Board of Governors
for Higher Education

Higher Education Counts

Achieving Results

2008 report

Connecticut
Department of
Higher Education

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Board of Governors for Higher Education

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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*** 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 ***Community-Technical 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.

Board of Governors
for 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 directly this year via new data collection templates. The Department, in turn, was responsible for providing data analysis and writing the reports. Full supplemental data, information and commentary provided by each constituent unit is now included in a single comprehensive appendix.

An updated **Executive Summary** and **Summary Brochure** of *Higher Education Counts* have been developed and 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.

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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 48 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-Technical 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 2007, a record breaking 178,855 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 63 percent of these students with 27 percent utilizing the Community-Technical College System, 20 percent, the Connecticut State University, and 16 percent, the University of Connecticut. The remaining 37 percent enrolled at one of Connecticut's independent colleges. The system awarded some 36,045 degrees and certificates in 2007, up 26% from a decade ago.

Performance Highlights

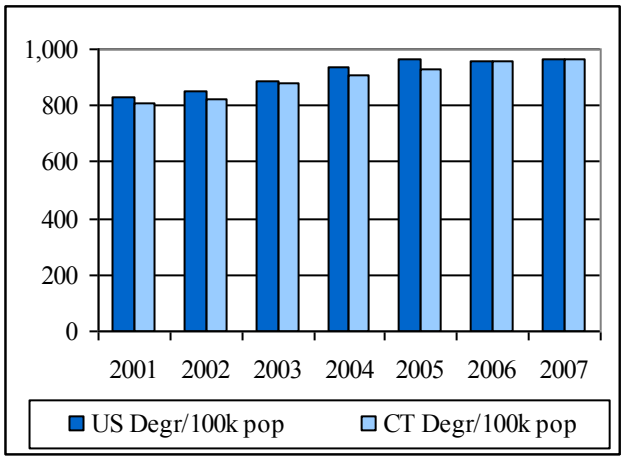
More public high schools students are opting to stay in-state to attend college, 57% compared to 54% ten years ago. Degree production per 100,000 population is up 12% since 1999, but is still below the national average. Only 43% of all new teacher certification awards are made in critical shortage areas. 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 slightly exceeds the national average for degrees conferred per 100,000 population based on 2006 and 2007 population projections for the U.S. and Connecticut, as well as projections for 2006 and 2007 degree data for the U.S.

The performance improvement can be explained by the stagnation in Connecticut's population growth versus the growth of the nation, while at the same time increasing the overall production of degrees conferred within the state. Since 2001, the Connecticut population has grown by only 2% versus the 5.7% growth experienced by the nation. Meanwhile, its percent increase in degree production over this time was slightly below the national average of 22.4% versus 22.8%.

It is important to remember that a significant proportion of Connecticut's high school graduates 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 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.

	2001	2002	2003	2004	2005	2006	2007
US Population	285,226,284	288,129,973	290,796,023	293,638,158	296,507,061	299,398,484	301,621,157
CT Population	3,433,2001	3,457,927	3,482,326	3,493,893	3,500,701	3,504,809	3,502,309
US Degrees	2,371,219	2,449,849	2,574,870	2,755,409	2,850,522	2,856,600	2,910,900
CT Degrees	27,700	28,399	30,713	31,724	32,495	33,492	33,903
US Degr/100k pop	831.3	850.3	885.5	938.4	961.4	954.1	965.1
CT Degr/100k pop	806.8	821.3	882.0	908.0	928.2	955.6	968.0
Difference	-24.5	-29.0	-3.5	-30.4	-33.1	1.5	2.9

Source: US Census Bureau for population data; annual Digest of Educational Statistics for degrees.
Note: Data for 2006 & 2007 US/CT populations and US Degrees are based on projections.

EMPLOYER SATISFACTION

Performance Indicator

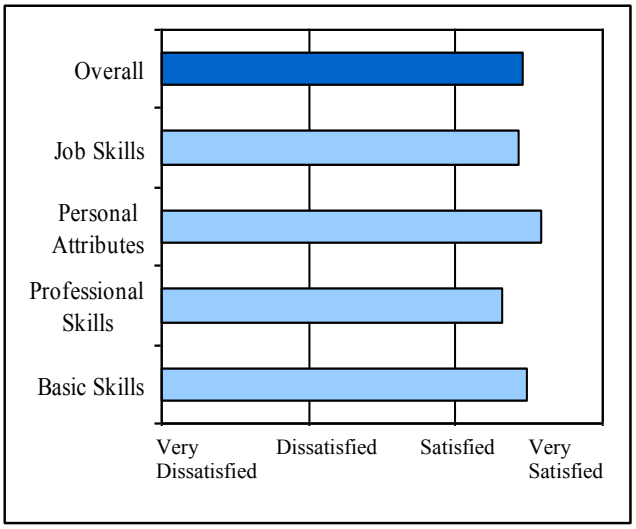
Employer satisfaction with the quality and supply of CT's public higher education graduates was assessed through an employer survey. Basic, professional, job and personal skills were examined to assess perceived quality.

Are CT's public higher education graduates meeting the expectations of CT's employers when hired? Are CT's public higher education institutions meeting CT's workforce demand needs?

Data Analysis

In 2005, the Department of Higher Education conducted a pilot survey of employer satisfaction with Connecticut's public college graduates from the class of 2003. Over 3,000 companies were surveyed and 696 surveys were returned for an overall response rate of 17 percent.

Average of Responses on Skill Preparation



Overall satisfaction with public college graduates was very high. On a scale of 1 to 4, with 4 meaning 'very satisfied' and 1 meaning 'very dissatisfied,' Connecticut's employers rated an overall satisfaction at 3.45, falling between 'satisfied' and 'very satisfied'. The lowest rated area was in Professional Skills at 3.32, which included such attributes as critical thinking, problem solving and team building. Job Skills were rated an overall 3.43, followed by Basic Skills (3.49) and Personal Attributes (3.58). Although previous studies of workforce competencies in other states found some deficiencies in Basic Skills and Personal Attributes, this does not appear to be the case for Connecticut's public college graduates and bodes well for Connecticut businesses. Professional Skills had the lowest rating across the three constituent units, and satisfaction appears to be similar regardless of the unit attended. However, employers rated Community College graduates highest on Job Skills and University of Connecticut highest on Basic Skills.

In terms of supplying Connecticut's businesses with applicants that require post-secondary degrees, 24 percent were dissatisfied with the number of applicants who applied. Based on the 14 industries analyzed, the differences between industry type were significant with almost half (475) of employers in the Arts, Entertainment and Recreation industry dissatisfied with the number of applicants. This was followed by Other Services (29%); Professional, Scientific and Technical Services (28%); Health Care and Social Assistance (26%); Construction (25%); and Manufacturing (25%). The two industries most satisfied with the number of applicants were the Information and Educational Services industries. In addition, more than half the respondents indicated an interest in developing internships. Our public colleges need to capitalize on these and other opportunities to strengthen business ties and ensure Connecticut's workforce needs are being met in a timely and effective manner.

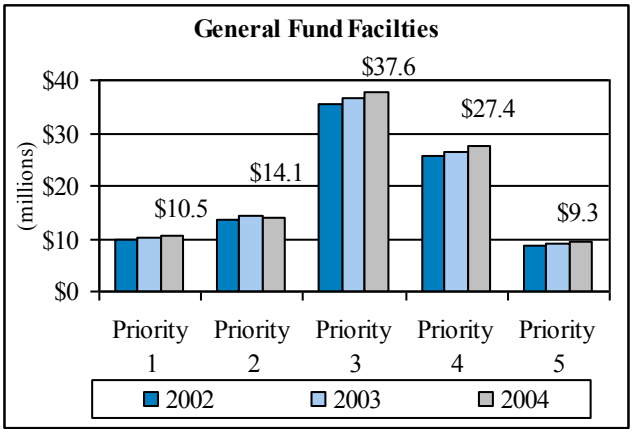
Source: Employer Satisfaction with 2003 Public Higher Education Graduates in Connecticut—Report on Pilot Study.

DEFERRED MAINTENANCE LIABILITY

Performance Indicator

The estimated dollar value to correct the deferred maintenance items or deficiencies identified within CT's public higher education facilities. A deficiency is defined as a system or component which is unsafe, is broken, does not conform to current codes, no longer performs the function it was intended or has exceeded its useful life.

Performance Improvement Goal
Reduce the deferred maintenance backlog by $50 million by 2008.



Data Analysis

During FY 2002 as part of the Higher Education Asset Protection Program, a comprehensive facility condition assessment (FCA) was conducted on 69 buildings covering over 4.0 million gross square feet (roughly 20% of the system) at Southern Connecticut State University, Asnuntuck, Gateway, Housatonic, Manchester, Middlesex, Naugatuck, Northwestern, Norwalk, Quinebaug, Three Rivers and Tunxis Community Colleges and Charter Oak State College. The FCA process began with a physical inspection of the buildings by a team of three qualified (architectural, mechanical and electrical) engineers. The team identified, prioritized and categorized deferred maintenance items and developed a correction cost estimate for each.

The database cost estimates were updated to 2004 which resulted in the total backlog growing by 2.2% to $154.7 million from $151.3 million. The current replacement value also was adjusted for the 69 buildings from $734 to $748 million. About 64%, or $98.9 million of deficiencies, are associated with the 55 general fund buildings, while the remaining $55.7 million of backlog issues are affiliated with just 14 auxiliary facilities (residence halls, student centers, dining halls). In general fund facilities, about 25% or $24.6 million of the deficiencies identified are classified as priority 1 or 2. For several years, the Department requested funding to complete the roll-out of the Asset Protection Program to remaining public higher education institutions as well as to reassess those facilities completed under Phase 1 to determine our overall progress but funds were never appropriated. As such, the Department cannot assess the reduction in deferred maintain backlog nor extend the liability assessment to all facilities.

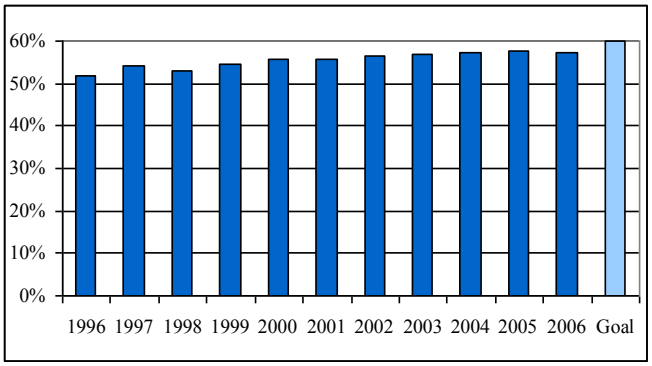
Constituent Unit	# Buildings	Sq.Ft.	2004 Deficiencies	$/Sq.Ft.
General Fund Facilities				
Southern CSU	12	598,086	$20,928,358	$34.99
Community Colleges	42	2,670,114	$77,857,642	$29.16
Charter Oak State College	1	14,570	$146,002	$10.02
Subtotal General Fund Facilities	**55**	**3,282,770**	**$98,932,002**	**$30.14**
Southern CSU - Auxiliary Facilities	14	731,083	$55,732,345	$76.23
Total	**69**	**4,013,853**	**$154,644,347**	**$38.53**

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 29,000 public high school graduates who planned to attend college in 2006, more than 57% 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, hovering slightly over the 57% mark for the last three years. The number of public high school graduates has grown at an average annual rate slightly under four percent since 1996. At the same time, the number planning to attend college has increased by more than five percent annually and is now over 80% of high school graduates, up from 72% in 1996. Most noteworthy is the fact that the number opting to stay in-state has continued to rise at an average annual rate of seven 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. Although college enrollment, especially at the University of Connecticut and independent institutions, is supplemented through in-migration of students from other states, keeping our own bright young people is a top priority. The performance improvement goal of 60% by 2010 was set to encourage continued attention to increasing in-state attendance, especially with higher numbers of high school graduates expected through 2008.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	% Change 1996-06
Public HS grads planning college	19,027	20,308	20,551	21,399	22,314	23,775	24,689	25,862	26,885	27,814	29,120	53.0%
Grads planning college in CT	9,874	11,031	10,902	11,682	12,420	13,274	13,935	14,678	15,377	16,064	16,726	69.4%
Percent planning college in CT	**51.9%**	**54.3%**	**53.0%**	**54.6%**	**55.7%**	**55.8%**	**56.4%**	**56.8%**	**57.2%**	**57.8%**	**57.4%**	

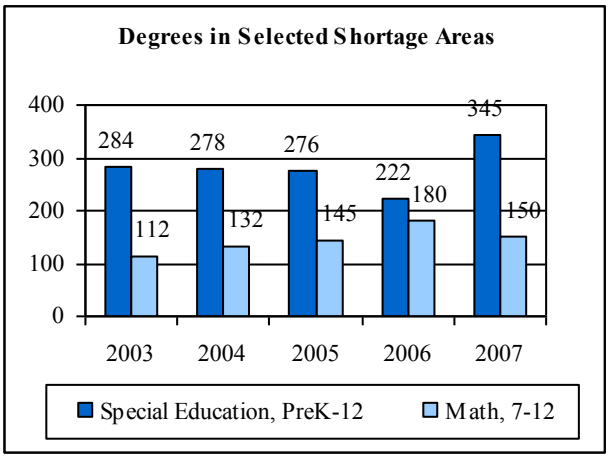
NEW TEACHERS IN CRITICAL SHORTAGE AREAS

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 1,548 students received teacher certification awards in the 10 critical shortage areas identified by the State Department of Education. This represents less than half (43%) of the total number of teacher preparation degrees awarded (3,621) in 2007. The numbers of recipients by area are listed in the table 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 2007 for example, Remedial Reading was taken off the list again, while Technology Education was added back on. Just over 27% of these shortage awards were in Intermediate Administrator, followed by Comprehensive Special Education which represented 22% of awards. Once again, no degrees were awarded in Bilingual Education. In the six areas that have remained on the shortage list for all five years, 681 awards were made this year, up 4% over last year and up 19% since 2003. Our colleges and universities must produce more graduates in needed fields and fewer in areas where we have an over-supply of qualified teachers (e.g. elementary education).

SDE Shortage Areas	2003	2004	2005	2006	2007
Comprehensive Special Education, PreK-12	284	278	276	222	345
Science, 7-12	*232*	*174*	227	189	185
English, 7-12	*166*	*175*	192	163	184
Math, 7-12	112	132	145	180	150
Music, PreK-12	64	97	83	126	91
Speech & Language Pathology	50	51	51	73	47
Bilingual Education, PreK-12	21	8	0	0	0
World Languages			58	54	48
Spanish, 7-12	39	43	*	*	*
Other World Languages, 7-12	*9*	*10*	*	*	*
Remedial Reading & Language Arts, 1-12	*46*	74	*51*	235	*169*
Intermediate Administrator	*299*	*333*	*322*	339	421
Technology Education, PreK-12	*23*	38	42	*38*	38
School Psychologist	76	92	*143*	*123*	*100*
School Library Media Specialist, K-12	11	*21*	*35*	*81*	39
Consumer Home Economics, PreK-12	28	11	*9*	*14*	*12*
Total, All Shortage Areas	**685**	**824**	**1,074**	**1,581**	**1,548**
Percent in Shortage Areas	19%	24%	29%	43%	43%
Total all Awards	3,651	3,415	3,642	3,679	3,621
Total, 6 areas that were shortages all 5 years	**570**	**609**	**613**	**655**	**681**

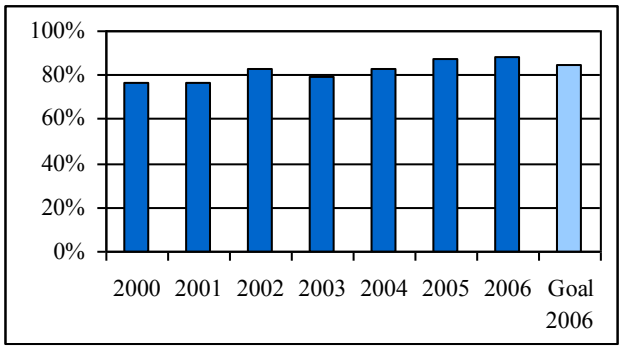
** Spanish and Other World Languages were merged together in 2005 under World Languages.*
Blue, italicized = not on the shortage list that year

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 88% in 2006. In 2006, the 206 graduates include the cohort of 95 ARC II weekend and 111 ARC I summer graduates. Over this nine-year period, the summer and fall program has produced 2,169 graduates, with the annual number of graduates obtaining teaching jobs within one year increasing from 94 in 1998 to a peak of 350 in 2002 and has hovered just under 200 for last two years. The decline since 2002 is attributed to program consolidation, smaller class sizes and funding. The ARC program provides an excellent pool of qualified teacher candidates to Connecticut in general and to urban schools, a majority of whom are teaching in shortage areas such as English, mathematics, science and world languages. For the first time, an ARC graduate was named 2007 Connecticut Teacher of the Year. Several other graduates continue to be named district teachers of the year , have received various awards of distinction and recognition in their respective teaching fields, and have completed certification requirements for school administration licensure.

	2000	2001	2002	2003	2004	2005	2006
Earned 90-day Certificate	130	209	350	268	199	193	181
ARC Graduate	169	274	423	337	241	221	206
Percentage	**77%**	**76%**	**83%**	**80%**	**83%**	**87%**	**88%**

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

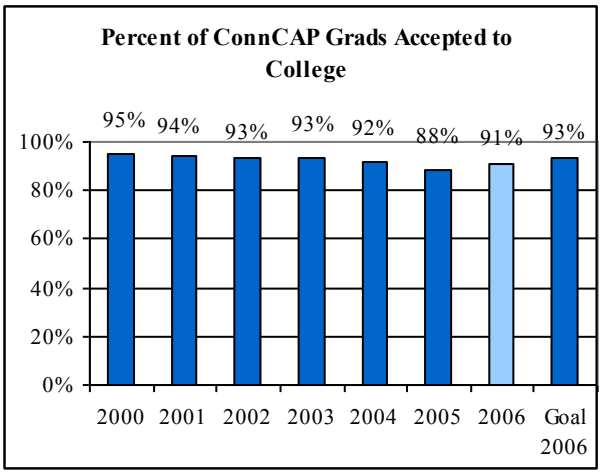
College Enrollment Rate of ConnCap Participants

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 2006.



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 95% of ConnCAP seniors graduate from high school. Of those, over 88% get accepted to college. In 2006, the Department of Higher Education, which oversees the program, 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 2006, the college going rate rose to 91% following a year of under performance by two programs in 2005. 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
2001	190	186	98%	175	**94%**
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%**

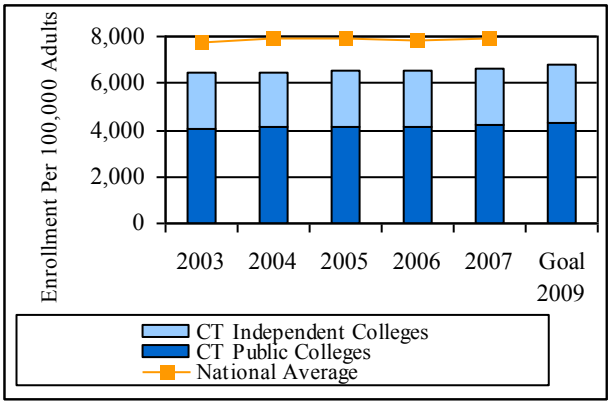
Source: DHE Annual Report: Strategic Plan to Ensure Racial & Ethnic Diversity in Connecticut Public Higher Education.

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. This measure provides a broad statewide indication of system utilization in providing life-long learning to adult citizens of all ages.

Performance Improvement Goal
By 2009, the goal is to increase the enrollment rate by two percent.



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 6,657. Headcount enrollment in Connecticut colleges consistently increased over the last five years as displayed in the table below. The current rate is up 3.4% from the 2003 level of 6,440. While the rate is still significantly below the national average of 7,896, it has exceeded the goal of 6,622 set five years ago. A new goal of increasing by another two percent in five years has been set (6,790). 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.

	2003	2004	2005	2006	2007
Total Headcount, Public Institutions	108,220	109,853	110,808	111,760	113,458
Total Headcount, Independent Institutions	62,404	62,887	63,467	64,800	65,361
Grand Total Enrollment	170,624	172,740	174,275	176,560	178,819
Total CT Population, age 18 & over*	2,649,555	2,664,816	2,675,291	2,686,523	2,686,271
Public Institution Enrollment per 100,000 adults	4,084	4,122	4,142	4,160	4,224
Independent Institution Enrollment per 100,000 adults	2,355	2,360	2,372	2,412	2,433
Total CT HE Enrollment per 100,000 adults	**6,440**	**6,482**	**6,514**	**6,572**	**6,657**
Total US HE Enrollment per 100,000 adults	**7,762**	**7,888**	**7,915**	**7,831**	**7,896**

*Data for 2000 are from the 2000 Census (as of 4/1/2000). Data for other years are U.S. Census Bureau estimates as of 7/1 of that year. In both instances, data is resident population.

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

MINORITY ENROLLMENT

Performance Indicator

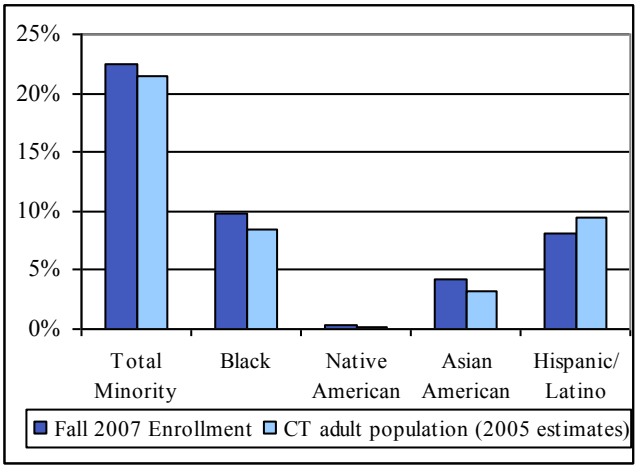
The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's population, age 18 or over.

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 (22.5% of the total in Fall 2007) 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 are a larger proportion in higher education than they are in the general adult population – e.g., Blacks are 9.8% of collegiate enrollments vs. 8.5% of the general adult population. Asian Americans and Native Americans also represent a larger share of college enrollment than they do in the adult population.

Hispanic enrollment has increased from just under 9,700 in 2000 to over 14,565 in 2007, representing the fastest growth ethnic group at 50.2%. Yet even as the number of Hispanic students increases, they are still underrepresented when compared to the state's adult population (8.1% of college enrollment compared to 9.5% of the population age 18 or over).

	Total Minority	Black	Hispanic	Asian American	Native American
Fall 2007 Enrollment	40,225	17,593	14,565	7,452	615
Fall 2007 % of Enrollment	**22.5%**	**9.8%**	**8.1%**	**4.2%**	**0.3%**
Connecticut population, aged 18 & over	21.4%	8.5%	9.5%	3.2%	0.2%
Enrollment % point difference from population	1.1	1.3	-1.4	1.0	0.1

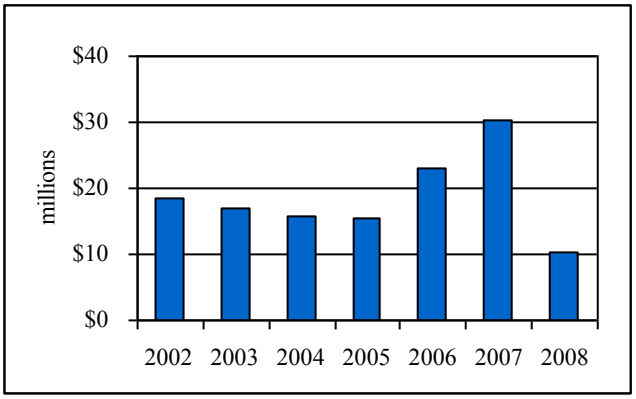
Sources: IPEDS Fall Enrollment (2007) and US Census 2005

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

For the first time in six years, grant need remained essentially flat allowing significant increases in state grant funding to reduce unmet need by $20 million in 2008 or two-thirds in one year. While Connecticut's public higher education system reduced the level of unmet grant need by as much as 54% from 2001 to 2005, recent growth in overall grant need far outstripped all offsetting funding, and unmet need doubled to $30 million. In earlier years, as grant need remained essentially flat, reductions to unmet need were affected through a balance of federal, state and institutional funding. When state-appropriated student aid (Capitol Scholarship and Connecticut Aid to Public College Student Grant programs) was reduced in 2003 and 2004 just as grant need began to grow at an unprecedented pace, increases in federal aid, largely in the form of Pell grants, were responsible for much of the reduction in unmet need. This year, total grant need at Connecticut's public institutions increased by only $2 million, likely reflecting the flattening of enrollments. With federal funding increases at a modest 5% or lower and institutional grant funding at 10%, it is the substantial growth ($13.7 million) in state funding that made the impact. 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. This year increased state funding has balanced the equation and set the stage for affordability.

Millions	Grant Need	Pell Grants	FSEOG	Institutional Set-Aside	Capitol Scholarship	CAPCS	Total System Unmet Need
2002	$ 91.5	$ (21.5)	$ (2.2)	$ (25.8)	$ (3.8)	$ (19.8)	$ 18.5
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
% Change 2002-2008	**58.3%**	**108.0%**	**2.9%**	**97.9%**	**67.5%**	**52.9%**	**44.2%**

WORKFORCE PREPARATION

Performance Indicator

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

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

Data Analysis

Of the 17,726 graduates from 2006, 68% (11,964) were employed in Connecticut in the third quarter after graduation, signifying the growing importance of the public colleges to the health of the State's workforce. Almost one quarter (23%) of these 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 ($21,162), followed by Management of Companies and Enterprises ($15,026). On average, graduates earned $9,629 per quarter or about $38,516 per year, over 7% higher than 2004 graduates. The greatest number of employed graduates had majored in Business Management (2,162), with Education (1,637) and Liberal Arts (1,439) close behind. Almost 65% of employed graduates were women, and 69% were employed in firms with 100 or more employees. Data includes all graduates from the public system of higher education.

Employed Graduates By Industry Sector
2005-06

Sector Title	Count	%
Total - All Industries	11,964	100.0%
Educational Services	2,756	23.0%
Health Care & Social Assistance	2,515	21.0%
Retail Trade	1,131	9.5%
Finance & Insurance	1,016	8.5%
Professional & Technical Services	834	7.0%
Manufacturing	708	5.9%
Accommodation & Food Services	643	5.4%
Administrative & Waste Management	479	4.0%
Other Services	268	2.2%
Government	266	2.2%
Information	244	2.0%
Wholesale Trade	242	2.0%
Arts, Entertainment, & Recreation	223	1.9%
Construction/Mining	150	1.3%
Unclassified Establishments	146	1.2%
Real Estate & Rental/Leasing	140	1.2%
Transportation & Warehousing	93	0.8%
Management of Companies & Enterprises	74	0.6%
Utilities	25	0.2%
Agriculture, Forestry, Fishing & Hunting	11	0.1%

Source: Connecticut Department of Labor.

Avg. Quarterly Earnings	
Total	**$9,629**
Top Five Sectors	
Utilities	$21,162
Management of Companies & Enterprises	$15,026
Manufacturing	$13,768
Finance & Insurance	$12,639
Wholesale Trade	$11,145

Race		
White/Caucasian	8,773	73.3%
Black	1,036	8.7%
Native American	42	0.4%
Asian American	372	3.1%
Hispanic	756	6.3%
Race unknown	985	8.2%

BACHELOR'S DEGREES IN PRIORITY WORKFORCE AREAS

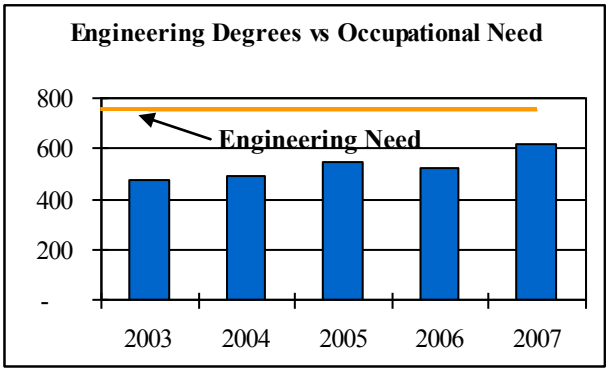
How well are our colleges and universities meeting the workforce demands of the state?

Performance Indicator

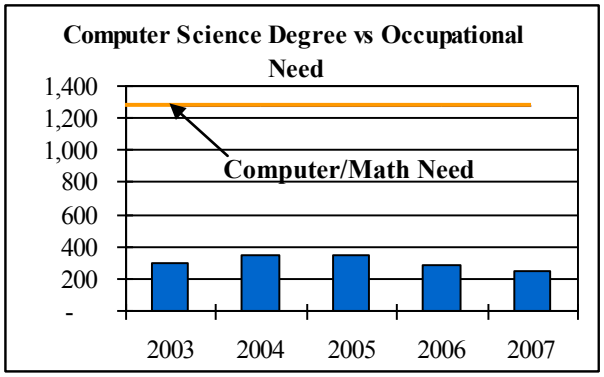
The annual number of bachelor's degrees conferred by Connecticut public and independent colleges in the following workforce priority areas: engineering, computer and information sciences, natural sciences and business.

Data Analysis

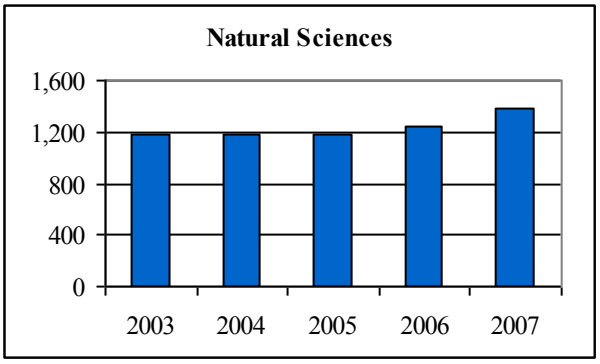
Bachelor's degrees in engineering increased by almost 18% in 2007 to 614, and are up almost 29% from 2003. However, degree production in this field is still well below the 754 annual openings projected by the CT Department of Labor (DOL) through 2014.



Five-year trends appear in the table below. The three other disciplines in that table (computer science, natural sciences, and business) also are essential to Connecticut's workforce needs, but are more difficult to align with specific job-opening predictions.



Computer science graduates declined again in 2007 to 251 and are down by over 15% since 2003. As with engineering, the current level of computer science degree production is significantly below the over 1,281 annual openings projected by DOL.



Bachelor's degrees in the natural sciences saw a healthy 11% increase, and are up almost 17% over the last five years. Bachelor's degrees in business inched up less than .5% over last year to 3,243, and are up 10% over 2003.

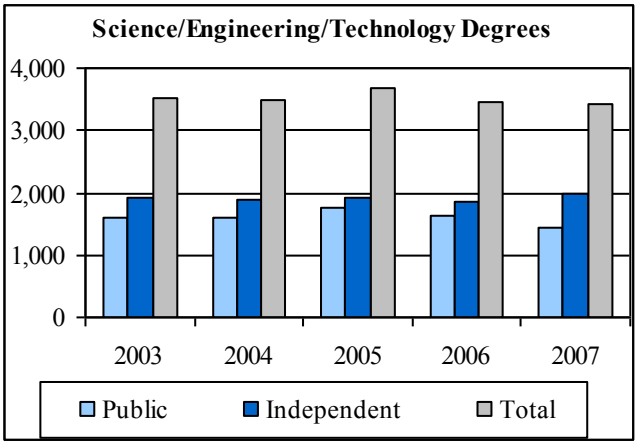
Bachelor's Degrees	2003	2004	2005	2006	2007	% Change 2006-07	% Change 2003-07
Engineering	478	488	543	521	614	17.9%	28.5%
Computer Science	296	347	343	280	251	-10.4%	-15.2%
Natural Sciences	1,177	1,179	1,184	1,245	1,376	10.5%	16.9%
Business	2,939	3,168	3,079	3,098	3,243	4.7%	10.3%
Total	**4,890**	**5,182**	**5,149**	**5,144**	**5,484**	**6.6%**	**12.1%**

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 36,045 degrees and certificates in 2007, up 1% from 2005 and up 11% from 2003. Growth in all eight program areas varied from a high of 35% in the Health/Life Sciences to a low of –2.7% in Science/ Engineering and Technology. Four of the areas posted one-year losses, with the largest decline in Education, down almost 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 Science/Engineering/Technology, Connecticut's public and private institutions produced a total of 6,451 degrees, representing almost 18% of all degrees. Business related degrees totaled 6,551, up almost 4% from last year.

Program Area	2003	2004	2005	2006	2007	% Change 2006-07	% Change 2003-07
Health/Life Sciences	3,956	4,253	4,588	5,124	5,339	4.2%	35.0%
Liberal Arts/General Studies	2,777	2,936	3,165	3,457	3,424	-1.0%	23.3%
Humanities/Arts/Communications	4,156	4,473	4,410	4,647	4,730	1.8%	13.8%
Social Sciences	5,929	6,003	6,161	6,466	6,451	-0.2%	8.8%
Social & Public Services	2,174	2,339	2,354	2,441	2,496	2.3%	14.8%
Education	3,619	3,476	3,718	3,776	3,636	-3.7%	0.5%
Business	6,376	6,683	6,496	6,316	6,551	3.7%	2.7%
Science/Engineering/Technology	3,512	3,496	3,690	3,467	3,418	-1.4%	-2.7%
Total	**32,499**	**33,659**	**34,582**	**35,694**	**36,045**	**1.0%**	**10.9%**

RESEARCH INTENSITY

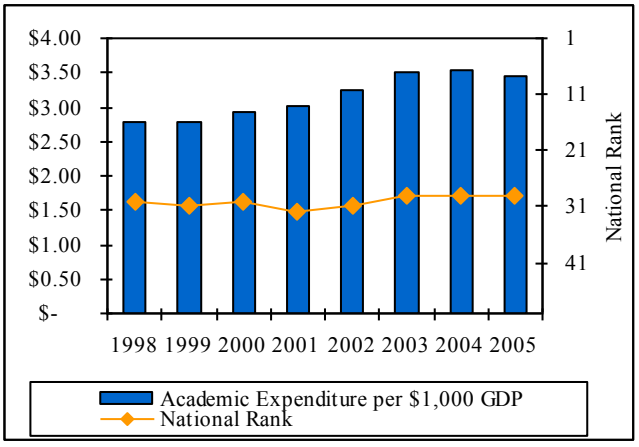
Performance Indicator

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 $1 000 GDP to $3.46 in 2005. Over this same period, the national rank has improved slightly from 31 in 1998 to 29 in 2005.



One component of this measure is CT's higher education R&D expenditures which have grown steadily from nearly $407 million in 1998 to $669 million in 2005 or by 65%. Despite this steady expenditure growth, CT's national rank per $1,000 GDP has remained fairly stable between 29 and 32. In comparison to the ten northeastern states, CT's growth rate is 11 percentage points slower than the northeastern average of 76% and is near to bottom among these 10 states with only Massachusetts and Delaware growing at a slower rate. However, Massachusetts' expenditures are three times the size of CT's or $2.0 billion, while Delaware is six times smaller or $166,000. At an institutional level, over 97% of research and development across the higher education sector is being produced by two institutions, UConn, a public institution, and Yale University, an independent institution. 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 30 and UConn at 75 in 2005. From 1998 to 2005, public institutions in CT as a whole have grown R&D expenditures by 66% placing them 36th nationally, while the independent institutions in CT have grown 64% placing them 10th. CT's economy would certainly benefit from a more coordinated effort to spur more research activity in higher education.

Connecticut	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
Academic R&D ($thousands)	406,618	419,289	468,435	498,745	538,070	594,541	649,663	669,199
GDP ($millions)	145,373	150,303	160,436	165,025	166,073	169,885	183,873	193,496
Research Intensity	**$2.80**	**$2.79**	**$2.92**	**$3.02**	**$3.24**	**$3.50**	**$3.53**	**$3.46**
National Rank	30	31	30	32	31	29	29	29

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 2006, Connecticut ranked 3rd 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 2006, Connecticut's rank see-sawed from 1 to 5 then back to 3, as its educational attainment rate improved from 27.2% to 36.0%. The 8.8 percentage point improvement for Connecticut was higher than the 7.3 percentage point average change for the United States, but considerably less than the 13.2 percentage point improvement achieved by Massachusetts which has maintained its ranking of 1 or 2 since 1990. In fact, from 1990 to 2006, Connecticut's percentage point improvement is the 9th 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	(%) 2006	Rank
Massachusetts	27.2	1	32.7	2	40.4	1
Colorado	27.0	3	34.6	1	36.4	2
Connecticut	**27.2**	**1**	**31.6**	**5**	**36.0**	**3**
Maryland	26.5	4	32.3	3	35.7	4
New Jersey	24.9	5	30.1	7	35.6	5
Vermont	24.3	8	28.8	9	34.0	6
Minnesota	21.8	15	31.2	6	33.5	7
Hawaii	22.9	12	26.3	19	32.3	8
New York	23.1	10	28.7	10	32.2	9
New Hampshire	24.4	7	30.1	4	32.1	10
United States	**20.3**		**24.4**		**27.6**	

Per the 2002 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

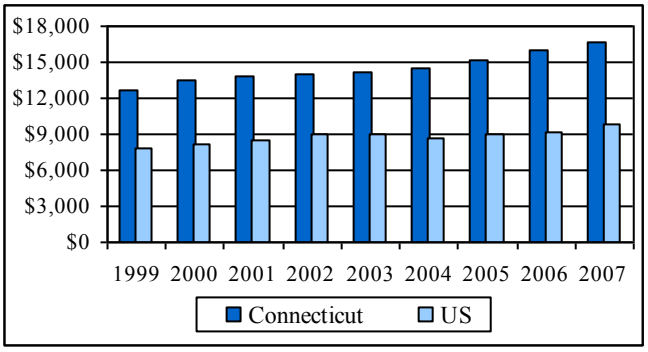
Performance Indicator

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 about 60% more per FTE student than the national average, placing the state in the top 10% of the cost ranking in company with other states such as 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 fact, when appropriations reductions crisscrossed the country in 2003, the national average educational cost actually dropped, while Connecticut, by virtue of its smaller appropriation reductions, continued to grow pulling even further away from the national average.

Connecticut made good progress earlier in the decade against the goal of long-term growth at or below the CPI level. In 2001, the increase in educational costs was below CPI growth for the first time and the two subsequent years maintained growth lower than the CPI level and below even the national level in 2004. This result is due in part to smaller increases in appropriations, but the main driver of lower annual increases in educational costs per student is 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. If the spending rate increase continues with enrollment remaining relatively flat, per student costs will continue to rise and the gap with the national average will continue to widen.

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Connecticut Cost	**$12,739**	**$13,469**	**$13,843**	**$14,080**	**$14,180**	**$14,532**	**$15,208**	**$15,977**	**$16,726**
National Average	$ 8,219	$ 8,574	$ 8,932	$ 9,033	$ 8,694	$ 8,956	$9,224	$9,891	$10,601
Connecticut Increase	4.3%	5.7%	2.8%	1.7%	0.7%	2.5%	4.7%	5.1%	4.7%
National Increase	5.4%	4.3%	4.2%	1.1%	-3.8%	3.0%	3.0%	7.2%	7.2%
CPI	1.7%	2.9%	3.4%	1.8%	2.1%	2.2%	3.0%	3.8%	2.6%

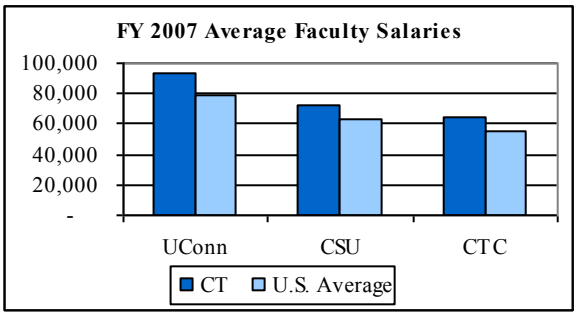
Sources: FY 2006-07 State Higher Education Finance (SHEF) data
CPI, U.S. Department of Labor, data is calculated to July 1– June 30.

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 4.4% at UConn to a low of 4.1% at CTC with CSU sandwiched between at 4.2%. Last year, UConn's average faculty salary was $93,230, compared to a national average of $79,448, which is 17.3% higher. CSU's averages also were higher than the national average for four-year public comprehensive institutions at $72,784, compared to $63,499 (14.6% higher). Lastly, the CTCs average of $64,775 was 18.0% higher than the $54,895 national average. Over the last 5 years, UConn and CSU faculty salaries have grown at a faster rate than their respective peer averages while CTC faculty salaries have grown at a slower rate. Versus the national level, it has been CSU and CTC faculty salaries that have grown at a faster rate while UConn's have grown slower. These figures do not take into account age and tenure of faculty, which also could explain part of the differential.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	Change 2006-07	Change 2003-07
University of Connecticut	**83,646**	**83,684**	**85,960**	**89,268**	**93,230**	**4.4%**	**8.9%**
Peer Average	78,226	81,968	81,566	83,215	85,106	2.3%	8.8%
National Average	70,357	71,901	74,083	76,361	79,448	4.0%	12.9%
Connecticut State University	**65,889**	**63,937**	**66,528**	**69,833**	**72,784**	**4.2%**	**10.5%**
Peer Average	61,294	62,480	63,594	65,027	66,386	2.1%	8.3%
National Average	58,440	58,629	60,074	61,248	63,499	3.7%	8.7%
Community College System	**58,352**	**59,729**	**60,045**	**62,198**	**64,775**	**4.1%**	**11.0%**
Peer Average	46,028	49,432	50,777	52,506	52,778	0.5%	14.7%
National Average	51,824	51,088	53,084	52,719	54,895	4.1%	5.9%

AVERAGE FACULTY SALARIES

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	Change 2003-07
University of Connecticut	**85,646**	**83,684**	**85,960**	**89,268**	**93,230**	**8.9%**
Peer Average	78,226	81,968	81,566	83,215	85,106	8.8%
US Average Public Doctoral Inst.	70,357	71,901	74,083	76,361	79,448	12.9%
Connecticut State University						
Central CSU	**65,240**	**63,372**	**65,773**	**68,675**	**72,286**	**10.8%**
Peer Average	63,038	63,649	65,313	66,329	69,001	9.5%
Eastern CSU	**61,304**	**59,882**	**63,463**	**66,557**	**69,660**	**13.6%**
Peer Average	58,724	58,710	60,047	61,280	62,944	7.2%
Southern CSU	**66,591**	**64,595**	**66,664**	**70,507**	**73,261**	**10.0%**
Peer Average	62,056	64,359	65,357	66,942	68,660	10.6%
Western CSU	**70,419**	**67,748**	**70,685**	**74,026**	**75,929**	**7.8%**
Peer Average	61,359	61,306	61,353	63,379	64,938	5.8%
US Average Public Comprehensive Inst.	58,440	58,629	60,074	61,248	63,499	8.7%
Community Technical College System						
Asnuntuck CC	**61,712**	**67,641**	**66,778**	**71,228**	**72,011**	**16.7%**
Northwestern CT CC	**56,134**	**58,122**	**60,845**	**64,359**	**66,047**	**17.7%**
Quinebaug Valley CC	**47,906**	**53,051**	**52,487**	**55,650**	**54,698**	**14.2%**
Peer Average	36,993	39,630	42,050	44,581	49,346	33.4%
Capital CC	**60,029**	**60,763**	**60,288**	**62,101**	**66,422**	**10.6%**
Gateway CC	**65,405**	**65,525**	**65,132**	**67,359**	**69,488**	**6.2%**
Housatonic CC	**55,090**	**57,310**	**57,535**	**59,318**	**61,201**	**11.1%**
Peer Average	50,723	51,843	52,940	55,347	65,704	29.5%
Manchester CC	**59,274**	**57,808**	**58,721**	**61,829**	**63,976**	**7.9%**
Naugatuck Valley CC	**61,453**	**61,445**	**61,173**	**61,748**	**65,111**	**6.0%**
Norwalk CC	**57,758**	**56,397**	**57,974**	**59,290**	**63,396**	**9.8%**
Peer Average	53,068	54,687	55,913	56,694	57,713	8.8%
Middlesex CC	**58,253**	**60,948**	**61,874**	**65,487**	**68,242**	**17.1%**
Tunxis CC	**62,149**	**59,341**	**58,609**	**60,234**	**63,127**	**1.6%**
Three Rivers CC	**55,064**	**58,295**	**59,383**	**62,255**	**63,583**	**15.5%**
Peer Average	43,327	45,257	46,919	48,840	48,352	11.6%
US Average 2-year Public Institutions	51,824	51,088	53,084	52,719	54,895	5.9%

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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, 16 different degrees are offered in 90 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 85% to 100%. The percentage of minority students attending the University has grown from 16% to 18% (not including the Health Center), but stills lags parity with the state's adult population by 3.4 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 2002. However, as a percentage of MHI, the University is on par with its peers at 13%. Degree productivity is up 22.8%, with total awards reaching a record 6,654. The 71% growth in Health and Life Science degrees is especially heartening. Of 6,097 graduates in 2006, 58% entered employment in Connecticut and of those, 87% remained employed here after six months. Total research awards have remained essentially flat over the last five years at about $186 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 continue to rise both at Storrs (93%) and the regional campuses (79%) for an overall rate of 89%. Retention rates for Blacks and Hispanics, while lower than that of white students, are still favorable at 83% and 86%, respectively. About 53% of undergraduate students graduate in four years, and 69% graduate in six years (74% for students starting at Storrs and 46% for students beginning at the regional campuses). This compares to a peer average of 69%. Rates for Blacks and Hispanics have fluctuated in recent years and lag that of white students.

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

Passing rates are a strong indication of learning, competence, and readiness for professional practice. 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 2003	FY 2004	FY 2005	FY 2006	FY 2007
National Board of Medical Examiners					
Step 1: UCHC	**99%**	**99%**	**97%**	**94%**	**96%**
National	92%	92%	92%	93%	94%
Step 2: UCHC	**100%**	**97%**	**99%**	**99%**	**92%**
National	94%	94%	94%	94%	94%
National Board of Dental Examiners					
Part 1: UCHC	**100%**	**100%**	**100%**	**100%**	**100%**
National	93%	92%	91%	89%	91%
Part 2: UCHC	**100%**	**100%**	**100%**	**100%**	**100%**
National	94%	92%	92%	95%	92%

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, have fallen over the last three years from 95% to 85% in 2007 at the same time as degree production in this shortage field has increased by 66.4%.

Student Performance on Licensure & Certification Exams in Selected Programs

	FY 2005	FY 2006	FY 2007	Goal
State Bar	90%	89%	91%	85-90%
Teacher Education Praxis II	100%	100%	100%	100%
Nursing Licensure — RN	95%	92%	85%	95%
North American Pharmacist Licensure	97%	94%	94%	100%
Audiology National Clinical Certification	100%	100%	NA	98%
Speech Language National Clinical Certification	96%	96%	100%	100%
Allied Health: Physical Therapy	100%	100%	96%	98%

Source: University of Connecticut Schools and Colleges from test administration records.
Note: Pass rates in Audiology Speech Language are based on small numbers of students enrolled in clinical programs.

TEACHER, PRINCIPAL, SUPERINTENDENT EMPLOYMENT

Performance Indicator

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

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 165, up from 106 in 2003. Of those, 98% are employed as teachers in public schools.

Teacher Employment by Year of Graduation from Neag School of Education

(e.g., 2006 grads surveyed in 2006-07)	2003	2004	2005	2006	2007
Program Completers	106	134	158	173	165
% Employed in Teaching Positions	*94%*	*96%*	*96%*	*96%*	*98%*
% Employed in Full-Time Teaching	*92%*	*93%*	*93%*	*90%*	*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

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
ECE Enrollments	2,466	3,490	2,724	3,813	3,161	4,236

First-time Fall Freshmen with ECE College Credits

	Fall 2004	% of Total First-Time	Fall 2005	% of Total First-Time	Fall 2006	% of Total First-Time
Storrs+ Freshmen	635	15%	774	18%	801	18%
Average ECE Credits Earned at Entry	8.7		8.5		9.2	

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-UC-2008.html.

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)*

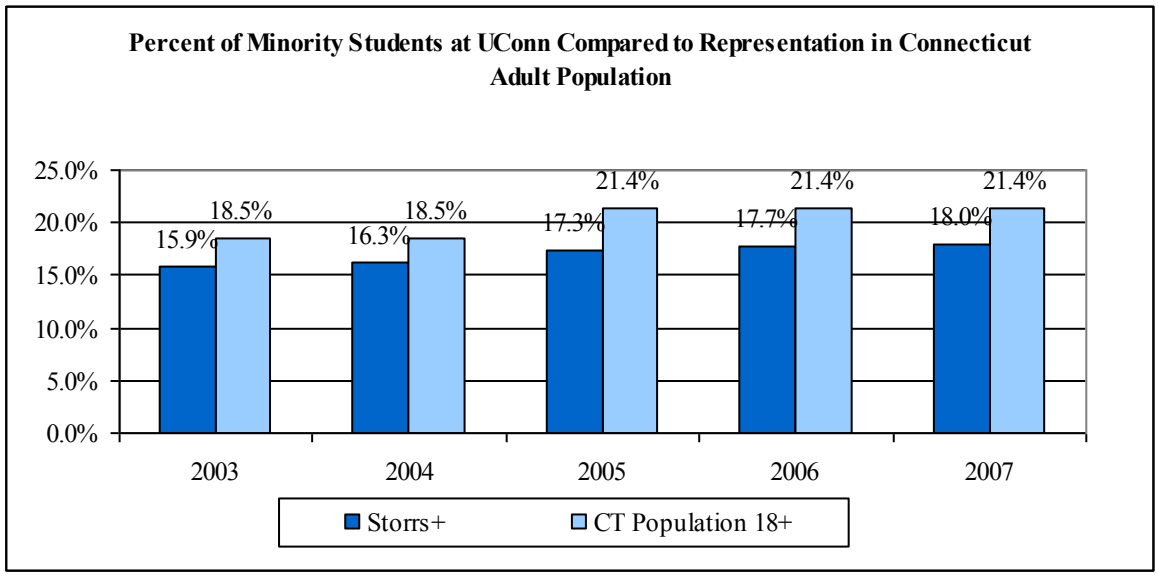
Performance Improvement Goal
To have UConn's minority enrollment reflect the state's minority population.

Data Analysis

Total Minority Enrollment

Fall Semester	2003	2004	2005	2006	2007	% Point Change
Storrs+	15.9%	16.3%	17.3%	17.7%	18.0%	2.1%
Health Center	24.1%	26.0%	27.0%	26.9%	23.6%	-0.5%
CT Population 18+	18.5%	18.5%	21.4%	21.4%	21.4%	

The proportion of enrollees who are minorities at Storrs and the regional campuses grew from 15.9% in Fall 2003 to 18.0% in Fall 2007, reflecting dramatic 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 3.4 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 2.2 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.



Source: IPEDS Enrollment Survey, U.S. Census 2000 (for 2002-2004 CT Population), U.S. Census 2005 (for 2005-2007 CT Population). IPEDS definition excludes non-resident aliens in minority counts.

MINORITY ENROLLMENT

Enrollment by Ethnic Group	2003	2004	2005	2006	2007
Black					
Storrs+	5.1%	5.2%	5.6%	5.6%	5.7%
Health Center	9.2%	10.1%	11.3%	11.7%	9.4%
CT Population 18+	7.9%	7.9%	8.5%	8.5%	8.5%
Hispanic					
Storrs+	4.8%	5.0%	5.1%	5.3%	5.5%
Health Center	2.6%	3.3%	4.1%	3.9%	3.3%
CT Population 18+	8.0%	8.0%	9.5%	9.5%	9.5%
Asian American					
Storrs+	5.7%	5.8%	6.4%	6.5%	6.5%
Health Center	12.4%	12.0%	11.1%	10.9%	10.3%
CT Population 18+	2.4%	2.4%	3.2%	3.2%	3.2%
Native American					
Storrs+	0.3%	0.3%	0.3%	0.4%	0.3%
Health Center	0.2%	0.6%	0.4%	0.4%	0.6%
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%

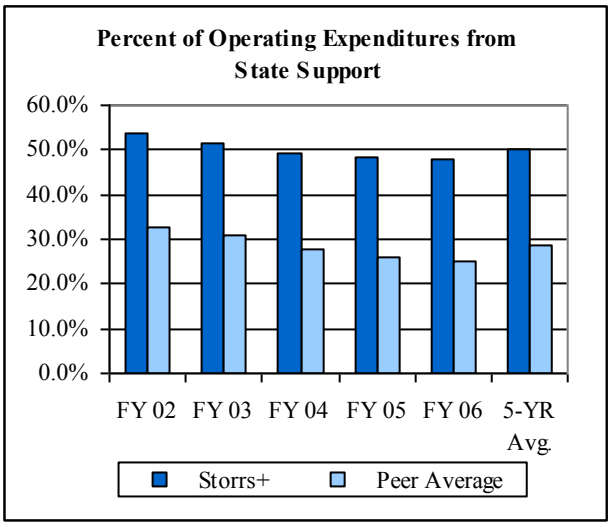
Source: IPEDS Enrollment Survey, U.S. Census 2000 (for 2002-2004 CT Population), U.S. Census 2005 (for 2005-2007 CT Population). IPEDS definition excludes non-resident aliens in minority counts. The Fall of 2007, 5.5% of Storrs/Regional and 3.9% of Health Center Students were internationals.

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 from 53.8% in FY 1992 to 47.8% in FY 2006. This is a reflection of faster rate of growth in spending from other sources of revenue than in state appropriations.

Comparatively, the University enjoys a much higher proportion of state support at 47.8% compared to an average of just 25% among its peers in FY 2006. 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, 20% compared to 27% in FY 2006.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	5-Year Average
State Support as Percent of E&G						
Storrs+	53.8%	51.6%	49.1%	48.2%	47.8%	50.1%
Peer Average	32.9%	30.8%	27.7%	26.1%	25.0%	28.5%
State Support as Percent of Total						
Health Center	20.2%	20.4%	20.4%	20.0%	20.1%	20.6%
Peer Average	19.6%	21.7%	25.6%	26.0%	27.0%	24.0%

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

REAL PRICE TO STUDENTS

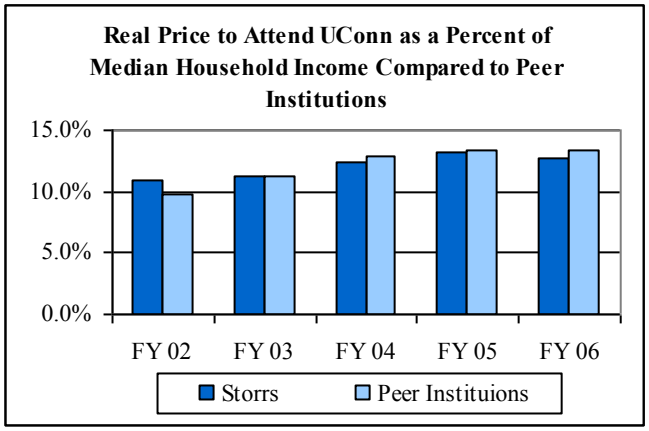
Common Core Performance Indicator

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 2006, the cost of attending the University relative to Connecticut median household income was 12.7%, compared to 10.9% in FY 2002. The gap between UConn and its peers reversed itself in FY 2006 to a favorable position by 0.7%. This was driven by tuition and fees increasing by 52% among its peers, while tuition and fees only increased by 35% at the University for the same period.



Tuition and fees at the University of Connecticut are higher than the average of their peers, partially a function of geographic location and related cost-of-living factors.

Real Price to Attend UConn

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change FY 2002-06
Storrs+						
Tuition & Fees	$5,824	$6,154	$6,812	$7,490	$7,912	35.9%
Connecticut MHI	53,387	54,965	55,100	56,835	62,404	16.9%
T&F as a % of MHI	**10.9%**	**11.2%**	**12.4%**	**13.2%**	**12.7%**	
Peer Average						
Tuition & Fees	$4,481	$5,210	$5,934	$6,474	$6,851	52.9%
Average MHI	45,669	46,057	46,182	48,519	51,089	11.9%
T&F as a % of MHI	**9.8%**	**11.3%**	**12.8%**	**13.3%**	**13.4%**	

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

The DHE tuition and fees policy for the Health Center calls for rates to be between the 70th and 75th percentile of public medical and dental schools, nationally. Annual tuition and fees for in-state UConn School of Medicine students for FY 2006 is $22,540; for the School of Dental Medicine in-state students it is $18,852. Having the second lowest rate, the UConn School of Medicine's resident rate compares favorably to peer institutions.

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.

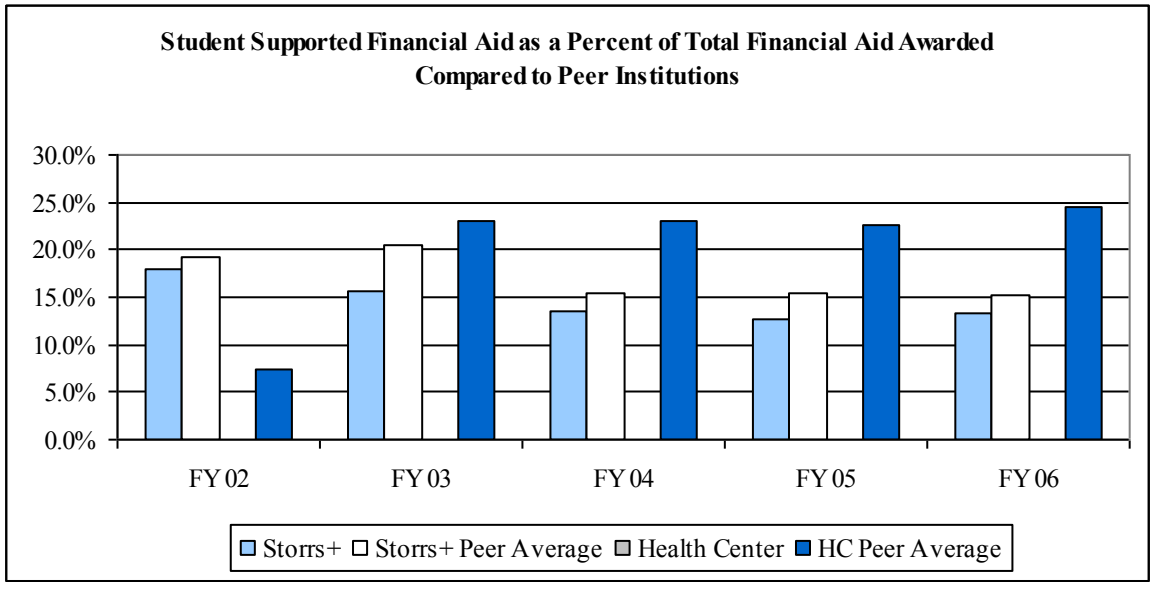
Data Analysis

From FY 2002 to FY 2006, the percent of state financial support of student financial aid at Storrs+ decreased by 4.6 percentage points. This percentage is expected to increase significantly over the next few years to reflect the major increases in state-funded student financial aid. 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 2002	FY 2003	FY 2004	FY 2005	FY 2006
Storrs+	17.9%	15.6%	13.5%	12.7%	13.3%
Peer Average	19.2%	20.5%	15.5%	15.5%	15.3%
Health Center	0.0%	0.0%	0.0%	0.0%	0.0%
Peer Average	7.5%	23.0%	23.0%	22.5%	24.5%

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 6.7%, or 212 students. This represents 78% of the total number of freshmen, slightly above 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, 86% of the first-time students are from Connecticut. The School of Dental Medicine's proportion of in-state students, although not as high, grew significantly in 2007 to 67%. 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	2003	2004	2005	2006	2007	% Change 2003-07
Storrs+						
Total First-Time First-Year	4,117	4,275	4,246	4,381	4,326	5.1%
Total from CT	3,166	3,258	3,317	3,375	3,378	6.7%
Percent from CT	**77%**	**76%**	**78%**	**77%**	**78%**	
Health Center						
School of Medicine						
Total First-Time First Year	74	78	79	80	81	9.5%
Total from CT	53	61	60	67	70	32.1%
Percent from CT	**72%**	**78%**	**76%**	**84%**	**86%**	
School of Dental Medicine						
Total First-Time First Year	39	41	38	39	39	0.0%
Total from CT	14	13	8	19	26	85.7%
Percent from CT	**36%**	**32%**	**21%**	**49%**	**67%**	

Source: UConn Office of Institutional Research and Health Center; Health Center - 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 eight different undergraduate degrees in 105 majors, 16 different graduate degrees in 90 fields of study, and five professional degrees. A total of 6,654 degrees were conferred in FY 2007.

- From FY 2003 to FY 2007, total conferred degrees increased by 23%. This was driven by a 23% increase at Storrs+ while total degrees conferred at the Health Center declined by 1%.
- Connecticut Department of Labor projects a critical need in areas commonly referred to as "STEM" - Science, Technology, Engineering and Math. The 17% 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 experienced the greatest growth from FY 2003 to FY 2007 with an increase of nearly 83%. Within this classification for this time period, Biology grew by 214%, Molecular & Cell Biology grew by 96% and Nursing grew by 56%.

The following table summarizes degree production.

Program Category *(federal classification)*	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
Storrs+						
Business	963	882	944	963	1,072	11.3%
Health/Life Sciences	656	754	879	1,134	1,200	82.9%
Sciences/Engineering/Technology	600	588	656	662	702	17.0%
Social Sciences	1,140	1,266	1,428	1,503	1,470	28.9%
Liberal Arts, Multi/Interdisciplinary	353	369	422	461	486	37.7%
Humanities/Arts/Communications	701	701	681	742	729	4.0%
Social & Public Services	453	432	479	422	414	-8.6%
Education	438	394	477	516	469	7.1%
Total	**5,304**	**5,386**	**5,966**	**6,403**	**6,542**	**23.3%**
Health Center						
Health/Life Sciences	113	103	109	121	112	-0.9%
Total	**113**	**103**	**109**	**121**	**112**	**-0.9%**
University Total	**5,417**	**5,489**	**6,075**	**6,524**	**6,654**	**22.8%**

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.

RESEARCH PERFORMANCE

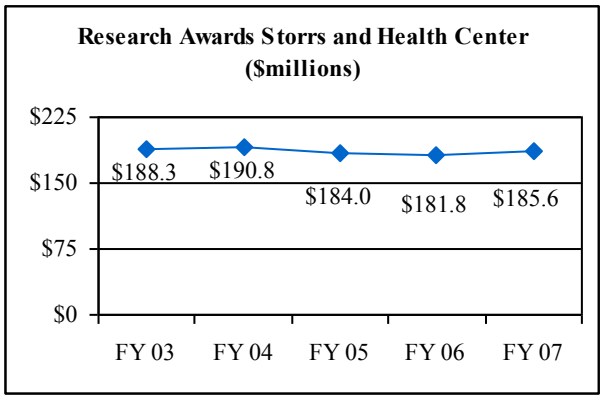
Performance Indicator

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

Performance Improvement Goal
$190 million of research awards in FY 2006, $95 million for Storrs+ and $95 million for the Health Center.

Data Analysis

FY 2007 research awards for the University totaled $185.6 million, a 1.4% decrease since FY 2003. Over the last five years, research awards averaged $186.1 million, about $4 million below the goal of $190 million. One contributing factor to this trend is that federal funding has flat for UConn as well as it's 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 focusing on enhancing its academic research presence and capacity.



Research Awards

(in $millions)	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
Storrs+	$92.1	$92.0	$91.5	$91.7	$93.1	1.1%
Health Center	96.2	98.8	92.5	90.1	92.5	-3.8%
Total University	**$188.3**	**$190.8**	**$184.0**	**$181.8**	**$185.6**	**-1.4%**

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 21.6% since FY 2003.

Scholarly Productivity

Storrs+ Programs	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
Publications	6,709	6,625	7,356	8,786	8,099	20.7%
Art & Creative Products	429	453	638	679	770	79.5%
Total Scholarly Products	**7,138**	**7,078**	**7,994**	**9,465**	**8,869**	**24.3%**
Scholarly Products/Faculty	7.4	8.0	8.5	9.5	9.0	21.6%

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

PATENTS AND INVENTIONS

Performance Indicator

Total number of patents and inventions.
(Storrs+ & Health Center)

Performance Improvement Goal
To continue to develop and increase licensing income.

Data Analysis

The number of licenses and options executed totaled eight in FY 2007, down from 13 the prior year. The number of U.S. patents issued to the University reached a total of 29, up from an average of 19 in the prior four years. The University's Office of Science coordinates these efforts through the Center for Science & Technology Commercialization, the Research and Development Corporation and the Technology Incubator Program.

Center for Science & Technology Commercialization					
Storrs+ and Health Center	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Licensing Income	$750K	$1.8M	$1.5M	$814K	$905K
Licenses & Options Executed	12	19	10	13	9
Start-up Companies Formed (a)	2	2	5	0	3
U.S. Patent Applications Filed (b)	41	25	30	30	23
U.S. Patents Issued (c)	22	13	15	26	29

(a) Including three research and development corporations in FY 2007.
(b) Patent applications filed fall into two categories: provisional and non-provisional.
(c) It may take two or more years to obtain a patent.
Source: Association of University Technology Managers Survey, 2006, except FY 2007 data.

The University is performing on par with institutions with similar research bases. It is performing below the peers who have much larger research bases (average research expenditures of $402 million, compared to UConn's $152 million).

FY 2006 Selected Comparisons			
	UConn	**University Peers Median (d)**	**Institutions with Similar Research Bases Median (e)**
Licensing Income	$814K	$14,873K	$768K
Licenses and Options Executed	13	75	12
Start-up Companies Formed	1	4	2
U.S. Patent Applications Filed	30	30	34
U.S. Patents Issued	26	26	9

(d) Iowa State, Ohio State, Purdue, Rutgers, U. of Georgia, U. of Iowa, U. of Minnesota.
(e) Universities within 10% of UConn's total research expenditures: U. of South Carolina, U. of Cincinnati, U. of Delaware, U. of Louisville, U. Texas Medical Branch, Utah State, VA Commonwealth, VA Tech, and Wake Forrest U. Wake Forrest U. had significantly higher income of $60,558,512 and was not included in the calculation of Mean Licensing income.
Source: Association of University Technology Managers Survey, 2006.

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 6,097 graduates in 2006, 58% entered employment in the state after graduation and 87% or 3,076, were retained in Connecticut six months later.

Employment & Retention										
Storrs+	**2002**	**%**	**2003**	**%**	**2004**	**%**	**2005**	**%**	**2006**	**%**
Graduated	4,573		5,303		5,155		5,681		6,097	
Employed	2,880	63%	3,332	63%	2,984	58%	3,333	59%	3,553	58%
Retained	2,561	89%	2,860	86%	2,507	84%	2,847	85%	3,076	87%

Source: UConn Degrees Conferred and Connecticut Department of Labor follow-up.
Note: UConn's nationally recognized academic programs recruit out-of-state students, many of whom decide to make Connecticut their permanent home and place of employment. A substantial number of bachelor's degree recipients immediately enter graduate and professional programs before seeking full-time employment in the state.

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 2003, Non-Credit Registrations have grown by approximately 13.3%. This number is driven by the dramatic increase in Professional Development registrations.

Non-Credit Registrations

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
Storrs+						
Continuing Studies	45,851	43,444	29,419	28,063	23,018	-50%
Workforce Development	10,956	10,853	11,427	9,780	15,000	37%
Personal Development	452,654+	487,776+	506,728+	541,709+	550,000+	22%
Health Center Non-Credit Offerings						
Workforce Development	15,582	16,015	13,874	11,828	12,000	-23%
Personal Development	371	420	58	317	300	-19%
Health Education	4,381	3,845	5,727	7,344	7,230	65%
Total Registrations	**529,795+**	**562,350+**	**567,233+**	**599,041+**	**600,000**	**13.3%**

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 34%. Since FY 2003, this growth has been led by the Emergency Department which has increased its number of visits by 34.7%, and the Out-Patient unit which has increased its visits by 33.9%. Dental Faculty Practice visits is the only area of decline over the last five years. However, this has been augmented by Dental-Community Health Center which has seen a significant number of patients in FY 2006 and FY 2007.

Patient Visits	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
JDH Hosp. Visits						
Emergency Dept	22,215	23,515	27,874	28,745	29,922	34.7%
In-Patient	8,939	9,401	9,836	9,827	10,001	11.9%
Out-Patient	203,099	228,003	241,637	255,662	273,686	34.8%
Subtotal	234,253	260,919	279,347	294,234	313,609	33.9%
UMG Visits						
Consultations, Procedures, Visits	488,542	497,349	504,239	508,625	532,869	9.1%
Dental Students & Residents						
Practice Visits	83,343	86,625	92,569	93,611	94,043	12.8%
Dental Faculty						
Practice Visits	12,856	11,504	11,965	11,750	12,231	-4.9%
Dental—Community Health Centers	0	0	0	17,232	28,022	
Total	818,994	856,397	888,120	925,452	980,774	19.8%

Source: UConn Health Center.

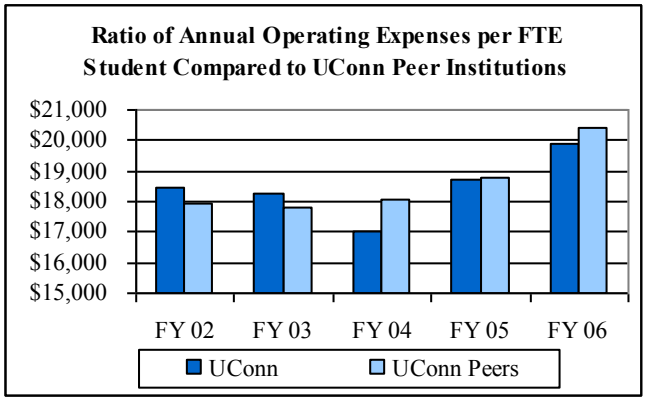
The main body of this year's accountability report does not accommodate descriptive summaries of the University of Connecticut's programs and publications responsive to societal needs. This summary, which has been available in previous reports, can now be accessed through the following University of Connecticut web link: http://www.oir.uconn.edu/UC-DHE-PerfMeas-UC-2008.html.

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

As shown in the table below, UConn's cost per student was more than that of its peers in FY 2002 and FY 2003, but less than the peer average over the last three years. In FY 2006, costs were $19,915 per student at UConn compared to $20,442 at peer institutions. Over the last five years, costs per student increased just 7.7% at UConn compared to over 14% at its peer institutions. Part of this difference can be explained by more rapid growth in enrollment at UConn, 19% compared to just 4% among peers.

Real Cost Per Student

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change 2002-06
University of Connecticut						
Fall FTE Enrollment	20,061	21,558	22,537	23,354	23,962	19.4%
E & G Expenditures (in $millions)	$370.9	$393.1	$384.1	$436.9	$477.2	28.7%
E & G Cost Per FTE Student	**$18,489**	**$18,235**	**$17,043**	**$18,708**	**$19,915**	**7.7%**
Peer Average						
FTE Enrollment	31,026	31,895	32,385	32,330	32,281	4.0%
E & G Expenditures (in $millions)	$555.5	$568.5	$584.6	$606.4	$659.9	18.8%
E & G Cost Per FTE Student	**$17,904**	**$17,824**	**$18,052**	**$18,757**	**$20,442**	**14.2%**

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 2005). The Fall 2006 cohort sustains this trend across all areas with a 93% retention rate at Storrs and 79% at the Regional Campuses. The minority rate is also on par with a 91% retention rate at Storrs and 80% at the Regional Campuses. Historically, since Fall 2002, Total UConn had increased its freshmen retention rate by three percentage points, from 86% in Fall 2002 to 89% in Fall 2006.

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

Cohort	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Storrs Peer Avg. Fall 2005
Storrs	88%	90%	92%	93%	93%	87%
Regional Campuses	76%	79%	79%	79%	79%	NA
Total UConn	**86%**	**88%**	**89%**	**90%**	**89%**	**NA**

Cohort	All Freshmen	White	Black	Hispanic	Asian American	Native American	Total Minority
Total UConn							
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%
Fall 2002	86%	86%	84%	82%	90%	NA	85%
Storrs							
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%
Fall 2002	88%	89%	85%	85%	92%	NA	88%
Regional Campuses							
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%
Fall 2002	76%	74%	82%	75%	87%	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 2001 Storrs freshmen, 74% graduated in six years compared to latest available peer rate of 69%. The graduation rate for Storrs minorities is 68% compared to 64% for peers. Graduation rates over the last five years have grown for all students by five percentage points. However, minority rates at Storrs for the same period have declined by one percentage point. Rates for students beginning at the regional campuses for Fall 2001 are 46% in total and 47% for minorities, up from 42% five years ago.

Six-Year Graduation Rate Entering Freshmen

Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Total UConn								
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	65%	67%	54%	59%	71%	NA	62%
Fall 1997	2003	64%	65%	61%	62%	62%	NA	61%
Storrs								
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%
Fall 1997	2003	70%	70%	68%	72%	68%	NA	69%
Peers—Storrs								
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%
Fall 1997	2003	65%	66%	51%	58%	68%	NA	59%
Regional Campuses								
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%
Fall 1997	2003	42%	42%	35%	38%	50%	NA	42%

Source: UConn Office of Institutional Research; IPEDS Graduation Rate Survey.
Note: Minority rates omit international students, many of whom are members of minority groups. NA = Minority group entering class has less that 15 students. Comparisons to peers is for Storrs only. Fall 2001 peer cohort data not available from IPEDS.

GRADUATION RATE

Data Analysis (continued)

Storrs total four year graduation rates have grown to 61% over the last five freshman entering classes with the minority rate also increasing to 51%. This is an 11 percentage point increase since the Fall Cohort in 1999 for all students and a nine percentage point increase for minorities. Growth rates at the regional campuses have been lower, but have improved to 23% in total and 19% for minorities, both up from 17% five years ago. For the last year of available peer data (Fall 2000 cohort), Storrs four year graduation rate exceeded that of their peers 61% to 39% for all students and 51% 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 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%
Fall 1999	2003	44%	47%	31%	36%	38%	NA	35%
Storrs								
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%
Fall 1999	2003	50%	52%	35%	43%	47%	NA	42%
Peers—Storrs								
Fall 2000	2004	39%	40%	28%	30%	39%	NA	33%
Fall 1999	2003	36%	37%	26%	27%	37%	NA	31%
Regional Campuses								
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%
Fall 1999	2003	17%	18%	18%	21%	13%	NA	17%

Source: UConn Office of Institutional Research; IPEDS Graduation Rate Survey.
Note: Minority rates omit international students, many of whom are members of minority groups. NA = Minority group entering class has less that 15 students. Comparisons to peers is for Storrs only. Fall 2001 through Fall 2003 peer cohort data not available from IPEDS.

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 very 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:	1999	2000	2001	2002	2003
School of Medicine					
Admitted	77	80	76	75	74
Graduated-to-Date	**96%**	**95%**	**87%**	**88%**	**76%**
Active	1%	4%	7%	5%	23%
Withdrawn/Dismissed-to-Date	3%	1%	6%	7%	1%
School of Dental Medicine					
Admitted	40	39	41	43	39
Graduated-to-Date	**87%**	**90%**	**88%**	**84%**	**82%**
Active	0%	0%	5%	7%	13%
Withdrawn/Dismissed-to-Date	13%	10%	7%	9%	5%

Source: UConn Health Center.

Law School graduation rates also are high at 90%. 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:	1999	2000	2001	2002	2003
Law School					
Entering Year Cohort	114	114	113	163	163
Graduated in 3 or less years	102	106	104	146	144
Graduated in more than 3 years	4	1	0	8	2
Overall Graduation Rate	**93%**	**94%**	**92%**	**95%**	**90%**

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 14.6% in FY 2006, five and one half percentage points lower than the 20.1% 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 2002	FY 2003	FY 2004	FY 2005	FY 2006	%Change FY2002-06
Grants/Awards/Clinical Income (in $millions)						
Storrs+	$ 98.4	$100.2	$103.9	$112.5	$107.2	8.9%
Peer Average	$262.3	$281.1	$302.4	$313.7	$323.5	23.3%
Health Center	$395.5	$445.0	$457.5	$488.4	$508.3	28.5%
Peer Average	$827.7	$639.4	$504.4	$490.3	$476.3	-42.5%
Grants/Awards/Clinical Income as % of Total Revenue						
Storrs+	17.0%	16.5%	16.2%	16.2%	14.6%	
Peer Average	21.2%	21.3%	21.4%	20.8%	20.1%	
Health Center	76.3%	78.6%	78.3%	78.4%	78.3%	
Peer Average	78.9%	76.3%	71.5%	66.6%	64.7%	

Source: IPEDS Revenues Survey.

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CONNECTICUT STATE UNIVERSITY

The Connecticut State University System (CSU) 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 CSU are Connecticut's universities of choice for students of all ages, backgrounds, races and ethnicities. CSU provides affordable and high-quality, active-learning opportunities, which are geographically and technologically accessible. A CSU 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. CSU 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.

CSU 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 2007, the universities of the CSU System enrolled over 35,000 undergraduate and graduate students.

Performance Highlights

In general, CSU students perform strongly on licensure and certification exams. Pass rates on teacher education and nursing licensing exams ranging from a low of 83% to 100%. Three-quarters of its alumni indicate that their ability to write and communicate effectively was enhanced by their education, but only 53% felt the same about the use of quantitative skills. The percentage of minority students attending CSU overall averages just under 17% and remains below parity with the adult population by 4.7 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 10% over the last five years reaching a record 6,472 in 2007. About 25% of all degrees awarded are in Education and 17% in Business. Of the 6,503 students who graduated from CSU in 2006, 77% 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 23% higher compared to 17% five years ago. First year retention rates remain high at an average of 74%, but rates for Hispanics fall short. About 16% of all CSU students graduate in four-years, and 42% graduate in six. While there has been an improvement of three percentage points in the overall six-year graduate rate since 2002, it remains below that of its peers average of 47%. Rates for minority students remain below that of white students.

Peer Institutions for CSU 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

Program graduates are often required to pass certification or licensure exams to affirm competence and readiness for professional practice. CSU graduates continue to perform well on these exams as indicated below.

Student Performance on Teacher Education Praxis II

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
CCSU	94%	95%	96%	97%	96%
ECSU	100%	100%	100%	100%	100%
SCSU	94%	87%	94%	95%	98%
WCSU	100%	100%	100%	100%	100%
All CSU	**95%**	**93%**	**96%**	**96%**	**98%**
Statewide	97%	97%	97%	98%	98%

Pass rates on PRAXIS II exam consistently range in the high 90s to 100% range, evidence of rigorous course work and alignment with state and professional review standards. 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 96%-98%. These rates compare favorably to a statewide average of 98%.

Student Performance on Nursing-RN Licensure Exam

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
SCSU	92%	93%	94%	92%	83%
WCSU	94%	100%	100%	100%	100%
Statewide	NA	NA	89%	90%	89%
National	83%	87%	85%	87%	88%

Similarly, students graduating from CSU's two nursing programs perform well on the Nursing Learning Extension RN examination. There was a slight drop off in pass rates at Southern in 2007 to 83%, but its five-year average was 91%. Western posted an impressive 100% pass rate in each of the last four years. On a statewide basis, pass rates average about 90% nationally, students average about 88%.

GRADUATES WHO REPORT THEIR CSU CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

Performance Indicator

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

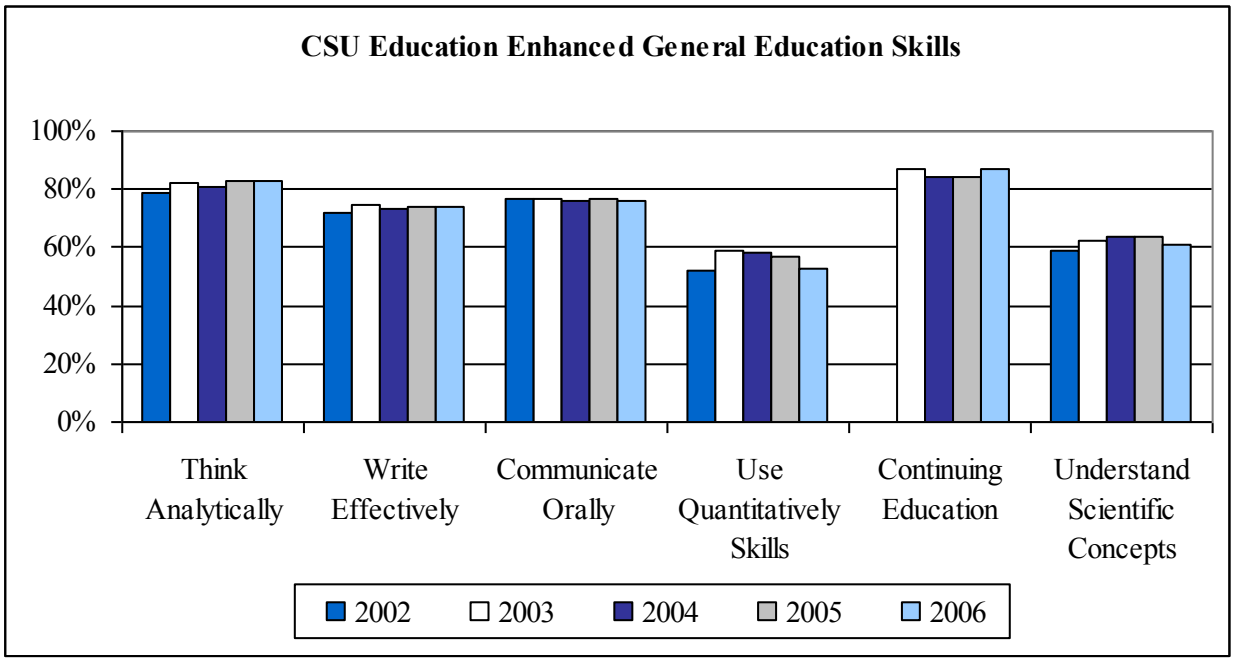
This indicator shows the percent of graduates who reported that their CSU education had enhanced their ability to: think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge independently.

General Education Outcomes: CSU Survey of Graduates

	2002	2003	2004	2005	2006
Think Analytically	79%	82%	81%	83%	83%
Write Effectively	72%	75%	73%	74%	74%
Communicate Orally	77%	77%	76%	77%	76%
Use Quantitative Skills	52%	59%	58%	57%	53%
Continuing Education	NA	87%	84%	84%	87%
Understand Scientific Concepts	59%	62%	64%	64%	61%

Data Analysis

Of the alumni surveyed, the outcomes of Analytical Thinking and Continuing Education continue to be viewed as the higher rated skills developed through their educational experience with favorable ratings of 83% and 87% in 2006, respectively. In addition, about three-quarters of the respondents indicated that their ability to Write Effectively and Communicate Orally was enhanced by their CSU education. The Use of Quantitative Skills remains an area of perceived weakness with a favorable rating of only 53%, down three percentage points from 2005.



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 formal signed agreements with schools, as well as a number of partnerships that do not have signed agreements but nonetheless have been on-going for quite a few years.

K-12 Formal Relationships or Partnerships

	2003	2004	2005	2006	2007
CCSU	35	35	35	35	23
ECSU	7	7	7	5	5
SCSU	35	35	36	36	62
WCSU	15	15	15	16	14
All CSU	**92**	**92**	**93**	**92**	**104**

Professional Development Schools Network (PDS)

An example of a formal relationship is the *Professional Development Schools Network* (PDS). Schools in the PDS Network have signed contracts with a CSU institution 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.

To accomplish the goals of the PDS, a PDS team 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 teacher candidates for their fieldwork from their first introduction to student teaching. Field work ranged from students serving as volunteers, observers, tutors, mentors, interns, and student teachers. In addition, CSU 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 graduate programs offered by CSU institutions (i.e., MS or Ed.D. programs) and graduates of CSU institutions now work as teachers and administrators at several of our PDSs.

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:

ConnCAP

The ConnCAP Program is an opportunity for high school students to develop their academic potential and achieve their goal of admission into a post-secondary educational program. This program has been carried for a number of years at each CSU institution.

COLLABORATIVE ACTIVITIES WITH K-12

Data Analysis (Continued)

The ConnCAP Program is a collaborative partnership among CSU institutions, Connecticut Department of Higher Education, and local public schools. The goal is to engage students in a meaningful learning experience for the purpose of enhancing their basic skills, critical thinking, and social competencies. More importantly, ConnCAP exposes participating students to the college experience.

ConnCAP is geared toward improving the student's chances of competing in an advanced society by offering enrichment classes in the areas of math, science, history, visual arts, and English. Students enrolled in the program spend summers attending classes for six weeks, an after-school tutorial program, and a Saturday Academy.

Partners in Science

This long-standing Central Connecticut State University based outreach program between CCSU and the school districts of Bloomfield, Farmington, New Britain, Hartford, Meriden, Middletown, Bristol, Southington and Plainville hosted over 300 middle school students for a series of science and technology workshops in both the spring and fall semesters of 2006-2007. Each student who participated was able to attend five separate three-hour laboratories run by faculty and students from CCSU. Biology and Biomolecular Sciences faculty supported this program by offering workshops in their areas of specialization. Funding was provided by the nine participating school districts.

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.

Bridge to Achieve Student Success

The recent 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 is anticipated to include other universities in CSU as well as an expanded number of school systems.

MINORITY ENROLLMENT

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

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.

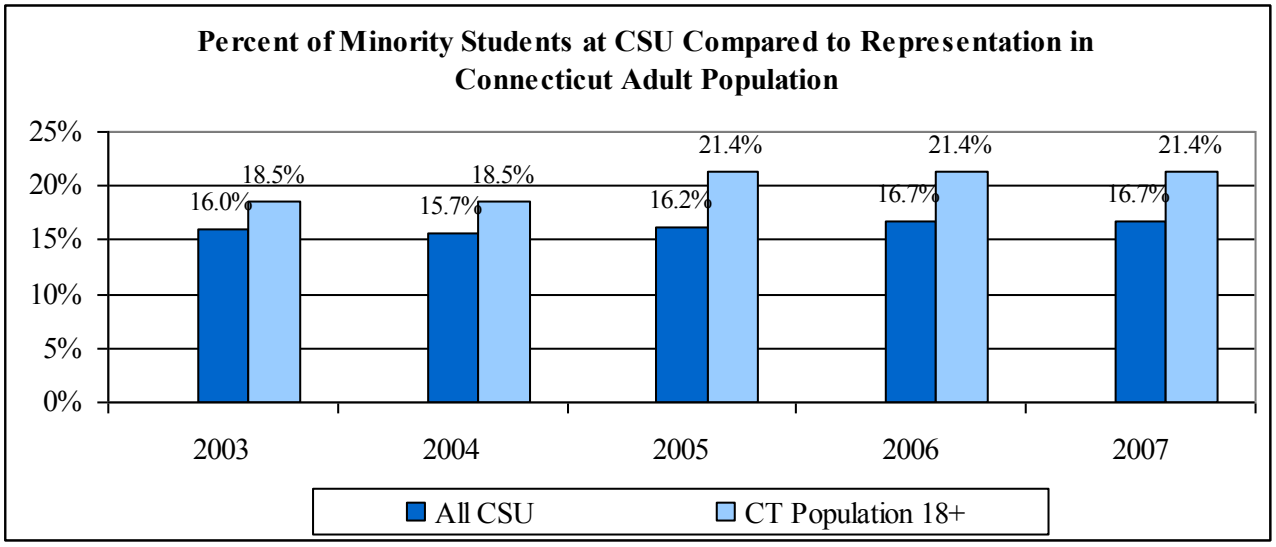
Data Analysis

Minority students of color continue to view CSU favorably when choosing postsecondary education. However, during the last five years, minority enrollment has remained essentially flat overall and remains below parity with the minority adult population by 4.7 percentage points. The minority share of adult population has grown by almost three percentage points over the last five years to 21.4%. CSU is working with local districts to increase college readiness among high school graduates.

Total Minority Enrollment

	2003	2004	2005	2006	2007	% Point Change 2003-07
CCSU	15.4%	15.2%	15.7%	15.9%	15.3%	-0.1%
ECSU	12.8%	12.7%	13.6%	14.1%	16.2%	3.4%
SCSU	18.6%	18.3%	18.6%	19.0%	19.1%	0.5%
WCSU	14.5%	14.1%	14.3%	15.6%	16.5%	2.0%
All CSU	16.0%	15.7%	16.2%	16.7%	16.7%	0.7%
CT Pop. 18+	18.5%	18.5%	21.4%	21.4%	21.4%	

Eastern and Western have made good progress in enrolling more minorities with gains of three and four percentage points, respectively.



MINORITY ENROLLMENT

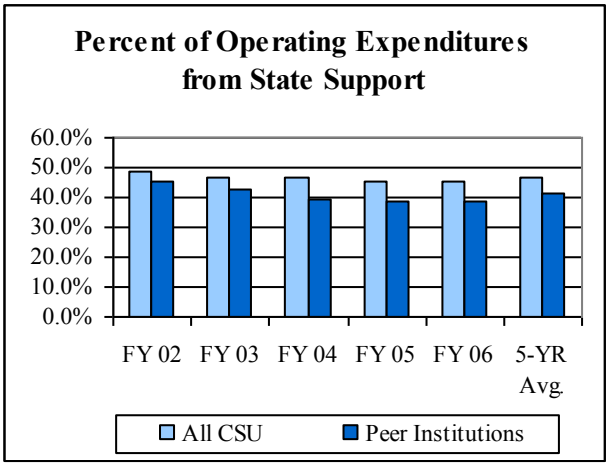
Enrollment by Ethnic Group					
Black	**2003**	**2004**	**2005**	**2006**	**2007**
CCSU	6.9%	7.0%	7.3%	7.3%	7.1%
ECSU	6.4%	6.6%	6.9%	6.9%	7.3%
SCSU	10.1%	10.2%	10.5%	10.7%	10.5%
WCSU	5.1%	5.1%	5.2%	5.7%	6.1%
All CSU	**7.6%**	**7.8%**	**8.0%**	**8.1%**	**8.0%**
CT Population 18+	7.9%	7.9%	8.5%	8.5%	8.5%
Hispanic	**2003**	**2004**	**2005**	**2006**	**2007**
CCSU	5.1%	5.3%	5.3%	5.4%	5.3%
ECSU	3.8%	4.0%	4.7%	4.9%	5.5%
SCSU	5.6%	5.7%	5.6%	5.8%	6.2%
WCSU	5.4%	5.4%	5.5%	6.0%	6.6%
All CSU	**5.1%**	**5.2%**	**5.4%**	**5.6%**	**5.8%**
CT Population 18+	**8.0%**	**8.0%**	**9.5%**	**9.5%**	**9.5%**
Asian/Pacific Islander	**2003**	**2004**	**2005**	**2006**	**2007**
CCSU	3.1%	2.5%	2.6%	2.7%	2.6%
ECSU	1.7%	1.4%	1.5%	1.7%	2.0%
SCSU	2.7%	2.3%	2.2%	2.3%	2.2%
WCSU	3.7%	3.3%	3.5%	3.6%	3.6%
All CSU	**2.8%**	**2.4%**	**2.5%**	**2.6%**	**2.5%**
CT Population 18+	**2.4%**	**2.4%**	**3.2%**	**3.2%**	**3.2%**
Native American	**2003**	**2004**	**2005**	**2006**	**2007**
CCSU	0.3%	0.5%	0.5%	0.5%	0.3%
ECSU	0.9%	0.7%	0.6%	0.6%	0.4%
SCSU	0.3%	0.2%	0.3%	0.3%	0.2%
WCSU	0.3%	0.3%	0.2%	0.2%	0.2%
All CSU	**0.4%**	**0.4%**	**0.4%**	**0.4%**	**0.3%**
CT Population 18+	**0.2%**	**0.2%**	**0.2%**	**0.2%**	**0.2%**

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 CSU has been consistently higher compared to its peer institutions, averaging 46.5% over the five-year period from FY 2002 through FY 2006, versus 41.1% for peer institutions. However, the general trend for both CSU and its peers is that the percentage of operating expenditures from state support is declining.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	5-Year Average
Central CT State University	**45.7%**	**41.6%**	**40.7%**	**43.3%**	**43.9%**	**43.0%**
CCSU Peers	46.0%	43.0%	38.7%	38.0%	38.1%	40.8%
Eastern CT State University	**50.3%**	**50.7%**	**50.4%**	**46.5%**	**46.7%**	**48.9%**
ECSU Peers	46.1%	42.4%	37.4%	37.7%	38.2%	40.4%
Southern CT State University	**52.3%**	**48.9%**	**50.5%**	**45.9%**	**44.8%**	**48.5%**
SCSU Peers	46.0%	43.7%	41.0%	40.1%	39.5%	42.1%
Western CT State University	**46.1%**	**48.7%**	**49.3%**	**48.3%**	**46.8%**	**47.8%**
WCSU Peers	46.3%	43.5%	41.1%	40.6%	42.0%	42.7%
All CSU	**48.6%**	**46.5%**	**46.6%**	**45.5%**	**45.2%**	**46.5%**
Peer Institutions	45.6%	42.8%	39.4%	38.6%	38.9%	41.1%

REAL PRICE TO STUDENTS

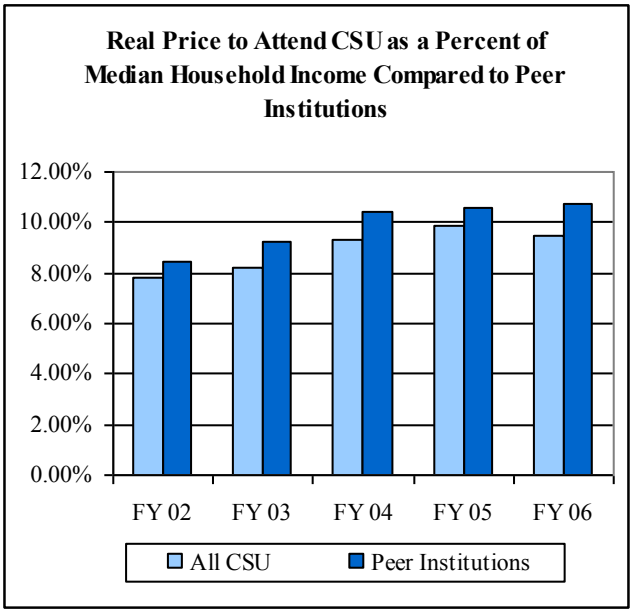
Common Core Performance Indicator

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
Our target is to maintain the percent of CSU tuition in reference to MHI below the aggregate for our peer group.

Data Analysis

Over the five-year period from FY 2002 through FY 2006, the average cost of tuition and mandatory fees at CSU has consistently represented a smaller percentage of median household income (MHI) than its combined peer group. For FY 2006, CSU's percentage of 9.51% compares favorably with the peer group rate of 10.77%. The general trend for both the CSU and its peers is that the increases in tuition and mandatory fees charged by the schools is significantly out-pacing increases in MHI. Comparisons for each state university is provided on the following page.



Real Price to Attend CSU

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change FY 2002-06
CSU System Average						
Tuition and Fees	4,153	4,531	5,121	5,611	5,936	42.9%
Connecticut MHI	53,387	54,965	55,100	56,835	62,404	16.9%
T&F as % of MHI	**7.78%**	**8.24%**	**9.29%**	**9.87%**	**9.51%**	
Peer Average						
Tuition and Fees	3,873	4,285	4,872	5,294	5,629	45.3%
Average MHI	45,705	46,398	46,814	49,877	52,288	14.4%
T&F as % of MHI	**8.47%**	**9.24%**	**10.41%**	**10.61%**	**10.77%**	

REAL PRICE TO STUDENTS

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	%Change FY 2002-06
Central						
Tuition and Fees	4,373	4,769	5,383	5,902	6,163	40.9%
Connecticut MHI	53,387	54,965	55,100	56,835	62,404	16.9%
T&F as % of MHI	**8.19%**	**8.68%**	**9.77%**	**10.38%**	**9.88%**	
Tuition and Fees – Peer Average	4,026	4,454	5,060	5,629	5,957	48.0%
MHI Peer Average	45,859	46,819	47,387	51,348	53,171	15.9%
T&F as % of MHI – Peer	**8.78%**	**9.51%**	**10.68%**	**10.96%**	**11.20%**	
Eastern						
Tuition and Fees	4,095	4,455	5,045	5,556	5,964	45.6%
Connecticut MHI	53,387	54,965	55,100	56,835	62,404	16.9%
T&F as % of MHI	**7.67%**	**8.11%**	**9.16%**	**9.78%**	**9.56%**	
Tuition and Fees – Peer Average	3,848	4,409	5,055	5,603	5,984	55.5%
MHI Peer Average	48,520	48,836	49,507	52,437	54,512	12.3%
T&F as % of MHI – Peer	**7.93%**	**9.03%**	**10.21%**	**10.69%**	**10.98%**	
Southern						
Tuition and Fees	4,027	4,443	5,010	5,474	5,813	44.4%
Connecticut MHI	53,387	54,965	55,100	56,835	62,404	16.9%
T&F as % of MHI	**7.54%**	**8.08%**	**9.09%**	**9.63%**	**9.32%**	
Tuition and Fees – Peer Average	3,638	4,040	4,555	5,027	5,443	49.6%
MHI Peer Average	45,874	46,785	46,445	50,332	53,386	16.4%
T&F as % of MHI – Peer	**7.93%**	**8.64%**	**9.81%**	**9.99%**	**10.20%**	
Western						
Tuition and Fees	4,115	4,455	5,045	5,513	5,800	40.9%
Connecticut MHI	53,387	54,965	55,100	56,835	62,404	16.9%
T&F as % of MHI	**7.71%**	**8.11%**	**9.16%**	**9.70%**	**9.29%**	
Tuition and Fees – Peer Average	4,171	4,578	5,258	5,558	5,860	40.5%
MHI Peer Average	45,287	46,331	46,714	49,537	51,786	14.4%
T&F as % of MHI – Peer	**9.21%**	**9.88%**	**11.26%**	**11.22%**	**11.32%**	

STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

Percent of financial aid awards from state support.

Performance Improvement Goal

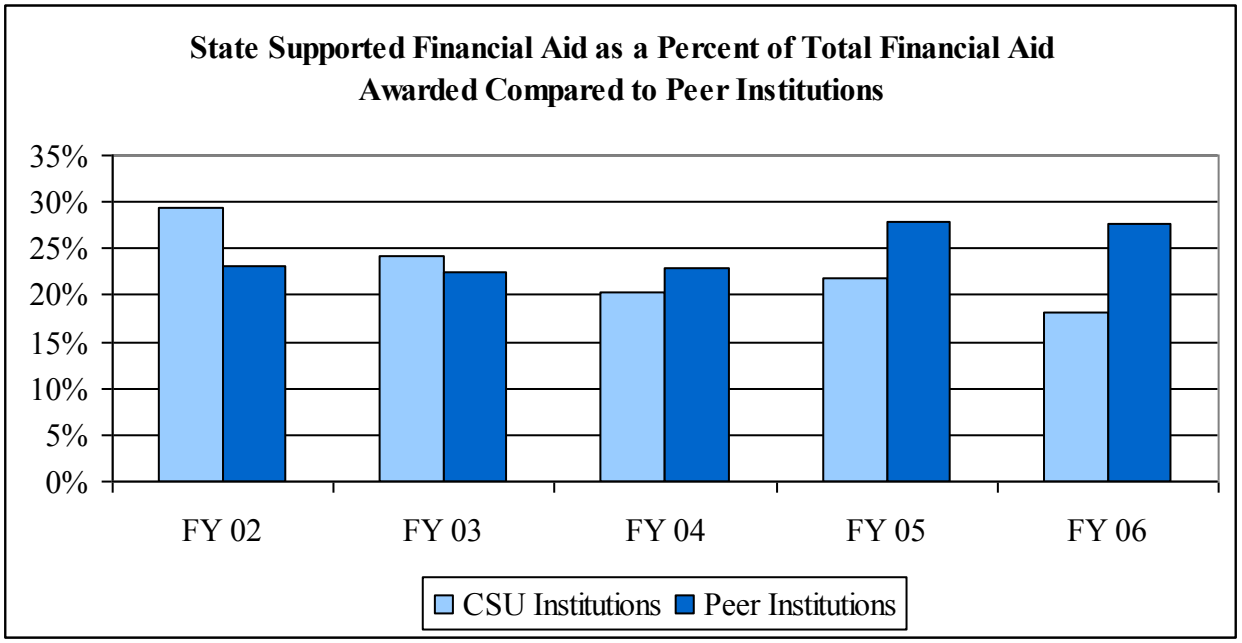
Increase the current percentage of student financial aid from state support to that of the peer group aggregate.

Data Analysis

CSU 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 2002 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.

Percent of Financial Aid from State Support

	FY 02	FY 03	FY 04	FY 05	FY 06
CSU Institutions	**29.3%**	**24.3%**	**20.4%**	**21.8%**	**18.1%**
Peer Institutions	23.1%	22.4%	23.0%	27.8%	27.6%



CONNECTICUT FRESHMEN WHO ARE CONNECTICUT RESIDENTS

Performance Indicator

This indicator shows 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.

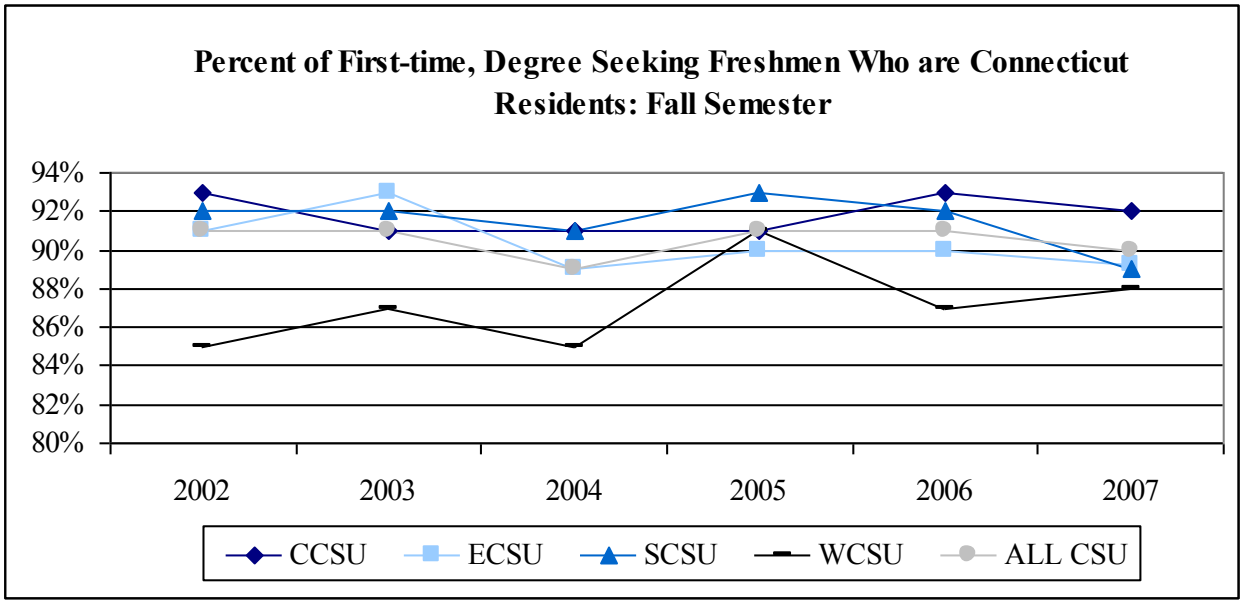
Percent CT Residents of All New Freshmen

	2003	2004	2005	2006	2007
CCSU	91%	91%	91%	93%	92%
ECSU	93%	89%	90%	90%	89%
SCSU	92%	91%	93%	92%	89%
WCSU	87%	85%	91%	87%	88%
All CSU	91%	89%	91%	91%	90%
All CSU-CT Residents Total Enrollment	92%	93%	93%	93%	93%

Data Analysis

CSU consistently fulfills its mission of providing high quality education for Connecticut residents by attracting 90% of its freshmen enrollment from within the state. In 2007, the percentage of Connecticut residents enrolled as first-time, degree-seeking freshmen raised to 88% at Western and 92% at Central.

Overall, the number of Connecticut residents in CSU's total student body continues to increase; more than 93% of CSU's 35,384 students in fall 2007 were Connecticut residents, a fourth consecutive year at this level.



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 CSU universities in program areas that address state economic needs?

Data Analysis

In 2006-07, CSU conferred a total of 6,472 degrees including 19 associate degrees, 4,532 bachelors degrees and post baccalaureate certificates, 1,899 masters degrees and 22 doctoral degrees, an increase of 10% 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 1,683 teacher preparation awards with 47% in teacher shortage areas. The impact on key workforce areas, as well as the state's economy, is substantial as shown below.

More than one-third of CSU'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.

CSU Key Workforce Areas	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
All CSU Education Awards	**2,045**	**1,926**	**2,088**	**2,404**	**1,948**
Total Teacher Preparation - State	3,651	3,415	3,642	3,679	3,621
Total Teacher Preparation - CSU	1,734	1,653	1,794	1,721	1,683
% CSU of State Total	47%	48%	49%	47%	46%
Priority Area Awards - State	646	791	1074	1,581	1,548
Priority Area Awards - CSU	287	439	521	749	724
% CSU of State Total	44%	56%	49%	47%	47%
Other Areas					
Nursing	142	188	197	185	180
Biological Sciences	137	140	143	140	160
Physical Sciences	59	67	71	67	64
Computer Sciences*	285	257	244	188	175

**includes Management Information Systems and Computer Information Technology*

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
All CSU						
Business	828	973	1,057	1,050	1,121	35.4%
Health/Life Sciences	378	422	443	471	483	27.8%
Science/Engineering/Technology	386	415	436	429	372	-3.6%
Social Sciences	1,211	1,214	1,134	1,202	1,269	4.8%
Liberal Arts/Multidisciplinary Studies	191	218	246	308	285	49.2%
Humanities/Arts/Communications	762	814	867	919	940	23.4%
Social & Public Services	412	450	433	456	402	-2.4%
Education	1,733	1,699	1,774	1,807	1,600	-7.7%
Total	**5,901**	**6,205**	**6,390**	**6,642**	**6,472**	**9.7%**

DEGREES CONFERRED BY CREDIT PROGRAM

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
Central						
Business	404	453	482	472	524	29.7%
Health/Life Sciences	90	108	129	98	137	52.2%
Science/Engineering/Technology	211	247	244	246	219	3.8%
Social Sciences	343	411	384	437	442	28.9%
Liberal Arts/Multidisciplinary Studies	11	9	11	54	16	45.5%
Humanities/Arts/Communications	184	255	295	277	268	45.7%
Social & Public Services	45	43	68	54	19	-57.8%
Education	702	641	639	705	643	-8.4%
Total	**1,990**	**2,167**	**2,252**	**2,343**	**2,268**	**14.0%**
Eastern						
Business	113	139	136	141	140	23.9%
Health/Life Sciences	20	15	24	16	20	0.0%
Science/Engineering/Technology	57	62	73	77	47	-17.5%
Social Sciences	345	248	262	241	243	-29.6%
Liberal Arts/Multidisciplinary Studies	91	120	125	122	133	46.2%
Humanities/Arts/Communications	144	161	173	218	197	36.8%
Social & Public Services	35	53	47	54	44	25.7%
Education	111	135	129	131	137	23.4%
Total	**916**	**933**	**969**	**1,000**	**961**	**4.9%**
Southern						
Business	160	170	231	225	247	54.4%
Health/Life Sciences	200	242	225	263	247	23.5%
Science/Engineering/Technology	89	76	89	80	76	-14.6%
Social Sciences	433	436	354	382	440	1.6%
Liberal Arts/Multidisciplinary Studies	83	74	96	121	124	49.4%
Humanities/Arts/Communications	308	280	266	261	309	0.3%
Social & Public Services	273	272	229	256	240	-12.1%
Education	729	680	778	732	613	-15.9%
Total	**2,275**	**2,230**	**2,268**	**2,320**	**2,296**	**0.9%**
Western						
Business	151	211	208	212	210	39.1%
Health/Life Sciences	68	57	65	94	79	16.2%
Science/Engineering/Technology	29	30	30	26	30	3.4%
Social Sciences	90	119	134	142	144	60.0%
Liberal Arts/Multidisciplinary Studies	6	15	14	11	12	100.0%
Humanities/Arts/Communications	126	118	133	163	166	31.7%
Social & Public Services	59	82	89	92	99	67.8%
Education	191	243	228	239	207	8.4%
Total	**720**	**875**	**901**	**979**	**947**	**31.5%**

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 CSU's graduates enter the Connecticut workforce. According to data provided by the Connecticut Department of Labor (DOL), 77% of CSU degree recipients enter the Connecticut workforce after graduation and 93 percent of those retain employment for at least six months.

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

	2002	%	2003	%	2004	%	2005	%	2006	%
All CSU										
Graduated	5,270		5,662		6,063		6,304		6,503	
Employed	4,098	78%	4,400	78%	4,579	76%	4,916	78%	4,994	77%
Retained	3,786	92%	4,081	93%	4,099	90%	4,540	92%	4,639	93%
CCSU										
Graduated	1,817		1,990		2,167		2,252		2,343	
Employed	1,499	82%	1,550	78%	1,624	75%	1,805	80%	1,824	78%
Retained	1,401	93%	1,451	94%	1,451	89%	1,679	93%	1,699	93%
ECSU										
Graduated	887		887		899		991		985	
Employed	648	73%	679	77%	705	78%	751	76%	746	76%
Retained	573	88%	609	90%	622	88%	690	92%	690	92%
SCSU										
Graduated	1,769		2,131		2,122		2,120		2,233	
Employed	1,432	81%	1,727	81%	1,683	79%	1,721	81%	1,771	79%
Retained	1,337	93%	1,625	94%	1,531	91%	1,594	93%	1,663	94%
WCSU										
Graduated	797		664		875		941		942	
Employed	519	65%	444	67%	567	65%	639	68%	653	69%
Retained	475	92%	396	89%	495	87%	577	90%	587	90%

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.

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 CSU institutions being responsive to the needs of life-long learners for personal and workforce development?

Data Analysis

This indicator presents another factor for measuring CSU'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.

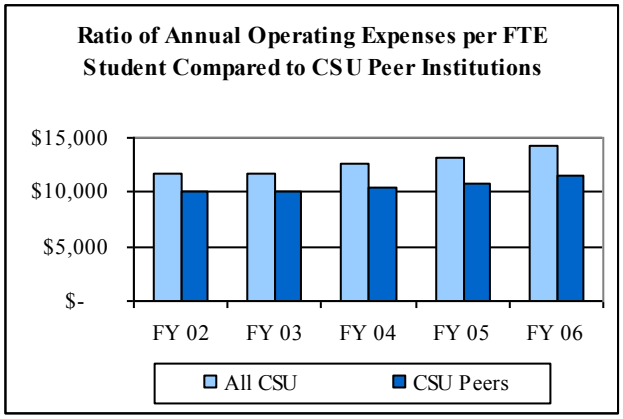
Non–Credit Registrations						
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
CCSU	728	1,020	342	418	678	-7%
ECSU	222	246	132	132	281	27%
SCSU	1,375	920	1,033	1,085	1,172	-15%
WCSU	928	1,015	743	610	58	-94%
All CSU	3,253	3,201	2,250	2,245	2,189	-33%

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 CSU average real cost per student of $14,185 in 2006 was 23% higher than its peer group. This reflects a growth of over 21% since FY 2002, compared to only 15% among the peers. While CSU costs have always been higher than its peers, the gap has been widening with costs now 23% higher compared to only 17% in FY 2002. This differential is driven by higher overall spending increases (27% compared to 22%), and lower enrollment growth (5% compared to 6%) 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 CSU.

Real Cost Per Student

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change 2002-06
CSU Average						
Fall FTE - Total CSU	26,734	26,598	27,273	27,629	28,040	4.9%
E&G Expenditures (in $millions)	$312.8	$312.9	$344.7	$366.1	$397.8	27.1%
E&G Cost per FTE Student	**$11,702**	**$11,765**	**$12,639**	**$13,250**	**$14,185**	21.2%
Peer Average						
Fall FTE - Peer Average	28,371	29,045	29,371	29,733	30,054	5.9%
E&G Expenditures (in $millions)	$284.4	$292.9	$305.3	$323.5	$347.5	22.2%
E&G Cost per FTE Student	**$10,024**	**$10,085**	**$10,394**	**$10,881**	**$11,564**	15.4%

REAL COST PER STUDENT

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change 2002-06
Central						
Fall FTE Enrollment	9,181	8,900	9,292	9,422	9,381	2.2%
E&G Expenditures (in $millions)	$101.2	$98.5	$130.5	$122.7	$132.3	30.7%
E&G Cost per FTE	**$11,027**	**$11,072**	**$14,049**	**$13,018**	**$14,100**	**27.9%**
Fall FTE - CCSU Peer Average	8,419	8,666	8,830	8,942	9,067	7.7%
E&G Expenditures (in $millions)	$92.9	$92.8	$98.1	$105.0	$114.3	23.1%
E&G Cost per FTE - Peer	**$11,034**	**$10,704**	**$11,113**	**$11,743**	**$12,611**	**14.3%**
Eastern						
Fall FTE Enrollment	4,179	4,159	4,241	4,268	4,386	5.0%
E&G Expenditures (in $millions)	$52.2	$52.6	$53.0	$59.6	$66.2	26.8%
E&G Cost per FTE	**$12,493**	**$12,639**	**$12,488**	**$13,959**	**$15,088**	**20.8%**
Fall FTE - ECSU Peer Average	5,324	5,436	5,474	5,584	5,673	6.6%
E&G Expenditures (in $millions)	$51.4	$52.3	$55.9	$59.7	$65.3	26.9%
E&G Cost per FTE - Peer	**$9,658**	**$9,619**	**$10,213**	**$10,699**	**$11,505**	**19.1%**
Southern						
Fall FTE Enrollment	8,847	8,908	9,132	9,239	9,439	6.7%
E&G Expenditures (in $millions)	$100.7	$103.5	$101.6	$118.8	$128.0	27.1%
E&G Cost per FTE	**$11,383**	**$11,616**	**$11,124**	**$12,854**	**$13,563**	**19.2%**
Fall FTE - SCSU Peer Average	9,528	9,829	9,957	10,045	10,112	6.1%
E&G Expenditures (in $millions)	$91.0	$97.5	$100.9	$108.3	$116.5	28.1%
E&G Cost per FTE - Peer	**$9,547**	**$9,915**	**$10,135**	**$10,780**	**$11,520**	**20.7%**
Western						
Fall FTE Enrollment	4,527	4,631	4,608	4,700	4,834	6.8%
E&G Expenditures (in $millions)	$58.7	$58.3	$59.6	$65.1	$71.3	21.5%
E&G Cost per FTE	**$12,962**	**$12,597**	**$12,939**	**$13,853**	**$14,747**	**13.8%**
Fall FTE - WCSU Peer Average	5,100	5,114	5,110	5,162	5,202	2.0%
E&G Expenditures (in $millions)	$50.9	$51.3	$52.2	$54.5	$58.1	14.2%
E&G Cost per FTE - Peer	**$9,977**	**$10,031**	**$10,210**	**$10,561**	**$11,174**	**12.0%**

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

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

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

Data Analysis

CSU's 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. Overall, the CSU system showed a 74% retention rate among first-time, full-time, degree-seeking students in fall 2006. This is the second consecutive year that the all-CSU retention rate has declined from its high of 77% in the fall of 2004. The system median exceeded their peer group median for the last year that comparative data was available. Retention rates of Blacks (78% in Fall 2006) exceeded that of Whites (73%), but rates for Hispanic students (68%) fell short of the overall average of 74%.

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

	Fall 2002	Fall 2003	Fal 2004	Fall 2005	Fall 2006	Peer Average Fall 2005
CCSU	76%	78%	80%	76%	79%	74%
ECSU	75%	75%	78%	75%	74%	75%
SCSU	72%	72%	75%	78%	72%	72%
WCSU	71%	69%	73%	67%	67%	73%
All CSU	**74%**	**76%**	**77%**	**75%**	**74%**	**73%**

With regard to retention by race/ethnicity at the aggregate CSU level for Fall 2006, the retention rate for Black and Asian/Pacific Islander students exceeded the rate for all students, while Hispanic and Native American students were below the all-student rates.

Cohort	All Students	White	Black	Hispanic	Asian-American	Native American	Total Minority
All CSU							
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%
Fall 2002	74%	74%	63%	66%	77%	53%	66%

RETENTION RATE

Data Analysis (continued)

	All Students	White	Black	Hispanic	Asian-American	Native Indian	Total Minority
Central							
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%
Fall 2002	76%	76%	71%	79%	73%	71%	80%
Eastern							
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%
Fall 2002	75%	75%	73%	68%	70%	80%	71%
Southern							
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%
Fall 2002	72%	72%	72%	70%	77%	67%	72%
Western							
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%
Fall 2002	71%	72%	57%	80%	91%	100%	71%

GRADUATION RATE

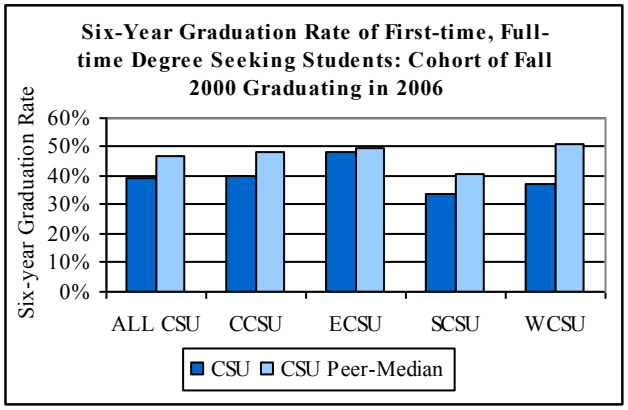
Common Core Performance Indicator

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

Performance Improvement Goal

CSU'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 two percentage points system wide from the fall 2000 to fall 2001 cohort (39% to 42%). This rate remains below the 47% median average graduation rate for the CSU peer group for the last year of comparable data available (Fall 2000). The system wide increase for this time period was driven in part by an increase of three percentage points in total minority graduation rate, and specifically an increase of five percentage points among Hispanics. At the university level, Central and Southern both improved their six-year graduation rates by four percentage points for the fall 2001 cohort and now stand at 44% and 38%, respectively.

Six-Year Graduation Rate Entering Freshmen

Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
All CSU								
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%
Fall 1997	2003	38%	40%	30%	33%	35%	47%	32%
All CSU–Peer								
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%
Fall 1997	2003	45%	47%	37%	39%	45%	27%	38%

Note: Fall 2001 Peer cohort rates are not available from IPEDS. NA = minority group entering class less than 15 students.

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 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%
Fall 1997	2003	42%	46%	27%	29%	35%	NA	28%
Central-Peer								
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%
Fall 1997	2003	45%	47%	34%	38%	43%	33%	37%
Eastern								
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 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%

Note: Fall 2001 Peer cohort rates are not available from IPEDS. NA = minority group entering class less than 15 students.

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 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%
Fall 1997	2003	33%	32%	35%	39%	21%	NA	35%
Southern-Peer								
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%
Fall 1997	2003	40%	41%	39%	40%	50%	20%	40%
Western								
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%
Fall 1997	2003	35%	38%	24%	30%	47%	NA	29%
Western-Peer								
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%
Fall 1997	2003	52%	54%	35%	39%	49%	26%	39%

Note: Fall 2001 Peer cohort rates are not available from IPEDS. NA = minority group entering class less than 15 students.

Four-Year Graduation Rates Entering Freshman

Four-year graduation rates also increased for the fall 2002 to fall 2003 cohort (13% to 16%) 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 2002). At the university level, Eastern improved its four-year rate dramatically by eight percentage points to 31%.

GRADUATION RATE

Data Analysis (continued)

Four-Year Graduation Rate Entering Freshmen								
Cohort	Grad	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
All CSU								
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%
Fall 1998	2002	13%	16%	9%	12%	10%	7%	10%
All CSU-Peer								
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%
Central								
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%
Fall 1998	2002	15%	15%	11%	17%	13%	NA	14%
Central-Peer								
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%
Fall 1998	2002	17%	19%	9%	11%	15%	20%	10%
Eastern								
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%
Fall 1998	2002	20%	22%	9%	19%	NA	NA	14%

Note: Fall 2001 Peer cohort rates are not available from IPEDS. NA = minority group entering class less than 15 students.

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 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%
Fall 1998	2002	21%	22%	10%	14%	17%	21%	13%
Southern								
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%
Fall 1998	2002	14%	15%	7%	6%	4%	NA	6%
Southern-Peer								
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%
Fall 1998	2002	14%	14%	18%	10%	20%	11%	15%
Western								
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%
Fall 1998	2002	12%	12%	12%	0%	NA	NA	8%
Western-Peer								
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%

Note: Fall 2001 Peer cohort rates are not available from IPEDS. NA = minority group entering class less than 15 students.

Operating Expenditures for Instruction, Academic Support and Student Services

Performance Indicator

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

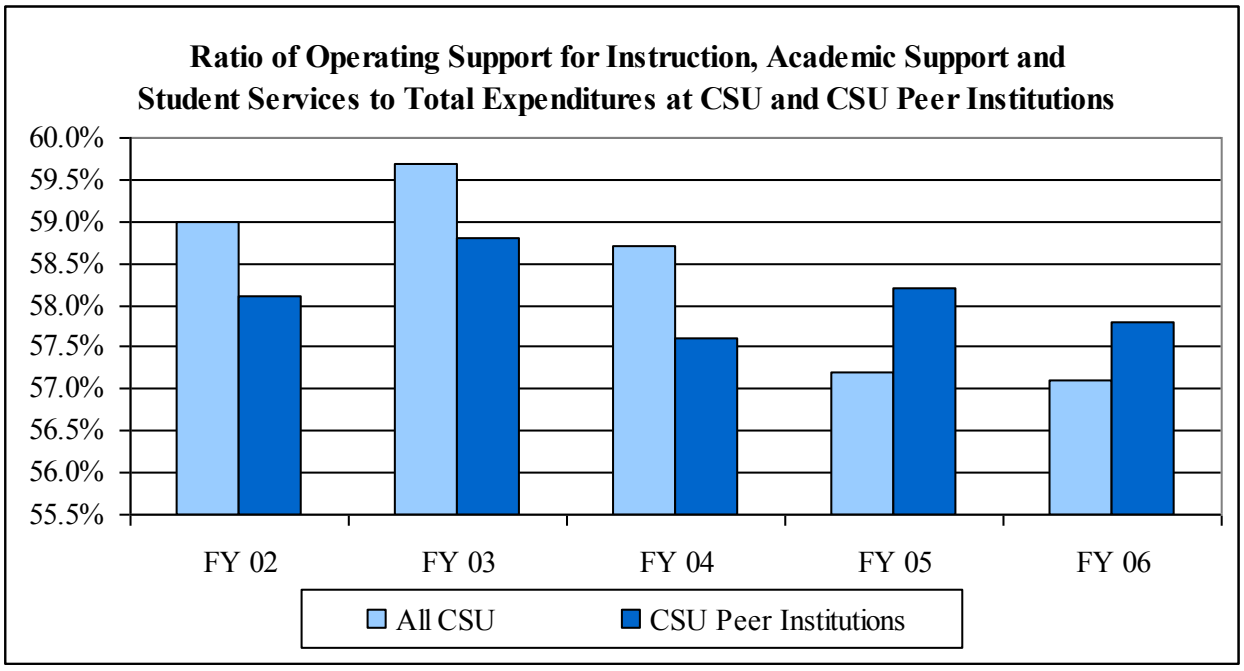
Performance Improvement Goal
Maintain at 61% or to exceed peer group aggregate, whichever is higher. Each university will also maintain its current level or strive to exceed peer group composite, whichever is higher.

Data Analysis

Over the five-year period from FY 2002 to FY 2006, operating expenses for instruction, academic support, and student services as a percentage of all expenditures for CSU has declined to 57.1%. The same ratio for its combined peer group was slightly higher at 57.8% 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 2002	FY 2003	FY 2004	FY 2005	FY 2006
All CSU	**59.0%**	**59.7%**	**58.7%**	**57.2%**	**57.1%**
CSU Peer Institutions	58.1%	58.8%	57.6%	58.2%	57.8%



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

OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Central CT State University	**61.6%**	**62.0%**	**60.1%**	**55.9%**	**55.3%**
CCSU Peers	56.6%	58.2%	56.8%	57.4%	56.6%
Eastern CT State University	**53.2%**	**53.6%**	**51.6%**	**53.7%**	**54.0%**
ECSU Peers	60.3%	60.1%	57.9%	59.6%	60.2%
Southern CT State University	**61.7%**	**62.1%**	**62.3%**	**61.9%**	**62.2%**
SCSU Peers	57.1%	57.2%	56.0%	56.5%	56.5%
Western CT State University	**54.6%**	**56.0%**	**55.8%**	**54.2%**	**54.1%**
WCSU Peers	59.8%	61.0%	60.6%	60.8%	59.8%

FACULTY INSTRUCTIONAL PRODUCTIVITY

Performance Indicator

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

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

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

	AY 2002-03	AY 2003-04	AY 2004-05	AY 2005-06	AY 2006-07	% WKLD
CCSU	21.1	21.1	20.1	20.2	19.3	80%
ECSU	21.4	21.9	21.9	21.3	21.2	88%
SCSU	21.2	20.8	20.5	20.6	23.3	97%
WCSU	20.3	20.9	21.1	18.9	23.8	99%
All CSU	**21.0**	**21.2**	**20.9**	**20.3**	**21.9**	**91%**

Data Analysis

The CSU 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 CSU system) spend about 80% of their time in instruction-related activities. Full-time faculty at CSU spend 80% to 99% of their time in instruction-related activities, with a system wide average of 91%.

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CONNECTICUT COMMUNITY-TECHNICAL COLLEGE SYSTEM

The Connecticut Community-Technical 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 48,434 credit and 39,162 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 93% and rates for other allied health fields have reached 100%. About 26% of credit students attending a community college enroll in at least one developmental math or English course. Among the 8,992 students who enrolled in a basic skills math course last year, about 48% passed. The percentage of minority students attending community colleges has reached 33%, 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 4.1% compared to 4.6%. The number of degrees awarded has increased by almost 12% over the last five years reaching a record 4,659 in 2007. About 30% of all degrees are awarded in Liberal Arts and General Studies, 21% are in Business and 20% in Health/Life Sciences. Less than 9% are awarded in Science/Engineering/Technology. Of the 2,804 students who graduated in an occupational program from a community college in 2006, 78% 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 (16% to 10%). First year retention rates have remained consistent at between 58% and 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 14% to 11%, and it remains below that of the peer average of 16%. Rates for Blacks and Hispanics are at only 7% and 8%, respectively. About 58% of new students enroll in community college 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

Note: Peer groups listed in **bold** are new to this reporting cycle.

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 93%, while six other allied health fields have achieved an annual pass rate of 100%.

Despite generally high pass rates in most areas, there may be some large fluctuations on a year-to-year basis, particularly when the numbers of students taking the exam is very small.

Student Performance on Licensure and Certification Exams

		FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
CA,GW,HO,NV	Nursing	90%	93%	93%	94%	93%
TX	Dental Hygiene	100%	100%	97%	100%	100%
GW	Diagnostic Medical Sonography	100%	100%	100%	100%	100%
GW	Dietetic Technology	80%	100%	100%	92%	50%
NK	Early Childhood Education	97%	97%	82%	80%	94%
CA	EMT - Paramedic	92%	100%	100%	96%	94%
HO	Med Lab Technician	100%	100%	92%	100%	100%
CA,NW,NK,QV	Medical Assisting	82%	68%	78%	82%	89%
GW	Nuclear Medicine	100%	100%	100%	100%	100%
MA,HO	Occupational Therapy Asst	100%	82%	88%	100%	95%
QV	Phlebotomy*	NA	100%	100%	100%	100%
GW	Radiation Therapy	100%	86%	100%	100%	100%
CA,MX,NV	Radiologic Technology	90%	100%	98%	92%	98%
GW	Radiology	100%	100%	80%	100%	100%
MA,NV,NK	Respiratory Care	100%	100%	96%	100%	96%
MA	Surgical Technology	100%	100%	55%	100%	70%

Source: Examining Boards or CTC Research

*No data available on the number of grads sitting for exam prior to 2003

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

Access and opportunity are cornerstones to the mission of the Community Colleges and this often means providing some level of developmental course work. In the Fall of 2006, 12,205 or 26% of the 46,489 credit students attending a Community College were enrolled in at least one basic skills Mathematics or English course.

Over the last five years (2002-2006), the percentage of students successfully completing developmental mathematics courses has declined from 55% in 2002 to 48% in 2006, or by seven percentage points.

In the fall of 2006, 4,046 students were enrolled in Pre-Algebra and 4,946 students were enrolled in Elementary Algebra for a total of 8,992 students (19% of all credit students). Among those enrolled in Pre-Algebra, 48% were successful completers. Among those enrolled in Elementary Algebra, 48% 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 02	Fall 03	Fall 04	Fall 05	Fall 06
Basic Skills Mathematics Enrollment	8,067	8,575	8,983	8,836	8,992
CTC System Enrollment	44,869	45,160	45,743	46,227	46,489
% Enrolled in Basic Skills Mathematics	18%	19%	20%	19%	19%
% Passed Basic Skills Mathematics	55%	53%	50%	48%	48%

DEVELOPMENTAL MATHEMATICS

	Fall 2005				Fall 2006			
	Enrolled	% Enrolled	Passed	% Passed	Enrolled	% Enrolled	Passed	% Passed
Pre-Algebra								
Small Rural Institutions								
Asnuntuck	69	5%	45	65%	65	4%	44	68%
Northwestern Connecticut	87	6%	47	54%	109	7%	59	54%
Quinebaug Valley	151	9%	105	70%	146	8%	99	68%
Medium Urban Institutions								
Capital	317	9%	114	36%	321	9%	152	47%
Gateway	837	15%	468	56%	788	14%	395	50%
Housatonic	577	13%	239	41%	565	13%	249	44%
Large Urban Institutions								
Manchester	289	5%	184	64%	232	4%	142	61%
Naugatuck Valley	285	5%	123	43%	263	5%	125	48%
Norwalk	404	7%	204	50%	450	7%	205	46%
Medium Suburban Institutions								
Middlesex	250	11%	125	50%	288	12%	134	47%
Three Rivers	501	14%	232	46%	518	14%	230	44%
Tunxis	330	8%	126	38%	301	8%	84	28%
All CCC	**4,097**	**9%**	**2,012**	**49%**	**4,046**	**9%**	**1,918**	**47%**
Elementary Algebra								
Small Rural Institutions								
Asnuntuck	135	9%	79	59%	111	7%	48	43%
Northwestern Connecticut	152	10%	74	49%	151	10%	67	44%
Quinebaug Valley	207	12%	119	57%	168	9%	87	52%
Medium Urban Institutions								
Capital	276	8%	125	45%	322	9%	135	42%
Gateway	622	11%	337	54%	617	11%	331	54%
Housatonic	374	8%	166	44%	402	9%	205	51%
Large Urban Institutions								
Manchester	396	6%	225	57%	412	7%	252	61%
Naugatuck Valley	833	15%	406	49%	905	16%	446	49%
Norwalk	531	9%	209	39%	530	9%	244	46%
Medium Suburban Institutions								
Middlesex	174	8%	80	46%	208	8%	114	55%
Three Rivers	500	14%	178	36%	564	15%	233	41%
Tunxis	539	14%	214	40%	556	15%	229	41%
All CCC	**4,739**	**10%**	**2,212**	**47%**	**4,946**	**11%**	**2,391**	**48%**
All Developmental Mathematics								
Small Rural Institutions								
Asnuntuck	204	14%	124	61%	176	11%	92	52%
Northwestern Connecticut	239	15%	121	51%	260	17%	126	48%
Quinebaug Valley	358	21%	224	63%	314	18%	186	59%
Medium Urban Institutions								
Capital	593	17%	239	40%	643	18%	287	45%
Gateway	1,459	25%	805	55%	1,405	24%	726	52%
Housatonic	951	21%	405	43%	967	22%	454	47%
Large Urban Institutions								
Manchester	685	11%	409	60%	644	11%	394	61%
Naugatuck Valley	1,118	20%	529	47%	1,168	21%	571	49%
Norwalk	935	15%	413	44%	980	16%	449	46%
Medium Suburban Institutions								
Middlesex	424	19%	205	48%	496	20%	248	50%
Three Rivers	1,001	27%	410	41%	1,082	29%	463	43%
Tunxis	869	22%	340	39%	857	23%	313	37%
All CCC	**8,836**	**19%**	**4,224**	**48%**	**8,992**	**19%**	**4,309**	**48%**

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

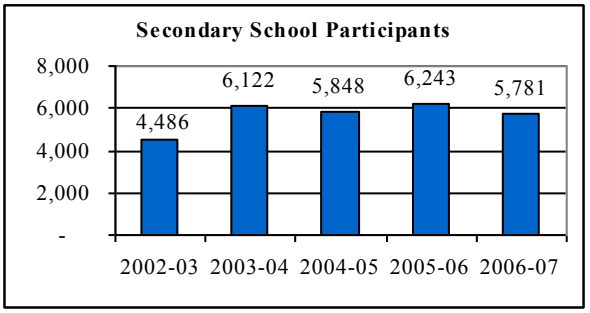
Performance Indicator

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 these 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 2006-2007 academic year, 5,781 public high school students were served by the Community Colleges under College Career Pathways (Tech-Prep) agreements, an increase of 29% over the last five years. Also during the 2006-2007 academic year, 598 former high school College Career Pathways (Tech-Prep) participants were enrolled in occupational programs at Connecticut Community Colleges, up from just 293 in 2003.

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. The pathway toward the degree or certificate is a coherent sequence and does not require repetition of the same learning outcomes. A complete College Career Pathways (Tech-Prep) high school curriculum is comprised of courses in high school math, communications, science, and a career pathway course. Where learning outcomes can be established as being identical, college credit may be awarded for these courses. Each year Connecticut's Community Colleges enroll over 4,000 high school students in College Career Pathways (Tech-Prep) consortia programs.

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

	2002-03	2003-04	2004-05	2005-06	2006-07
Small Rural Institutions					
Asnuntuck	36	50	45	49	44
Northwestern Connecticut	4	2	-	1	1
Quinebaug Valley	-	6	16	21	31
Medium Urban Institutions					
Capital	6	6	8	20	31
Gateway	32	72	103	149	171
Housatonic	-	-	-	-	-
Large Urban Institutions					
Manchester	36	49	86	125	132
Naugatuck Valley	102	81	56	30	19
Norwalk	-	-	-	-	1
Medium Suburban Institutions					
Middlesex	5	8	7	6	4
Three Rivers	33	84	112	129	105
Tunxis	39	56	64	69	59
CTC Total	**293**	**414**	**497**	**599**	**598**

Source: CTC 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.

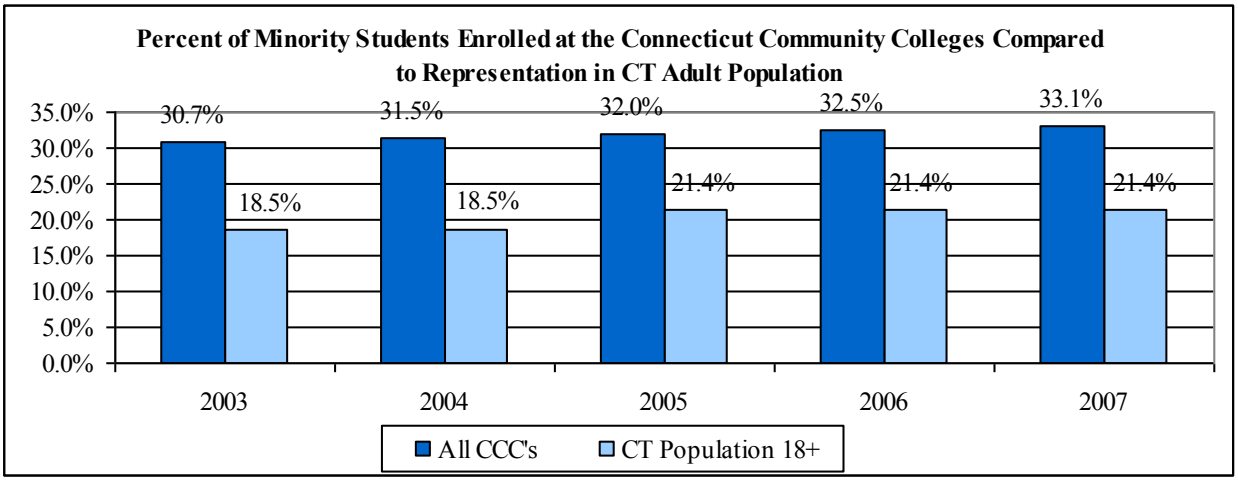
Data Analysis

Enrollment of minority students at the Community Colleges has been increasing annually and is up 15.6% since 2003. In Fall 2007, minority enrollments represented 33% of the student body (over 29% 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

	2003	2004	2005	2006	2007	% Point Change 2003-07
Small Rural Enrollment						
Asnuntuck	10.9%	14.2%	10.2%	15.1%	18.5%	7.6%
Northwestern Connecticut	7.1%	7.3%	7.2%	6.5%	7.8%	0.7%
Quinebaug Valley	11.5%	13.2%	13.3%	13.0%	13.5%	2.0%
Medium Urban Institutions						
Capital	63.0%	66.7%	67.9%	69.8%	71.9%	8.9%
Gateway	41.1%	40.9%	40.8%	41.9%	42.0%	0.9%
Housatonic	51.6%	51.9%	52.7%	52.0%	50.4%	-1.2%
Large Urban Institutions						
Manchester	24.5%	25.4%	25.8%	26.4%	27.3%	2.8%
Naugatuck Valley	19.0%	20.2%	22.3%	22.5%	24.1%	5.1%
Norwalk	39.7%	41.2%	41.0%	41.7%	41.5%	1.8%
Medium Suburban Institutions						
Middlesex	18.0%	18.9%	19.0%	20.3%	22.6%	4.6%
Three Rivers	18.4%	18.5%	18.8%	20.0%	20.0%	1.6%
Tunxis	18.0%	17.9%	18.4%	17.7%	19.5%	1.5%
All CCC's	**30.7%**	**31.5%**	**32.0%**	**32.5%**	**33.1%**	**2.4%**
CT Population 18+	18.5%	18.5%	21.4%	21.4%	21.4%	

Source: IPEDS Enrollment Survey; U.S. Census 2000 (for 2003-2004 CT Population); Census 2005 (for 2005-2006 CT population)



Source: 2003-2004 CT population and 18 & older figures are based on US 2000 Census. 2005-2006 from US 2005 Census Estimate. 2003 through 2007 enrollment from IPEDS.

MINORITY ENROLLMENT

Enrollment by Ethnic Group	2003	2004	2005	2006	2007	% Change 2003-07
Black						
Small Rural Institutions						
Asnuntuck	5.8%	8.0%	5.2%	8.1%	10.3%	4.4%
Northwestern Connecticut	2.5%	1.8%	1.7%	1.4%	2.0%	-0.5%
Quinebaug Valley	2.2%	2.8%	1.9%	2.0%	2.3%	0.1%
Medium Urban Institutions						
Capital	35.2%	38.0%	38.4%	37.9%	38.4%	3.2%
Gateway	24.9%	24.0%	24.5%	24.8%	25.5%	0.6%
Housatonic	27.0%	27.6%	29.1%	27.5%	26.5%	-0.5%
Large Urban Institutions						
Manchester	11.8%	12.1%	11.7%	12.8%	13.0%	1.2%
Naugatuck Valley	7.6%	7.3%	8.1%	8.1%	8.4%	0.8%
Norwalk	17.9%	18.1%	18.2%	18.1%	16.5%	-1.4%
Medium Suburban Institutions						
Middlesex	7.3%	7.7%	7.4%	8.3%	8.8%	1.5%
Three Rivers	7.6%	7.4%	6.7%	7.4%	7.7%	0.1%
Tunxis	6.5%	5.8%	5.7%	5.4%	6.4%	-0.1%
All CCC's	**15.2%**	**15.3%**	**15.4%**	**15.5%**	**15.6%**	**0.4%**
CT Population 18+	7.9%	7.9%	8.5%	8.5%	8.5%	
Hispanic						
Small Rural Institutions						
Asnuntuck	2.6%	3.9%	3.0%	5.0%	5.6%	3.0%
Northwestern Connecticut	2.7%	3.4%	3.3%	3.1%	3.9%	1.2%
Quinebaug Valley	7.6%	8.3%	9.4%	8.9%	9.0%	1.4%
Medium Urban Institutions						
Capital	24.1%	24.8%	25.3%	28.1%	29.7%	5.6%
Gateway	13.0%	13.0%	12.6%	13.3%	12.1%	-0.9%
Housatonic	21.5%	21.5%	21.0%	21.4%	20.5%	-1.0%
Large Urban Institutions						
Manchester	8.8%	9.3%	10.1%	9.6%	10.3%	1.5%
Three Rivers	8.6%	10.1%	11.3%	11.3%	12.7%	4.1%
Tunxis	16.9%	17.9%	17.9%	19.1%	20.0%	3.1%
Medium Suburban Institutions						
Middlesex	7.6%	8.1%	8.3%	9.1%	10.9%	3.3%
Three Rivers	6.0%	6.1%	7.3%	7.8%	7.7%	1.7%
Tunxis	8.3%	9.0%	9.5%	9.3%	10.2%	1.9%
All CCC's	**12.1%**	**12.6%**	**12.9%**	**13.4%**	**13.9%**	**1.8%**
CT Population 18+	8.0%	8.0%	9.5%	9.5%	9.5%	

MINORITY ENROLLMENT

Enrollment by Ethnic Group	2003	2004	2005	2006	2007	% Change 2003-07
Asian American						
Small Rural Institutions						
Asnuntuck	2.3%	2.1%	1.7%	1.8%	2.5%	0.2%
Northwestern Connecticut	1.6%	2.0%	2.0%	1.9%	1.7%	0.1%
Quinebaug Valley	1.0%	1.2%	1.2%	1.3%	1.8%	0.8%
Medium Urban Institutions						
Capital	3.6%	3.7%	4.0%	3.6%	3.5%	-0.1%
Gateway	2.9%	3.5%	3.4%	3.5%	4.1%	1.2%
Housatonic	2.9%	2.4%	2.4%	3.0%	3.2%	0.3%
Large Urban Institutions						
Manchester	3.5%	3.7%	3.7%	3.7%	3.6%	0.1%
Naugatuck Valley	2.4%	2.5%	2.5%	2.8%	2.7%	0.3%
Norwalk	4.8%	2.1%	4.7%	4.4%	4.9%	0.1%
Medium Suburban Institutions						
Middlesex	2.8%	3.0%	3.2%	2.8%	2.8%	0.0%
Three Rivers	2.9%	3.5%	3.5%	3.7%	3.4%	0.5%
Tunxis	2.9%	2.6%	2.9%	2.8%	2.6%	-0.3%
All CCC's	**3.1%**	**3.2%**	**3.2%**	**3.2%**	**3.4%**	**0.3%**
CT Population 18+	2.4%	2.4%	3.2%	3.2%	3.2%	
Native American						
Small Rural Institutions						
Asnuntuck	0.1%	0.3%	0.3%	0.2%	0.2%	0.1%
Northwestern Connecticut	0.3%	0.2%	0.3%	0.1%	0.2%	-0.1%
Quinebaug Valley	0.6%	0.9%	0.8%	0.8%	0.3%	-0.3%
Medium Urban Institutions						
Capital	0.2%	0.3%	0.3%	0.2%	0.3%	0.1%
Gateway	0.3%	0.4%	0.2%	0.3%	0.3%	0.0%
Housatonic	0.2%	0.3%	0.2%	0.1%	0.2%	0.0%
Large Urban Institutions						
Manchester	0.5%	0.4%	0.2%	0.3%	0.3%	-0.2%
Three Rivers	0.3%	0.3%	0.4%	0.3%	0.3%	0.0%
Tunxis	0.2%	0.2%	0.2%	0.1%	0.1%	-0.1%
Medium Suburban Institutions						
Middlesex	0.3%	0.1%	0.1%	0.2%	0.2%	-0.1%
Three Rivers	1.8%	1.6%	1.3%	1.2%	1.1%	-0.7%
Tunxis	0.4%	0.5%	0.4%	0.2%	0.3%	-0.1%
All CCC's	**0.4%**	**0.4%**	**0.4%**	**0.3%**	**0.3%**	**-0.1%**
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%	

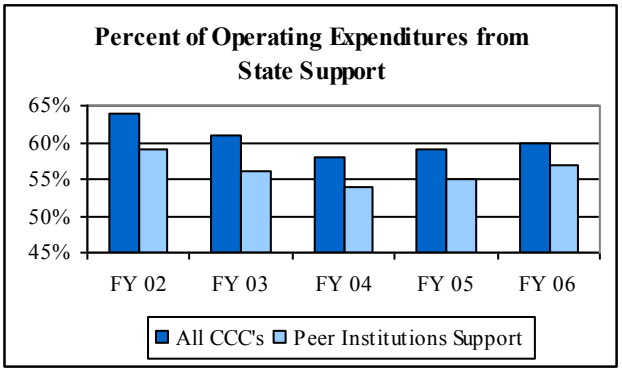
Source: IPEDS Enrollment Survey; U.S. Census 2000 (for 2002-2004); U.S. Census 2005 (for 2005-2006 CT population).

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 60% of their current funds operating budget from state support, which includes unrestricted state appropriations (block grant plus tuition freeze), fringe benefits, and restricted state gifts, grants and scholarships. 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.

From FY 2002 to FY 2006, Three Rivers CC (67.1%), Asnuntuck CC (66.8%) and Middlesex (66.5%) have the highest average of state support in the system. Norwalk CC (55.2%) is the only community college which receives less state support than their peer group.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	5-Year Average
All CCC's	64%	61%	58%	59%	60%	60.4%
Peer Institution Support	59%	56%	54%	55%	57%	56.2%

Source: IPEDS Data and Banner Data Extracts

OPERATING EXPENDITURES FROM STATE SUPPORT

Percent from State and Local Support by College	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	5-Year Average
Small Rural						
Asnuntuck	68%	68%	64%	68%	65%	**66.6%**
Northwestern CT	72%	71%	56%	51%	72%	**64.4%**
Quinebaug Valley	65%	63%	64%	64%	57%	**62.6%**
Small Rural Peers	61%	62%	58%	58%	58%	**59.4%**
Medium Urban						
Capital	58%	61%	50%	55%	55%	**55.8%**
Gateway	62%	57%	53%	56%	60%	**57.6%**
Housatonic	60%	55%	55%	56%	56%	**56.4%**
Medium Urban Peers	55%	52%	48%	53%	54%	**52.4%**
Large Urban						
Manchester	68%	59%	61%	63%	62%	**62.6%**
Naugatuck Valley	65%	65%	63%	61%	53%	**61.4%**
Norwalk	59%	53%	49%	54%	61%	**55.2%**
Large Urban Peers	63%	57%	53%	57%	59%	**57.8%**
Medium Suburban						
Middlesex	68%	69%	66%	67%	64%	**66.8%**
Three Rivers	70%	66%	67%	67%	65%	**67.0%**
Tunxis	60%	57%	56%	58%	58%	**57.8%**
Medium Suburban Peers	55%	54%	56%	53%	56%	**54.8%**

Source: IPEDS Data and Banner Data Extracts

REAL PRICE TO STUDENTS

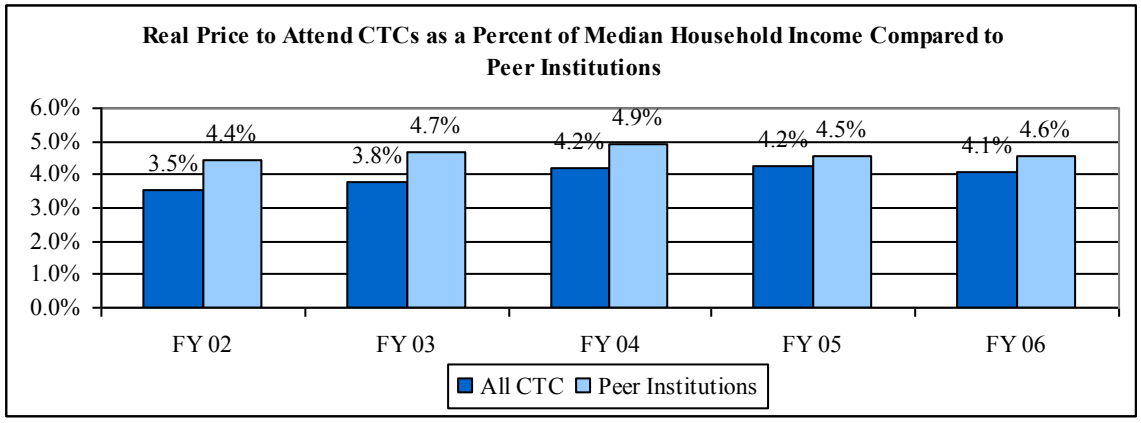
Common Core Performance Indicator

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
Our target is 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

The dollar cost of tuition and mandatory fees is set at a common statewide level by the Board of Trustees. Connecticut's cost to students as a percent of median household income is lower than all peer groups at 4.1% compared to an average of 4.6%. 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 34.3% from FY 2002 through FY 2006, while median household income grew only 17%.



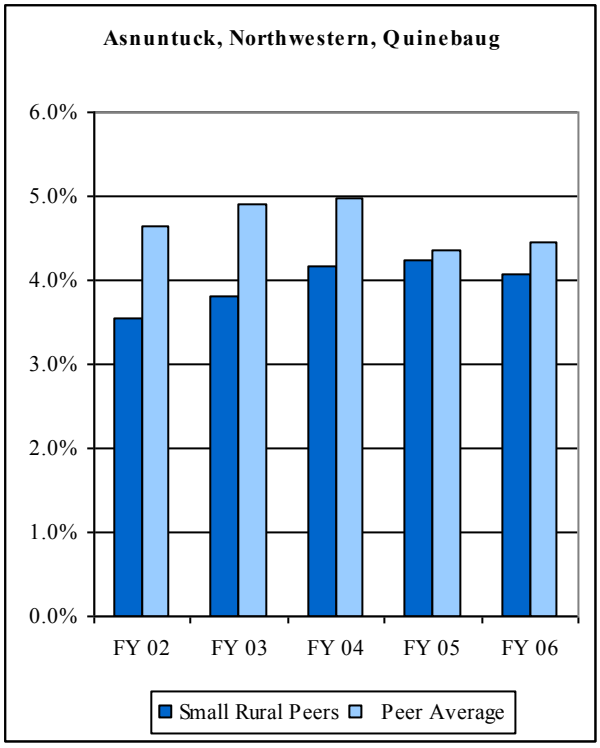
Real Price to Attend CTC

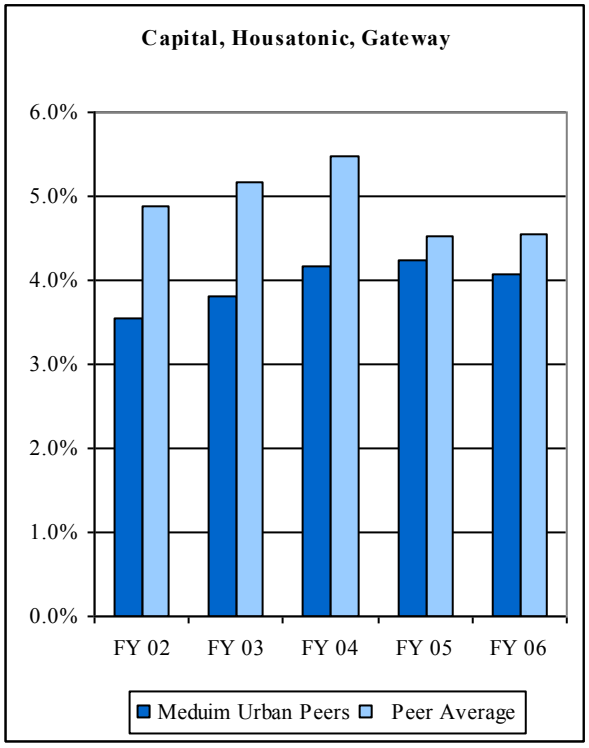
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change FY 2002-06
CTC						
Tuition & Fees	$1,888	$2,088	$2,310	$2,406	2,536	34.3%
Connecticut MHI	$53,387	$54,965	$55,390	$56,835	62,404	16.9%
T&F as % of MHI	**3.5%**	**3.8%**	**4.2%**	**4.2%**	**4.1%**	
Peer Average						
Tuition & Fees	$2,103	$2,246	$2,388	$2,377	$2,478	17.9%
MHI	$47,342	$47,830	$48,505	$52,243	$54,391	14.9%
T&F as % of MHI	**4.4%**	**4.7%**	**4.9%**	**4.5%**	**4.6%**	

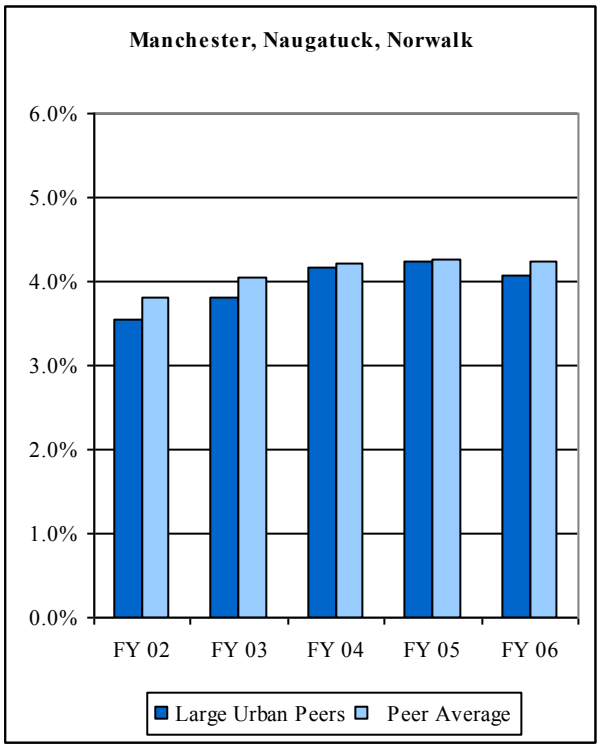
Source: IPEDS Data

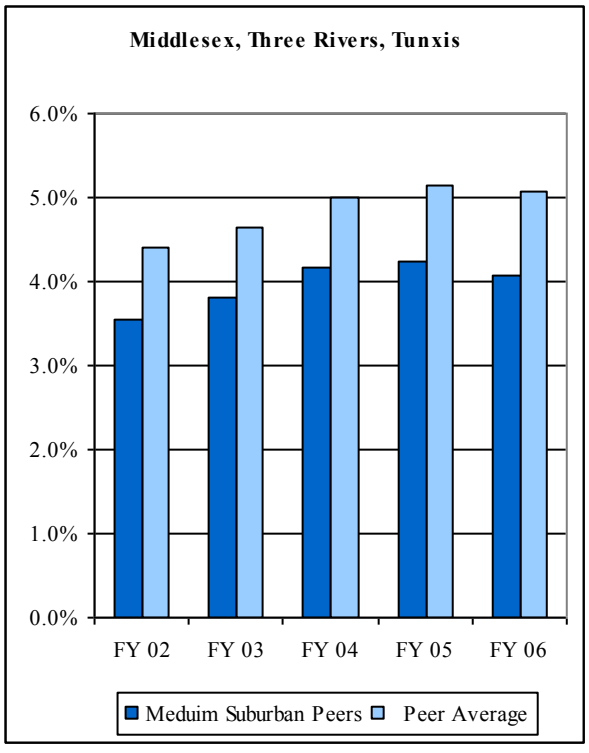
REAL PRICE TO STUDENTS

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.

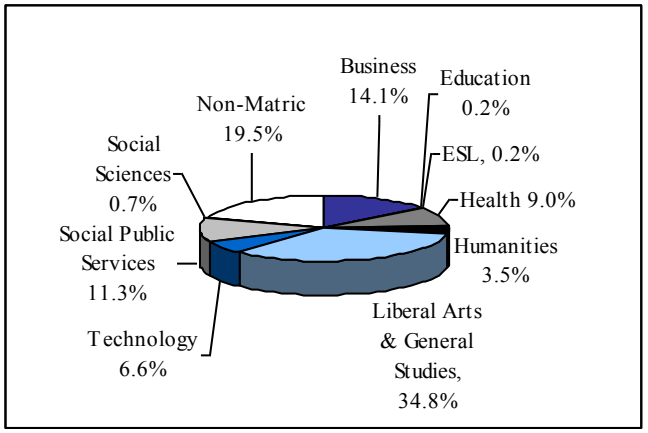
Performance Improvement Goal

For the System, the performance goal is to meet or exceed an enrollment target of 42,000 students each Fall semester.

Data Analysis

In the Fall of 2007, as a system, 45.7% of all Community College students were enrolled in occupational programs. Liberal Arts and Sciences and General Studies programs accounted for an additional 34.8% of all Community College students, and the remaining 19.5% of the students were not enrolled in a specific degree or certificate program.

Fall 2007 Enrollment by Program Area



In total for the Fall of 2007, 48,434 credit students enrolled in Connecticut Community Colleges representing an increase of 7.3% since the Fall of 2003. As a percentage, the largest growth from Fall 2003 to Fall 2007 occurred in Humanities/Art/Communication at 41.3%. Leading this area of growth was Norwalk CC (201.1%), Naugatuck Valley CC (56.4%), and Manchester CC (52.1%). Social & Public Service also experienced significant growth at 28.8%, led by Capital CC (62.9%), Manchester CC (80.5%) and Middlesex CC (67.4%). Finally, Health/Life Science experienced excellent growth at 19.4%, with Gateway CC (52.5%), Manchester CC (34.02%), and Norwalk CC (28.2%) contributing to the increase. Details by campus can be found in the Appendix.

Enrollment in programs that support state-wide workforce shortage areas is monitored closely. Over the past five years, enrollment in Nursing programs has increased by 38.9% and enrollment in Science/Engineering/Technology programs has decreased by 5.0%.

Community College System

Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	6,284	6,337	6,323	6,446	6,849	9.0%
Education	156	101	120	98	109	-30.1%
ESL	107	110	110	117	100	-6.5%
Health/Life Science	3,670	3,961	4,155	4,296	4,383	19.4%
Humanities/Art/Communications	1,198	1,293	1,433	1,572	1,693	41.3%
Liberal Arts & General Studies	14,705	15,970	16,237	16,404	16,857	14.6%
Science/Engineering/Technology	3,041	2,865	2,938	3,000	3,194	5.0%
Social & Public Services	4,254	4,628	4,881	5,055	5,479	28.8%
Social Sciences	305	320	372	363	323	5.9%
Non-Matriculated	11,440	10,158	9,658	9,138	9,447	-17.4%
Total	**45,160**	**45,743**	**46,227**	**46,489**	**48,434**	**7.2%**

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

For the System, the performance improvement goal is to award 4,000 degrees and certificates annually.

Data Analysis

During the 2006-2007 academic year, the Community Colleges awarded 4,659 degrees and certificates, an increase of 11.6% since 2003.

Occupational programs accounted for 70.1% of all awards; followed by 20.8% in Business programs, Health/Life Science programs with 20.6%, Social and Public Service programs with 13.7% and Science, Engineering and Technology programs with 8.7%. Humanities, Arts, Communications, Social Sciences and Education accounted for the remaining 6.6% of degrees and certificates awarded. Degrees in Health/Life Science grew by 35.5% over the last five years with Nursing up 64%. Leading the growth in Health/Life Science was Capital CC (117.7%), Naugatuck Valley CC (38.8%), and Three Rivers CC (59.6%). Degrees conferred in Science/ Engineering/Technology, however, declined by 28.2% since Fall 2003. This decline was led by Gateway CC (-23.7%), Naugatuck Valley CC (-51.6%), and Norwalk CC (-66.7%).

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.

CTC Key Workforce Areas

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change 2003-07
Nursing	225	213	285	333	369	64.0%
All Other Allied Health	444	510	597	526	596	34.2%
Science/Engineering/Technology	567	548	421	443	407	-28.2%

Source: DOL Grant Data

Program Area	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
Business	945	960	951	966	967	2.3%
Education	2	3	14	22	25	1150.0%
Health/Life Science	705	736	863	864	955	35.5%
Humanities/Arts/Communications	164	184	193	172	204	24.4%
Liberal Arts & General Studies	1,181	1,202	1,298	1,305	1,375	16.4%
Science/Engineering/Technology	567	548	421	443	407	-28.2%
Social & Public Services	565	531	581	603	637	12.7%
Social Sciences	46	59	57	64	89	93.5%
Total	**4,175**	**4,223**	**4,378**	**4,439**	**4,659**	**11.6%**

Source: IPEDS Data

DEGREES CONFERRED BY CREDIT PROGRAM

Small Rural Institution—Asnuntuck						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	82	64	62	67	107	30.5%
Education	-	-	-	-	-	
Health/Life Science	15	19	10	11	8	-46.7%
Humanities/Arts/Communications	-	2	-	-	-	
Liberal Arts & General Studies	91	77	64	68	70	-23.1%
Science/Engineering/Technology	53	23	25	57	52	-1.9%
Social & Public Services	33	22	19	23	38	15.2%
Social Sciences	-	-	-	-	-	
Total	**274**	**207**	**180**	**226**	**275**	**0.4%**

Small Rural Institution—Northwestern Connecticut						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	40	21	24	15	19	-52.5%
Education	-	-	1	1	1	
Health/Life Science	49	43	38	32	32	-34.7%
Humanities/Arts/Communications	35	29	38	27	31	-11.4%
Liberal Arts & General Studies	32	24	32	34	44	37.5%
Science/Engineering/Technology	6	15	8	15	14	133.3%
Social & Public Services	28	29	19	18	25	-10.7%
Social Sciences	-	-	-	-	-	
Total	**190**	**161**	**160**	**142**	**166**	**-12.6%**

Small Rural Institution—Quinebaug Valley						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	38	38	30	33	41	7.9%
Education	-	-	-	-	-	
Health/Life Science	25	33	45	35	43	72.0%
Humanities/Arts/Communications	9	6	9	10	14	55.6%
Liberal Arts & General Studies	76	71	91	106	98	28.9%
Science/Engineering/Technology	13	26	11	17	22	69.2%
Social & Public Services	-	-	-	-	2	
Social Sciences	-	-	-	-	-	
Total	**161**	**174**	**186**	**201**	**220**	**36.6%**

DEGREES CONFERRED BY CREDIT PROGRAM

Medium Urban Institution—Capital						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	48	48	54	70	59	22.9%
Education	-	-	-	-	-	
Health/Life Science	111	95	123	122	120	8.1%
Humanities/Arts/Communications	-	4	-	-	-	
Liberal Arts & General Studies	29	57	60	73	71	144.8%
Science/Engineering/Technology	17	16	14	4	9	-47.1%
Social & Public Services	31	37	60	57	46	48.4%
Social Sciences	-	-	-	-	-	
Total	**236**	**257**	**311**	**326**	**305**	**29.2%**

Medium Urban Institution—Gateway						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	83	88	78	86	76	-8.4%
Education	2	3	6	7	4	100.0%
Health/Life Science	79	119	163	165	172	117.7%
Humanities/Arts/Communications	4	4	5	5	3	-25.0%
Liberal Arts & General Studies	117	128	123	154	172	47.0%
Science/Engineering/Technology	114	120	78	99	87	-23.7%
Social & Public Services	64	51	76	70	46	-28.1%
Social Sciences	-	-	-	-	-	
Total	**463**	**513**	**529**	**586**	**560**	**21.0%**

Medium Urban Institution—Housatonic						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	121	128	126	104	96	-20.7%
Education	-	-	-	-	-	
Health/Life Science	41	57	57	59	61	48.8%
Humanities/Arts/Communications	19	22	14	26	24	26.3%
Liberal Arts & General Studies	93	118	114	114	125	34.4%
Science/Engineering/Technology	2	3	-	1	1	-50.0%
Social & Public Services	95	85	80	70	77	-18.9%
Social Sciences	-	-	-	-	-	
Total	**371**	**413**	**391**	**374**	**384**	**3.5%**

DEGREES CONFERRED BY CREDIT PROGRAM

Large Urban Institution—Manchester						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	108	109	103	107	104	-3.7%
Education	-	-	-	10	12	
Health/Life Science	53	46	59	56	71	34.0%
Humanities/Arts/Communications	41	40	37	41	42	2.4%
Liberal Arts & General Studies	192	190	218	210	226	17.7%
Science/Engineering/Technology	24	33	34	38	23	-4.2%
Social & Public Services	120	84	115	146	163	35.8%
Social Sciences	13	28	20	24	26	100.0%
Total	**551**	**530**	**586**	**632**	**667**	**21.1%**

Large Urban Institution—Naugatuck Valley						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	70	86	77	101	77	10.0%
Education	-	-	-	1	-	
Health/Life Science	116	104	138	141	161	38.8%
Humanities/Arts/Communications	26	15	40	21	29	11.5%
Liberal Arts & General Studies	100	93	103	115	133	33.0%
Science/Engineering/Technology	153	132	113	81	74	-51.6%
Social & Public Services	58	57	47	50	53	-8.6%
Social Sciences	16	16	18	23	37	131.3%
Total	**539**	**503**	**536**	**533**	**564**	**4.6%**

Large Urban Institution—Norwalk						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	100	139	155	146	143	43.0%
Education	-	-	-	-	-	
Health/Life Science	42	73	50	62	75	78.6%
Humanities/Arts/Communications	1	11	10	14	28	2700.0%
Liberal Arts & General Studies	141	159	170	149	132	-6.4%
Science/Engineering/Technology	75	53	56	42	25	-66.7%
Social & Public Services	58	72	63	59	84	44.8%
Social Sciences	17	15	19	17	26	52.9%
Total	**434**	**522**	**523**	**489**	**513**	**18.2%**

DEGREES CONFERRED BY CREDIT PROGRAM

Medium Suburban Institution—Middlesex						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	54	48	50	50	39	-27.8%
Education	-	-	7	3	8	
Health/Life Science	40	42	51	48	54	35.0%
Humanities/Arts/Communications	9	15	12	7	7	-22.2%
Liberal Arts & General Studies	79	80	78	69	84	6.3%
Science/Engineering/Technology	26	19	16	13	10	-61.5%
Social & Public Services	8	9	8	10	18	125.0%
Social Sciences	-	-	-	-	-	
Total	**216**	**213**	**222**	**200**	**220**	**1.9%**

Medium Suburban Institution—Three Rivers						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	57	62	67	50	69	21.1%
Education	-	-	-	-	-	
Health/Life Science	57	42	60	84	91	59.6%
Humanities/Arts/Communications	-	2	6	-	1	
Liberal Arts & General Studies	165	146	172	132	158	-4.2%
Science/Engineering/Technology	73	100	62	71	89	21.9%
Social & Public Services	31	45	34	37	32	3.2%
Social Sciences	-	-	-	-	-	
Total	**383**	**397**	**401**	**374**	**440**	**14.9%**

Medium Suburban Institution—Tunxis						
Program Area	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change FY 2003-07**
Business	144	129	125	137	137	-4.9%
Education	-	-	-	-	-	
Health/Life Science	77	63	69	49	67	-13.0%
Humanities/Arts/Communications	20	34	22	21	25	25.0%
Liberal Arts & General Studies	66	59	73	81	62	-6.1%
Science/Engineering/Technology	11	8	4	5	1	-90.9%
Social & Public Services	39	40	60	63	53	35.9%
Social Sciences	-	-	-	-	-	
Total	**357**	**333**	**353**	**356**	**345**	**-3.4%**

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 (2005-2006), there were 2,804 graduates (unduplicated count) from credit occupational programs; 2,186 were employed in Connecticut at the time of graduation (78%) and 2,021 of these workers were retained 6 months later (92%). Six Community Colleges were reported to have employment rates of greater than 80%. They are as follows: Northwestern CC (83%), Capital CC (80%), Gateway CC (85%), Housatonic CC (85%), Middlesex CC (87%), and Tunxis CC (81%). 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

	2002	%	2003	%	2004	%	2005	%	2006	%
CC System										
Graduated	2,641		2,930		3,076		3,093		2,804	
Employed	2,254	85%	2,531	86%	2,644	86%	2,421	78%	2,186	78%
Retained	2,153	96%	2,434	96%	2,521	95%	2,250	93%	2,021	92%
Small Rural										
Asnuntuck CC										
Graduated	102		168		130		116		113	
Employed	79	77%	134	80%	105	81%	87	75%	71	63%
Retained	75	95%	128	96%	103	98%	74	85%	68	96%
Northwestern CC										
Graduated	121		144		137		128		95	
Employed	105	87%	130	90%	120	88%	96	75%	79	83%
Retained	97	92%	126	97%	117	98%	92	96%	69	87%
Quinebaug CC										
Graduated	84		80		103		94		79	
Employed	69	82%	61	76%	74	72%	64	68%	54	68%
Retained	61	88%	57	93%	66	89%	60	94%	46	85%

WORKFORCE PREPARATION

Employed in CT Following Graduation and Retained in Employment Six Months Thereafter	2002	%	2003	%	2004	%	2005	%	2006	%
Medium Urban										
Capital CC										
Graduated	238		216		209		255		247	
Employed	218	92%	187	87%	180	86%	209	82%	197	80%
Retained	212	97%	179	96%	168	93%	198	95%	188	95%
Gateway CC										
Graduated	309		335		386		402		397	
Employed	257	83%	294	88%	325	84%	328	82%	338	85%
Retained	242	94%	284	97%	316	97%	312	95%	321	95%
Housatonic CC										
Graduated	220		274		293		277		247	
Employed	187	85%	241	88%	250	85%	214	77%	210	85%
Retained	180	96%	232	96%	248	99%	200	93%	190	90%
Large Urban										
Manchester CC										
Graduated	326		363		347		369		368	
Employed	282	87%	319	88%	286	82%	296	80%	281	76%
Retained	273	97%	307	96%	275	96%	273	92%	256	91%
Naugatuck Valley CC										
Graduated	365		429		429		432		375	
Employed	329	90%	378	88%	410	96%	349	81%	282	75%
Retained	312	95%	370	98%	367	90%	327	94%	268	95%
Norwalk CC										
Graduated	262		287		377		357		299	
Employed	186	71%	217	76%	308	82%	243	68%	199	67%
Retained	175	94%	202	93%	291	94%	220	91%	179	90%
Medium Suburban										
Middlesex CC										
Graduated	150		131		132		142		123	
Employed	129	86%	123	94%	113	86%	111	78%	107	87%
Retained	123	95%	116	94%	109	96%	104	94%	103	96%
Three Rivers CC										
Graduated	207		212		251		230		223	
Employed	180	87%	179	84%	221	88%	179	78%	175	78%
Retained	175	97%	172	96%	215	97%	159	89%	155	89%
Tunxis CC										
Graduated	257		291		282		291		238	
Employed	233	91%	268	92%	252	89%	245	84%	193	81%
Retained	228	98%	261	97%	246	98%	231	94%	178	92%

Source: CT Department of Labor

NON-CREDIT REGISTRATIONS

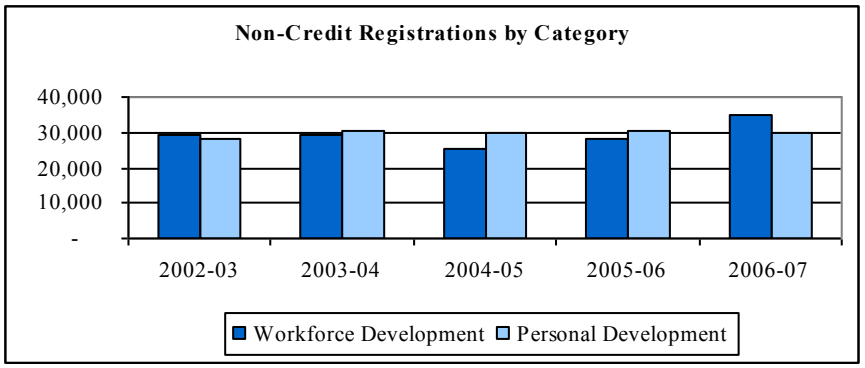
Common Core Performance Indicator

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 2006-07, the Community Colleges reported 64,713 non-credit registrations for the two major categories which amounts to a 13.28% increase from 2002-03. Quinebaug Valley CC and Tunxis CC contributed to this growth with percentage increases of 100.51% and 191.06%, respectively, for this period.

	Non-Credit Registrations					
	2002-03	2003-04	2004-05	2005-06	2006-07	% Change 2003-07
Small Rural						
Asnuntuck CC	1,409	1,294	1,250	1,492	1,632	15.83%
Northwestern Connecticut CC	2,235	2,274	1,968	1,902	2,036	-8.90%
Quinebaug Valley CC	2,965	2,145	3,895	4,837	5,945	100.51%
Medium Urban						
Capital CC	4,872	6,001	5,651	4,915	5,628	15.52%
Housatonic CC	3,931	4,545	4,598	5,075	4,331	10.18%
Gateway CC	1,374	1,282	954	743	678	-50.66%
Large Urban						
Manchester CC	9,960	10,039	9,115	10,435	10,856	9.00%
Naugatuck Valley CC	8,191	7,186	6,272	6,302	5,997	-26.79%
Norwalk CC	11,939	13,050	10,667	10,783	9,089	-23.87%
Medium Suburban						
Middlesex CC	2,549	4,613	2,494	2,239	2,477	-2.82%
Three Rivers CC	3,622	4,069	4,712	4,719	4,166	15.02%
Tunxis CC	4,081	3,529	3,585	5,233	11,878	191.06%
CTC Total	**57,128**	**60,027**	**55,161**	**58,675**	**64,713**	**13.28%**

Source: CTC 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

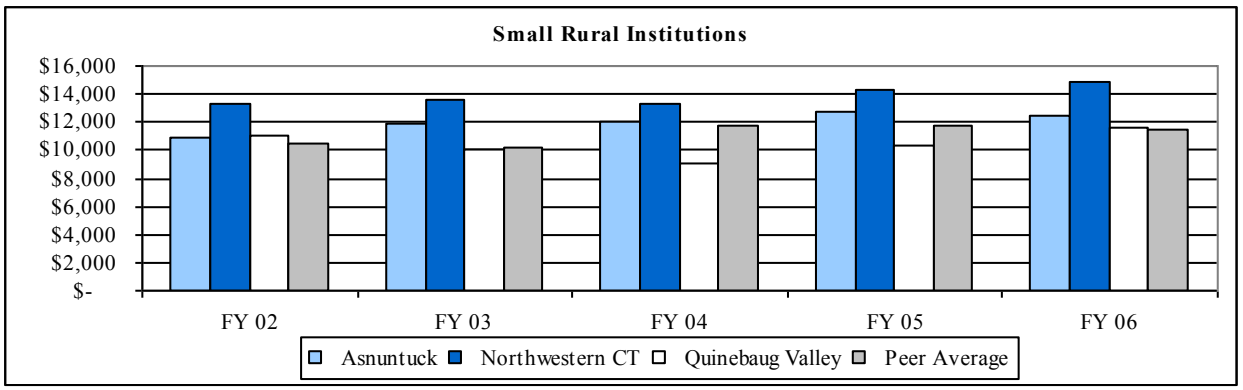
As shown in the table below, CTC cost per student has consistently been higher than that of its peers for the last five years. However, the percent change indicate that the gap has been closing. From FY 2002 to FY 2006, total CTC cost per student has grown by 10.1% while their peers have grown by 16%. On an individual college level, only three of twelve schools rate of growth for cost per student exceeded that of their respective peer group.

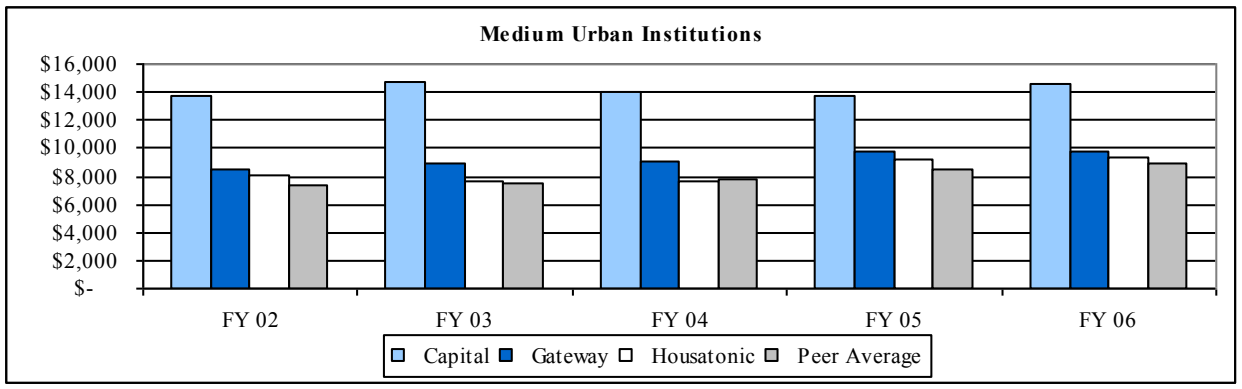
Peer group FTE Enrollment and Expenditures have risen significantly in FY 2006 versus FY 2004 and FY 2005. The system cites inaccurate and incomplete (or no) reporting by some peer institutions in past years as one reason. The other is that four new peer institutions have replaced four that, for various reasons, were no longer comparable.

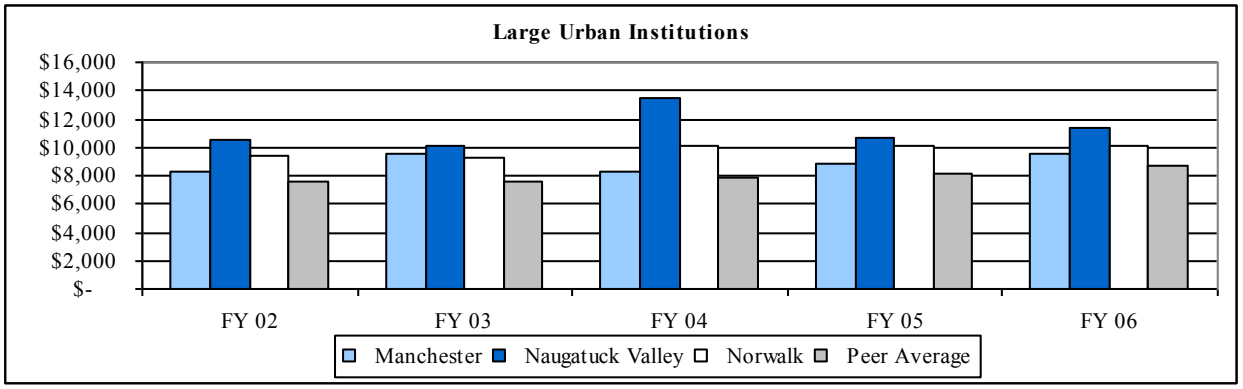
Real Cost Per Student						
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change 2002-06
Community Colleges						
Fall FTE Enrollment	24,100	24,700	25,780	26,332	26,716	10.9%
E & G Expenditures (in $millions)	$236.3	$245.0	$247.6	$274.7	$288.4	22.1%
E & G Cost Per FTE Student	**$9,805**	**$9,920**	**$9,605**	**$10,432**	**$10,796**	**10.1%**
Peer Average						
Fall FTE Enrollment	35,102	46,939	39,652	39,395	58,658	67.1%
E & G Expenditures (in $millions)	$279.8	$382.1	$333.2	$351.5	$542.4	93.9%
E & G Cost Per FTE Student	**$7,971**	**$8,141**	**$8,403**	**$8,923**	**$9,248**	**16.0%**

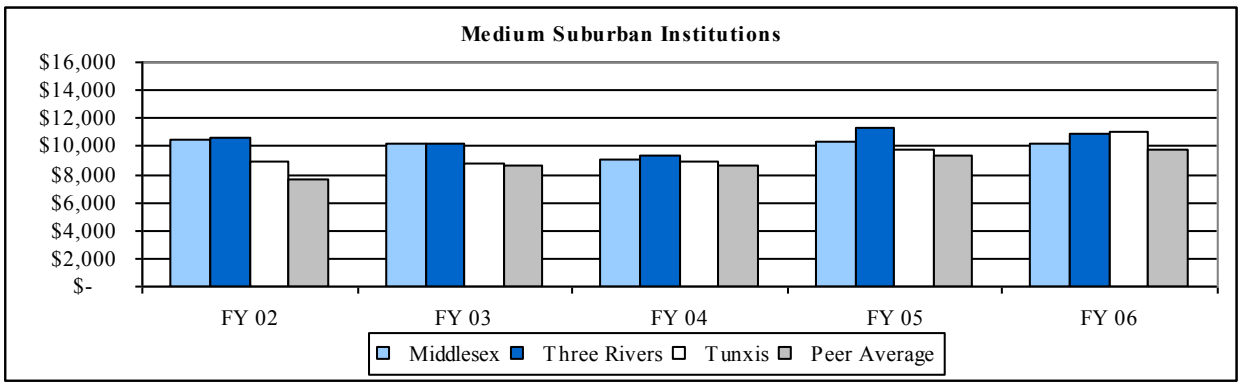
Source: IPEDS Data and Banner Data Extracts

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 2006 and returned one year later, Fall 2007) is 59%. The retention rate is slightly larger for the system's three large urban institutions with an average of 62%. System rates have remained relatively consistent over the last five years; ranging between 58% and 59%.

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

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Peer Average Fall 2005
Small Rural						
Asnuntuck	57%	63%	57%	57%	56%	55%
Northwestern Connecticut	64%	63%	58%	59%	58%	55%
Quinebaug Valley	54%	57%	60%	58%	56%	55%
Medium Urban						
Capital	61%	55%	64%	57%	57%	54%
Gateway	48%	50%	53%	50%	55%	54%
Housatonic	58%	61%	58%	60%	55%	54%
Large Urban						
Manchester	66%	65%	63%	61%	61%	59%
Naugatuck Valley	62%	55%	57%	56%	60%	59%
Norwalk	56%	65%	61%	60%	65%	59%
Medium Suburban						
Middlesex	53%	57%	55%	59%	54%	58%
Three Rivers	57%	59%	57%	58%	52%	58%
Tunxis	56%	59%	58%	62%	69%	58%
CTC Total	**58%**	**58%**	**59%**	**58%**	**59%**	**56%**

System level minority rates for the Fall 2006 cohort were consistent with the total. Tunxis CC and Norwalk CC reported the highest minority retention rates at 71% and 64% respectively. Eleven of twelve Community Colleges exceeded their peer average for the Fall 2005 cohort, the last year of available comparative data.

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

Cohort	All Students	White	Black	Hispanic	Asian American	Native American	Total Minority
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%
Fall 2002	58%	61%	53%	53%	70%	50%	54%

Source: CTC Institutional Research

RETENTION RATE

Retention Rates of First-Time, Full-Time Degree and Certificate Seeking Freshman Students By CTC							
	All Students	White	Black	Hispanic	Asian American	Native American	Total Minority
Small Rural							
Asnuntuck CC							
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%
Fall 2002	57%	63%	25%	0%	0%	NA	15%
Northwestern CT CC							
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%
Fall 2002	64%	65%	0%	56%	100%	NA	62%
Quinebaug Valley CC							
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%
Fall 2002	54%	56%	NA	50%	50%	67%	52%
Medium Urban							
Capital CC							
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%
Fall 2002	61%	70%	61%	54%	78%	0%	59%
Gateway CC							
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%
Fall 2002	48%	56%	38%	41%	67%	50%	41%
Housatonic CC							
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%
Fall 2002	58%	59%	58%	61%	60%	NA	60%
Large Urban							
Manchester							
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%
Fall 2002	66%	67%	66%	55%	89%	50%	63%

RETENTION RATE

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

	All Students	White	Black	Hispanic	Asian American	Native American	Total Minority
Naugatuck Valley CC							
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%
Fall 2002	62%	72%	54%	57%	80%	NA	58%
Norwalk CT CC							
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%
Fall 2002	56%	59%	45%	42%	59%	75%	46%
Medium Suburban							
Middlesex CC							
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%
Fall 2002	53%	50%	57%	53%	75%	NA	57%
Three Rivers CC							
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%
Fall 2002	57%	59%	44%	67%	43%	25%	51%
Tunxis CC							
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%
Fall 2002	56%	59%	29%	55%	57%	50%	48%

Source: CTC Institutional Research

GRADUATION RATE

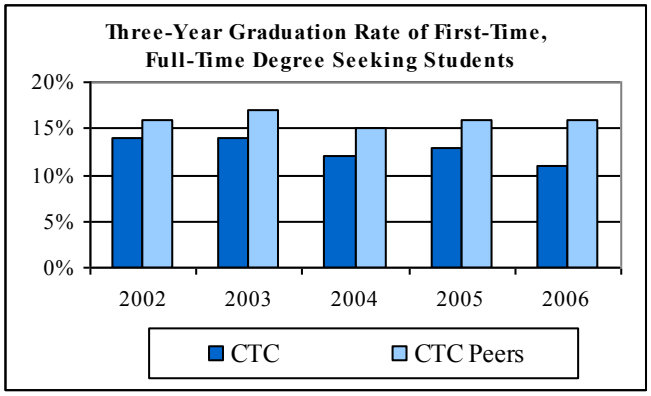
Common Core Performance Indicator

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

Included in this measure are the three-year graduation rates for cohorts of first-time, full-time degree or certificate seeking credit students who entered a community college in the fall. The Fall 2003 cohort represents 4,401 students or 9.8% of the total students enrolled for credit at Connecticut's community colleges. The overall 11% graduation rate is less than the 16% rate for all peers combined, and less than the 24% national average reported by the American Association of Community Colleges.



At the community college level, Asnuntuck CC has consistently maintained the highest graduation rate in the state with a Fall 2003 cohort rate of 26%. Quinebaug Valley CC is also noteworthy at 17% for Fall 2003 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
CTC System								
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%
Fall 1999	2002	14%	15%	11%	10%	20%	5%	11%
CTC System Peers								
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%
Fall 1999	2002	16%	21%	7%	6%	14%	14%	8%

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 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
Fall 1999	2002	27%	28%	NA	NA	NA	NA	NA
Northwestern CT								
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
Fall 1999	2002	14%	14%	NA	NA	NA	NA	NA
Quinebaug Valley								
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%
Fall 1999	2002	13%	15%	NA	NA	NA	NA	NA
Small Rural Peers								
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%
Fall 1999	2002	17%	18%	18%	0%	14%	NA	14%
Medium Urban								
Capital								
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%
Fall 1999	2002	27%	36%	21%	16%	NA	NA	22%
Gateway								
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%
Fall 1999	2002	16%	21%	9%	16%	NA	NA	10%
Housatonic								
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%
Fall 1999	2002	14%	15%	18%	4%	NA	NA	9%

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 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%
Fall 1999	2002	11%	16%	7%	6%	14%	29%	8%
Large Urban								
Manchester								
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%
Fall 1999	2002	14%	14%	9%	12%	25%	NA	12%
Naugatuck Valley								
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%
Fall 1999	2002	10%	11%	6%	11%	NA	NA	10%
Norwalk								
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%
Fall 1999	2002	8%	6%	0%	10%	NA	NA	4%
Large Urban Peers								
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%
Fall 1999	2002	20%	23%	10%	5%	19%	14%	9%
Medium Suburban								
Middlesex								
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%
Fall 1999	2002	16%	12%	NA	NA	NA	NA	26%

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 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%
Fall 1999	2002	14%	15%	13%	NA	NA	NA	6%
Tunxis								
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%
Fall 1999	2002	10%	12%	NA	0%	NA	NA	6%
Medium Suburban Peers								
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%
Fall 1999	2002	33%	34%	25%	10%	NA	27%	22%

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 2007, 48,834 credit students enrolled in Connecticut Community Colleges. From this group, 16,940 new and transfer students were surveyed about their current educational goals, and 4,411 responded (26%). 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, 58.3% are enrolled to obtain an Associate Degree or Certificate and 41.7% are enrolled for other reasons. This is up from the Fall 2003 survey where 55.2% of surveyed students indicated they were enrolled to obtain an Associate Degree or Certificate. Of those students enrolled in community colleges for other reasons, 7.1% of respondents indicated they enrolled for Job Preparation/Retraining or Job Promotion.

Community College Student Goals	2003	2004	2005	2006	2007
Associate Degree	27.3%	26.6%	27.8%	27.4%	26.1%
Transfer with an Associate Degree	21.1%	23.4%	22.1%	24.1%	25.7%
Fulfill another college's requirement(s)	10.9%	9.7%	9.9%	10.3%	10.7%
Certificate	6.8%	6.5%	6.3%	6.7%	6.5%
Transfer without an Associate Degree	3.8%	4.6%	5.2%	5.2%	6.0%
Job preparation/retraining course	6.9%	6.2%	4.8%	4.3%	4.8%
Unsure at this time	3.4%	3.5%	3.7%	4.1%	4.4%
Other goal	4.6%	4.6%	4.5%	4.0%	3.4%
Multiple Responses or Missing Data	3.1%	5.2%	5.7%	4.0%	3.7%
Personal development course(s)	4.7%	3.5%	3.9%	3.5%	2.5%
Improve English skills/proficiency	2.6%	2.0%	2.5%	2.5%	2.3%
Job promotion	2.5%	2.5%	2.2%	2.1%	2.3%
Developmental (college prep) education	2.3%	1.8%	1.6%	1.8%	1.5%
Goals Achieved	**91.5%**	**92.5%**	**94.6%**	**93.4%**	**N/A**

Source: CTC Annual Survey

Board of Governors
for Higher Education

Board for State Academic Awards

Board for State Academic Awards

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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; develop valid and reliable tests and other methods to evaluate and assess experiential and extra collegiate learning as alternatives to classroom study; provide access to educationally sound learning through a variety of means including video-, computer- and other electronically-mediated technologies; inform and guide the public about opportunities for earning credentials by alternative means; provide testing and credit banking services, and information regarding such services, to the public; extend 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 encourage innovation in meeting the needs of adult learners and to serve as an advocate for adult learners in higher education.

The primary mission of the CTDLC 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 CTDLE 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

Ninety-five percent of graduates rated themselves as very well or adequately prepared for employment as a result of earning a degree at COSC, and almost 100% reported that their education enhanced their analytical and communication skills. Minority enrollment at the college continues to be on par or 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 its self-supporting, fee-based distance education courses have grown significantly, up over 140% over the last five years. Over 95% of COSC graduates who entered employment in Connecticut after graduation were retained six months later. The college exceeded its retention rate goal for the first time since 2004 by reaching 87%. Six-year graduation rates average about 54% for bachelor's degree candidates, and three-year rates for those seeking associate's degrees average 52%. 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 143% to 2,286. In 2006-07, enrollments in workforce developed courses reached almost 5,700.

Board of Governors
for Higher Education

Charter Oak State College

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

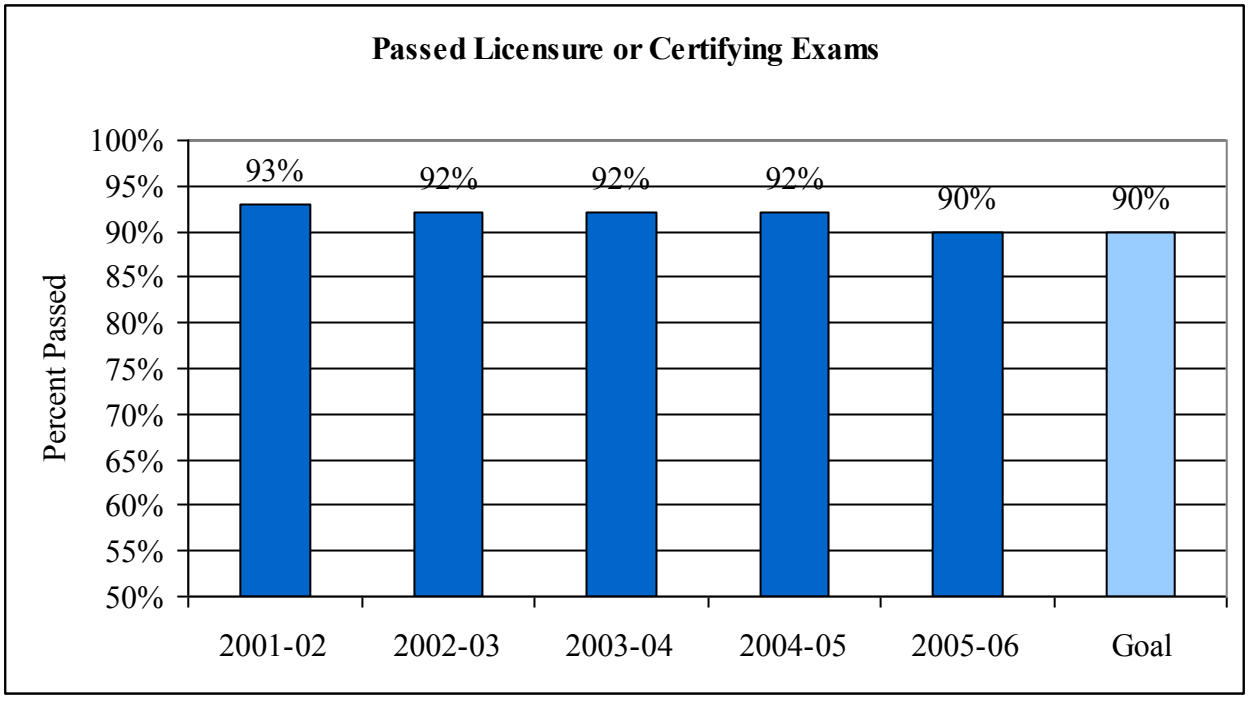
Common Core Performance Indicator

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

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.



Source: COSC Alumni Survey

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.

GRADUATE PREPAREDNESS FOR EMPLOYMENT

Performance Indicator

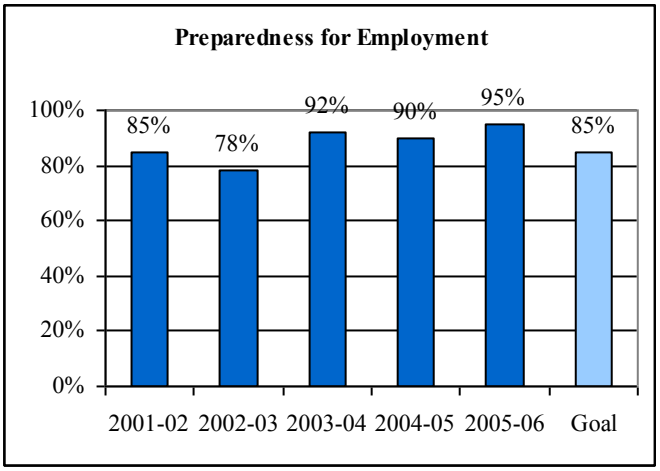
Graduate preparedness for employment. (Graduate self-reporting on knowledge and skills; graduate report on career advancement.)

Performance Improvement Goal
By 2006, 85% of COSC graduates will rate themselves as "very well" or "well" prepared for employment.

Data Analysis

COSC uses responses to two questions taken from an annual graduate survey to gauge graduate preparedness for employment nine 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
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%
2001-02	40%	23%	35%	23%	15%	4%

Totals may equal more than 100% because a graduate may report more than one positive change in employment.

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.)

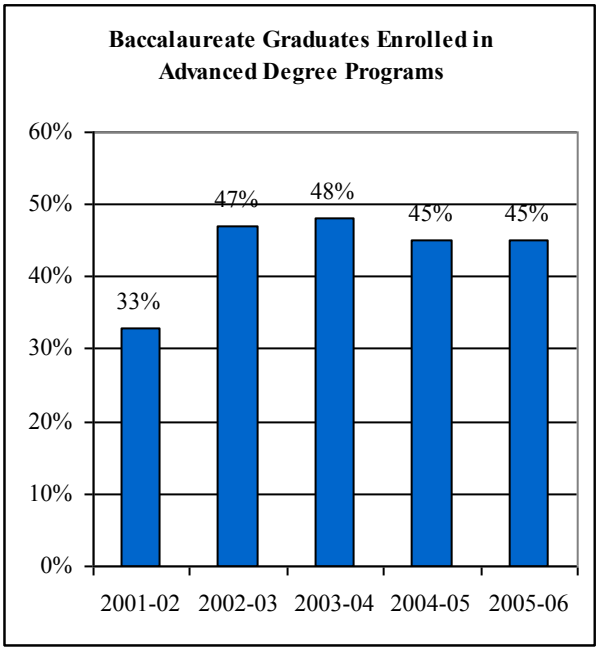
Data Analysis

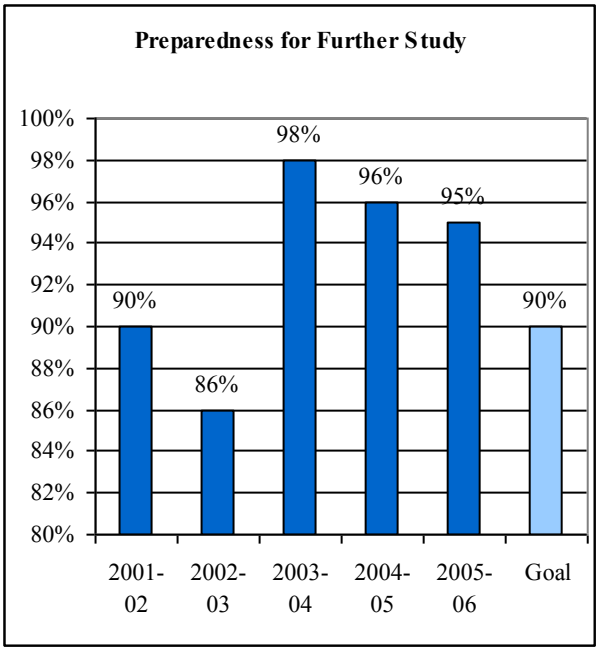
On the annual graduate survey, COSC graduates were asked, "*If you have enrolled in another college, how well did the degree program you completed at Charter Oak prepare you for your present area of study?"* Over the five years reported, an average of 93% percent responded "well" or "very well."

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.

Performance Improvement Goal
By 2006, 90% of students surveyed will rate their preparedness for further study as "very well" or "well."





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.

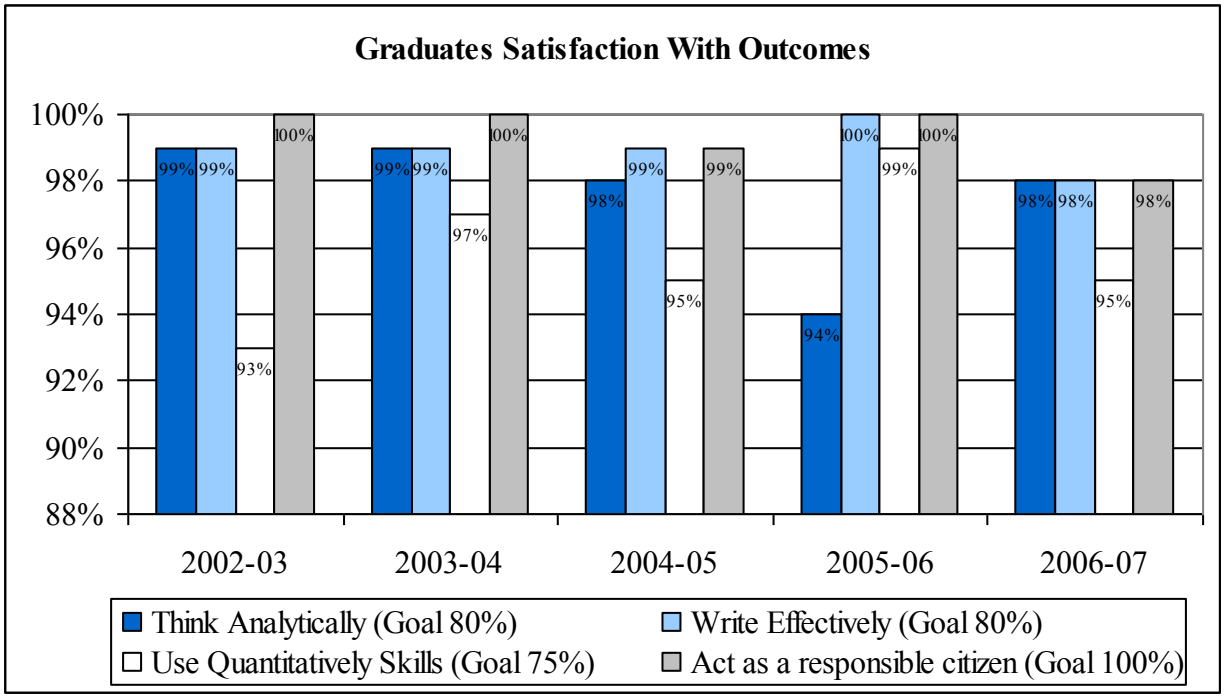
Performance Improvement Goal

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 98% 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

Current comparable data on graduate 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.

MINORITY ENROLLMENT

Common Core Performance Indicator

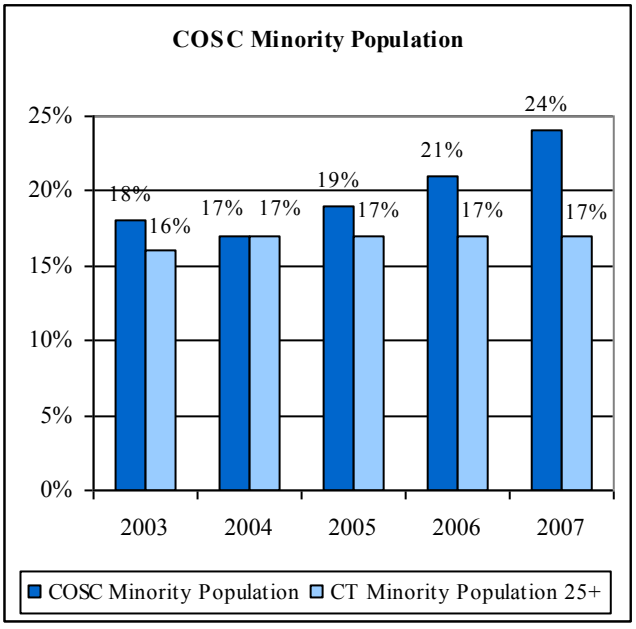
The proportion of students of color (Black, Hispanic, Asian American, and Native American) enrolled in the Charter Oak State College compared to the proportion in the state population, 25 years of age and older with some college and no degree.

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 2006-07, minority enrollment of African American, Hispanic, Asian and Native American populations at Charter Oak represented 24%, 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

	2003	2004	2005	2006	2007	% Change 2003-07
Black						
COSC	10.0%	10.0%	10.0%	11.0%	14.0%	4.0%
CT Population Black	9.0%	8.0%	8.0%	8.0%	8.0%	
Hispanic						
COSC	4.0%	4.0%	6.0%	6.0%	7.0%	3.0%
CT Population Hispanic	6.0%	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	1.0%	2.0%	2.0%	2.0%	2.0%	
Native American						
COSC	2.0%	1.0%	1.0%	1.0%	1.0%	-1.0%
CT Population Native American	0.3%	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

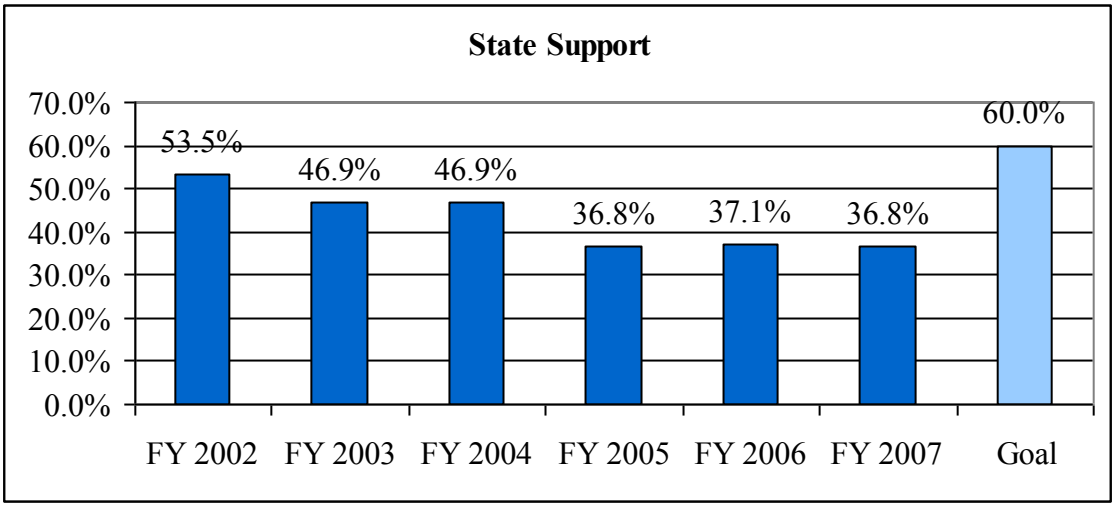
The total state appropriations, including general fund fringe benefits and state support for student financial aid, as a percent of total education and general expenditures including capital equipment purchased with bond funds.

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

Data Analysis

From FY 2002 through FY 2007, state support of the COSC operating budget decreased from 53.5% to 37%. 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.

Current comparable data on operating expenditures from state support 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.



	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Average
State Support	$1.83	$1.98	$2.10	$2.30	$2.58	2.16%
E & G	$3.42	$4.22	$5.70	$6.20	$7.02	5.41%
Percent	**53.5%**	**46.9%**	**36.8%**	**37.1%**	**36.8%**	**40.91%**

Source: COSC Financial Reports.

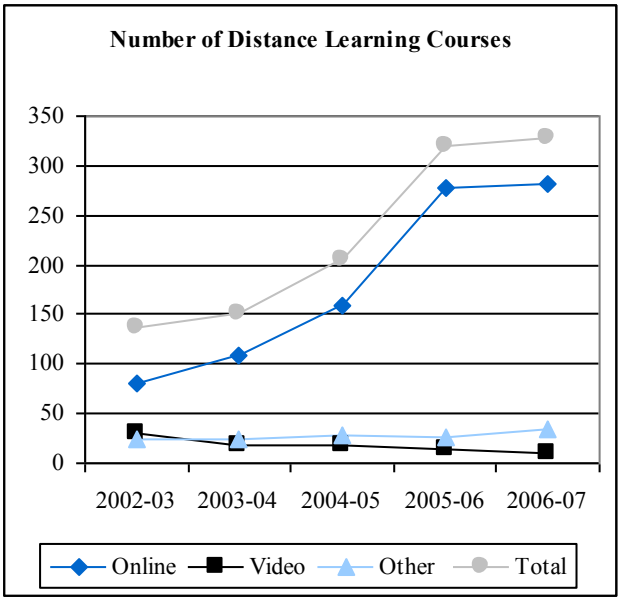
DISTANCE EDUCATION OPPORTUNITIES

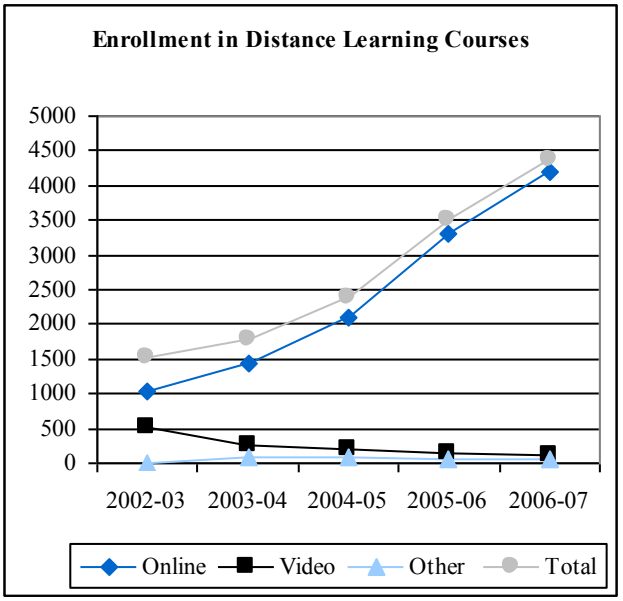
Performance Indicator

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 Institutional 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 328 courses and enrolled 4,368 students. The college continues to be the largest public institution provider of distance learning courses. In 2006-07, COSC offered 21% of the distance learning courses in the state system (13% of the total in Connecticut) and enrolls 15% of students taking online courses in the state system (10% of the total in Connecticut).

WORFORCE PREPARATION

Performance Indicator

What are the employment outcomes for Charter Oak graduates?

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

Data Analysis

Due to a sharp increase in the number of out-of-state students served by Charter Oak from 2004 through 2006, the percentage of graduates employed in Connecticut has fallen from 45 percent to 21 percent. In terms of absolute numbers, 188 graduates were employed in Connecticut in the first quarter after graduation and, of those, 179 were retained six months later. This is down considerably from the two prior years in which well over 200 graduates were employed in-state and over 90 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

	2004	%	2005	%	2006	%
COSC						
Graduated	505		518		696	
Employed	226	45%	211	41%	188	27%
Retained	210	93%	197	93%	179	95%

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 has experienced healthy growth over the last three years with 137 students enrolled in 2007. Enrollments in the one-module Home Health Care program developed jointly with the Connecticut League of Nursing declined to just one student. The three module Pharmacist Refresher program enrolled 62 pharmacists in 2007, an increase of 148% since its inception in 2004. 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.

Enrollment*	2002-03	2003-04	2004-05	2005-06	2006-07	Total	Completed Program to Date**
RN Refresher (3 modules)	54	45	139	123	137	526	163
LPN Refresher (3 modules)	15	7	3	9	10	44	16
Home Health Care (1 module)	NA	10	4	7	1	22	16
Pharmacy Refresher (3 modules)	NA	25	34	58	62	179	8

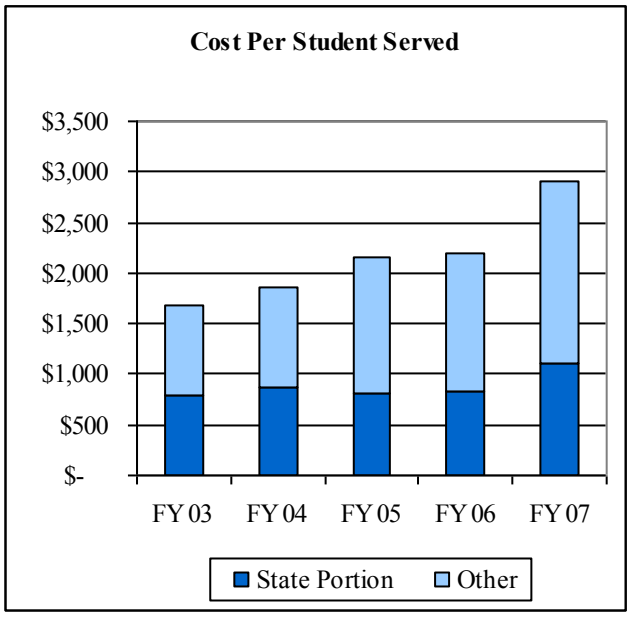
**All enrollments in above table are duplicated headcount*
***Students often take more than one year to complete these modules. Unduplicated headcount (over 5 years).*

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 2003 to FY 2007, the cost per student served at Charter Oak State College increased 72.5%, from $1,682 to $2,902. The one year increase from FY 2006 alone was over 32%.

From FY 2006 to FY 2007, cost per student served increased 32% from $2,198 to $2,902. This increase was driven by an operating expanse increase and the expiration to the agreement with Bridgepoint Education which added a significant number of out-of-state students in previous years.

Current comparable data on expenditures per student 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.

Real Cost Per Student						
	FY 2003	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**	**% Change 2003-07**
Students Served	2,320	2,276	2,633	2,828	2,421	4.4%
Operating Expense	$3,902,240	$4,219,704	$5,700,445	$6,215,944	$7,026,211	80.1%
Cost Per Student Served	**$1,682**	**$1,854**	**$2,165**	**$2,198**	**$2,902**	**72.5%**
State Portion	$788	$869	$801	$835	1,103	40.0%
Other	$895	$984	$1,364	$1,363	1,799	101.0%

RETENTION RATE

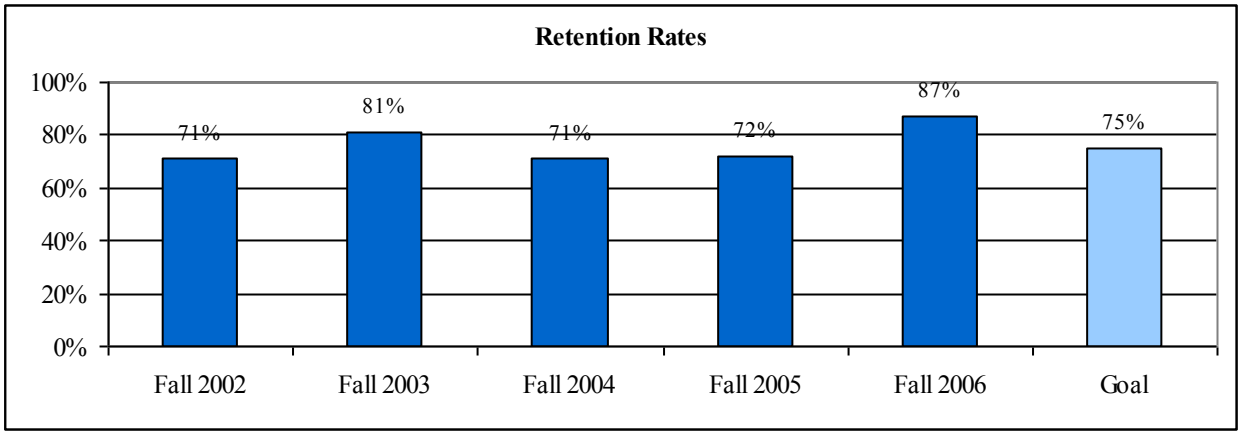
Common Core Performance Indicator

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 first time since Fall 2003 by reaching 87 percent with their Fall 2006 cohort. Similarly, retention rates for minority students exceeded this goal, with rates ranging from a low of 84% for Black students to 100% for Native Americans. These positive results reflect the college's strong commitment to increasing student persistence and success. 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 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%
Fall 2002	71%	67%	56%	62%	80%	20%	56%

Source: COSC Institutional Research

GRADUATION RATE

Common Core Performance Indicator

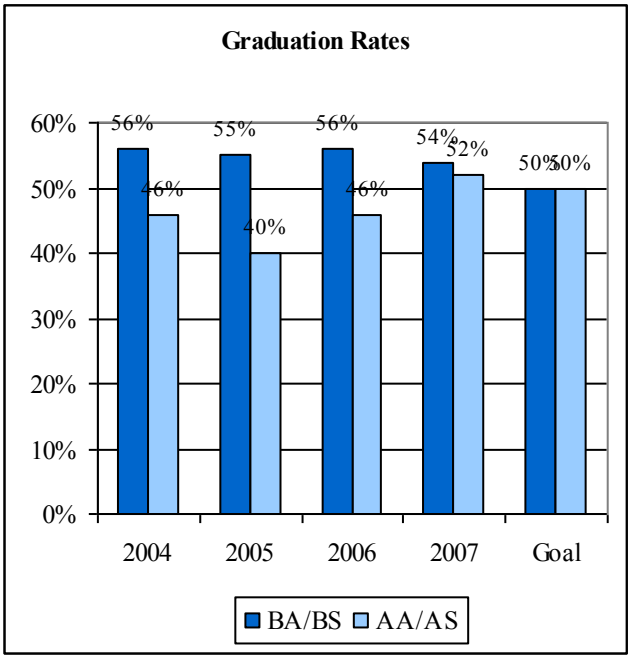
Percentage of students who have graduated within six years after initial enrollment with a bachelor's degree or within three years with an associate's degree.

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 2003, the percent of Charter Oak students who complete their BA/BS degrees within six years has ranged from 52% to 56%. An average of 52% received their AA/AS degree within 3 years. This is a six percent increase from the previous year yet remains shy of the high water mark of 64% established in 2003.



In 2007, there was a large increase in the graduation rates for those completing AA/AS degrees within three years from 46% to 52%. 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 2007, the rate for Blacks (51%) and Native Americans (40%) fell below that of White students (54%). There were strong increases in AA/AS completion rates among Blacks and Native Americans in 2007, driving up the average to 61% among all minorities.

Graduation Rate

Degree	Grad	Total	White	Black	Hispanic	Asian American*	Native American*	Minority Total*
	2007	54%	54%	51%	55%	79%	40%	55%
	2006	56%	61%	30%	46%	67%	60%	40%
BA/BS	2005	55%	54%	53%	63%	63%	100%	59%
	2004	56%	61%	30%	46%	67%	60%	40%
	2003	52%	52%	50%	55%	33%	100%	-
	2007	52%	53%	73%	0%	0%	75%	61%
	2006	46%	59%	29%	57%	0%	25%	34%
AA/AS	2005	40%	48%	27%	71%	100%	17%	31%
	2004	46%	48%	47%	50%	67%	100%	54%
	2003	64%	65%	50%	50%	0%	0%	-

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

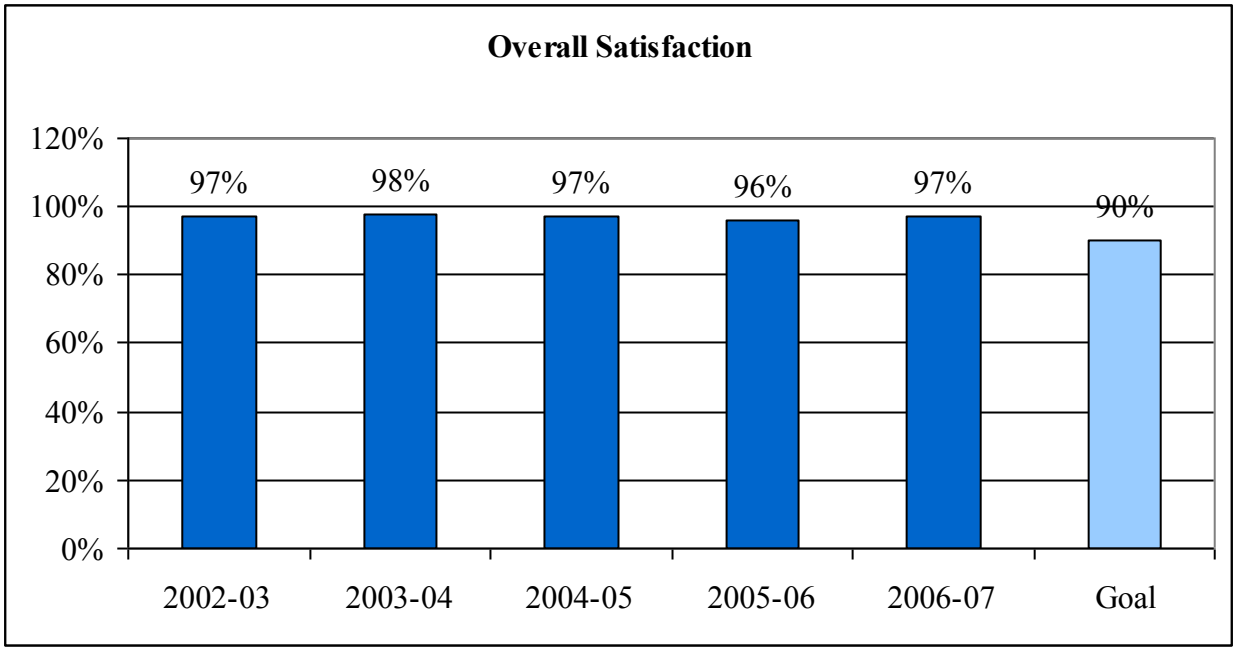
Performance Indicator

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 Alumni 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.

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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 2003, 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 learning outcomes, while ratings of threaded discussions average 78%.

Student Satisfaction with Online Courses

	2002-03	2003-04	2004-05	2005-06	2006-07
Course well-organized *(The content of the curriculum)*	88%	87%	86%	86%	88%
Overall effectiveness of Instructor *(Quality of Instruction)*	79%	80%	80%	80%	80%
Clarity of objectives/learning outcomes *(Clarity of learning outcomes)*	90%	92%	92%	91%	92%
Test/Quizzes measured outcomes *(Ability to achieve outcomes)*	87%	88%	87%	87%	87%
Instructor feedback was clear and useful *(Quality of student-faculty interaction)*	81%	84%	83%	84%	83%
Threaded discussions contributed to learning *(Quality of student-student interaction)*	79%	79%	79%	79%	80%
Overall Effectiveness of Course ***(Overall level of satisfaction)***	**78%**	**78%**	**79%**	**78%**	**79%**

Source: CTDLC Online Student Evaluation Surveys.

GROWTH OF ONLINE PROGRAMS AND COURSES

Performance Indicators

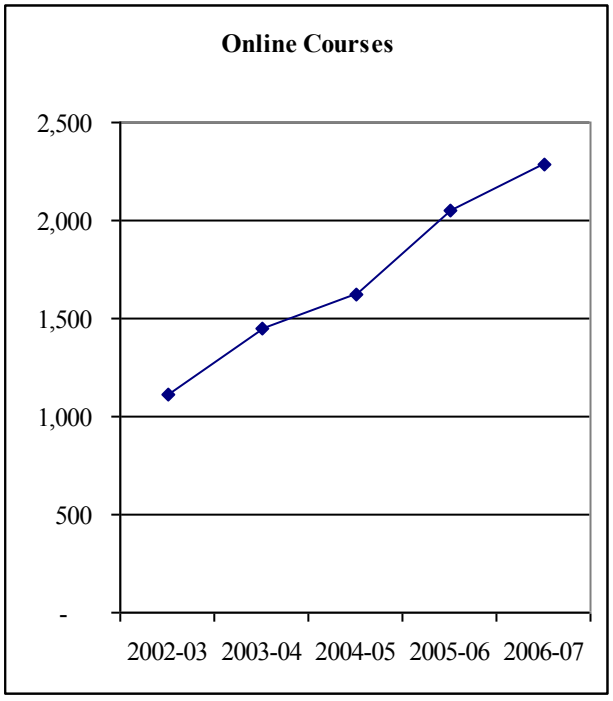
Number of online programs and courses offered by CTDLC's members.

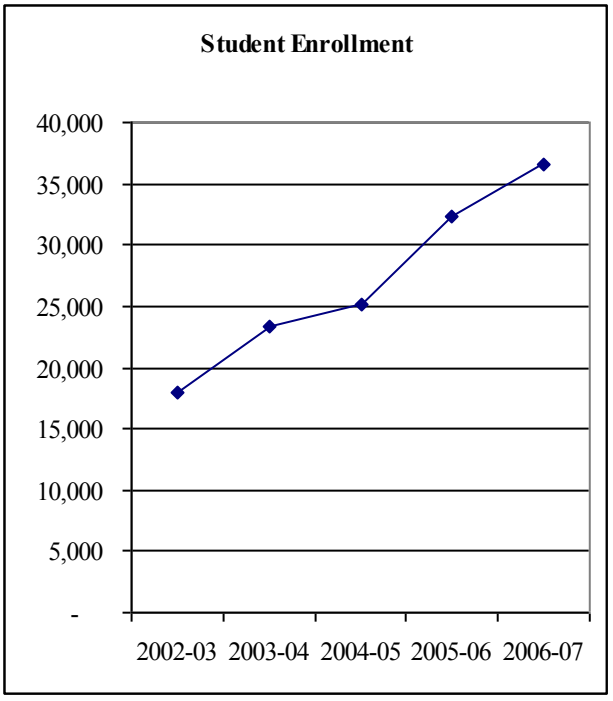
Are the number of online programs and courses offered by CTDLC members increasing?

Data Analysis

Since 2002, the number of online courses offered by CTDLC's member institutions has increased by almost 143% to 2,286. Enrollments in these courses also have grown dramatically, up 150% 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.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	% Annual Growth
Courses	942	1,117	1,451	1,620	2,050	2,286	**11.5%**
Enrollment	14,486	18,023	23,307	25,140	32,387	36,610	**13.0%**





Source: CTDLC Institutional Research.

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 2006-07:

Agency/Company	Course Name	Enrollments
Public Health	Chemical/Biological Terrorism—Pharmacy Intervention	6
Public Health	Orientation to Mass Dispensing Clinics	0
Public Health	Community Leaders Distance Learning Course—Mass Dispensing for Public Health Emergencies	93
Public Health	Smallpox Vaccination Train-the-Trainer	130
Public Health	Basic Epidemiology for Public Health Nurses	60
Public Health	Emergency Preparedness for Public Health Nurses	35
Public Health	Biohazard Detection System	141
Public Health	Public Health Emergency Preparedness 101	2,086
Public Health	Strategic National Stockpile: Guidance & Overview	369
Public Safety	2006 CT State Police In-Service Training	1,319
Amber Alert Committee	Amber Alert Training	1,445
Hydrogen Safety, LLC	Hydrogen Safety Training	2
Hydrogen Safety, LLC	H2 and You	5
Total		**5,691**

Source: CTDLC Institutional Research.

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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-UC-2008.html.

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 2002	FY 2003	FY 2004	FY 2005	FY 2006	5-Year
Storrs+	46.3%	44.0%	41.1%	40.4%	40.0%	42.4%
Peer Average	29.6%	27.5%	24.7%	23.4%	22.4%	25.5%

Source: IPEDS Revenues Survey

As a percentage of the University's total operating revenues, the state share for the University has declined steadily for Storrs+. The state share for the Health Center also has declined, especially when the percent support is adjusted below to omit state funding of the Health Center administered Correctional Managed Health Care (CMHC) Program.

State Support as a Percent of Total Operating Revenues

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Storrs+	40.7%	39.0%	36.5%	35.8%	35.4%
Health Center (a)	20.5%	17.5%	17.2%	16.6%	16.2%

Source: UConn Office of the CFO

(a) Percent state support adjusted to omit CMHC fringe benefits: $19,974,240 for FY 02, $20,385,091 for FY 03, $22,259,933 for FY 04, $22,095,180 for FY 05, and $28,306,043 for FY 06.

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

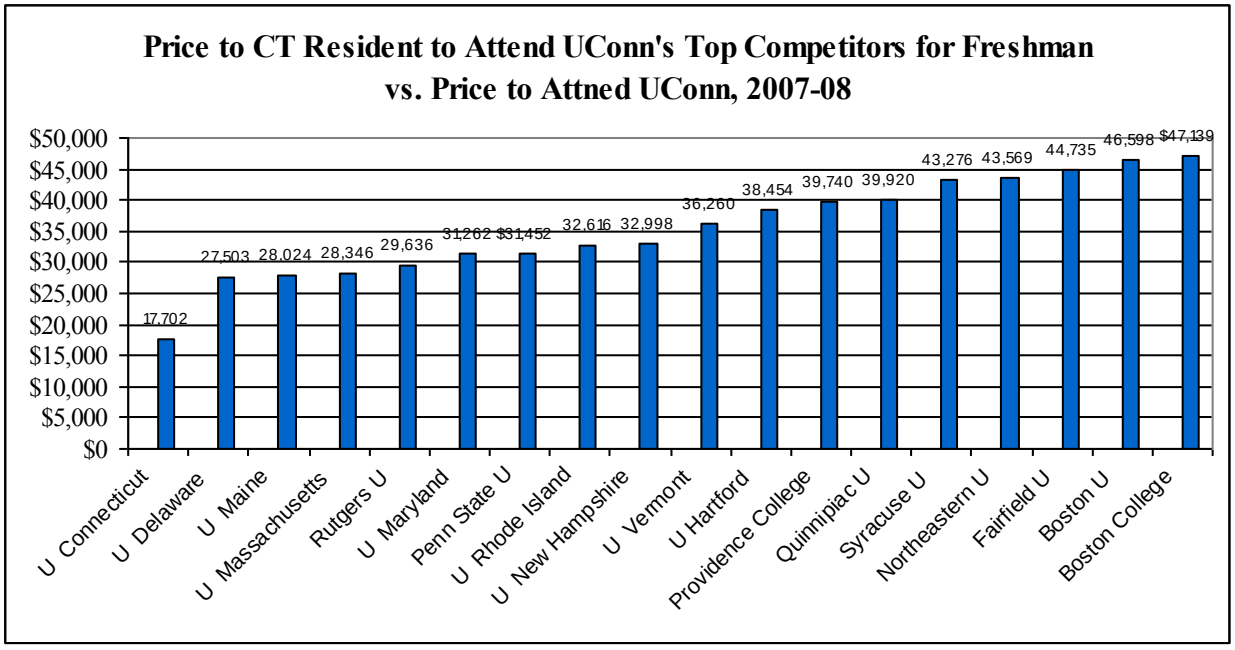
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Tuition & Fees as % of Median Household Income					
Storrs+	10.9%	11.2%	12.4%	13.2%	12.7%
Peer Average	9.8%	11.3%	12.8%	13.3%	13.4%
Northeast Public Flagship Universities Average (b)	13.9%	14.7%	15.4%	15.6%	15.7%

Sources: UConn Office of the CFO, Connecticut Department of Higher Education, U.S. Census Bureau
(b) Includes 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 2007-08 it cost $17,702 compared to between $27,503 and $47,139 to attend one of our primary competitor schools. This translates into a price differential ranging from $9,801 to $29,437.



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.

2007-08 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	$47,139	Penn State U	$20,584	$31,452
Boston U	46,598	U Vermont	20,376	36,260
Fairfield U	44,735	Rutgers U	20,468	29,636
Northeastern U	43,569	U New Hampshire	20,038	32,998
Syracuse U	43,276	U Massachusetts	17,768	28,346
Quinnipiac U	39,920	U Rhode Island	17,763	32,616
Providence College	39,740	**U Connecticut**	**17,702**	**31,646**
U Hartford	38,454	U Maryland	17,023	31,262
		U Delaware	16,253	27,503
		U Maine	15,814	28,024

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 03 and FY 07, from $30.7 to $48.0 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 03 to FY 07, tuition funded need-based aid increased 67% from $20.5 to $34.2 million.

Storrs+ SFA Budget (in millions)	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
Tuition Funded Aid						
Grants & Student Labor	$23.0	$26.1	$29.4	$31.6	$36.6	59.1%
Scholarships & Fellowships	7.7	8.2	9.4	9.7	11.4	38.1%
Subtotal Tuition Funded Aid	*$30.7*	*$34.3*	*$38.8*	*$41.3*	*$48.0*	*56.4%*
Tuition Waivers	25.6	30.0	33.8	34.6	37.6	46.9%
Total Tuition Funded Aid	*$56.3*	*$64.4*	*$72.5*	*$75.9*	*$85.6*	*52.0%*
Other Financial Aid						
State/Fed./Private/Student	40.2	41.8	42.6	43.7	46.6	16.0%
Employment Loans	72.8	90.9	101.1	111.5	117.9	62.0%
Grand Total Financial Aid	***$169.3***	***$197.1***	***$216.3***	***$231.0***	***$250.0***	***48.0%***

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 22.1% from $24.4 to $29.8 million from FY 03 to FY 07 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 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
Storrs+	$24.4	$26.1	$27.4	$27.5	$29.8	22.1%
Health Center	$1.3	$1.3	$1.3	$2.1	$2.3	7.7%

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 07, there were 1,808 GA's with a salary of $34.8 million, up $8.1 million from FY 03. Salary dollars per GA rose from $16,740 to $19,268.

Graduate Assistantships	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2003-07
Full Assistantships	1,596	1,724	1,784	1,780	1,808	13.3%
Total Salaries for GA's	$26.7m	$30.0m	$32.4m	$33.3m	$34.8m	30.3%
Average Salary per GA	$16,740	$17,390	$18,176	$18,707	$19,268	15.1%

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* FY03	FY04	*2000 classification* FY05	FY06	FY07	% Change FY 2003-07
Associate's Degrees						
Business *(Animal Science & Horticulture)*	22	11				-
Health/Life Sciences *(Animal Science & Horticulture)*			29	24	22	-
Total	**22**	**11**	**29**	**24**	**22**	**0.0%**
Bachelor's Degrees						
Business	563	531	559	595	619	9.9%
Health/Life Sciences	393	460	529	755	806	105.1%
Sciences/Engineering/Technology	381	388	388	408	430	12.9%
Social Sciences	809	952	1,028	1,073	1,077	33.1%
Liberal Arts, Multi/Interdisciplinary	351	362	401	442	467	33.0%
Humanities/Arts/Communications	601	606	573	631	635	5.7%
Social & Public Services	265	267	245	227	222	-16.2%
Education	114	107	93	100	98	-14.0%
Total	**3,477**	**3,673**	**3,816**	**4,231**	**4,354**	**25.2%**
Post-Baccalaureate Certificates						
Business	16	16	23	25	31	93.8%
Health/Life Sciences			2	1	3	-
Social Sciences	11	7	12	6	11	0.0%
Total	**27**	**23**	**37**	**32**	**45**	**66.7%**
Master's Degrees [1]						
Business	350	313	351	329	409	16.9%
Health/Life Sciences	155	148	178	188	199	28.4%
Sciences/Engineering/Technology	157	136	201	162	169	7.6%
Social Sciences	105	92	117	127	132	25.7%
Liberal Arts, Multi/Interdisciplinary	2	5	11	10	10	400.0%
Humanities/Arts/Communications	80	77	89	87	67	-16.3%
Social & Public Services	186	163	228	185	184	-1.1%
Education *(Includes Sixth-Year Diploma in Professional Education)*	278	235	355	399	342	23.0%
Total	**1,313**	**1,169**	**1,530**	**1,487**	**1,512**	**15.2%**
Doctoral Degrees						
Business	12	11	11	14	13	8.3%
Health/Life Sciences	48	67	65	78	81	68.8%
Sciences/Engineering/Technology	62	64	67	92	103	66.1%
Social Sciences	47	41	54	63	69	46.8%
Liberal Arts, Multi/Interdisciplinary	0	2	10	9	9	-
Humanities/Arts/Communications	20	18	19	24	27	35.0%
Social & Public Services	2	2	6	10	8	300.0%
Education	46	52	29	17	29	-37.0%
Total	**237**	**257**	**261**	**307**	**339**	**43.0%**

Goal 4 ◆ Economic Development
Degrees Conferred by Credit Program (continued)

Program Category (federal classification)	1990 classification FY03	FY04	2000 classification FY05	FY06	FY07	% Change 2003-07
Professional Degrees [1]						
Health/Life Sciences (M.D., D.M.D., Pharm.D.)	173	182	185	209	201	16.2%
Social Sciences (Law)	168	174	217	234	181	7.7%
Total	**341**	**356**	**402**	**443**	**382**	**12.0%**
Summary All Degree Levels, All Campuses						
Business	963	882	944	963	1,072	11.3%
Health/Life Sciences	769	857	988	1,255	1,312	70.6%
Sciences/Engineering/Technology	600	588	656	662	702	17.0%
Social Sciences	1,140	1,266	1,428	1,503	1,470	28.9%
Liberal Arts, Multi/Interdisciplinary	353	369	422	461	486	37.7%
Humanities/Arts/Communications	701	701	681	742	729	4.0%
Social & Public Services	453	432	479	422	414	-8.6%
Education	438	394	477	516	469	7.1%
Grand Total	**5,417**	**5,489**	**6,075**	**6,524**	**6,654**	**22.8%**

[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 03 = 23, in FY 04 = 18, in FY 05 = 12, in FY 06 = 33, and in FY 07 = 27.

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 ◆ Economic Development
Programs/Publications Responsive to Society

The main body of this year's accountability report does not accommodate descriptive summaries of the University of 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-UC-2008.html.

Goal 2 ◆ Learning in K-12

Collaborative Activities With K-12

Professional Development Schools Network (PDS)

An example of a formal relationship is the *Professional Development Schools Network* (PDS). Schools in the PDS Network have signed contracts with a CSU institution 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.

To accomplish the goals of the PDS, a PDS team 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 teacher candidates for their fieldwork from their first introduction to student teaching. Field work ranged from students serving as volunteers, observers, tutors, mentors, interns, and student teachers. In addition, CSU 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 graduate programs offered by CSU institutions (i.e., MS or Ed.D. programs) and graduates of CSU institutions now work as teachers and administrators at several of our PDSs.

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:

ConnCAP

The ConnCAP Program is an opportunity for high school students to develop their academic potential and achieve their goal of admission into a post-secondary educational program. This program has been carried for a number of years at each CSU institution.

The ConnCAP Program is a collaborative partnership among CSU institutions, Connecticut Department of Higher Education, and local public schools. The goal is to engage students in a meaningful learning experience for the purpose of enhancing their basic skills, critical thinking, and social competencies. More importantly, ConnCAP exposes participating students to the college experience.

ConnCAP is geared toward improving the student's chances of competing in an advanced society by offering enrichment classes in the areas of math, science, history, visual arts, and English. Students enrolled in the program spend summers attending classes for six weeks, an after-school tutorial program, and a Saturday Academy.

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

Partners in Science

This long-standing Central Connecticut State University based outreach program between CCSU and the school districts of Bloomfield, Farmington, New Britain, Hartford, Meriden, Middletown, Bristol, Southington and Plainville hosted over 300 middle school students for a series of science and technology workshops in both the spring and fall semesters of 2006-2007. Each student who participated was able to attend five separate three-hour laboratories run by faculty and students from CCSU. Biology and Biomolecular Sciences faculty supported this program by offering workshops in their areas of specialization. Funding was provided by the nine participating school districts.

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.

Bridge to Achieve Student Success

The recent 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 is anticipated to include other universities in CSU as well as an expanded number of school systems.

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:

- Defining student success in terms of completions
- Defining student success in terms of "completions"
- Developmental programs and student outcomes
- Curriculum alignment within the continuum of higher education
- Identifying impediments to student success and changes needed
- Defining "college-level" performance – academic standards
- Collaboration/partnerships with other educational and service providers
- The needs and expectations of business, industry and the State of Connecticut
- Increased demands in an environment of scarce resources

Overview (continued)

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 2007, a record 48,434 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 1998, FTE credit enrollments have grown by 45%, and full-time attendance has increased by 88%. The 2007 fall semester marked the sixth 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 will slow only to settle around the record-breaking levels of 2003-2004. The current demand is therefore the baseline for the demand that we anticipate through 2012.

The average age of students is 27, with 45% under age 22 and 49% between 22 and 49. The system has experienced a 74% increase in students under the age of 22 since the fall semester 1998. Our enrollment trend continues to show a significant increase in younger students attending full-time. Demographic reports show that three-quarters 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 33.1% of the student body. Over the last five years there has been a 10% increase in Black, non-Hispanic enrollment (10% female and 20% male) and a 21% increase in Hispanic enrollment (18% female and 28% male).

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.

Overview (continued)

Approximately 46% 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 64%. At the same time enrollments in nursing programs have increased by nearly 44% 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 20% of credit students enroll in individual courses before selecting a field of study. These students benefit from additional educational experience and improved communication, team work, 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 39,162 students enrolled throughout the academic year (69,742 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 50% of these enrollments are in programs related to workforce development. The Community Colleges have demonstrated consistent and timely responses to Connecticut 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 $2,672. Approximately 50% of the students enrolling for half-time status or greater receive student financial assistance. Over $47.5 million in student financial aid is provided to ensure economic access to a Connecticut Community College. Approximately 64% of student financial aid is provided through Federal programs, 13% from State programs, and 23% comes directly from the college budgets.

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution

Small Rural Institution—Asnuntuck						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	216	211	232	244	247	14.4%
Education						
ESL						
Health/Life Science	45	45	42	43	39	-13.3%
Humanities/Art/Communications	5	1		1	2	-60.0%
Liberal Arts & General Studies	379	395	411	442	488	28.8%
Science/Engineering/Technology	66	78	88	116	145	119.7%
Social & Public Services	119	124	145	140	121	1.7%
Social Sciences						
Non-Matriculated	646	650	565	652	750	16.1%
Total	**1,476**	**1,504**	**1,483**	**1,638**	**1,792**	**21.4%**

Small Rural Institution—Northwestern Connecticut						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	137	142	124	131	140	2.2%
Education				1	1	
ESL						
Health/Life Science	277	286	237	233	236	-14.8%
Humanities/Art/Communications	97	77	145	114	124	27.8%
Liberal Arts & General Studies	313	325	392	421	460	47.0%
Science/Engineering/Technology	96	104	83	78	97	1.0%
Social & Public Services	124	123	145	152	138	11.3%
Social Sciences	1	1	1	3		-100.0%
Non-Matriculated	498	458	442	411	436	-12.4%
Total	**1,543**	**1,516**	**1,569**	**1,544**	**1,632**	**5.8%**

Small Rural Institution—Quinebaug						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	205	218	230	236	244	19.0%
Education						
ESL						
Health/Life Science	253	279	262	262	263	4.0%
Humanities/Art/Communications	89	91	91	104	91	2.2%
Liberal Arts & General Studies	687	762	763	734	756	10.0%
Science/Engineering/Technology	128	120	110	123	130	1.6%
Social & Public Services			17	75	111	
Social Sciences						
Non-Matriculated	209	251	241	245	251	20.1%
Total	**1,571**	**1,721**	**1,714**	**1,779**	**1,846**	**17.5%**

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution (continued)

Medium Urban Institution—Capital						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	394	407	429	405	439	11.4%
Education						
ESL						
Health/Life Science	373	419	456	435	458	22.8%
Humanities/Art/Communications			7	19	27	
Liberal Arts & General Studies	1,451	1,567	1,486	1,502	1,554	7.1%
Science/Engineering/Technology	61	38	57	87	93	52.5%
Social & Public Services	372	421	477	496	606	62.9%
Social Sciences						
Non-Matriculated	730	584	661	606	549	-24.8%
Total	**3,381**	**3,436**	**3,573**	**3,550**	**3,726**	**10.2%**

Medium Urban Institution—Gateway						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	764	693	600	586	600	-21.5%
Education	43	39	40	38	37	-14.0%
ESL						
Health/Life Science	859	1,008	1,189	1,246	1,310	52.5%
Humanities/Art/Communications	45	52	64	82	87	93.3%
Liberal Arts & General Studies	1,644	1,585	1,703	1,757	1,833	11.5%
Science/Engineering/Technology	486	462	543	545	583	20.0%
Social & Public Services	389	427	348	373	337	-13.4%
Social Sciences						
Non-Matriculated	1,357	1,329	1,252	1,197	1,178	-13.2%
Total	**5,587**	**5,595**	**5,739**	**5,824**	**5,965**	**6.8%**

Medium Urban Institution—Housatonic						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	846	850	763	759	815	-3.7%
Education						
ESL	21	17	18	29	30	42.9%
Health/Life Science	348	308	268	295	281	-19.3%
Humanities/Art/Communications	172	165	166	184	172	0.0%
Liberal Arts & General Studies	1,965	2,161	2,045	2,120	1,989	1.2%
Science/Engineering/Technology	27	32	26	34	41	51.9%
Social & Public Services	654	618	622	617	631	-3.5%
Social Sciences						
Non-Matriculated	645	550	563	393	516	-20.0%
Total	**4,678**	**4,701**	**4,471**	**4,431**	**4,475**	**-4.3%**

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution (continued)

Large Urban Institution—Manchester						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	781	789	916	916	1,055	35.1%
Education	113	62	36	24	24	-78.8%
ESL						
Health/Life Science	215	256	265	287	288	34.0%
Humanities/Art/Communications	292	354	358	369	444	52.1%
Liberal Arts & General Studies	1,634	1,842	1,975	1,937	1,982	21.3%
Science/Engineering/Technology	315	354	375	421	459	45.7%
Social & Public Services	584	801	939	981	1,054	80.5%
Social Sciences	129	130	131	133	114	-11.6%
Non-Matriculated	1,654	1,318	1,140	1,026	1,064	-35.7%
Total	**5,717**	**5,906**	**6,135**	**6,094**	**6,484**	**13.4%**

Large Urban Institution—Naugatuck Valley						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	487	570	567	641	696	42.9%
Education						
ESL						
Health/Life Science	453	497	520	509	528	16.6%
Humanities/Art/Communications	188	227	251	271	294	56.4%
Liberal Arts & General Studies	1,735	1,942	2,037	2,007	2,069	19.3%
Science/Engineering/Technology	708	634	620	578	631	-10.9%
Social & Public Services	447	493	539	523	616	37.8%
Social Sciences	104	133	151	136	130	25.0%
Non-Matriculated	1,033	1,018	982	994	1,002	-3.0%
Total	**5,155**	**5,514**	**5,667**	**5,659**	**5,966**	**15.7%**

Large Urban Institution—Norwalk						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	914	873	920	974	1,005	10.0%
Education						
ESL	59	74	70	64	52	-11.9%
Health/Life Science	252	267	312	325	323	28.2%
Humanities/Art/Communications	55	81	102	151	166	201.8%
Liberal Arts & General Studies	1,711	1,911	1,935	1,885	1,887	10.3%
Science/Engineering/Technology	516	406	394	370	365	-29.3%
Social & Public Services	606	630	653	688	726	19.8%
Social Sciences	71	56	89	91	79	11.3%
Non-Matriculated	1,863	1,492	1,561	1,492	1,628	-12.6%
Total	**6,047**	**5,790**	**6,036**	**6,040**	**6,231**	**3.0%**

Goal 3 ◆ Access & Affordability

Enrollment by Credit by Institution (continued)

Medium Suburban Institution—Middlesex						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	276	305	278	319	338	22.5%
Education			44	35	47	
ESL						
Health/Life Science	149	138	160	176	174	16.8%
Humanities/Art/Communications	52	54	65	80	82	57.7%
Liberal Arts & General Studies	641	735	743	777	881	37.4%
Science/Engineering/Technology	114	130	92	117	111	-2.6%
Social & Public Services	129	146	180	194	216	67.4%
Social Sciences						
Non-Matriculated	1,039	846	724	776	774	-25.5%
Total	**2,400**	**2,354**	**2,286**	**2,474**	**2,623**	**9.3%**

Medium Suburban Institution—Three Rivers						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	514	546	529	547	556	8.2%
Education						
ESL						
Health/Life Science	211	233	245	260	265	25.6%
Humanities/Art/Communications	8	11	11	14	21	162.5%
Liberal Arts & General Studies	1,567	1,666	1,618	1,657	1,671	6.6%
Science/Engineering/Technology	451	439	474	477	473	4.9%
Social & Public Services	368	390	376	417	459	24.7%
Social Sciences						
Non-Matriculated	503	479	407	421	413	-17.9%
Total	**3,622**	**3,764**	**3,660**	**3,793**	**3,858**	**6.5%**

Medium Suburban Institution—Tunxis						
Program Area	Fall 2003 Students	Fall 2004 Students	Fall 2005 Students	Fall 2006 Students	Fall 2007 Students	% Change 2003-07
Business	750	733	735	688	714	-4.8%
Education						
ESL	27	19	22	24	18	-33.3%
Health/Life Science	235	225	199	225	218	-7.2%
Humanities/Art/Communications	195	180	173	183	183	-6.2%
Liberal Arts & General Studies	978	1,079	1,129	1,165	1,287	31.6%
Science/Engineering/Technology	73	68	76	54	66	-9.6%
Social & Public Services	462	455	440	399	464	0.4%
Social Sciences						
Non-Matriculated	1,263	1,183	1,120	925	886	-29.8%
Total	**3,983**	**3,942**	**3,894**	**3,663**	**3,836**	**-3.7%**

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Appendix