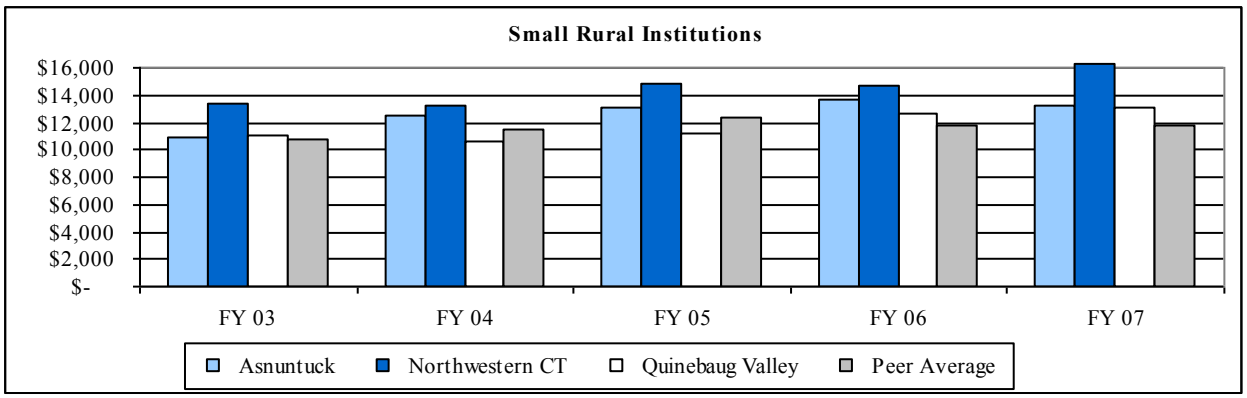
Data Analysis

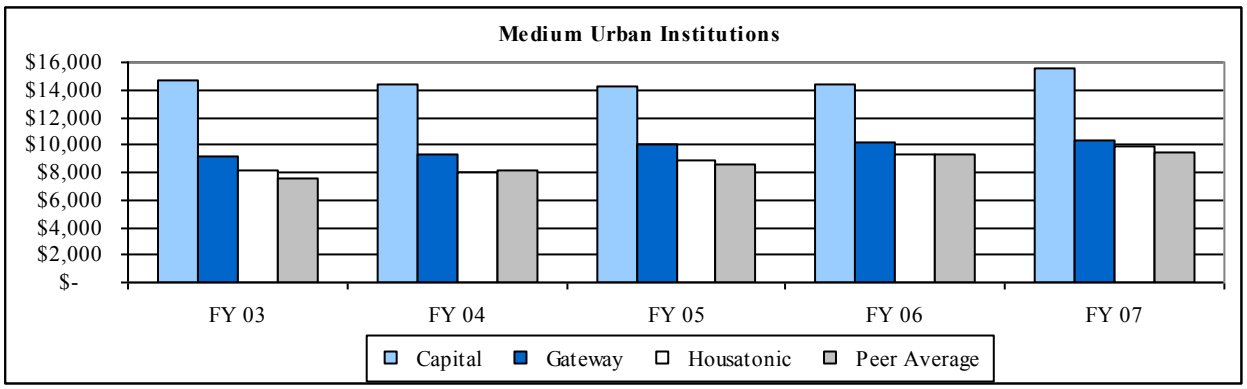
As shown in the table below, CCCS cost per student has consistently been higher than that of its peers for the last five years. However, the percent change indicate that the gap has been closing. From FY 2003 to FY 2007, total CCCS cost per student has grown by 13.7% while their peers have grown by 38.4%. On an individual college level, seven of twelve schools rate of growth for cost per student exceeded that of their respective peer group.

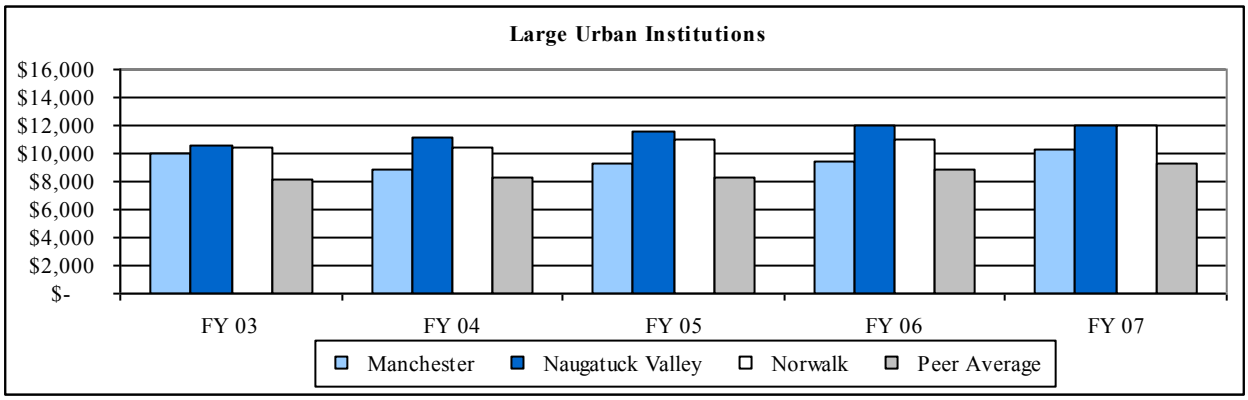
Real Cost Per Student						
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
Community Colleges						
Fall FTE Enrollment	24,100	24,700	25,780	26,332	26,716	10.9%
E & G Expenditures (in $millions)	$249.6	$252.9	$280.4	$294.6	$314.5	26.0%
E & G Cost Per FTE Student	**$10,358**	**$10,239**	**$10,877**	**$11,186**	**$11,774**	**13.7%**
Peer Average						
Fall FTE Enrollment	54,874	57,694	57,751	57,183	58,658	6.9%
E & G Expenditures (in $millions)	$386.6	$493.1	$513.1	$542.4	$572.2	48.0%
E & G Cost Per FTE Student	**$7,046**	**$8,547**	**$8,885**	**$9,486**	**$9,755**	**38.4%**

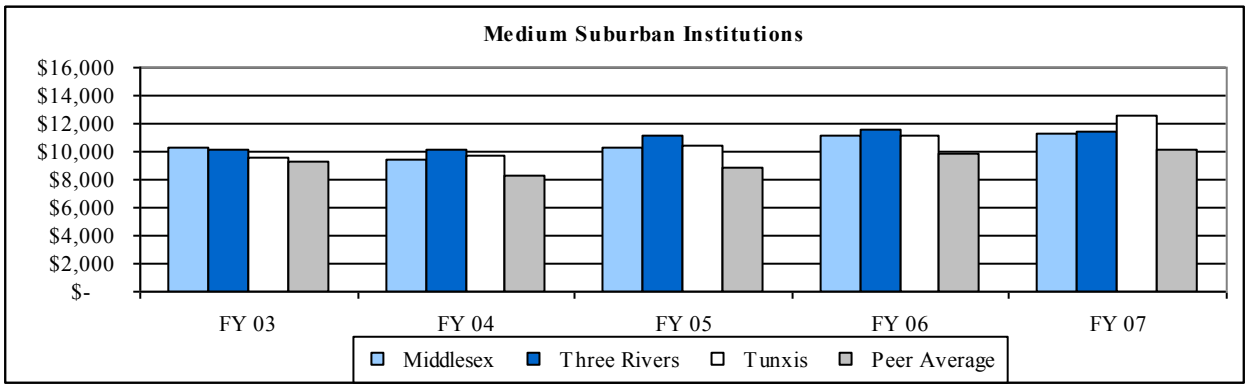
Source: IPEDS Data and Banner Data Extracts

REAL COST PER STUDENT









Source: IPEDS Data and Banner Data Extracts

RETENTION RATE

Common Core Performance Indicator

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

Performance Improvement Goal
For the system, the performance goal is to achieve and maintain a minimum retention rate of 60% for all students.

Data Analysis

The system retention rate for first-time, full-time degree or certificate seeking credit students (students who entered in the Fall of 2007 and returned one year later, Fall 2008) is 59%. The retention rate is slightly higher at the system's large urban and small rural institutions with an average of 61%. System rates have remained relatively consistent over the last five years; ranging between 57% and 59%.

Retention Rates of First-Time, Full Time, Degree and Certificate Seeking Students

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Peer Average Fall 2006
Small Rural						
Asnuntuck	63%	57%	57%	56%	57%	57%
Northwestern Connecticut	63%	58%	59%	58%	66%	57%
Quinebaug Valley	57%	60%	58%	56%	60%	57%
Medium Urban						
Capital	55%	64%	57%	57%	56%	56%
Gateway	50%	53%	50%	55%	54%	56%
Housatonic	61%	58%	60%	55%	59%	56%
Large Urban						
Manchester	65%	63%	61%	61%	63%	58%
Naugatuck Valley	55%	57%	56%	60%	58%	58%
Norwalk	65%	61%	60%	65%	63%	58%
Medium Suburban						
Middlesex	57%	55%	59%	54%	60%	57%
Three Rivers	59%	57%	58%	52%	55%	57%
Tunxis	59%	58%	62%	69%	63%	57%
CCCS Total	**58%**	**59%**	**58%**	**57%**	**59%**	**57%**

System level minority rates for the Fall 2007 cohort were consistent with the total. Northwestern Connecticut CC and Tunxis CC reported the highest minority retention rates at 66% and 63% respectively. Six of twelve Community Colleges exceeded their peer average for the Fall 2006 cohort, the last year of available comparative data.

Retention Rates of First-Time, Full-Time Degree and Certificate Seeking Freshman Students Total CCCS by Race/Ethnicity

Cohort	All Students	White	Black	Hispanic	Asian American	Native American	Total Minority
Fall 2007	59%	62%	49%	56%	61%	74%	53%
Fall 2006	57%	57%	54%	56%	68%	33%	56%
Fall 2005	58%	60%	52%	53%	68%	60%	54%
Fall 2004	59%	60%	55%	54%	66%	40%	56%
Fall 2003	58%	61%	51%	56%	64%	47%	54%

Source: CCCS Institutional Research

RETENTION RATE

Retention Rates of First-Time, Full-Time Degree and Certificate Seeking Freshman Students By CCCS	All Students	White	Black	Hispanic	Asian American	Native American	Total Minority
Small Rural							
Asnuntuck CC							
Fall 2007	57%	60%	44%	13%	50%	NA	35%
Fall 2006	56%	59%	36%	40%	33%	NA	38%
Fall 2005	57%	59%	20%	0%	100%	NA	31%
Fall 2004	57%	58%	75%	33%	43%	0%	47%
Fall 2003	63%	63%	67%	50%	100%	NA	67%
Northwestern CT CC							
Fall 2007	66%	64%	100%	70%	0%	NA	71%
Fall 2006	58%	60%	0%	75%	0%	NA	50%
Fall 2005	59%	58%	0%	33%	100%	NA	38%
Fall 2004	58%	57%	0%	63%	86%	NA	65%
Fall 2003	63%	63%	50%	33%	80%	0%	53%
Quinebaug Valley CC							
Fall 2007	60%	57%	67%	76%	33%	100%	71%
Fall 2006	56%	57%	33%	50%	50%	NA	48%
Fall 2005	58%	58%	100%	48%	100%	100%	55%
Fall 2004	60%	62%	0%	38%	NA	33%	33%
Fall 2003	57%	60%	0%	55%	100%	NA	40%
Medium Urban							
Capital CC							
Fall 2007	56%	53%	50%	60%	100%	100%	55%
Fall 2006	57%	80%	60%	44%	60%	NA	54%
Fall 2005	57%	67%	55%	52%	78%	25%	54%
Fall 2004	64%	82%	55%	58%	71%	0%	56%
Fall 2003	55%	54%	59%	42%	57%	0%	53%
Gateway CC							
Fall 2007	54%	57%	43%	50%	77%	100%	48%
Fall 2006	55%	60%	49%	50%	71%	50%	51%
Fall 2005	50%	58%	36%	51%	60%	NA	42%
Fall 2004	53%	54%	51%	57%	56%	0%	53%
Fall 2003	50%	54%	42%	48%	58%	100%	45%
Housatonic CC							
Fall 2007	59%	66%	46%	59%	64%	0%	52%
Fall 2006	55%	56%	52%	54%	43%	50%	53%
Fall 2005	60%	62%	54%	59%	57%	NA	56%
Fall 2004	58%	60%	58%	54%	54%	50%	56%
Fall 2003	61%	65%	54%	61%	58%	50%	57%
Large Urban							
Manchester							
Fall 2007	63%	66%	57%	53%	56%	100%	56%
Fall 2006	61%	62%	57%	60%	71%	0	59%
Fall 2005	61%	62%	58%	46%	72%	100%	56%
Fall 2004	63%	66%	64%	52%	65%	33%	58%
Fall 2003	65%	69%	51%	59%	75%	0	56%

RETENTION RATE

Retention Rates of First-Time, Full-Time Degree and Certificate Seeking Freshman Students By CCCS

	All Students	White	Black	Hispanic	Asian American	Native American	Total Minority
Naugatuck Valley CC							
Fall 2007	58%	61%	49%	51%	47%	100%	51%
Fall 2006	60%	62%	42%	58%	61%	33%	53%
Fall 2005	56%	58%	46%	48%	53%	100%	48%
Fall 2004	57%	60%	37%	52%	57%	67%	48%
Fall 2003	55%	57%	37%	56%	61%	100%	50%
Norwalk CT CC							
Fall 2007	63%	64%	53%	68%	59%	NA	61%
Fall 2006	65%	64%	61%	66%	78%	0%	64%
Fall 2005	60%	55%	63%	67%	72%	NA	66%
Fall 2004	61%	58%	61%	65%	77%	50%	64%
Fall 2003	65%	65%	61%	74%	62%	0%	66%
Medium Suburban							
Middlesex CC							
Fall 2007	60%	60%	59%	59%	78%	0%	60%
Fall 2006	54%	50%	62%	50%	86%	NA	61%
Fall 2005	59%	60%	38%	56%	71%	100%	53%
Fall 2004	55%	58%	60%	35%	77%	NA	52%
Fall 2003	57%	60%	56%	39%	50%	100%	49%
Three Rivers CC							
Fall 2007	55%	59%	33%	47%	50%	50%	43%
Fall 2006	52%	51%	57%	50%	71%	33%	56%
Fall 2005	58%	57%	67%	53%	71%	100%	63%
Fall 2004	57%	57%	41%	54%	82%	40%	53%
Fall 2003	59%	61%	31%	57%	67%	50%	48%
Tunxis CC							
Fall 2007	63%	67%	45%	46%	71%	100%	49%
Fall 2006	69%	68%	72%	66%	100%	NA	71%
Fall 2005	62%	65%	61%	51%	64%	25%	54%
Fall 2004	58%	60%	60%	47%	75%	67%	52%
Fall 2003	59%	65%	47%	43%	64%	0%	46%

Source: CCCS Institutional Research

GRADUATION RATE

Common Core Performance Indicator

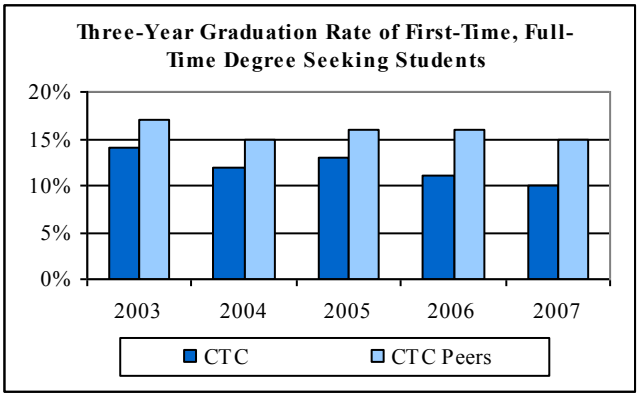
The percentage of first-time, full-time degree seeking or certificate seeking students in a cohort who complete within three years.

Performance Improvement Goal

For the System, the performance goal is to meet or exceed the national average for community colleges.

Data Analysis

Of the 5,190 students in fall 2004, 10% graduated within three years. The overall graduation rate is consistently less than the 15% rate for all peers combined.



At the community college level, Asnuntuck CC has consistently maintained the highest graduation rate in the state with a Fall 2004 cohort rate of 24%. Quinebaug Valley CC is also noteworthy at 17% for Fall 2004 which is up 13% from the Fall 1999 cohort.

Three-Year Graduation Rate of First-Time, Full-Time Degree or Certificate Seeking Students

Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
CCCS								
Fall 2004	2007	10%	12%	5%	6%	8%	16%	6%
Fall 2003	2006	11%	13%	7%	8%	13%	7%	7%
Fall 2002	2005	13%	15%	9%	9%	11%	14%	9%
Fall 2001	2004	12%	12%	8%	9%	24%	6%	10%
Fall 2000	2003	14%	14%	12%	9%	20%	NA	12%
CCCS Peers								
Fall 2004	2007	15%	19%	6%	8%	13%	12%	8%
Fall 2003	2006	16%	20%	8%	8%	13%	13%	8%
Fall 2002	2005	16%	20%	8%	9%	8%	20%	9%
Fall 2001	2004	15%	18%	8%	7%	8%	11%	8%
Fall 2000	2003	17%	21%	10%	8%	13%	23%	10%

Source: IPEDS Survey
Note: NA = Minority group entering class has less than 15 students.

GRADUATION RATE

Three-Year Graduation Rate of First-Time, Full-Time Degree or Certificate Seeking Students

Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Small Rural								
Asnuntuck								
Fall 2004	2007	24%	23%	0%	33%	43%	0%	27%
Fall 2003	2006	26%	27%	NA	NA	NA	NA	NA
Fall 2002	2005	25%	22%	NA	NA	NA	NA	NA
Fall 2001	2004	32%	29%	NA	NA	NA	NA	NA
Fall 2000	2003	32%	32%	NA	NA	NA	NA	NA
Northwestern CT								
Fall 2004	2007	13%	14%	0%	0%	0%	NA	0%
Fall 2003	2006	10%	11%	NA	NA	NA	NA	NA
Fall 2002	2005	13%	14%	NA	NA	NA	NA	NA
Fall 2001	2004	10%	9%	NA	NA	NA	NA	NA
Fall 2000	2003	13%	12%	NA	NA	NA	NA	NA
Quinebaug Valley								
Fall 2004	2007	17%	18%	0%	8%	NA	33%	11%
Fall 2003	2006	17%	18%	NA	18%	NA	NA	10%
Fall 2002	2005	18%	18%	NA	13%	NA	NA	14%
Fall 2001	2004	14%	14%	NA	NA	NA	NA	NA
Fall 2000	2003	17%	19%	NA	NA	NA	NA	11%
Small Rural Peers								
Fall 2004	2007	21%	23%	5%	18%	36%	0%	12%
Fall 2003	2006	21%	23%	8%	10%	NA	NA	9%
Fall 2002	2005	19%	20%	11%	18%	NA	NA	17%
Fall 2001	2004	22%	23%	12%	17%	NA	NA	12%
Fall 2000	2003	11%	12%	0%	7%	NA	NA	2%
Medium Urban								
Capital								
Fall 2004	2007	10%	21%	6%	8%	0%	0%	6%
Fall 2003	2006	10%	7%	11%	8%	NA	NA	10%
Fall 2002	2005	20%	31%	17%	17%	28%	NA	18%
Fall 2001	2004	13%	18%	11%	18%	NA	NA	14%
Fall 2000	2003	29%	42%	23%	19%	58%	NA	25%
Gateway								
Fall 2004	2007	10%	11%	9%	7%	6%	0%	8%
Fall 2003	2006	8%	10%	5%	3%	NA	NA	6%
Fall 2002	2005	12%	16%	6%	8%	0%	NA	7%
Fall 2001	2004	14%	14%	10%	12%	26%	NA	12%
Fall 2000	2003	13%	13%	10%	15%	NA	NA	11%
Housatonic								
Fall 2004	2007	10%	13%	6%	8%	8%	0%	7%
Fall 2003	2006	10%	11%	9%	7%	NA	NA	8%
Fall 2002	2005	10%	13%	7%	5%	NA	NA	6%
Fall 2001	2004	10%	6%	11%	9%	NA	NA	10%
Fall 2000	2003	14%	16%	20%	6%	NA	NA	13%

GRADUATION RATE

Three-Year Graduation Rate of First-Time, Full-Time Degree or Certificate Seeking Students								
Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Medium Urban Peers								
Fall 2004	2007	9%	13%	4%	7%	11%	8%	7%
Fall 2003	2006	9%	15%	6%	6%	11%	NA	7%
Fall 2002	2005	9%	15%	5%	5%	13%	18%	6%
Fall 2001	2004	6%	11%	5%	3%	4%	NA	4%
Fall 2000	2003	8%	15%	6%	3%	7%	NA	5%
Large Urban								
Manchester								
Fall 2004	2007	11%	14%	2%	3%	12%	33%	4%
Fall 2003	2006	13%	17%	0%	2%	13%	NA	2%
Fall 2002	2005	14%	16%	6%	10%	11%	NA	8%
Fall 2001	2004	14%	17%	8%	0%	NA	NA	7%
Fall 2000	2003	12%	14%	10%	3%	13%	NA	8%
Naugatuck Valley								
Fall 2004	2007	7%	9%	3%	2%	0%	0%	2%
Fall 2003	2006	8%	9%	2%	6%	11%	NA	5%
Fall 2002	2005	13%	15%	2%	4%	12%	NA	4%
Fall 2001	2004	10%	11%	2%	10%	NA	NA	6%
Fall 2000	2003	9%	10%	0%	4%	10%	NA	4%
Norwalk								
Fall 2004	2007	9%	10%	5%	10%	9%	0%	7%
Fall 2003	2006	11%	16%	4%	10%	5%	NA	7%
Fall 2002	2005	10%	10%	4%	11%	7%	NA	7%
Fall 2001	2004	7%	7%	1%	8%	NA	NA	6%
Fall 2000	2003	9%	11%	2%	14%	NA	NA	6%
Large Urban Peers								
Fall 2004	2007	17%	19%	9%	9%	14%	29%	10%
Fall 2003	2006	20%	23%	12%	12%	18%	24%	13%
Fall 2002	2005	19%	22%	9%	11%	12%	NA	10%
Fall 2001	2004	18%	22%	9%	13%	22%	15%	11%
Fall 2000	2003	21%	25%	14%	9%	17%	14%	13%
Medium Suburban								
Middlesex								
Fall 2004	2007	9%	10%	0%	3%	8%	NA	3%
Fall 2003	2006	12%	13%	6%	0%	NA	NA	7%
Fall 2002	2005	11%	10%	NA	18%	NA	NA	14%
Fall 2001	2004	14%	17%	NA	NA	NA	NA	3%
Fall 2000	2003	14%	14%	0%	18%	NA	NA	11%

GRADUATION RATE

Three-Year Graduation Rate of First-Time, Full-Time Degree or Certificate Seeking Students

Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Three Rivers								
Fall 2004	2007	13%	13%	9%	4%	18%	20%	10%
Fall 2003	2006	14%	15%	25%	NA	NA	NA	15%
Fall 2002	2005	14%	15%	6%	6%	NA	NA	6%
Fall 2001	2004	12%	12%	NA	NA	NA	NA	15%
Fall 2000	2003	8%	9%	NA	NA	NA	NA	3%
Tunxis								
Fall 2004	2007	7%	8%	0%	2%	0%	33%	3%
Fall 2003	2006	9%	9%	3%	9%	NA	NA	6%
Fall 2002	2005	9%	9%	8%	5%	NA	NA	6%
Fall 2001	2004	10%	10%	NA	11%	NA	NA	11%
Fall 2000	2003	13%	15%	5%	4%	NA	NA	5%
Medium Suburban Peers								
Fall 2004	2007	21%	22%	14%	17%	27%	7%	15%
Fall 2003	2006	24%	24%	26%	18%	NA	30%	25%
Fall 2002	2005	27%	28%	15%	23%	40%	21%	19%
Fall 2001	2004	33%	36%	16%	24%	23%	26%	23%
Fall 2000	2003	33%	35%	13%	38%	26%	8%	18%

Source: IPEDS Survey
Note: NA = Minority group entering class has less than 15 students.

STUDENT GOALS

Performance Indicator

The number and percentage of students who attend Connecticut Community Colleges and why.

Performance Improvement Goal

For the system, 90% of the graduates each year will report that their goals for attending a Community College were met.

Data Analysis

In the Fall of 2008, 51,105 credit students enrolled in Connecticut Community Colleges. From this group, 18,359 new and transfer students were surveyed about their current educational goals, and 5,057 responded (28%). These were students for whom this was their first college experience or transfer students to the community colleges. Survey results indicate that upon initial entry to a community college, 61.0% are enrolled to obtain an Associate Degree or Certificate and 39.0% are enrolled for other reasons. This is up from the Fall 2004 survey where 56.5% of surveyed students indicated they were enrolled to obtain an Associate Degree or Certificate. Of those students enrolled in community colleges for other reasons, 6.2% of respondents indicated they enrolled for Job Preparation/Retraining or Job Promotion.

Community College Student Goals	2004	2005	2006	2007	2008
Associate Degree	26.6%	27.8%	27.4%	26.1%	26.5%
Transfer with an Associate Degree	23.4%	22.1%	24.1%	25.7%	28.2%
Fulfill another college's requirement(s)	9.7%	9.9%	10.3%	10.7%	10.7%
Certificate	6.5%	6.3%	6.7%	6.5%	6.3%
Transfer without an Associate Degree	4.6%	5.2%	5.2%	6.0%	5.5%
Job preparation/retraining course	6.2%	4.8%	4.3%	4.8%	4.1%
Unsure at this time	3.5%	3.7%	4.1%	4.4%	4.7%
Other goal	4.6%	4.5%	4.0%	3.4%	3.2%
Multiple Responses or Missing Data	5.2%	5.7%	4.0%	3.7%	3.1%
Personal development course(s)	3.5%	3.9%	3.5%	2.5%	2.1%
Improve English skills/proficiency	2.0%	2.5%	2.5%	2.3%	1.9%
Job promotion	2.5%	2.2%	2.1%	2.3%	2.1%
Developmental (college prep) education	1.8%	1.6%	1.8%	1.5%	1.6%
Goals Achieved	**92.5%**	**94.6%**	**93.4%**	**94.1%**	**N/A**

Source: CCCS Annual Survey

State of Connecticut
Department of Higher Education

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John Whitcomb

Ed Klonoski, Executive Director
Board for State Academic Awards

BOARD FOR STATE ACADEMIC AWARDS

The Board for State Academic Awards governs Charter Oak State College (COSC) and the Connecticut Distance Learning Consortium (CTDLC). Charter Oak State College is Connecticut's nontraditional college designed to provide adults with alternative means of earning associate and baccalaureate degrees that are of equivalent quality and rigor to those earned at other institutions of higher education. The Connecticut Distance Learning Consortium was established in 1996 as a unique association of public and independent collegiate institutions whose purpose is to create an interactive distance learning community.

Mission

COSC offers coherent, college-level curricula and degree programs which incorporate transfer credit, examinations, and other methods of credit and competency validation; develops valid and reliable tests and other methods to evaluate and assess experiential and extra collegiate learning as alternatives to classroom study; provides access to educationally sound learning through a variety of means including video-, computer- and other electronically-mediated technologies; informs and guides the public about opportunities for earning credentials by alternative means; provides testing and credit banking services, and information regarding such services, to the public; extends access to higher education to all adults who demonstrate the ability to perform on the collegiate level and to foster the enrollment and graduation of diverse populations; and encourages innovation in meeting the needs of adult learners and serves as an advocate for adult learners in higher education.

CTDLC primary mission is to provide a single point of presence for distance learning offered by Connecticut public and independent education institutions; provide a high quality infrastructure by maintaining a state-of-the-art web-based delivery system that is available to all members; and coordinate the delivery of asynchronous education and worker training. The CTDLC has broadened its services to include hosting the CT Virtual Learning Center for high school students and CT Adult Virtual High School for adults completing their high school education.

Performance Highlights

Nearly 100% of COSC graduates reported that their education enhanced their analytical and communication skills. Minority enrollment at the college continues to exceed the proportionate share in the state population among adults aged 25 years and older with some college and no degree. State support of operating expenditures has declined over the last five years as self-supporting, fee-based distance education courses have grown significantly, up over 140% over the last five years. Almost 95% of COSC graduates who entered employment in Connecticut after graduation were retained six months later. The college exceeded its one-year retention rate goal for the second consecutive year by reaching 88%. Six-year graduation rates average about 53% for bachelor's degree candidates, and three-year rates for those seeking associate's degrees average 60%.

Overall satisfaction with the quality of courses offered through the CTDLC by Connecticut colleges and universities is about 80%, but remains below the goal of 90%. The number of online courses have increased an impressive 71.5% to 2,488. In 2007-08, enrollments in workforce developed courses reached 8,648.

Peer Institutions

Charter Oak State College

Charter Oak State College is in the process of reviewing a new set of appropriate peer institutions. Once a new group has been identified, they will be presented to the BSAA Board of Trustees for approval and later forwarded to the Board of Governors for Higher Education for approval.

The delivery of new peer comparisons should be available for the 2010 Accountability Report.

Connecticut Distance Learning Consortium

The Consortium currently does not have any peer institutions that are similar in mission or practices. Therefore no comparative data is available.

State of Connecticut
Department of Higher Education

Charter Oak State College

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

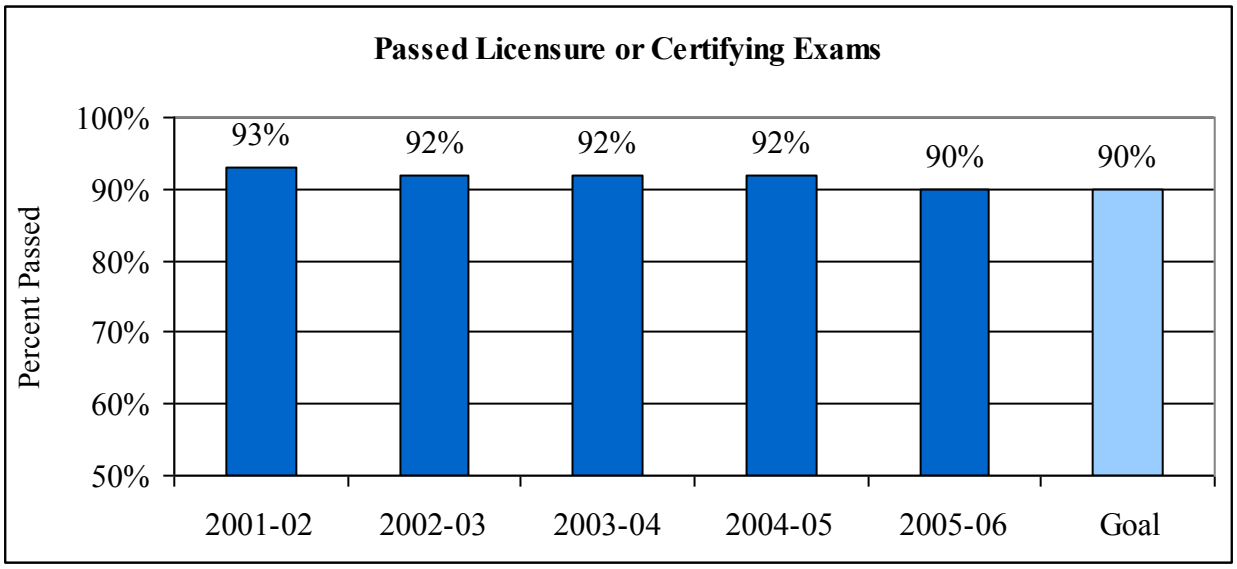
The percentage of successful completers on licensure and certification exams.

Performance Improvement Goal
Maintain rates of over 90% of COSC graduates passing licensure examinations.

Data Analysis

COSC was unable to update the data for this measure this year. Over 95% of the COSC students are already employed when they enroll and typically have already attained any licensure or certification required to hold their current jobs. In addition, the COSC General Studies curriculum is not designed to prepare students for specific licensures/exams. Consequently, only 5% to 15% of graduates report on the annual alumni survey that they took any licensure or certifying exams. Of those who have taken an exam since 2002, an average of 92% reported passing.

Current comparable data on exam performance from Charter Oak's peer group are not available at this time. Charter Oak State College is in the process of creating an information and goal sharing agreement with a larger group of peers.



Source: COSC Alumni Survey

GRADUATE PREPAREDNESS FOR EMPLOYMENT

Performance Indicator

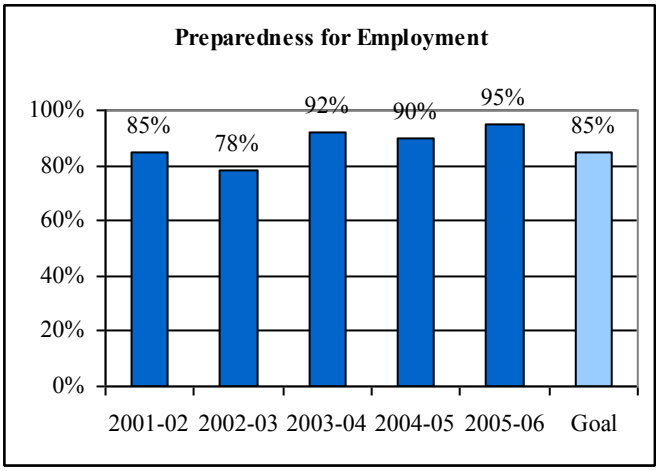
Graduate preparedness for employment. (Graduate self-reporting on knowledge and skills; graduate report on career advancement.)

Performance Improvement Goal
85% of COSC graduates rate themselves as "very well" or "well" prepared for employment.

Data Analysis

COSC was unable to update the data for this measure for this year because 2006-07 Alumni Survey was not conducted. COSC uses responses to two questions taken from an annual alumni survey to gauge graduate preparedness for employment twelve months after graduation.

The response to the question "*How well did the degree program you completed at Charter Oak State College prepare you for your present employment?"* has elicited very positive responses, particularly over the last three years. In 2005-06, 95% of COSC graduates rated themselves as "very well" or "adequately" prepared for employment.



Note: Response of students for whom question was applicable to their employment situation.

In addition, 56% of graduates reported that they experienced positive changes in employment as a result of earning a degree from Charter Oak State College as summarized in the table below, a significant improvement over recent years.

	Overall Response	Job Promotion	Salary Increase	Better Job In My Field	Better Job In New Field	Moved From Part-Time to Full Time
2006-07	N/A	N/A	N/A	N/A	N/A	N/A
2005-06	44%	13%	21%	11%	6%	4%
2004-05	40%	13%	19%	8%	6%	2%
2003-04	45%	15%	21%	9%	7%	2%
2002-03	39%	11%	15%	10%	7%	1%

Totals may equal more than 100% because a graduate may report more than one positive change in employment.
N/A - Not Available because 2006-07 Graduate Survey was not conducted.

Source: COSC Alumni Survey.

GRADUATE PREPAREDNESS FOR FURTHER STUDY

Performance Indicator

Graduate preparedness for continuing education or advanced degree program. (Continuing education advisor rating and graduate self-reporting on knowledge and skills.)

Performance Improvement Goal

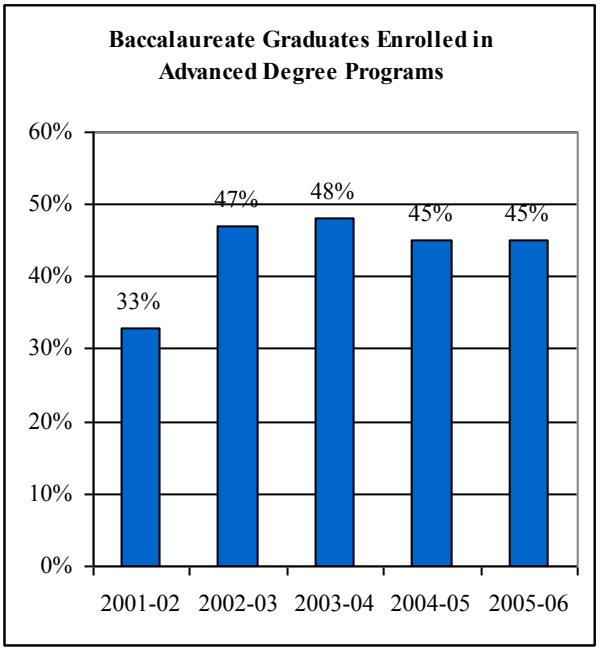
90% of students surveyed will rate their preparedness for further study as "very well" or "well."

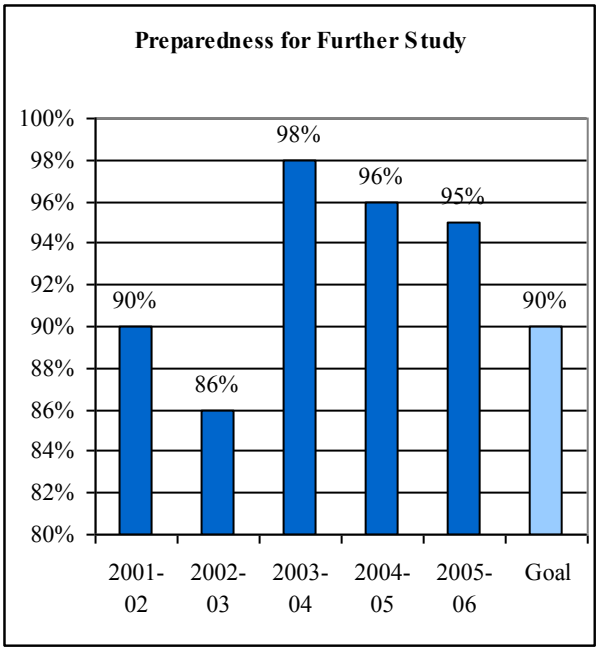
Data Analysis

COSC was unable to update the data for this measure for this year because 2006-07 Alumni Survey was not conducted. On the annual alumni survey, COSC graduates were asked, "*If you have enrolled in another college, how well did the degree program you completed at Charter Oak prepare you for your present area of study?"* Over the five years reported, an average of 93% percent responded "well" or "very well."

An average of 44% of the 2001-2006 COSC baccalaureate graduates surveyed have enrolled in a professional or master's degree program within nine months of their graduation.

Current comparable data on graduate preparedness from Charter Oak's peer group are not available at this time. Charter Oak State College is in the process of creating an information and goal sharing agreement with a larger group of peers.





Source: COSC Alumni Survey.
Note: Response of students for whom question was applicable to their employment situation.

GRADUATE SATISFACTION WITH OUTCOMES

Performance Indicator

Percent of graduates who report their education greatly enhanced their ability to think analytically and logically, write effectively, and use quantitative skills.

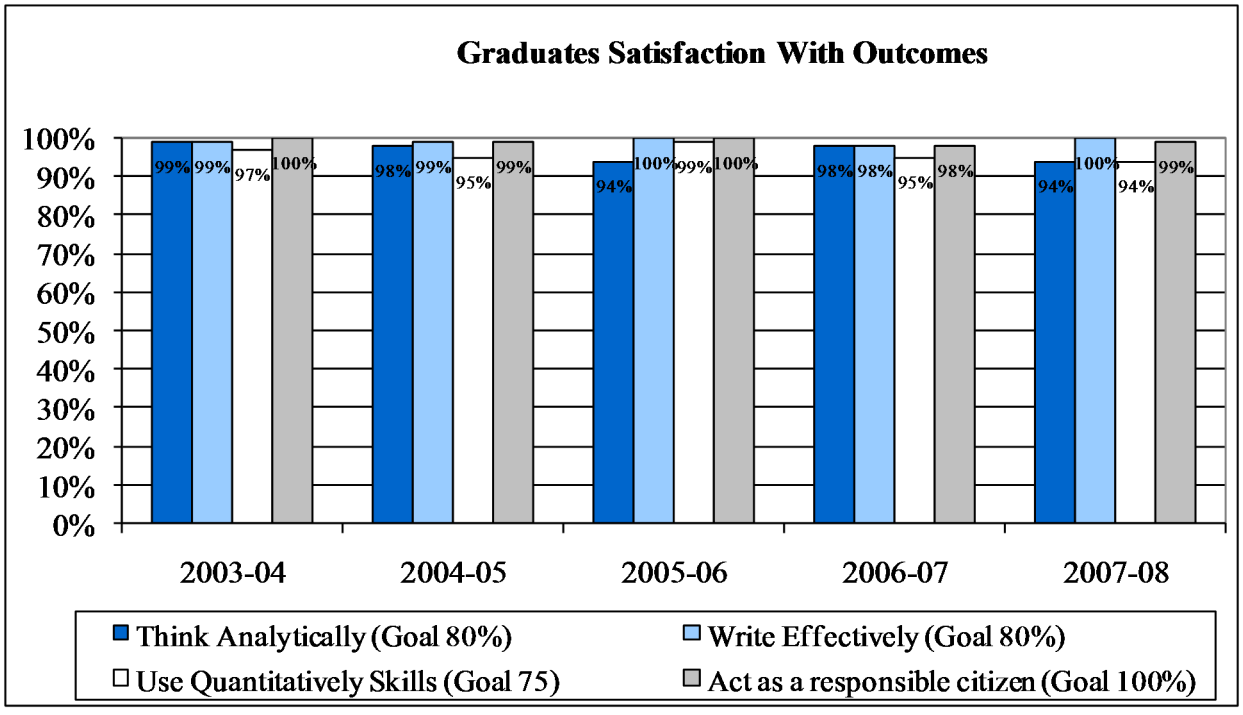
Performance Improvement Goal

In 5 years, 80% will report that their education enhanced their ability to think logically and write effectively; 75% will report enhanced quantitative skills; 100% will report that their education enhanced their ability to act as responsible citizens within a global society.

Data Analysis

The percentage of students surveyed who reported that their education enhanced their skills has been consistently in the high 90 percent range. Over the last five years:

- An average of 97% reported that their education enhanced their ability to think analytically and logically.
- 99% reported that their education enhanced their ability to write effectively.
- 96% reported that their education enhanced their quantitative skills.
- In 2002-03 "Acting as a responsible citizen within a global society" was added as an improvement goal. About 99% of students are satisfied that their education enhanced their ability to act as responsible citizens within a global society.



Source: COSC Alumni Survey

MINORITY ENROLLMENT

Common Core Performance Indicator

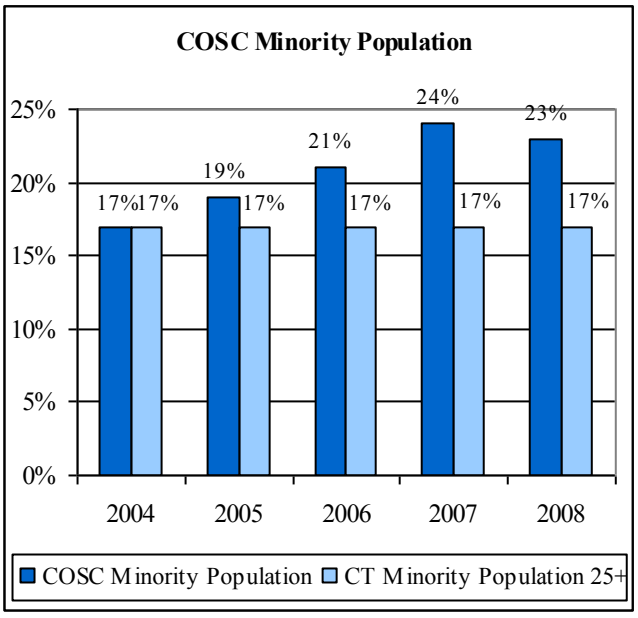
The proportion of students of color (Black, Hispanic, Asian American, and Native American) enrolled in the Charter Oak State College compared to the proportion in the state population, 25 years of age and older with some college and no degree.

Data Analysis

Charter Oak State College compares its minority enrollment with U.S. Census Bureau data for Connecticut residents 25 years of age or older who have some college but no degree to better reflect its student market (only accepts students with nine credits or more and only 5% of their students are under 25 years of age).

In 2007-08, minority enrollment of African American, Hispanic, Asian and Native American populations at Charter Oak represented 23%, an increase of three percentage points from the prior year and six percentage points higher than the percentage of Connecticut's minority population 25 years and over with some college and no degree.

Performance Improvement Goal
Maintain parity with the State of Connecticut demographics.



Source: U.S. Census 2000 (for 2002-04 CT Population); U.S. Census (for 2005-06 CT Population)

Enrollments by ethnic group continue to be on par or exceed the proportionate share in the state's population as indicated in the table below.

Enrollment by Ethnic Group

	2004	2005	2006	2007	2008	% Change 2004-08
Black						
COSC	10.0%	10.0%	11.0%	14.0%	13.0%	3.0%
CT Population Black	8.0%	8.0%	8.0%	8.0%	8.0%	
Hispanic						
COSC	4.0%	6.0%	6.0%	7.0%	7.0%	3.0%
CT Population Hispanic	7.0%	7.0%	7.0%	7.0%	7.0%	
Asian American						
COSC	2.0%	2.0%	2.0%	2.0%	2.0%	0.0%
CT Population Asian American	2.0%	2.0%	2.0%	2.0%	2.0%	
Native American						
COSC	1.0%	1.0%	1.0%	1.0%	1.0%	0.0%
CT Population Native American	0.2%	0.2%	0.2%	0.2%	0.2%	

Source: 2000 U.S. Census (for 2002-04 CT Population); 2005 U.S. Census (for 2005-06 CT Population).
Note: Percentages do not equal 100% because Unknown and Non-Resident Aliens are omitted. 17% are unknown.

OPERATING EXPENDITURES FROM STATE SUPPORT

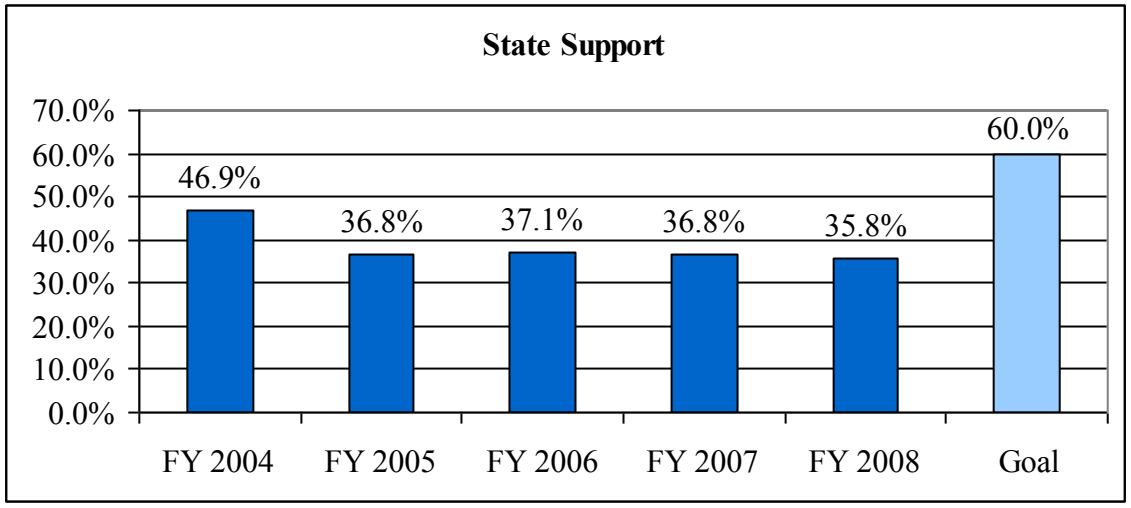
Common Core Performance Indicator

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

Performance Improvement Goal
The percent of operating expenses from state support should not fall below 60%.

Data Analysis

From FY 2004 through FY 2008, state support of the COSC operating budget decreased from 46.9% to 35.8%. The majority of the decline in the percentage of operating expenses from the state can be attributed to the higher rates of growth in Charter Oak's distance learning program which is primarily supported by fees.



	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	5-Year Average
State Support	$1.98	$2.10	$2.30	$2.58	$3.04	$2.40
E & G	$4.22	$5.70	$6.20	$7.02	$8.50	$6.33
Percent	**46.9%**	**36.8%**	**37.1%**	**36.8%**	**35.8%**	**37.9%**

Source: COSC Financial Reports.

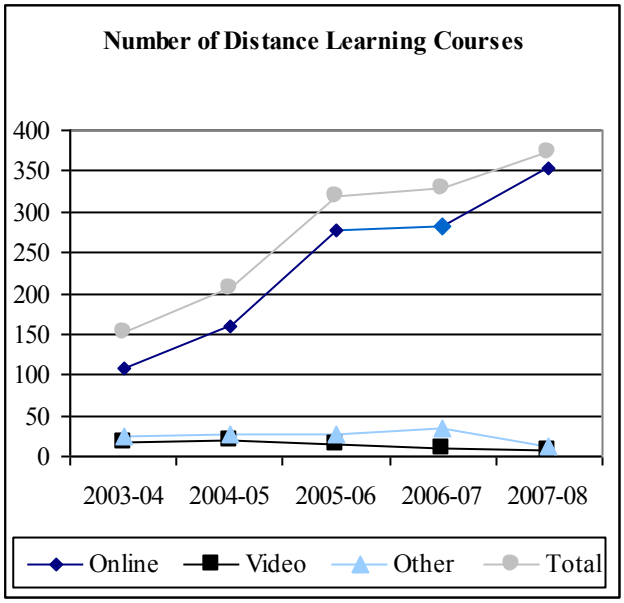
DISTANCE EDUCATION OPPORTUNITIES

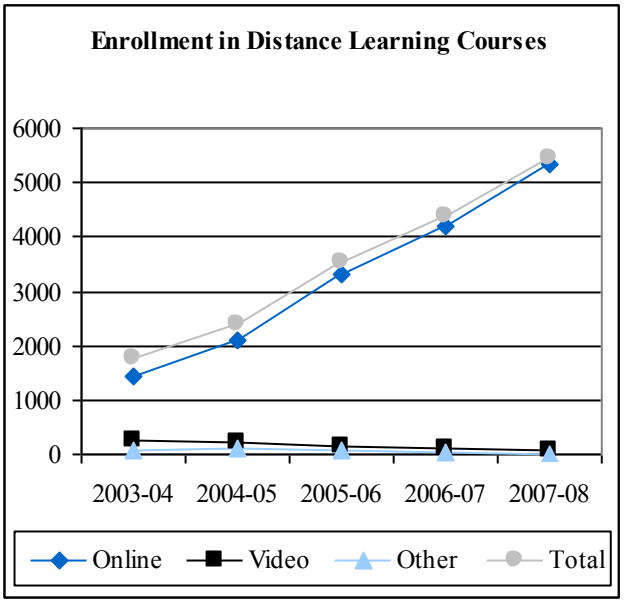
Performance Indicator

Number of and enrollment in distance education opportunities including video and online courses.

How has Charter Oak State College expanded access through distance education opportunities?

Data Analysis





Source: COSC Financial Research

The Distance Learning Program has grown substantially since its beginnings in 1992 when two video-based courses were offered. COSC began to offer online courses in the spring of 1998, and offers both credit and non-credit courses. Last year, COSC offered 373 courses and has 5,430 course registrations. The college continues to be the largest public institution provider of distance learning courses. In 2007-08, COSC enrolled 18% of the online population within the state system. Within the State on Connecticut, the College accounted for 14% of the online population.

WORFORCE PREPARATION

Performance Indicator

The number and percentage of graduates who were employed in Connecticut after graduation and retained employment six months later.

What are the employment outcomes for Charter Oak graduates?

Data Analysis

Due to a sharp increase in the number of out-of-state students served by Charter Oak from 2005 through 2007, the number of CT graduate residents fell from 52% to 38%. However, of those, 180 or 81% were employed in Connecticut in the first quarter after graduation and, of those, 169 or 93% were retained six months later. This is down from the two years ago in which over 200 graduates were employed in-state and over 93 percent were retained six months later. The cause for the sharp increase in out-of-state students was the result of an agreement with Bridgepoint Education, an institution which is located in California and Arizona. Charter Oak no longer has an agreement with this institution.

Employed in Connecticut Following Graduation and Retained in Employment Six Months Thereafter

	2005	%	2006	%	2007	%
COSC						
Graduated	518		696		592	
Graduated—CT Residents	268	52%	234	34%	224	38%
Employed	209	78%	182	78%	180	81%
Retained	195	93%	175	96%	169	93%

Source: Connecticut Department of Labor, COSC Institutional Research

NON-CREDIT REGISTRATION

Common Core Performance Indicator

Annual course registrations of non-credit student by the following categories: personal development and workforce development.

Are the needs of lifelong learners being met?
Are the needs of CT employers being served?

Data Analysis

Charter Oak State College offers a series of non-credit, distance learning courses for nurses and pharmacists who want to return to their professions, and for nurses to expand their expertise in the area of home health care. The three-module Nurse Refresher programs were designed by the Connecticut League of Nursing in cooperation with COSC to prepare inactive licensed RNs and LPNs to return to the practice of nursing in first-level medical-surgical staff positions after an absence of three years or more. The RN refresher declined last year after three consecutive years of healthy growth with 102 students enrolled in 2008. Enrollments in the one-module Home Health Care program developed jointly with the Connecticut League of Nursing increased to eleven students and the three module Pharmacist Refresher program enrolled 36 pharmacists in 2008. The program was developed in cooperation with the Connecticut Pharmacists Association and is approved for American Council on Pharmaceutical Education continuing education credits to help pharmacists reenter the workforce. All four courses have shown no particular pattern of growth or decline since it's inception.

Enrollment*	2003-04	2004-05	2005-06	2006-07	2007-08	Total	Completed Program to Date**
RN Refresher (3 modules)	45	139	123	137	102	628	141
LPN Refresher (3 modules)	7	3	9	10	8	52	18
Home Health Care (1 module)	10	4	7	1	11	33	28
Pharmacy Refresher (3 modules)	25	34	58	62	36	215	9
Preoperative Nursing Program				33	29	62	

**All enrollments in above table are unduplicated headcount*
***Students often take more than one year to complete these modules. Unduplicated headcount (over 5 years).*

REAL COST PER STUDENT

Common Core Performance Indicator

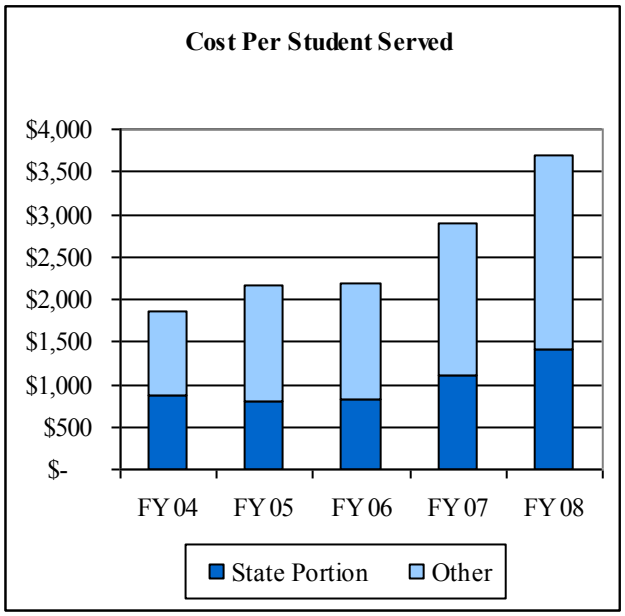
Programmatic costs per student served (students on July 1 plus new enrollees during the fiscal year) including general fund fringe benefits and capital equipment funds.

Are operations cost-effective with efficient use of resources?

Data Analysis

Over the five-year period from FY 2004 to FY 2008, the cost per student served at Charter Oak State College increased 99.7%, from $1,854 to $3,703.

From FY 2007 to FY 2008, cost per student served increased 27.6% from $2,902 to $3,703. This increase was driven by an operating expense increase and the expiration to the agreement with Bridgepoint Education which reduced the number of students served.



Real Cost Per Student

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Students Served	2,276	2,633	2,828	2,421	2,299	1.0%
Operating Expense	$4,219,704	$5,700,445	$6,215,944	$7,026,211	$8,512,976	101.7%
Cost Per Student Served	**$1,854**	**$2,165**	**$2,198**	**$2,902**	**$3,703**	**99.7%**
State Portion	$869	$801	$835	$1,103	$1,407	61.9%
Other	$984	$1,364	$1,363	$1,799	$2,296	133.3%

Source: COSC Enrollment and Financial Reports

RETENTION RATE

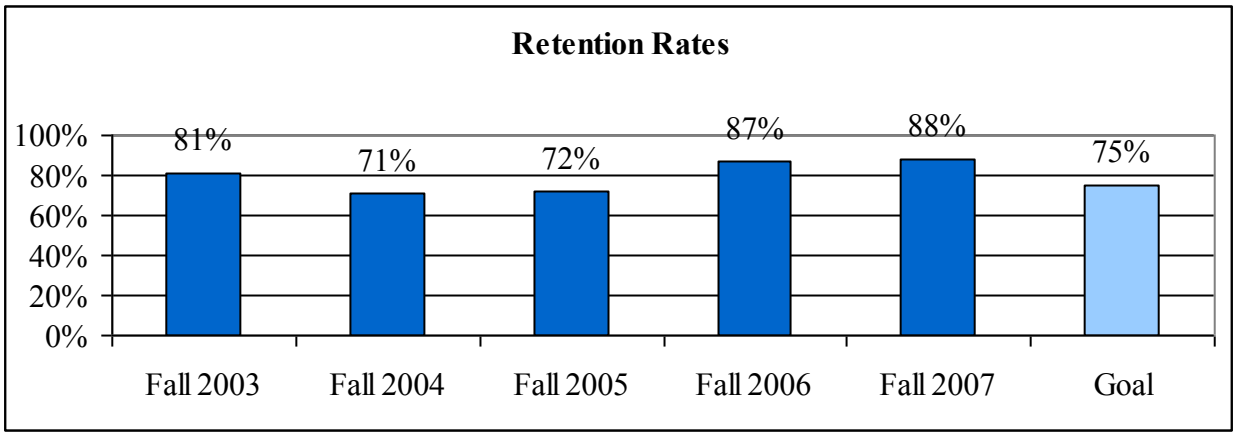
Common Core Performance Indicator

Percent of students who have continued their enrollment or who have graduated one year after initial matriculation overall and by race/ethnicity.

Performance Improvement Goal
Maintain persistence rates of 75% or more.

Data Analysis

Charter Oak exceeded its overall retention rate goal for the second time since Fall 2003 by reaching 88 percent with their Fall 2007 cohort. Similarly, retention rates for minority students exceeded this goal, with rates ranging from a low of 89% for Black students to 100% for Native Americans. The College initiated a number of activities during the past few years designed to increase student persistence, including increased contact between students and their counselors, technology upgrades, increased electronic communications to keep students engaged, and the expansion of online courses.



Current comparable data on retention from Charter Oak's peer group are not available at this time. Charter Oak State College is in the process of creating an information and goal sharing agreement with a larger group of peers.

Retention Rates by Race/Ethnicity

Cohort	All Students	White	Black	Hispanic	Asian American	Native American	Total Minority
Fall 2007	88%	88%	89%	90%	93%	100%	90%
Fall 2006	87%	89%	84%	85%	86%	100%	86%
Fall 2005	72%	73%	65%	78%	62%	69%	69%
Fall 2004	71%	70%	66%	72%	67%	50%	68%
Fall 2003	81%	71%	89%	63%	70%	68%	69%

Source: COSC Institutional Effectiveness

GRADUATION RATE

Common Core Performance Indicator

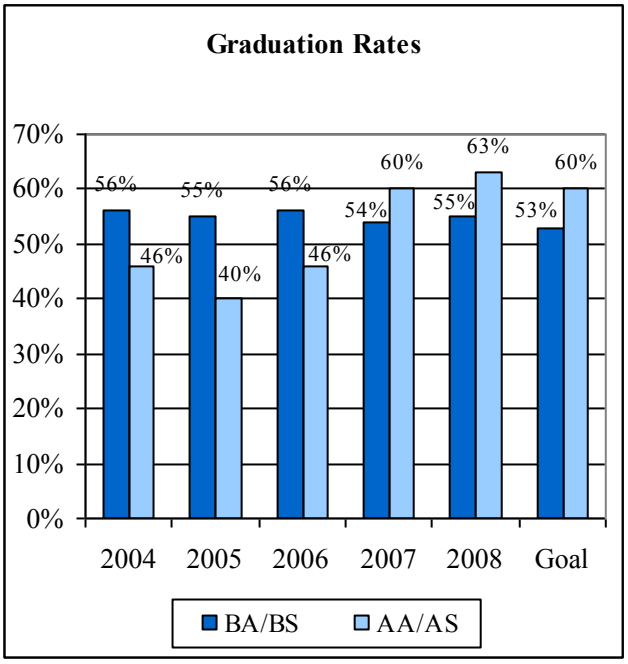
Percentage of students who have graduated within six years after initial enrollment with a bachelor's degree or within three years with an associate's degree.

Performance Improvement Goal

An average of 50% of degree seeking students will graduate with a BA/BS in 6 years and an average of 50% of degree seeking students will graduate with an AA/AS in 3 years.

Data Analysis

Since 2004, the percent of Charter Oak students who complete their BA/BS degrees within six years has ranged from 53% to 56%. An average of 60% received their AA/AS degree within 3 years for the class of 2008. This is an eight percent increase from the previous year yet remains shy of the high water mark of 64% established in 2003.



In 2008, there was a large increase in the graduation rates for those completing AA/AS degrees within three years from 52% to 60%. However, percentages can fluctuate greatly from year to year because of the overall small population of the AA/AS student body.

At the baccalaureate level, graduate rates among minority students can also fluctuate significantly from year to year. During 2008, the rate for Blacks (59%) and Native Americans (57%) increased significantly from it's previous levels. There were strong increases in AA/AS completion rates among White and Hispanic students in 2008, driving up the overall average.

Graduation Rate

Degree	Grad	Total	White	Black	Hispanic	Asian American*	Native American*	Minority Total*
	2008	53%	51%	59%	59%	61%	57%	59%
	2007	54%	54%	51%	55%	79%	40%	55%
BA/BS	2006	56%	61%	30%	46%	67%	60%	40%
	2005	55%	54%	53%	63%	63%	100%	59%
	2004	56%	61%	30%	46%	67%	60%	40%
	2008	60%	57%	61%	86%	0%	N/A	63%
	2007	52%	39%	73%	0%	0%	75%	61%
AA/AS	2006	46%	59%	29%	57%	0%	25%	34%
	2005	40%	48%	27%	71%	100%	17%	31%
	2004	46%	48%	47%	50%	67%	100%	54%

Source: COSC Institutional Research.

*Number of students enrolled is less than 10, so percentages are skewed by a small sample size.

STUDENT SATISFACTION WITH PROGRAMS, POLICIES AND SERVICES

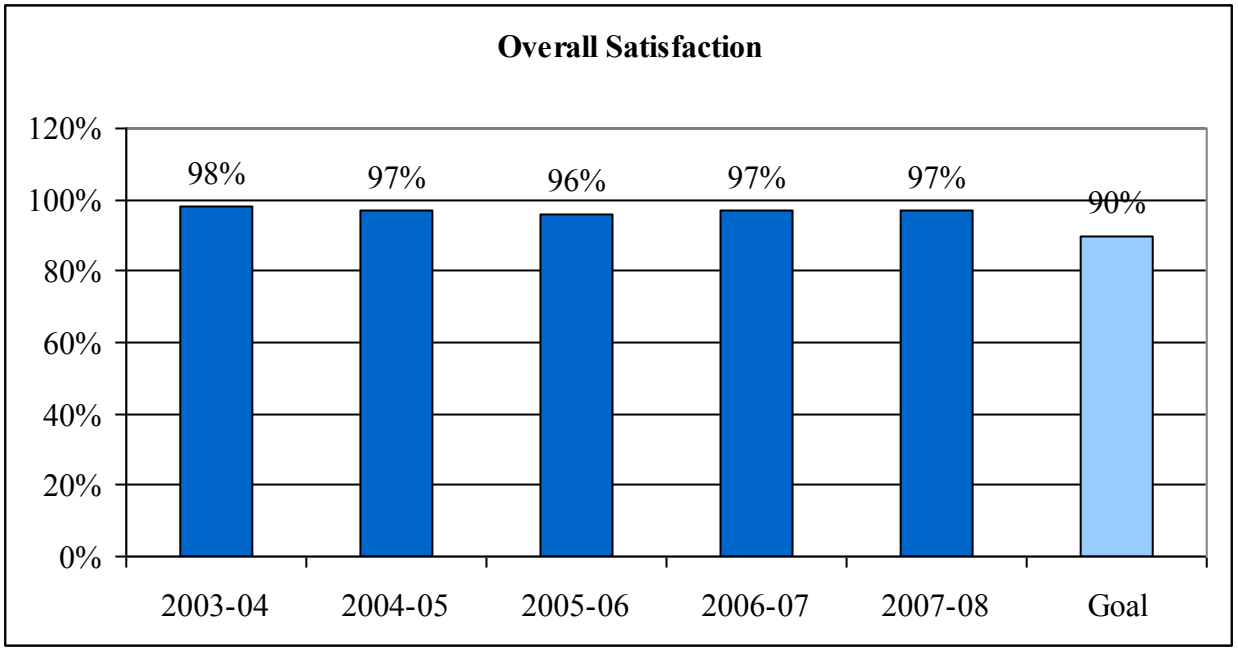
Performance Indicator

Level of student satisfaction with programs, policies and services as indicated by respondents to the alumni survey.

Performance Improvement Goal
Maintain ratings of over 90% satisfaction with programs, policies, and services.

Data Analysis

An average of 97% of the COSC graduates who responded to the alumni and graduate surveys over the last five years reported being "very satisfied" or "satisfied". COSC monitors these data regularly and pays particular attention to the sub-categories which contribute to overall satisfaction.



Source: COSC Graduate Survey.

Current comparable data on overall satisfaction from Charter Oak's peer group are not available at this time. Charter Oak State College is in the process of creating an information and goal sharing agreement with a larger group of peers.

State of Connecticut
Department of Higher Education

Connecticut Distance Learning Consortium

STUDENT SATISFACTION WITH ONLINE LEARNING

Performance Indicator

Student satisfaction with the quality of the courses and instruction offered by CTDLC members.

Performance Improvement Goal
By 2008, an average overall level of student satisfaction of 90%.

Data Analysis

Each semester, CTDLC asks all students taking online courses from one of its members to complete an online student evaluation survey. Students are asked about their satisfaction with various aspects of their online learning as well as their overall satisfaction. The information from these surveys is used to improve the development and teaching of online courses in a variety of ways, including faculty training. Special attention is paid to areas such as student-student and student-faculty interaction.

Since 2004, overall satisfaction has remained relatively stable at over 78%, but still is below the CTDLC goal of 90%. Students responded mostly positively to clarity of course objectives and Instructor Feedback, while ratings of Instructor Effectiveness averaged 80%.

Student Satisfaction with Online Courses

	2003-04	2004-05	2005-06	2006-07	2007-08
Course well-organized *(The content of the curriculum)*	87%	86%	86%	88%	88%
Overall effectiveness of Instructor *(Quality of Instruction)*	80%	80%	80%	80%	81%
Clarity of objectives/learning outcomes *(Clarity of learning outcomes)*	92%	92%	91%	92%	92%
Test/Quizzes measured outcomes *(Ability to achieve outcomes)*	88%	87%	87%	87%	89%
Instructor feedback was clear and useful *(Quality of student-faculty interaction)*	84%	83%	84%	83%	92%
Threaded discussions contributed to learning *(Quality of student-student interaction)*	79%	79%	79%	80%	82%
Overall Effectiveness of Course ***(Overall level of satisfaction)***	**78%**	**79%**	**78%**	**79%**	**80%**

Source: CTDLC Online Student Evaluation Surveys.

GROWTH OF ONLINE PROGRAMS AND COURSES

Performance Indicators

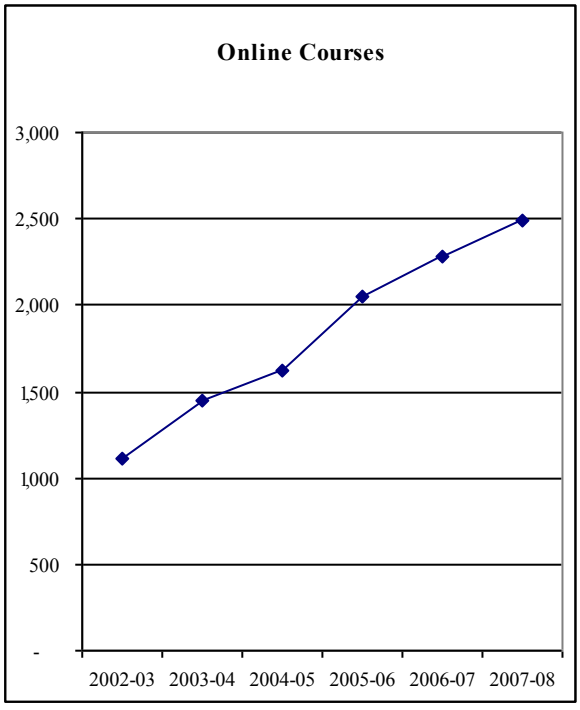
Number of online programs and courses offered by CTDLC's members.

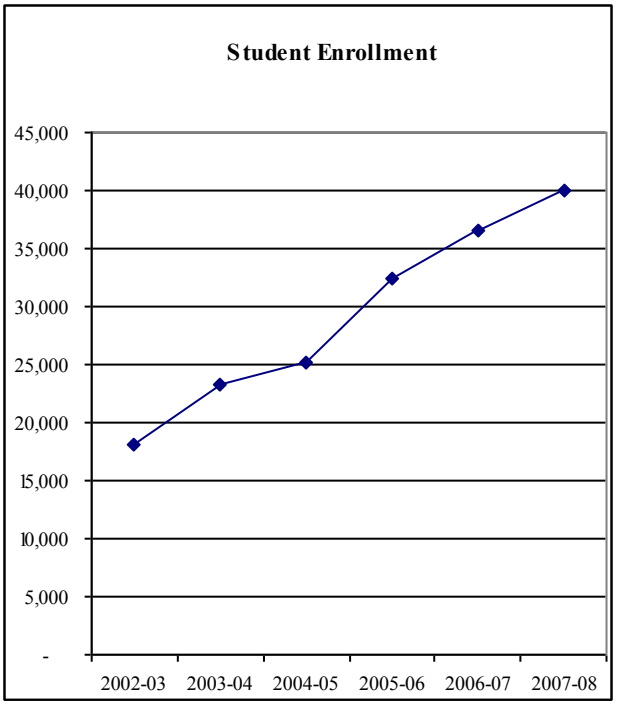
Are the number of online programs and courses offered by CTDLC members increasing?

Data Analysis

Since 2003, the number of online courses offered by CTDLC's member institutions has increased by almost 71.5% to 2,488. Enrollments in these courses also have grown dramatically, up 71.9% over the last five years. These results underscore the growing significance of online education and the benefits of a consortial approach to online programming, advertising and delivery.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	% Annual Growth
Courses	1,117	1,451	1,620	2,050	2,286	2,488	**8.8%**
Enrollment	18,023	23,307	25,140	32,387	36,610	40,061	**9.4%**





WORKFORCE DEVELOPMENT

Performance Indicator

Number of web-based workforce development programs supported by the CTDLC.

How does the CTDLC contribute to meeting Connecticut's workforce development needs through web-based training?

Data Analysis

The CTDLC works with other state agencies and Connecticut businesses to assist them in moving their training online. These efforts span many key workforce development areas including education, emergency preparedness, municipal government, law enforcement, alternative energy and public safety.

The following workforce development courses were designed and hosted by the CTDLC in 2007-08:

Agency/Company	Course Name	Enrollments
Public Health	Point of Dispersing Staff Orientation	58
Public Health	Smallpox Vaccination Program Part A	159
Public Health	Community Leaders Distance Learning Course—Mass Dispensing for Public Health Emergencies	
Public Health	Smallpox Vaccination Train-the-Trainer	91
Public Health	HazWOPER Refresher Training	1,323
Public Health	2007 Medical Response Technician 1	1,323
Public Health	2008 Medical Response Technician 1	1,367
Public Health	State Police PRAWN Training Online, 2007	1,323
Public Health	State Police Sex Offender Registry Training	1,323
Public Safety	CT State Police In-Service Training	1,323
Amber Alert Committee	Amber Alert Training	
Alternate Route to Cert.	Alternate Route to Certification	126
Alternate Route to Cert.	Alternate Route to Certification	232
Total		**8,648**

Source: CTDLC Institutional Research.

State of Connecticut
Department of Higher Education

Appendix

Performance Measures Task Force

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Overview

Methodology

The accountability measures contained in this section are intended to focus on higher education's performance from a statewide perspective. For each major goal, the system level measures attempt to provide the reader with an understanding of how well the state system is performing on statewide goals for higher education. Where possible, comparisons to other state and national trends are provided, and data sources are identified below each table.

Performance improvement targets have been identified for many of the system measures after careful analysis of the pertinent performance trends, comparisons to national and regional benchmarks and consideration of system and program objectives. Generally, the anticipated timeframe to reach the improvement target is five years. In some cases, however, results are expected sooner and, in a few cases, later.

It is important to note that these measures rely heavily on existing data sources. And, as noted in the report introduction, there is much more to be done to develop even more meaningful measures that focus on actual outcomes. In particular, the system needs to develop better measures of student learning and affordability which can only emanate from more robust longitudinal student data systems. Development of systems which would track students from Pre-K through college and into the workforce is feasible, but would require the commitment of state policy leaders and a significant financial investment.

Goal 2 ◆ Learning in K-12

Collaborative Activities with Public Schools

The main body of this year's accountability report does not accommodate descriptive summaries of the University of Connecticut's collaborative activities with Connecticut public schools. This summary, which has been available in previous reports, can now be accessed through the following University of Connecticut web link: http://www.oir.uconn.edu/UC_DHE_PerfMeas_Collaborative_Activities_Public_Schools.pdf.

Goal 3 ◆ Access & Affordability

Operating Expenditures from State Support

Because UConn is a research university with an extremely high percentage of undergraduates residing on campus, data for the Storrs+ program is provided in terms of state support for total expenditures, representing the full range of university activities.

Percent of Total Expenditures from State Support						
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year
Storrs+	44.0%	41.1%	40.4%	40.0%	40.5%	41.2%
Peer Average	27.5%	24.7%	23.4%	22.4%	22.3%	24.1%

Source: IPEDS Revenues Survey

State Support as a Percent of Total Operating Revenues					
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Storrs+	39.0%	36.5%	35.8%	35.4%	35.5%
Health Center (a)	17.8%	17.2%	16.6%	16.2%	19.1%

Source: UConn Office of the CFO

(a) Percent state support adjusted to omit CMHC fringe benefits: $20,385,091 for FY 03, $22,259,933 for FY 04, $22,095,180 for FY 05, $28,306,043 for FY 06 and $32,816,498 for FY 07.

Goal 3 ◆ Access & Affordability

Real Price to Students

UConn's tuition and mandatory fees as a percent of the state's median household income has been and continues to be lower than northeast public flagship universities.

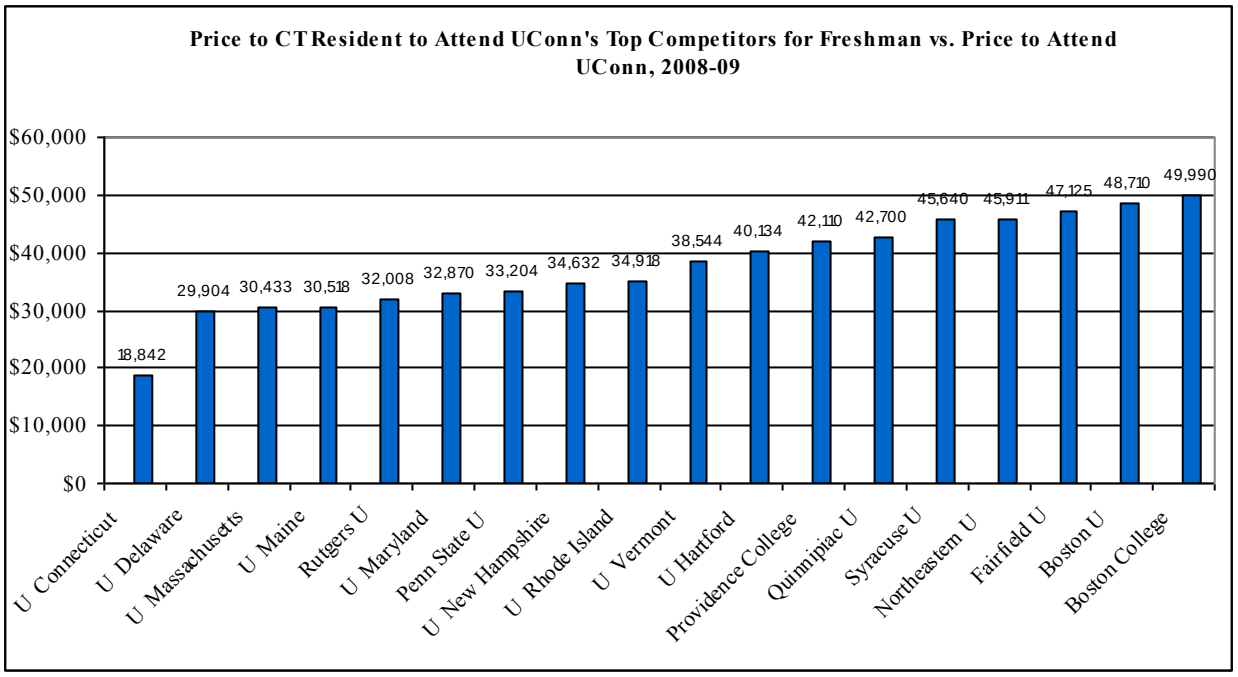
Tuition & Fees as a Percent of State's Median Household Income					
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Tuition & Fees as % of Median Household Income					
Storrs+	11.2%	12.4%	13.2%	12.7%	13.0%
Peer Average	11.3%	12.8%	13.3%	13.4%	14.3%
Northeast Public Flagship Universities Average (b)	14.7%	15.4%	15.6%	15.7%	16.7%

Sources: UConn Office of the CFO, Connecticut Department of Higher Education, U.S. Census Bureau
(b) Northeast Public Flagship Universities: Rutgers U., U. of Maine, U. of Massachusetts, U. of New Hampshire, U. of Rhode Island, and U. of Vermont.

Goal 3 ◆ Access & Affordability

Real Price to Students (continued)

A key price comparison for students is UConn's cost of attendance (tuition and fees including room and board) versus attending one of our primary competitors for freshmen. The differential for Connecticut resident students attending UConn versus attending our competitors is compelling. For an in-state student to attend UConn in 2008-09 it cost $18,842 compared to between $29,904 and $49,990 to attend one of our primary competitor schools. This translates into a price differential ranging from $11,062 to $31,148.



UConn is reasonably priced for out-of-state students, as indicated in the chart below. And, the University of Connecticut's in-state tuition and fee rates compare favorably to in-state tuition and fee rates at other public universities in the northeast.

2008-09 Tuition, Fees, Room & Board of UConn's Top Competitors for Freshmen

Private Schools	In- & Out-of-State	Public Schools	In-State	Out-of-State
Boston College	$49,990	Penn State	$21,970	$33,204
Boston U	48,710	U Vermont	21,706	38,544
Fairfield U	47,125	Rutgers	21,794	32,008
Northeastern U	45,911	U New Hampshire	21,152	34,632
Syracuse U	45,640	U Massachusetts	18,936	30,433
Quinnipiac U	42,700	**U Connecticut**	**18,842**	**33,554**
Providence College	42,110	U Rhode Island	18,820	34,918
U Hartford	40,134	U Maryland	17,799	32,870
		U Delaware	17,424	29,904
		U Maine	17,108	30,518

Source: UConn Office of the CFO

Goal 3 ◆ Access & Affordability

Student Financial Aid from State Support

Tuition support for student aid grew substantially between FY 04 and FY 08, from $34.3 to $45.7 million. Tuition aid includes tuition waivers, tuition grants, scholarships and fellowships, and student employment. BGHE policy that 15% of tuition revenues be set-aside for need-based aid is consistently met or surpassed by UConn. From FY 04 to FY 08, tuition funded need-based aid increased 33.3% from $23.7 to $31.6 million.

Storrs+ SFA Budget (in millions)	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Tuition Funded Aid						
Grants & Student Labor	$26.1	$29.4	$31.6	$36.6	$33.9	29.9%
Scholarships & Fellowships	8.2	9.4	9.7	11.4	11.8	43.9%
Subtotal	$34.3	$38.8	$41.3	$48.0	$45.7	33.2%
Tuition Waivers	30.0	33.8	34.6	37.8	41.9	39.7%
Total Tuition Funded Aid	$64.4	$72.5	$75.9	$85.8	$87.6	36.0%
Other Financial Aid						
State/Fed./Private/Student Employment	41.8	42.6	43.7	46.6	54.4	30.1%
Loans	90.9	101.1	111.5	118.2	128.4	41.3%
Grand Total Financial Aid	**$197.1**	**$216.3**	**$231.0**	**$250.6**	**$270.4**	**37.2%**

While the University has been meeting the financial aid for needy students, we have also increased merit-based aid to attract high-achieving students. The number of valedictorians at UConn has been steadily rising. Merit-based aid was up at all campuses from FY 04 to FY 08 because of our effort to increase the number of high-achieving students. This effort is not being made at the expense of students who require need-based aid.

Merit-Based Aid (in $millions)	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Storrs+	$26.1	$27.4	$27.5	$30.0	$30.6	17.2%
Health Center	$1.3	$1.0	$2.1	$2.3	$2.2	69.2%

Financial aid also is provided to Graduate Assistants (GA's), graduate students who perform key functions such as teaching courses and labs, tutoring, conducting research, and doing public service. In FY 08, there were 1,881 GA's with a salary of $37.2 million, up $7.2 million from FY 04. Salary dollars per GA rose from $17,390 to $19,813.

Graduate Assistantships	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2004-08
Full Assistantships	1,724	1,784	1,780	1,808	1,881	9.1%
Total Salaries for GA's	$30.0m	$32.4m	$33.3m	$34.8m	$37.2m	24.0%
Average Salary per GA	$17,390	$18,176	$18,707	$19,268	$19,813	13.9%

Note: Full assistantship = teaching, research or administrative function of 20 hrs a week or equivalent.
Source: UConn Office of the CFO

Goal 4 ◆ Economic Development

Degrees Conferred by Credit Program - All Campuses

Program Category *(federal classification)*	*1990 classification* FY04	FY05	*20 00 classification* FY06	FY07	FY08	% Change FY 2003-07
Associate's Degrees						
Business *(Animal Science & Horticulture)*	11					-
Health/Life Sciences *(Animal Science & Horticulture)*		29	24	22	35	-
Total	**11**	**29**	**24**	**22**	**35**	**218.2%**
Bachelor's Degrees						
Business	531	559	595	619	625	17.9%
Health/Life Sciences	460	529	755	806	803	80.4%
Sciences/Engineering/Technology	388	388	408	430	470	21.1%
Social Sciences	952	1,028	1,073	1,077	1,183	24.3%
Liberal Arts, Multi/Interdisciplinary	362	401	442	467	460	27.1%
Humanities/Arts/Communications	606	573	631	635	697	15.0%
Social & Public Services	267	245	227	222	223	-16.5%
Education	107	93	100	98	103	-3.7%
Total	**3,673**	**3,816**	**4,231**	**4,354**	**4,591**	**25.0%**
Post-Baccalaureate Certificates						
Business	16	23	25	31	32	100.0%
Health/Life Sciences		2	1	3	1	-
Social Sciences	7	12	6	11	11	57.1%
Total	**23**	**37**	**32**	**45**	**44**	**91.3%**
Master's Degrees [1]						
Business	313	351	329	409	420	34.2%
Health/Life Sciences	148	178	188	199	172	16.2%
Sciences/Engineering/Technology	136	201	162	169	147	8.1%
Social Sciences	92	117	127	132	106	15.2%
Liberal Arts, Multi/Interdisciplinary	5	11	10	10	12	140.0%
Humanities/Arts/Communications	77	89	87	67	84	9.1%
Social & Public Services	163	228	185	184	226	38.7%
Education *(Includes Sixth-Year Diploma in Professional Education)*	235	355	399	342	343	46.0%
Total	**1,169**	**1,530**	**1,487**	**1,512**	**1,510**	**29.2%**
Doctoral Degrees						
Business	11	11	14	13	13	18.2%
Health/Life Sciences	67	65	78	81	82	22.4%
Sciences/Engineering/Technology	64	67	92	103	95	48.4%
Social Sciences	41	54	63	69	49	19.5%
Liberal Arts, Multi/Interdisciplinary	2	10	9	9	8	300.0%
Humanities/Arts/Communications	18	19	24	27	13	-27.8%
Social & Public Services	2	6	10	8	5	150.0%
Education	52	29	17	29	20	-61.5%
Total	**257**	**261**	**307**	**339**	**285**	**10.9%**

Goal 4 ◆ Economic Development

Degrees Conferred by Credit Program (continued)

Program Category (federal classification)	1990 classification FY03	FY04	20 00 classification FY05	FY06	FY07	% Change 2003-07
Professional Degrees [1]						
Health/Life Sciences (M.D., D.M.D., Pharm.D.)	182	185	209	201	222	22.0%
Social Sciences (Law)	174	217	234	181	188	8.0%
Total	**356**	**402**	**443**	**382**	**410**	**15.2%**
Summary All Degree Levels, All Campuses						
Business	882	944	963	1,072	1,090	23.6%
Health/Life Sciences	857	988	1,255	1,312	1,342	56.6%
Sciences/Engineering/Technology	588	656	662	702	712	21.1%
Social Sciences	1,266	1,428	1,503	1,470	1,537	21.4%
Liberal Arts, Multi/Interdisciplinary	369	422	461	486	480	30.1%
Humanities/Arts/Communications	701	681	742	729	794	13.3%
Social & Public Services	432	479	422	414	454	5.6%
Education	394	477	516	469	466	18.3%
Grand Total	**5,489**	**6,075**	**6,524**	**6,654**	**6,875**	**25.3%**

[1] LL.M. degrees are included with the Master's degree counts in the federal classification which is the base for the DHE definition of degrees conferred. The number of LL.M. degrees awarded in FY 04 = 18, in FY 05 = 12, in FY 06 = 33, in FY 07 = 27, and in FY 08 = 28.

Source: IPEDS Completion Survey, NCES Federal Classification of Instructional Programs and UConn Office of Institutional Research.

Note: Degree fields are summarized in terms of the federal classification of academic programs. For example, agricultural disciplines are counted in Business through FY 04 and in Health/Life Sciences beginning FY 05. Some education disciplines are counted in other federal categories. Please also note that the federal classifications of some programs changed with FY 05 reporting, so trends in this table may not reflect actual growth or decline in program completions. For information on degrees conferred by the University's Schools/Colleges, majors and fields of study, see UConn's Office of Institutional Research website, http://www.oir.uconn.edu.

Goal 5 ◆ Responsiveness to Societal Needs

Non-Credit Registrations

The main body of this year's accountability report does not accommodate descriptive summaries of the University Connecticut's programs and publications responsive to societal needs. This summary, which has been available in previous reports, can now be accessed through the following University of Connecticut web link: http://www.oir.uconn.edu/UC_DHE_PerfMeas_Programs_Publications_Responsive_to_Society.pdf.

Goal 2 ◆ Learning in K-12

Collaborative Activities With K-12

Professional Development Schools Network (PDS)

CCSU

The formal relationships are embedded in the School's Professional Development Network, facilitated through the Department of Teacher Education housed in the School of Education and Professional Studies. Schools in the PDS Network have signed contracts with CCSU that address mutual commitment of resources, central administrative support, and faculty commitment. Each PDS is assigned a University and School Facilitator who act as liaisons between the K-12 School and the University.

To accomplish the goals of the PDS, a team (PDS Network Coordinator, PDS University Facilitators, Teacher Education Department Chair and Office of Field Experiences Coordinator) visited each PDS in which the School Facilitators and Principals discussed: 1) teacher preparation program goals and school site goals, and 2) needs and resources. The PDS Network continued to host hundreds of CCSU teacher candidates for their fieldwork from their first introduction to student teaching. Field work included students serving as volunteers, observers, tutors, mentors, interns, and student teachers. In addition, CCSU and PDS faculty members regularly served as consultants and partners across institutions. The number of teachers trained as Cooperating Teachers increased throughout the PDS Network. A number of PDS teachers/administrators are currently enrolled in CCSU MS or Ed.D. programs and graduates of CCSU now work as teachers and administrators at several of our PDSs, some as newly hired teachers.

SCSU

SCSU continues to build upon its long and rich history of involvement with Connecticut's K-12 schools. During 2007-2008, existing collaborations were continued, and new ones were forged. As part of our continuous improvement process designed to ensure that all teacher education candidates and students in other educator preparation programs have the highest quality field experiences, the **School of Education** continues to enhance the **Professional Development Schools Network**. This PDS Network now includes 10 school districts and 70 public, PK-12 schools and is designed to provide our students with the opportunity to obtain their pre-service field experiences within educational settings that are committed to assisting us in the preparation of their future teachers and other professional educators. We are now in a position to develop more effective and more clearly targeted field experiences that are critical to the success of our teacher candidates in all of our teacher education programs. The PDS Network provides direct alignment between what faculty are teaching in their courses, the state and national standards they are addressing and the field experiences students receive in these targeted, PK-12 schools.

Partnerships

In addition to the PDS relationships, there are other partnerships, involving K-12 students and schools. Individual CSU faculty projects also provide professional development to teachers within nearby K-12 Schools. Some examples include:

Goal 2 ◆ Learning in K-12
Collaborative Activities With K-12 (continued)

Bridges Program to Reduce the Need for Remediation

The Building a Bridge to Achieve Student Success program at WCSU, on-going since 2003, has had WCSU math and English faculty working with area high school teachers in these areas to improve student preparation for college-level work, has resulted in improved student preparation. The expansion of this program now includes all four universities in CSUS, at various stages of development, as well as an expanded number of school systems.

For instance, CCSU has begun a 'Bridges Program' that employs testing or other forms of evaluation, preparing students to enter CCSU with the skills necessary to begin college-level Math and English in the students' first semester. In 2007-08 the Department of Mathematical Sciences initiated a Bridges program with the Bristol Eastern and Bristol Central High Schools. Starting in Fall 2008 the program has been extended to include New Britain High School. The English Department plans to engage in this program in 2008-09.

Connecticut Collegiate Awareness and Preparation Program, (ConnCAP)

The ConnCAP Program was established in 1987 under the Connecticut Board of Governors for Higher Education and funded by the Department of Higher Education. The program is currently serving low-income and/or first generation students by providing educational enrichment throughout their high school experience to support them in attaining higher education. Middle Schools close to the four universities serve as feeders for the program. During the academic year, students attend a ConnCAP study hall. The ConnCAP student support services include, but are not limited to: personal mentoring, study skills, academic advisement, cultural enrichment, peer mentoring, career and college awareness, financial aid, scholarship opportunities, etiquette workshop, parental involvement and networking with community organizations.

Science, Technology, Engineering and Mathematics (STEM) Initiatives

Hartford HS of Engineering and Green Technologies

On the recommendation of the CCSU Provost, in September 2008 the dean of the School of Engineering and Technology became a member of the "designing team" for a new high school in Hartford with a mission to attract to engineering talented students from predominantly minority groups. The entire project has been endorsed and coordinated by the CBIA, and is a part of the major reorganization of the Hartford school district. The dean was one of two committee members who were working on the HS curriculum. The entire project has been reviewed at different levels and finally approved as a new HS of Engineering and Green Technologies. Currently the school is hiring teachers and is endorsed by the National Academy Foundation. The SE&T plan is to maintain direct cooperation with the school to provide credit transfer and direct recruitment for CCSU's School of Engineering and Technology.

Goal 2 ◆ Learning in K-12
Collaborative Activities With K-12 (continued)

Exposure to Science and Math

Faculty and three CCSU students continued participation in the **Great Explorations** program, designed to bring science laboratories to 8th-grade students at Naylor, Kennelly, and Belizzi Middle Schools in Hartford. Seven separate workshops were offered after school with grant monies provided by the UCONN Health Center.

The SCSU **Department of Earth Science** offers free planetarium visits to all New Haven and Hamden elementary and middle schools as well as classes taught by SCSU alumni. There are generally two planetarium shows each week during the fall and spring semesters. Over 1,000 students per year participate.

SCSU **Department of Mathematics** faculty and faculty from other departments were also involved in presentations to 60 advanced mathematics middle school students as part of the Connecticut Association for Mathematically Precocious Youth (CAMPY) conference held here at Southern in May 2008.

Partners in Science, a long-standing CCSU-based outreach program, hosted over 300 middle school students for a series of science and technology workshops in both the spring and fall semesters of this academic year. Each student who participated was able to attend 5 separate, 3-hour laboratories run by faculty and students from CCSU. Biomolecular Sciences faculty supported this program by offering workshops in their areas of specialization. Funding was provided by the 9 participating school districts and the Biotechnology Institute at CCSU.

Minority Teacher Recruitment

With a grant for the Fund for the Improvement of Postsecondary Education (FIPSE) the four universities of the Connecticut State University System established university-district partnerships and developed innovative programs to recruit, enroll, and better prepare and retain new teachers in state-defined shortage areas and in priority districts, including Bridgeport, New Haven, Hartford, Waterbury and Danbury.

Overview

Statutory Mission

Sec. 10a-80. (Formerly Sec. 10-38l). Community service programs at regional community-technical colleges.

(a) The primary responsibilities of the regional community-technical colleges shall be (1) to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs; (2) to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals; (3) to provide programs of study for college transfer representing the first two years of baccalaureate education; (4) to provide community service programs as defined in subsection (b) of this section and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

(b) As used in this section, "community service programs" means educational, cultural, recreational, and community directed services which a community-technical college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to, (1) activities designed to enrich the intellectual, cultural and social life of the community, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of community problems and (4) utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

Vision

The twelve Connecticut Community Colleges will be recognized by the State, its citizens and communities as premier providers of *education that works for a lifetime.*

Core Values

The core values that identify and differentiate the Connecticut Community College system from other institutions of higher education include:

- Accessible locations statewide that serve student and community needs
- Open door admissions
- Comprehensive services including instruction and student support to promote academic success
- Low tuition and fees supported by financial aid opportunities
- Relevant curricula and responsive program development including education and training services for business and industry

Overview (continued)

Community Colleges offer:

- career education for jobs in areas such as nursing and allied health, information technology, bioscience, engineering technologies, and early childhood education;
- general study, including continuing education;
- transfer programs to expand access to the baccalaureate;
- developmental programs to reduce academic barriers;
- student services to enhance student success; and
- community service programs to address community issues.

All of these educational programs and services provide the State of Connecticut with what recent economic reports have referred to as "cross-cutting economic foundations" that play an essential role in workforce development.

The foundation provided by the twelve Connecticut Community Colleges in liberal arts and sciences, career, occupational and technical fields of study prepares nearly 50% of the State's public college undergraduates for the jobs of the Knowledge Economy.

Community Colleges provide access to educational opportunities and academic success for every learner including those with limited English proficiency. Improved skills, employment and career advancement opportunities, enhanced earning potential and an improved quality of life for themselves and their families are achievable goals for educated, well-prepared workers.

Community Colleges Are Vital

Community College students are the current and future workers that Connecticut relies on for productivity, prosperity, and business investment. They need access to affordable higher education to acquire the skills demanded for employment and to remain current with changing technology and new workplace skills.

To serve these students and the needs of business, Connecticut Community Colleges must change as the economy changes from retraining incumbent workers with outmoded skills to addressing worker and skill shortages quickly as the economy expands.

Community Colleges Help Students Succeed

To ensure that students are prepared to compete and succeed, several student success initiatives are currently underway at the Connecticut Community Colleges. These initiatives are focused on improving outcomes for Community College students and evaluating institutional effectiveness in supporting student success. In 2005, Connecticut was selected to join the ranks of Achieving the Dream states through a statewide planning grant that seeks to identify and change State policies that create obstacles to student success.

Overview (continued)

Three of Connecticut's Community Colleges will implement new approaches to advising, counseling, developmental and gatekeeper courses that have been identified through intense study of outcomes data as having presented obstacles to student persistence and degree or certificate completion. Achieving the Dream, (AtD) defines success as "earning degrees, certificates, or transferring for continued study" and is "particularly concerned about student groups that have faced the most significant barriers to success, including low-income students and students of color."

The system as a whole will benefit from Achieving the Dream as data reveals performance gaps and barriers, and leads to successful models for replication throughout the system including a "culture of inquiry" and the use of data-based decisions to improve student outcomes. Additional information and insights about the needs of students and the role of faculty in encouraging success and persistence has been gleaned from system participation in the Community College Survey of Student Engagement as well.

This type of introspection and analysis that goes beyond enrollment statistics and graduation rates will allow us to demonstrate, using data, that our commitment to student success is productive as well as philosophical.

Each of these initiatives is part of a system-wide effort to encourage "best practices" and to identify policies and programs with the greatest potential to benefit students by expanding their opportunities for both access and success.

Community Colleges Create Partnerships

The type of higher education provided by Connecticut's Community Colleges works in partnership and cooperation with business and industry, the public and non-profit sectors, secondary education, and baccalaureate institutions to meet a wide range of student and employer needs.

Community College leaders and our partners have identified priority issues related to the effective and efficient delivery of higher education and to student success that include:

- Meeting the needs of a changing student population and the needs of Connecticut' s businesses and industries for an educated workforce.

Expanding access to educational opportunities by supporting student success in:

- Preparing for college
- Achieving success in developmental education
- Increasing student retention, completion, and graduation rates
- Graduating and transferring to advanced levels of higher education
- Entering and advancing in careers by addressing workforce skills gaps
- Re-entering higher education as lifelong learners to remain self-sufficient.

Overview (continued)

- Maintaining affordability
- Improving Accountability
- Improving Learning and Assessment
- Ensuring a safe, secure, and inclusive campus environment

Through this collaborative approach and dialogue about shared interests and priority issues, we will create a culture of inquiry, examine our strengths, address our weaknesses and build a new educational model that will provide not only a point of entry for higher education but also a pathway to higher levels of success for the thousands of students who turn to Community Colleges each year to achieve their educational, economic, and personal development goals.

Community Colleges Are Growing

In fall 2008, a record 51,105 students were enrolled in degree and certificate programs ranging from Information Systems and Emergency Services to Liberal Arts, Allied Health and Nursing. A nearly equal number of students will enroll during the fall and spring semesters in non-credit programs that build basic skills, communication and workforce competencies.

Since 1999, FTE credit enrollments have grown by 49%, and full-time attendance has increased by 89%. The 2008 fall semester marked the seventh year of record FTE enrollments for the system, with each year since 2002 exceeding the previous high point reached in 1992.

The growing demand for Community College education is expected to continue through 2008 when high school graduation rates in Connecticut will peak. Following 2008, enrollment growth is expected to slow only to settle around the record-breaking levels of 2003-2004. The current state of the economy however, may mediate the demographics and sustain enrollments at an even higher level. The current demand is likely the baseline for the demand that we anticipate through 2012.

The average age of students is 27, with 46% under age 22 and 48% between 22 and 49. The system has experienced a 79% increase in students under the age of 22 since the fall semester 1999. Our enrollment trend continues to show a significant increase in younger students attending full-time. Demographic reports show that 76% of the full-time students attending are now under the age of 22. The average age of full-time students is 21; 31 is the average for part-time students.

Nearly two-thirds of the minority undergraduates enrolled in public higher education are attending Connecticut Community Colleges. Minority enrollments represent 34% of the student body. Over the last five years there has been a 15% increase in Black, non-Hispanic enrollment (10% female and 24% male) and a 30% increase in Hispanic enrollment (26% female and 37% male).

Overview (continued)

Community Colleges Are In Demand

Liberal Arts or General Studies programs enroll just over one-third of Community College students. Guaranteed admissions agreements with the Connecticut State Universities and the University of Connecticut provide opportunities for Community College students to continue their education at the baccalaureate level. Partnership and pathway programs address the State's need for skilled childcare providers and nurses with associate, bachelor, and master level training. Transfer articulation agreements are also in place with Connecticut's independent colleges and universities. The College of Technology, a curriculum pathway at the Community Colleges that guarantees admission to Central Connecticut State University, the University of Connecticut, and a number of independent institutions, expands the State's supply of engineering and technology graduates.

Approximately 44% of Community College enrollments are in occupational programs that prepare students for immediate employment in fields such as business, early childhood, health and life sciences, and human services. Over 60% of the allied health and nursing professionals, the radiation and respiratory care technicians, and the nuclear medicine and physical therapist assistants are prepared by Connecticut's Community Colleges.

The five Connecticut Community Colleges offering nursing degree programs are currently partnering with local hospital, healthcare and educational providers, to expand opportunities for students to enter the field of nursing in order to address the State's critical shortage of nurses. Over the last five years the number of nursing graduates has increased by 75%. At the same time enrollments in nursing programs have increased by nearly 30% and are benefiting from the support of more than $3.7 million in grants and private funding dedicated to expanding nursing programs. The five programs are at maximum capacity with over 900 students enrolled. Admission waiting lists are common for these and other allied health programs.

The remaining 19% of credit students enroll in individual courses before selecting a field of study. These students benefit from additional educational experience and improved communication, problem solving, and critical thinking skills. Many of these students indicate that they are not seeking a degree or certificate but are enrolling to obtain education and build skills in specific workforce areas.

Community Colleges Offer Personal and Professional Development

Non-credit programs, with another 40,372 students enrolled throughout the academic year (68,747 registrations) also help to supply the skilled, technologically literate workforce required by the State's employers and the workforce of the 21st century.

Students taking non-credit, skill-building or personal interest programs also focus on: gaining new skills and improved literacy; remaining current with changing technology; and obtaining employment and career advancement.

Approximately 44% of these enrollments are in programs related to workforce development. The Community Colleges have demonstrated consistent and timely responses to Connecticut

Overview (continued)

business and industry needs. Businesses routinely contract with the Community Colleges for education and training services to ensure a skilled workforce and a competitive advantage in the global economy.

Community Colleges Are Affordable

Connecticut Community Colleges continue to be affordable institutions with annual tuition and fees for a full-time in-state resident student totaling $2,984. Approximately 49% of the students enrolling receive student financial assistance. $59 million in student financial aid (86% of which is grant aid) is provided to ensure economic access to a Connecticut Community College. Approximately 62% of student financial aid is provided through Federal programs, 17% from State programs, and 21% comes directly from the college budgets.

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution

Small Rural Institution—Asnuntuck						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	211	232	244	247	237	12.3%
Education						
ESL						
Health/Life Science	45	42	43	39	63	40.0%
Humanities/Art/Communications	1		1	2	1	0.0%
Liberal Arts & General Studies	395	411	442	488	528	33.7%
Science/Engineering/Technology	78	88	116	145	158	102.6%
Social & Public Services	124	145	140	121	135	8.9%
Social Sciences						
Non-Matriculated	650	565	652	750	647	-0.5%
Total	**1,504**	**1,483**	**1,638**	**1,792**	**1,769**	**17.6%**

Small Rural Institution—Northwestern Connecticut						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	142	124	131	140	116	-18.3%
Education			1	1	2	
ESL						
Health/Life Science	286	237	233	236	171	-40.2%
Humanities/Art/Communications	77	145	114	124	111	44.2%
Liberal Arts & General Studies	325	392	421	460	553	70.2%
Science/Engineering/Technology	104	83	78	97	75	-27.9%
Social & Public Services	123	145	152	138	156	26.8%
Social Sciences	1	1	3		1	
Non-Matriculated	458	442	411	436	536	17.0%
Total	**1,516**	**1,569**	**1,544**	**1,632**	**1,721**	**13.5%**

Small Rural Institution—Quinebaug						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	218	230	236	244	216	-0.9%
Education						
ESL						
Health/Life Science	279	262	262	263	274	-1.8%
Humanities/Art/Communications	91	91	104	91	92	1.1%
Liberal Arts & General Studies	762	763	734	756	816	7.1%
Science/Engineering/Technology	120	110	123	130	146	21.7%
Social & Public Services		17	75	111	116	
Social Sciences						
Non-Matriculated	251	241	245	251	287	14.3%
Total	**1,721**	**1,714**	**1,779**	**1,846**	**1,947**	**13.1%**

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution (continued)

Medium Urban Institution—Capital						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	407	429	405	439	466	14.5%
Education						
ESL						
Health/Life Science	419	456	435	458	476	13.6%
Humanities/Art/Communications		7	19	27	40	
Liberal Arts & General Studies	1,567	1,486	1,502	1,554	1,676	7.0%
Science/Engineering/Technology	38	57	87	93	74	94.7%
Social & Public Services	421	477	496	606	690	63.9%
Social Sciences						
Non-Matriculated	584	661	606	549	567	-2.9%
Total	**3,436**	**3,573**	**3,550**	**3,726**	**3,989**	**16.1%**

Medium Urban Institution—Gateway						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	693	600	586	600	641	-7.5%
Education	39	40	38	37	35	-10.3%
ESL						
Health/Life Science	1,008	1,189	1,246	1,310	839	-16.8%
Humanities/Art/Communications	52	64	82	87	97	86.5%
Liberal Arts & General Studies	1,585	1,703	1,757	1,833	2,572	62.3%
Science/Engineering/Technology	462	543	545	583	598	29.4%
Social & Public Services	427	348	373	337	358	-16.2%
Social Sciences						
Non-Matriculated	1,329	1,252	1,197	1,178	1,331	0.2%
Total	**5,595**	**5,739**	**5,824**	**5,965**	**6,471**	**15.7%**

Medium Urban Institution—Housatonic						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	850	763	759	815	885	4.1%
Education						
ESL	17	18	29	30	19	11.8%
Health/Life Science	308	268	295	281	324	5.2%
Humanities/Art/Communications	165	166	184	172	211	27.9%
Liberal Arts & General Studies	2,161	2,045	2,120	1,989	2,303	6.6%
Science/Engineering/Technology	32	26	34	41	61	90.6%
Social & Public Services	618	622	617	631	713	15.4%
Social Sciences						
Non-Matriculated	550	563	393	516	565	2.7%
Total	**4,701**	**4,471**	**4,431**	**4,475**	**5,081**	**8.1%**

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution (continued)

Large Urban Institution—Manchester						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	789	916	916	1,055	991	25.6%
Education	62	36	24	24	16	-74.2%
ESL						
Health/Life Science	256	265	287	288	352	37.5%
Humanities/Art/Communications	354	358	369	444	443	25.1%
Liberal Arts & General Studies	1,842	1,975	1,937	1,982	2,176	18.1%
Science/Engineering/Technology	354	375	421	459	515	45.5%
Social & Public Services	801	939	981	1,054	1,098	37.1%
Social Sciences	130	131	133	114	119	-8.5%
Non-Matriculated	1,318	1,140	1,026	1,064	939	-28.8%
Total	**5,906**	**6,135**	**6,094**	**6,484**	**6,649**	**12.6%**

Large Urban Institution—Naugatuck Valley						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	570	567	641	696	669	17.4%
Education						
ESL						
Health/Life Science	497	520	509	528	594	19.5%
Humanities/Art/Communications	227	251	271	294	285	25.6%
Liberal Arts & General Studies	1,942	2,037	2,007	2,069	2,140	10.2%
Science/Engineering/Technology	634	620	578	631	622	-1.9%
Social & Public Services	493	539	523	616	636	29.0%
Social Sciences	133	151	136	130	140	5.3%
Non-Matriculated	1,018	982	994	1,002	1,042	2.4%
Total	**5,514**	**5,667**	**5,659**	**5,966**	**6,128**	**11.1%**

Large Urban Institution—Norwalk						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	873	920	974	1,005	1,016	16.4%
Education						
ESL	74	70	64	52	43	-41.9%
Health/Life Science	267	312	325	323	293	9.7%
Humanities/Art/Communications	81	102	151	166	250	208.6%
Liberal Arts & General Studies	1,911	1,935	1,885	1,887	1,811	-5.2%
Science/Engineering/Technology	406	394	370	365	373	-8.1%
Social & Public Services	630	653	688	726	726	15.2%
Social Sciences	56	89	91	79	68	21.4%
Non-Matriculated	1,492	1,561	1,492	1,628	1,686	13.0%
Total	**5,790**	**6,036**	**6,040**	**6,231**	**6,266**	**8.2%**

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution (continued)

Medium Suburban Institution—Middlesex						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	305	278	319	338	316	3.6%
Education		44	35	47	49	
ESL						
Health/Life Science	138	160	176	174	190	37.7%
Humanities/Art/Communications	54	65	80	82	79	46.3%
Liberal Arts & General Studies	735	743	777	881	946	28.7%
Science/Engineering/Technology	130	92	117	111	96	-26.2%
Social & Public Services	146	180	194	216	264	80.8%
Social Sciences						
Non-Matriculated	846	724	776	774	684	-19.1%
Total	**2,354**	**2,286**	**2,474**	**2,623**	**2,624**	**11.5%**

Medium Suburban Institution—Three Rivers						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	546	529	547	556	541	-0.9%
Education						
ESL						
Health/Life Science	233	245	260	265	238	2.1%
Humanities/Art/Communications	11	11	14	21	19	72.7%
Liberal Arts & General Studies	1,666	1,618	1,657	1,671	1,836	10.2%
Science/Engineering/Technology	439	474	477	473	634	44.4%
Social & Public Services	390	376	417	459	444	13.8%
Social Sciences						
Non-Matriculated	479	407	421	413	420	-12.3%
Total	**3,764**	**3,660**	**3,793**	**3,858**	**4,132**	**9.8%**

Medium Suburban Institution—Tunxis						
Program Area	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	Fall 2008 Students	% Change 2004-08
Business	733	735	688	714	769	4.9%
Education					5	
ESL	19	22	24	18	21	10.5%
Health/Life Science	225	199	225	218	262	16.4%
Humanities/Art/Communications	180	173	183	183	219	21.7%
Liberal Arts & General Studies	1,079	1,129	1,165	1,287	1,439	33.4%
Science/Engineering/Technology	68	76	54	66	97	42.6%
Social & Public Services	455	440	399	464	504	10.8%
Social Sciences						
Non-Matriculated	1,183	1,120	925	886	1,012	-14.5%
Total	**3,942**	**3,894**	**3,663**	**3,836**	**4,328**	**9.8%**

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Appendix