



Board of Governors  
for Higher Education

# HIGHER EDUCATION COUNTS

## ACHIEVING RESULTS

### 2006 EXECUTIVE SUMMARY

Connecticut  
Department of  
Higher Education

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# HIGHER EDUCATION COUNTS

## ACHIEVING RESULTS 2006

### EXECUTIVE SUMMARY

*Higher Education Counts* is the annual accountability report on Connecticut's system of higher education. Since 2000, the report has been the principle vehicle for reporting higher education's progress toward achieving six, statutorily-defined state goals:

- To enhance student learning and promote academic excellence
- To join with elementary and secondary schools to improve teaching and learning at all levels
- To ensure access to and affordability of higher education
- To promote the economic development of the state to help business and industry sustain strong economic growth
- To respond to the needs and problems of society
- To ensure the efficient use of resources

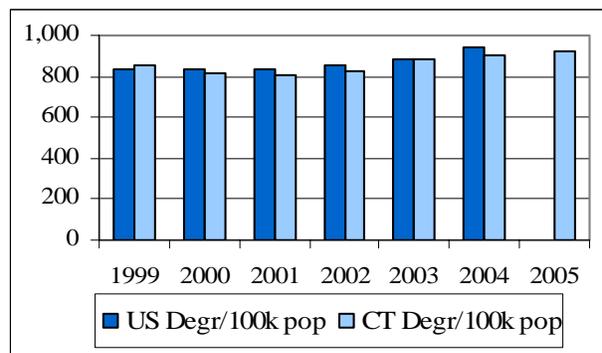
The report is intended to provide state policy makers with specific information on a number of important indicators of progress measured against specific goals and/or peer institutional benchmarks, and to serve as a backdrop for key state policy discussions on the importance of educational attainment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

This year's results are somewhat mixed, with goals reached or strong progress made on several measures such as licensure pass rates, reducing the brain drain, retention and real price per student. Other areas, however, have shown little improvement or have actually declined over the last five years. Among those warranting particular concern are minority participation, unmet financial aid need, degree productivity in key workforce cluster fields, educational attainment, academic research intensity and educational cost per student.

## STUDENT LEARNING

According to a recent pilot satisfaction survey, Connecticut employers are very happy with graduates of our public colleges; there just are not enough of them. Despite the fact that our colleges have increased degree production by 14 percent since 2002, Connecticut still lags the national average in the number of degrees per 100,000 population. To make real improvement on this measure, the state must persuade even more students to stay in state to attend college, reduce time to degree, increase graduation rates, or attract more out-of-state students to attend college here.

**DEGREES CONFERRED PER 100,000 POPULATION**



Our graduates continue to score extremely high on licensure exams. This is strong evidence of the quality of the education and training students receive at our public colleges.

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

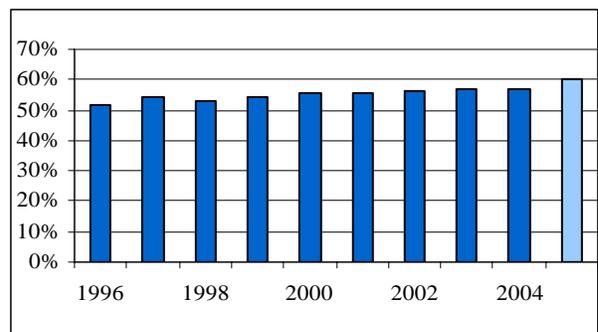
Overall, students continue to indicate high levels of satisfaction with their educational experiences and skill development, particularly at Charter Oak State College. Connecticut State University graduates, however, appear to be less content with gains in quantitative and scientific skills. Also, satisfaction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

## K-12 LINKAGES

More Connecticut high school graduates are finding their way to our public colleges, and the state is well on its way to keeping more of our own bright young students in-state. Since 1996, the percentage of public high school graduates who plan to attend college in Connecticut has increased from 52 percent to 57 percent.

Small gains have been made in producing teachers in critical shortage areas, but not enough to fill the needs identified by the State Department of Education. The Connecticut State University and the Alternate Route to Certification program run through the Department of Higher Education continue to produce a significant number of teachers in shortage fields, with the University of Connecticut showing a slight uptick last year. The University should be encouraged to increase its production of teachers for our public schools, particularly in shortage areas.

**CT Public High School Graduates Enrolled in CT Higher Education**



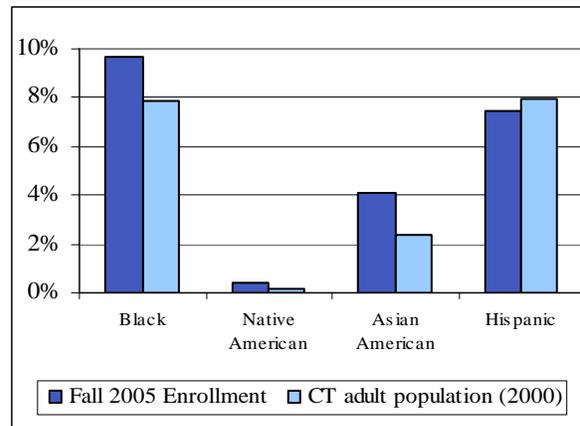
Early intervention programs run by our colleges are exceedingly successful in preparing students for college admission. Over 93 percent of ConnCAP program participants are accepted to and enroll in college. These programs are run on 11 campuses across the state, including the University of Connecticut and its Health Center, Central, Eastern, Southern and Western Connecticut State Universities, Capital Community College, University of Bridgeport, Wesleyan University and Connecticut Pre-Engineer Program (CPEP). Availability of successful programs like these should be increased to meet demand. In addition, our colleges have developed a vast array of collaborations with public schools including the Tech Prep Program at the Community Colleges which has enrolled about 6,000 high school students in each of the past two years.

## ACCESS AND AFFORDABILITY

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

Connecticut, like many other states, will see a substantial change in the make-up of its adult population as the proportion of minorities reaches nearly 30 percent by the year 2020. Historically, these groups have not been prepared for, gained access to or succeeded in postsecondary to the same degree as white students. And while overall the enrollment of minorities in Connecticut higher education exceeds the share of minorities in the Connecticut's adult population, the fast-growing Hispanic population is still under-represented (7.5% enrollment versus 8% adult population in the 2000 census). The percentage of Hispanics will likely increase with the next census update, thereby widening the gap. Minorities continue to exceed their respective shares of the population at the Community Colleges and Charter Oak State College. At our four-year colleges, Blacks and Hispanics continue to be underrepresented, except at Southern where only Hispanics are under parity. These trends do not bode well for a future Connecticut, which will rely heavily on more educated workers.

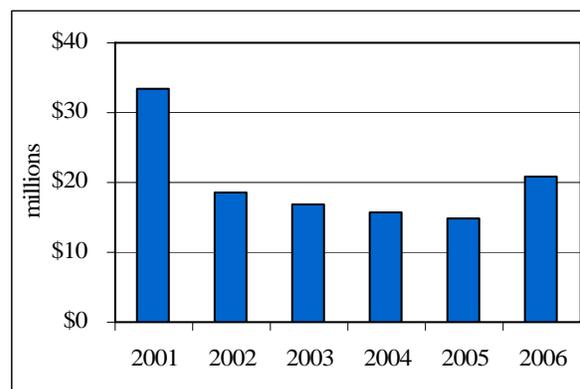
### MINORITY ENROLLMENT



The constituent units generally receive more state support for operating expenditures than their respective peer institutions. However, state support has been declining across public higher education for some time due to competing state priorities and a slow economic recovery. A more stable and consistent level of support should be a goal for the state to ensure that our institutions remain an economic engine for Connecticut.

While tuition and fee increases have moderated somewhat in recent years, the level of unmet financial need in our public college system spiked to almost \$21 million this year, after reaching a low of \$14.8 million last year. This was the result of student need outpacing the modest increases in financial aid funding. Ensuring adequate levels of need-based aid will be a key issue for Connecticut over the next several years and will require a combination of more state, federal and institutional resources.

### UNMET FINANCIAL AID NEED

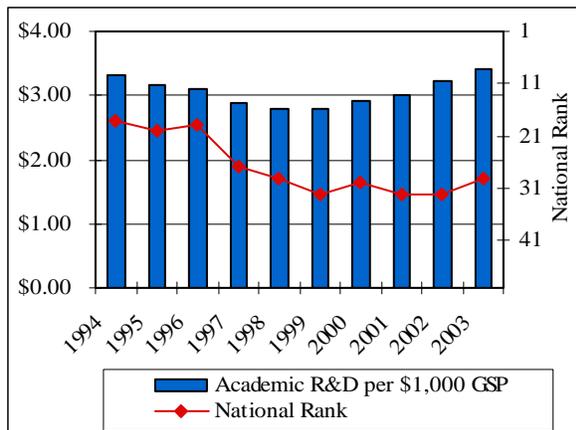


## ECONOMIC DEVELOPMENT

Engineering, computer science and natural science graduates are essential to meeting Connecticut's workforce needs. Despite a healthy growth rate in the number of bachelor's degrees in engineering, current production rates still are well below the 800 annual openings projected by the Connecticut Department of Labor (DOL). Natural science graduates are lagging, up just 3 percent from 2001 and virtually flat for the last four years. More needs to be done to encourage students to pursue degrees in science, math and engineering in order to drive innovation and, ultimately, the economy.

Bachelors Degrees	2001	2005	% Change
Engineering	469	543	16%
Computer Science	259	337	30%
Natural Sciences	1,072	1,104	3%

## RESEARCH INTENSITY



Connecticut's academic research intensity, as measured by academic research and development (R&D) per \$1,000 in gross state product, has declined in its national ranking from 18<sup>th</sup> in 1994 to 29<sup>th</sup> in 2003 despite steady growth in R&D over this period. In fact, the state's academic R&D growth rate is among the slowest in the nation. The University of Connecticut and its Health Center has made some positive strides in recent years with annual research expenditures growing by 24 percent to \$184 million since 2001. Still, this area would benefit from a more coordinated state effort to improve higher education's contribution to building and sustaining a strong state economy.

Our graduates provide critical manpower to the state's labor force. According to recent DOL statistics, between 75 and 80 percent of graduates from the Connecticut State University and Community Colleges find employment in the state after graduation and over 90 percent are retained six months later. There is no more compelling evidence than this to demonstrate the economic benefits of a college degree for both Connecticut and these graduates.

## SOCIETAL NEEDS

Connecticut is beginning to lose ground in the educational attainment levels of its residents. In 2004, Connecticut fell out of the top five nationally for the percentage of its population 25 and older with a bachelors degree or higher. While the educational attainment levels of minorities in Connecticut exceed the United States in all categories but blacks, more must be done to increase these numbers. Without a

	% 1990	Rank	% 2000	Rank	% 2004	Rank
Massachusetts	27.2	1	33.2	1	36.7	1
Colorado	27.0	3	32.7	2	35.5	2
New Hampshire	24.4	7	28.7	8	35.4	3
Maryland	26.5	4	31.4	3	35.2	4
New Jersey	24.9	5	29.8	5	34.6	5
<b>Connecticut</b>	<b>27.2</b>	<b>1</b>	<b>31.4</b>	<b>3</b>	<b>34.5</b>	<b>6</b>
<b>US Average</b>	<b>20.3</b>		<b>24.4</b>		<b>27.7</b>	

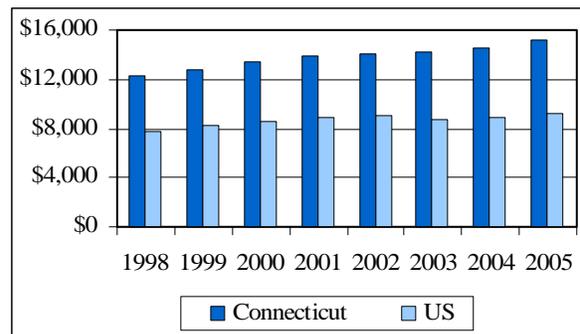
concerted focus on increasing the educational attainment of all its citizens, Connecticut stands to lose its competitive edge and downgrade its quality of life

Our public colleges continue to provide expanding public service, cultural and athletic opportunities to Connecticut citizens. Patient visits at UConn’s John Dempsey Hospital and affiliated medical and dental practice groups, for example, are up 30 percent since 2001. Last year, over 110,000 people enrolled in non-credit courses and programs offered across the public system.

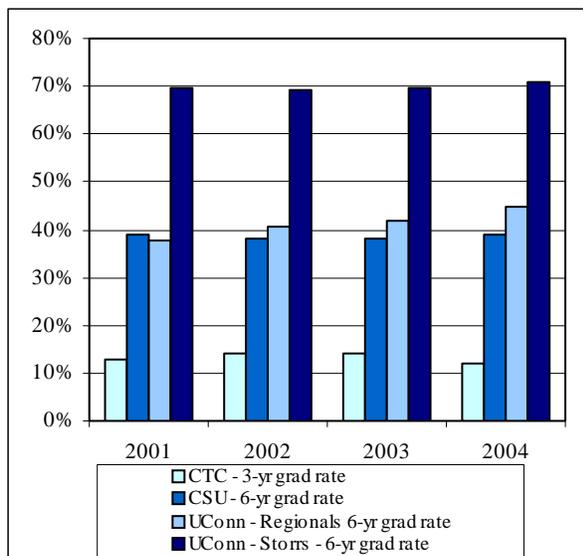
## RESOURCE EFFICIENCY

Connecticut higher education continues to be costly for both the state and its students, but the rate of cost increases is slowing. Historically, Connecticut public higher education spends about 50 percent more per student than the national average and ranks at the top nationally with Alaska and Delaware where a high cost of living along with small enrollments are the norm. Most of our institutions exceed their respective peers in cost per student, but the gap is narrowing due mainly to enrollment growth.

EDUCATIONAL COST PER FTE STUDENT



GRADUATION RATES



Retaining students from one year to the next is the best way to ensure degree completion. The University of Connecticut exceeds its peers on first year retention and has a small minority retention rate gap for Blacks and Hispanics. The Connecticut State University has made concerted efforts to improve its retention rate over the past several years. The Community Colleges are close to their peers on first year retention, but show a minority retention rate gap for Blacks and Hispanics. The state needs to support the creation of stronger longitudinal student tracking and intervention systems to improve student success.

Increased attention to retention hopefully will pay off in increased graduation rates. From 2001 to 2004, the 6-year graduation rate (the national norm for comparison) at the University of Connecticut’s Storrs campus has ranged from 69 percent to 71 percent, while the regional campus graduation rate has improved from 38 percent to 45 percent. The 4-year graduation rate at Storrs has improved from 43 percent to 54 percent, and further improvement is anticipated from its “Finish in Four” initiative.

The Connecticut State University continues to focus on improving its graduation rates which are currently about seven percentage points under its peer averages. The system anticipates gains in the coming years as a result of the recent improvement in retention rates.

At the Community Colleges, the overall 3-year graduation rate for first-time, full-time degree seeking students has ranged from 12 to 14 percent, slightly below peer group averages. It should be noted, however, that almost 44 percent of community college students enroll for reasons other than obtaining a degree or certificate.

## **NEXT STEPS**

The next order of business is for the state to identify a set of strategic priorities for its higher education system. Principle among those priorities should be to:

- Ensure adequate levels of need-based student financial aid so that all students can afford to attend and succeed in college;
- Collaborate with business and preK-12 education to raise performance in science, math and technology and increase production in workforce shortage fields;
- Improve student success along the educational continuum with particular emphasis on longitudinal student tracking, developmental education and retention programs;
- Develop a strong, coordinated state response to the need for increased academic research capacity across the system.

**COMMON CORE PERFORMANCE RESULTS  
TABLES**



## COMMON CORE PERFORMANCE RESULTS

Licensure Exam Performance			Peer Data	Target
<b>University of Connecticut</b>	State Bar	90%	CT 76%	85-90%
	Praxis II	100%	n/a	100%
	Nursing	95%	n/a	100%
	Pharmacy	97%	n/a	100%
	Audiology	100%	n/a	98%
	Speech	96%	n/a	100%
	Physical Therapy	91%	n/a	98%
<b>UConn Health Center</b>	Medical 1&2	97%/99%	n/a	95-100%
	Dental 1&2	100/100%	n/a	95-100%
<b>Connecticut State University</b>	Praxis II	96%	CT 97%	None Set
Central CT State University	Praxis II	96%	CT 97%	None Set
Eastern CT State University	Praxis II	100%	CT 97%	None Set
Southern CT State University	Praxis II	94%	CT 97%	None Set
	Nursing	94%	CT 89%	None Set
Western CT State University	Praxis II	100%	CT 97%	None Set
	Nursing	100%	CT 89%	None Set
<b>Community Colleges</b>				
Tunxis	Dental Hygiene	97%	n/a	>75%
Gateway	Diagnostic Sonography	100%	n/a	>75%
	Dietetic Technology	100%	n/a	>75%
	Nuclear Medicine	100%	n/a	>75%
	Radiation Therapy	100%	n/a	>75%
	Radiology	80%	n/a	>75%
Norwalk	Early Childhood Ed.	82%	n/a	>75%
Capital, Naugatuck	EMT Paramedic	100%	n/a	>75%
Housatonic, Manchester	Med. Lab Technician	92%	n/a	>75%
	Occupational Therapy	88%	n/a	>75%
Capital, Northwestern, Norwalk, Quinebaug	Medical Assisting	78%	n/a	>75%
Capital, Housatonic, Naugatuck, Norwalk, Three Rivers	Nursing	92%	n/a	>75
Quinebaug	Phlebotomy	100%	n/a	>75%
Capital, Middlesex, Naugatuck	Radiologic Tech.	98%	n/a	>75%
Manchester, Naugatuck, Norwalk	Respiratory Care	96%	n/a	>75%
Manchester	Surgical Technology	55%	n/a	>75%
<b>Charter Oak State College</b>	All	92%	n/a	>=90%

## COMMON CORE PERFORMANCE RESULTS

Minority Enrollment		Peer Data	Target
<b>System</b>	<b>21.7%</b>	<b>n/a</b>	<b>18.5%</b>
<b>University of Connecticut</b>	17.3%	n/a	18.5%
<b>UConn Health Center</b>	27.0%	n/a	18.5%
<b>Connecticut State University</b>	16.2%	n/a	18.5%
Central CT State University	15.7%	n/a	18.5%
Eastern CT State University	13.6%	n/a	18.5%
Southern CT State University	18.6%	n/a	18.5%
Western CT State University	14.3%	n/a	18.5%
<b>Community Colleges</b>	32.0%	n/a	18.5%
Asnuntuck, Northwestern, Quinebaug	10.3%	n/a	18.5%
Capital, Gateway, Housatonic	51.7%	n/a	18.5%
Manchester, Naugatuck, Norwalk	29.8%	n/a	18.5%
Middlesex, Three Rivers, Tunxis	18.7%	n/a	18.5%
<b>Charter Oak State College</b>	19%	n/a	17%

### Operating Expenditures from State Support

		Peer Data	Target
<b>University of Connecticut</b>	49.1%	28.0%	Maintain level funding
<b>UConn Health Center</b>	20.4%	25.6%	Maintain level funding
<b>Connecticut State University</b>	46.5%	39.4%	None Set
Central CT State University	40.7%	38.7%	None Set
Eastern CT State University	50.4%	37.4%	None Set
Southern CT State University	50.5%	41.0%	None Set
Western CT State University	49.3%	41.1%	None Set
<b>Community Colleges</b>	57%	Not Reported	None Set
Asnuntuck, Northwestern, Quinebaug	61%	57%	None Set
Capital, Gateway, Housatonic	53%	48%	None Set
Manchester, Naugatuck, Norwalk	58%	53%	None Set
Middlesex, Three Rivers, Tunxis	63%	57%	None Set
<b>Charter Oak State College</b>	37%	n/a	>=60%

## COMMON CORE PERFORMANCE RESULTS

### Real Price to Students

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

		Peer Data	Target
<b>University of Connecticut</b>	12.3%	12.8%	Remain Competitive
<b>Connecticut State University</b>	9.3%	10.4%	<=Peers
Central CT State University	9.7%	10.7%	<=Peers
Eastern CT State University	9.1%	10.2%	<=Peers
Southern CT State University	9.0%	9.8%	<=Peers
Western CT State University	9.1%	11.2%	<=Peers
<b>Community Colleges</b>	4.2%	4.8%	<=Peers
Asnuntuck, Northwestern, Quinebaug	4.2%	5.0%	<=Peers
Capital, Gateway, Housatonic	4.2%	5.0%	<=Peers
Manchester, Naugatuck, Norwalk	4.2%	4.2%	<=Peers
Middlesex, Three Rivers, Tunxis	4.2%	5.0%	<=Peers

### Real Cost per Student

		Peer Data	Target
<b>University of Connecticut</b>	\$17,045	\$18,666	Remain Competitive
<b>Connecticut State University</b>	\$11,829	\$10,394	None Set
Central CT State University	\$11,670	\$11,113	None Set
Eastern CT State University	\$12,488	\$10,213	None Set
Southern CT State University	\$11,124	\$10,135	None Set
Western CT State University	\$12,939	\$10,210	None Set
<b>Community Colleges</b>	\$9,605	\$8,210	None Set
Asnuntuck, Northwestern, Quinebaug	\$11,372	\$9,242	None Set
Capital, Gateway, Housatonic	\$9,739	\$8,070	None Set
Manchester, Naugatuck, Norwalk	\$9,334	\$7,808	None Set
Middlesex, Three Rivers, Tunxis	\$9,097	\$8,590	None Set
<b>Charter Oak State College</b>	\$2,165	n/a	None Set

## COMMON CORE PERFORMANCE RESULTS

### Retention Rates

*1st year, first-time, full-time freshmen*

**Peer  
Data**

**Target**

University of Connecticut	Not reported		
Storrs	92%	86%	Improve
Regional Campuses	79%	86%	Improve
<b>Connecticut State University</b>	<b>77%</b>	<b>76%</b>	<b>&gt; Peer Median</b>
Central CT State University	80%	77%	> Peer Median
Eastern CT State University	78%	76%	>Peer Median
Southern CT State University	75%	74%	>Peer Median
Western CT State University	73%	76%	> Peer Median
<b>Community Colleges</b>	<b>56%</b>	<b>12-69%</b>	<b>&gt;=60%</b>
Asnuntuck, Northwestern, Quinebaug	57%	40-69%	>=60%
Capital, Gateway, Housatonic	55%	44-64%	>=60%
Manchester, Naugatuck, Norwalk	58%	12-61%	>=60%
Middlesex, Three Rivers, Tunxis	55%	49-60%	>=69%
<b>Charter Oak State College</b>	<b>71%</b>	<b>73%</b>	<b>&gt;=75%</b>

### Retention Rates by Ethnic Group

**Total      White      Black      Hispanic      Asian      Native  
American      American**

University of Connecticut	Not Reported					
Storrs	92%	92%	90%	90%	96%	100%
Regional Campuses	79%	79%	85%	73%	80%	n/a
<b>Connecticut State University</b>	<b>77%</b>	<b>76%</b>	<b>79%</b>	<b>79%</b>	<b>72%</b>	<b>79%</b>
Central CT State University	Not	Reported				
Eastern CT State University	Not	Reported				
Southern CT State University	Not	Reported				
Western CT State University	Not	Reported				
<b>Community Colleges</b>	<b>56%</b>	<b>58%</b>	<b>53%</b>	<b>52%</b>	<b>64%</b>	<b>40%</b>
Asnuntuck, Northwestern, Quinebaug	57%	58%	38%	46%	57%	25%
Capital, Gateway, Housatonic	55%	55%	53%	53%	53%	20%
Manchester, Naugatuck, Norwalk	58%	60%	54%	55%	65%	50%
Middlesex, Three Rivers, Tunxis	55%	56%	47%	43%	79%	50%

## COMMON CORE PERFORMANCE RESULTS

Graduation Rates		Peer Data	Target
<b>University of Connecticut</b>	<b>6-Year Rate</b>	Not reported	
Storrs	72%	66%	Improve 1-2%
Regional Campuses	42%	66%	Improve 1-2%
<b>Connecticut State University</b>		<b>39%</b>	<b>46%</b>
Central CT State University		43%	46%
Eastern CT State University		41%	47%
Southern CT State University		37%	38%
Western CT State University		31%	47%
<b>Community Colleges</b>	<b>3-Year Rate</b>	<b>12%</b>	<b>14%</b>
Asnuntuck, Northwestern, Quinebaug		17%	14%
Capital, Gateway, Housatonic		12%	12%
Manchester, Naugatuck, Norwalk		10%	11%
Middlesex, Three Rivers, Tunxis		12%	22%
<b>Charter Oak State College</b>	<b>6-Year Rate</b>	<b>55%</b>	<b>n/a</b>
	<b>3-Year Rate</b>	<b>40%</b>	<b>n/a</b>

Graduation Rates by Ethnic Group		Total	White	Black	Hispanic	Asian American	Native American
<b>University of Connecticut</b>							
Storrs		72%	73%	57%	71%	71%	n/a
Regional Campuses		42%	44%	33%	42%	38%	n/a
<b>Connecticut State University</b>		<b>39%</b>	<b>41%</b>	<b>31%</b>	<b>26%</b>	<b>37%</b>	<b>53%</b>
Central CT State University		43%	47%	28%	38%	36%	50%
Eastern CT State University		41%	42%	41%	20%	43%	20%
Southern CT State University		37%	39%	29%	27%	33%	67%
Western CT State University		31%	32%	28%	23%	38%	100%
<b>Community Colleges</b>		<b>12%</b>	<b>12%</b>	<b>8%</b>	<b>9%</b>	<b>24%</b>	<b>6%</b>
Asnuntuck, Northwestern, Quinebaug		17%	16%	0%	20%	57%	n/a
Capital, Gateway, Housatonic		12%	11%	11%	12%	21%	n/a
Manchester, Naugatuck, Norwalk		10%	12%	4%	6%	20%	14%
Middlesex, Three Rivers, Tunxis		12%	12%	5%	10%	23%	0%
<b>Charter Oak State College</b>							
	<b>6-Year</b>	<b>55%</b>	<b>54%</b>	<b>53%</b>	<b>63%</b>	<b>63%</b>	<b>100%</b>
	<b>3-Year</b>	<b>40%</b>	<b>48%</b>	<b>27%</b>	<b>71%</b>	<b>100%</b>	<b>17%</b>

