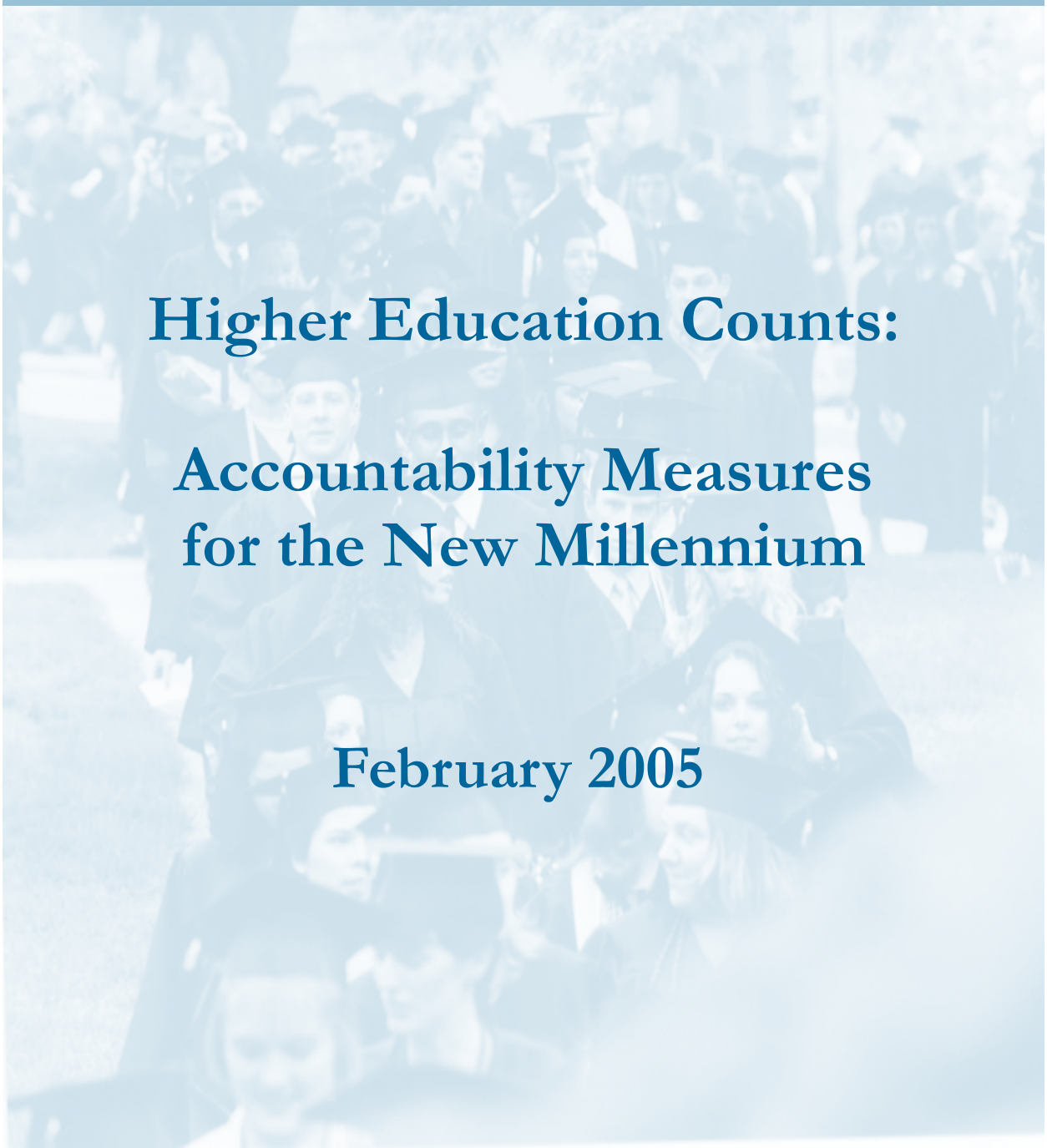
Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

# 2005 REPORT



# Higher Education Counts:

# Accountability Measures for the New Millennium

## February 2005

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# 2005 REPORT

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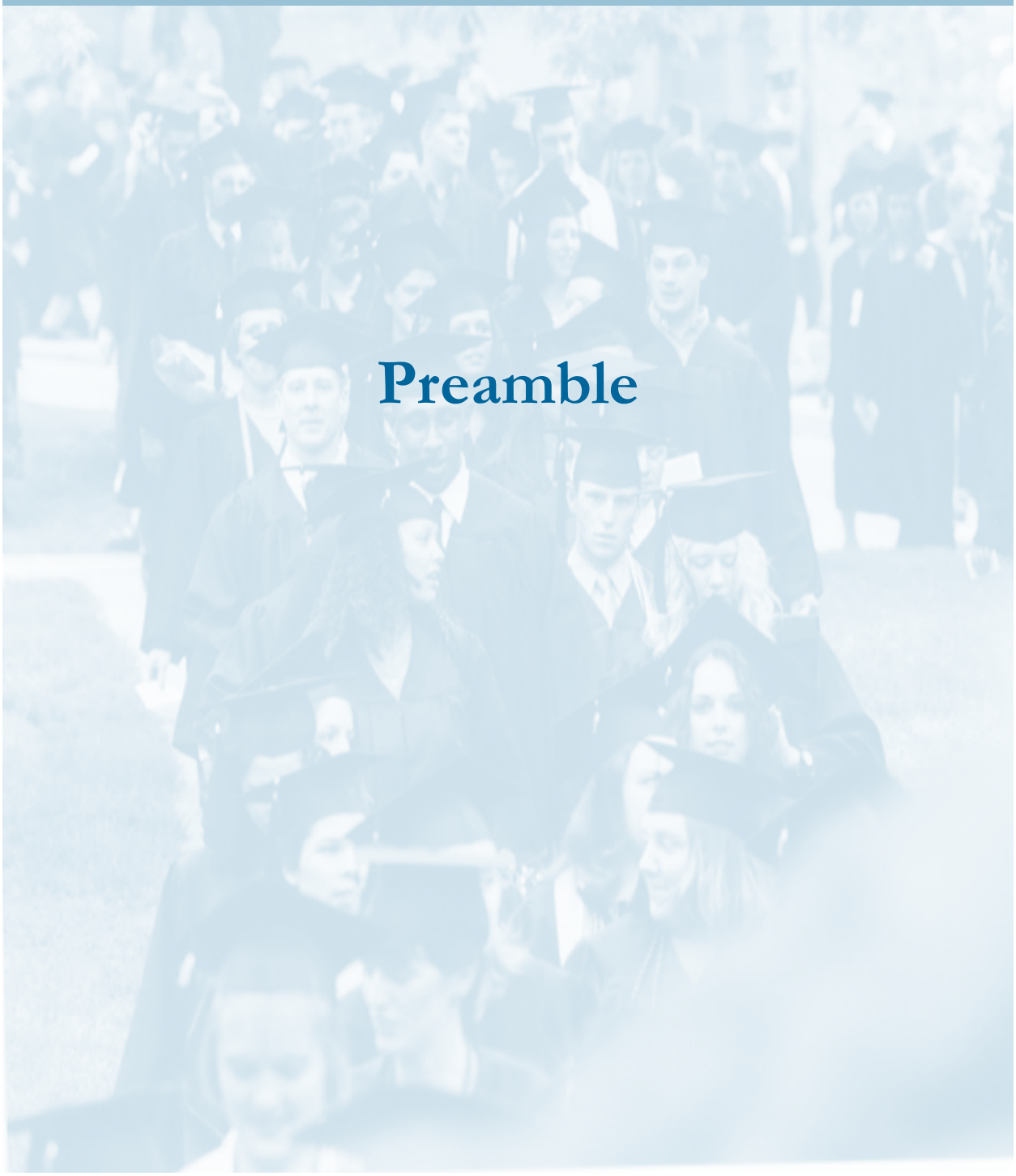

## Preamble

# 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 areas such as agriculture, dentistry, engineering, law, medicine and pharmacy. Research and service to enhance social and economic well-being are major activities of the university in a broad range of fields such as medicine and dentistry; physical, chemical and biological sciences; humanities; and applied professional programs.

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 currently is piloting an education doctorate (Ed.D).

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. Currently, 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 and programs for Charter Oak's own courses, as well as offerings of many other public and private college partners.

These special and, in many cases, unique roles make comparisons between these constituent units on measures of accountability often inappropriate. For this reason, the Board of Governors and the General Assembly, through the passage of Public Acts 00-220 and 01-173, have required an approved set of comparable or "peer" institutions that have similar missions, roles and characteristics. It is against these peers that comparisons in the following accountability report are made for each institution and constituent unit, while no comparisons among constituent units are provided.

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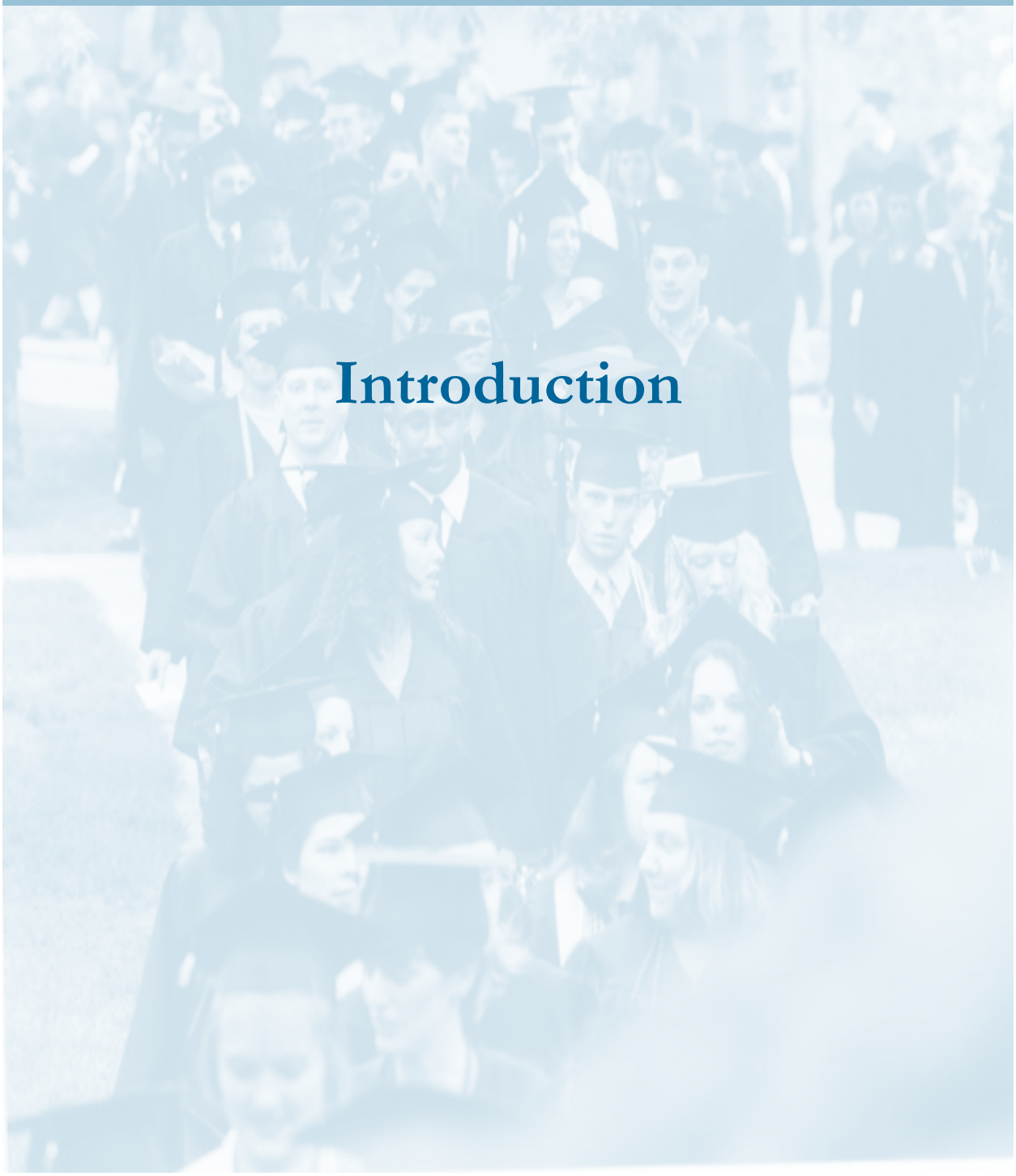

# Introduction

# 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 some basic questions about institutional performance and return on investments in Connecticut's higher education system.

## What's New

Last year, the Department of Higher Education sponsored a comprehensive evaluation of our accountability reporting process. This review culminated with a series of recommendations for improving the process and the measures reported. Based on these recommendations and after deliberation with its Performance Measures Task Force, the Board of Governors endorsed a number of modifications, deletions and additions to the measures reported. The new measures that have been added this year are:

**Statewide Degrees and Certifications per 100,000 population** (Page 15 )
**Participation Rate** (Page 23)
**Degrees Conferred by Credit Program** (System Total – Page 24)
**Educational Attainment Levels of State Population** (Page 26)
**Developmental Mathematics** (Page 101)
**Direct Service to High School Students** (Page 106)

The reader also will find several modifications to existing measures, most important of which is a new calculation of average cost per student necessitated by changes in federal financial reporting requirements.

## State Goals

Each of the constituent units of higher education must submit its accountability report to the Commissioner of Higher Education annually by January 1st. The Commissioner, in turn, is charged with compiling and transmitting a consolidated report to the Joint Standing Committees on Education and Higher Education and Employment Advancement by February 1st. 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?
- Are students satisfied with their education and higher education experience?

***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?
- Are alternate routes to teacher certification working to meet teacher shortages?

***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, and new patents and inventions?

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

- To what extent are higher education resources devoted to public service and community outreach?
- 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

There are no major changes in reporting format this year. 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, with particular emphasis on the public system as required by current legislation.

2. **Common Core of Institutional Measures**: a common set of nine indicators reported by all institutions. 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. These measures are not presented to encourage inappropriate comparisons among the constituent units. Since each unit has a distinct role and mission in providing higher education services to the state, data from a set of peer institutions is provided where possible for comparison and benchmarking purposes. A list of the common core measures is provided below.

3. **Constituent Unit Specific Indicators**: measures which highlight each constituent unit's unique role and mission within the state. These measures were developed by each unit and are 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<br>• Operating expenditures from state support<br>• 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<br>• Retention rate (by ethnic group)<br>• Graduation rate (4-year institutions: 4 and 6 year; 2-year institutions: 3 year; and by ethnic group) |

## 2005 Report Focus

This report provides updated baseline data and peer institution comparisons. You will note that each institution has identified performance improvement targets from a number of their respective measures. These targets were selected after careful analysis of performance trends, comparisons to peer institutions and consideration of institutional 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.

The Commissioner would like to reiterate that accountability reporting is a dynamic and evolving process. Work to ensure that the higher education community can demonstrate that it is meeting state needs and priorities must continue. This will require continual re-examination of measures to reaffirm their appropriateness, incorporation of external feedback to ensure measures are capturing performance of more mechanisms to gauge true outcomes, particularly in the area of student learning and business and industry satisfaction. In the latter case, this development will require resources that are currently not available.

**The Commissioner would like to emphasize that each individual constituent unit report was developed and presented by that unit, not the Department of Higher Education. While the Department worked in collaboration with each unit to enhance consistency, clarity and fullness of analyses, the reader will note substantial differences in report focus, style and, in some cases, presentation.**

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.

## Performance Measures Task Force

The development, data collection, analysis and presentation of the accountability measures contained in this report are largely the work of the members of the Board of Governors' Performance Measures Task Force (PMTF). Established in the summer of 1998, the group consists of representatives from each of the constituent units, Connecticut independent colleges and the Department of Higher Education (see Attachment A). The PMTF has invested numerous hours to ensure that the measures are appropriate, sound and reliable. One of the major drivers of the group's work was the desire to foster a better understanding of higher education's contributions to the state, spotlight successes and promote continued improvement in student learning and service. The Commissioner would like to take this opportunity to extend her gratitude to this group for its continued dedication and commitment to producing this report and looks forward to its contributions.

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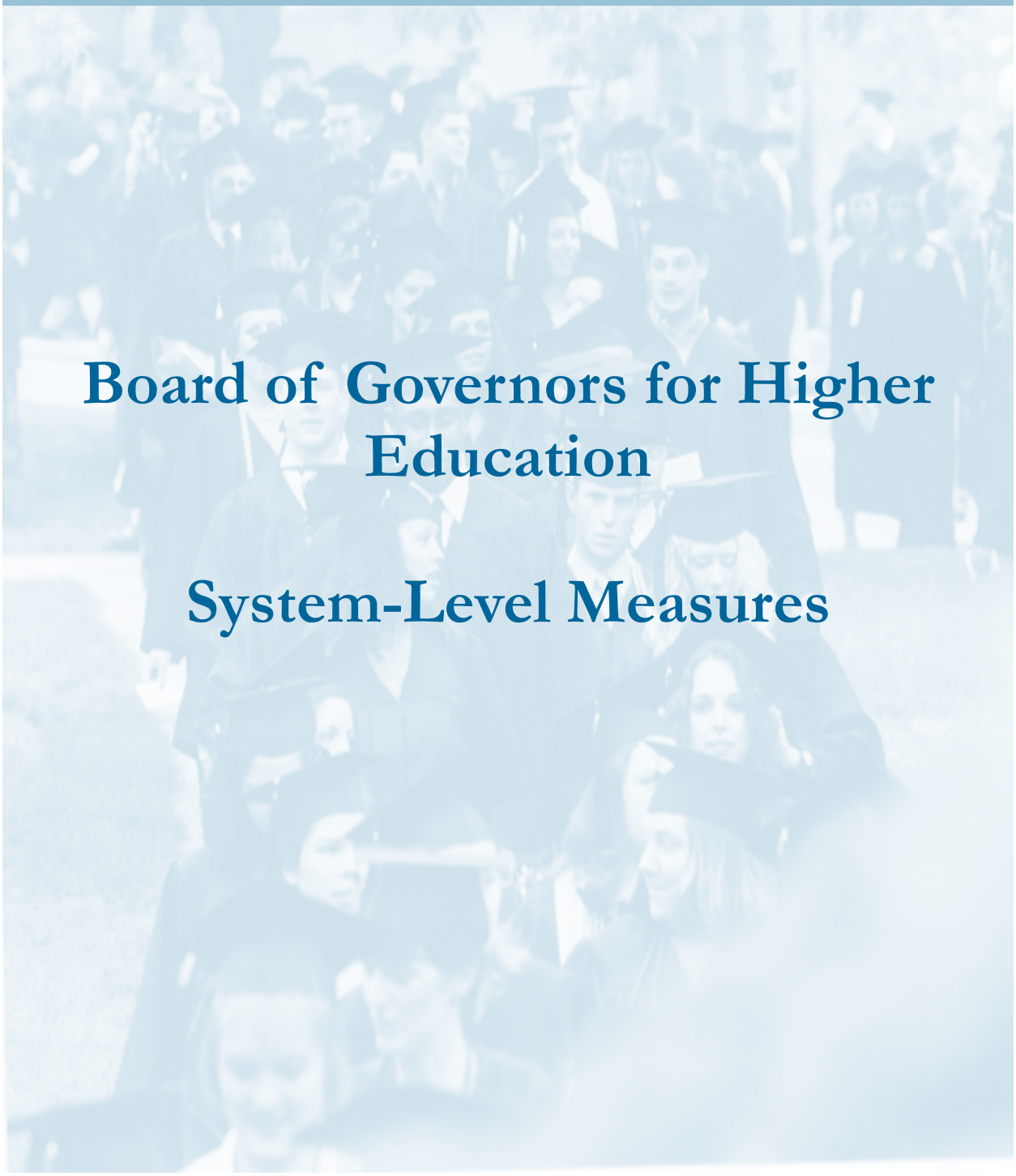

# Board of Governors for Higher Education

## System-Level Measures

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# Board of Governors for Higher Education—System Measures

## Overview

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

The Board of Governors for Higher Education serves as the statewide coordinating and planning authority for Connecticut's 47 colleges and universities. The public system of higher education consists of 18 degree-granting institutions organized into four constituent units: The University of Connecticut (UConn), 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 only external degree-granting institution. Twenty-eight independent colleges and universities, the U.S. Coast Guard Academy and numerous private occupational schools also serve Connecticut.

In fall 2004, nearly 172,735 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 64 percent of these students with 26 percent utilizing the Community-Technical College System, 21 percent the Connecticut State University and 16 percent the University of Connecticut. The remaining 36 percent enrolled at one of Connecticut's independent colleges.

The system awarded some 33,642 degrees and certificates in 2003-04, up 3.5 percent from last year and 17 percent higher than a decade ago. Baccalaureate degrees won the majority of degrees at 51 percent for the first time since 1992-93, followed by those with master's (27%) and associate degrees (14%). The top five degree-producing fields continue to be business, education, health professionals, social sciences and liberal arts and sciences.

Connecticut taxpayers provide about $581 million each year in direct appropriations to support its higher education system and another $188 million in indirect fringe benefits. This includes funding for the day-to-day operations of the public college system, and state financial assistance to students attending both independent and public colleges and universities. In addition, there is a state supported endowment fund matching program which over the last three years received $25.3 million. Taxpayers also contribute a significant level of tax-supported bond funding to finance the construction and renovation of public higher education facilities, library acquisitions and equipment. In FY 2005 total bond authorizations for the system approached $280 million, or about 27% of total state bonding.

On behalf of the entire higher education community, the Board of Governors would like to thank Connecticut citizens for continuing their commitment to ensuring a high quality and accessible higher education system.

## 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. Where possible, comparisons to other state and national trends are provided. The sources of these data 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 Department would like to develop better measures of student learning, employer satisfaction and affordability. Unfortunately, it currently lacks sufficient funding to substantially undertake these initiatives, but we hope the General Assembly's interest and commitment toward accountability will help to secure funds for strengthening these measures in the future.

# DEGREES CONFERRED PER 100,000 POPULATION

## Performance Indicator

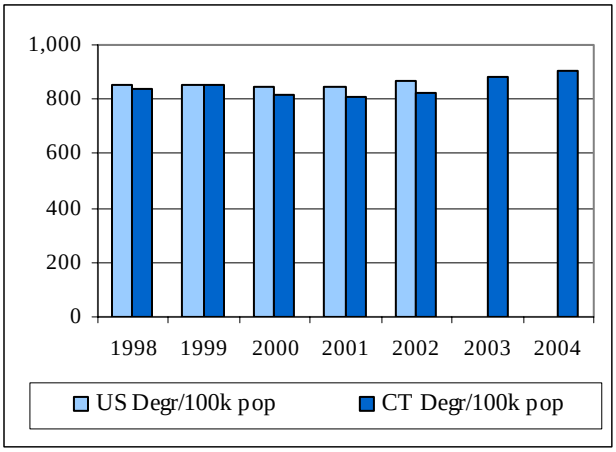
The annual number of undergraduate and graduate degrees conferred by Connecticut's public and independent institutions per 100,000 population.

## Performance Improvement Goal

To reach and then exceed national average by 2010.

## Data Analysis

After two years of decline, Connecticut has turned the corner and is increasing its degree production rate. Degrees per 100,000 population reached 905 in 2004, the highest rate in seven years and up 8% over 1998. The growth can be explained by a 16% increase in the annual number of degrees produced (from 27,333 to 31,707) coupled with a smaller rate of growth in the overall state population (7%).




However as of 2002, the latest national data available, Connecticut was still well-below (by about 5%) the national average of 866 per 100,000 population at just 821. This is despite the fact that the number of degrees produced increased by almost 4% from 27,333 to 28,399 between 1998 and 2002. The national numbers reflect an increase in the general population of just under 7% and an increase in annual degree production of almost 9% over this five-year period. In Connecticut, both the population and the annual number of degrees produced rose, but at much lower rates (5.7% and 3.9%, respectively).

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 reaching and 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.

| | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|
| US Population | 270,248,003 | 272,690,813 | 281,421,906 | 285,102,075 | 287,941,220 | 290,788,976 | 293,655,404 |
| CT Population | 3,272,563 | 3,282,031 | 3,405,565 | 3,433,243 | 3,459,006 | 3,486,960 | 3,503,604 |
| | | | | | | | |
| US Degrees | 2,297,733 | 2,322,759 | 2,384,729 | 2,416,123 | 2,494,009 | | |
| CT Degrees | 27,333 | 27,925 | 27,714 | 27,700 | 28,399 | 30,713 | 31,707 |
| | | | | | | | |
| US Degr/100k pop | 850.2 | 851.8 | 847.4 | 847.5 | 866.2 | | |
| CT Degr/100k pop | 835.2 | 850.8 | 813.8 | 806.8 | 821.0 | 880.8 | 905.0 |
| | | | | | | | |
| Difference | -15.0 | -1.0 | -33.6 | -40.7 | -45.2 | | |

*Source: US Census Bureau for population data; annual Digest of Educational Statistics for degrees.*

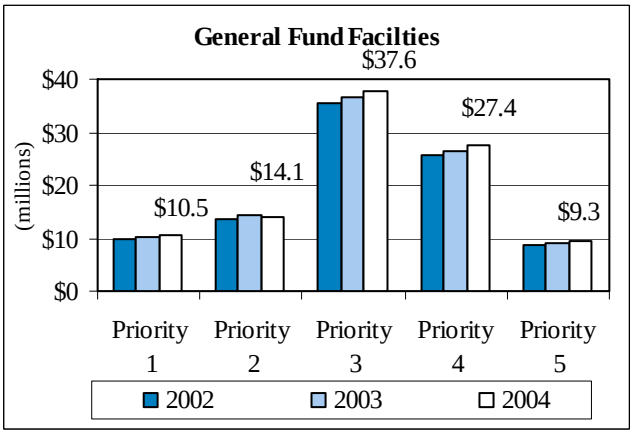
# DEFERRED MAINTENANCE LIABILITY

## 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. The Department has 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. Backlog reduction plans should be developed, implemented and funded through new resources to protect the State's significant investment in campus physical plants, which since 1998 approaches $2.0 billion.

| 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** |

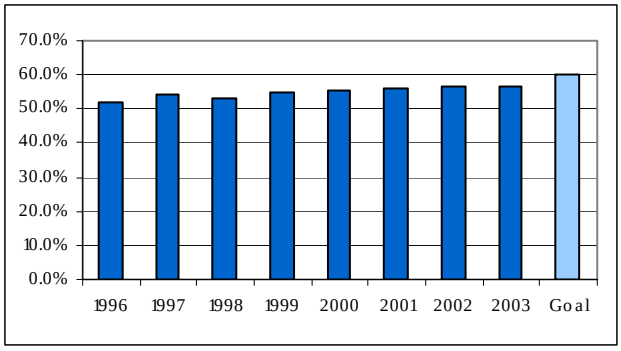
# PERCENT OF CT PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN CT HIGHER EDUCATION

## 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

Within 10 years, 60% of Connecticut's public high school graduates will attend college in-state.




## Data Analysis

Of the nearly 26,000 public high school graduates who planned to attend college in 2003, almost 57% planned to attend in Connecticut. The data are based on information about the future plans of graduating seniors collected by the State Department of Education from public high schools. Except for a dip in 1998, the percentage of students staying in-state has increased steadily over the last eight years. Although the percentage of public high school graduates planning to attend college remained at 77% in 2003 after reaching a high of 78% in 2001, the number opting to stay in-state has continued to rise at a faster rate than those attending college in total. The combination of college attendance over 75% and a mounting increase in those attending in-state is a positive sign that Connecticut is gaining 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% within ten years 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 | Change 96 to 03 |
|---|---|---|---|---|---|---|---|---|---|
| Total public HS grads with college plans | 19,027 | 20,308 | 20,551 | 21,399 | 22,314 | 23,775 | 24,689 | 25,862 | 35.9% |
| Total grads planning to attend college in CT | 9,874 | 11,031 | 10,902 | 11,682 | 12,420 | 13,274 | 13,935 | 14,678 | 48.7% |
| Percent of HS grads planning to attend college in CT | 51.9% | 54.3% | 53.0% | 54.6% | 55.7% | 55.8% | 56.4% | 56.8% | |

# COLLEGE ENROLLMENT RATE OF CONNCAP PARTICIPANTS

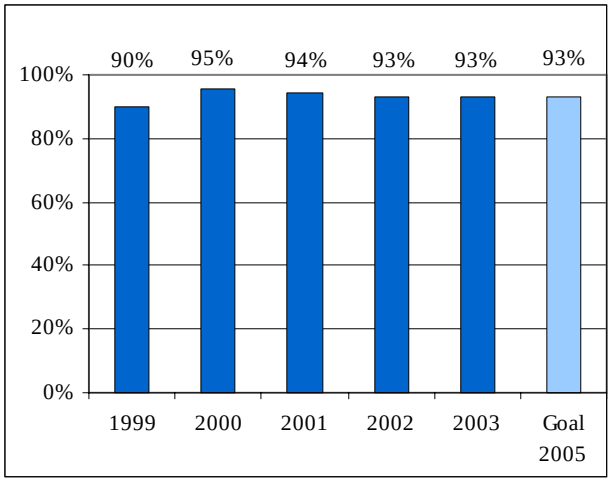
## Performance Indicator

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 2005.

## 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. Over 95% of ConnCAP seniors graduate from high school. Of those, over 90% get accepted to college. In 2003, the Department of Higher Education, which oversees the program, awarded $1.7 million in ConnCAP funds to 13 programs, 8 of which are run by Connecticut's public higher institutions. The 2003 programs enrolled 1,364 students beginning as early as eighth grade. A large percentage of those who continuously participate in the program experience a high rate of success. The last four cohorts of students have been exceptional as measured by a college enrollment rate which meets or exceeds the program goal of 93%. The Department of Higher Education will continue to monitor program performance and advocate for continued expansion.

| Year | ConnCap Seniors | No. Graduating High School | % Graduating High School | No. Grads Accepted at College | % Grads Accepted at College |
|---|---|---|---|---|---|
| 1999 | 170 | 162 | 95% | 146 | **90%** |
| 2000 | 222 | 218 | 98% | 208 | **95%** |
| 2001 | 190 | 186 | 98% | 175 | **94%** |
| 2002 | 229 | 222 | 97% | 207 | **93%** |
| 2003 | 196 | 189 | 96% | 176 | **93%** |

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

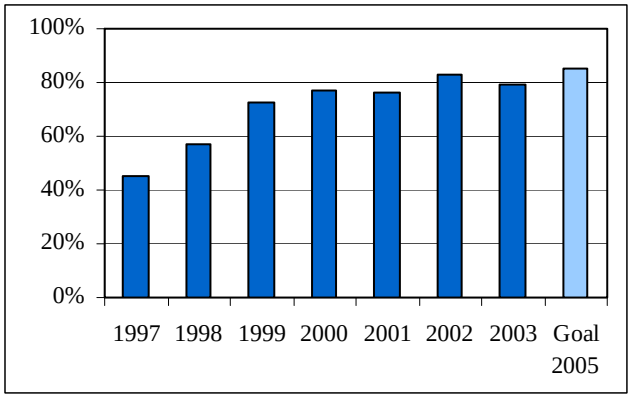
# EMPLOYMENT RATE OF ALTERNATE ROUTE TO CERTIFICATION GRADUATES

## 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.

## Performance Improvement Goal

To achieve an employment rate of 85 percent by 2005




## 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 individuals into teaching. The original program, ARC I, consists of two major parts: a rigorous eight-week period of full-time instruction offered in the summer, followed by two years of teaching in a Connecticut school closely supervised by the State Department of Education (SDE). In fall 2001 an academic year option was added, ARC II, in Hartford and Old Lyme, while ARC I was expanded to three sites. However, effective summer 2004, ARC consolidated its programming and offers one summer and one academic year program. A temporary 90-day certificate is issued by SDE after successful completion of the ARC program and Praxis II exams, and upon the recommendation of the employing superintendent. SDE also added a DSAP or emergency certificate to help fill the need for teachers, allowing certain teaching requirements to be completed while in the classroom.

Since 1996, the annual employment rate of ARC graduates teaching in Connecticut public schools has doubled from 39% in 1996 to 80% in 2003. In 2003, the 337 graduates include the cohort of 92 ARC II weekend and 245 ARC I summer graduates. Over this eight-year period, the summer and fall program has produced 1,808 graduates, with the annual number of graduates obtaining teaching jobs within one year increasing from 51 in 1996 to a peak of 350 in 2002. In 2003, a total of 268 graduates obtained teaching jobs. 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 mathematics, science, special subjects, and world languages. Last year, for example, ARC produced 69% of the new Physics teachers, 73% of the Family and Consumer Science Teachers, and 43% of those in math.

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|---|
| Earned 90 day Certificate | 68 | 94 | 116 | 130 | 209 | 350 | 268 |
| ARC Graduate | 151 | 164 | 159 | 169 | 274 | 423 | 337 |
| Percentage | 45.0% | 57.3% | 73.0% | 76.9% | 76.3% | 82.7% | 79.5% |

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

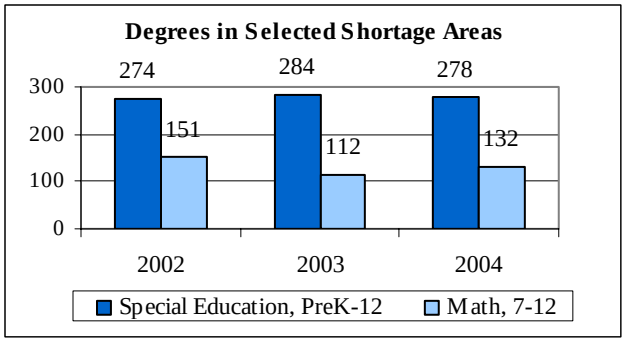
# NEW TEACHERS IN CRITICAL SHORTAGE AREAS

## 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 824 students received teacher certification awards in the 10 critical shortage areas identified by the State Department of Education. This represents about 24% of the total number of teacher preparation degrees awarded (3,415) in 2004. 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 2004 for example, Remedial Reading/Language Arts and Technology Education were added to the list, while School Library Media Specialist was removed. Just under 34% of these shortage awards were in Special Education. This was followed by 16% in Math 7-12. Only 8 degrees were awarded in Bilingual Education, down from 32 just two years ago. In the eight areas that have remained on the shortage list for all three years, a total of 712 awards were made this year, up 6% this year and 13% from 2002. While this certainly is good news for Connecticut's elementary and secondary schools, 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 | 2002 | 2003 | 2004 |
|---|---|---|---|
| Bilingual Education, PreK-12 | 32 | 21 | 8 |
| Consumer Home Economics, PreK-12 | 8 | 28 | 11 |
| Math, 7-12 | 151 | 112 | 132 |
| Music, PreK-12 | 59 | 64 | 97 |
| School Psychologist | 37 | 76 | 92 |
| Spanish, 7-12 | 54 | 39 | 43 |
| Comprehensive Special Education, PreK-12 | 274 | 284 | 278 |
| Speech & Language Pathology | 13 | 50 | 51 |
| Remedial Reading & Language Arts, 1-12 | | | 74 |
| Technology Education Pre K-12 | | | 38 |
| School Library Media Specialist, K-12 | 2 | 11 | |
| **Total, All Shortage Areas** | **630** | **685** | **824** |
| Percent in Shortage Areas | 18% | 19% | 24% |
| TOTAL, ALL AWARDS Teacher Preparation | 3,416 | 3,651 | 3,415 |
| **Total, 8 Areas that were shortage all 3 years** | **628** | **674** | **712** |

# MINORITY ENROLLMENT

## Performance Indicator

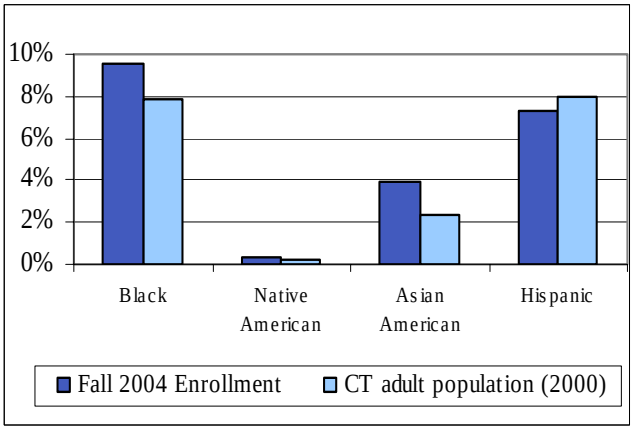
The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's population, aged 18 or over.

## Performance Improvement Goal

To attain parity with the adult population in the next five years.

## Data Analysis

Enrollment of all racial/ethnic minorities in Connecticut higher education (21.1% of the total in Fall 2004) exceeds the share of minorities in the Connecticut population age 18 or over (18.5% of the total in the 2000 Census), 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 9.5% of collegiate enrollments vs. 7.9% 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.

However, Hispanic students (7.3% of college enrollments) are underrepresented vis-à-vis the adult population (8.0% of the state's population age 18 or over.) Although the share Hispanic in higher education is increasing (e.g. 6.0% in 2000 vs. 7.3% in 2004), we are still short of parity. But progress is being made as Hispanic enrollment has increased from just under 9,700 in 2000 to over 12,600 in 2004 representing the fastest growing ethnic group at 30.3%.

| | Total Minority | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|
| Fall 2004 Enrollment | 36,508 | 16,459 | 12,631 | 6,749 | 669 |
| Fall 2004 % of Enrollment | 21.1% | 9.5% | 7.3% | 3.9% | 0.4% |
| Connecticut population, aged 18 or over | 18.5% | 7.9% | 8.0% | 2.4% | 0.2% |
| Enrollment % point difference from population | 2.6 | 1.6 | -0.7 | 1.5 | 0.2 |

*Sources: IPEDS Fall Enrollment (2004) and US Census 2000*

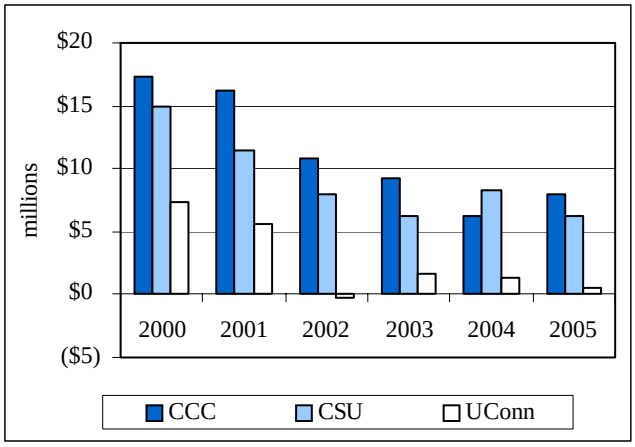
# UNMET FINANCIAL AID NEED

## 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 in the next five years.




## Data Analysis

Since 2000, Connecticut's public higher education system has reduced the level of unmet grant need through a combination of increased state, federal and institutional grant aid. Unmet grant need was reduced by nearly two-thirds over these five years despite recent reductions in state support. While the need for financial aid remained essentially flat until this year, unmet need decreased by an average of 12.5% annually as grant aid increased at an unprecedented pace. Growth in federal aid, in the form of Pell and Supplemental Educational Opportunity grants, is largely responsible for the reduction in unmet need in recent years. In addition, institutional grant funding from the 15% tuition set-aside requirement has nearly doubled, fueled by higher enrollments and higher tuition rates. State-appropriated student aid (Capitol Scholarship and Connecticut Aid to Public College Student Grant programs), on the other hand, has not recovered from the significant budget reductions made in 2003 and 2004, and is still more than 15% below the 2002 peak. In 2005, total grant need at Connecticut's public institutions took an unusual $10 million leap, reflecting greater financial needs of increasing enrollments. Despite this, unmet need declined by $1 million or 6% as a result of a $10.5 million increase in federal and institutional aid. Ensuring that unmet need does not begin to grow will require a combination of state, federal and institutional aid that keeps pace with enrollment and fee growth. Reducing the gap much further does not seem likely for the foreseeable future.

| Millions | Grant Need | Pell Grants | FSEOG | Institutional Set-Aside | Capitol Scholarship | CAPCS | Total System Unmet Need |
|---|---|---|---|---|---|---|---|
| 2005 | $ 113.2 | $ (38.0) | $ (2.5) | $ (37.9) | $ (3.5) | $ (16.5) | $ 14.8 |
| **% Change 2000-2005** | **13.7%** | **103.4%** | **12.6%** | **77.5%** | **11.9%** | **13.5%** | **-62.6%** |
| 2004 | $ 103.0 | $ (31.8) | $ (2.2) | $ (33.8) | $ (3.4) | $ (16.0) | $ 15.8 |
| 2003 | $ 94.0 | $ (25.4) | $ (2.2) | $ (28.0) | $ (3.8) | $ (17.5) | $ 17.0 |
| 2002 | $ 91.5 | $ (21.5) | $ (2.2) | $ (25.8) | $ (3.6) | $ (19.8) | $ 18.7 |
| 2001 | $ 103.7 | $ (20.8) | $ (2.2) | $ (24.2) | $ (3.6) | $ (19.8) | $ 33.3 |
| 2000 | $ 99.5 | $ (18.7) | $ (2.2) | $ (21.3) | $ (3.1) | $ (14.6) | $ 39.6 |

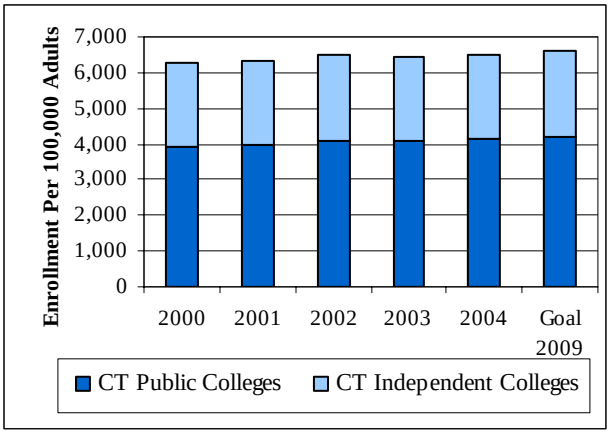
# PARTICIPATION RATE

## 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

The five-year goal is to increase the enrollment rate by 2 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 6,492. Headcount enrollment in Connecticut colleges consistently increased over the last five years as displayed in the table below. With the exception of one year with tepid enrollment growth (0.5% in 2003), that growth has exceeded the increase in the state's adult population, meaning that total college enrollment per 100,000 adults has risen in all but 2003. The current rate is up 3.6% from the 2000 level of 6,268. However, the rate is still significantly below the national average of 7,496. A large part of this disparity can be explained by the fact that Connecticut still loses a large number of recent high school graduates to out-of-state colleges. The goal of increasing this rate by 2% over the next five years (i.e., to 6,622 in 2009) reflects the projected growth of in-state high-school graduates (which is expected to peak in 2008) and improvement in retention of in-state students.

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| Total Headcount, Public Institutions | 100,453 | 103,467 | 107,789 | 108,220 | 109,853 |
| Total Headcount, Independent Institutions | 60,256 | 61,210 | 61,959 | 62,404 | 62,882 |
| Grand Total Enrollment | 160,709 | 164,677 | 169,748 | 170,624 | 172,735 |
| Total CT Population, age 18 & over * | 2,563,877 | 2,593,471 | 2,620,623 | 2,647,997 | 2,660,636 |
| Public Institution Enrollment per 100,000 adults | 3,918 | 3,990 | 4,113 | 4,087 | 4,129 |
| Independent Institution Enrollment per 100,000 adults | 2,350 | 2,360 | 2,364 | 2,357 | 2,363 |
| **Total CT HE Enrollment per 100,000 adults** | **6,268** | **6,350** | **6,477** | **6,444** | **6,492** |

*Data for 2000 are from the 2000 Census (as of 4/1/2000). Data for other years (except for 2004) are U.S. Census Bureau estimates as of 7/1 of that year. Data for 2004 reflects applying the percentage growth in total population, (which were released on 12/22/04) to the 2003 adult population, pending release of that more detailed age estimates.

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

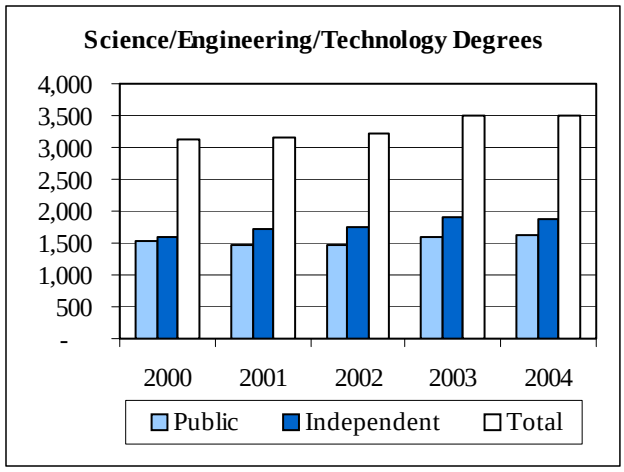
# DEGREES CONFERRED BY CREDIT PROGRAM

## 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 33,642 degrees and certificates in 2004, up 3.5% from 2003 and up 13.1% from 2000. All 8 program areas have grown since 2000 with the increases ranging from a high of nearly 24% in the Humanities/Arts to a low of 8% in the Health/Life Sciences. However, only 6 of the 8 areas are up from last year with Science/Engineering/ Technology and Education both showing declines of 0.5% and 4.0% respectively. 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 is concentrating its efforts in 9 industry clusters: 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 institutions have grown awards by almost 12% with the majority of the increase coming from the independent sector at 19% growth compared to just under 5% in the public sector. In the case of teacher preparation, the public sector has responded with education awards increasing over 18 percent while the independent sector has been stable with growth of just under 3 percent, though the growth has not been predominantly in the shortage areas.

| Program Area | 2000 | 2001 | 2002 | 2003 | 2004 | % Change 2003-04 | % Change 2000-04 |
|---|---|---|---|---|---|---|---|
| Social & Public Services | 1,975 | 2,009 | 2,049 | 2,174 | 2,339 | 7.6% | 18.4% |
| Health/Life Sciences | 3,939 | 3,838 | 3,899 | 3,956 | 4,253 | 7.5% | 8.0% |
| Humanities/Arts/Communications | 3,601 | 3,629 | 3,847 | 4,156 | 4,456 | 7.2% | 23.7% |
| Liberal Arts/General Studies | 2,588 | 2,522 | 2,676 | 2,777 | 2,936 | 5.7% | 13.4% |
| Business | 5,990 | 5,886 | 6,094 | 6,376 | 6,683 | 4.8% | 11.6% |
| Social Sciences | 5,422 | 5,248 | 5,398 | 5,929 | 6,003 | 1.2% | 10.7% |
| Science/Engineering/Technology | 3,128 | 3,160 | 3,218 | 3,512 | 3,496 | -0.5% | 11.8% |
| Education | 3,114 | 3,395 | 3,317 | 3,619 | 3,476 | -4.0% | 11.6% |
| **Total** | **29,757** | **29,687** | **30,498** | **32,499** | **33,642** | **3.5%** | **13.1%** |

# TRENDS IN DEGREES CONFERRED BY CLUSTER AREA

## Performance Indicator

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

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

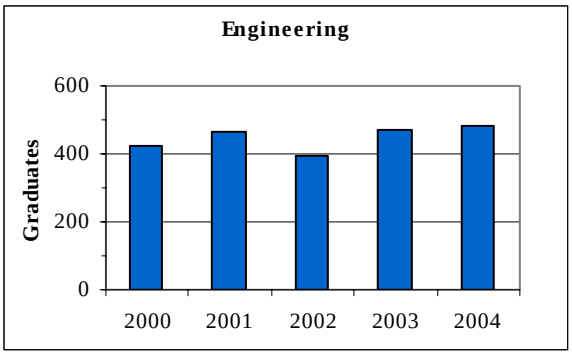
## Data Analysis

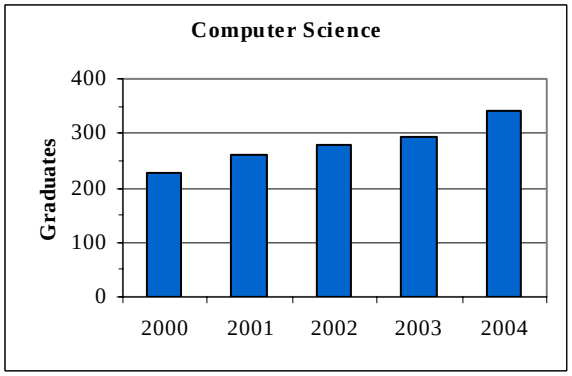
Bachelor's degrees in engineering rose from 468 in 2003 to 482 in 2004 (up 3%), and are up 13% since 2000. However, the current level of degree production is still well below the approximately 750 annual openings projected by the CT Labor Department.

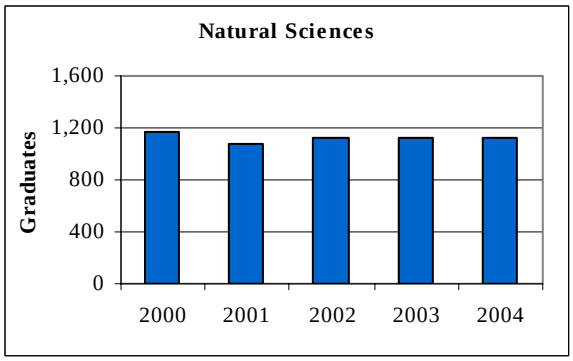
Five-year trends appear in the table below. The three other disciplines in that table (computer science, natural sciences, and business) also are essential to Connecticut's workforce needs, but are more difficult to align with specific job-opening predictions.

Computer science graduates grew by 16% this year, and are up 50% since 2000. The good news about this year's 16% increase in bachelor's degrees in computer science is tempered by the fact that computer science awards at all other levels were down 23%.

Bachelor's degrees in the natural sciences (including math) has been virtually flat over the last three years, and are down 4% from 2000. Bachelor's degrees in business rose 7% over last year to reach 3,064, and are up 28% over 2000.




| Bachelor's Degrees | 2000 | 2001 | 2002 | 2003 | 2004 | % Change 2000-04 |
|---|---|---|---|---|---|---|
| Engineering | 425 | 465 | 396 | 468 | 482 | 13% |
| Computer Science | 226 | 259 | 279 | 292 | 340 | 50% |
| Natural Sciences | 1,167 | 1,072 | 1,120 | 1,116 | 1,123 | -4% |
| Business | 2,389 | 2,376 | 2,634 | 2,855 | 3,064 | 28% |
| **Total** | **4,207** | **4,172** | **4,429** | **4,731** | **5,009** | **19%** |

# 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.

*How well is Connecticut doing in raising the educational attainment levels of its citizens?*

| | 2000 Census | Rank | 1990 Census | Rank |
|---|---|---|---|---|
| Massachusetts | 33.2% | 1 | 27.2% | 1 |
| Colorado | 32.7% | 2 | 27.0% | 3 |
| Maryland | 31.4% | 3 | 26.5% | 4 |
| **Connecticut** | **31.4%** | **4** | **27.2%** | **1** |
| New Jersey | 29.8% | 5 | 24.9% | 5 |
| Virginia | 29.5% | 6 | 24.5% | 6 |
| Vermont | 29.4% | 7 | 24.3% | 8 |
| New Hampshire | 28.7% | 8 | 24.4% | 7 |
| Washington | 27.7% | 9 | 22.9% | 12 |
| Minnesota | 27.4% | 10 | 21.8% | 15 |
| **United States** | **24.4%** | | **20.3%** | |

## Data Analysis

Connecticut continues to rank in the top five 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, while Rhode Island and Maine rank 17 and 27, respectively. From the 1990 to 2000 census, Connecticut's rank dropped slightly from 1 to 4, even though its educational attainment rate improved from 27.2% to 31.4%. While the 4.2 percentage point improvement for Connecticut was good, it was just above the 4.1 percentage point average change for the United States and less than the 6.0 percentage point improvement achieved by Massachusetts which was ranked 1 in both censuses. Clearly, Connecticut must continue to strive for improvement in its educational attainment levels, especially in a 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.

The 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, but the spread increases to 1.4 percentage points for the 10 state northeast region and moves to 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.

| | 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%** |
| Regional* | 29.6% | 15.4% | 48.6% | 12.0% | 16.5% |
| New England | 31.9% | 17.4% | 50.6% | 12.9% | 17.1% |

* Regional includes the following states: CT, DE, ME, MA, NH, NJ, NY, PA, RI, VT
*Source: US Census 2000 - Summary File 4*

# EDUCATIONAL COSTS PER FTE STUDENT

## Performance Indicator

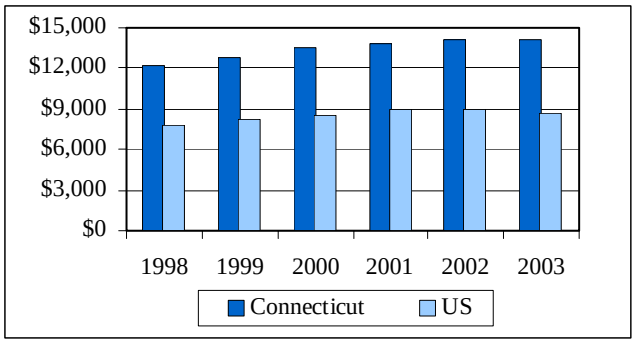
Trends in educational cost per FTE student in Connecticut and compared with the United States average.

## 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 six 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 50% more per FTE student than the national average and continues 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, with the appropriations reductions that appeared across 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 has made good progress over the last three years against the goal of long-term growth at or below the CPI level. In 2003, the increase in educational costs is below CPI growth for the first time after two years of trailing the CPI by two tenths of a percent. This result is due in part to smaller increases in appropriations, but the main driver of lower annual increases in educational costs is enrollment growth at Connecticut's public colleges and universities. With continued lower appropriations likely, enrollment expansion may mitigate the growth in educational costs fueled by tuition increases in the near term.

| | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | % Change 98-03 |
|---|---|---|---|---|---|---|---|
| Connecticut Cost | $ 12,208 | $ 12,739 | $ 13,469 | $ 13,843 | $ 14,080 | $ 14,180 | **16.2%** |
| National Average | $ 7,800 | $ 8,219 | $ 8,574 | $ 8,932 | $ 9,033 | $ 8,694 | **11.5%** |
| Connecticut Annual Increase | | 4.3% | 5.7% | 2.8% | 1.7% | 0.7% | |
| National Annual Increase | | 5.4% | 4.3% | 4.2% | 1.1% | (3.8)% | |
| CPI | | 2.6% | 3.5% | 2.6% | 1.5% | 2.3% | **13.2%** |

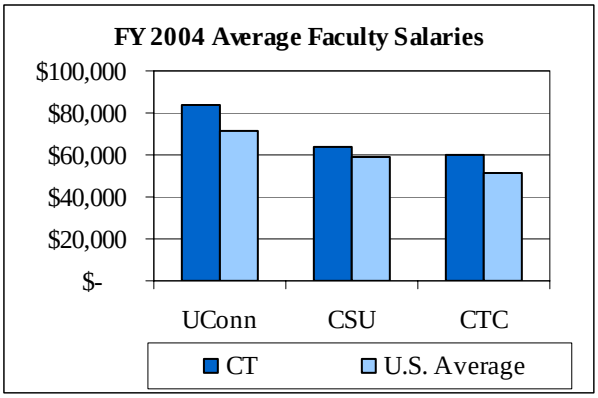
# AVERAGE FACULTY SALARIES

## 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 both UConn and CSU dropped just over 2% due to the 2003 early retirement program while the CTC average remained nearly flat. Last year, UConn's average faculty salary was $83,684, compared to a national average of $71,901, or 16.4% higher. CSU's averages also were higher than the national average for four-year public comprehensive institutions at $63,937, compared to $58,629 (9.1% higher). Lastly, the CTCs average of $59,729 was 16.9% higher than the $51,088 national average. These figures do not take into account age and tenure of faculty, which also could explain part of the differential.

When compared to peers, all Connecticut institutions rank among the top three with the exception of Central and Southern which rank slightly lower. These rankings have remained stable over the past seven years. From FY 1998 to FY 2004, CTC faculty salaries have remained stable at about 117% of the national average while UConn and CSU have dropped about 7 percentage points compared to the national average. This indicates salaries are growing at roughly the same rate across the nation as in Connecticut at community colleges while growing slower compared to the nation at comprehensive and research institutions. Part of this slower growth can be attributed to the 2003 early retirement program.

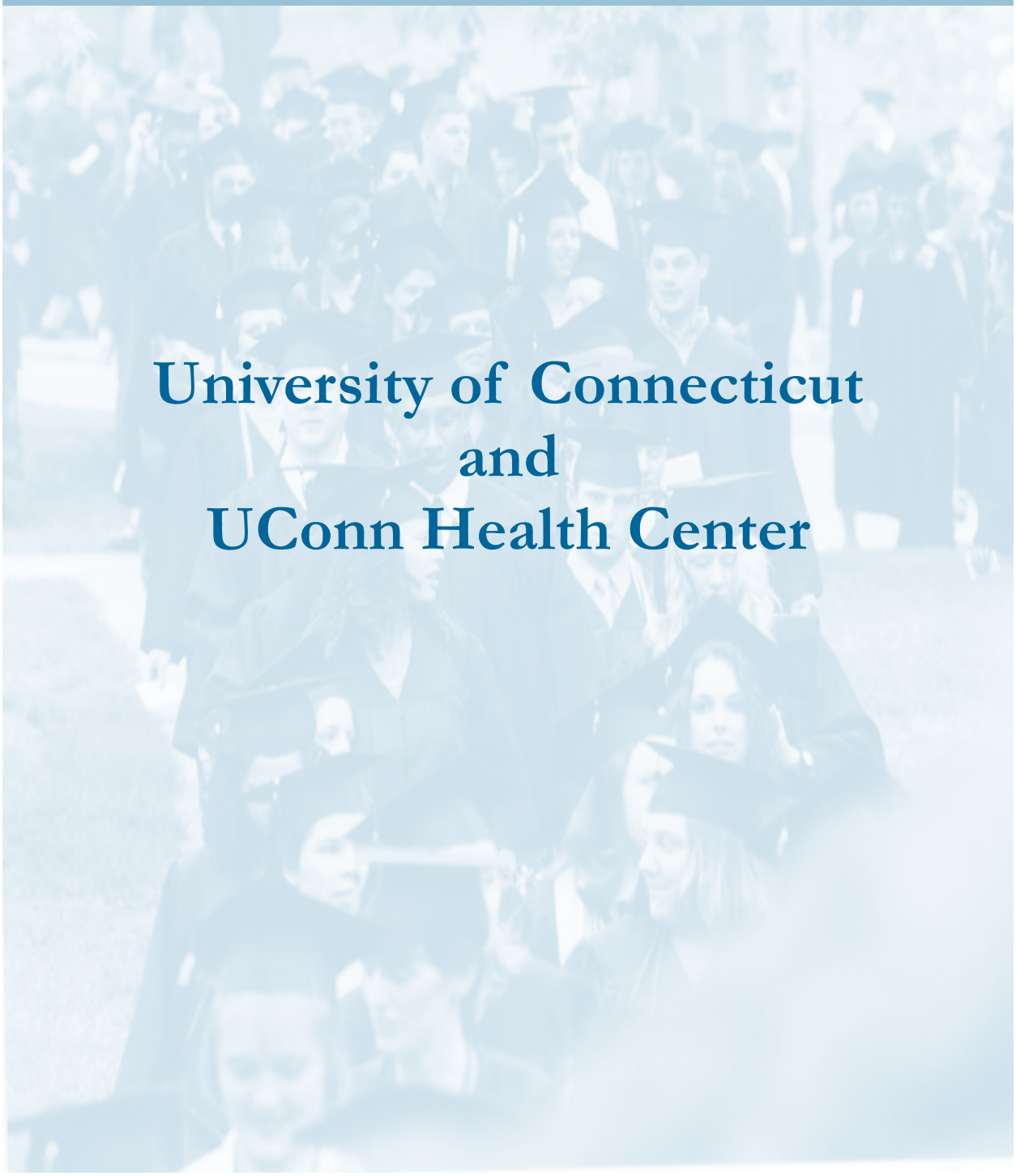
| | FY 1999 | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 |
|---|---|---|---|---|---|---|
| **University of Connecticut** | **72,951** | **75,297** | **78,734** | **82,386** | **85,565** | **83,684** |
| Peer Average | n/a | 67,826 | n/a | 72,609 | 72,127 | 75,220 |
| National Average | 61,958 | 63,982 | 64,703 | 68,717 | 70,357 | 71,901 |
| | | | | | | |
| **Connecticut State University** | **59,113** | **59,668** | **62,261** | **63,423** | **65,632** | **63,937** |
| Peer Average | 52,426 | 54,076 | n/a | 56,969 | 59,313 | 60,292 |
| National Average | 51,294 | 52,982 | 54,458 | 57,104 | 58,440 | 58,629 |
| | | | | | | |
| **Community College System** | **53,217** | **54,653** | **56,266** | **58,973** | **59,341** | **59,729** |
| Peer Average | 42,576 | 43,101 | n/a | 44,314 | 45,400 | 47,219 |
| National Average | 46,258 | 46,947 | 46,650 | 47,934 | 51,824 | 51,088 |

# AVERAGE FACULTY SALARIES

| | FY 1999 | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | Change FY 99-04 |
|---|---|---|---|---|---|---|---|
| **University of Connecticut** | **72,951** | **75,297** | **78,734** | **82,386** | **85,565** | **83,684** | 14.7% |
| Peer Average | n/a | 67,826 | n/a | 72,609 | 72,127 | 75,220 | n/a |
| US Average Public Doctoral Inst. | 61,958 | 63,982 | 64,703 | 68,717 | 70,357 | 71,901 | 16.0% |
| | | | | | | | |
| Connecticut State University | | | | | | | |
| **Central CSU** | **58,901** | **58,839** | **62,099** | **62,478** | **65,240** | **63,372** | 7.6% |
| Peer Average | 55,727 | 57,101 | n/a | 60,355 | 62,100 | 61,889 | 11.1% |
| | | | | | | | |
| **Eastern CSU** | **56,391** | **55,971** | **57,545** | **59,310** | **60,825** | **59,882** | 6.2% |
| Peer Average | 48,036 | 49,692 | n/a | 52,782 | 54,427 | 55,642 | 15.8% |
| | | | | | | | |
| **Southern CSU** | **58,696** | **60,829** | **62,917** | **64,489** | **66,591** | **64,595** | 10.1% |
| Peer Average | 54,630 | 57,265 | n/a | 59,959 | 62,507 | 64,036 | 17.2% |
| | | | | | | | |
| **Western CSU** | **62,900** | **62,217** | **65,570** | **67,317** | **68,915** | **67,748** | 7.7% |
| Peer Average | 46,593 | 48,842 | n/a | 51,597 | 54,429 | 55,612 | 19.4% |
| US Average Public Comprehensive Inst. | 51,294 | 52,982 | 54,458 | 57,104 | 58,440 | 58,629 | 14.3% |
| | | | | | | | |
| Community Technical College System | | | | | | | |
| **Asnuntuck CC** | **58,567** | **61,232** | **63,596** | **66,401** | **61,712** | **67,641** | 15.5% |
| **Northwestern CT CC** | **50,862** | **51,533** | **54,803** | **56,707** | **56,134** | **58,122** | 14.3% |
| **Quinebaug Valley CC** | **48,103** | **50,541** | **53,168** | **56,162** | **47,906** | **53,051** | 10.3% |
| Peer Average | 38,825 | 39,199 | n/a | 36,936 | 36,645 | 39,045 | 0.6% |
| | | | | | | | |
| **Capital CC** | **57,399** | **59,136** | **61,045** | **63,585** | **60,029** | **60,763** | 5.9% |
| **Gateway CC** | **55,190** | **57,856** | **60,133** | **62,468** | **65,405** | **65,525** | 18.7% |
| **Housatonic CC** | **53,742** | **52,388** | **54,790** | **55,472** | **55,090** | **57,310** | 6.6% |
| Peer Average | 44,547 | 44,666 | n/a | 49,802 | 50,723 | 51,843 | 16.4% |
| | | | | | | | |
| **Middlesex CC** | **56,269** | **57,810** | **52,274** | **61,131** | **58,253** | **60,948** | 8.3% |
| **Tunxis CC** | **54,207** | **54,515** | **55,768** | **57,516** | **55,064** | **58,295** | 7.5% |
| **Three Rivers CC** | **55,840** | **58,781** | **56,735** | **58,912** | **62,149** | **59,341** | 6.3% |
| Peer Average | 41,842 | 42,065 | n/a | 42,285 | 43,327 | 45,257 | 8.2% |
| | | | | | | | |
| **Manchester CC** | **50,188** | **51,536** | **54,524** | **57,550** | **59,274** | **57,808** | 15.2% |
| **Naugatuck Valley CC** | **52,667** | **53,326** | **56,217** | **59,646** | **61,453** | **61,445** | 16.7% |
| **Norwalk CC** | **49,096** | **51,641** | **53,456** | **55,176** | **57,758** | **56,397** | 14.9% |
| Peer Average | 47,323 | 48,372 | n/a | 51,491 | 53,068 | 54,687 | 15.6% |
| US Average 2-year Public Institutions | 46,258 | 46,947 | 46,650 | 47,934 | 51,824 | 51,088 | 10.4% |

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

# 2005 REPORT



# University of Connecticut and UConn Health Center

## University of Connecticut Board of Trustees

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# University of Connecticut

The University of Connecticut includes the Storrs main campus, five regional campuses: Avery Point, Stamford, West Hartford, Torrington and Waterbury, the School of Social Work in West Hartford and the Law School 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.

## Overview

UConn has 17 Schools and Colleges offering 8 different types of undergraduate degrees including a choice of 103 majors. At the graduate level, 14 different degrees are offered in 87 fields of study as well as 5 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. *21st Century UConn*, the multi-year successor to *UCONN 2000*, our landmark ten-year capital improvement program, includes Storrs, the regional campuses and the Health Center. 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.

Undergraduate enrollment has grown from 14,667 in Fall 1995 to 20,151 in Fall 2004, an increase of 37%. Minority undergraduate enrollment has increased from 2,183 to 3,550, an increase of 63% as freshman minority enrollment has increased 71%. Also, SAT scores for students at the Storrs campus have climbed from 1112 to 1177 since Fall 1996, the first year of re-centered SAT scores. During that same period, research awards, that reflect faculty and graduate program success grew from $98.4 to $190.8 million, an increase of 94%.

The Health Center continues to successfully implement its Strategic Plan, designed to capitalize on education, research and clinical strengths. The plan provides the framework for program enhancement and growth in four Signature Programs: Cancer, Cardiology, Musculoskeletal Medicine and Connecticut Health.

These performance measures are congruent to the University's long-term goals. Themes of excellence, access, affordability, state partnership in economic development, response to the needs and problems of society, and efficient use of resources run prominently through both our goals and these measures.

# 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 University of Connecticut and the Connecticut Department of Higher Education agreed upon the following peers:

## Storrs+

Colorado State University
Iowa State University
University of Iowa
Louisiana State University
University of Massachusetts
University of Missouri
University of Nebraska
Rutgers University
University of Tennessee
West Virginia University

## 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

Continue our passing rates of between 95 and 100% on national medical and dental exams.

## Data Analysis

Passing rates are a strong indication of learning, competence, and readiness for professional practice. Our medical and dental students' pass rates have been outstanding on national certification exams that allow them to move to residency, their next phase of preparation. 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**

| % Passing Exams | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| **National Board of Medical Examiners** | | | | | |
| **Step 1: UCHC** | **89%** | **99%** | **100%** | **99%** | **99%** |
| National | 92% | 90% | 91% | 92% | NA |
| **Step 2: UCHC** | **98%** | **97%** | **100%** | **100%** | **97%** |
| National | 95% | 95% | 96% | 94% | NA |
| **National Board of Dental Examiners** | | | | | |
| **Part 1: UCHC** | **98%** | **100%** | **100%** | **100%** | **100%** |
| National | 88% | 93% | 90% | 93% | 92% |
| **Part 2: UCHC** | **100%** | **100%** | **100%** | **100%** | **100%** |
| National | 94% | 94% | 92% | 94% | 92% |

*Source: National Boards of Medical and Dental Examiners.*

Nursing Licensure and Teacher Education Praxis II exam passing rates are excellent in occupational areas with significant manpower shortages. Pass rates of UConn Law School graduates who are first-time bar exam takers consistently exceed national and state averages as do student passing rates on Certified Public Accounting and Actuarial Sciences exams. The table below presents 2003-04 pass rates on selected exams.

**Student Performance on Licensure & Certification Exams in Selected Programs**

| 2003-04 | UConn | Goal |
|---|---|---|
| State Bar | 94% | 85-90% |
| Teacher Education Praxis II | 100% | 100% |
| Nursing Licensure | 82% | 85% |
| North American Pharmacy Licensure | 94% | 100% |
| Audiology National Clinical Certification | 100% | 98% |
| Speech Language National Clinical Certification | 96% | 100% |
| Cytotechnology | 100% | 100% |
| Diagnostic Genetic Sciences | 94% | 98% |
| Medical Technology | 100% | 100% |
| Physical Therapy | 91% | 98% |

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

# TEACHER, PRINCIPAL, SUPERINTENDENT EMPLOYMENT

**Performance Indicator**

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

**Performance Improvement Goal**

That 98% to 100% of graduates obtain employment as teachers.

**Data Analysis**

Nearly all Neag School of Education graduates have jobs teaching in public schools upon graduation based on annual surveys of graduates. The table below summarizes graduates employed in teaching positions in recent years. It should be noted that the 2004 estimates indicate a substantial increase in number of graduates and the number of those that are employed in a teaching position.

**Teacher Employment by Year of Graduation from Neag School of Education**

| *(e.g., 2002 grads surveyed in 2002-03)* | **1999** | **2000** | **2001** | **2002** | **2003** | **2004 est** |
|---|---|---|---|---|---|---|
| Program Completers | 120 | 129 | 98 | 110 | 106 | 151 |
| Survey Respondents | 92 | 99 | 74 | 84 | 90 | 110 |
| Employed in Teaching Position | 90 | 96 | 74 | 79 | 85 | 103 |
| *% Employed in Teaching Positions* | *98%* | *97%* | *100%* | *94%* | *94%* | *94%* |
| *% Employed in Full-Time Teaching* | *91%* | *92%* | *91%* | *86%* | *92%* | *92%* |

*Source: Neag School of Education Follow-Up Surveys*

Students who complete the 5-year Integrated Bachelor's/Master's Teacher Education Program earn a Master of Arts degree in Education. In addition to the many teachers who graduated from the University of Connecticut, numerous superintendents and principals in the state are Neag School of Education graduates or have been certified to become principals or superintendents through our Neag School of Education.

The most recent available data, as reported last year, on 151 public school district central offices and 968 public schools in Connecticut indicated the following:

- 46 school district offices have executives with education degrees and/or certification from UConn (up from 42 the previous year)
- 38 of those are superintendents and in another 8 districts UConn graduates are associate or assistant superintendents
- 243 public schools have supervisors with education degrees and/or certification from UConn (up from 216 from the previous year)
- 193 of those are principals and 50 are associate or assistant principals

*Sources: Neag School of Education, State Department of Education, Local School District websites*

# COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

## Performance Indicator

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

*How does the University of Connecticut interact with the Connecticut school districts?*

## Data Analysis

UConn's collaborates with public schools across the state. Examples on these pages are but a few; for more information on our many collaborations, please visit *www.uconn.edu.*

**The Neag School of Education** teaching program partners with *Professional Development Centers* in 27 schools in 6 districts, 3 urban (Hartford, East Hartford, Windham), 3 suburban (Glastonbury, Mansfield, Willington). The *Accelerated Schools Project*, moved to UConn from Stanford University, works with students from at-risk to gifted to provide the best public education. Over 100 internships in Connecticut's schools annually provide support in school counseling, school psychology, educational leadership, and physical education (Paw PALS and Husky sports). Other projects include *Project VITAL (Vocabulary Intervention Targeting At-risk Learners)* to help children develop vocabulary knowledge and the *UConn Mentor Connection* to offer high school juniors and seniors summer research experience at the Storrs campus. *Engineering 2000* is another residential summer opportunity for promising high school students to explore engineering disciplines. The Neag School of Education and College of Liberal Arts and Sciences (CLAS) share a Carnegie Foundation grant for the national *Teachers for a New Era* program to improve the quality of teachers in K-12 classrooms. They also are jointly developing an elementary school science curriculum based on *Stone Wall Secrets*, a children's book written by a UConn professor and his spouse about lessons that can be learned from rocks. Neag, CLAS and the College of Continuing Studies jointly offer annual conferences for Connecticut teachers including Confratute, Media Literacy and Medieval Studies.

**Science, Technology, Engineering and Mathematics (STEM)** are a key areas for today's educators as we plan for the future. UConn addresses needs in these areas in many ways.*Mentoring Mathematical Minds (Project M3)* provides early exposure for 3rd to 5th graders to challenging math courses such as Algebraic Reasoning, Geometry & Measurement, and Data Analysis and Probability. The College of Liberal Arts and Sciences *Kids Are Scientists Too (KAST) Program,* a "learning by doing" science experience offers students who have just completed grades 4 to 9 the chance to work on projects in archaeology, astronomy, biology, chemistry, marine sciences and physics. The College's *Chemistry Olympiad*, part of a national event, brings 200 Connecticut high school students to campus for a knowledge and lab-based competition. The *BioBlitz*, a Museum of Natural History event that annually involves students from many schools in the state, will be hosted this year by Two Rivers Magnet Middle School in East Hartford. The School of Engineering hosts the *Connecticut Invention Convention*, a state-wide K-12 competition attracting an annual attendance of 2,000, and the *da Vinci Workshop*, a short course in engineering and technology for high school math/science teachers. The School also sponsors *Multiply Your Options, a* conference that introduces 8th grade middle school girls to female role models in science, engineering, mathematics, and technology, and the *Pre-Engineering Program* (PEP), a Saturday enrichment program for 7th-9th graders on the relationship of math and sciences to engineering.

# COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

## Data Analysis (continued)

**Diversity:** The *minority population is* the thrust of many UConn-public school interactions. The Health Center's *Health Professions Partnership Initiative Great Explorations Middle School Program* provides enrichment activities for 6th graders at target schools in Hartford and an After School Program for 7th-8th graders; about 400 students participated last year. The *UConn Law Connections Mentoring Program* promotes legal education opportunities with high schoolers from historically under-represented groups, and the *Street Law Seminar* provides information on legal issues. Sixth-grade students from Bridgeport were introduced to the Law School via its *Campus Visit Program*. *BRIDGE*, a School of Engineering residential summer program, offers minorities and women math and science courses that form the foundation of engineering studies. Through the *Killingly, UConn, Brooklyn Experience* outreach multi-cultural mentoring program, sponsored by the Asian American Cultural Center, 65 UConn mentors were paired with students last year.

The Center for Academic Programs (CAP), with Undergraduate Admissions, works with public school students from underrepresented groups. Its *Upward Bound/ConnCAP Program* promotes high school completion and college placement and graduation to 9th-graders in Hartford, New Haven, Waterbury, and Windham via academic year activities and a summer program. *Educational Talent Search* prepares New Haven and Windham middle and high school students from low income backgrounds for college. The *Student Support Services Program* is a pre-freshman summer program, and *Gear-Up* tracks New Haven 6th graders through high school stressing completion and college. Upward Bound/CONNCAP had 116 participants last year; Educational Talent Search had 675; Student Support Services Program 750; and, Gear Up, 584. The *Health Center Health Professions Partnership Initiative* enhances students' enrichment and interest in health professions through *The Health Professions Academy at Bulkeley High School* and *Health Careers Academy at Weaver High School* in Hartford (267 students last year). The *Jumpstart Saturday Academy and Summer Program* works with 70 rising 9th-11th graders to develop their interest in health careers.

The Business School's Office of Diversity Initiatives *Institute for the Advancement of Corporate Diversity* sends representatives to high schools to discuss majors, requirements, and placement. The *Teenage Minority Business Program* provides 85 high school students the opportunity to visit campus and interact with faculty, students, and alumni. The *Teenage Minority Entrepreneurship Program*, run by the School's *Connecticut Small Business Development Program*, offers a 6-week summer program where students learn computer and job skills and shadow employers.

**More Collaborations:** The College of Agriculture and Natural Resources and Cooperative Extension Program work with schools, statewide. In the *CREC and 4-H Resource Center at Farm Inter-district Cooperative Program*, Bloomfield and Simsbury students work together on hands-on agriculture projects. A *Fairfield County Extension Council, 4-H Development Committee, Danbury public school* partnership improves workforce readiness, business organization, money management, and entrepreneurial skills. The School of Family Studies *Adventures of Lead Busters Club* teaches Hartford 1st & 2nd graders about lead hazards. Some School of Nursing students complete a 7-week field experience, including a health promotion project, in the office of a school nurse. The College of Continuing Studies reaches out to 12-15 year olds via the *Future Achievers in Computer Technology* program and offers *The Stock Market Game*, an economic simulation of Wall Street trading, to elementary, middle, and high school students. The College also sponsored Homeland Security training for principals and superintendents in *Preventing Targeted Violence in Schools*. The School of Fine Arts invites public school musicians to rehearse and perform with the *University Symphony Orchestra.*

# MINORITY ENROLLMENT

**Common Core Performance Indicator**

The proportion of students of color (African American, 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**

Minority enrollment at the University of Connecticut (Storrs+ and Health Center) increased by 34% between fall 1999 and fall 2004. This fact is furtherance of our aspiration to have the student body reflect, at a minimum, the ethnic composition of the state. The proportion of enrollees that are minorities at Storrs and the regional campuses grew from 14.7% in Fall 1999 to 16.3% in Fall 2004, reflecting dramatic increases in freshman minority enrollment. This is particularly compelling, considering that in 2003, 24.8% of the state's public high school graduates were minority students; and about 80% continue their education after high school, with 57% going to 4-year colleges, 20% to 2-year colleges, and 3% continuing with some other form of education. The University's many multicultural centers promote diversity including the African American Center, Puerto Rican Center, and Asian American Center. Also, UConn and our Health Center promote diversity via early collaborative efforts with K-12 students, college preparatory programs, financial aid initiatives and support services. Health Center minority enrollment of 26.2% exceeds minorities as a percentage of the state's population.

| Total Minority Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Fall Semester** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** |
| **Minority Enrollment** | | | | | | |
| Storrs+ | 3,280 | 3,438 | 3,623 | 3,847 | 4,149 | 4,424 |
| | **14.7%** | **15.0%** | **15.4%** | **15.2%** | **15.9%** | **16.3%** |
| Health Center | 112 | 112 | 116 | 111 | 114 | 127 |
| | **23.0%** | **23.0%** | **25.0%** | **24.0%** | **24.1%** | **26.2%** |
| **Census 2000** | | | | | | |
| *CT Population* | ***20.7%*** | ***20.7%*** | ***20.7%*** | ***20.7%*** | ***20.7%*** | ***20.7%*** |
| *CT Population 18+* | ***17.9%*** | ***18.5%*** | ***18.5%*** | ***18.5%*** | ***18.5%*** | ***18.5%*** |

*Source: UConn Office of Institutional Research and Health Center; Census 2000*

The table on the following page indicates that at Storrs and the regional campuses the number and percentage of Blacks, Hispanic-, and Asian-Americans has increased between Fall 1999 and Fall 2004, by 26%, 37%, and 43.2% respectively. At the Health Center, Blacks now represent 10.1% of students compared to 5.6% in Fall 1999.

# MINORITY ENROLLMENT

## Enrollment by Ethnic Group

| Black | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Storrs+ | 5.0% | 4.8% | 4.8% | 4.7% | 5.1% | 5.2% |
| Health Center | 5.6% | 5.8% | 8.0% | 9.4% | 9.2% | 10.1% |
| CT Population | | 8.7% | 8.7% | 8.7% | 8.7% | 8.7% |
| CT Population 18+ | | 7.9% | 7.9% | 7.9% | 7.9% | 7.9% |

| Hispanic | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Storrs+ | 4.5% | 4.7% | 4.7% | 4.7% | 4.8% | 5.0% |
| Health Center | 4.4% | 4.5% | 4.0% | 3.0% | 2.6% | 3.3% |
| CT Population | | 9.4% | 9.4% | 9.4% | 9.4% | 9.4% |
| CT Population 18+ | | 8.0% | 8.0% | 8.0% | 8.0% | 8.0% |

| Asian American | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Storrs+ | 4.9% | 5.2% | 5.5% | 5.4% | 5.7% | 5.8% |
| Health Center | 12.4% | 12.6% | 12.0% | 11.1% | 12.4% | 12.0% |
| CT Population | | 2.4% | 2.4% | 2.4% | 2.4% | 2.4% |
| CT Population 18+ | | 2.4% | 2.4% | 2.4% | 2.4% | 2.4% |

| Native American | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Storrs+ | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% |
| Health Center | 0.4% | 0.2% | 0.6% | 0.2% | 0.2% | 0.6% |
| CT Population | | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| CT Population 18+ | | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |

| Total Minority | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Storrs+ | 14.7% | 15.0% | 15.4% | 15.2% | 15.9% | 16.3% |
| Health Center | 23.0% | 23.0% | 25.0% | 24.0% | 24.1% | 26.2% |
| CT Population | 20.7% | 20.7% | 20.7% | 20.7% | 20.7% | 20.7% |
| CT Population 18+ | 17.9% | 18.5% | 18.5% | 18.5% | 18.5% | 18.5% |

*Source: UConn Office of Institutional Research and Health Center; Census 2000*

# OPERATING EXPENDITURES FROM STATE SUPPORT

## Common Core Performance Indicator

Total state appropriations including general fund fringe benefits, but excluding capital equipment funds, as a percent of E&G and (total operating support). *(Storrs+ & Health Center)*

*What portion of operating funds comes from State appropriations?*

## Data Analysis

As a percentage of the University's total operating funds, the state share for Storrs+ has declined steadily from 50% in FY 91 to 39% in FY 03 to 35.6% in FY 05; at the Health Center the corresponding percentages were 19.7% to 17.8% to 16.4%. This is significant to note in that it reflects a consistent methodology of measurement over a long period of time.

The IPEDS data used for peer comparisons below reflects a key change in methodology that occurred in FY 02. Starting then, the presentation of the University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements. The table indicates that the trend in state support as a percent of operating funds is declining. Adequate levels of funding are imperative to meet the growing demand for an education.

E&G operating expenditures from state support was calculated as follows:

- Education and General funding for operating included total operating revenues plus state appropriations plus gifts including contributions from other organizations minus sales and services of auxiliary enterprises.
- State support was divided by Education and General (E&G).
- Because UConn is a research university with an extremely high percentage of undergraduates residing on campus, data for the Storrs+ program also was presented in relation to our total budget, representing the full range of university activities.

**Operating Expenditures from State Support**

| | FY 99 | FY 00 | FY 01 | | FY 02 | FY 03 |
|---|---|---|---|---|---|---|
| **Percent of E&G Expenditures** | | | | | | |
| UConn | 52.0% | 51.8% | 47.5% | | 52.1% | 50.1% |
| Peer Average | 43.4% | 42.6% | 43.2% | | 41.4% | 39.1% |
| **Storrs+ Percent of Total Expenditures** | | | | | | |
| UConn | 43.7% | 43.7% | 41.1% | | 44.8% | 42.7% |
| Peer Average | 36.6% | 36.1% | 36.6% | | 35.3% | 33.3% |
| **Health Center Percent of Total Expenditures** | | | | | | |
| UConn Health Center | 20.4% | 21.2% | 20.6% | | 20.2% | 20.4% |
| Peer Average | 15.9% | 15.4% | 15.9% | | 18.8% | 20.0% |

GASB requirements that change the calculation do not permit longitudinal comparison.

*Source: IPEDS Revenues Survey*

Notes: Health Center percentages do not include one-time appropriations for Health Center of $12.5m in FY 00 and $7.5 m in FY 01.

**Starting in FY 2002, the presentation of University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.**

# 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 (MHI) for the State. *(Storrs+ & Health Center)*

*What is the price of attendance for in-state students relative to Connecticut median household income?*

## Data Analysis

In FY 03, the cost of attending UConn relative to Connecticut median household income was 11.2%, compared to 10.5% in FY 99. The gap between UConn and its peers declined from 1.7% in FY 99 to 0.5% in FY 03 as tuition increased by 30.7% between then and FY 03 while UConn tuition and fees increased about half as much in those four years, by 15.5%.

Although tuition and fees at the University of Connecticut are higher than the average of their peers, that is primarily a function of geographic location and related cost-of-living factors. Tuition and fees for the University of Connecticut and other public schools in the northeast consistently rank high nationally among public universities largely due to the impact of the cost of living and its effect on collective bargaining increases. In fact, UConn's tuition and mandatory fees as a percent of the state's median household income has been and continues to be lower than its northeast peers.

**Connecticut Tuition & Fees as a Percent of Median Household Income by State**

| | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 |
|---|---|---|---|---|---|
| **Median Household Income** | | | | | |
| Connecticut | $50,593 | $50,172 | $53,347 | $53,387 | $54,965 |
| Peer Average | 40,259 | 40,845 | 41,910 | 42,078 | 43,124 |
| **Tuition & Fees** | | | | | |
| Connecticut | $5,330 | $5,404 | $5,596 | $5,824 | $6,154 |
| Peer Average | 3,544 | 3,687 | 3,886 | 4,138 | 4,631 |
| **Tuition & Fees as % of MHI** | | | | | |
| Connecticut | 10.5% | 10.8% | 10.5% | 10.9% | 11.2% |
| Peer Average | 8.8% | 9.0% | 9.3% | 9.8% | 10.7% |
| *Northeast Publics Average* | *13.2%* | *13.4%* | *13.4%* | *13.9%* | *14.6%* |

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

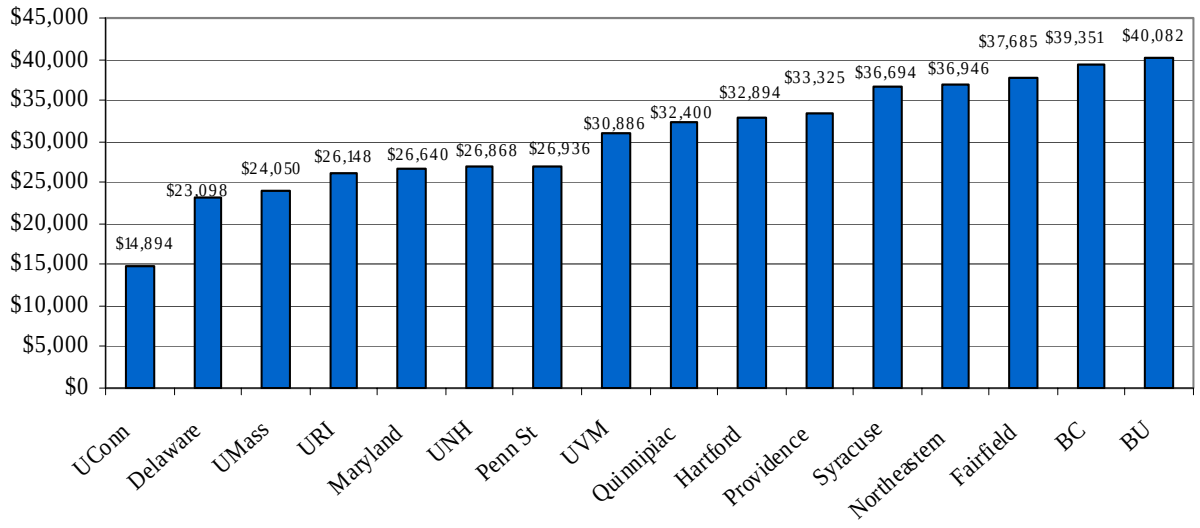
The DHE tuition and fees policy for the Health Center calls for rates to be between the 70th and 75th percentile of public medical and dental schools, nationally. Annual tuition and fees for in-state UConn School of Medicine students for FY 2004 is $17,040; for the School of Dental Medicine in-state students it is $14,278.

# REAL PRICE TO STUDENTS

## Data Analysis (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. The differential for Connecticut resident students attending UConn versus attending our competitors is compelling. For an in-state student to attend UConn in 2004-05 it cost $14,894 compared to between $23,098 and $40,082 to attend one of our primary competitor schools**.** This translates into a price differential ranging from $8,204 to $25,188.

**Price to CT Resident to Attend UConn's Top Competitors vs. Price to Attend UConn, 2004-05**




*Source: UConn Budget Office*

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 are very reasonable when compared to in-state tuition and fee rates at other public universities in the northeast.

**2004-05 Tuition, Fees, Room & Board of UConn's Top Competitors**

| Private Schools | In- & Out-of-State | Public Schools | In-State | Out-of-State |
|---|---|---|---|---|
| Boston University | $40,082 | Vermont | $17,246 | $30,886 |
| Boston College | 39,351 | Penn State | 17,008 | 26,936 |
| Fairfield | 37,685 | New Hampshire | 15,838 | 26,868 |
| Northeastern | 36,946 | Maryland | 15,340 | 26,640 |
| Syracuse | 36,694 | UMass | 15,197 | 24,050 |
| Providence | 33,325 | **UConn** | **14,894** | **26,726** |
| Hartford | 32,894 | Rhode Island | 14,562 | 26,148 |
| Quinnipiac | 32,400 | Delaware | 13,412 | 23,098 |

*Source: UConn Office of the CFO*

# STUDENT AID

**Performance Indicator**

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

*What portion of student financial aid is provided by the State?*

**Data Analysis**

State financial aid for UConn grew from $5.5 to $8.7 million from FY 99 to FY 02 as funding from the Connecticut Aid for Public School Grants program grew. By FY 04, it had dropped to $7.8 million. As a percent of total student financial aid (including grants, loans, tuition waivers and student employment), state support grew from 4.8% in FY 99 to 6.2% in FY 01 but fell to 4.0% by FY 04.

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

| (in $millions) | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 |
|---|---|---|---|---|---|---|
| State Support | $5.5 | $7.2 | $8.2 | $8.7 | $8.2 | $7.8 |
| Total Financial Aid | $114.4 | $128.1 | $131.8 | $145.3 | $169.3 | $197.1 |
| State SFA as % of Total SFA | 4.8% | 5.6% | 6.2% | 6.0% | 4.8% | 4.0% |

*Source: UConn Office of the CFO*

IPEDS data excludes grants, loans, tuition waivers and student employment and is provided for comparison purposes because of peer data availability. UConn is below our peers in percent of SFA from State support as reported by IPEDS. UConn and the Health Center exceed their peers in total financial aid per student as reported by IPEDS (see table below).

**IPEDS Student Financial Aid Peer Comparisons**

| | FY 98 | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 |
|---|---|---|---|---|---|---|
| **State SFA as a Percent of Total** | | | | | | |
| Storrs+ | 12.0% | 18.0% | 20.0% | 20.1% | 18.4% | 15.6% |
| Peer Average | 29.3% | 29.7% | 30.8% | 31.2% | 27.4% | 24.7% |
| Health Center | 0.0% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% |
| Peer Average | 15.9% | 12.4% | 10.1% | 11.8% | 10.5% | 9.4% |
| **Total SFA Per Student** | | | | | | |
| Storrs+ | $1,374 | $1,457 | $1,639 | $1,799 | $2,030 | $2,338 |
| Peer Average | $1,343 | $1,430 | $1,509 | $1,594 | $1,735 | $1,910 |
| Health Center | $2,579 | $2,566 | $2,306 | $2,464 | $2,719 | $3,000 |
| Peer Average | $1,682 | $1,729 | $1,684 | $1,820 | $2,176 | $2,193 |

*Source: IPEDS Revenues Survey*

Past increases in State support have helped to ensure access for students in need and those with meritorious academic records. Future increases would renew the upward trend as costs of providing a first-class education rise, particularly with growing enrollments. UConn considers access and affordability as a top priority and is strongly committed to provide even more assistance for student aid, both need-based and merit/talent-based.

# STUDENT AID

## Data Analysis (Continued)

Tuition support for student aid almost doubled between FY 99 and FY 04, from $16.4 to $31.9 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 99 to FY 04, tuition funded need-based aid more than doubled from $10.3 to $23.7 million.

| Storrs+ SFA Budget (in millions) | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 | Change |
|---|---|---|---|---|---|---|---|
| **Tuition Funded Aid** | | | | | | | |
| Need-Based | $10.3 | $13.1 | $15.0 | $17.5 | $20.5 | $23.7 | *130.1%* |
| Scholarships & Fellowships | 6.1 | 7.0 | 6.6 | 7.2 | 7.7 | 8.2 | *34.4%* |
| Subtotal | $16.4 | $20.1 | $21.6 | $24.6 | $28.2 | $31.9 | *94.5%* |
| Tuition Waivers | 18.7 | 20.3 | 22.0 | 23.5 | 25.6 | 30.0 | *60.4%* |
| Total Tuition Funded Aid | $35.2 | $40.4 | $43.6 | $48.2 | $53.9 | $61.9 | *75.9%* |
| **Other Financial Aid** | | | | | | | |
| State/Fed./Private/Student Employment | 29.8 | 33.5 | 34.4 | 40.3 | 42.6 | 44.3 | *48.7%* |
| Loans | 49.4 | 54.2 | 53.7 | 56.8 | 72.8 | 90.9 | *84.0%* |
| **GRAND TOTAL FINANCIAL AID** | **$114.4** | **$128.1** | **$131.8** | **$145.3** | **$169.3** | **$197.1** | ***72.3%*** |

*Source: UConn Office of the CFO*

While the University has been meeting needy students financial aid needs, we increased merit-based aid to attract high-achieving students. The number of valedictorians at UConn has been steadily rising. Merit-based aid was up 48.3% from $17.6 to $26.1 million from FY 99 to FY 04 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 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 | Change |
|---|---|---|---|---|---|---|---|
| Storrs+ | $17.6 | $19.5 | $17.9 | $22.6 | $24.4 | $26.1 | *48.3%* |
| Health Center | $0.7 | $1.0 | $1.0 | $1.3 | $1.3 | $1.3 | *85.7%* |

Financial aid also is provided to Graduate Assistants (GA's) who perform key functions such as teaching courses and labs, tutoring, conducting research, and doing public service. In FY 04, there were 1,724 GA's with total salary dollars of $30.0 million, up from $17.3 million in FY 99. Salary dollars per GA rose from $14,405 to $17,390.

| Graduate Assistantships | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 |
|---|---|---|---|---|---|---|
| Full Assistantships | 1,202 | 1,311 | 1,379 | 1,469 | 1,596 | 1,724 |
| Total Salaries for GA's | $17.3 m | $19.5 m | $21.3 m | $23.6 m | $26.7 m | $30.0 m |
| Average Salary per GA | $14,405 | $14,894 | $15,425 | $16,042 | $16,740 | $17,390 |

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

# 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: | 80% - 90% |
| Dental School: | 30% - 40% |

**Data Analysis**

The increase of in-state first-time first-year students attending UConn is attributable to various factors, including effective recruiting, the impact of UCONN 2000, enhanced merit and need-based aid, exposure from successful athletic programs, responsive student services, and fundraising success, to name a few.

While efforts to recruit out-of-state students continue to broaden our student population base and enrich the college experience, we recognize the value of keeping our state's students at home. UConn has contributed to the state's reversal of the "net exportation of students" trend. The University of Connecticut is dedicated to in-state students and, at the same time, achieving its fullest potential as a national institution. Geographic diversity brings regional, national and international perspectives and connections, and enhances our visibility.

At the Health Center's School of Medicine, more than three-fourths of the first-time students are from Connecticut. The School of Dental Medicine's proportion of in-state students is not as high. However, we continue to attract many outstanding out-of-state students who elect to practice in Connecticut upon graduation (brain gain for the state). Also, programs have been instituted to increase the pool of qualified in-state applicants.

**First-Time First-Year Enrollment**

| Fall Semester | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| **Storrs+** | | | | | | |
| Total First-Time First-Year | 3,645 | 3,585 | 3,897 | 4,035 | 4,117 | 4,275 |
| Total from CT | 2,756 | 2,627 | 2,885 | 2,994 | 3,166 | 3,258 |
| **Percent from CT** | **76%** | **73%** | **74%** | **74%** | **77%** | **76%** |
| **Health Center** | | | | | | |
| School of Medicine | | | | | | |
| Total First-Time First Year | 77 | 80 | 76 | 75 | 74 | 78 |
| Total from CT | 60 | 68 | 61 | 60 | 53 | 61 |
| **Percent from CT** | **78%** | **85%** | **80%** | **80%** | **72%** | **78%** |
| School of Dental Medicine | | | | | | |
| Total First-Time First Year | 41 | 40 | 41 | 43 | 40 | 41 |
| Total from CT | 17 | 12 | 7 | 19 | 14 | 13 |
| **Percent from CT** | **41%** | **30%** | **17%** | **44%** | **35%** | **32%** |

*Source: UConn Office of Institutional Research and Health Center*

# DEGREES CONFERRED BY CREDIT PROGRAM

## Common Core Performance Indicator

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

*What are the trends in types of credit degree programs at the University of Connecticut?*

## Data Analysis

UConn has 17 Schools and Colleges offering 8 different types of undergraduate degrees including a choice of 103 majors. At the graduate level, 14 different degrees are offered in 87 fields of study as well as 5 professional degrees. Summarizing our many majors into the agreed upon categories in the degree conferred charts required limiting the number of categories. A fuller picture of the degrees conferred by discipline is available at UConn's Office of Institutional Research website, *http://vm.uconn.edu/~wwoir/frontpag.html.*

| | FY99 | FY00 | FY01 | FY02 | FY03 | FY04 | Change |
|---|---|---|---|---|---|---|---|
| **ASSOCIATES** | | | | | | | |
| Business *(Animal Science & Horticulture)* | 14 | 18 | 17 | 22 | 22 | 11 | *-21%* |
| **BACHELOR'S** | | | | | | | |
| Business | 471 | 433 | 457 | 484 | 563 | 531 | *13%* |
| Health/Life Sciences | 497 | 374 | 334 | 373 | 393 | 460 | *-7%* |
| Sciences/Engineering/Technology | 279 | 348 | 325 | 329 | 381 | 388 | *39%* |
| Social Sciences | 598 | 547 | 560 | 590 | 809 | 952 | *59%* |
| Liberal Arts, Multi/Interdisciplinary Studies | 255 | 269 | 290 | 314 | 351 | 362 | *42%* |
| Humanities/Arts/Communications | 444 | 511 | 522 | 452 | 601 | 606 | *36%* |
| Social & Public Services | 186 | 211 | 242 | 240 | 265 | 267 | *44%* |
| Education | 122 | 109 | 107 | 106 | 114 | 107 | *-12%* |
| | **2,852** | **2,802** | **2,837** | **2,888** | **3,477** | **3,673** | ***29%*** |
| **POST-BACCALAUREATE** | | | | | | | |
| Business | | | | 18 | 16 | 16 | *na* |
| Social Sciences | | | | | 11 | 7 | ***na*** |
| | | | | **18** | **27** | **23** | ***na*** |
| **MASTER'S & 6TH-YR CERTIFICATE** | | | | | | | |
| Business | 313 | 315 | 340 | 331 | 350 | 313 | *0%* |
| Health/Life Sciences | 151 | 191 | 201 | 127 | 142 | 148 | *-2%* |
| Sciences/Engineering/Technology | 139 | 141 | 121 | 115 | 157 | 136 | *-2%* |
| Social Sciences | 77 | 85 | 81 | 73 | 82 | 74 | *-4%* |
| Liberal Arts, Multi/Interdisciplinary Studies | 3 | 1 | 3 | 2 | 2 | 5 | *67%* |
| Humanities/Arts/Communications | 63 | 44 | 64 | 85 | 93 | 77 | *22%* |
| Social & Public Services | 194 | 169 | 178 | 168 | 186 | 163 | *-16%* |
| Education | 238 | 228 | 264 | 236 | 278 | 235 | *-1%* |
| | **1,178** | **1,174** | **1,252** | **1,137** | **1,290** | **1,151** | ***-2%*** |

*Source: UConn Office of Institutional Research*

# DEGREES CONFERRED BY CREDIT PROGRAM

**Data Analysis (continued)**

| | FY99 | FY00 | FY01 | FY02 | FY03 | FY04 | Change |
|---|---|---|---|---|---|---|---|
| **DOCTORATES** | | | | | | | |
| Business | 14 | 8 | 17 | 13 | 11 | 11 | *-21%* |
| Health/Life Sciences | 42 | 62 | 51 | 45 | 46 | 67 | *60%* |
| Sciences/Engineering/Technology | 67 | 74 | 61 | 50 | 62 | 64 | *-4%* |
| Social Sciences | 37 | 60 | 37 | 41 | 47 | 41 | *11%* |
| Liberal Arts, Multi/Interdisciplinary Studies | 0 | 0 | 0 | 1 | 0 | 2 | *na* |
| Humanities/Arts/Communications | 21 | 14 | 20 | 17 | 23 | 18 | *-14%* |
| Social & Public Services | 3 | 5 | 5 | 3 | 2 | 2 | *-33%* |
| Education | 43 | 52 | 43 | 51 | 46 | 52 | *21%* |
| | **227** | **275** | **234** | **221** | **237** | **257** | ***13%*** |
| **PROFESSIONAL** | | | | | | | |
| Health/Life Sci (MD, DMD, PharmD) | 120 | 130 | 168 | 179 | 173 | 182 | *51%* |
| Social Sciences (Law) | 190 | 209 | 178 | 228 | 191 | 192 | *1%* |
| | **310** | **339** | **346** | **407** | **364** | **374** | ***20%*** |
| **TOTAL** | | | | | | | |
| Business | 812 | 774 | 831 | 868 | 962 | 882 | *9%* |
| Health/Life Sciences | 690 | 627 | 640 | 604 | 641 | 857 | *24%* |
| Sciences/Engineering/Technology | 485 | 563 | 507 | 494 | 600 | 588 | *21%* |
| Social Sciences | 902 | 901 | 856 | 932 | 1140 | 1266 | *40%* |
| Liberal Arts, Multi/Interdisciplinary Studies | 258 | 270 | 293 | 317 | 353 | 369 | *43%* |
| Humanities/Arts/Communications | 528 | 569 | 606 | 554 | 717 | 701 | *33%* |
| Social & Public Services | 383 | 385 | 425 | 411 | 453 | 432 | *13%* |
| Education | 403 | 389 | 414 | 393 | 438 | 394 | ***-2%*** |
| **GRAND TOTAL** | **4,581** | **4,608** | **4,686** | **4,693** | **5,417** | **5,489** | ***20%*** |

- The increase in total degrees conferred by the University of Connecticut and Health Center between 1998-99 and 2003-04 was 20%.
- The number of bachelor's degrees has grown 29%, and the number of graduate and professional degrees has increased 6%.
- Among bachelor's degrees, engineering and technology degrees increased by 39%, social sciences climbed 59%, humanities, arts and communications grew 36%, and business increased 13%.
- In terms of economic development, the Connecticut Department of Labor recently projected that there will be a critical need in the areas commonly referred to as "STEM" Science, Technology, Engineering and Math. The increase in science, engineering and technology degrees conferred is especially heartening in light of this need.
- The lack of growth at the undergraduate level in health/life sciences and education degrees in the context of manpower shortages in nursing and teaching is an issue UConn like other colleges and universities across the country, is developing and implementing strategies to address these needs.

# RESEARCH PERFORMANCE

## Performance Indicator

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

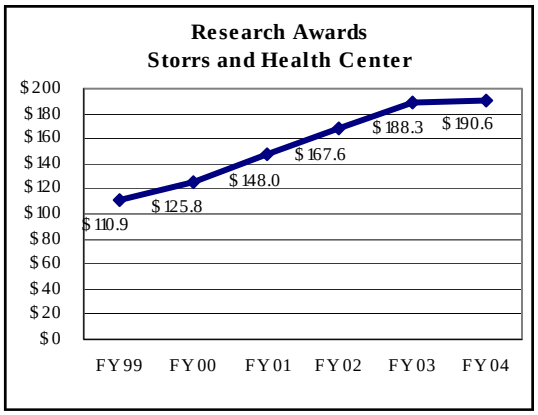
## Performance Improvement Goal

$205 million of research awards in FY 05, $100 million for Storrs+ and $105 million for the Health Center.

## Data Analysis

Between FY 99 and FY 04, research awards for the University grew from $110.9 million to $190.8 million, or 72%. Research investments from the University and outside sponsors have reaped many benefits:

- enhanced knowledge and new discovery,
- faculty contributions to cutting edge developments,
- additional funding to support the University,
- educational opportunities for students, and
- economic benefit to the state through tech transfer and scientific advancements.




Aggressive faculty recruitment has brought established investigators to the University, strengthened existing research programs and set the stage for new ones. Capital investment has contributed greatly to the growth in research productivity. UCONN 2000 has enabled construction of teaching and research facilities and has spurred state-of-the-art equipment purchases. The Health Center's Academic Research Building is reaping benefits, as well.

**Research Awards**

| (in $millions) | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 | Change |
|---|---|---|---|---|---|---|---|
| Storrs+ | $61.2 | $68.0 | $78.9 | $86.8 | $92.1 | $92.0 | 50% |
| Health Center | 49.7 | 57.8 | 69.1 | 80.8 | 96.2 | 98.8 | 99% |
| Total University | $110.9 | $125.8 | $148.0 | $167.6 | $188.3 | $190.8 | 72% |

*Source: UConn Office of Sponsored Programs*

Faculty publish books, textbooks, lab/tech manuals, software, book chapters, technical reports, conference proceedings and journal articles, and, in fine arts, produce creative products e.g., plays, compositions, paintings and other artistic creations. Faculty do this while teaching and performing service to the community and state. Scholarly products grew 14.3% since 1998-99 in the face of a 5.8% decline in number of permanent academic faculty.

**Scholarly Productivity**

| Storrs+ Programs | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 | Change |
|---|---|---|---|---|---|---|---|
| Publications | 6,120 | 5,934 | 5,830 | 6,033 | 6,709 | 6,625 | 8.3% |
| Art & Creative Products | 474 | 402 | 549 | 555 | 429 | 425 | -10.3% |
| Total Scholarly Products | 6,594 | 6,336 | 6,379 | 6,588 | 7,138 | 7,078 | 7.3% |
| Permanent Academic Faculty | 937 | 941 | 932 | 935 | 962 | 883 | - 5.8% |
| School Products Per Faculty | 7.0 | 6.7 | 6.8 | 7.0 | 7.4 | 8.0 | 14.3% |

*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

The FY 2005 licensing income goal is $900,000.

## Data Analysis

The goal for FY 2005 of $900,000 in licensing income represents a steady increase since FY 00 as indicated in the table below. The FY 04 figure of $1.8 million was attributable to one particular product's impact on the total. The Office of Sciences and Technology Business Development includes: 1. The Center for Science & Technology Commercialization is the technology transfer office, responsible for commercialization (patenting and licensing) of University inventions and involved in licensing with established and start-up companies. 2. The mission of the Research and Development Corporation, a wholly owned subsidiary of the UConn Foundation, is to create start-up businesses utilizing UConn technologies and offering the opportunity to draw on expertise throughout the University. It annually reviews 8 to 10 promising technologies. 3. The Technology Incubator Program's first formal UConn Incubator is part of the Agriculture Biotechnology Building. The plan is to develop incubator space on all UConn campuses. Licensing and patent activity is presented below.

**Center for Science & Technology Commercialization**

| Storrs+ and Health Center | FY99 | FY00 | FY01 | FY02 | FY 03 | FY 04 |
|---|---|---|---|---|---|---|
| Licensing Income | $481K | $426K | $467K | $625K | $750K | $1.8M |
| Licenses & Options Executed | 12 | 18 | 12 | 9 | 12 | 19 |
| Start-up Companies Formed | 2 | 0 | 2 | 1 | 2 | 2 |
| U.S. Patent Applications File (a) | 32 | 45 | 63 | 49 | 41 | 25 |
| U.S. Patents Issued (b) | 11 | 21 | 9 | 10 | 22 | 3 |

(a) Patent applications filed fall into two categories: provisional and full.
(b) It may take two or more years to obtain a patent.
Source: Association of University Technology Managers, Chronicle of Higher Education, December 2004

UConn performing on par with its peers in some categories and below in others (see below). Peers' larger research bases account for some differences. As our technology transfer continues to unfold and research grows, continued progress will occur.

**FY 2003 Selected Peer Comparisons**

| | UConn | Col. St. | Nebraska | Tennessee | UMass | Rutgers |
|---|---|---|---|---|---|---|
| Licensing Income | $750k | $964k | $2.1m | $868k | $19.8m | $5.3m |
| Licenses and Options Executed | 12 | 10 | 9 | 25 | 40 | 19 |
| Start-up Companies Formed | 2 | 1 | 1 | 1 | 1 | 1 |
| U.S. Patent Applications Filed | 41 | 24 | 63 | 64 | 121 | 114 |
| U.S. Patents Issued | 22 | 6 | 31 | 28 | 18 | 34 |

*Source: Association of University Technology Managers, Chronicle of Higher Education, December 2004.*

# NON-CREDIT REGISTRATIONS

## Common Core Performance Indicator

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

*Are the needs of lifelong learners being met?*

## Data Analysis

Enrollments in personal and workforce development non-credit courses and programs offered at the Storrs Campus, the Regional Campuses, and the Health Center are substantial and growing. Personal development offerings include archaeology, health, horseback riding, landscaping, music instruction, natural history and enrichment programs for all ages.

**Non-Credit Registrations in Selected Programs (Courses, Workshops, Conferences, Events)**

| | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 |
|---|---|---|---|---|---|---|
| Storrs+ College of Continuing Studies | | | | | | |
| *Workforce Development* | | | | | | |
| Center for Economic Education | 19,187 | 26,115 | 20,893 | 10,914 | 9,093 | 13,822 |
| Institute of Public Service* | 2,881 | 3,115 | 2,147 | 1,254 | 996 | na |
| Labor Education Center | - | - | 1,571 | 814 | 901 | 978 |
| Professional Studies* | 9,640 | 11,044 | 9,196 | 9,068 | 13,472 | 12,487 |
| Stamford Center of Learning Advancement* | 1,474 | 1,487 | 1,519 | 2,499 | 1,483 | 1,628 |
| Bishop Center University Conference Srvcs* | 5,455 | 8,351 | 7,536 | 7,305 | 12,684 | 7,910 |
| Workforce Development Institute* | - | - | - | 21 | 792 | 855 |
| *Personal Development* | | | | | | |
| Center for Learning in Retirement | 1,474 | 1,862 | 2,149 | 2,890 | 3,568 | 2,766 |
| Community School of the Arts | 2,606 | 2,249 | 2,480 | 2,837 | 2,845 | 2,992 |
| Credit Courses for Non-Credit* | | | 4 | 86 | 17 | 6 |
| Total Registrations | 42,717 | 54,223 | 47,495 | 37,688 | 45,851 | 43,444 |
| Other Storrs+ Non-Credit Offerings | | | | | | |
| *Workforce Development* | | | | | | |
| Social Work: Staff Trng & Ed for Professions | - | - | - | 503 | 639 | 593 |
| Pharmacy: Live Programs | 2,259 | 37 | 244 | 4,253 | 181 | 1,196 |
| Home Study | 581 | 575 | 465 | 505 | na | 18 |
| *Personal Development* | | | | | | |
| Fine Arts Outreach Programs—On Campus | 102,634 | 202,425 | 227,488 | 222,195 | 180,390 | 200,000 |
| Fine Arts Outreach Programs—Off Campus | | 396,579 | 184,360 | 155,382 | 142,685 | 150,000 |
| Museum of Natural History | | | 70,000+ | 70,000+ | 70,000+ | 70,000+ |
| Agriculture Natural Resources Extension Prg | | | 20,000+ | 20,000+ | 30,000+ | 30,000+ |
| Health Center Non-Credit Offerings | | | | | | |
| *Workforce Development* | | | | | | |
| Continuing Medical Education | | 5,192 | 10,489 | 14,529 | 14,691 | 15,269 |
| Continuing Dental Education | | - | - | - | 891 | 746 |
| *Personal Development* | | | | | | |
| Mini-Medical School Non-Credit Program | | - | 261 | 323 | 371 | 420 |
| *Health Education* | | | | | | |
| Health Education Discovery Series | | 300 | 3,289 | 2,445 | 2,620 | 2,258 |
| Health Education Community Speakers Bureau | | 2,619 | 859 | 1,023 | 1,761 | 1,587 |

* Non-credit programs that offer courses in both personal and workforce development.

*Source: UConn Office of Institutional Research and UConn Health Center*

# PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

**Performance Indicator**

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

**Performance Improvement Goal**

FY 2005 goals as indicated in the table below.

## Data Analysis

The following are a few of the many ways the University responds to society's needs. Please visit *www.uconn.edu* for information on these and other programs and publications.

**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.

| Patient Visits | FY 99 | FY 00 | FY 01 | FY 02 | FY 03 | FY 04 | FY 05 Goal |
|---|---|---|---|---|---|---|---|
| JDH Hosp. Visits | | | | | | | |
| Emergency Dept | 15,961 | 17,367 | 19,413 | 21,782 | 22,215 | 23,515 | 23,515 |
| In-Patient | 6,527 | 6,923 | 7,518 | 8,580 | 8,940 | 9,378 | 9,540 |
| Out-Patient | 132,533 | 140,852 | 139,044 | 169,351 | 205,516 | 237,825 | 260,000 |
| Subtotal | 155,021 | 165,142 | 165,975 | 199,713 | 236,671 | 270,718 | 293,055 |
| UMG Visits | | | | | | | |
| Consultations,Procedures, Visits | 341,031 | 360,274 | 394,031 | 487,781 | 488,177 | 450,881 | 529,000 |
| Dental Students & Residents | | | | | | | |
| Practice Visits | 70,710 | 76,820 | 77,340 | 81,615 | 83,343 | 96,625 | 94,500 |
| Dental Faculty | | | | | | | |
| Practice Visits | 9,031 | 10,993 | 11,113 | 11,020 | 12,856 | 12,112 | 13,100 |
| TOTAL | 575,793 | 613,229 | 648,459 | 780,129 | 821,047 | 830,336 | 929,655 |

Other Health Center outreach includes: Health & Wellness Outreach: *UConn House Call*, a health & wellness newsletter mailed quarterly to 69,000 homes in the Primary Service Area; *health.uchc.edu* (26,000 visits, monthly); *The Discovery Series* lectures on health care and clinical services; Speakers Bureau community presentations by physicians on health and disease prevention; *Connecticut Health* promoted community and public health projects statewide (*www.connecticuthealth.org* lists 250 projects); Celebrate Women educational programs, screenings and other activities on women's health; faculty & student volunteers at student-run clinics for Hartford's homeless and underserved populations.

**Other health initiatives** of the University reach across the state as well. School of Nursing students work with homeless farm workers, in community health centers, clinics, acute care settings and the Niantic women's prison. They also work with the *Visiting Nurse Association of Central Connecticut CARELINK's Seniors & Students: Partners for Wellness* program and the *Personal Education Program* customized for older adults. School of Allied Health outreach programs like the *Windham Community Memorial Hospital -UConn Physical Therapy* and *Nayden Clinics* provide outpatient service, and the *Center for Health Promotion* offers blood pressure, cholesterol, and diet services. The School of Pharmacy works in acute and ambulatory care, nursing facilities, and clinics and provides medication information pamphlets to the public. In the College of Liberal Arts and Sciences, the *Psychological Services Clinic* offers mental health services to individuals, children, and families in eastern Connecticut; the *Speech and Hearing Clinic* provides evaluation and treatment services to both children and adults with speech, language, and hearing disorders.

# PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

## Data Analysis (continued)

**Social Services** needs are addressed by the University. School of Social Work community services and publications address child abuse, neglect, mental health, substance abuse, HIV/ AIDS, and violence reduction. School of Family Studies publications, *KIDS Newsletter*, *All Children Considered*, and the *Birth to Five Newsletter* focus on child care. Family Studies' *Humphrey Center for Marital & Family Therapy* offers counseling services. The Law School serves the public interest through a variety of live-client in-house law clinics staffed by law students working pro bono under supervision of faculty members, public interest law clinics (*Center for Children's Advocacy and Connecticut Urban Legal Initiative),* externship courses on legal and human rights topics, and journal publications *(Connecticut Law Review, Connecticut Insurance Law Journal, Connecticut Journal of International Law, and the Public Interest Law Journal).* College of Agriculture & Natural Resources and Cooperative Extension System outreach include non-credit programs on issues like pest management and coastal habitats; fact sheets on garden, food, and water quality; and, programs that connect researchers to the public. Low income family nutrition education includes the *Expanded Food & Nutrition Education, Food Science & Food Safety Information, Family Nutrition, FOODLINK ,* and *Connecticut Team Nutrition Training.* The *People Empowering People* program also serves lower income youth and adults. Other resources include the *Soil Nutrient Analysis Lab, UConn Plant Database,* and *NEMO (*program for land use decision makers).

**The Business Community** is reached through various School of Business programs. The *Connecticut Small Business Development Center, Small Business Institute, Family Business Program, GE Capital Global Learning Center, Institute of Developing Entrepreneurial Advantage, Office of Diversity Initiatives, Volunteer Income Tax Assistance, Connecticut Information Technology Institute,* and *Center for Health Systems Management* all are valuable players in Connecticut's business community.

**Local Government and Commerce:** The College of Continuing Studies offers industry, government, and the public a broad spectrum of outreach through the *Institute of Public Service, Workforce Development Institute* and *Labor Education Center.* The College of Liberal Arts and Sciences applies the latest research methods and technologies to problems of business, government, and industry, with services provided via many academic programs and the Centers for Actuarial Studies and Risk Management, Applied Genetics Technology (including a DNA typing research lab for forensic applications), Geographic Information Analysis, Population Research, Survey and Research Analysis, and Industrial Psychology Applications. The Connecticut Center for Economic Analysis publishes the quarterly Connecticut Economy and conducts ongoing analyses of the state's current and forecasted business activity, consumer confidence, and other economic topics.

**Culture:** School of Fine Arts' outreach provides many opportunities for the public, including *Community School of the Arts* performance and visual arts instruction and programs and events on and off campus, including activities at the Puppetry Museum, Benton Museum, Center for Visual Arts and Culture, Connecticut Repertory Theatre, Jorgensen Auditorium, von der Mehden Recital Hall, and the Nafe Katter Theatre. The College of Liberal Arts and Sciences offers enrichment programs through the Museum of Natural History and Connecticut Archaeology Center. UConn is home for the state Archaeologist, Historian, and Ornithologist, who provide expertise and serve as a state resource in their areas of specialty.

# 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+)*

*What is the real cost per student?*

## Data Analysis

Education and General funding for operating costs consisted of total operating expenditures including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures. For this performance measure, real cost per student was calculated by dividing funding for Education and General (E&G) costs by Fall Full-Time Equivalent (FTE) enrollment. Full-Time Equivalent enrollment was defined as Total Full-Time Headcount Enrollment plus one-third of the Part-Time Headcount Enrollment.

As the table below indicates, the University of Connecticut cost per student per the above definition is greater than the average cost per student of its peers. A major reason for this is the high fringe benefit rates and salaries that reflect the high cost of living in Connecticut compared to other states.

**E & G Cost Per FTE Student Comparison**

| | FY 02 | FY 03 | % Change |
|---|---|---|---|
| **University of Connecticut** | | | |
| E & G Expenditures (in $millions) | $370.9 | $393.1 | 6.0% |
| FTE Enrollment | 20,061 | 21,558 | 7.5% |
| **E & G Cost Per FTE Student** | **$18,490** | **$18,237** | **(1.4%)** |
| **Peer Average** | | | |
| E & G Expenditures (in $millions) | $362.6 | $365.9 | 0.9% |
| FTE Enrollment | 25,293 | 25,868 | 2.3% |
| **E & G Cost Per FTE Student** | **$14,336** | **$14,145** | **(1.3%)** |

*Sources: UConn Office of the CFO and Office of Institutional Research, CT Department of Higher Education*

Note: Due to changes in the presentation of the University financial statements to conform to the new Governmental Accounting Standards Board (GASB) requirements, only two years are presented. Additionally, the methodology used to compute cost per student has changed as per the definition listed above.

# 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. *(Storrs+)*

## Performance Improvement Goal

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

## Data Analysis

Freshman retention including minority retention at UConn continues to exceed our peers, 90% to 82%. The First Year Experience (FYE) program, Retention and Graduation Task Force initiatives, UCONN 2000, support programs for minorities and all students, and increased academic quality of students contribute to our success. Over 80% of freshmen enroll in the FYE course that acclimates them to the University. Centralized services for students, a Center for Undergraduate Education that houses Career Services, a Learning Research Center, Institute for Teaching and Learning, and the Honors Program are key.

## First-Time Freshman Retention Rates by Fall Semester Entering Class

| Entering Freshmen Class of: | All Freshmen | White | Black | Hispanic | Asian American | Native American | Total Minority |
|---|---|---|---|---|---|---|---|
| **Storrs** | | | | | | | |
| Fall 2003 | 90.1% | 90.3% | 85.5% | 88.9% | 93.1% | 84.6% | 89.4% |
| Fall 2002 | 88.4% | 88.5% | 85.1% | 85.1% | 91.6% | 83.3% | 87.5% |
| Fall 2001 | 87.5% | 87.5% | 88.5% | 80.0% | 91.7% | 83.3% | 87.0% |
| **Regional Campuses** | | | | | | | |
| Fall 2003 | 79.2% | 78.5% | 77.1% | 81.3% | 84.9% | 66.7% | 81.0% |
| Fall 2002 | 75.7% | 74.0% | 81.7% | 75.4% | 86.6% | 62.5% | 81.1% |
| Fall 2001 | 77.0% | 75.7% | 66.0% | 85.0% | 86.8% | 66.7% | 80.2% |

Source: UConn Office of Institutional Research; Note: Non-Resident Aliens are included in All Freshmen. Also, please note that Native Americans at the Regional Campuses have less than ten students.

## Freshman Retention reported to US News (Average 4 yrs of data)*

| | 2004 Edition | 2005 Edition |
|---|---|---|
| **University of Connecticut—Storrs** | **88%** | **88%** |
| Rutgers University | 88% | 88% |
| Iowa State University | 84% | 84% |
| University of Missouri | 84% | 84% |
| University of Massachusetts | 83% | 84% |
| University of Iowa | 84% | 83% |
| Louisiana State University | 83% | 83% |
| Colorado State University | 82% | 82% |
| University of Nebraska | 81% | 81% |
| University of Tennessee | 77% | 77% |
| West Virginia University | 78% | 77% |
| **Peer Average** | **82%** | **82%** |

* This year will be the first IPEDS Retention Rate Survey, thus we used data from U.S. News & World Report: America's Best Colleges; 2004 Edition = average of freshman entering classes for Fall 98 through Fall 01 returning the following fall; 2005 Edition is average of Fall 99 thru Fall 02.

# GRADUATION RATE

## Common Core Performance Indicator

The percentage of first-year full-time degree seeking students in a cohort who complete within 4 and 6 years for the state universities. *(Storrs+)*

## Performance Improvement Goal

To improve by one to two percentage points in the next three years.

## Data Analysis

Among Fall 98 Storrs freshmen, 71% graduated in 6 years (national standard measure) compared to 63% for peers. Rates for students who began at regional campuses were lower but improving. Our six-year graduation rate for minorities is 67% compared to 53% for peers. Strong support programs for minorities and all students have been key.

### Six-Year Graduation Rates

| Entering Freshmen Class of: | Total | White | Black | Hispanic | Asian American | Native American | Total Minority |
|---|---|---|---|---|---|---|---|
| **Storrs** | | | | | | | |
| Fall 1998 | 70.8% | 71.6% | 62.2% | 62.4% | 76.0% | 50.0% | 67.2% |
| Fall 1997 | 69.8% | 70.2% | 68.0% | 72.4% | 68.3% | 33.3% | 69.0% |
| Fall 1996 | 69.4% | 70.2% | 68.3% | 58.0% | 68.3% | 66.7% | 65.2% |
| Fall 1995 | 69.5% | 70.8% | 63.1% | 64.2% | 68.4% | 33.3% | 64.8% |
| **Regional Campuses** | | | | | | | |
| Fall 1998 | 44.7% | 44.1% | 26.3% | 53.1% | 56.5% | na | 47.0% |
| Fall 1997 | 41.7% | 41.4% | 35.3% | 38.5% | 50.0% | na | 41.6% |
| Fall 1996 | 40.7% | 39.5% | 38.2% | 28.6% | 59.0% | na | 44.2% |
| Fall 1995 | 37.6% | 39.8% | 28.0% | 25.0% | 50.0% | na | 31.0% |

Four-year graduation rates of Storrs freshmen have increased over the past four years, from 45% to 50% to 53%. As the table below indicates, UConn students' average time to graduate ranks at the top at 4.4 years when compared to its peers. UConn's current "Finish in Four" initiative aims to improve these rates.

| IPEDS Peer Comparisons Graduation Rates | 6-Year Rate Fall 95 Freshmen | 6-Year Rate Fall 96 Freshmen | 6-Year Rate Fall 97 Freshmen | *Avg. Time to Graduate Fall 98 Freshmen* |
|---|---|---|---|---|
| **UConn –Storrs** | **70%** | **69%** | **70%** | ***4.4 yrs*** |
| University of Massachusetts | 59% | 61% | 64% | *4.4 yrs* |
| Rutgers University | 73% | 72% | 72% | *4.5 yrs* |
| University of Iowa | 65% | 64% | 65% | *4.5 yrs* |
| University of Missouri | 65% | 65% | 66% | *4.5 yrs* |
| Colorado State University | 63% | 63% | 62% | *4.5 yrs* |
| University of Tennessee | 59% | 58% | 59% | *4.6 yrs* |
| West Virginia University | 55% | 56% | 56% | *4.7 yrs* |
| Iowa State University | 64% | 65% | 66% | *4.7 yrs* |
| Louisiana State University | 58% | 57% | 56% | *4.8 yrs* |
| University of Nebraska | 53% | 54% | 59% | *4.8 yrs* |
| **Peer Average** | **61%** | **62%** | **63%** | ***4.6 yrs*** |

*Source: UConn Office of Institutional Research; IPEDS Graduation Rate Survey*

# 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 and Health Center)*

*What percentage of post-baccalaureate students are graduating in the amount of time used as a standard for comparison purposes nationally?*

**Data Analysis**

Graduation rates within 8 years for medical and dental students, as one might expect from the academic credentials of students admitted to these programs, are very high. It should be noted that approximately 30 students are earning combined degrees (e.g., MD/PhD and DMD/PhD). This extends the date of graduation well beyond four years.

**8-Year Graduation Rates of Health Center Medical and Dental School Students**

| Entering Year, Fall of: | 1996 | 1997 | 1998 | 1999 | 2000 |
|---|---|---|---|---|---|
| **School of Medicine** | | | | | |
| Admitted | 81 | 84 | 77 | 77 | 80 |
| **Graduated to Date** | **94%** | **92%** | **94%** | **88%** | **71%** |
| Active | 0% | 2% | 2% | 9% | 29% |
| Withdrawn/Dismissed to Date | 6% | 6% | 4% | 3% | 0% |
| **School of Dental Medicine** | | | | | |
| Admitted | 43 | 43 | 42 | 41 | 43 |
| **Graduated to Date** | **93%** | **91%** | **86%** | **83%** | **72%** |
| Active | 0% | 2% | 2% | 2% | 9% |
| Withdrawn/Dismissed to Date | 7% | 7% | 12% | 15% | 19% |

*Source: UConn Health Center*

Degree requirements differ among fields of study for master's and doctoral degree students, thus, graduation rates also vary. All students are expected to complete a degree within a reasonable time. Some master's programs can be completed in 2 years; others take longer. Four-year completion rates from graduate programs have been used in studies where national data is available. Master's level students must complete within 6 years. An equivalent of 3 years of full-time study beyond the baccalaureate or 2 years past the master's is required of all doctoral students, and the program must be completed within 8 years unless an extension is allowed. However, capturing this information remains difficult because of the nature of graduate student persistence, e.g., part-time pursuit of a degree while employed or parenting, employment opportunities in other locations, switching from full-time to part-time status out of necessity or employment opportunities. Completion rates for most master's degree fields are expected to be 80-85% within 6 years; and, for doctoral students, 65-70% in 8 years.

*Source: UConn Office of Institutional Research*

# GRANTS, AWARDS AND CLINICAL INCOME

**Performance Indicator**

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

*What is the magnitude of revenue generating endeavors at the State's public research university?*

**Data Analysis**

Revenues generated by grants, awards, and clinical income are a significant funding source for the University of Connecticut and University of Connecticut Health Center operations. These revenues have become increasingly important here and throughout the country as state support for higher education operations has stagnated in the vast majority of states.

The IPEDS data used for peer comparisons below reflects a key change in methodology that occurred in FY 02. Starting then, the presentation of the University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.

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+ utilizing IPEDS data provided to the federal government indicated that the percent of total revenues for Storrs+ programs generated by grants and awards was 16.5% in FY 03. The peer average was 22.4%. At the Health Center, the percent of income from these sources as well as clinical income has consistently exceeded its peers. These external revenues continue to help the University of Connecticut Storrs+ and Health Center programs as we progress toward our institutional goals.

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

| | FY 99 | FY 00 | FY 01 | | FY 02 | FY 03 |
|---|---|---|---|---|---|---|
| Storrs+ | 15.5% | 16.9% | 17.4% | GASB requirements that change the calculation do not permit longitudinal comparison. | 17.0% | 16.5% |
| Peer Average | 19.5% | 20.0% | 20.7% | | 22.1% | 22.4% |
| Health Center | 71.5% | 73.4% | 74.4% | | 75.3% | 78.6% |
| Peer Average | 69.2% | 69.2% | 68.8% | | 69.9% | 76.3% |

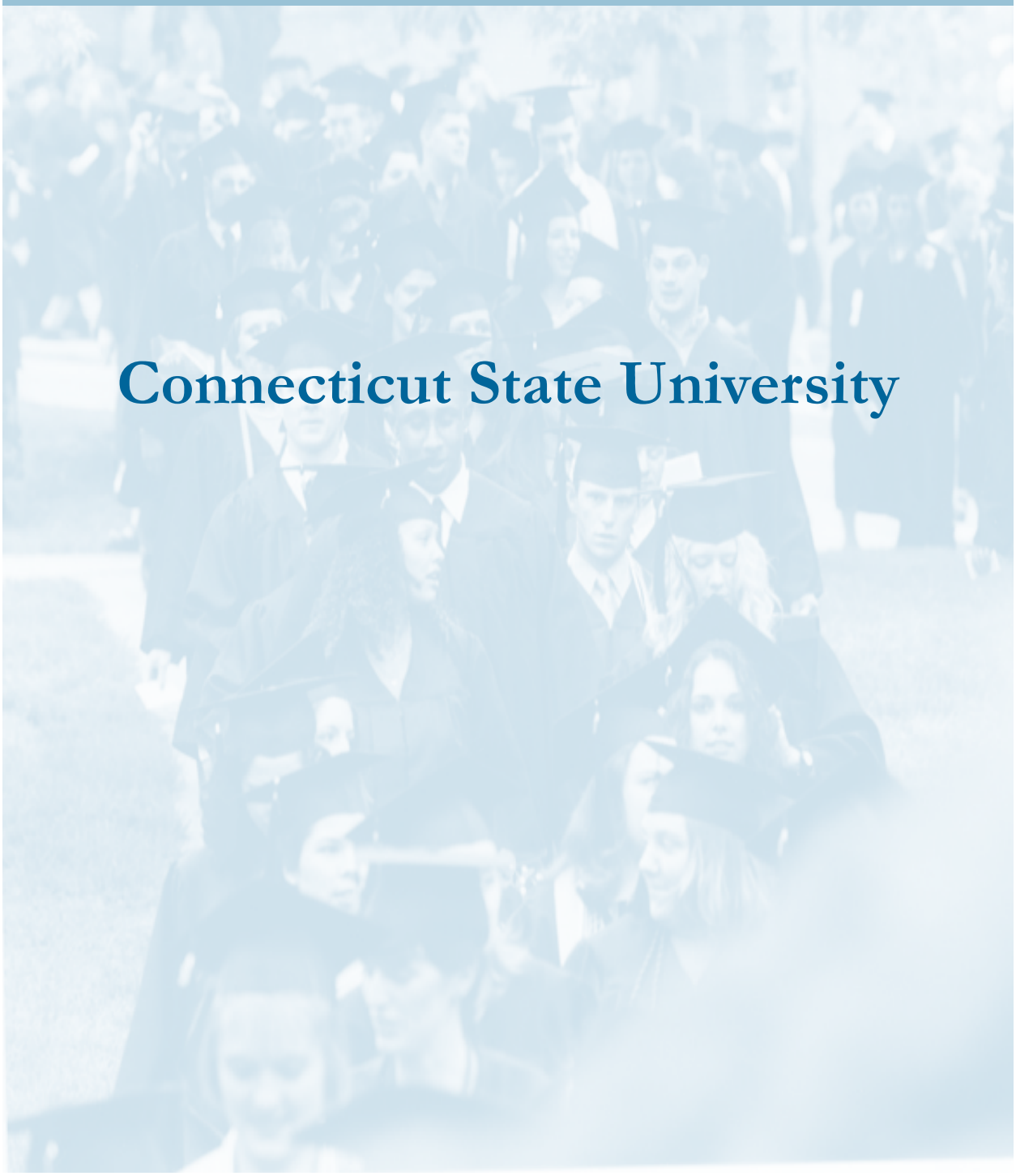
*Source: IPEDS Revenues Survey*

Notes: Health Center percentages do not include one-time appropriations for Health Center of $12.5m in FY 00 and $7.5 m in FY 01.

**Starting in FY 2002, the presentation of University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.**

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

# 2005 REPORT



# Connecticut State University

## Connecticut State University Board of Trustees

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# Connecticut State University

## Overview

The Connecticut State University System 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. The oldest institution is Central, established in 1849. The youngest, Western, was established in 1903. The institutions evolved from normal schools to teacher's colleges to state colleges, and finally, to state universities. From 1849 to 1965, the institutions were governed by the State Board of Education. In 1965, the Board of Trustees for the Connecticut State Colleges was established as an independent governing board. Under the governance of the trustees, new degree programs were established, enrollment increased, and facilities were improved and expanded. In 1983, university status was conferred. In 2000, the universities in the system were authorized to offer the Educational Doctorate (Ed.D.) Degree. Today, CSU is the state's largest university system, with over 35,500 students.

## Mission

"The four comprehensive universities of the CSU System — Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University — 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 CSU's 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."

## Fulfilling the Mission

CSU fulfills this mission through the focused missions of its universities.

**Central Connecticut State University**
- is Connecticut's premier learner-centered public university with teaching as its focus
- applies knowledge to better the human condition
- provides access and quality for students to reach their full potential

**Eastern Connecticut State University**
- is Connecticut's public liberal arts university
- provides an intellectual ambiance that develops analytic thinkers, innovative problem solvers and creative learners

**Southern Connecticut State University**
- is a preeminent metropolitan university
- offers a learning community that is grounded in a liberal education
- is the lead institution for advanced study in CSU

**Western Connecticut State University**

- aspires to be the state's public university of choice for programs of excellence in the liberal arts and the professions
- builds all programs on a strong liberal arts foundation
- stresses critical thinking, problem solving, and communication skills for the new millennium.

*Creative learning at each university transforms Connecticut into a state of minds.*

## System Profile

In fall 2004, the universities of the CSU System enrolled 35,537 undergraduate and graduate students in over 150 different degree programs; over 93% of these students are Connecticut residents. In summer 2004, Southern admitted the third cohort of students into their new Ed.D. programs in Educational Leadership. Central did not admit a cohort in 2004 so that faculty could focus on dissertation research with the students from cohort 1; CCSU expects its first graduating class in August 2005. Western admitted its first cohort in January 2004.

System-wide, just under 60% of the students are female and over 16% are students of color. The System employs over 2,800 full-time staff, including over 1,100 faculty. For FY 2003-04, the System's budget was more than $390 million. Between July 1, 2003 and June 30, 2004 the universities awarded 4,099 bachelors degrees, 1,843 masters degrees and 232 Sixth-year Certificates (advanced graduate study).

## System Initiatives

The following system initiatives closely follow many of the legislative goals addressed by the performance indicators in this report:

1. Enhance Scholarship, Teaching and Learning
2. Enhance Public Education
3. Enhance the Quality of Student Life
4. Enhance Support for the State's Economy and Quality of Urban Life
5. Enhance the Use of Technology
6. Develop Synergies
7. Increase Institutional Advancement Efforts
8. Maintain and Enhance Physical Facilities
9. Enhance Continuous Quality Improvement Efforts and Gain Operating Efficiencies
10. Enhance Access, Equity and Retention
11. Develop Fully the Human Capital Within CSU and Connecticut

Each year, the chancellor of the CSU System prepares a Letter of Priority for each university president outlining the strategic priorities that will be addressed under these initiatives.

## Methodology

For most of the measures described in this report, system data were readily available from surveys conducted by the universities in the CSU system, from standardized reports of enrollment submitted to the US Department of Education or the Connecticut Department of Higher Education or from the universities themselves. For measures where CSU universities were compared to peer institutions, the same standardized reports were used. Population and income data were obtained from the US Department of Commerce 2000 Census. Where data for some measures are, for all intents and purposes, the same for each institution—as in the case of some fiscal indicators—a system-level table, graph and analysis are used instead of individual institutional analyses that would be repetitive. The other measures do provide individual institutional data entries and trends.

## System Peers

In March 2000, each university in the system formally adopted a group of peer institutions against which various comparisons could be made. These institutions were selected for comparability of size, undergraduate/graduate enrollment, number of full-time and FTE faculty, program mix, library size, revenue and expenditures, and location (urban/suburban/rural). In 2001 Eastern's peer list was revised to include an additional liberal arts university and remove some institutions that had lost compatibility. Two additional institutions were added in 2002. Since some of our universities selected the same institutions for peers, there are 27 different institutions in the mix. Comparisons to peer institutions, as appropriate, appear throughout the report.

### CSU Comparative (Peer) Institutions

**Central Connecticut State University**
Bridgewater State College (MA)
Oakland University (MI)
SUNY College at Oswego
Towson University (MD)
West Chester University of Pennsylvania
William Patterson University of New Jersey

**Eastern Connecticut State University**
Massachusetts College of Liberal Arts
Ramapo College of New Jersey
Salisbury State University (MD)
SUNY College at Geneseo
University of Maine at Farmington
Truman State University (MO)
University of North Carolina-Asheville

**Southern Connecticut State University**
Bridgewater State College (MA)
CUNY College of Staten Island
Kean University (NJ)
Montclair State University (NJ)
Oakland University (MI)
Rhode Island College
Salem State College (MA)
Salisbury State University (MD)
Towson University (MD)
William Paterson University of New Jersey

**Western Connecticut State University**
Fitchburg State College (MA)
Frostburg State University (MD)
Indiana University-South Bend
Indiana University-Southeast
Salisbury State University (MD)
SUNY College at Fredonia
University of Michigan-Flint
Western Oregon University
Westfield State College (MA)
Worcester State College (MA)

# LICENSURE AND CERTIFICATION EXAM PERFORMANCE

## Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

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

## Data Analysis

External assessment is not new to the professional programs at the universities in the CSU System. Program graduates are often required to pass certification or licensure exams before admission to practice. Listed below are the pass rates for CSU graduates in various programs. Where possible, and/or practical, individual university and system pass rates are compared to state and/or national benchmarks.

**Performance of Teacher Education Program Completers on PRAXIS II**

| | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|
| CCSU | 93% | 91% | 94% | 95% |
| ECSU | 98% | 100% | 100% | 100% |
| SCSU | 92% | 92% | 94% | 87% |
| WCSU | 88% | 100% | 100% | 100% |
| **ALL CSU** | **93%** | **96%** | **95%** | **93%** |
| Statewide | 95% | 94% | 97% | 97% |

CSU continues to produce more Connecticut teachers than any other institution in the state. Since teacher preparation is a key academic pillar in the mission of all the CSU universities, education programs are kept current and relevant with regard to pedagogy and practical application. These programs are constantly held to stringent state and national review standards. Multiple measures are used to assess program effectiveness. One of these is the federally mandated report of performance by program completers passing the Praxis II examination. Further, in compliance with the standards of the National Council for Accreditation of Teacher Education (NCATE), whose accreditation imprimatur is not given lightly, CSU is proud that Central, Eastern, and in 2004 Southern, are among only five of the fourteen institutions in Connecticut with teacher preparation programs to hold NCATE accreditation.

Results of the Praxis II examination for CSU students for the past four years are presented below. It should be noted that Eastern and Western, as well as some schools outside CSU, require passage of Praxis II for program completion, thereby reporting a 100% pass rate. These successful pass rates reflect CSU's strong commitment to teacher education. All curricula emphasize rigorous course work and enhanced field placements in an atmosphere of strong academic advisement.

The Connecticut Administrator Test (CAT) is administered in accordance with the Connecticut General Statutes, Section 10-145f, which requires satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate. The CAT is used by candidates seeking the Intermediate Administrator Certificate, required for educational supervisory positions such as assistant superintendents, curriculum coordinators, principals, assistant principals, department heads and other supervisory positions as appropriate. The CAT assesses candidate performance in two domains of leadership, Instructional Supervision and School Improvement. For 2003-04, Central reported an 89% pass rate; Southern reported an 82% pass rate. The statewide pass rate is approximately 75%.

# LICENSURE AND CERTIFICATION EXAM PERFORMANCE

## Data Analysis (Continued)

### Performance of Bachelor of Science in Nursing Program Completers on National Council of State Boards of Nursing Learning Extension (NCLEX-RN) Examination

Results are presented for completers of the BS in Nursing Programs at Southern and Western. (Central only admits students holding RN certification; Eastern does not offer a Nursing Program.) For the past four years the percentage of CSU students who passed the National Council of State Boards of Nursing Learning Extension examination was higher than the national average. Also in 2003, all graduates from Southern's Master's Family Nurse Practitioner program passed the required national certification examination (National pass rate was 87%).

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| SCSU | 85% | 93% | 94% | 92% | 93% |
| WCSU | 86% | 60% | 86% | 94% | 100% |
| Statewide | 89% | 91% | 91% | NA | NA |
| National | 85% | 82% | 82% | 83% | 87% |

*SOURCE: Connecticut Department of Public Health, Board of Examiners for Nursing Candidates: Status Report*

# GRADUATES WHO REPORT THEIR CSU CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

## Performance Indicator

This indicator shows the percent of graduates who reported that their CSU education had a positive impact on 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.

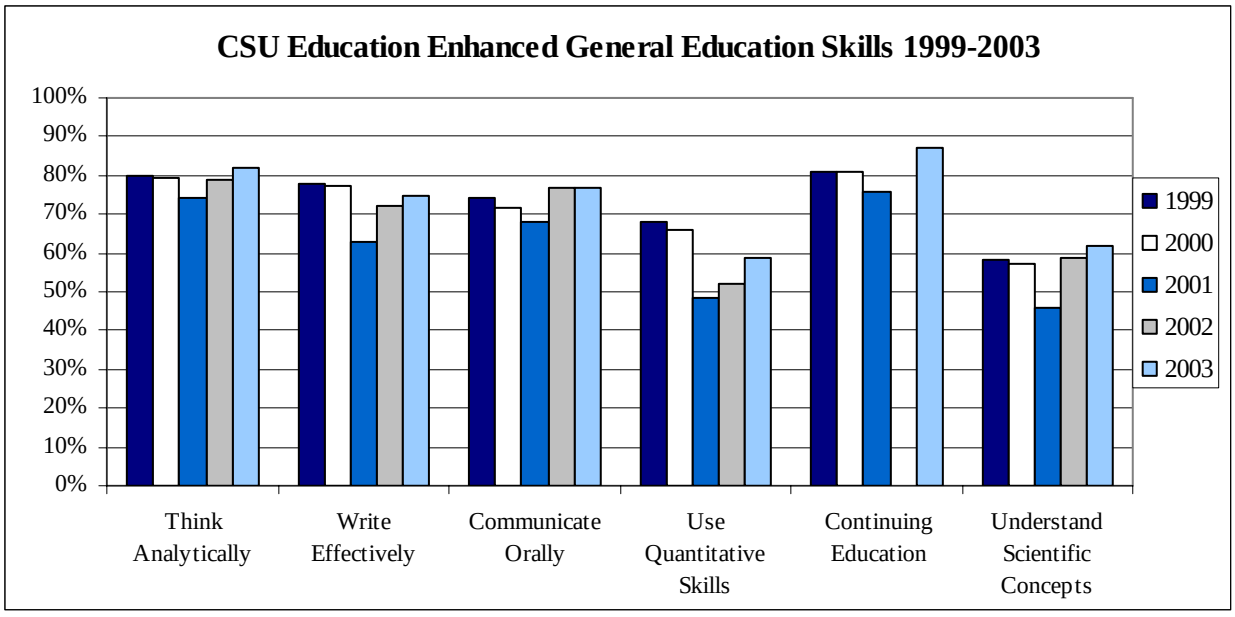
*To what extent do CSU graduates report positively on the outcomes they received from their education?*

**General Education Outcomes: CSU Survey of 2002-03 Graduates**

| | CCSU | ECSU | SCSU | WCSU | All CSU |
|---|---|---|---|---|---|
| Think Analytically | 84% | 86% | 81% | 76% | 82% |
| Write Effectively | 72% | 82% | 75% | 65% | 75% |
| Communicate Orally | 76% | 79% | 79% | 71% | 77% |
| Use Quantitative Skills | 64% | 53% | 59% | 59% | 59% |
| Continuing Education | 87% | 91% | 86% | 83% | 87% |
| Understand Scientific Concepts | 63% | 61% | 63% | 58% | 62% |

## Data Analysis

General Education provides a foundation for undergraduate work and lifelong learning. For the second consecutive year, there was an increase in the number of CSU graduates who reported that the education they received at their CSU university enhanced the range of skills attributed to General Education. It is significant that CSU graduates reported that, among all the outcomes, Thinking Analytically was most enhanced by their CSU education. Each of the universities in the system has initiatives under way to assess the various components of General Education in the curricula with the goal of improvement and measuring learning outcomes.



# 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 add two partnerships by 2004.

## Data Analysis

The CSU universities are integrally involved in not only educating and training more than half the teachers in the state but also in ensuring the professional development for K-12 personnel and the quality improvement of school programs and initiatives. The activities below do not include the many schools involved in placements of teacher candidates in clinical and student teaching experiences. All four universities achieved or exceeded their performance goals for 2004 to increase partnerships.

**K-12 Formal Relationships or Partnerships**

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| CCSU | 25 | 28 | 31 | 35 | 35 |
| ECSU | 5 | 5 | 5 | 7 | 7 |
| SCSU | 24 | 24 | 24 | 35 | 35 |
| WCSU | 5 | 7 | 9 | 15 | 15 |
| **ALL CSU** | **59** | **64** | **69** | **92** | **92** |

**Central Connecticut State University** hosted a total of 28 or more professional development sessions for approximately 1,000 public school teachers. In addition, more than 17 curriculum alignment programs between K-12 and the University took place during the 2003-2004 academic year. All of these were facilitated either through the Professional Development School (PDS) Network or through a number of partnerships that have been on-going for quite a few years.

The formal PDS Network which currently consists of seven schools in four surrounding school districts (Hartford, New Britain, East Hartford, and Farmington) hosted many of these in-service or Professional Development activities for K-12 teachers. Schools in the PDS Network have signed contracts with CCSU that address mutual commitment of resources, central administrative support, and faculty commitment. In the final report prepared by NCATE, CCSU was praised for its work with K-12 Schools through the PDS Network. Highlights from the PDS Network for 2003-2004 include Naylor K-8 School (facilitating and participating in technology-related training) and Dwight Elementary School (Effort to Create Early College Awareness) in Hartford; Holmes Elementary School (art and writing connection), Pulaski Middle School (training on computer software to make a computer lab operational in Fall 2004) and Slade Middle (creating multimedia presentations with teachers and students) in New Britain; Silver Lane Elementary School (using various technology applications in classrooms) in East Hartford; and West District Elementary School (literacy/technology applications) in Farmington. In addition, a U.S. Department of Education PT3 Grant, starting in 2001 and extending until 2005, assisted University faculty and PDS teachers to collaborate on learning technological skills and providing a technology-rich environment for our student teachers during their field placements.

**Partnerships**

In addition to the formal relationships, there are individual departmental and faculty projects that provide professional development to teachers within numerous K-12 Schools. Some examples

# COLLABORATIVE ACTIVITIES WITH K-12

## Data Analysis (Continued)

include: working with the State Department of Education to develop new administrator guidelines and teacher evaluation practices; Teacher Enhancement Grant to discuss content based leadership practices and general training on the School Leadership Standards; Urban Leadership Academy to assist principals from Hartford, East Hartford, Bristol and CREC Magnet Schools in peer-supported processes to close achievement gap in their schools; and the Waterbury Project Cohort Grant designed by the bilingual office in Waterbury to retrain bilingual and TESOL teachers.

**Curriculum Alignment**
CCSU Faculty has a long history of connecting with K-12 Schools and aligning the K-12 curriculum with that of post secondary. Some of the highlights of what occurred during the 2003-2004 academic year include Architecture, Construction and Engineering Mentoring Program; Hartford College Experience Program; Health Professions Program Initiative in partnership with UConn Health Center – Prospective Students Program, Pre-college Enrichment Program, Pre-medical Program; Partners in Science Program; Pre-College Enrichment Program; and Visiting Artists.

**Eastern Connecticut State University** has relationships with 54 schools – 38 schools for field experiences and student teaching placements, 14 schools as part of the Tech4PreK program, and seven school districts as part of the Experiences for Future Teachers Using Technology program.

The 14 schools in the Tech4PreK program are all in the Hartford Public School district: Barnard-Brown Elementary, Dwight Annex, Fisher, M.D. Fox, Kinsella, McDonough, Moylan, Naylor, Rawson, Maria Sanchez, SAND, Twain, Webster, and West Middle Schools.

In the Experiences for Future Connecticut Teachers project, the Summer Institute for Future Teachers (July 2003) participants came from 23 school districts; there were 800 participants in the Future Teachers Conference on March 25, 2004 from 37 school districts and 53 schools.

The following seven schools are part of the Experiences for Future Teachers Using Technology program: Central, Enrico Fermi, Farmington, Bulkeley, James Hillhouse, and Windsor High Schools and Windham Voc-Tech School.

**Southern Connecticut State University** has a long and rich history of involvement with Connecticut's K-12 schools. PDSs have partnership agreements and close working relationships between school and university personnel. During 2003-2004, there were four PDSs: Edgewood Magnet School, Jepson Non-Graded Regional Magnet School, Conte-West Hills K-8 Magnet School (New Haven) and Jerome Harrison Elementary School (North Branford). Partner Schools have historical relationships with the university and at least one university faculty member has a long-standing collaboration with a teacher in that school. Currently, Katherine Brennan School, Wilbur Cross High School, and Hill Regional Career High School (New Haven) and Wintergreen Interdistrict Magnet School (Hamden) are in this category.

# COLLABORATIVE ACTIVITIES WITH K-12

## Data Analysis (Continued)

The **School of Education** also partners with Hillhouse High School in New Haven through the Minority Teacher Recruitment Program. Up to five Hillhouse graduates per year can be accepted into SCSU tuition free. Students agree to work in New Haven schools upon graduation. Currently, 17 students are at SCSU through this program in various stages of their academic careers. The **School of Education's Center for Community and School Action Research** (CCSAR) is working with six priority school districts (New Haven, Meriden, Hartford, New Britain, Bridgeport, Waterbury) to evaluate their literacy programs.

The **Department of Social Work** is partnered with two local districts (Ansonia and West Haven) in providing support to students to reduce adolescent violence. The Department of Social Work and the School of Education (School Counseling) have developed joint offerings which include community school social workers and social work directors. The **Department of Marriage and Family Therapy's** Project SOFTEN provides services in the West Haven Schools around mental health and violence issues. The **Department of Communication Disorders** provides preschool speech, language, and communication evaluation services to New Haven and Bridgeport school districts. Students are placed in New Haven, Bridgeport, and Stamford schools for service learning projects related to literacy development. The Science Materials Resource Center (**Department of Physics**) provides hands-on science kit materials to support research-based science instruction to teachers in New Haven, Hamden, and North Branford. During the past year, kits were provided to approximately 600 classrooms (representing close to 14,000 students). A Physics faculty member, Dr. Karen Cummings, mentors Hillhouse High School students with their science fair projects and conducts advanced placement workshops for high school physics teachers.

The **English** faculty and the SCSU **Office of Admissions** initiated a high school outreach program during the 2003-04 school year with SCSU's top "feeder" high schools (Amity; Jonathan Law (Milford); Shelton; Hamden; and East Haven). The background data for this outreach was a study of how students from these high schools who were part of the SCSU incoming class of 2001 performed in terms of the following: score/placement level on SCSU English composition placement exam; date when that exam was taken (early or later in college career); rate of composition sequence completion; grades in composition sequence; and rate of withdrawal from the university.

The faculty concluded that high schools that require—or at least offer—an expository writing course that is not rooted in literature/literary study produce students who place more highly and achieve better results in the first-year composition sequence at SCSU. The **Mathematics** faculty and admissions staff are also planning to visit SCSU's major feeder schools this academic year to discuss similar curriculum alignment issues.

**Western Connecticut State University** continues its strong K-12 partnerships with schools in the western part of the state. Students in Bethel and Danbury benefit from the High School

# COLLABORATIVE ACTIVITIES WITH K-12

## Data Analysis (Continued)

Bridge Program developed and implemented by Drs. Abbey Zink (English) and Paula Maida (Mathematics). The goal is to supplement high school curricula so that graduates of these two schools place into WCSU general education Math and English courses. In senior year, each student writes an essay to determine placement in college English. In Mathematics, students take the Accuplacer exam used for WCSU Math placement in the spring of their senior year. In 2003-04, 112 Co-op students took regular college level courses, typically taught by WCSU regular faculty in the evening.

WCSU's location in Danbury, one of 28 urban priority districts in CT, affords the Education and Educational Psychology faculty and candidates in teacher and counselor education preparation programs the opportunity to experience education in a multicultural urban setting. The PDS initiative is another vehicle through which WCSU and the Danbury Public School District work together. WCSU has eight PDS sites in Danbury. The Counselor Education program has initiated a mentoring program for WERACE (Western Regional Adult and Continuing Education program) that pairs pre-practicum school counseling students with children of families participating in the Danbury Family Literacy Program. Under the leadership of Dr. Darla Shaw, and with the assistance of Education Club students, Literacy Outreach programs, such as Dr. Seuss Read Across America and the Danbury History Project, are provided annually to elementary school students in the Danbury Public Schools.

**In-service training provided by WCSU**: Thirty School Counselors from area school districts attended two, ½ day continuing education supervisor's training sessions held by the Counselor Education Program. Twenty of Danbury's third grade elementary school teachers attend approximately 22-30 hours of the Mathematics Continuous Content Institute hosted by WCSU's Mathematics and Education Departments throughout the 2003-04 academic school year, including summers. Seventy-five teachers and administrators from the Western region attended two of the Ed.D. program's Distinguished Lecture Series. Twelve of Bethel and Danbury High School Mathematics and English teachers and their department chairs attended throughout the academic year and summer approximately 25 hours of in-service to collaborate with WCSU's Mathematics and English faculty on what their high school students need to learn with regard to Mathematics and English Writing Skills for a smooth transition from High School to College. With a US Department of Education grant to Danbury School District, WCSU's History Department was contracted to provide 24 credits of course work to Danbury's High School and Middle School History teachers with the focus on American History.

# MINORITY ENROLLMENT

## Common Core Performance Indicator

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

## Performance Improvement Goal

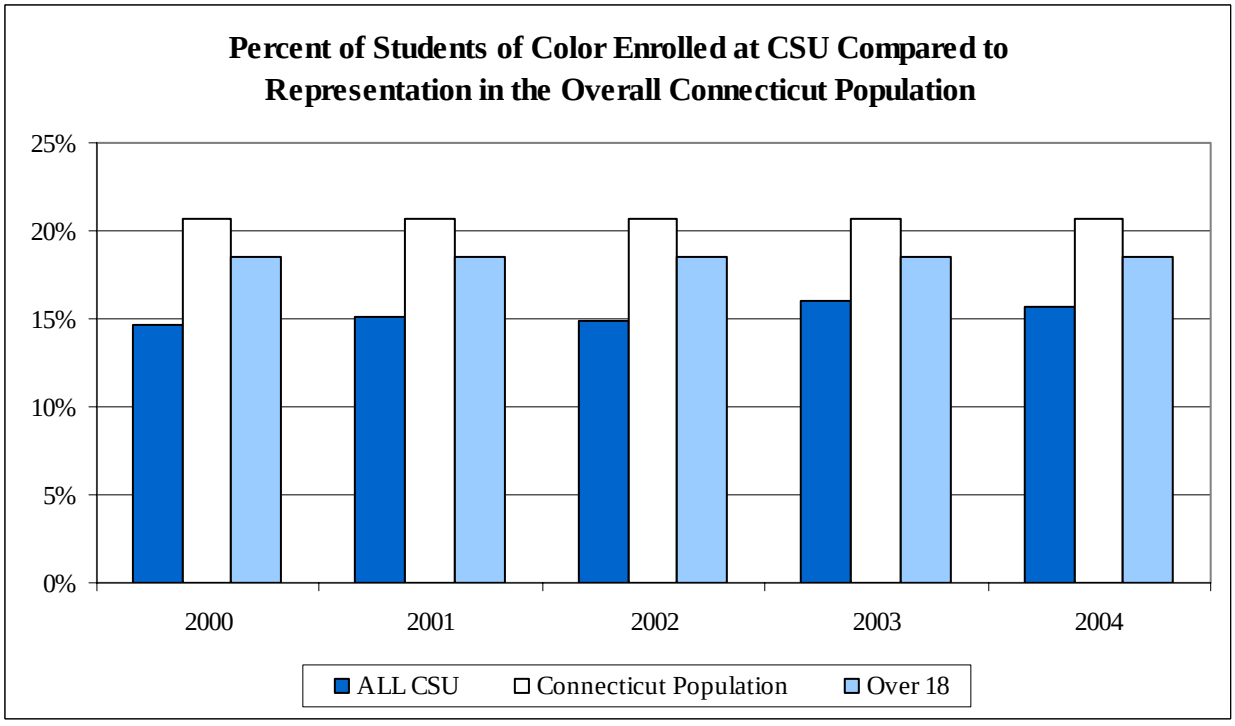
By fall 2004, the percentage of students of color at CSU institutions will achieve parity with the percentage of over 18 year old residents of color in the state population.

## Data Analysis

Students of color continue to view CSU favorably when choosing postsecondary education, as their percentage enrollment at CSU approaches parity with their percentage in the state's over-18 population. At this point, only Southern has achieved parity with the state's over 18 population for people of color. However, the US Department of Education does not require students to provide information about race and ethnicity and fewer students are doing so. This has resulted in incomplete data.

**Enrollment of Students of Color**

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| CCSU | 14.6% | 14.6% | 14.1% | 15.4% | 15.2% |
| ECSU | 13.7% | 13.7% | 12.3% | 12.8% | 12.7% |
| SCSU | 15.9% | 17.2% | 17.5% | 18.6% | 18.3% |
| WCSU | 13.2% | 13.3% | 13.6% | 14.5% | 14.1% |
| **ALL CSU** | **14.7%** | **15.1%** | **14.9%** | **16.0%** | **15.7%** |
| Connecticut Population | 20.7% | 20.7% | 20.7% | 20.7% | 20.7% |
| **Over 18** | **18.5%** | **18.5%** | **18.5%** | **18.5%** | **18.5%** |



# MINORITY ENROLLMENT

| Enrollment by Ethnic Group | | | | | |
|---|---|---|---|---|---|
| **Black** | **2000** | **2001** | **2002** | **2003** | **2004** |
| CCSU | 6.4% | 6.3% | 6.3% | 6.9% | 7.0% |
| ECSU | 7.2% | 7.0% | 6.7% | 6.4% | 6.6% |
| SCSU | 9.8% | 10.3% | 10.0% | 10.1% | 10.2% |
| WCSU | 5.0% | 5.4% | 5.4% | 5.1% | 5.1% |
| **All CSU** | **7.5%** | **7.6%** | **7.5%** | **7.6%** | **7.8%** |
| CT Population | 8.7% | 8.7% | 8.7% | 8.7% | 8.7% |
| **CT Population 18+** | **7.9%** | **7.9%** | **7.9%** | **7.9%** | **7.9%** |
| | | | | | |
| **Hispanic** | **2000** | **2001** | **2002** | **2003** | **2004** |
| CCSU | 5.0% | 4.8% | 4.7% | 5.1% | 5.3% |
| ECSU | 3.7% | 3.4% | 3.4% | 3.8% | 4.0% |
| SCSU | 3.9% | 4.5% | 5.0% | 5.6% | 5.7% |
| WCSU | 4.9% | 4.7% | 4.8% | 5.4% | 5.4% |
| **All CSU** | **4.4%** | **4.5%** | **4.6%** | **5.1%** | **5.2%** |
| CT Population | 9.4% | 9.4% | 9.4% | 9.4% | 9.4% |
| **CT Population 18+** | **8.0%** | **8.0%** | **8.0%** | **8.0%** | **8.0%** |
| | | | | | |
| **Asian American** | **2000** | **2001** | **2002** | **2003** | **2004** |
| CCSU | 2.9% | 3.2% | 2.8% | 3.1% | 2.5% |
| ECSU | 1.7% | 2.3% | 1.3% | 1.7% | 1.4% |
| SCSU | 2.1% | 2.2% | 2.2% | 2.7% | 2.3% |
| WCSU | 3.0% | 2.7% | 3.0% | 3.7% | 3.3% |
| **All CSU** | **2.4%** | **2.6%** | **2.4%** | **2.8%** | **2.4%** |
| CT Population | 2.4% | 2.4% | 2.4% | 2.4% | 2.4% |
| **CT Population 18+** | **2.4%** | **2.4%** | **2.4%** | **2.4%** | **2.4%** |
| | | | | | |
| **Native American** | **2000** | **2001** | **2002** | **2003** | **2004** |
| CCSU | 0.3% | 0.4% | 0.3% | 0.3% | 0.5% |
| ECSU | 1.0% | 1.0% | 0.8% | 0.9% | 0.7% |
| SCSU | 0.2% | 0.2% | 0.2% | 0.3% | 0.2% |
| WCSU | 0.3% | 0.4% | 0.3% | 0.3% | 0.3% |
| **All CSU** | **0.4%** | **0.4%** | **0.3%** | **0.4%** | **0.4%** |
| CT Population | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| **CT Population 18+** | **0.2%** | **0.2%** | **0.2%** | **0.2%** | **0.2%** |
| | | | | | |
| **Total Minority** | **2000** | **2001** | **2002** | **2003** | **2004** |
| CCSU | 14.6% | 14.6% | 14.1% | 15.4% | 15.2% |
| ECSU | 13.7% | 13.7% | 12.3% | 12.8% | 12.7% |
| SCSU | 15.9% | 17.2% | 17.5% | 18.6% | 18.3% |
| WCSU | 13.2% | 13.3% | 13.6% | 14.5% | 14.1% |
| **All CSU** | **14.7%** | **15.1%** | **14.9%** | **16.0%** | **15.7%** |
| CT Population | 20.7% | 20.7% | 20.7% | 20.7% | 20.7% |
| **CT Population 18+** | **18.5%** | **18.5%** | **18.5%** | **18.5%** | **18.5%** |

Note: Totals may not equal the sum of each group due to rounding.

# 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, excluding capital equipment purchased with bond funds.

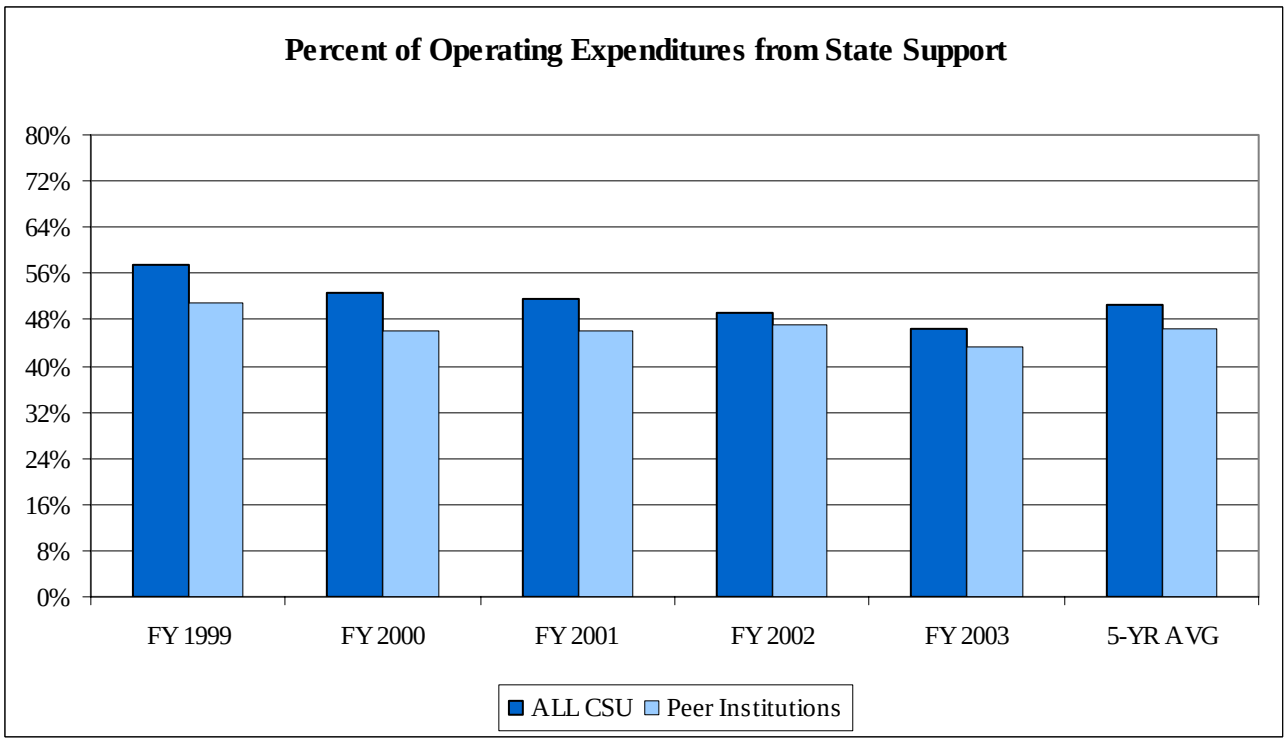
*To what extent does the State support the universities in the Connecticut State University System, and how does that compare to state support for peer institutions in other states?*

**Percent of Operating Expenditures from State Support**

| | FY 1999 | FY 2000 | FY 2001 | FY 2002 | FY 2003 | 5-YR AVG |
|---|---|---|---|---|---|---|
| **ALL CSU** | **57.4%** | **52.8%** | **51.5%** | **49.2%** | **46.5%** | **50.5%** |
| Peer Institutions | 50.8% | 46.1% | 46.1% | 47.1% | 43.3% | 46.5% |

## Data Analysis

The percentage of operating expenditures from state support for the Connecticut State University System (CSU) has been consistently higher compared to its peer institutions, averaging 50.5% over the five-year period from FY1999 through FY2003, versus 46.5% for peer institutions. [Note: During FY2000, there was a change in the CSU System internal fund distribution formula which affected individual university trends.] However, although the percentage of state support for CSU is appreciably higher than its peers, the general trend is that the percentage of operating expenditures from state support for CSU is declining. This trend is unfortunate, since the University depends on State support to maintain the quality of programs at the caliber expected by the State's businesses and citizens, while also ensuring access and affordability to students.



# OPERATING EXPENDITURES FROM STATE SUPPORT

| | FY 1999 | FY 2000 | FY 2001 | FY 2002 | FY 2003 | 5-Year Average |
|---|---|---|---|---|---|---|
| **Central CT State University** | **55.6%** | **50.3%** | **48.9%** | **47.3%** | **41.6%** | **48.2%** |
| CCSU Peers | 46.2% | 41.0% | 40.9% | 43.4% | 39.0% | 41.9% |
| **Eastern CT State University** | **53.2%** | **53.6%** | **45.9%** | **50.3%** | **50.7%** | **50.6%** |
| ECSU Peers | 54.0% | 50.6% | 51.7% | 50.3% | 46.8% | 50.5% |
| **Southern CT State University** | **59.1%** | **55.9%** | **49.4%** | **52.3%** | **48.9%** | **52.8%** |
| SCSU Peers | 49.2% | 44.8% | 44.2% | 45.8% | 41.9% | 44.9% |
| **Western CT State University** | **61.9%** | **51.1%** | **52.2%** | **46.1%** | **48.7%** | **51.2%** |
| WCSU Peers | 54.4% | 49.4% | 50.2% | 50.0% | 46.2% | 49.8% |

# REAL PRICE TO STUDENTS

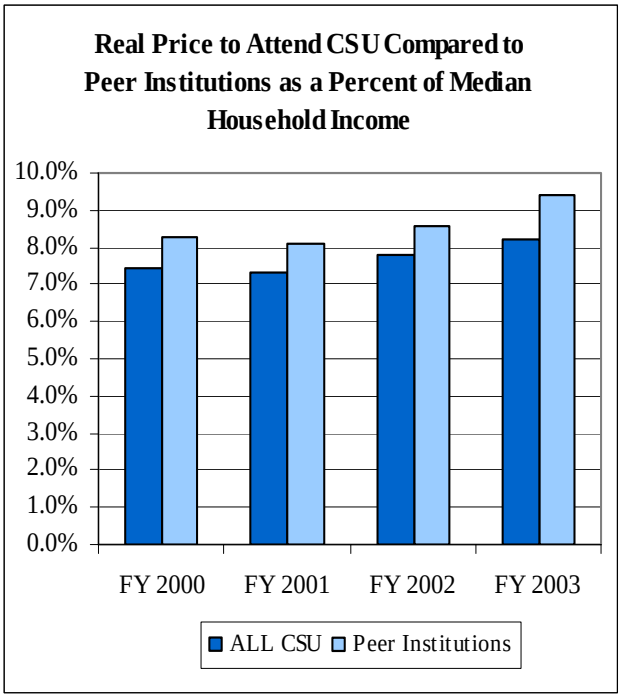
## Common Core Performance Indicator

This indicator shows tuition and required fees not including student health insurance as a percent of state median household income.

## 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 four-year period from FY2000 through FY2003, the average cost of tuition and mandatory fees at the Connecticut State University System (CSU) has consistently represented a smaller percentage of median household income (MHI) than its combined peer group. For FY2003, CSU's percentage of 8.24% compares favorably with the peer group rate of 9.41%. CSU's historical rates reflect a favorable variance versus its peers, ranging from 0.78 percentage points in 2000 to 1.17 percentage points in 2003. The percentage for CSU has increased by .77 percentage points over the four years, reflecting the fact that Connecticut MHI had a higher rate of growth over the four years than the average MHI for the peer aggregate. Conversely, among the peer group, the percentage has increased more dramatically, by 1.16 percentage points in the same time period. In terms of affordability, CSU continues to maintain a price advantage versus its peers, and remains an excellent value.

## Real Price to Attend CSU

| | FY 2000 | FY 2001 | FY 2002 | FY 2003 | 4-year % Change |
|---|---|---|---|---|---|
| Tuition and Fees – CSU System | 3,749 | 3,910 | 4,153 | 4,531 | 20.9% |
| Connecticut Median Household Income | 50,152 | 53,347 | 53,387 | 54,965 | 9.6% |
| **T&F as % of MHI – CSU** | **7.47%** | **7.33%** | **7.78%** | **8.24%** | |
| Tuition and Fees – Peer Average | 3,765 | 3,802 | 4,026 | 4,463 | 18.5% |
| Average Median Household Income – Peers | 45,604 | 46,930 | 46,847 | 47,420 | 4.0% |
| **T&F as % of MHI – Peers** | **8.25%** | **8.10%** | **8.59%** | **9.41%** | |

# REAL PRICE TO STUDENTS

| CENTRAL | FY 2000 | FY 2001 | FY 2002 | FY 2003 | 4-Year % Change |
|---|---|---|---|---|---|
| Tuition and Fees | 3,772 | 3,972 | 4,373 | 4,769 | 26.4% |
| Connecticut MHI | 50,152 | 53,347 | 53,387 | 54,965 | 9.6% |
| **T&F as % of MHI** | **7.52%** | **7.45%** | **8.19%** | **8.68%** | |
| Tuition and Fees – Peer Average | 4,155 | 4,307 | 4,549 | 5,017 | 20.7% |
| MHI Peer Average | 46,675 | 48,036 | 48,002 | 48,343 | 3.6% |
| **T&F as % of MHI – Peer** | **8.90%** | **8.97%** | **9.48%** | **10.38%** | |
| **EASTERN** | **FY 2000** | **FY 2001** | **FY 2002** | **FY 2003** | **4-Year % Change** |
| Tuition and Fees | 3,754 | 3,906 | 4,095 | 4,455 | 18.7% |
| Connecticut MHI | 50,152 | 53,347 | 53,387 | 54,965 | 9.6% |
| **T&F as % of MHI** | **7.49%** | **7.32%** | **7.67%** | **8.11%** | |
| Tuition and Fees – Peer Average | 3,842 | 3,884 | 4,137 | 4,553 | 18.5% |
| MHI Peer Average | 45,467 | 45,112 | 45,563 | 45,751 | 0.6% |
| **T&F as % of MHI – Peer** | **8.45%** | **8.61%** | **9.08%** | **9.95%** | |
| **SOUTHERN** | **FY 2000** | **FY 2001** | **FY 2002** | **FY 2003** | **4-Year % Change** |
| Tuition and Fees | 3,711 | 3,850 | 4,027 | 4,443 | 19.7% |
| Connecticut MHI | 50,152 | 53,347 | 53,387 | 54,965 | 9.6% |
| **T&F as % of MHI** | **7.40%** | **7.22%** | **7.54%** | **8.08%** | |
| Tuition and Fees – Peer Average | 3,857 | 4,042 | 4,303 | 4,809 | 24.7% |
| MHI Peer Average | 47,928 | 49,976 | 50,333 | 50,719 | 5.8% |
| **T&F as % of MHI – Peer** | **8.05%** | **8.09%** | **8.55%** | **9.48%** | |
| **WESTERN** | **FY 2000** | **FY 2001** | **FY 2002** | **FY 2003** | **4-Year % Change** |
| Tuition and Fees | 3,758 | 3,910 | 4,115 | 4,455 | 18.5% |
| Connecticut MHI | 50,152 | 53,347 | 53,387 | 54,965 | 9.6% |
| **T&F as % of MHI** | **7.49%** | **7.33%** | **7.71%** | **8.11%** | |
| Tuition and Fees – Peer Average | 3,578 | 3,493 | 3,653 | 4,049 | 13.2% |
| MHI Peer Average | 45,182 | 47,301 | 47,096 | 47,179 | 4.4% |
| **T&F as % of MHI – Peer** | **7.92%** | **7.39%** | **7.76%** | **8.58%** | |

# STUDENT FINANCIAL AID FROM STATE SUPPORT

## Performance Indicator

This indicator shows the ratio of state support for financial aid to total aid awarded.

## Performance Improvement Goal

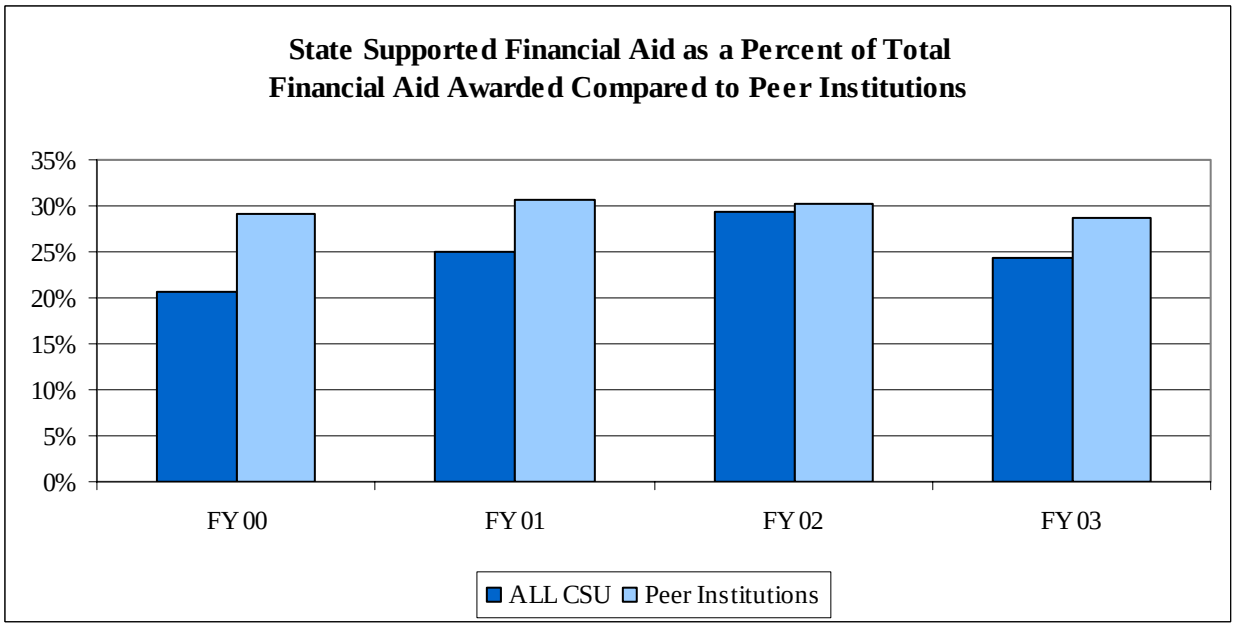
Increase the current percentage of student financial aid from state support to that of the peer group aggregate.

## Data Analysis

Connecticut State University System (CSU) students receive less in financial aid from state support as a percentage of total financial aid than do students at peer universities; this percentage rose significantly until FY2002, but then dropped off dramatically in FY2003. In FY2000, CSU students only received 20.7% of financial aid from state sources; this percentage rose to 25.0% in FY2001, and to 29.3% in FY2002, but declined to 24.3% in FY2003. Conversely, students at peer institutions have received on average 29.7% of total financial aid from state sources over the same four-year period. The decrease in FY2003 is due to the fact that funding for CAPCS has been declining since FY2001. Total funding for CAPCS increased 35.8% in FY2001 versus FY2000; however, funding for CAPCS remained unchanged in FY02 versus FY01 and decreased 11.2% from FY2002 to FY2003. Peer institutions come from 12 different states, all with different state financial aid programs. It should be noted that subsequent to FY2001, the percent of CAPCS funded by the State has steadily declined, and the program is currently funded at only 45% (versus a high of 81% in FY2001). It is strongly urged that the state fully fund the CAPCS program in the future.

**Percent of Financial Aid from State Support**

| | FY 2000 | FY 2001 | FY 2002 | FY 2003 |
|---|---|---|---|---|
| **CSU Institutions** | **20.7%** | **25.0%** | **29.3%** | **24.3%** |
| Peer Institutions | 29.1% | 30.6% | 30.3% | 28.8% |



# INCOMING FRESHMEN WHO ARE CONNECTICUT RESIDENTS

## Performance Indicator

This indicator shows the percent of new students — first time and transfer — indicating Connecticut residence in information collected at enrollment. Data are for the fall semester in each year indicated.

## Performance Improvement Goal

While percentages will vary by university, the goal of each university is to maintain or improve its current percentage.

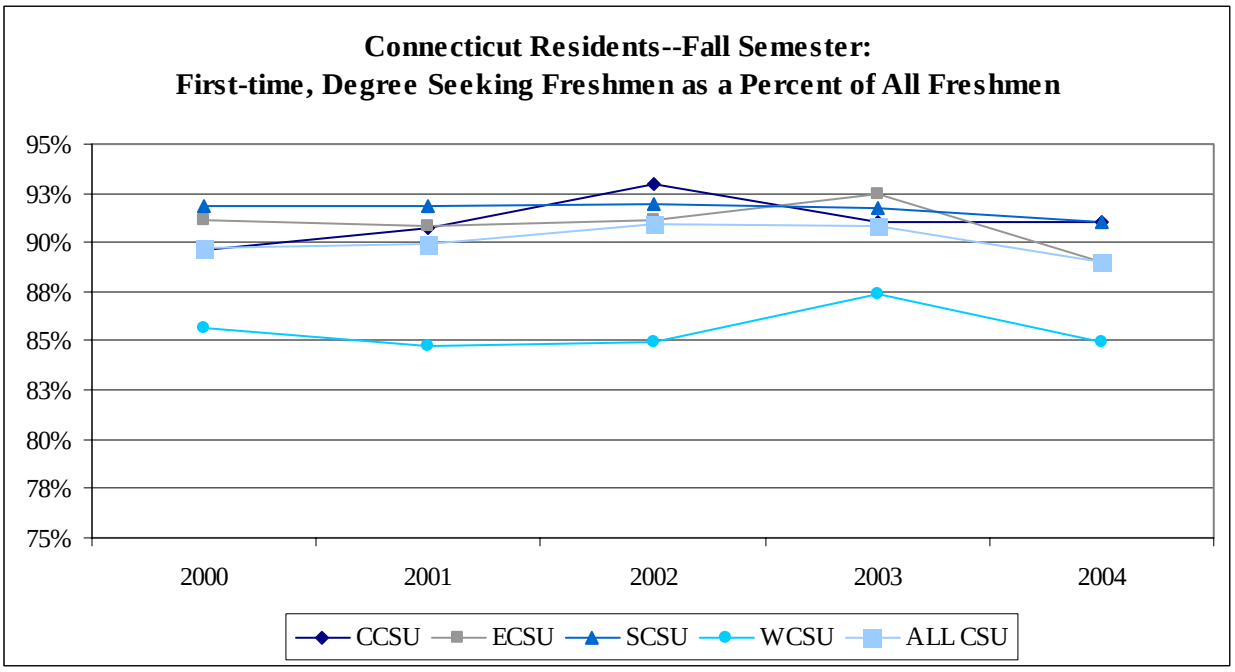
## Data Analysis

CSU consistently fulfills its mission of providing high quality education for Connecticut residents by attracting more than 90% of its enrollment from within the state. In fall 2004, the number of Connecticut residents enrolled as first-time, degree-seeking freshmen in the CSU system ranged from 85% to 91% of all new freshmen. Over the past five years, the percentage of new freshmen attending all CSU universities combined who are Connecticut residents has remained between 89% and 91%, the highest for any Connecticut university.

**Percent CT Residents of All New Freshmen**

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| CCSU | 90% | 91% | 93% | 91% | 91% |
| ECSU | 91% | 91% | 91% | 93% | 89% |
| SCSU | 92% | 92% | 92% | 92% | 91% |
| WCSU | 86% | 85% | 85% | 87% | 85% |
| **ALL CSU** | **90%** | **90%** | **91%** | **91%** | **89%** |

Overall, the number of Connecticut residents in CSU's total student body continues to increase; 92.6% of CSU's 35,537 students in fall 2004 were Connecticut residents.



# 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

The CSU system confers more undergraduate and graduate degrees than any institution in Connecticut. In 2003-04, the CSU institutions conferred the most degrees in its history with 4,099 bachelors degrees and post baccalaureate certificates, 1,843 masters and 232 post-graduate certificates. Almost all program areas, as noted in the table below, showed an increase from last year; and all but Health/Life Sciences show an increase over the five-year period.

The four universities in the CSU system play a vital role not only among the 19 public colleges and universities in Connecticut, but also among all 46 institutions in the state, awarding almost 25% of all Bachelor and Masters degrees. The relationship to key workforce areas are discussed in the Workforce Preparation indicator.

| ALL CSU | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | 5-yr Chg |
|---|---|---|---|---|---|---|
| Business | 777 | 807 | 863 | 828 | 973 | **25%** |
| Health/Life Sciences | 429 | 445 | 367 | 378 | 422 | **-2%** |
| Science/Engineering/Technology | 374 | 399 | 392 | 386 | 415 | **11%** |
| Social Sciences | 1,120 | 1,080 | 1,112 | 1,211 | 1,214 | **8%** |
| Liberal Arts/Multidisciplinary Studies | 213 | 194 | 229 | 191 | 218 | **2%** |
| Humanities/Arts/Communications | 696 | 669 | 798 | 762 | 814 | **17%** |
| Social & Public Services | 337 | 398 | 371 | 412 | 450 | **34%** |
| Education | 1,324 | 1,501 | 1,339 | 1,733 | 1,699 | **28%** |
| **TOTAL** | **5,270** | **5,493** | **5,471** | **5,901** | **6,205** | **18%** |

# DEGREES CONFERRED BY CREDIT PROGRAM

**Data Analysis (continued)**

| CENTRAL | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | 5-yr Chg |
|---|---|---|---|---|---|---|
| Business | 368 | 339 | 413 | 404 | 453 | 23% |
| Health/Life Sciences | 99 | 103 | 76 | 90 | 108 | 9% |
| Science/Engineering/Technology | 230 | 234 | 251 | 211 | 247 | 7% |
| Social Sciences | 347 | 308 | 372 | 343 | 411 | 18% |
| Liberal Arts/Multidisciplinary Studies | 33 | 23 | 13 | 11 | 9 | -73% |
| Humanities/Arts/Communications | 199 | 179 | 234 | 184 | 255 | 28% |
| Social & Public Services | 32 | 44 | 50 | 45 | 43 | 34% |
| Education | 300 | 442 | 471 | 702 | 641 | 114% |
| **TOTAL** | **1,608** | **1,672** | **1,880** | **1,990** | **2,167** | **35%** |

| EASTERN | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | 5-yr Chg |
|---|---|---|---|---|---|---|
| Business | 130 | 148 | 108 | 113 | 139 | 7% |
| Health/Life Sciences | 23 | 20 | 14 | 20 | 15 | -35% |
| Science/Engineering/Technology | 47 | 46 | 42 | 57 | 62 | 32% |
| Social Sciences | 268 | 253 | 266 | 345 | 248 | -7% |
| Liberal Arts/Multidisciplinary Studies | 121 | 110 | 140 | 91 | 120 | -1% |
| Humanities/Arts/Communications | 118 | 115 | 152 | 144 | 161 | 36% |
| Social & Public Services | 22 | 42 | 31 | 35 | 53 | 141% |
| Education | 103 | 103 | 97 | 111 | 135 | 31% |
| **TOTAL** | **832** | **837** | **850** | **916** | **933** | **12%** |

| SOUTHERN | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | 5-yr Chg |
|---|---|---|---|---|---|---|
| Business | 151 | 128 | 165 | 160 | 170 | 13% |
| Health/Life Sciences | 217 | 216 | 174 | 200 | 242 | 12% |
| Science/Engineering/Technology | 64 | 81 | 62 | 89 | 76 | 19% |
| Social Sciences | 382 | 397 | 350 | 433 | 436 | 14% |
| Liberal Arts/Multidisciplinary Studies | 52 | 53 | 67 | 83 | 74 | 42% |
| Humanities/Arts/Communications | 252 | 240 | 250 | 308 | 280 | 11% |
| Social & Public Services | 202 | 233 | 221 | 273 | 272 | 35% |
| Education | 810 | 820 | 654 | 729 | 680 | -16% |
| **TOTAL** | **2,130** | **2,168** | **1,943** | **2,275** | **2,230** | **5%** |

| WESTERN | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | 5-yr Chg |
|---|---|---|---|---|---|---|
| Business | 128 | 192 | 177 | 151 | 211 | 65% |
| Health/Life Sciences | 90 | 106 | 103 | 68 | 57 | -37% |
| Science/Engineering/Technology | 33 | 38 | 37 | 29 | 30 | -9% |
| Social Sciences | 123 | 122 | 124 | 90 | 119 | -3% |
| Liberal Arts/Multidisciplinary Studies | 7 | 8 | 9 | 6 | 15 | 114% |
| Humanities/Arts/Communications | 127 | 135 | 162 | 126 | 118 | -7% |
| Social & Public Services | 81 | 79 | 69 | 59 | 82 | 1% |
| Education | 111 | 136 | 117 | 191 | 243 | 119% |
| **TOTAL** | **700** | **816** | **798** | **720** | **875** | **25%** |

# DEGREES CONFERRED BY CREDIT PROGRAM

## Data Analysis (continued)

During 2003-2004 universities in the CSU system awarded 1,653 degrees and certificates in Teacher Preparation Programs—those required for entry into the profession. In addition, 273 advanced degrees and certificates were also awarded in Education fields. CSU Universities also awarded more degrees and certificates for teacher preparation than all other colleges and universities combined (54%), including 52% of all bachelors degrees and post-bachelors certificates, and over 70% of all masters degrees and post-masters certificates. In addition, CSU continues to award more degrees/certificates in program shortage areas identified by the Connecticut State Department of Education than any other college or university (53%); 27% of all CSU education degrees were in the shortage areas (24% statewide). Almost 40% of all Education awards at SCSU were in the shortage areas.

The number of undergraduate nursing degrees awarded by CSU universities increased by 16% over last year (106 to 123), slightly higher than the statewide increase. More degrees were conferred for RN training (RN/BSN) from CSU institutions than from any other college or university in the state. There was also an increase in the number of Masters Degrees awarded in Nursing Programs, adding to the proficiency and expertise of these professionals. CSU universities also showed an increase in all degrees conferred in the Biological and Physical Sciences from 2002-03 to 2003-04 (137 to 140 and 59 to 67, respectively).

**CSU Graduates in Key Workforce Areas**

| | 2002-03 | 2003-04 |
|---|---|---|
| **All Education Awards** | **2,045** | **1,926** |
| Total Teacher Preparation | 1,734 | 1,653 |
| Percent CSU of State Total | 48% | 54% |
| Shortage Areas | 287 | 439 |
| Percent CSU of State Total | 42% | 56% |
| **Nursing** | **142** | **188** |
| Bachelors | 106 | 123 |
| Masters | 36 | 65 |
| **Biological Sciences** | **137** | **140** |
| **Physical Sciences** | **59** | **67** |
| **Computer Sciences*** | **285** | **257** |

*includes Management Information Systems and Computer Information Technology

# WORKFORCE PREPARATION

## Performance Indicator

The percentage of CSU graduates employed in Connecticut upon graduation and still employed six months later.

*To what extent do CSU graduates contribute to Connecticut's workforce?*

## Data Analysis

In addition to enrolling more Connecticut residents than any university in the state, and conferring more degrees than any college or university in the state, a significant number of CSU's graduates enter the Connecticut workforce. According to data provided by the Connecticut Department of Labor, more than three-fourths of CSU's graduates are employed by Connecticut businesses six months after graduation and more than 90% of those are still employed after nine months. DOL data are only available through 2002; 2003 data are from the CSU Survey of Graduates. Results from the survey of 2002-03 graduates show that 80-90% are working in Connecticut. These survey data are as of February 2004. Compared to recent projections from DOL of occupations identified as having the most openings or are the fastest growing, more than half of CSU's baccalaureate degrees are awarded in programs that can meet these needs.

**Percent of CSU Graduates in Connecticut Workforce**

| | Graduation Year | | | | |
|---|---|---|---|---|---|
| | **2000** | **2001** | **2002** | **2003** | **% CT Residents in Student Body*** |
| CCSU | 84% | 84% | 82% | 90% | 93% |
| ECSU | 75% | 78% | 71% | 85% | 94% |
| SCSU | 79% | 81% | 77% | 87% | 94% |
| WCSU | 73% | 70% | 70% | 79% | 89% |
| **ALL CSU** | **79%** | **80%** | **76%** | **86%** | **92%** |

** Undergraduate Fall 2003*
*Sources: Connecticut State Department of Labor Office of Research (2000-2002); CSU Survey of Graduates (2003)*

# NONCREDIT REGISTRATIONS

## Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal development 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 emphasis in these areas.

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

**Non Credit Offerings and Enrollment**

| | July 1, 2001 - June 30, 2002 | July 1, 2002 - June 30, 2003 | July 1, 2003 - June 30, 2004 |
|---|---|---|---|
| CCSU | 966 | 728 | 1,020 |
| ECSU | 345 | 222 | 246 |
| SCSU | 705 | 1,375 | 920 |
| WCSU | 367 | 928 | 1,015 |
| **ALL CSU** | **2,383** | **3,253** | **3,201** |

# GRADUATES WHO PARTICIPATED IN SERVICE LEARNING ACTIVITIES

## Performance Indicator

This indicator shows self-reporting by graduates (CSU's annual Survey of Graduates) on activities to benefit their community as well as expand the scope of their undergraduate curriculum while they were enrolled at one of the CSU universities.

## Data Analysis

These activities included but were not limited to: service learning (e.g., student teaching, internships, cooperative education, and practicums). Students indicating any one of these activities were included, but were not counted more than once if multiple activities were listed.

## Performance Improvement Goal

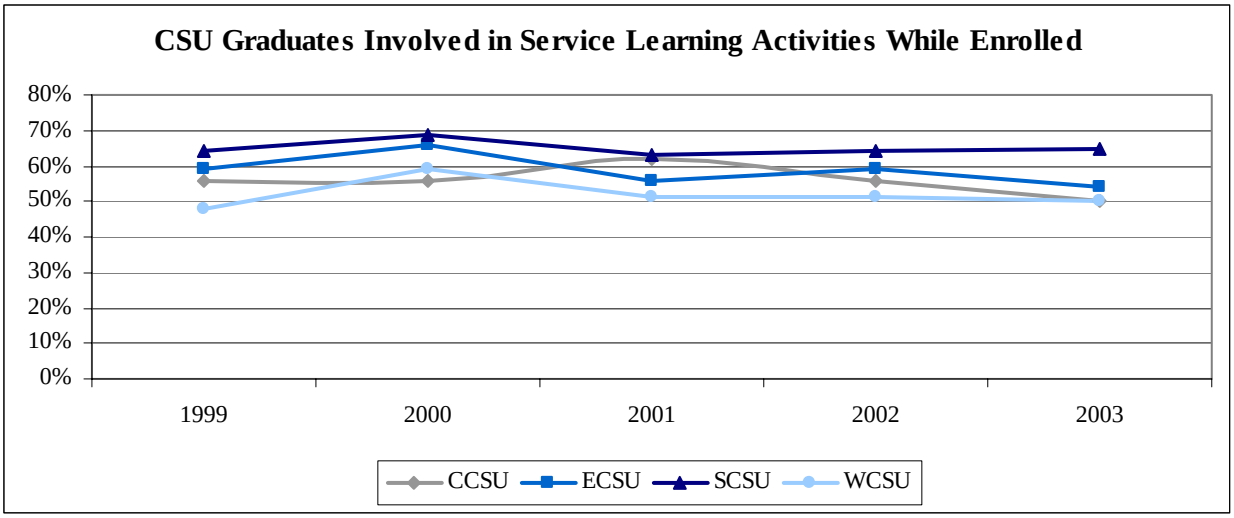
The number of graduates participating in service learning will vary by university with an overall target of +2% over five years for the CSU system.

**CSU Graduates Involved in Service Learning Activities While Enrolled**

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| CCSU | 56% | 56% | 62% | 56% | 50% |
| ECSU | 59% | 66% | 56% | 59% | 54% |
| SCSU | 64% | 69% | 63% | 64% | 65% |
| WCSU | 48% | 59% | 51% | 51% | 50% |
| **ALL CSU** | **58%** | **63%** | **59%** | **58%** | **56%** |

More than half of CSU graduates[1] reported being involved in community service, service learning (including student teaching), internships, practica or cooperative education activities while enrolled as students. This is consistent with the universities' expanding community service and experiential learning activities as part of program requirements for graduation. These activities may be voluntary (not required for the degree), such as cooperative education; mandatory (required for the degree), such as student teaching or an allied health practicum; or either, such as an internship where the student may receive a salary or degree credit. The trends in the accompanying chart show consistency in service learning activities over the last five graduating classes. These experiences add a unique aspect to their academic program that not only enhances learning, but also helps to instill the value of civic engagement.

[1] It is also possible that the relatively low survey response rate (33%) could have impacted the data.



# 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?*

**Real Cost Per Student**

| | FY 2002 | FY 2003 | 1-Year % Change |
|---|---|---|---|
| Fall FTE – CSU | 26,734 | 26,598 | (0.5)% |
| **Operating Expenses/ FTE–CSU** | **$11,702** | **$11,765** | **0.5%** |
| Fall FTE – Peers | 169,588 | 172,042 | 1.4% |
| **Operating Expenses/ FTE – Peers** | **$9,827** | **$10,039** | **2.2%** |

## Data Analysis

The implementation of GASB35, effective with FY2002 data, has prompted a change in the calculation of expenses used to develop the Real Cost Per Student measure. Due to changes in GASB and IPEDS reporting, it was not possible to restate post-GASB35 data to mirror pre-GASB35 reporting. Therefore, the "real cost" component of the measure was redefined to include only true "costs of operations", and not such items as Student Financial Aid, Research expenditures, Public Service expenditures, and Depreciation. For this year and subsequent, the calculation will measure Real Cost Per Student based upon true costs of operations: expenditures for Instruction, Academic Support, Student Services, Institutional Support and Operation and Maintenance of Plant. Also, for this year, the Real Cost Per Student measure will contain only FY2002 and FY2003 data, adding additional years as we move forward.

Real Cost Per Student shows CSU increasing by 0.5% in FY2003 over the FY2002 levels while our peer group increased 2.2%. This was due to a combination of factors. Over the two years, the cost of operations (as defined above) remained flat at CSU while that of peer institutions increased 3.6%. Also, over this period CSU experienced a slight decrease in FTE enrollment of -0.5% versus a 1.4% increase in FTE enrollment at peer institutions. The FTE decrease at CSU reflects a 5.8% decline in part-time students offset in part by an increase of 0.6% in full-time students over the two-year period. Peer institutions' part time FTE declined 3.1%, while full time FTE grew 2.1%. Note that for purposes of this analysis, FTE for CSU and its 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.

# REAL COST PER STUDENT

| CENTRAL | FY 2002 | FY 2003 | % Change |
|---|---|---|---|
| Fall FTE | 9,181 | 8,900 | (3.1%) |
| **Operating Expenses/FTE** | **$11,027** | **$11,072** | **0.4%** |
| Fall FTE – CCSU Peers | 60,627 | 61,420 | 1.3% |
| **Operating Expenses/FTE – Peers** | **$9,340** | **$9,778** | **4.7%** |
| **EASTERN** | **FY 2002** | **FY 2003** | **% Change** |
| Fall FTE | 4,179 | 4,159 | (0.5%) |
| **Operating Expenses/FTE** | **$12,493** | **$12,639** | **1.2%** |
| Fall FTE – ECSU Peers | 27,991 | 28,109 | 0.4% |
| **Operating Expenses/FTE – Peers** | **$10,223** | **$10,460** | **2.3%** |
| **SOUTHERN** | **FY 2002** | **FY 2003** | **% Change** |
| Fall FTE | 8,847 | 8,908 | 0.7% |
| **Operating Expenses/FTE** | **$11,383** | **$11,616** | **2.0%** |
| Fall FTE – SCSU Peers | 89,750 | 92,349 | 2.9% |
| **Operating Expenses/FTE – Peers** | **$9,254** | **$10,122** | **9.4%** |
| **WESTERN** | **FY 2002** | **FY 2003** | **% Change** |
| Fall FTE | 4,527 | 4,631 | 2.3% |
| **Operating Expenses/FTE** | **$12,962** | **$12,597** | **(2.8%)** |
| Fall FTE – WCSU Peers | 45,692 | 45,390 | (0.7%) |
| **Operating Expenses/FTE – Peers** | **$9,402** | **$9,389** | **(0.1%)** |

# RETENTION RATE

## Common Core Performance Indicator

The percentage of first-year full-time degree-seeking freshmen who continue in the second year.

## Performance Improvement Goal

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

## Data Analysis

The CSU retention rates of first-year, full-time degree-seeking undergraduate students to the second year have improved over the five-year period presented. Overall, the CSU system showed a 76% retention rate among first-time, full-time, degree-seeking students from fall 2003 to fall 2004, compared to a 71% rate from fall 1999 to fall 2000.

**One Year Retention Rate of First-time Degree Seeking Students**

| | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | Peer Avg 2003-04 | Peer Median 2003-04 |
|---|---|---|---|---|---|---|---|
| CCSU | 72% | 72% | 74% | 76% | 78% | 78% | 76% |
| ECSU | 69% | 70% | 76% | 75% | 75% | 82% | 80% |
| SCSU | 74% | 74% | 69% | 72% | 72% | 79% | 77% |
| WCSU | 65% | 73% | 69% | 71% | 69% | 74% | 74% |
| **ALL CSU** | **71%** | **74%** | **72%** | **74%** | **76%** | **78%** | **76%** |

Of the 4,368 first-time, full-time, first-year students enrolled in the four universities of the CSU System in fall 2002, 3,220 (a **retention** rate of 74%) were still enrolled in the fall 2003 semester. Using the National Student Clearinghouse (NSC) to track enrollment status, an additional 550 were found to have enrolled elsewhere, revising the **persistence** rate to 86%. The remaining students were not enrolled in any of the institutions included in the Clearinghouse's database or their records could not be found. Data for overall persistence for the fall 2003 cohort have been requested from NSC; similar data for peer institutions is not available. The growth of multi-institutional attendance and discontinuous enrollment poses a challenge to the linear approach to college retention and ultimately graduation rates. Persistence should be considered when gauging student success.

Recognizing the need for constant improvement, each of the universities has identified increased retention as one of its key strategic priorities. It is worth noting that aspirational peers have been selected to encourage higher retention goals for CSU institutions. Beginning next year, this information will be available from the National Center for Educational Statistics.

**One Year Retention Rate by Race/Ethnicity**

| Cohort | All Students | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|
| Fall 2003 | 76% | 77% | 76% | 68% | 64% | 85% |
| Fall 2002 | 74% | 74% | 63% | 66% | 77% | 53% |
| Fall 2001 | 72% | 73% | 71% | 70% | 72% | 52% |

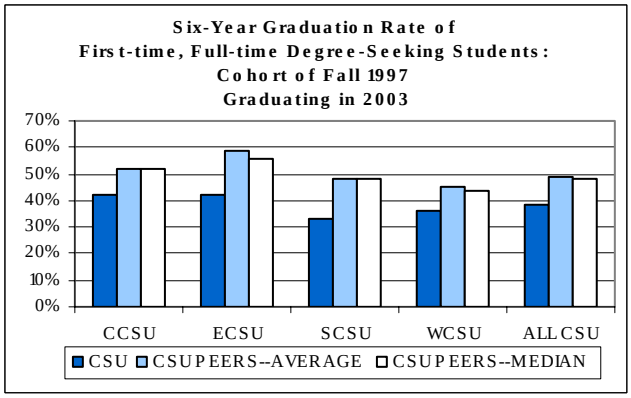
# GRADUATION RATE

## Common Core Performance Indicator

The percentage of first-year full-time degree-seeking students in a cohort who complete their degree program 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 slightly for three of the four universities in the CSU system; the fourth showed a slight decline. From data available on the NCES IPEDS Peer Analysis System, CSU institutions were slightly below the median six-year graduation rate for all 250 public, Masters 1 institutions. While CSU rates are lower than the average rates for their respective peer groups for a second year, the mix of attributes of entering classes, as well as university policies, are variable and may affect comparability. With an increase in academic standards and retention, as was discussed previously, the universities expect to see graduation rates increase. However, this is a multi-year process and increases may not show improvements for another two to three years.

However, the above notwithstanding, this single factor should not be considered a key aspect of student access and success. During the 2003-04 academic year, CSU enrolled over 9,700 new students, both native and transfer; the first-time full-time degree-seeking students admitted in the fall term—the base criterion for this graduation rate-- accounted for only 41% of all those new students. Current research shows that among first-time, full-time freshmen, nationally, 50% will not graduate from their starting institution; transfer students, by definition, will be an attrition statistic from their starting institution and, because they are not part of the linear, starting cohort,

**Six-Year Graduation Rate of First-time, Full-time Degree Seeking Students**

| Cohort | Fall 1993 | Fall 1994 | Fall 1995 | Fall 1996 | Fall 1997 | | |
|---|---|---|---|---|---|---|---|
| **Grad Year** | **1999** | **2000** | **2001** | **2002** | **2003** | **Peer Average** | **Peer Median** |
| CCSU | 45% | 41% | 41% | 41% | 42% | 52% | 52% |
| ECSU | 37% | 37% | 41% | 41% | 42% | 59% | 56% |
| SCSU | 39% | 36% | 34% | 37% | 33% | 48% | 48% |
| WCSU | 45% | 40% | 41% | 35% | 36% | 45% | 44% |
| **ALL CSU** | **42%** | **39%** | **39%** | **38%** | **38%** | **49%** | **48%** |

# GRADUATION RATE

## Data Analysis (continued)

are not counted when they graduate from their 'adoptive' institution. In CSU's last graduating class, more bachelor's degrees were awarded than in any year previous, speaking more to student persistence; and 48% of those receiving bachelor's degrees were transfer students, supporting research findings on multi-institutional attendance, persistence and student success.

Public policy regarding higher education would be better informed by this broader view of student success, rather than institutional comparison of a limited linear measure. The combination of retention/persistence, number of graduates and the entry of those graduates—and non-persisters as well—into the state's work force provides a fairer assessment of institutional effectiveness. For their part each of the universities in the CSU system has initiated its own intensive first year program in an attempt to improve retention. As can be seen from the previous indicator these programs have begun to show success. It is anticipated that over the next few years these students will remain enrolled and go on to graduate.

**Six Year Graduation Rate by Race/Ethnicity**

| Cohort | | All Students | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| **1995** | **All CSU** | **39%** | **41%** | **31%** | **33%** | **46%** | **33%** |
| Grad. Year | CCSU | 41% | 42% | 40% | 42% | 39% | 50% |
| 2000-01 | ECSU | 41% | 45% | 31% | 34% | 100% | 20% |
| | SCSU | 34% | 36% | 26% | 20% | 60% | 50% |
| | WCSU | 41% | 44% | 27% | 33% | 31% | NA |
| **1996** | **All CSU** | **38%** | **41%** | **28%** | **35%** | **32%** | **33%** |
| Grad. Year | CCSU | 41% | 42% | 34% | 45% | 42% | 67% |
| 2001-02 | ECSU | 41% | 44% | 32% | 41% | 50% | 38% |
| | SCSU | 37% | 40% | 24% | 26% | 22% | 0% |
| | WCSU | 35% | 36% | 28% | 19% | 27% | 0% |
| **1997** | **All CSU** | **38%** | **40%** | **30%** | **34%** | **36%** | **46%** |
| Grad. Year | CCSU | 42% | 46% | 27% | 29% | 35% | 17% |
| 2002-03 | ECSU | 42% | 44% | 29% | 37% | 40% | 75% |
| | SCSU | 33% | 32% | 35% | 39% | 21% | NA |
| | WCSU | 36% | 39% | 25% | 28% | 47% | 0% |

**Four-Year Graduation Rate of First-time, Full-time Degree Seeking Students**

| **Cohort** | **Fall 1995** | **Fall 1996** | **Fall 1997** |
|---|---|---|---|
| **Grad Year** | **1999** | **2000** | **2001** |
| CCSU | 6% | 10% | 7% |
| ECSU | 16% | 20% | 20% |
| SCSU | 13% | 13% | 13% |
| WCSU | 17% | 14% | 14% |
| **ALL CSU** | **13%** | **14%** | **13%** |

# 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

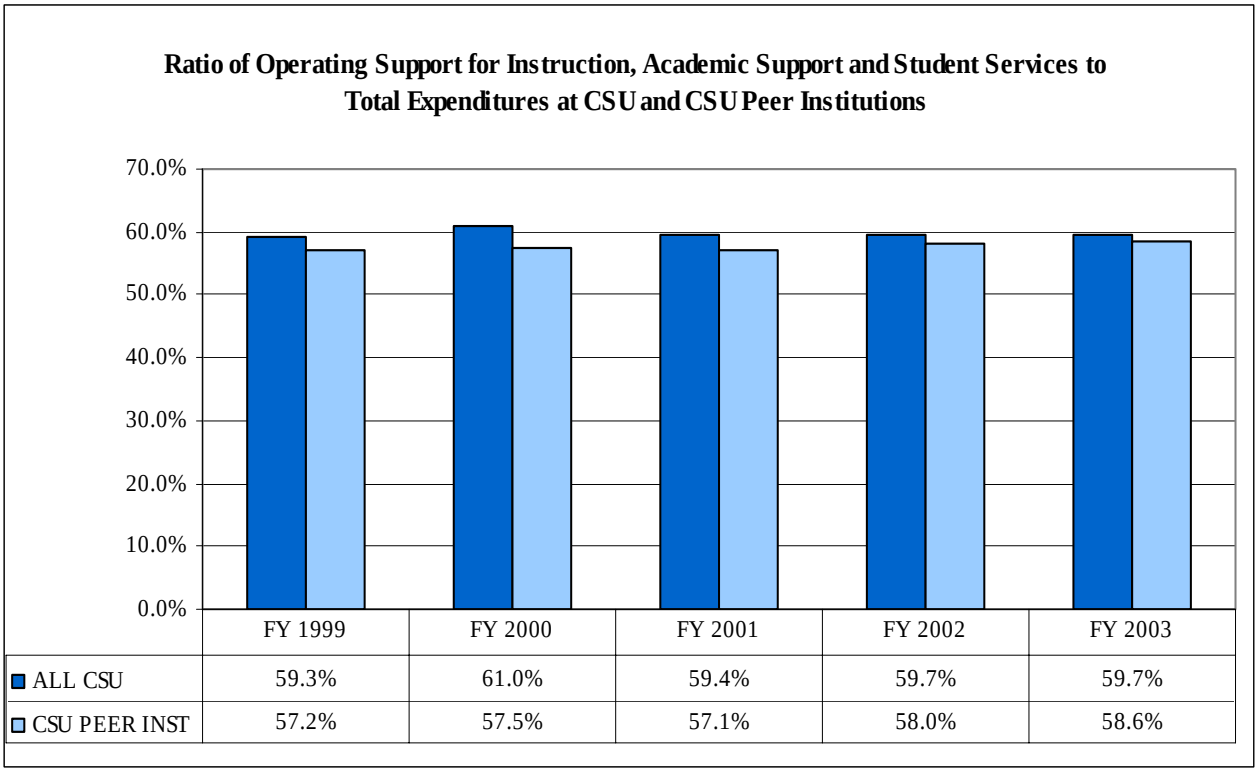
Maintain at 61% or to exceed peer group aggregate, whichever is higher. Each university will also maintain its current level or strive to exceed peer group composite, whichever is higher.

## Data Analysis

Over the five-year period from FY1999 to FY2003, operating expenses for instruction, academic support, and student services as a percentage of all expenditures for the Connecticut State University System (CSU) has remained relatively stable averaging 59.8%. This ratio for its combined peer group has remained somewhat lower, averaging 57.7% over the same period. This indicates that CSU has maintained at a higher-than-average level the amount of funds spent directly on students for such items as faculty, counseling, libraries, and student services, demonstrating CSU's commitment to learning and to its students. CSU will strive to maintain or increase the amount of funds spent directly on student learning and student services. Note that for purposes of comparability with our peers, CSU system office expenditures have been excluded from this analysis.

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

| | FY 1999 | FY 2000 | FY 2001 | FY 2002 | FY 2003 |
|---|---|---|---|---|---|
| **ALL CSU** | **59.3%** | **61.0%** | **59.4%** | **59.7%** | **59.7%** |
| CSU PEER INST | 57.2% | 57.5% | 57.1% | 58.0% | 58.6% |



# OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

| | FY 1999 | FY 2000 | FY 2001 | FY 2002 | FY 2003 |
|---|---|---|---|---|---|
| **Central CT State University** | **58.0%** | **59.2%** | **59.3%** | **63.7%** | **62.0%** |
| CCSU Peers | 57.0% | 57.3% | 56.5% | 58.8% | 59.8% |
| **Eastern CT State University** | **52.7%** | **55.3%** | **53.5%** | **53.2%** | **53.6%** |
| ECSU Peers | 57.0% | 59.9% | 59.3% | 59.0% | 58.8% |
| **Southern CT State University** | **65.4%** | **68.8%** | **65.8%** | **61.7%** | **62.1%** |
| SCSU Peers | 56.9% | 56.6% | 56.4% | 57.2% | 58.0% |
| **Western CT State University** | **56.3%** | **55.7%** | **53.9%** | **54.6%** | **56.0%** |
| WCSU Peers | 58.5% | 58.2% | 58.1% | 58.4% | 59.3% |

# 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 2000-01 | AY 2001-02 | AY 2002-03 | AY 2003-04 | Instructional Load |
|---|---|---|---|---|---|
| CCSU | 20.4 | 21.5 | 21.1 | 21.1 | 88% |
| ECSU | 21.2 | 21.3 | 21.4 | 21.9 | 91% |
| SCSU | 21.4 | 21.4 | 21.2 | 20.8 | 87% |
| WCSU | 22.0 | 22.9 | 20.3 | 23.2 | 97% |
| ALL CSU | 21.3 | 21.8 | 21.0 | 21.8 | 91% |
| CSU PEER INST | NA | NA | NA | NA | |

## Data Analysis

The CSU vice presidents for academic affairs and system office staff 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**:
- Teaching courses regardless of the number of faculty load credits
- Teacher supervision and any other activity that generates student credit hours, such as: internships, independent studies (including coordination of independent studies), thesis preparation and supervision, supervision of student teaching, and individualized instruction. It was agreed that anything that generates student credit hours is by definition "instruction."

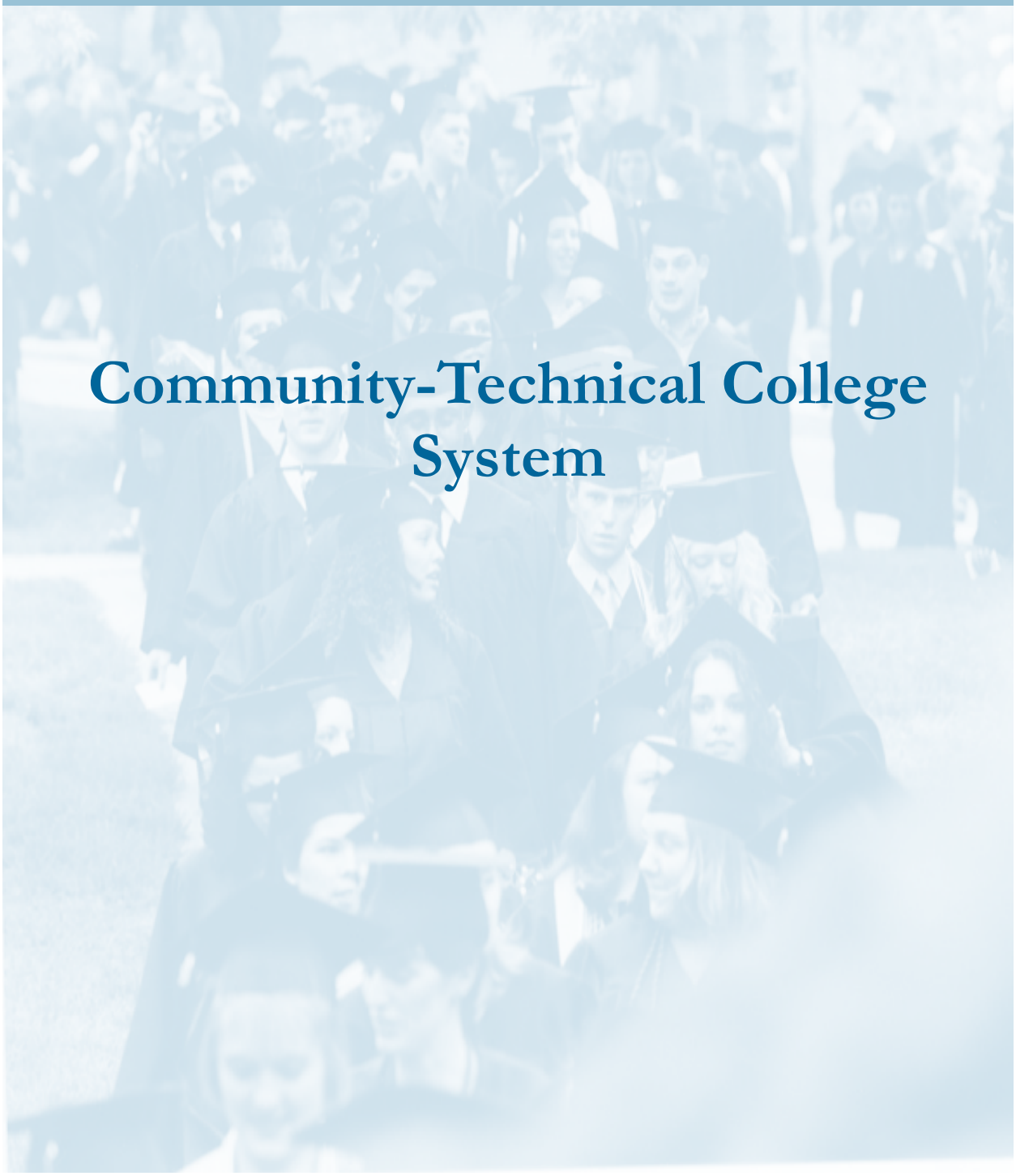
**Items that *do not* generate student credit hours but nevertheless *do* involve instruction:**
- Non-credit workshops
- Load credit that is directly assigned to activities relating specifically to instruction, for example coordination of instructional programs

**Items that should *not* be included:**
- managing an institute that does not directly affect students, such as an institute for the business community
- 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 four 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 79.4% of their time in instruction-related activities. Full-time faculty at CSU spend 87% to 97% of their time in instruction-related activities, with a system wide average of 91%.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

# 2005 REPORT



# Community-Technical College System

## Community-Technical College System Board of Trustees

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Community-Technical College System

# Connecticut Community-Technical College System

## 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.

## Strategic Goals (2003-2006)

**Goal 1**: Enhance academic best practices/excellence and co-curricular experiences to facilitate the attainment of student goals and the advancement of student development and other constituent interests. Included are priorities that focus on:

- A review of the system's organizational structure for the delivery of distance education
- Analysis of information from the Community College Survey of Student Engagement
- Assessment of student learning and development
- Collection of student goals/reasons for entering the learning community
- Evaluation and analysis of transfer articulation
- Student graduate survey analysis
- Student success and retention initially focusing on Developmental Education

**Goal 2**: Maintain leadership in providing workforce training education and lifelong learning for Connecticut. Included are priorities that focus on:

- Partnerships and collaborations that will enlarge the system role in workforce development and respond to the state's cluster initiative
- Partnerships and collaborations with businesses
- Partnerships and collaborations with community-based organizations
- Partnerships and collaborations with government agencies
- Partnerships and collaborations with K-16
- Partnerships and collaborations within and among the twelve system colleges

**Goal 3**: Enhance teaching and learning through the management of human resources, programs and support services that are designed around relevance to student, state, and staff needs and utilize the highest quality administrative and instructional technologies. Included are priorities that focus on:

- Assessing the colleges' capacity for serving students and related staffing needs
- Expanding professional development opportunities related to leadership, teaching, learning, and technology
- Fostering system communications and the utilization of system councils and presidential liaisons
- Managing Human Resources
- Promoting an environment that embraces diversity

**Goal 4**: Institutionalize the strategic planning process including planning for communications; coordinating institutional planning with system planning, planning for safe, state-of-the-art and educationally advanced facilities; planning for resource development and allocation; and planning for data -based decision making. Included are priorities that focus on:

- A consistent funding base
- Clarity and consistency of messages
- Data-based decision-making
- Economic impact of community colleges
- Institutional Effectiveness
- Resource allocation
- Resource development and cooperative system initiatives
- Safe and effective facilities
- Strategic use of data

## Overview

The twelve community colleges share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens. Our colleges seek to enrich the intellectual, cultural and social environments of the communities they serve. They support the economic growth of the state and its citizens through programs that supply business and industry with a skilled, well-trained workforce.

The colleges are administered by an 18-member Board of Trustees, two of whom are elected by the students at the 12 colleges. The community colleges are accredited by the Board of Governors for Higher Education and the New England Association of Schools and Colleges and numerous other national accrediting agencies, including the American Medical Association, the American Bar Association, the National League of Nursing, and the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology.

Articulation agreements with public and private colleges and universities throughout Connecticut help community college students to transfer the credits earned in associate degree or certificate programs in order to continue their educations on to the four-year level. Agreements may be in the form of dual admission, guaranteed transfer, or curriculum pathways like the College of Technology. (The College of Technology is a specialized curriculum that allows a student to begin technology or engineering technology studies at any of the state's twelve community colleges with the ultimate goal of achieving a 4-year, baccalaureate degree in Engineering or Technology at the University of Connecticut, Central Connecticut State University, the University of Hartford, the University of New Haven, or Charter Oak State College.)

**How does the economy of the state benefit from the 12 Community Colleges?**
A recent economic impact study done for all twelve community colleges uses a model developed by CC Benefits, Inc. for the Association of Community College Trustees that goes beyond the traditional "multiplier-based" study by assigning value to each college's contributions to local job and income formation; the higher earnings of exiting students; the social benefits such as reduced crime and lower unemployment; and the return to taxpayers for their support of Connecticut's community colleges. A few notable findings indicate:

- For every credit completed students will average $169 more per year while working.
- For every year of full-time study, students will earn approximately $5,027 more each year they are in the workforce.
- Every $1 invested by students, returns $6.17 in discounted future earnings over 35 years.
- Students enjoy an attractive 22% annual return on their investment of time and money.
- The State of Connecticut will benefit from $24.2 million of "avoided costs" each year because higher education fosters better health habits, improved employment opportunities, and reduced demand for social services.
- From a broad taxpayer's perspective, every dollar of State money invested in Connecticut's community colleges today returns a cumulative of $18.33 over the next 35 years.

*Source: CCbenefits Inc. Socioeconomic Benefits Generated by the Community Colleges of Connecticut. Executive Summary, September 2004.*

The CC Benefits model has been subjected to peer review; field tested on over 350 different colleges throughout the United States and Canada, and now applied to the community colleges of Connecticut. Model results are based on solid economic theory, carefully drawn functional relationships, and a wealth of national and local education-related data. The model provides an analytical alternative to "advocacy analyses" that inflate benefits, understate costs, or ignore the relationship of higher education to:

- improved job opportunities;
- reduced unemployment and welfare dependence;
- greater earning power and increased tax revenues;
- improved health habits and reduced healthcare costs;
- reduced absenteeism and increased productivity; and
- reduced rates of incarceration and criminal justice costs.

Overall according to the CC Benefits study, "The colleges increase the lifetime incomes of students and enrich their lives. They benefit taxpayers by generating increased tax revenues from an enlarged economy and reducing the demand for taxpayer-supported social services. Finally, they contribute to the vitality of the state economy."

In addition to the evidence of positive impact on the state presented by the CC Benefits study, is the fact that as the largest constituent unit of Connecticut's pubic higher education enterprise (the colleges serve nearly 50 percent of the undergraduates in CT public higher education), the Community-Technical College system plays a major role in attracting and retaining learners in Connecticut. They ensure a skilled, technically-literate workforce to support the competitive position of the state and its employers in the global marketplace. Close to 600 training clients were served by the community colleges last year alone, including 3M Corporation, Kaman Aerospace, Pratt & Whitney, United Technologies, major hospitals and banks, local and national manufacturers and corporations. At each of Connecticut's community colleges a student can experiment with a single course, explore career opportunities, expand personal interests, earn a certificate or a degree, or college credits for transfer to a four-year college or university.

The biggest challenges facing the community colleges today include: (1) providing full access to education through open admissions; (2) serving a diverse mix of students with dramatically varying goals, from earning a degree to receiving on-the-job training; (3) serving students who have significant time commitments - to their families, their jobs, and their communities - in addition to their studies; (4) serving the students who benefited the least from their previous public school education and therefore are most likely to have academic challenges; (5) serving disproportionately high numbers of low-income and first generation college students; and (6) addressing all of these challenges while dealing with severe resource constraints. Overcoming these hurdles - providing quality education and the necessary support to help all students meet their educational goals - is the primary focus of community colleges.

# Peer Institutions by Community College Group

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

| Small Rural Peer Institutions | State |
|---|---|
| Tri-County Community College | NC |
| Ivy Tech State College-Kokomo | IN |
| Cecil Community College | MD |
| Blue Ridge Community College | NC |
| Northwest State Community College | OH |
| Maysville Community College | KY |

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

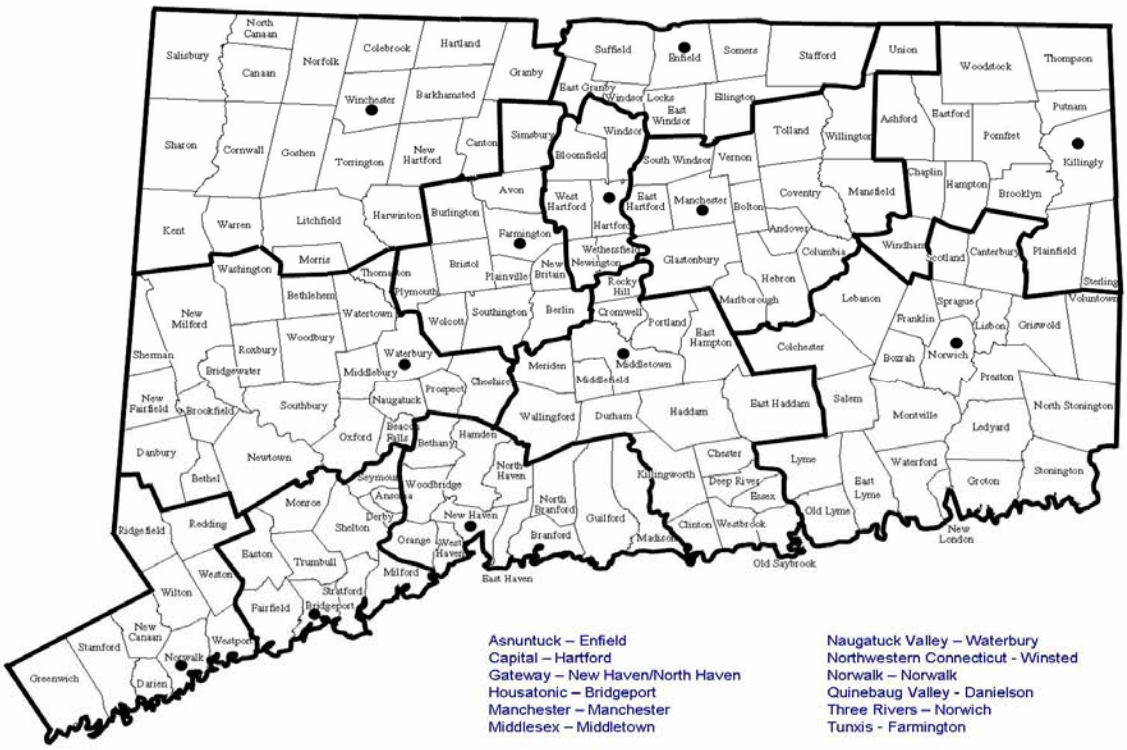
| Medium Urban Peer Institutions | State |
|---|---|
| Bishop State Community College | AL |
| Passaic County Community College | NJ |
| Ivy Tech State College-Northwest | IN |
| Cumberland County College | NJ |
| Bunker Hill Community College | MA |
| Delaware Technical & Comm Coll-Stanton/Wilmington | DE |

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

| Large Urban Peer Institutions | State |
|---|---|
| Kansas City Kansas Community College | KS |
| Raritan Valley Community College | NJ |
| Butler County Community College | PA |
| Holyoke Community College | MA |
| Frederick Community College | MD |
| Prairie State College | IL |

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

| Medium Suburban Peer Institutions | State |
|---|---|
| Edison State Community College | OH |
| Allen County Community College | KS |
| Hagerstown Community College | MD |
| Bay De Noc Community College | MI |
| Rogue Community College | OR |
| College of the Albemarle | NC |



# LICENSURE AND CERTIFICATION EXAM PERFORMANCE

## Common Core Performance Indicator

The percentage of successful completers on licensure and certification examinations.

## 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 that students pass state or national licensure examinations in order to practice in the field. Nursing students, for example, must secure a passing score on the National Council of State Boards of Nursing exam, while Respiratory Care students must pass the examination given by National Board for Respiratory Care.

Overall, Connecticut community college graduates have secured impressive pass rates on licensure or certification examinations; with one exception the performance goal has consistently been met or exceeded. This is especially important for employment areas experiencing shortages of trained workers. The following table includes all programs in the system that require licensure or certification for which licensure data is collected. Five-year trends are provided.

Please note that the change in Nursing pass rates from 1999 to 2003 is likely an artifact of a change in testing methodology. Prior to 2002, the exam was "paper and pencil" and there was a long interval between trials if a graduate did not pass. Now the test is computerized and an individual can re-take the exam more quickly. It is likely that the degree of preparation for the first trial is not as extensive as in the days of the "paper and pencil test". The rates reported here are based on the first testing trial, and rates increase significantly on repeat tests.

| Colleges | Community College Program | 1999 | 2000 | 2001 | 2002 | 2003 | %Change 1999-2003 |
|---|---|---|---|---|---|---|---|
| TX | Dental Hygiene | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 0.0% |
| GW | Diagnostic Medical Sonography * | | | | 100.0% | 100.0% | 100.0% |
| GW | Dietetic Technology ** | 80.0% | | 100.0% | 80.0% | 100.0% | 20.0% |
| NK | Early Childhood Education | 97.1% | 96.7% | 96.6% | 96.6% | 96.9% | -0.2% |
| CA,NV,NK | EMT - Paramedic | 89.2% | 100.0% | 97.1% | 92.0% | 100.0% | 10.8% |
| HO,MA | Med Lab Technician | 92.9% | 100.0% | 100.0% | 100.0% | 100.0% | 7.1% |
| CA,NW,NK,QV | Medical Assisting | 95.5% | 88.9% | 75.0% | 82.4% | 70.4% | -25.1% |
| GW | Nuclear Medicine | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 0.0% |
| CA,HO,NV,NK,TR | Nursing | 97.6% | 95.1% | 94.5% | 90.9% | 92.7% | -4.9% |
| MA,HO | Occupational Therapy Asst | 100.0% | 92.9% | 100.0% | 100.0% | 81.8% | -18.2% |
| QV | Phlebotomy *** | | | | | 100.0% | 100.0% |
| GW | Radiation Therapy | 100.0% | 100.0% | 100.0% | 100.0% | 85.7% | -14.3% |
| CA,MX,NV | Radiologic Technology | 88.9% | 92.3% | 100.0% | 90.0% | 100.0% | 11.1% |
| GW | Radiology | 81.3% | 80.0% | 100.0% | 100.0% | 100.0% | 18.8% |
| MA,NV,NK | Respiratory Care | 91.7% | 100.0% | 93.3% | 100.0% | 100.0% | 8.3% |
| MA | Surgical Technology **** | | | 83.3% | 100.0% | 81.8% | -1.5% |

*Source: Examining Boards or Self Reported*

*No data available on the number of grads sitting for exam prior to 2002.
**No data available on the number of grads stilling for exam in 2000.
***No data available on the number of grads sitting for exam prior to 2003.
****No data available on the number of grads sitting for exam prior to 2001.

# DEVELOPMENTAL MATHEMATICS

## Performance Indicator

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

## Performance Improvement Goal

Over the next five years, it is expected that, among students enrolled in a developmental mathematics course, the percentage of successful completers will rise to 60%.

## Data Analysis

Access and opportunity are cornerstones to the mission of Connecticut's community colleges and this often means providing some level of developmental course work. Success in developmental course work enhances the level of preparedness a student brings to college-level work. Success is defined as completing a course with a grade of C or higher. Given the level of content mastery needed in preparation for college-level work, the success standard for developmental courses is higher than that of a regular college course where a C– might be acceptable.

Typically, 23% of the students attending a Connecticut community college are enrolled in at least one basic skills mathematics or English course in any given semester. This is consistent with national averages where 29% of first-time freshmen enrolled in at least one remedial reading, writing, or mathematics course. Although differences can be found among the twelve colleges, approximately 54% of these students are Caucasian, 64% are female, 56% are new students, 96% have a High School Diploma or GED, and 39% receive financial aid.

Mathematics is a key foundation for many programs of study and especially for those programs related to work force shortage areas such as allied health and the technologies. How successful are community college students in developmental mathematics courses? There is no peer comparative data available to set a context for the rates reported here. The National Center for Education Statistics (1995) reports a national average for success of 65%, but does not specify the criteria used to define success making comparisons suspect. Over the last three years (2001-2003), for Connecticut community colleges, the percentage of students successfully completing developmental mathematics courses has been relatively consistent, 50%, 49% and 52% respectively.

In the fall of 2003, 3,475 students were enrolled in Pre-Algebra and 3,862 students were enrolled in Elementary Algebra; a total of 7,337 students (16% of all credit students). Among those enrolled in Pre-Algebra, 53% were successful completers. Among those enrolled in Elementary Algebra, 51% were successful completers.

In total, 52% of all students enrolled in a developmental mathematics course completed that course successfully, 21% received a grade of C– or lower, and 27% either withdrew or received some other transcript notation such as audit, incomplete, etc.

Colleges are taking steps to better understand developmental students including their level of engagement with the learning process. Colleges are continually assessing the effectiveness of policies and intervention strategies to ensure the maximum level of support possible for these students.

# DEVELOPMENTAL MATHEMATICS

| Pre-Algebra | Fall 2003 Total College Headcount | Enrolled | % Enrolled | Passed | % Passed |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 4,590 | 310 | 7% | 203 | 65% |
| CACC GWCC HOCC | 13,646 | 1,775 | 13% | 939 | 53% |
| MACC NVCC NKCC | 16,919 | 1,121 | 7% | 600 | 54% |
| MXCC TRCC TXCC | 10,005 | 985 | 10% | 495 | 50% |
| **ALL CCC** | **45,160** | **3,475** | **8%** | **1,857** | **53%** |

| Elementary Algebra | Fall 2003 Total College Headcount | Enrolled | % Enrolled | Passed | % Passed |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 4,590 | 470 | 10% | 230 | 49% |
| CACC GWCC HOCC | 13,646 | 1,280 | 9% | 676 | 53% |
| MACC NVCC NKCC | 16,919 | 1,611 | 10% | 904 | 56% |
| MXCC TRCC TXCC | 10,005 | 1,023 | 10% | 516 | 50% |
| **ALL CCC** | **45,160** | **3,862** | **9%** | **1,983** | **51%** |

| All Developmental Mathematics | Fall 2003 Total College Headcount | Enrolled | % Enrolled | Passed | % Passed |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 4,590 | 780 | 17% | 433 | 56% |
| CACC GWCC HOCC | 13,646 | 3,055 | 22% | 1,615 | 53% |
| MACC NVCC NKCC | 16,919 | 2,732 | 16% | 1,504 | 55% |
| MXCC TRCC TXCC | 10,005 | 2,008 | 20% | 1,011 | 50% |
| **ALL CCC** | **45,160** | **7,337** | **16%** | **3,840** | **52%** |

# 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 Connecticut community colleges are accredited by the New England Association of Schools and Colleges (NEASC) on a ten year cycle. In addition, all Connecticut community colleges are accredited by the Board of Governors of Higher Education, which uses the NEASC recommendation for guidance, on a five year cycle. NEASC accreditation is based on a non-governmental, professional peer review and does not isolate individual programs in the evaluation process. The Board of Governors, by statute, does regulate the specific licensure and accreditation of individual programs. For a student to be eligible for federal financial aid, the specific program must be licensed by the Board of Governors and the institution must be accredited by the Board of Governors.

The question then becomes whether or not the college should seek additional national discipline accreditation, which is – like NEASC, a non-governmental, peer based process, beyond what is required by the Board of Governors. There are multiple factors which affect this decision. First, are students required to have graduated from a nationally-accredited program before sitting for the licensure exam, which is required to be able to be employed in that profession in that state? This question possibly has multiple answers dependent on the discipline and regulations of the individual state. Second, are students better positioned for employment after passing the exam for the profession? The answer to this question is almost always yes, but again it may depend on supply and demand for the particular occupation in question. Third, are students better positioned to transfer to a baccalaureate institution having graduated with a degree from a nationally accredited program? The answer to this question is almost always yes, but again it may depend on competition for slots at the receiving institution as well as whether the baccalaureate program is nationally accredited itself. Four, is national accreditation a sign of curriculum quality and currency? The answer is always yes. It is typical in Connecticut for institutions to be pursuing national discipline accreditation at the same time that the institution requests licensure and accreditation of a particular program from the Board of Governors. The Board of Governors acknowledges the importance of use of national standards in the curriculum approval process. Combined with the state's regulations, these national standards provide for value-added accountability.

Several of our colleges have programs that must meet the stringent standards of quality, which are externally mandated by specialized state and national accrediting bodies. A list of these programs, the number of colleges offering them and their responsible accrediting agency is provided on the next two pages. All the programs have maintained their specialized accreditation since the last reporting cycle.

# SPECIALIZED ACCREDITATIONS

| Colleges | Community College Program | Accrediting Body |
|---|---|---|
| GW | The Alternative Fuel Certificate Program | National Automotive Technicians' Education Foundation, Inc. (NATEF) |
| NK | Architectural Engineering Technology | Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET) |
| GW | Automotive Technology (General Motors & Toyota) | National Automotive Technicians Education Foundation, Inc. (NATEF) |
| NV | Automotive Technology | National Institute for Automotive Service Education<br>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 |
| NK | Computer Systems Technology | Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET) |
| 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, NK,TX | Early Childhood Education / Child Development | National Association for the Education of Young Children |
| GW,NK, TR | Electrical 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 | Commision 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,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,NV, NK,TR | Nursing | National League for Nursing Accrediting Commission<br>CT State Board of Examiners for Nursing |
| GW | Nursing | National League for Nursing Accrediting Commission (Pending)<br>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

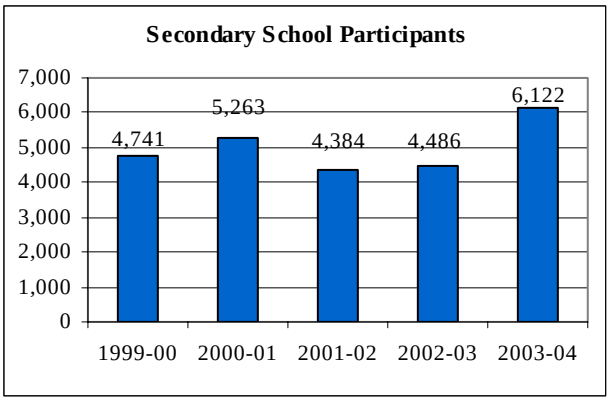
Collaborative activities and program support by the community colleges in Connecticut public schools.

## Performance Improvement Goal

For the system, the performance goal is to have articulation agreements in place with 90% of Connecticut's public high schools.

## 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 Technical Preparation (Tech Prep) grant program with funding provided by the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Act No. 105-332, Title II - Tech Prep Education. The purpose of the grant is to encourage the development of 4-year and 6-year career and technical education programs that combine secondary and post secondary programs which lead to a minimum of a two-year associate degree, two-year certificate or credit towards a bachelor's degree.




**Students Enrolled in Connecticut Community College Occupational Programs Who Were Tech-Prep Participants While in High School**

| | Fall 2001 | Fall 2002 | Fall 2003 |
|---|---|---|---|
| ASCC NWCC QVCC | 124 | 52 | 52 |
| CACC GWCC HOCC | 31 | 37 | 78 |
| MACC NVCC NKCC | 28 | 133 | 126 |
| MXCC TRCC TXCC | 44 | 73 | 133 |
| **CTC Total** | **227** | **295** | **389** |

Tech Prep consortia in Connecticut include the community colleges, which serves as the lead agent, local and regional high schools, CT Technical High Schools, business and industry and other educational systems serving the out of school youth population. Programs with the community colleges 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, beginning in high school, is a coherent sequence and does not require repetition of the same learning outcomes. A complete 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 Tech Prep consortia programs.

For Academic Year 2003-2004 the Connecticut community colleges had Tech Prep articulation agreements in place with 133 (63%) of all public high schools in the state. In all, 6,122 public high school students were served by the community colleges under Tech Prep agreements. For Academic Year 2003-2004, 389 former high school Tech Prep participants were enrolled in occupational programs at Connecticut community colleges.

# 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

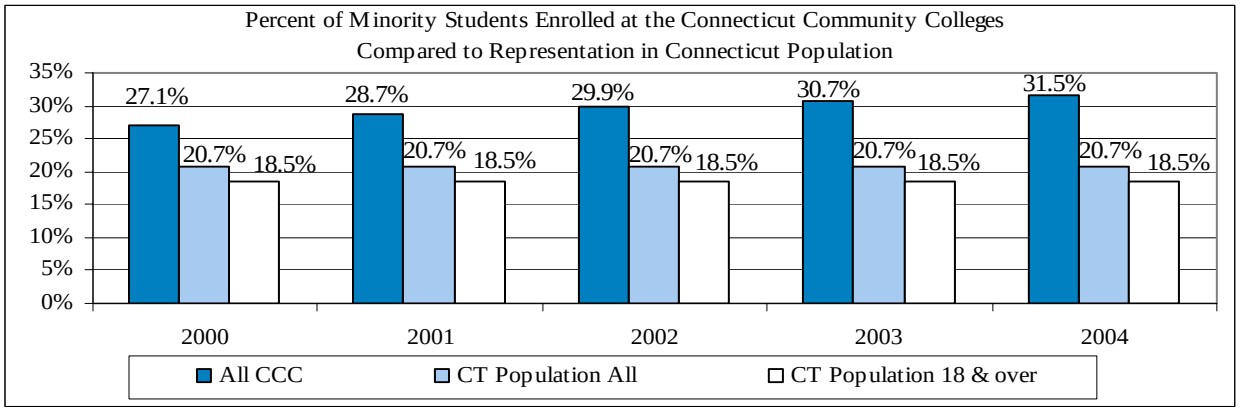
Enrollment of minority students at the Connecticut community colleges has been increasing annually. Fall 2004 minority enrollments represent 31.5% of the student body (27.9% are Black and Hispanic). As a percent of the total, minority enrollments have increased by 4.4%. The number of minority students has increased by 30.1% since Fall 2000. Among minority groups, Black (29.3%) and Hispanic (34.8%) enrollments have realized the greatest gains.

As a system, the proportion of minority enrollment exceeds the proportion in the state's populations of people 18 years of age and older; the performance goal has been met or exceeded.

**Enrollment by Ethnic Group & CT Population**

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Black** | | | | | |
| **All CCC** | **13.2%** | **14.3%** | **14.9%** | **15.2%** | **15.3%** |
| CT Population | 8.7% | 8.7% | 8.7% | 8.7% | 8.7% |
| **18 & over** | **7.9%** | **7.9%** | **7.9%** | **7.9%** | **7.9%** |
| **Hispanic** | | | | | |
| **All CCC** | **10.5%** | **11.2%** | **11.5%** | **12.1%** | **12.6%** |
| CT Population | 9.4% | 9.4% | 9.4% | 9.4% | 9.4% |
| **18 & over** | **8.0%** | **8.0%** | **8.0%** | **8.0%** | **8.0%** |
| **Asian American** | | | | | |
| **All CCC** | **3.1%** | **2.9%** | **3.1%** | **3.1%** | **3.2%** |
| CT Population | 2.4% | 2.4% | 2.4% | 2.4% | 2.4% |
| **18 & over** | **2.4%** | **2.4%** | **2.4%** | **2.4%** | **2.4%** |
| **Native American** | | | | | |
| **All CCC** | **0.3%** | **0.4%** | **0.5%** | **0.4%** | **0.4%** |
| CT Population | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| **18 & over** | **0.2%** | **0.2%** | **0.2%** | **0.2%** | **0.2%** |
| **Total Minority** | | | | | |
| **All CCC** | **27.1%** | **28.7%** | **29.9%** | **30.7%** | **31.5%** |
| CT Population | 20.7% | 20.7% | 20.7% | 20.7% | 20.7% |
| **18 & over** | **18.5%** | **18.5%** | **18.5%** | **18.5%** | **18.5%** |

For the two clusters of colleges whose minority enrollment falls below the state-wide population percentages (AS, NW, QV and MX, TR, TX), their proportions exceeded the proportions in their regional service areas, which stood at 7.5% and 11.4%, respectively, from 2000 through 2004.




*Source: 2000-2004 CT population and 18 & older figures are based on state projections from US 2000 Census. 2000 through 2004 enrollment from IPEDS.*

# MINORITY ENROLLMENT

## Enrollment by Ethnic Group

| Black | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 5.1% | 4.4% | 4.5% | 3.5% | 4.1% |
| CACC GWCC HOCC | 25.7% | 27.1% | 28.0% | 28.2% | 28.7% |
| MACC NVCC NKCC | 11.3% | 12.3% | 12.5% | 12.7% | 12.6% |
| MXCC TRCC TXCC | 5.8% | 6.2% | 6.4% | 7.1% | 6.8% |
| **All CTC** | **13.2%** | **14.3%** | **14.9%** | **15.2%** | **15.3%** |
| CT Population | 8.7% | 8.7% | 8.7% | 8.7% | 8.7% |
| **CT Population 18+** | **7.9%** | **7.9%** | **7.9%** | **7.9%** | **7.9%** |

| Hispanic | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 4.3% | 4.2% | 4.6% | 4.4% | 5.3% |
| CACC GWCC HOCC | 17.2% | 18.2% | 18.0% | 18.7% | 18.9% |
| MACC NVCC NKCC | 10.4% | 11.1% | 11.3% | 11.6% | 12.4% |
| MXCC TRCC TXCC | 5.7% | 6.0% | 6.5% | 7.3% | 7.7% |
| All CTC | 10.5% | 11.2% | 11.5% | 12.1% | 12.6% |
| CT Population | 9.4% | 9.4% | 9.4% | 9.4% | 9.4% |
| CT Population 18+ | 8.0% | 8.0% | 8.0% | 8.0% | 8.0% |

| Asian American | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 1.2% | 1.2% | 1.7% | 1.6% | 1.7% |
| CACC GWCC HOCC | 3.8% | 3.2% | 3.2% | 3.1% | 3.2% |
| MACC NVCC NKCC | 3.5% | 3.4% | 3.6% | 3.6% | 3.8% |
| MXCC TRCC TXCC | 2.6% | 2.4% | 2.6% | 2.9% | 3.0% |
| **All CTC** | **3.1%** | **2.9%** | **3.1%** | **3.1%** | **3.2%** |
| CT Population | 2.4% | 2.4% | 2.4% | 2.4% | 2.4% |
| **CT Population 18+** | **2.4%** | **2.4%** | **2.4%** | **2.4%** | **240.0%** |

| Native American | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 0.4% | 0.3% | 0.3% | 0.3% | 0.5% |
| CACC GWCC HOCC | 0.2% | 0.3% | 0.3% | 0.2% | 0.3% |
| MACC NVCC NKCC | 0.3% | 0.3% | 0.3% | 0.3% | 0.3% |
| MXCC TRCC TXCC | 0.5% | 0.7% | 1.0% | 0.9% | 0.8% |
| **All CTC** | **0.3%** | **0.4%** | **0.5%** | **0.4%** | **0.4%** |
| CT Population | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| **CT Population 18+** | **0.2%** | **0.2%** | **0.2%** | **0.2%** | **0.2%** |

| Total Minority | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 11.0% | 10.1% | 11.2% | 9.8% | 11.6% |
| CACC GWCC HOCC | 47.0% | 48.9% | 49.5% | 50.1% | 51.1% |
| MACC NVCC NKCC | 25.5% | 27.1% | 27.8% | 28.2% | 29.1% |
| MXCC TRCC TXCC | 14.6% | 15.4% | 16.4% | 18.1% | 18.4% |
| **All CTC** | **27.1%** | **28.7%** | **29.9%** | **30.7%** | **31.5%** |
| CT Population | 20.7% | 20.7% | 20.7% | 20.7% | 20.7% |
| **CT Population 18+** | **18.5%** | **18.5%** | **18.5%** | **18.5%** | **18.5%** |

# OPERATING EXPENDITURES FROM STATE SUPPORT

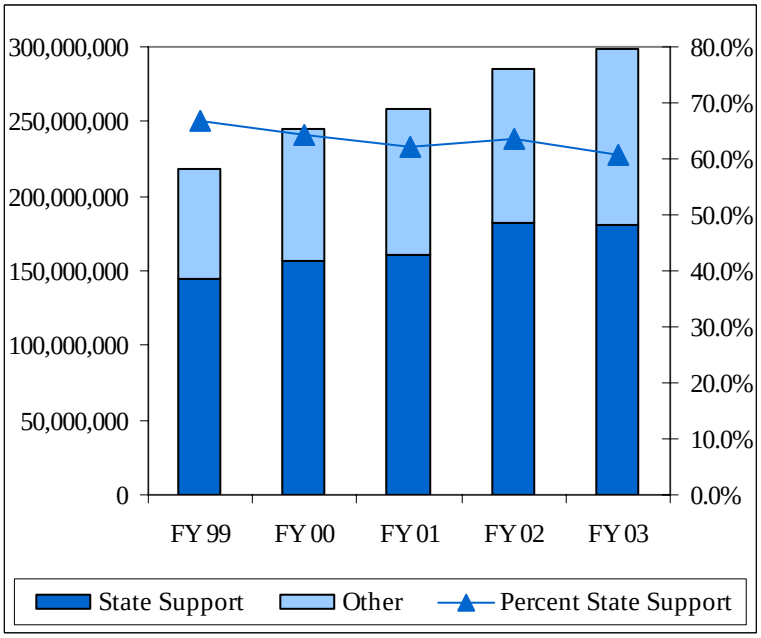
## Common Core Performance Indicator

Total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total educational and general expenditures excluding depreciation.

*Are Connecticut community colleges affordable?*

## Data Analysis

Connecticut community colleges receive 61% 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. During the past five years, the percent of expenditures supported by State resources has declined from a high of 67%. This compares with a Board of Governor's tuition policy, which calls for a State share of between 65-70% for community colleges.




| (millions) | State Support | Other Support | Total Current Funds | Percent From State Support |
|---|---|---|---|---|
| FY 1999 | $145.2 | $72.6 | $217.9 | **67%** |
| FY 2000 | $157.1 | $87.8 | $244.9 | **64%** |
| FY 2001 | $160.7 | $98.0 | $258.7 | **62%** |
| FY 2002 | $181.9 | $103.6 | $285.5 | **64%** |
| FY 2003 | $181.3 | $117.6 | $298.9 | **61%** |

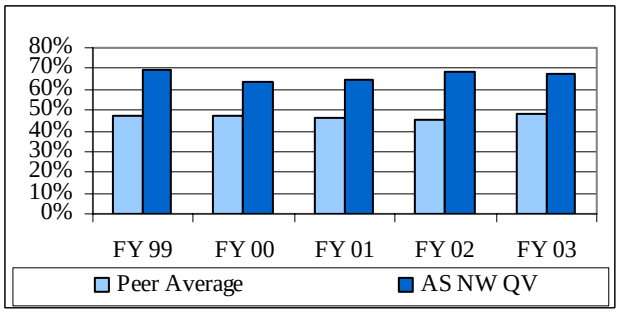
*Source: IPEDS Data and Banner Data Extracts*

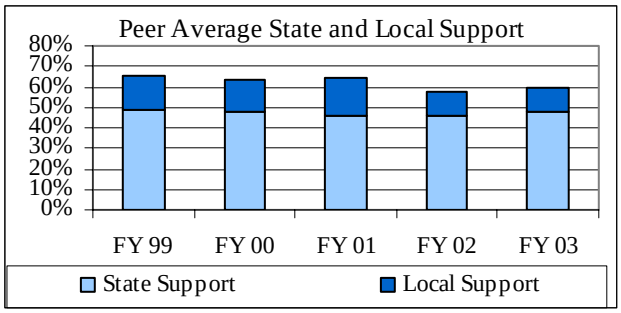
When local government support is included, total publicly funded support ratios for peer institutions average from 50% to 60%, which is in line with public support in Connecticut. Peer institutions receive a lower portion of their current funds operating budget from State support, with ratios averaging from only 30% to 47%, but they receive significantly more from local government. These differences reflect the fact that states operate under different funding models, with many peer institutions receiving both state and local taxpayer support.

# OPERATING EXPENDITURES FROM STATE SUPPORT

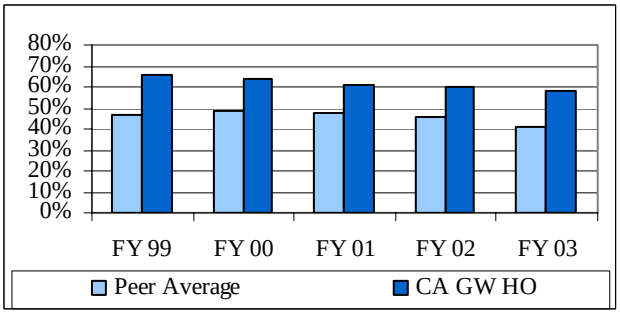
## Percent from State Support

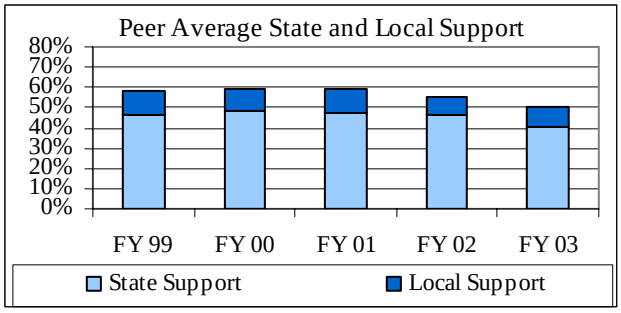
### Asnuntuck, Northwestern, Quinebaug



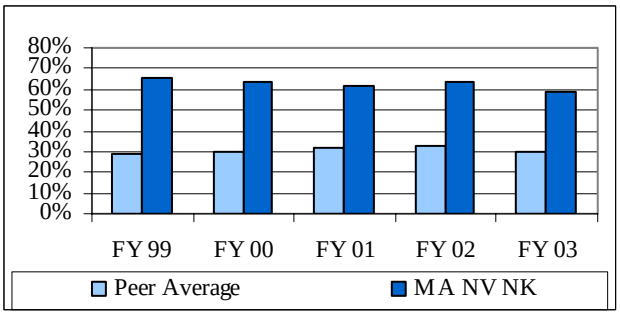



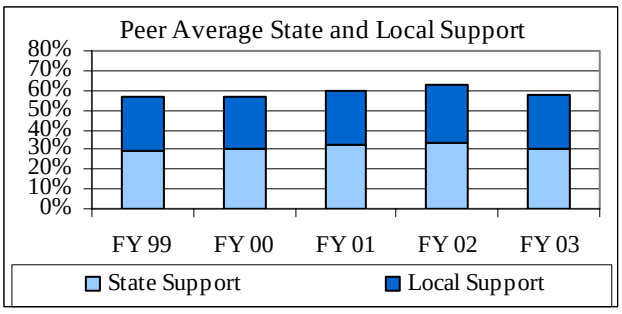

### Capital, Housatonic, Gateway



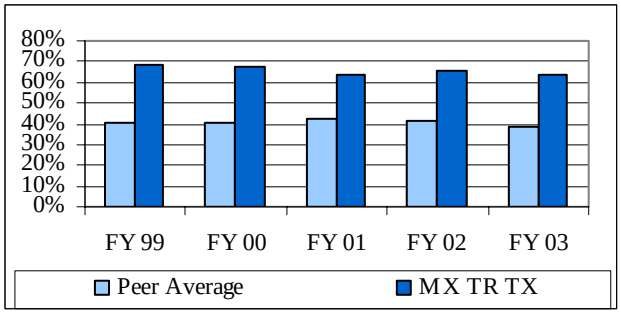



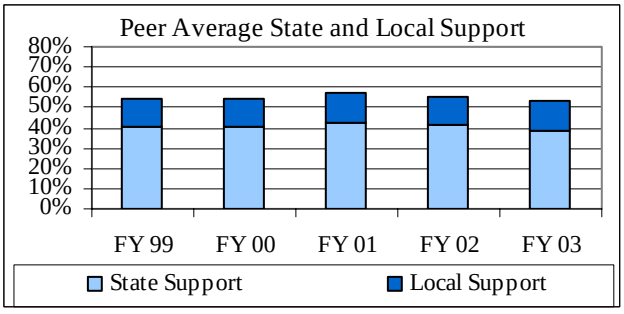

### Manchester, Naugatuck, Norwalk




### Middlesex, Three Rivers, Tunxis




*Source: IPEDS Data and Banner Data Extracts*

# REAL PRICE TO STUDENTS

## Common Core Performance Indicator

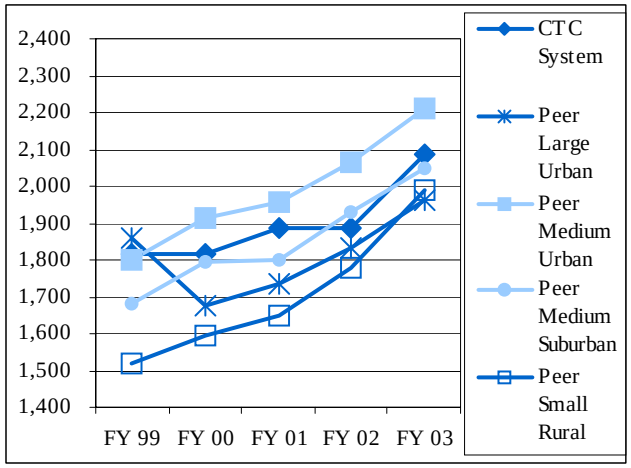
Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the state.

## Performance Improvement Goal

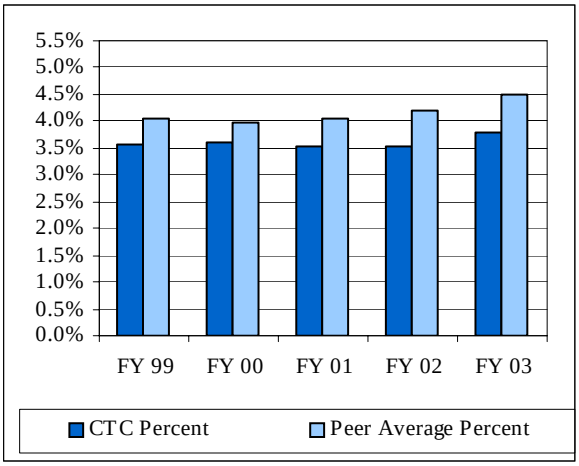
Our target is to maintain the percent of community college tuition and mandatory fees in reference to median household income below the aggregate for our peers.

## Data Analysis

### Tuition & Fees by Comparison Group




### Percent of Median Household Income




The dollar cost of tuition and mandatory fees at the Connecticut community colleges 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. 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, resident tuition and fees increased at an annual average of 3.8% per year from FY 1999 through FY 2003, while median household income was growing at an average 2%.

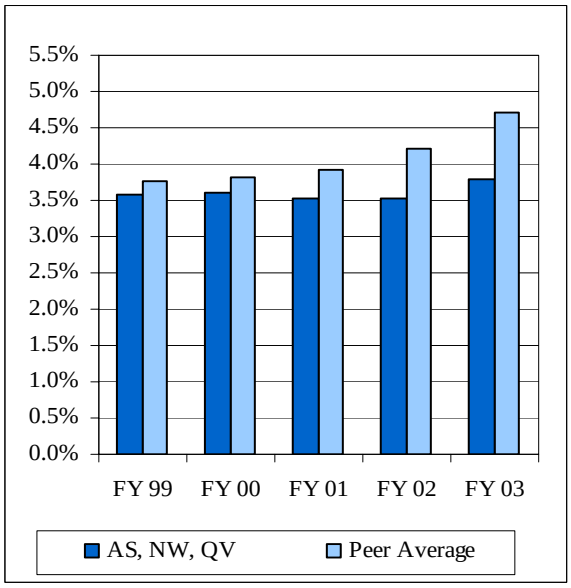
| | FY 1999 | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY99-03 % Change |
|---|---|---|---|---|---|---|
| CTC Tuition and Fees | 1,814 | 1,814 | 1,886 | 1888 | 2,088 | 15.1% |
| CT MHI | 50,798 | 50,152 | 53,347 | 53,387 | 54,965 | 8.2% |
| **CTC Percent** | **3.6%** | **3.6%** | **3.5%** | **3.5%** | **3.8%** | **0.2%** |
| Peer Average Tuition | 1,760 | 1,738 | 1,825 | 1,902 | 2,053 | 16.6% |
| Peer Average MHI | 43,286 | 43,759 | 44,906 | 45,359 | 45,714 | 5.6% |
| **Peer Average Percent** | **4.1%** | **4.0%** | **4.1%** | **4.2%** | **4.5%** | **0.4%** |

*Source: IPEDS Data*

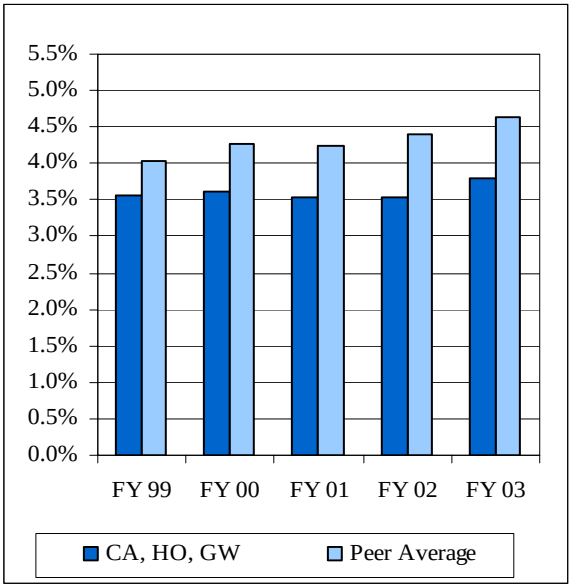
# REAL PRICE TO STUDENTS

## Tuition and Fees as a Percent of Median Household Income

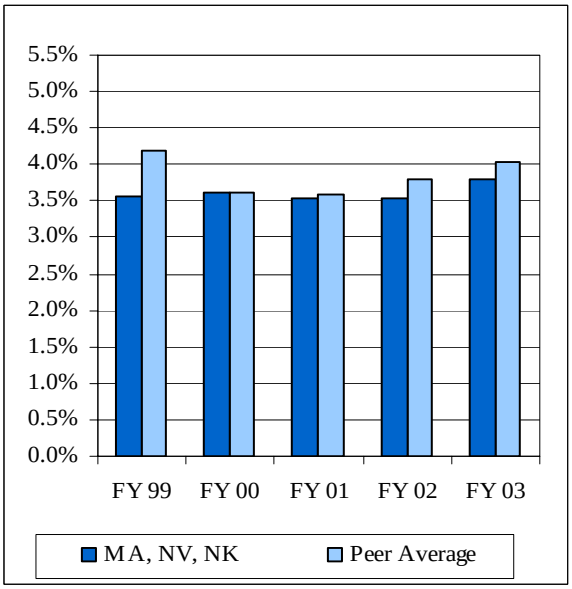
### Asnuntuck, Northwestern, Quinebaug



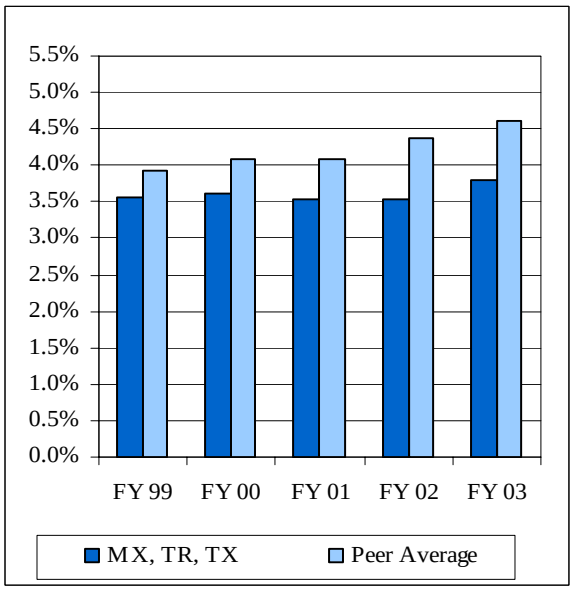

### Capital, Housatonic, Gateway




### Manchester, Naugatuck, Norwalk




### Middlesex, Three Rivers, Tunxis




*Source: IPEDS Data*

# ENROLLMENT BY CREDIT PROGRAM

## Performance Indicator

The number and percentage of students enrolled in credit programs.

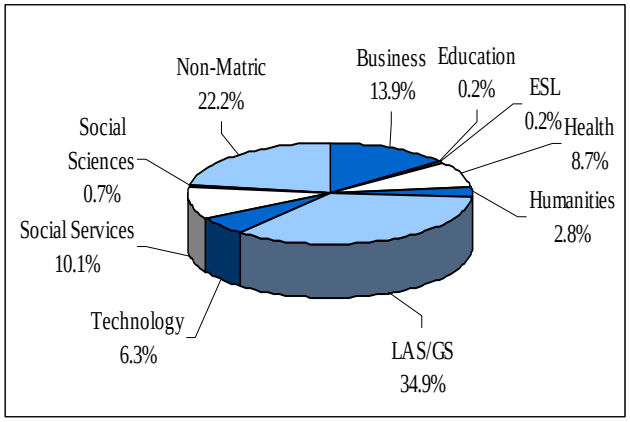
## Performance Improvement Goal

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 2004, as a system, 42.9% of all community college students were enrolled in occupational programs. Liberal Arts and Sciences and General Studies programs accounted for an additional 34.9% of all community college students, and the remaining 22.2% of the students were not enrolled in a specific degree or certificate program.

## Fall 2004 Enrollment by Program Area




In the Fall of 2004, 45,743 credit students enrolled in Connecticut community colleges. This represents an increase of 12% since the Fall of 2000; the performance goal has been met or exceeded. The community colleges are serving 25,215 Full-time Equivalent Students, which is the largest number in the system's history. This represents an increase of 24.5% since the Fall of 2000.

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 28.9% and enrollment in Science/Engineering/Technology programs has decreased by 10.7%.

## Community College System

| Program Area | Fall 2000 Students | Fall 2001 Students | Fall 2002 Students | Fall 2003 Students | Fall 2004 Students | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 6,178 | 6,266 | 6,521 | 6,284 | 6,337 | 2.6% |
| Education | 196 | 162 | 188 | 156 | 101 | -48.5% |
| ESL | 117 | 123 | 138 | 107 | 110 | -6.0% |
| Health/Life Sciences | 2,924 | 2,874 | 3,358 | 3,670 | 3,961 | 35.5% |
| Humanities/Arts/Communications | 962 | 1,015 | 1,148 | 1,198 | 1,293 | 34.4% |
| Liberal Arts & General Studies | 11,235 | 12,354 | 13,649 | 14,705 | 15,970 | 42.1% |
| Science/Engineering/Technology | 3,210 | 3,287 | 3,357 | 3,041 | 2,865 | -10.7% |
| Social & Public Services | 3,292 | 3,539 | 3,994 | 4,254 | 4,628 | 40.6% |
| Social Sciences | 228 | 230 | 265 | 305 | 320 | 40.4% |
| Non-Matriculated | 12,483 | 12,792 | 12,251 | 11,440 | 10,158 | -18.6% |
| Total | 40,825 | 42,642 | 44,869 | 45,160 | 45,743 | 12.0% |

*Source: Banner Data Extracts*

# ENROLLMENT BY CREDIT PROGRAM

## Asnuntuck, Northwestern, Quinebaug

| Program Area | Fall 2000 Students | Fall 2001 Students | Fall 2002 Students | Fall 2003 Students | Fall 2004 Students | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 647 | 698 | 714 | 558 | 571 | -11.7% |
| Education | 1 | 0 | 0 | 0 | 0 | -100.0% |
| ESL | 0 | 0 | 0 | 0 | 0 | |
| Health/Life Sciences | 499 | 519 | 538 | 575 | 610 | 22.2% |
| Humanities/Arts/Communications | 179 | 189 | 195 | 191 | 169 | -5.6% |
| Liberal Arts & General Studies | 1,120 | 1,211 | 1,280 | 1,379 | 1,482 | 32.3% |
| Science/Engineering/Technology | 245 | 249 | 285 | 290 | 302 | 23.3% |
| Social & Public Services | 236 | 210 | 245 | 243 | 247 | 4.7% |
| Social Sciences | 5 | 4 | 3 | 1 | 1 | -80.0% |
| Non-Matriculated | 1,861 | 1,753 | 1,598 | 1,353 | 1,359 | -27.0% |
| Total | 4,793 | 4,833 | 4,858 | 4,590 | 4,741 | -1.1% |

## Capital, Gateway, Housatonic

| Program Area | Fall 2000 Students | Fall 2001 Students | Fall 2002 Students | Fall 2003 Students | Fall 2004 Students | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 1,806 | 1,954 | 2,119 | 2,004 | 1,950 | 8.0% |
| Education | 19 | 18 | 37 | 43 | 39 | 105.3% |
| ESL | 0 | 11 | 11 | 21 | 17 | |
| Health/Life Sciences | 1,013 | 980 | 1,315 | 1,580 | 1,735 | 71.3% |
| Humanities/Arts/Communications | 121 | 152 | 198 | 217 | 217 | 79.3% |
| Liberal Arts & General Studies | 3,430 | 3,956 | 4,725 | 5,060 | 5,313 | 54.9% |
| Science/Engineering/Technology | 629 | 655 | 629 | 574 | 532 | -15.4% |
| Social & Public Services | 1,038 | 1,200 | 1,338 | 1,415 | 1,466 | 41.2% |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | |
| Non-Matriculated | 3,053 | 3,174 | 2,947 | 2,732 | 2,463 | -19.3% |
| Total | 11,109 | 12,100 | 13,319 | 13,646 | 13,732 | 23.6% |

## Manchester, Naugatuck, Norwalk

| Program Area | Fall 2000 Students | Fall 2001 Students | Fall 2002 Students | Fall 2003 Students | Fall 2004 Students | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 2,175 | 2,094 | 2,092 | 2,182 | 2,232 | 2.6% |
| Education | 176 | 144 | 151 | 113 | 62 | -64.8% |
| ESL | 47 | 55 | 79 | 59 | 74 | 57.4% |
| Health/Life Sciences | 870 | 860 | 955 | 920 | 1,020 | 17.2% |
| Humanities/Arts/Communications | 421 | 425 | 484 | 535 | 662 | 57.2% |
| Liberal Arts & General Studies | 4,084 | 4,424 | 4,597 | 5,080 | 5,695 | 39.4% |
| Science/Engineering/Technology | 1,603 | 1,658 | 1,749 | 1,539 | 1,394 | -13.0% |
| Social & Public Services | 1,402 | 1,411 | 1,519 | 1,637 | 1,924 | 37.2% |
| Social Sciences | 223 | 226 | 262 | 304 | 319 | 43.0% |
| Non-Matriculated | 4,627 | 4,900 | 4,705 | 4,550 | 3,828 | -17.3% |
| Total | 15,628 | 16,197 | 16,593 | 16,919 | 17,210 | 10.1% |

## Middlesex, Three Rivers, Tunxis

| Program Area | Fall 2000 Students | Fall 2001 Students | Fall 2002 Students | Fall 2003 Students | Fall 2004 Students | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 1,550 | 1,520 | 1,596 | 1,540 | 1,584 | 2.2% |
| Education | 0 | 0 | 0 | 0 | 0 | |
| ESL | 70 | 57 | 48 | 27 | 19 | -72.9% |
| Health/Life Sciences | 542 | 515 | 550 | 595 | 596 | 10.0% |
| Humanities/Arts/Communications | 241 | 249 | 271 | 255 | 245 | 1.7% |
| Liberal Arts & General Studies | 2,601 | 2,763 | 3,047 | 3,186 | 3,480 | 33.8% |
| Science/Engineering/Technology | 733 | 725 | 694 | 638 | 637 | -13.1% |
| Social & Public Services | 616 | 718 | 892 | 959 | 991 | 60.9% |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | |
| Non-Matriculated | 2,942 | 2,965 | 3,001 | 2,805 | 2,508 | -14.8% |
| Total | 9,295 | 9,512 | 10,099 | 10,005 | 10,060 | 8.2% |

# 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 2003-2004 academic year, the Connecticut community colleges awarded 4,223 degrees and certificates. This represents a 1.5% increase in degrees awarded over last year and a 5.4% increase since 2000. There is a 1.1% decrease in certificates awarded over last year and a 20.8% increase since 2000. The total number of graduates each year will fluctuate depending on the various internal and external environmental factors affecting our students (economic, family, health, life changes, etc.); however, the performance goal has been met or exceeded.

Occupational programs account for 65.5% of all the associate degrees awarded. Among the occupational programs 21.9% of the degrees were in Business programs, 17.2% in Health and Life Sciences programs, 10.8% in Social and Public Service programs, and 10.3% in Science, Engineering, and Technology programs. Humanities, Arts, and Communications, Social Sciences, and Education accounted for the remaining 5.4% of the degrees awarded. The number of graduates from programs that support state-wide workforce shortage areas is monitored closely. Over the past five years, the number of graduates from Nursing programs has increased by 0.5% and the number of graduates from Science/Engineering/Technology programs has decreased by 4.5%.

The gender composition of the graduates has remained fairly consistent over the last 5 years and remains similar to that of our fall enrollment. This year 66.8% of our graduates were female, and in Fall 2003 63.9% of our credit students were female. This year 33.2% of the graduates were male, and in Fall 2003, 36.1% of our students were male. As a percent of total, the percentage of minority graduates grows a little bit every year from 19.4% in 2000 to 25.5% in 2004. In Fall 2003, minorities made up 33.5% of the student body.

## Community College System

| Program Area | 2000 Grads | 2001 Grads | 2002 Grads | 2003 Grads | 2004 Grads | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 876 | 874 | 848 | 945 | 960 | 9.6% |
| Education | 16 | 13 | 25 | 2 | 3 | -81.3% |
| Health/Life Sciences | 735 | 679 | 707 | 705 | 736 | 0.1% |
| Humanities/Arts/Communications | 114 | 118 | 130 | 164 | 184 | 61.4% |
| Liberal Arts & General Studies | 1,099 | 1,133 | 1,167 | 1,181 | 1,202 | 9.4% |
| Science/Engineering/Technology | 574 | 542 | 576 | 567 | 548 | -4.5% |
| Social & Public Services | 441 | 508 | 458 | 565 | 531 | 20.4% |
| Social Sciences | 57 | 69 | 47 | 46 | 59 | 3.5% |
| Total | 3,912 | 3,936 | 3,958 | 4,175 | 4,223 | 7.9% |

*Source: 2000, 2001, 2002 & 2003 IPEDS Data*

# DEGREES CONFERRED BY CREDIT PROGRAM

## Asnuntuck, Northwestern, Quinebaug

| Program Area | 2000 Grads | 2001 Grads | 2002 Grads | 2003 Grads | 2004 Grads | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 157 | 150 | 129 | 160 | 123 | -21.7% |
| Education | 0 | 0 | 0 | 0 | 0 | |
| Health/Life Sciences | 100 | 75 | 92 | 89 | 95 | -5.0% |
| Humanities/Arts/Communications | 31 | 32 | 31 | 44 | 37 | 19.4% |
| Liberal Arts & General Studies | 165 | 149 | 175 | 199 | 172 | 4.2% |
| Science/Engineering/Technology | 48 | 47 | 67 | 72 | 64 | 33.3% |
| Social & Public Services | 31 | 38 | 46 | 61 | 51 | 64.5% |
| Social Sciences | 1 | 1 | 1 | 0 | 0 | -100.0% |
| Total | 533 | 492 | 541 | 625 | 542 | 1.7% |

## Capital, Gateway, Housatonic

| Program Area | 2000 Grads | 2001 Grads | 2002 Grads | 2003 Grads | 2004 Grads | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 219 | 224 | 226 | 252 | 264 | 20.5% |
| Education | 1 | 1 | 5 | 2 | 3 | 200.0% |
| Health/Life Sciences | 253 | 244 | 254 | 231 | 271 | 7.1% |
| Humanities/Arts/Communications | 10 | 8 | 8 | 23 | 30 | 200.0% |
| Liberal Arts & General Studies | 224 | 229 | 240 | 239 | 303 | 35.3% |
| Science/Engineering/Technology | 140 | 116 | 160 | 133 | 139 | -0.7% |
| Social & Public Services | 124 | 157 | 139 | 190 | 173 | 39.5% |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | |
| Total | 971 | 979 | 1,032 | 1,070 | 1,183 | 21.8% |

## Manchester, Naugatuck, Norwalk

| Program Area | 2000 Grads | 2001 Grads | 2002 Grads | 2003 Grads | 2004 Grads | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 305 | 265 | 291 | 278 | 334 | 9.5% |
| Education | 15 | 12 | 20 | 0 | 0 | -100.0% |
| Health/Life Sciences | 223 | 205 | 197 | 211 | 223 | 0.0% |
| Humanities/Arts/Communications | 49 | 46 | 58 | 68 | 66 | 34.7% |
| Liberal Arts & General Studies | 404 | 457 | 429 | 433 | 442 | 9.4% |
| Science/Engineering/Technology | 205 | 218 | 225 | 252 | 218 | 6.3% |
| Social & Public Services | 201 | 196 | 161 | 236 | 213 | 6.0% |
| Social Sciences | 56 | 68 | 46 | 46 | 59 | 5.4% |
| Total | 1,458 | 1,467 | 1,427 | 1,524 | 1,555 | 6.7% |

## Middlesex, Three Rivers, Tunxis

| Program Area | 2000 Grads | 2001 Grads | 2002 Grads | 2003 Grads | 2004 Grads | % Change 2000-2004 |
|---|---|---|---|---|---|---|
| Business | 195 | 235 | 202 | 255 | 239 | 22.6% |
| Education | 0 | 0 | 0 | 0 | 0 | |
| Health/Life Sciences | 159 | 155 | 164 | 174 | 147 | -7.5% |
| Humanities/Arts/Communications | 24 | 32 | 33 | 29 | 51 | 112.5% |
| Liberal Arts & General Studies | 306 | 298 | 323 | 310 | 285 | -6.9% |
| Science/Engineering/Technology | 181 | 161 | 124 | 110 | 127 | -29.8% |
| Social & Public Services | 85 | 117 | 112 | 78 | 94 | 10.6% |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | |
| Total | 950 | 998 | 958 | 956 | 943 | -0.7% |

# 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 thereafter.

## 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 Department of Labor and graduate record data, for the latest reporting year (2001-2002), there were 2,641 graduates from credit occupational programs; 2,107 were employed in Connecticut at the time of graduation (80%) and 1,937 of these workers were retained 6 months later (92%). Performance goals were met in both instances. On average, these graduates received a $249 weekly wage increase upon completion of their program, a $12,971 average annual increase. For the reporting year, $25,124,664 worth of higher earnings can be attributed to graduates completing an occupational credit program. Occupational programs are defined as those intended to prepare an individual for immediate entry into the workforce upon graduation and include Business; Health and Life Sciences; Science, Engineering, and Technology; Social and Public Services; Humanities, Arts, and Communications; Social Science; and Education. Excluded are Liberal Arts & General Studies programs.

| Asnuntuck, Northwestern, Quinebaug | 1998-1999 | | 1999-2000 | | 2000-2001 | | 2001-2002 | |
|---|---|---|---|---|---|---|---|---|
| Completed | 320 | | 345 | | 299 | | 307 | |
| Employed | 254 | 79% | 265 | 77% | 229 | 77% | 239 | 78% |
| Retained | 238 | 94% | 251 | 95% | 206 | 90% | 214 | 90% |

| Capital, Gateway, Housatonic | 1998-1999 | | 1999-2000 | | 2000-2001 | | 2001-2002 | |
|---|---|---|---|---|---|---|---|---|
| Completed | 811 | | 717 | | 727 | | 767 | |
| Employed | 690 | 85% | 597 | 83% | 592 | 81% | 628 | 82% |
| Retained | 657 | 95% | 571 | 96% | 554 | 94% | 587 | 93% |

| Manchester, Naugatuck, Norwalk | 1998-1999 | | 1999-2000 | | 2000-2001 | | 2001-2002 | |
|---|---|---|---|---|---|---|---|---|
| Completed | 1223 | | 1046 | | 979 | | 953 | |
| Employed | 992 | 81% | 853 | 82% | 779 | 80% | 730 | 77% |
| Retained | 923 | 93% | 799 | 94% | 721 | 93% | 666 | 91% |

| Middlesex, Three Rivers, Tunxis | 1998-1999 | | 1999-2000 | | 2000-2001 | | 2001-2002 | |
|---|---|---|---|---|---|---|---|---|
| Completed | 706 | | 670 | | 648 | | 614 | |
| Employed | 588 | 83% | 548 | 82% | 537 | 83% | 510 | 83% |
| Retained | 532 | 90% | 520 | 95% | 496 | 92% | 470 | 92% |

*[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.]*

*Source: 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 headcount enrollment.

## Data Analysis

The community colleges sponsor a wide range of activities organized by extension divisions and departments. Some of these courses meet for an hour, others a day or two and some have periodic meetings distributed over a period of several months. The primary purpose of these functions is to provide an appropriate educational service 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 (CEUs) may be earned for these activities and a record or transcript of those learning experiences may be obtained.

**Non-Credit Headcount**

| | 2001-2002 | 2002-2003 | 2003-2004 | % Change |
|---|---|---|---|---|
| ASCC NWCC QVCC | 5,015 | 4,144 | 4,064 | -2% |
| CACC GWCC HOCC | 9,049 | 8,189 | 9,144 | 12% |
| MACC NVCC NKCC | 23,278 | 23,207 | 23,177 | 0% |
| MXCC TRCC TXCC | 8,252 | 7,669 | 7,206 | -6% |
| **CTC Total** | **45,594** | **43,209** | **43,591** | **1%** |

**Non-Credit Registrations**

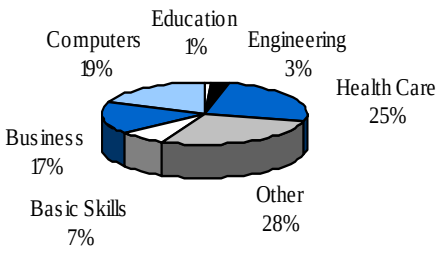
| | 2001-2002 | 2002-2003 | 2003-2004 | % Change |
|---|---|---|---|---|
| ASCC NWCC QVCC | 7,395 | 7,002 | 5,956 | -15% |
| CACC GWCC HOCC | 13,387 | 11,267 | 12,479 | 11% |
| MACC NVCC NKCC | 32,267 | 30,181 | 30,361 | 1% |
| MXCC TRCC TXCC | 15,897 | 12,299 | 12,812 | 4% |
| **CTC Total** | **68,946** | **60,749** | **61,608** | **1%** |

Non-credit enrollment represents a substantial number of individuals, businesses and industries that are served by community colleges. Throughout academic year 2003-2004, there were 43,591 students enrolled in non-credit offerings. This represents a 1% increase over 2002-2003.

Students can and, in many cases, do enroll in one or more courses during the year. Therefore, in addition to headcount enrollment, the number of registrations in a given year is also assessed. These registrations encompass a variety of instructional activities that are classified into two major categories: workforce and personal development. For the academic year 2003-2004, there were 61,608 non-credit registrations in total; 29,494 (48%) in workforce development related couses (see chart below) and 30,533 (50%) in personal enrichment activities. This represents a 1% increase in non-credit registrations over 2002-2003.

The number of enrollments and registrations have not changed much over the past two years. This lack of significant growth can be attributed to several factors, not the least of which being the state's budget. Department of Labor training subsidies were reduced, as were matching dollars from employers. Funding for training from the Department of Administrative Services as well as local municipalities was reduced. Budget projections for the next several years are no better and personal funds available for discretionary spending are also limited.

**Non-Credit Workforce Development Courses**




*Source: Banner Extracts*

# COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

**Performance Indicator**

Narrative descriptions of collaborative activities within our colleges' service areas.

*What are community colleges doing in conjunction with the communities in their service areas?*

## Asnuntuck Community College

The Center for Business, Industry, and Manufacturing Technology at Asnuntuck Community College (ASCC) works with both public and private employers to enhance employee retention and to support economic expansion in the region. The Center provides academic and professional training to the Aerospace Components Manufacturers (ACM), a consortium of 43 small to mid-sized companies, as well as to large employers like Pratt & Whitney and Hamilton Sundstrand. The College is active in the Enfield Rotary Club, the North Central Connecticut Chamber of Commerce, Johnson Memorial Hospital, the Enfield Economic Development Commission, the Capital Workforce Partners, the Hartford-Springfield Economic Partnership and BEACON (Biomedical Engineering Alliance & Consortium). ASCC also supports local initiatives like the Connecticut Children's Place, the Enfield After-School program, and the Network Against Domestic Abuse. The Asnuntuck Career Passport Program is a project involving students from four area high schools who are introduced to the college and its faculty through enrollment in a variety of college classes that encourage higher aspirations. The College hosts Terra Nova, the alternative high school program of the Enfield Public Schools. College Connections, a welding program conducted in collaboration with Windsor Locks, Granby and Suffield High Schools, was initiated in the Fall of 2004 and ASCC received a grant from the U.S. Election Assistance Commission to enhance student civic involvement by training college students as poll workers.

## Capital Community College

Capital CC (CACC) and the Hartford Public Schools are collaborating on a magnet school. The school will serve grades 6 through 12 and revolve around the theme of social justice. The Boards of the Hartford Public Schools and the Community-Technical Colleges have approved the project and an initial class is scheduled to begin in the fall of 2005. CACC and the UCONN have received a grant to work with high schools in Hartford to establish an educational and career track for future science and health science professionals. CACC, in partnership with Weaver High School and the Hartford Public School system, offers the College's successful Certified Nurse Aide Program to high school juniors and seniors, training approximately 40 students per year. CACC's Customer Service Institute of CT provides customer service training to Hartford Adult Education & Hartford Public School students. Upon successful completion of the program, the 35-40 students trained each year earn a certificate in Customer Service and have the option of earning up to 6 college credits through Competency Based Education. The Bridge to Success Program has been designed in partnership with Hartford Adult Education and Union 1199. Its purpose is to provide individuals with the English, Math and college success skills necessary for higher college placement results. CACC will be partnering with the National Foundation For Teaching Entrepreneurship Program (NFTE) in 2005 to offer training to high school seniors. Through this program high school seniors learn all aspects of starting a business and as a final project plan and operate their own small business. Last year the College hosted the NFTE Competition for the State. CACC is partnering with the Capital Workforce Partners, Union 1199, CREC & the Governor's Office of Workforce Competitiveness to plan for the establishment of an Allied Health Academy that will serve the Greater Hartford Region.

# COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

## Gateway Community College

Gateway Community College (GWCC) offers workshops, seminars and counseling to the business community through its Small Business Center. Career fairs and career planning services are joint offerings of GWCC and community agencies. GWCC also provides free computer training for senior citizens. A $1,000,000 grant from Empower New Haven, Inc. funds GWCC's Career Ladders Institute, which assists EZ residents in attaining an associate's degree with 60 zone residents currently enrolled. Yale University Local 34 funds the New Haven Residents' Training program in Business Office Technology. GWCC offers college courses in the prison system. Local hospitals sponsor lectures for diabetics, blood pressure screenings, health expos, and other health-related activities for the public at GWCC. GWCC supports the Latino Task Force in New Haven to provide educational services to the Latino community and hosts local special-education students in programs designed to expand their understanding of work. The automotive program provides a free inspection test for 1,700 vehicles — in Hamden and Stratford twice a year, and offers free automotive maintenance training for 50 women. GWCC offered "call center training" and provided workshops for IKEA and other retail establishments. The Art Gallery presents art shows to the public, and GWCC hosts free concerts three times a year. GWCC also holds its annual Community Dinner for Families and Children in need. GWCC hosted the New Haven celebration of Black History Month; the visit of his Excellency Solomon Dominic Berewa, VP, Republic of Sierra Leone; 6 Russian judges in conjunction with the US Congress Open World Rule of Law program; and the Literacy Volunteers of Greater New Haven's "Scrabble" fundraiser.

## Housatonic Community College

This academic year, HOCC's Community Outreach Partnership Center (COPC) continued its work serving greater Bridgeport. The HUD-funded COPC graduated 17 students from its 3rd round of trainings for community health outreach workers. HOCC designed and implemented a new program for Residential Peer Support Aides, that has trained 18 formerly homeless women who now live in transitional shelters or supported housing to serve as peer supports for other consumers of homeless services. COPC is the lead agency to implement a Homeless Management Information System in southwest CT. This system allows homeless service providers to track client outcomes and referrals, and facilitate transitioning to mainstream benefits. For the first time in several years, all three consortia of homeless service providers in southwest CT will collaborate on their survey of the area's homeless. COPC will coordinate this undertaking and provide analysis of the results. Currently 25 students are enrolled in COPC's CDA program, the gateway to further education and training in the child care field. In collaboration with COPC, United Way was recently awarded a $1 million Early Learning Opportunities Act grant. This will provide resources for family literacy and school readiness initiatives. Students in HOCC's Early Childhood program will receive $50,000 in scholarships through the grant. Finally, COPC continues its work on neighborhood empowerment; HOCC is currently engaged in Bridgeport's East End on the creation of a Neighborhood Revitalization Zone and formulation of a Strategic Development plan. In all these initiatives, the College's students have been actively engaged as student workers, volunteers, or through courses that require experiential or service learning.

# COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

## Manchester Community College

Manchester Community College's (MACC) Institute of Disabilities and Community Inclusion hosts and organizes a series of conferences, seminars and community conversations designed to promote the inclusion of people with disabilities.

The Association for Community Inclusion, an official MACC student club, recently raised and donated funds for a boundless playground in the community, and brought an educational puppet show to local children to encourage acceptance and inclusion of children with disabilities, while Communitas, a non-profit organization housed on the MACC campus, is dedicated to attacking attitudinal issues that lead to misunderstanding of disabilities.

MACC collaborates with Community Enterprises, a non-profit organization, to provide the Supported Education Program (SEP) to prepare developmentally disabled adults for jobs in the foodservice and clerical fields.

MACC provides the only degree program in the system that educates Disabilities Specialists to work in schools, workplaces, community associations, apartments and homes in the community. Their specialized work enables children and adults with disabilities to experience full community inclusion and participation and to attain their potential.

## Middlesex Community College

The Middlesex Adult Learning Center, Middletown, and the Castle Craig Adult Learning Center, Meriden are co-sponsored by Middlesex Community College (MXCC) with all classes and administrative office space provided on the Middlesex campus. The Adult Re-Entry Program is a partnership between MXCC, the Middletown Chamber of Commerce, and other community providers to offer educational opportunities to young people at risk educationally and economically. The Jean Burr Smith Library provides services to the community beyond the college, including use of computers and assistance with research. An ongoing series of public Art Shows is displayed in the library, and a reading series, One Book, One Middletown invites the community to readings and talks at the library. The Out-of-School Youth program, a partnership between MXCC and New Opportunities for Greater Meriden, is a free program for disadvantaged young people ages 19-21. The Brownfields Environmental Training Program, a partnership between MXCC, the City of Middletown, the Town of Haddam, the Middlesex Chamber of Commerce, and local environmental contractors, provides a 32-week Environmental Remediation Services Certification at no cost to qualified area residents.

# COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

## Naugatuck Valley Community College

Naugatuck Valley Community College (NVCC) hosts courses taught by Western Connecticut State University (WCSU), Central Connecticut State University and W.F. Kaynor Vocational-Technical School. Charter Oak State College has a branch operation on the campus. NVCC partners with WCSU and the University of Connecticut (UConn) for the Nursing Pathways program. The Nursing Program expanded through a generous donation from Waterbury Hospital and St. Mary's Hospital, while a formal 2+2+2 bridge program with WCSU and UConn provides NVCC graduates an opportunity to pursue BSN and MSN degrees. Seventeen local high schools participate in the NVCC Tech Prep Consortia whereby high school students take NVCC tech courses for college credit.

The Waterbury Symphony Orchestra is the "resident" orchestra, with NVCC music professors providing lectures to WSO musicians and WSO performers teaching as NVCC adjuncts. NVCC staff are on key Waterbury Regional Chamber committees. The Chamber CEO is on the NVCC Foundation Board of Directors. The college hosted the Accounting Educators' Conference, the Connecticut Wine Trail and Vineyard & Winery Associations' annual Connecticut Wine Symposium, and the Connecticut Cactus and Succulent Society's annual show and sale. Dozens of companies are partners in NVCC's NSF grant, providing mentors, tutors, funding and internship sites. FuelCell Energy sponsors a certificate training program for NVCC students.

## Northwestern Connecticut Community College

Project Crossroads provides free English as a Second Language, GED and Adult Basic Education classes through Northwestern Connecticut Community College's (NWCC) Academic Skills Center. Technology Express, a community outreach program funded by the Workforce Investment Act, trains displaced homemakers and dislocated workers in computer and employment skills in a 200+ hour program which includes internships and preparation for International Computer Driving License certification.

The Connecticut Office of Rural Health, housed at Northwestern CT Community College, conducts a competitive grant program each year. The program is designed to encourage rural health providers and agencies to enhance quality of care, to investigate expansion of or evaluate current services, or to assist rural communities and providers in recruitment and retention efforts. Five local organizations received grant awards for staff continuing education programs.

The Continuing and Extended Studies Department offers a variety of services in cooperation with local organizations such as the Northwest Connecticut Manufacturers Alliance, the Litchfield Hills Economic Development Partnership and the Northwest Connecticut Chamber of Commerce. In addition, the department partners with local assisted living facilities to provide programs of interest to elderly residents.

# COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

## Norwalk Community College

Norwalk Community College (NKCC) has developed a program, with Access to Opportunity Funding, that assists 17-21 year old students in overcoming social, economic and educational barriers that might prevent access to or success in college.

Since1999, NKCC has successfully served as a Cisco Regional Academy in cooperation with Fairfield University and nine area high schools to prepare students for two of the industry's most significant entry-level certifications: Cisco Certified Network Associate (CCNA) and the CompTIA Network+. In addition, a large number of non-credit courses and programs are offered through the Business and Industry Services Network and the Workforce Education Institute to advance worker skills. More than 1,000 employees receive training annually through this service that provides employers with a skilled workforce. New classes tailored for small businesses were initiated through a grant-funded Public Service Academy for training uniformed services in southwestern Connecticut, while teachers and healthcare workers are offered professional development, technology training, and certification.

Representatives from local businesses and agencies serve on advisory committees that help NKCC to develop new curricula and programs that meet area needs.

## Quinebaug Valley Community College

The Quinebaug Valley Community College (QVCC) Kids Academy offers science, math, arts, and computer science programs to expand school district curricula for grades 1-9. By exposing kids to subjects that are not typically available in their schools (robotics, sign language, critical thinking, oceanography, archaeology, etc.), kids are "turned on" to learning and elevate their educational aspirations. Last year the Killingly School District was awarded a 21st Century Grant to partner with Kids Academy to provide kids from low-income families with educational programs and services. QVCC is continuing it's plastics product innovation competition this year with an increase in participation of 20% over last year by having five school districts and businesses work in cooperation with Quinebaug Valley's Plastics Institute, a subsidiary venture of QVCC, with the hopes of increasing interest in related technological careers. The college's Learning in Retirement program serves people over age of 55 with social and educational programs including bus trips, a film series, social events and multi-session lectures. QVCC hosts a career day with the plastics industry, Chamber of Commerce events, health forums with area hospitals, and public forums on topics of local interest. The College provides the region's health care providers with access to information and training from the Center for Disease Control, and the Small Business Development Center provides free counseling, loan-packaging assistance, and training programs for businesses.

# COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

## Three Rivers Community College

Three Rivers Community College (TRCC) maintains representation on community boards and councils which include SECTOR, the Chambers of Commerce, the Workforce Investment Board, CT Leadership Program, Area Health Education Council, Backus Hospital, a Community Theater, the YMCA as well as the Permanent Commission on the Status of Women, and the CT Commission on Aging & Arts. TRCC targets specific community partnerships by hosting activities such as: City Council and School Board candidate forums, the Booker T. DeVaughn Lecture Series, and Area Health Education Council, CT Primary Care Center, and CT Department of Labor forums. A vibrant all-volunteer program for senior citizens, "Adventures in Life Long Learning," offers over 50 TRCC courses each semester to a membership of approximately 200. Contract-credit courses at three correctional facilities in the area serve over 300 students annually, and student services provided at the U.S. Naval Submarine Base support local military personnel. In support of local work force needs the college has established an innovative partnership with Electric Boat that links 6 of EB's apprenticeship programs with an on-site AS degree program in general engineering. TRCC also provides community services such as summer daycare camps for children; senior week; a summer enrichment series; and numerous boating safety, certified nurse aide, patient care technician and drug & alcohol counselor certification courses.

## Tunxis Community College

The Bristol Career Center, a Tunxis Community College-sponsored facility in Bristol, responds to the needs of area employers by training participants for career and advancement opportunities in the region. The Division of Continuing Education and Workforce Development responds to the needs of area employers and community members through this initiative and many similar activities. A unified effort of the college, community, and the region's hospitals and nursing homes, resulted in establishing a C.N.A. laboratory that expands access to training and enables more people to gain viable employment in an area of critical need. A new Phlebotomy program and National Phlebotomy Association certification expands the college's allied health offerings.

The unique Criminal Justice Supervisory Leadership Program, Lean Manufacturing Training, and development of a non-credit Spring and Metal Stamping Certificate support college efforts to compete for grants awarded by the Connecticut Distance Learning Consortium that enable Tunxis to create leadership and professional development courses, and a non-credit Child Development Associate certificate.

Tunxis' Dental Hygiene and Dental Assisting programs enable students to work and study in clinics around the state that are the first line of oral healthcare for underserved patient populations. Students are found in clinics in the Hartford Public Schools, the United States Coast Guard Academy, Avery Heights Nursing Home, as well as community dental health centers in Hartford, Willimantic, Waterbury, New Britain and Middletown.

# 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

While cost per student is intended to assess operating efficiency, this measure often reflects other influences, including differences in regional cost of living and FTE enrollments, as well as specific one-time or continuing costs such as those related to unique educational programs and major new facilities. In addition, the formula itself assumes that all costs are directly attributable to credit FTE students, when in fact non-credit and grant costs included in the calculation are not a direct cost of providing credit FTE instruction, and actually represent a desirable expansion of activities and resources available to the colleges. As a result of these factors, it is difficult to draw conclusions relative to peers with any assurance of validity; however, the CCC cost per student appears to be in line with expectations, given these differences.

As the "Real Price" measure indicates (Goal 3), Connecticut's median household income (MHI) is roughly 17% higher than the "average" MHI of states included in the peer group. This higher MHI is reflected in the salary and other costs that Connecticut higher education institutions pay and accounts for much of the differential in cost per student compared with peers.

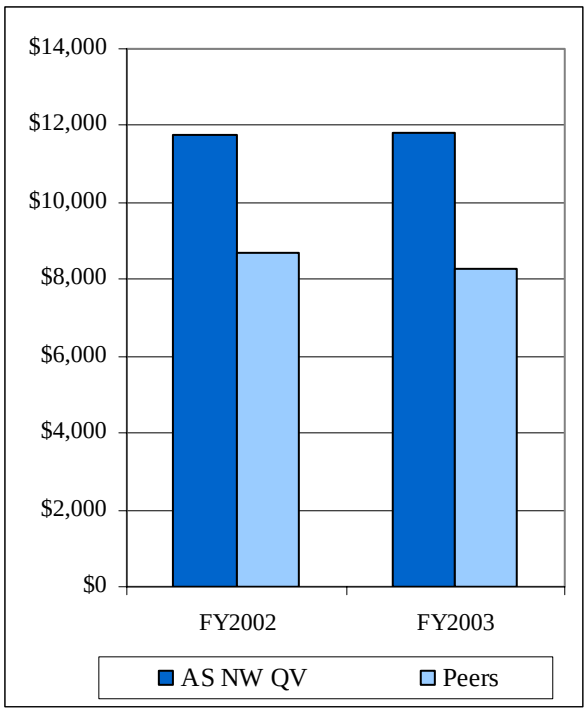
Further analysis of the data by expenditure function provides some interesting information. Over the two years reported, Connecticut community colleges spent 28% more per FTE on instruction and academic support, 37% more on student services, 39% more on operation and maintenance of physical plant, and only 8% more on institutional support. While it is not possible to know exactly what these results reflect, it suggests that administrative operations are substantially leaner in Connecticut (given the differences in cost of living and MHI). It may also suggest that in addition to the higher cost of living, Connecticut is devoting more of its resources into those activities which directly impact students and the college facilities within which students learn. It may also reflect the fact that we have a larger component of non-credit instruction which is included in the cost numbers but not the enrollment numbers.

| **CTC System** | **FY 2002** | **FY 2003** | **%Change** |
|---|---|---|---|
| Operating Expenditures | $236,307,093 | $245,017,972 | 3.7% |
| FTE | 24,100 | 24,700 | 2.5% |
| **Cost per FTE - CTCs** | **$9,805** | **$9,920** | **1.2%** |
| **Peers** | **FY 2002** | **FY 2003** | **%Change** |
| Operating Expenditures | $287,087,531 | $304,732,525 | 6.1% |
| FTE | 36,783 | 39,030 | 6.1% |
| **Cost per FTE - Peers** | **$7,805** | **$7,808** | **0.0%** |

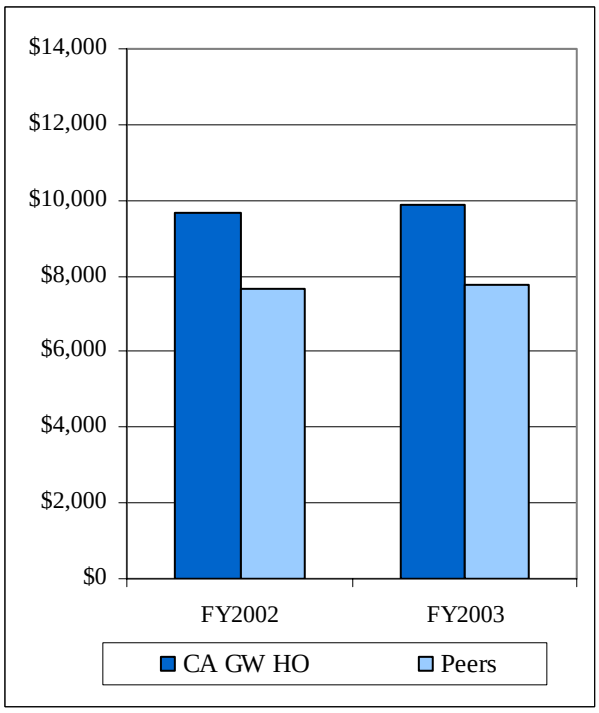
*Source: IPEDS Data and Banner Data Extracts*

# REAL COST PER STUDENT

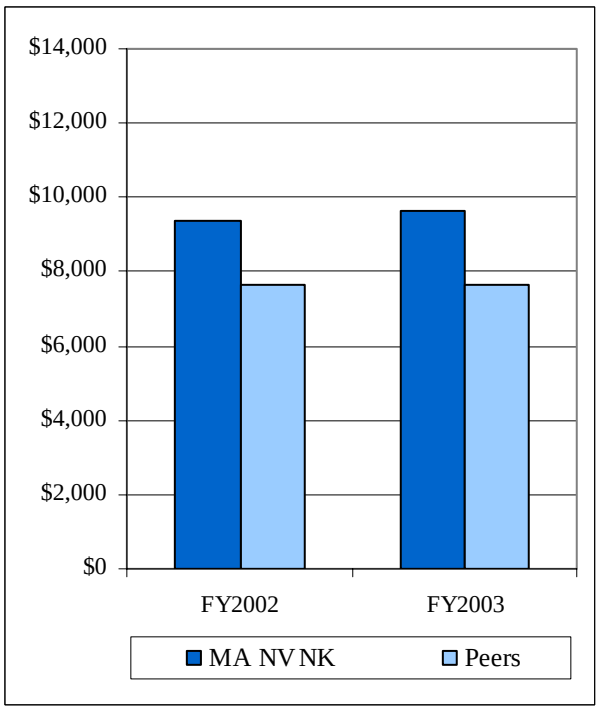
## Asnuntuck, Northwestern, Quinebaug



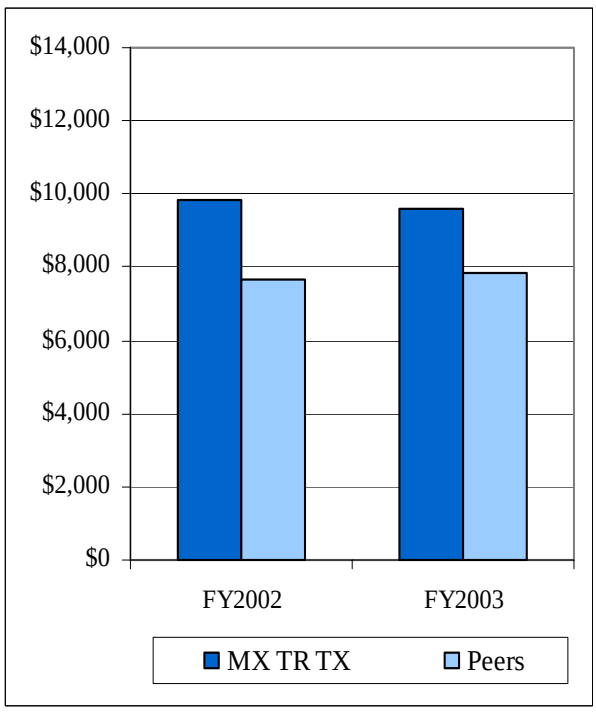

## Capital, Housatonic, Gateway




## Manchester, Naugatuck, Norwalk




## Middlesex, Three Rivers, Tunxis




*Source: IPEDS Data and Banner Data Extracts*

# RETENTION RATES

## Common Core Performance Indicator

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

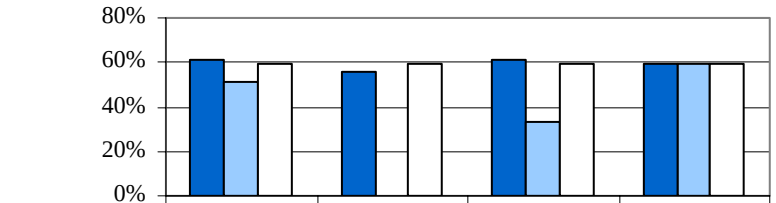
## Performance Improvement Goal

For the system, the performance goal is to achieve and maintain a minimum retention rate of 50%.

## Data Analysis

This system retention rate for first-time, full-time degree or certificate seeking credit students (students who entered a Connecticut community college in the Fall Semester 2003 and returned one year later, Fall 2004) is 59%. The retention rate is slightly lower for the system's three medium sized urban institutions (56%). These rates have remained relatively consistent over the last five years; ranging between 57% and 59%. These rates range between 58% and 62% for White students, between 51% and 55% for Black students, and between 52% and 56% for Hispanic students. Five-year retention rates for the system and peers are displayed in tables on the next two pages. Please note that, with respect to this particular measure, peer data is often based on only one or two colleges per cohort group and therefore peer comparisons are suspect.

**One-Year Retention Rates of First-Time, Full-Time, Degree or Certificate Seeking Freshmen (Fall 2003 - Fall 2004)**




| | AS NW QV | CA GW HO | MA NV NK | MX TR TX |
|---|---|---|---|---|
| Cohort Rate | 61% | 56% | 61% | 59% |
| Peer Rate | 51% | 0% | 34% | 60% |
| System Rate | 59% | 59% | 59% | 59% |

Retention Rates are only one measure, and perhaps not the best measure, of the success of students enrolled in community colleges. While colleges work to ensure that students who intend to continue their education in consecutive semesters are able to do so, colleges also recognize that many students are working adults with low income, supporting families, who stop in and out of college numerous times along the way. Policies and practices are designed, implemented and continuously reviewed to ensure access, responsive programming, affordable tuition, and the maximum level of support to facilitate completion in as timely a manner as possible.

| Cohort | Total Peers | CTC's Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| All CTC Fall 2003 | 49% | 59% | 61% | 52% | 56% | 64% | 50% |
| All CTC Fall 2002 | 62% | 58% | 61% | 53% | 52% | 69% | 50% |
| All CTC Fall 2001 | 55% | 59% | 62% | 51% | 55% | 64% | 47% |
| All CTC Fall 2000 | 24% | 57% | 58% | 55% | 54% | 56% | 83% |
| All CTC Fall 1999 | 18% | 57% | 59% | 53% | 55% | 60% | 26% |

# RETENTION RATES

| 2003 Cohort | Total Peers | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| ASCC NWCC QVCC | 51% | 61% | 62% | 31% | 50% | 89% | 0% |
| CACC GWCC HOCC | N/A | 56% | 58% | 52% | 53% | 63% | 60% |
| MACC NVCC NKCC | 34% | 61% | 62% | 54% | 65% | 64% | 50% |
| MXCC TRCC TXCC | 60% | 59% | 62% | 47% | 44% | 59% | 50% |
| **All CTC** | **49%** | **59%** | **61%** | **52%** | **56%** | **64%** | **50%** |

| 2002 Cohort | Total Peers | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| ASCC NWCC QVCC | 57% | 58% | 61% | 30% | 46% | 50% | 67% |
| CACC GWCC HOCC | 52% | 56% | 60% | 53% | 53% | 70% | 43% |
| MACC NVCC NKCC | 67% | 62% | 64% | 57% | 51% | 75% | 67% |
| MXCC TRCC TXCC | 62% | 57% | 57% | 41% | 58% | 62% | 33% |
| **All CTC** | **62%** | **58%** | **61%** | **53%** | **52%** | **69%** | **50%** |

| 2001 Cohort | Total Peers | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| ASCC NWCC QVCC | 49% | 62% | 64% | 18% | 65% | 71% | N/A |
| CACC GWCC HOCC | 51% | 57% | 61% | 51% | 59% | 65% | 0% |
| MACC NVCC NKCC | 65% | 60% | 62% | 55% | 52% | 65% | 57% |
| MXCC TRCC TXCC | 60% | 61% | 62% | 46% | 51% | 61% | 57% |
| **All CTC** | **55%** | **59%** | **62%** | **51%** | **55%** | **64%** | **47%** |

| 2000 Cohort | Total Peers | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| ASCC NWCC QVCC | 9% | 60% | 59% | 73% | 65% | 67% | 100% |
| CACC GWCC HOCC | 12% | 57% | 60% | 56% | 55% | 46% | 100% |
| MACC NVCC NKCC | 22% | 57% | 59% | 52% | 53% | 58% | 60% |
| MXCC TRCC TXCC | 58% | 55% | 54% | 55% | 54% | 71% | 100% |
| **All CTC** | **24%** | **57%** | **58%** | **55%** | **54%** | **56%** | **83%** |

| 1999 Cohort | Total Peers | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| ASCC NWCC QVCC | 8% | 56% | 56% | 25% | 64% | 56% | 0% |
| CACC GWCC HOCC | N/A | 56% | 60% | 57% | 49% | 67% | 0% |
| MACC NVCC NKCC | 19% | 60% | 61% | 54% | 64% | 53% | 57% |
| MXCC TRCC TXCC | 60% | 55% | 57% | 29% | 42% | 75% | 17% |
| **All CTC** | **18%** | **57%** | **59%** | **53%** | **55%** | **60%** | **26%** |

# GRADUATION RATES

## Common Core Performance Indicator

The number and percentage of first-time, full-time degree seeking or certificate seeking students in a cohort who graduate 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

The first table represents 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 of 1997, 1998, 1999 and 2000.

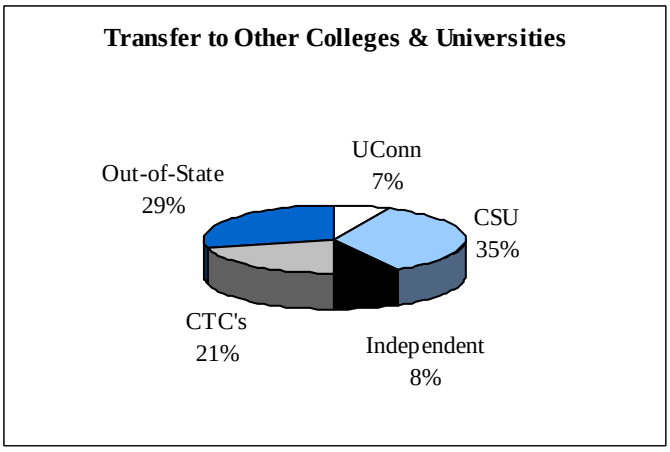
| | 1997 Cohort | 1998 Cohort | 1999 Cohort | 2000 Cohort |
|---|---|---|---|---|
| ASCC NWCC QVCC | 11% | 18% | 17% | 20% |
| Peers | 21% | 27% | 18% | 20% |
| CACC GWCC HOCC | 12% | 15% | 18% | 19% |
| Peers | 10% | 9% | 11% | 13% |
| MACC NVCC NKCC | 9% | 10% | 11% | 10% |
| Peers | 18% | 16% | 19% | 12% |
| MXCC TRCC TXCC | 13% | 16% | 13% | 12% |
| Peers | 34% | 33% | 27% | 24% |
| **CTC System** | **11%** | **13%** | **14%** | **14%** |
| All Peers | 19% | 19% | 17% | 15% |

The second table represents the Fall 2000 cohort (3,282 students or 8% of the total credit student body). Among these students, 14% graduated within three years, 13% transferred to another institution of higher education, and 22% are still enrolled; a combined success rate after three years, as defined by federal Student-Right-to-Know legislation, of 48%. The overall 14% graduation rate is close to the 15% rate for all peers combined, and equal to the national average reported by the American Association of Community Colleges.

| | Fall 2000 Cohort | Completions within three years | Transfers within three years | Still enrolled after three years | Combined successes after three years |
|---|---|---|---|---|---|
| ASCC NWCC QVCC | 4% | 20% | 17% | 16% | 52% |
| CACC GWCC HOCC | 8% | 19% | 18% | 28% | 66% |
| MACC NVCC NKCC | 11% | 10% | 6% | 21% | 37% |
| MXCC TRCC TXCC | 8% | 12% | 16% | 17% | 44% |
| CTC System | 8% | 14% | 13% | 22% | 48% |

Among students from the Fall 2000 cohort who transferred before completing a degree or certificate, 71% transferred to an in-state college or university and 29% went out-of-state. Among students staying in Connecticut, most transferred to the CSU system or another community college.

Among minority students in the Fall 1999 and Fall 2000 cohorts, the system graduation rate was greater than or equal to the combined rate of all peers in all minority student categories except for Native Americans. The total number of Native American students in the cohort for both years is too small to draw any meaningful conclusions. The graduation rates for Caucasian students fell below that of the combined rate for all peers. Graduation rates for the system and peers are displayed in the tables on the next page.



# GRADUATION RATES

Graduation Rates are only one measure, and perhaps not the best measure, of the success of students enrolled in community colleges. First of all the cohort of students considered, as defined by the federal government, represents only 8.0% of the total students enrolled for credit in Connecticut's community colleges. In addition, the research shows that many community college students (50.0%) have a primary goal that does not include earning a degree or certificate. These students are often already college graduates or others seeking skill training or upgrades. Some have transfer aspirations. Some are seeking personal enrichment, or have other intentions.

While colleges work to ensure that students who intend to graduate from a community college (50.0%) are able to do so, colleges also recognize that it often takes many students longer than two or three years to complete a program of study. Some are under prepared when they arrive. Many are working adults with low income, supporting families, who stop in and out of college numerous times along the way. Policies and practices are designed, implemented and continuously reviewed to ensure access, responsive programming, affordable tuition, and the maximum level of support to facilitate completion in as timely a manner as possible. Our success is comparable to community colleges nationwide.

| 2000 Cohort | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|
| ASCC NWCC QVCC | 20% | 20% | 9% | 18% | 0% | 0% |
| Peers | 20% | 22% | 16% | 9% | 17% | 0% |
| CACC GWCC HOCC | 19% | 19% | 19% | 12% | 42% | 100% |
| Peers | 13% | 16% | 11% | 10% | 17% | 23% |
| MACC NKCC NVCC | 10% | 11% | 5% | 6% | 8% | 0% |
| Peers | 12% | 15% | 2% | 7% | 5% | 14% |
| MXCC TRCC TXCC | 12% | 12% | 2% | 9% | 8% | 40% |
| Peers | 24% | 24% | 26% | 18% | 25% | 30% |
| **All CTC** | **14%** | **14%** | **12%** | **9%** | **20%** | **25%** |
| Peers | 15% | 18% | 10% | 9% | 14% | 21% |

| 1999 Cohort | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|
| ASCC NWCC QVCC | 17% | 18% | 0% | 0% | 25% | 0% |
| Peers | 18% | 19% | 16% | 10% | 0% | 10% |
| CACC GWCC HOCC | 18% | 20% | 16% | 10% | 19% | 0% |
| Peers | 11% | 16% | 8% | 6% | 14% | 23% |
| MACC NKCC NVCC | 11% | 11% | 5% | 11% | 18% | 14% |
| Peers | 19% | 22% | 9% | 11% | 12% | 7% |
| MXCC TRCC TXCC | 13% | 14% | 12% | 9% | 25% | 0% |
| Peers | 27% | 28% | 15% | 23% | 40% | 21% |
| **All CTC** | **14%** | **15%** | **11%** | **10%** | **20%** | **5%** |
| Peers | 17% | 22% | 9% | 8% | 15% | 16% |

# STUDENT GOALS

## Performance Indicator

The number and percentage of students who attend Connecticut community colleges and why.

*Why do students attend a community college?*

## Data Analysis

Challenges facing community colleges include: (1) providing full access to education through open admissions; (2) serving a diverse mix of students with dramatically varying goals, from earning a degree to receiving on-the-job training; (3) serving students who have significant time commitments - to their families, their jobs, and their communities - in addition to their studies; (4) serving the students who benefited the least from their previous public school education and therefore are most likely to have academic challenges; (5) serving disproportionately high numbers of low-income and first-generation college students; and (6) addressing all of these challenges while dealing with severe resource constraints. Overcoming these hurdles - providing quality education and the necessary support to help all students meet their educational goals - is the primary focus of community colleges.

In the Fall of 2004, 45,743 credit students enrolled in Connecticut community colleges. From this group, 15,728 new and transfer were surveyed about their current educational goals, and 3,550 responded (22.6%). These were students for whom this was their first college experience or transfer students to the community colleges. Survey results indicate that 43.5% are enrolled in community colleges for reasons other than obtaining an Associate Degree or Certificate.

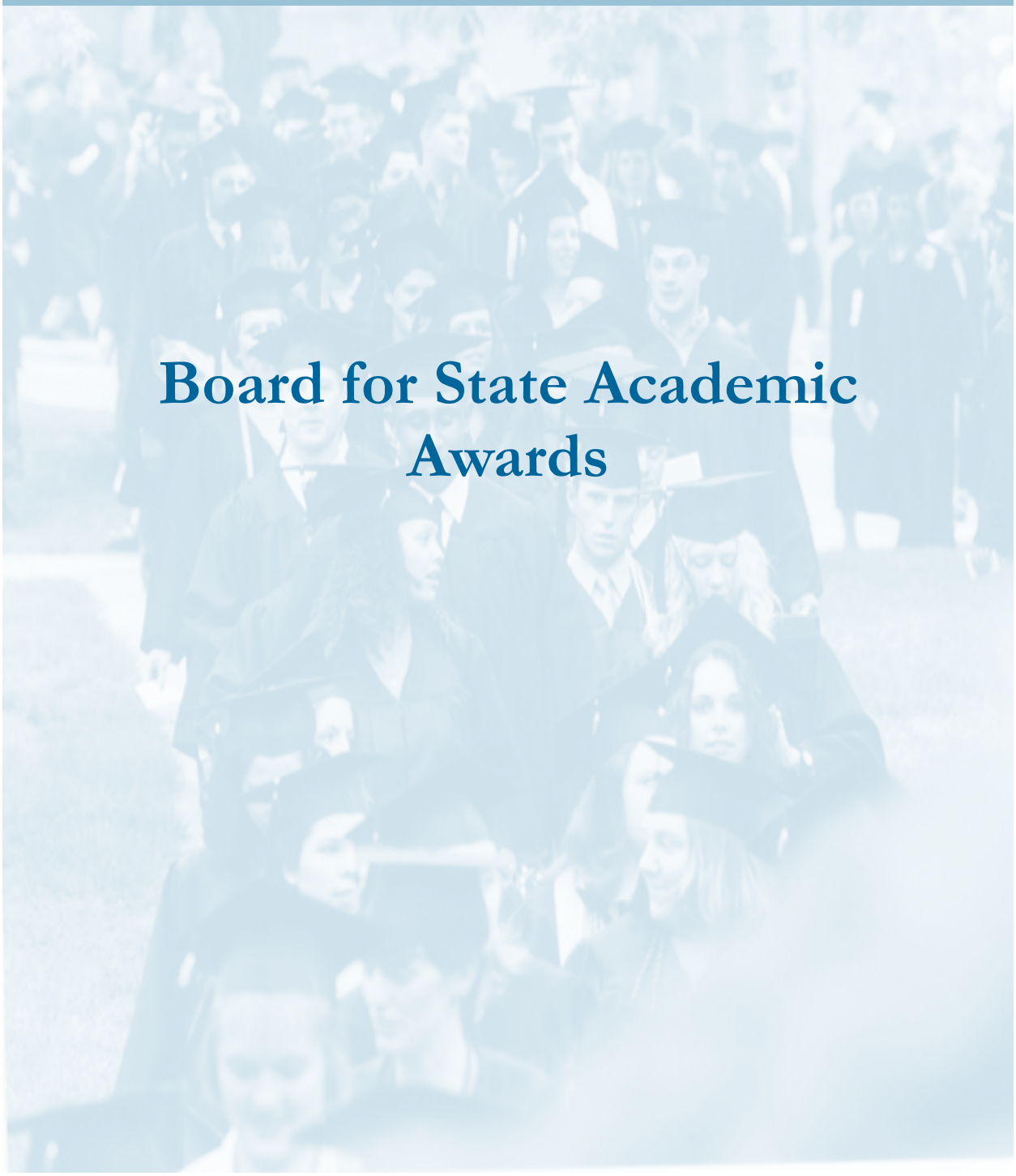
The majority of these community college students (72.2%) were working while attending college and many of them (70.9%) were earning less than $25,000 a year. Among 64.7% of the students surveyed, neither parent held a Bachelor's Degree or higher. The top three reasons these students chose for enrolling in a particular community college were being close to home (58.9%), the courses and programs offered (47.9%) and affordable tuition (43.7%).

Facilitating student success in the achievement of all attainable goals, even when that goal includes something other than earning a credential, is an appropriate performance objective; 91.5% of survey respondents from the class of 2003 reported that their goals were met. Clearly, community colleges play an important role in the lives of students.

| Community College Student Goals | 2002 | 2003 | 2004 |
|---|---|---|---|
| Associate Degree | 27.3% | 27.3% | 26.6% |
| Transfer with an Associate Degree | 20.1% | 21.1% | 23.4% |
| Fulfill another college's requirement(s) | 9.4% | 10.9% | 9.7% |
| Certificate | 7.0% | 6.8% | 6.5% |
| Job preparation/retraining course | 6.5% | 6.9% | 6.2% |
| Multiple Responses or Missing Data | 4.9% | 3.1% | 5.2% |
| Other goal | 4.8% | 4.6% | 4.6% |
| Transfer without an Associate Degree | 4.4% | 3.8% | 4.6% |
| Unsure at this time | 3.5% | 3.4% | 3.5% |
| Personal development course(s) | 4.8% | 4.7% | 3.5% |
| Job promotion | 2.5% | 2.5% | 2.5% |
| Improve English skills/proficiency | 2.9% | 2.6% | 2.0% |
| Developmental (college prep) education | 2.0% | 2.3% | 1.8% |

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

# 2005 REPORT



# Board for State Academic Awards

# Board for State Academic Awards

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# Board For State Academic Awards

## Overview

The Board for State Academic Awards governs Charter Oak State College and the Connecticut Distance Learning Consortium. Charter Oak State College was established by the Connecticut General Assembly in 1973 as 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 which will meet the needs of higher education students in the twenty-first century.

**Charter Oak State College**
Students at Charter Oak State College earn the credits they need to complete their degrees in many ways including campus-based and distance learning courses from any regionally accredited college or university, testing such as CLEP and DANTES, non-collegiate courses and military training which have been evaluated and recommended for credit by the American Council on Education, contract learning and portfolio assessment. Charter Oak State College also offers a growing number of online distance learning courses.

Charter Oak State College has approximately 1,500 students enrolled. The average age of a Charter Oak State College student is 41, and students come to Charter Oak with a significant number of credits already earned (the average is about 90 credits for bachelor's programs). Charter Oak continues to experience enrollment growth in its distance learning courses.

Total expenditures for FY 2004 were $4.2 million. Of this amount, $1.98 million, including capital equipment and fringe benefits, came from the General Fund and $2.22 million came from other revenue.

Charter Oak's strategic priorities this past year have included:

- Expansion of distance learning course offerings and distance learning enrollments.
- Providing options for students who need non-traditional means to earn credit, resulting in an increase in use of the College's Contract Learning and Portfolio Review programs.
- Redesign of the College's website to provide students increased access to their academic information and better student support.
- Increasing student services to improve persistence and graduation rates, resulting in the largest graduating class (507 students) in the College's history.
- Addressing workforce issues including healthcare, public safety, and childcare, and the development of a new concentration in Healthcare Administration.
- Development of learning partnerships with corporations and training organizations.
- Expansion of its Women in Transition program to provide access to low-income women.

**Connecticut Distance Learning Consortium**
As of 2004, the Connecticut Distance Learning Consortium has 49 members. Its 37 higher education members include the University of Connecticut, the Connecticut State Universities, Charter Oak State College, the Connecticut Community Colleges and 17 of the baccalaureate granting private institutions of higher education in Connecticut.

The mission of the Connecticut Distance Learning Consortium (CTDLC) is to:

(1) Provide a single point of presence for Distance Learning offered by Connecticut public and independent education institutions;
(2) Provide a high quality infrastructure by maintaining a state of the art web-based delivery system that is available to all members;
(3) Coordinate the delivery of asynchronous education and worker training;
(4) Market CTDLC member courses and programs in Connecticut, nationally, and internationally;
(5) Improve the quality of Connecticut's distance learning products and services through rigorous assessment efforts including the implementation of a state wide assessment program;
(6) Provide a forum for discussion of distance learning in Connecticut and demonstrate new techniques for asynchronous delivery; and
(7) Provide faculty development opportunities.

The CTDLC is working to bring the higher education community together around collaborative activities that employ technology to both reduce costs and increase services to Connecticut students. Recent examples include: the CTDLC's effort to negotiate a statewide license for a Learning Management System—WebCT's Vista—that will save the state higher education units over $200,000; the FIPSE-sponsored electronic portfolio system that the CTDLC is building for 14 institutions to provide their students with a shared platform for advising, assessment, and career development; and the collaborative tutoring program which allows 15 institutions to share resources while providing online tutoring.

The measures for the Connecticut Distance Learning Consortium are reported after those of Charter Oak State College.

## Methodology

**Charter Oak State College**
While the goal of the report is to include at least five-years of trend data, the College was not able to provide this for all measures. Data for measures of graduate preparedness for employment; further study and licensure; graduate satisfaction with outcomes; and student satisfaction with programs, policies and services are derived from surveys of alumni.

**Connecticut State Distance Learning Consortium**
The data for the Consortium comes from its data base and from student surveys done each semester by students taking online courses offered by the Consortium's members.

## Peer Institutions

### Charter Oak State College

There are only three peer institutions for Charter Oak State College: Thomas Edison State College in New Jersey, Excelsior College (formerly Regents College) in New York and Western Governors University. Excelsior College became an independent institution two years ago and is no longer state-supported. However, we use Excelsior College data where appropriate. Western Governors University is a virtual University founded by the Governors of several western states including Colorado, Wyoming and Utah.

Western Governors has only enrolled students for about four years and as a result their sample size for their graduate survey is fairly small. The information provided is based on the responses from a 2003 telephone interview survey which sampled twenty-two graduates.

Thomas Edison provided us with information from their FY 2003 Graduate Survey. During FY 2003, there were 437 FY 2003 undergraduate degree graduates who completed the Graduate Survey which represents a response rate of 27%.

Excelsior College provided information on the licensure exam performance for the first-time test takers in their nursing program for 2003. Other comparative information provided by Excelsior College is from their most recent follow-up survey of students that graduated between February 1999 and October 2001.

These institutions were not able to provide data on all measures because they do not collect information in the same way.

### Connecticut Distance Learning Consortium

This year two national studies of "Virtual Universities" (VUs) were published, and the CTDLC was a participant and a subject in both. In a national study sponsored by the State Higher Education Executive Officers, the CTDLC has been identified as one of five "peer institutions" against which the nation's Virtual College and Universities have been benchmarking themselves. That study also characterized VUs by their level of centralization and the level of business practice. The CTDLC was placed in the group of institutions with high centralization and high business practices, which is also the group reporting the most success at meeting their mission and goals.

A second report by The Center for Academic Transformation studied the same group and offered a series of suggestion for future development that are figuring into the CTDLC's plans for improvement.

However, none of the Virtual Colleges and Universities have the same type of mission nor practices as the CTDLC. Therefore no comparative data is available.

Board of Governors for Higher Education
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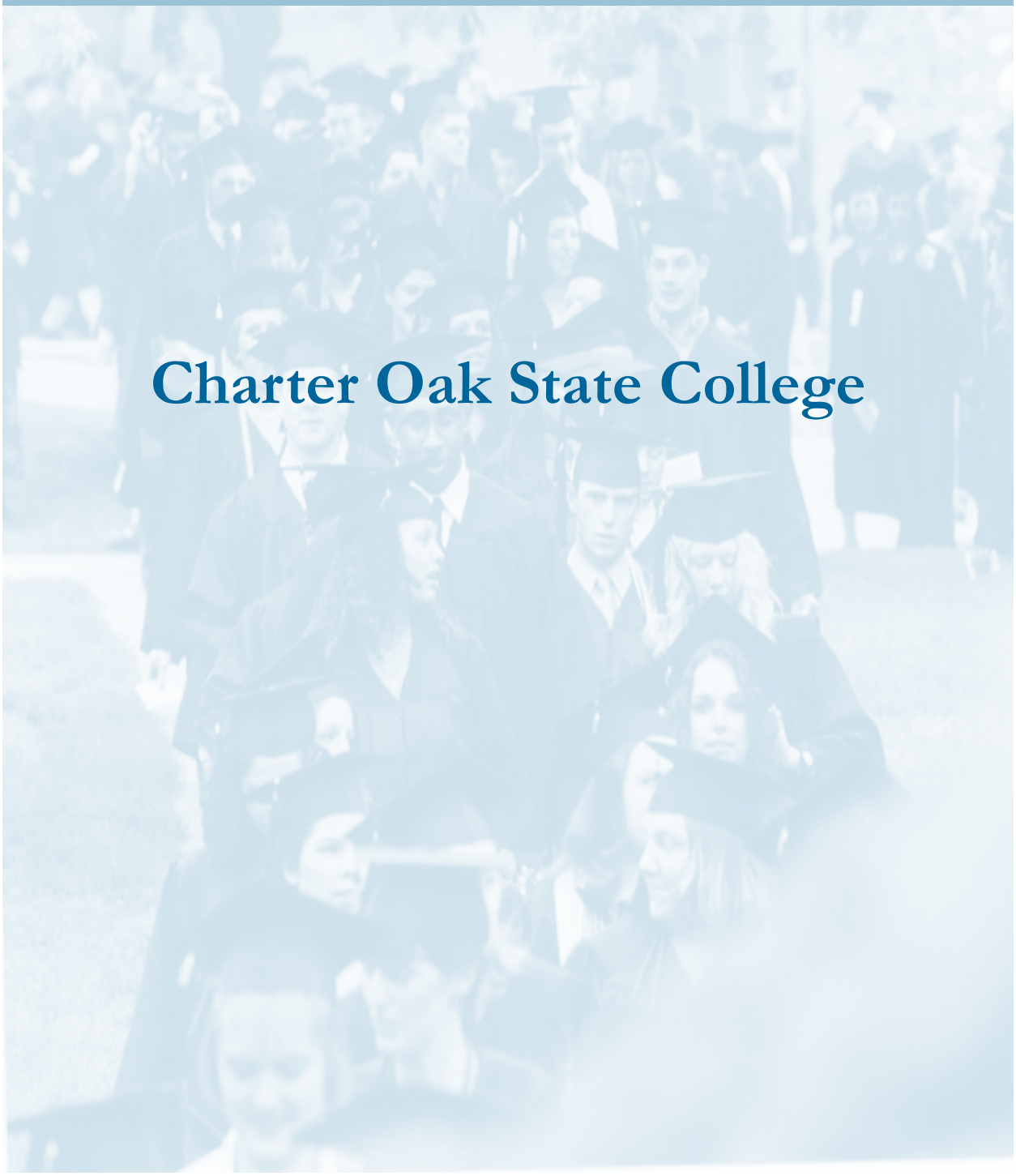
# 2005 REPORT



# Charter Oak State College

# LICENSURE AND CERTIFICATION EXAM PERFORMANCE

## Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

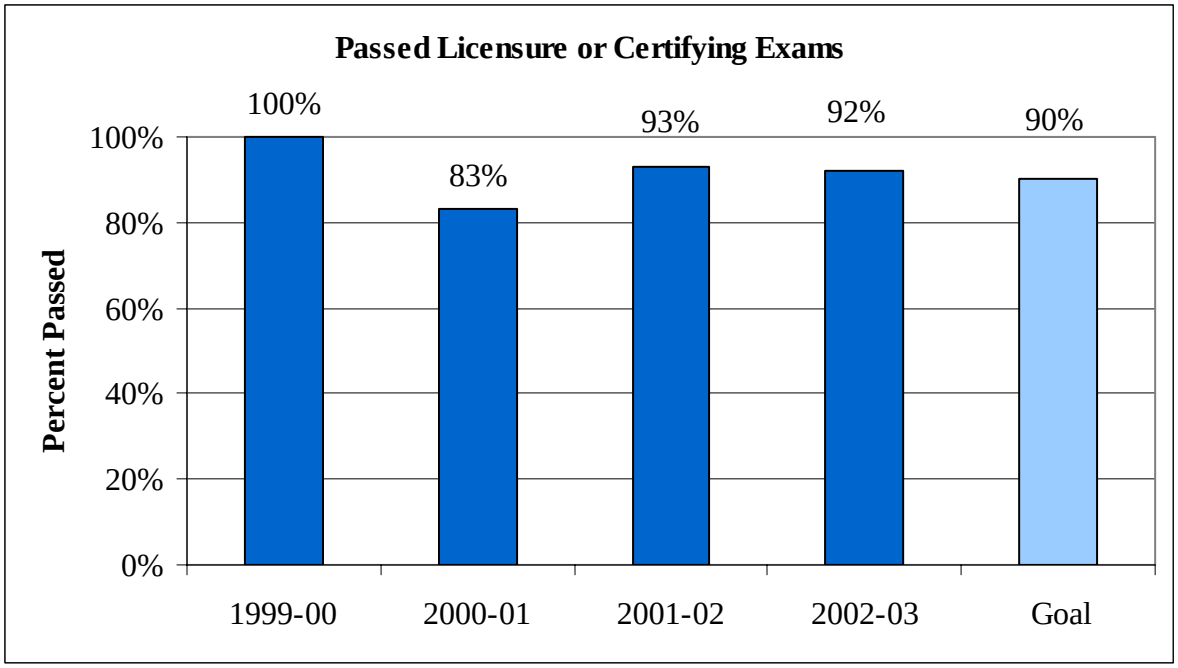
## Performance Improvement Goal

Maintain rates of over 90% of COSC graduates passing licensure examinations

## Data Analysis

The average age of a COSC student is 41. Over 95% of the College's 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 between 5% and 15% of graduates reported on the alumni survey that they took any licensure or certifying exams. Of the alumni who took such exams, since 1999, an average of over 92% passed.




Excelsior College only provides data on it's Nursing Exam. In 2003, 90% of the students in Excelsior College's Nursing Program passed their licensure exam. Western Governor's University indicated that none of their degree programs lead to licensure. Thomas Edison did not supply data on this measure.

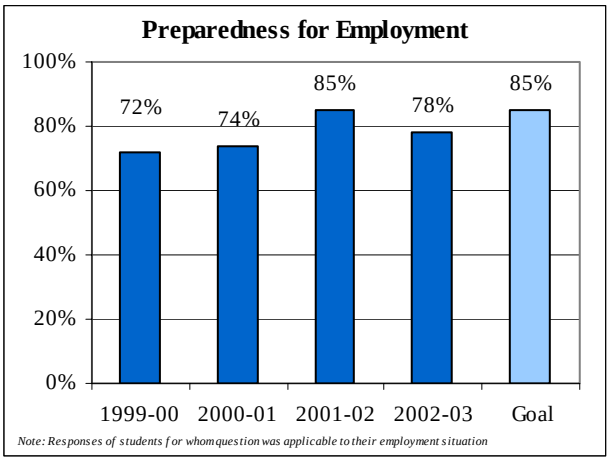
# GRADUATE PREPAREDNESS FOR EMPLOYMENT

## 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 their preparedness for employment as "very well" or "well."




## Data Analysis

COSC uses two measures to evaluate this indicator both of which are obtained on the alumni survey which graduates complete six to nine months after graduation.

Each year recent alumni are asked, ***How well did the degree program you completed at Charter Oak State College prepare you for your present employment?*** Over the past three years the trend has been positive and the most recent Alumni survey reports that 78% of COSC graduates that responded to the survey rated their preparedness for employment as "very well" or "well".

**Thirty-nine percent** of graduates that responded to the most recent alumni survey indicated that they experienced **positive changes in employment** as a result of earning a degree from Charter Oak State College. Students attending Charter Oak State College are primarily working adults. But many students recognize that a Charter Oak State College degree can "*provide me with the necessary credentials to promote my work experience and career goals.*" (2002-03 Graduate).

| | Overall Response | Job Promotion | Salary Increase | Better Job In My Field | Better Job In New Field | Moved From Part-Time to Full Time |
|---|---|---|---|---|---|---|
| 1999-00 | * | 21% | 33% | 35% | 28% | * |
| 2000-01 | 56% | 20% | 24% | 7% | 8% | 4% |
| 2001-02 | 40% | 23% | 35% | 23% | 15% | 4% |
| 2002-03 | 39% | 11% | 15% | 10% | 7% | 1% |

*Totals may equal more than 100% because a graduate may report more than one positive change in employment.*
** Information not available from 1999-2000 Alumni Survey.*

None of the Peers reported equivalent data. Edison reported that 51% of their students met their career change objective. Edison and Western Governors also reported on graduates' perceptions of their enhanced abilities. Edison reported that that 82% of their graduates believed their degree from the College would enhance their ability to obtain a better job; receive a salary increase (68%); find a job in their particular area of study (61%); or receive a job promotion (59%). Sixty-one percent of Western Governor's graduates reported that the competencies that they were tested in were very relevant.

# GRADUATE PREPAREDNESS FOR FURTHER STUDY

## Performance Indicator

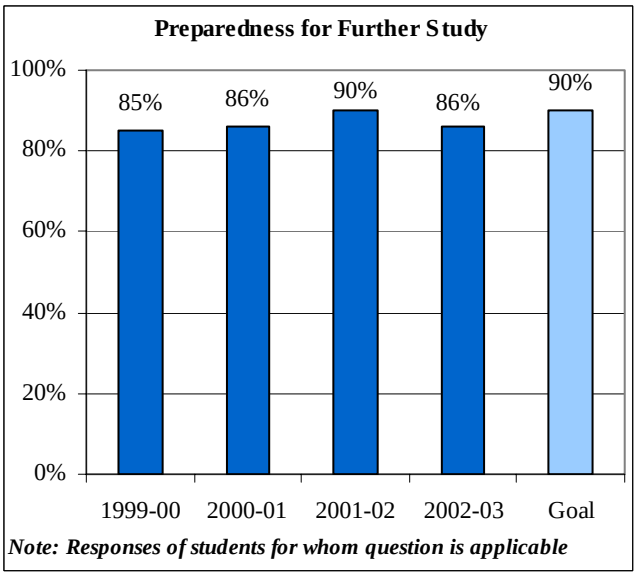
Graduate preparedness for continuing education or advanced degree program. (Continuing education advisor rating and graduate self-reporting on knowledge and skills.)

## Performance Improvement Goal

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

## Data Analysis

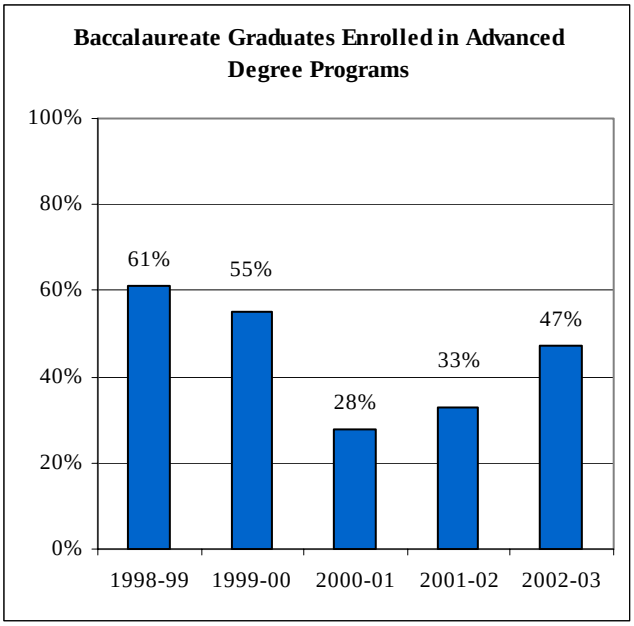
COSC graduates were asked, ***If you have enrolled in another college, how well did the degree program you completed at Charter Oak prepare you for your present area of study?*** Over the four years reported, an average of eighty-six percent responded "well" or "very well."




An average of 45% of the 1998-2003 COSC baccalaureate graduates surveyed have enrolled in a professional or master's degree program within nine months of their graduation.

Thomas Edison State College reported that 90% of their graduates indicated that getting a degree from the College adequately prepared them for a graduate school education.

Thomas Edison State College reported that 33% of their BA degree graduates had applied to a graduate school program. Among those graduates who applied to a graduate program, 89% reported that they had been accepted.



# 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.

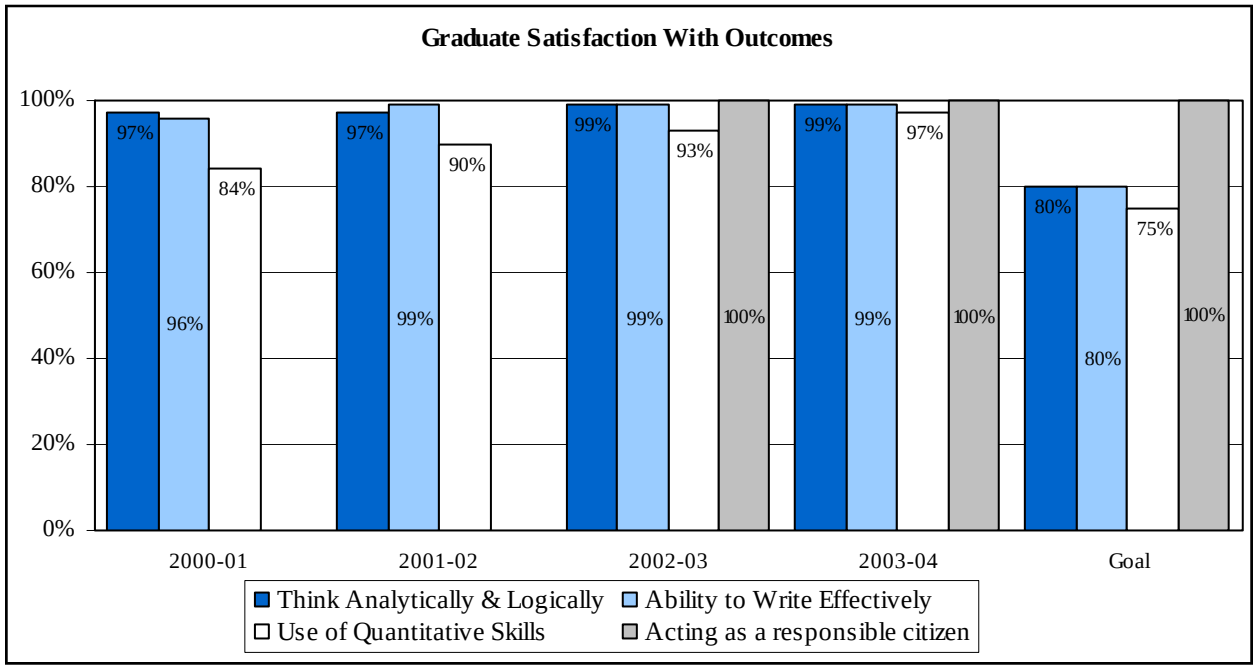
## Performance Improvement Goal

In 5 years, 80% will report 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

An average of 98% of students surveyed since 2000 reported that their education enhanced their ability to think analytically and logically; 98% reported their education enhanced their ability to write effectively and 91% reported that their education enhanced their quantitative skills. For the 2002-03 and 2003-04 outcomes "Acting as a responsible citizen within a global society" was added as an improvement goal. 100% of students are satisfied that their education enhanced their ability to act as responsible citizens within a global society.

**Excelsior College:** 46% of graduates report being satisfactorily or better prepared with writing skills, 54% with problem solving skills; and 56% with critical thinking skills.




**Thomas Edison State College** reported that 75% of graduates report enhanced ability to think analytically; 74% to communicate effectively; 67% to use quantitative skills.

**Western Governor's** did not ask any questions about satisfaction with outcomes on their graduate survey.

# MINORITY ENROLLMENT

## Common Core Performance Indicator

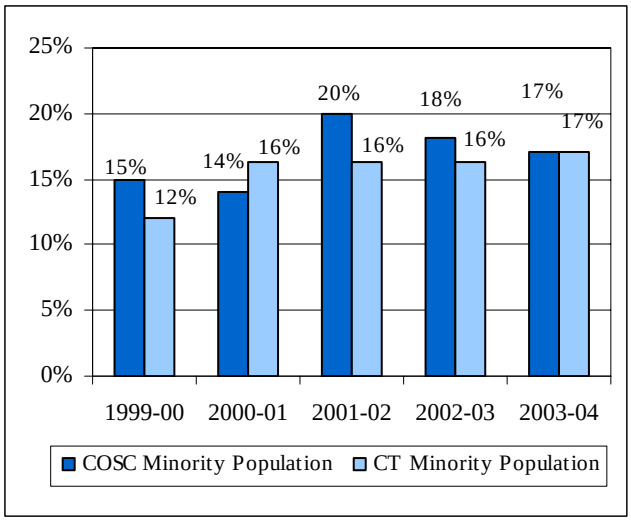
The proportion of students of color (Black, Hispanic, Asian American, and Native American) enrolled in the Charter Oak State College compared to the proportions in the state population, 25 years of age and older with some college and no degree.

## Performance Improvement Goal

Maintain parity with the State of Connecticut demographics.

## Data Analysis

Charter Oak State College tracks its minority enrollment each year and compares it with U.S. Census Bureau data. Charter Oak uses U.S. Census Bureau data for Connecticut residents 25 years of age or older who have some college but no degree. Charter Oak only accepts students with 9 credits or more and only 5% of students enrolled at Charter Oak are under 25 years of age so this comparison is appropriate to the Charter Oak population.




In 2003-2004 minority enrollment of African American, Hispanic, Asian and Native American populations at Charter Oak represents 17% of the total student body. This is on par with the Connecticut figures for the minority population twenty-five years or over with some college and no degree.

Minority enrollment for Charter Oak went from 15% in 1999-2000 to 17% in 2003-2004. This represents a total growth of 13% in minority enrollment. Minority enrollment at Charter Oak has been very close to state figures since 1999-2000. In addition, there has been a steady increase in minority enrollment at Charter Oak since the 1998-1999 academic year.

**Minority Enrollment of COSC Students Compared with Minorities in CT with Some College and No Degree**

| | Total Minority Population | | Black | | Hispanic | | Asian American | | Native American | |
|---|---|---|---|---|---|---|---|---|---|---|
| | COSC | State | COSC | State | COSC | State | COSC | State | COSC | State |
| 1999-00 | 15% | 12% | 8% | 7% | 4% | 4% | 2% | .9% | 1% | .2% |
| 2000-01 | 14% | 16% | 8% | 9% | 4% | 6% | 1% | 1% | 1% | .3% |
| 2001-02 | 20% | 16% | 10% | 9% | 5% | 6% | 2% | 1% | 3% | .3% |
| 2002-03 | 18% | 16% | 10% | 9% | 4% | 6% | 2% | 1% | 2% | .3% |
| 2003-04 | 17% | 17% | 10% | 8% | 4% | 7% | 2% | 2% | 1% | .2% |

*Sources: U.S. Census Bureau 1990 data used from 1999-00. 2000 U.S. Census Bureau data used for subsequent years.*
*Note: Percentages do not equal 100% because Unknown and Non-Resident Aliens are omitted.*

# OPERATING EXPENDITURES FROM STATE SUPPORT

## Common Core Performance Indicator

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

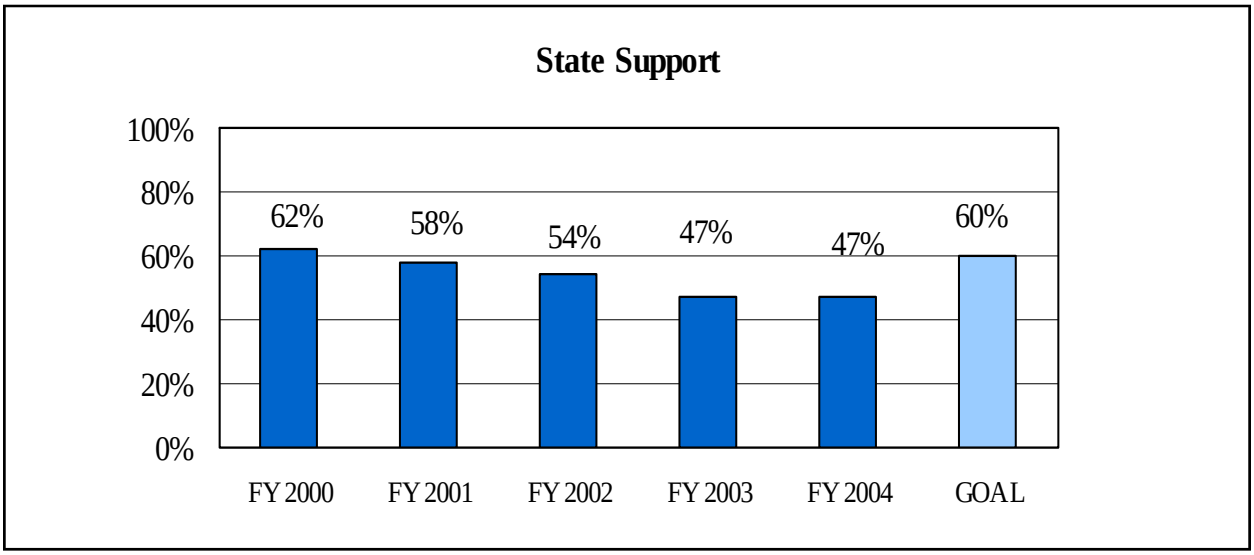
## Performance Improvement Goal

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

## Data Analysis

The State of Connecticut's investment in higher education is vital to the financial viability of Charter Oak State College. From FY 2000 through FY 2004, state support of the College's operating budget varied from 61.8% to 46.8%. The majority of the decline in the percentage of operating expenses from the state can be attributable to the growth in Charter Oak's distance learning program which is primarily supported out of student fees. It should be noted that in each of the five years, more than 95% of state support covered personnel costs.

Comparable data on state support from Charter Oak's peer group are not available at this time.




| (millions) | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | Change |
|---|---|---|---|---|---|---|
| State Support | $1.60 | $1.68 | $1.83 | $1.83 | $1.98 | 23.7% |
| E & G | $2.59 | $2.93 | $3.42 | $3.90 | $4.22 | 62.9% |
| **Percent** | **61.8%** | **57.5%** | **53.6%** | **46.8%** | **46.9%** | |

*Source: COSC Financial Reports*

# DISTANCE EDUCATION OPPORTUNITIES

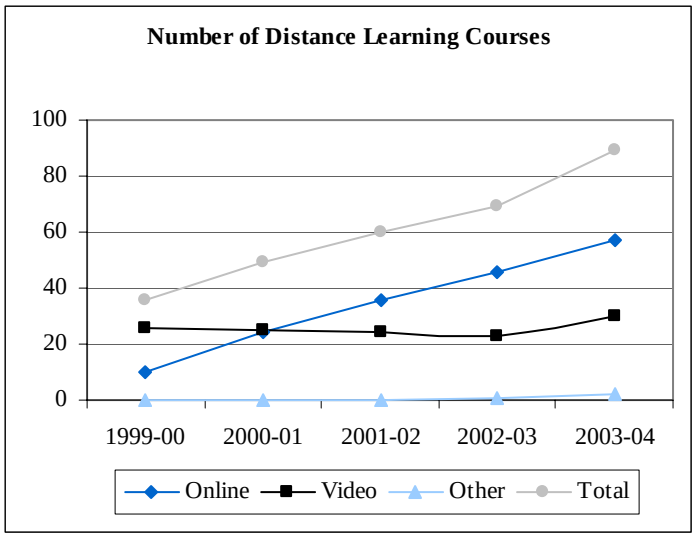
## Performance Indicator

Distance education opportunities including video and online courses which improve access to higher education.

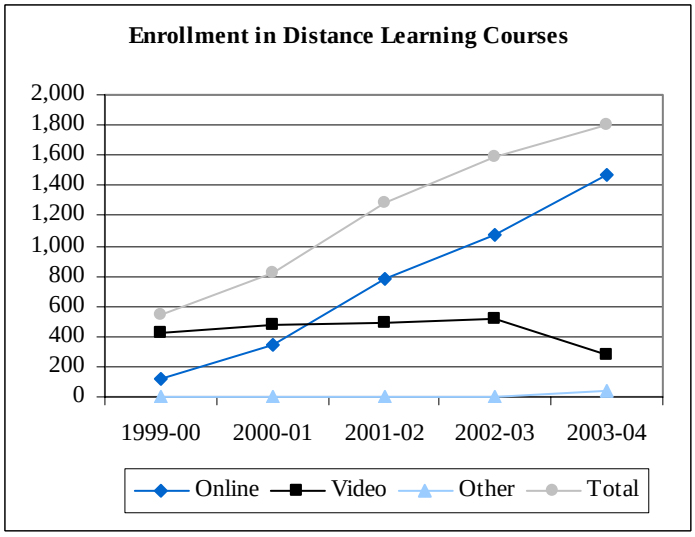
*What is Charter Oak State College doing to extend access?*

## Data Analysis

The Distance Learning Program, which began as the Independent Guided Study program in 1992, has grown substantially since its beginnings when two video-based courses were offered. COSC began to offer online courses in the spring of 1998 and added accelerated eight-week courses in the spring of 2001.




The Distance Learning Program allows adult students to create a study schedule which fits into their busy work and family lives. For this reason, COSC has expanded the number of courses offered, especially courses which help students meet their General Education Requirements. Because of the interactivity provided in online courses, COSC is increasing the number of online courses offered while decreasing the video options.




In 1999-2000, the first academic year COSC offered online courses, is compared to the data provided for the current academic year, in order to calculate a change in the amount of courses offered and the number of students enrolled in the courses offered. In the 1999-2000 academic year, COSC offered 26 video courses and 10 online courses with an enrollment of 539 students. In the 2003-2004 academic year, 1,826 students enrolled in 20 video courses, 57 online courses, and 2 correspondence courses, resulting in a 119% increase in courses offered and a 239% increase in enrollment.

# 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 life long learners being met?*
*Are the needs of CT employers being served?*

**Data Analysis**

Charter Oak State College has developed 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 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, after an absence of three years or more, to the practice of nursing in first-level medical-surgical staff positions. The one-module Home Health Care program was jointly developed with the Connecticut League of Nursing and designed for practicing nurses who want to work in the home health care field. Two additional non-credit tutorials have been developed based on the content of the Home Health Care module. These tutorials will be used by home care agencies for orientation and staff development purposes. Students in the Home Health Care module and the two tutorials are allowed 12 months to complete the content. They will all be offered on a continuous basis. The three module Pharmacist Refresher program was developed by the Connecticut Pharmacists Association in cooperation with COSC and is approved for American Council on Pharmaceutical Education continuing education credits. The Pharmacist Refresher program was developed as three independent modules by the Connecticut Pharmacists Association in cooperation with COSC and is approved for American Council on Pharmaceutical Education continuing education credits.

| | Enrolled 2001-02 | Enrolled 2002-03 | Enrolled 2003-04 | Total Enrolled | Completed Program to Date |
|---|---|---|---|---|---|
| **RN Refresher** (3 modules) | 28 | 54 | 45 | 127 | 84 |
| **LPN Refresher** (3 modules) | | 15 | 7 | 22 | 12 |
| **Home Health Care** (1 module) | | | 10 | 10 | 6 |
| **Pharmacy Refresher*** (3 modules) | | | 25 | 25 | 25 |

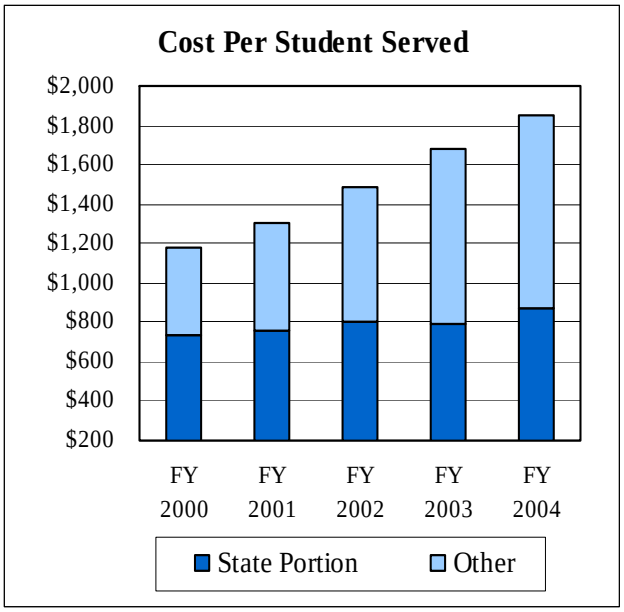
**duplicated headcount*

# REAL COST PER STUDENT

## Common Core Performance Indicator

Programmatic costs per student served (students on July 1 plus new enrollees during the fiscal year). General fund fringe benefits and capital equipment funds were included in total educational and general expenditures.

*Are operations cost-effective with efficient use of resources?*




## Data Analysis

Over the five-year period from FY 2000 to FY 2004, the cost per student served at Charter Oak State College increased 56.7%, from $1,183 to $1,854. Over the prior fiscal year, the FY 2004 cost per student served increased 10.2% from $1,682 to $1,854. Comparable data on expenditures per student from Charter Oak's peer group are not available at this time.

The cost per student has increased rapidly primarily because of the College's growth in the distance learning and student financial aid programs. This has been supported by other sources and not state appropriations. In FY 2004, the College had 1,826 enrollments in 129 for-credit course sections, a 14% increase in course sections offered and a 15% increase in enrollment over FY 2003, and a 135% increase in course sections offered and a 239% increase in enrollment over FY 2000. In FY 2004, the College awarded $939,361 to 210 students, a 33% increase in aid and a minimal increase in students assisted over the previous year ($707,148 to 203 students), and a 2,139% increase in aid and a 89% increase in students assisted over FY 2000 ($41,950 to 111 students). Expenditures for course development, faculty mentoring, and additional staffing have significantly increased.

| | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004 |
|---|---|---|---|---|---|
| Students Served | 2,187 | 2,263 | 2,316 | 2,320 | 2,276 |
| **Cost Per Student Served** | **$1,183** | **$1,293** | **$1,476** | **$1,682** | **$1,854** |
| State Portion | $731 | $743 | $791 | $788 | $869 |
| Other | $452 | $549 | $684 | $895 | $984 |

*Source: COSC Enrollment and Financial Reports*

# RETENTION RATES

## Common Core Performance Indicator

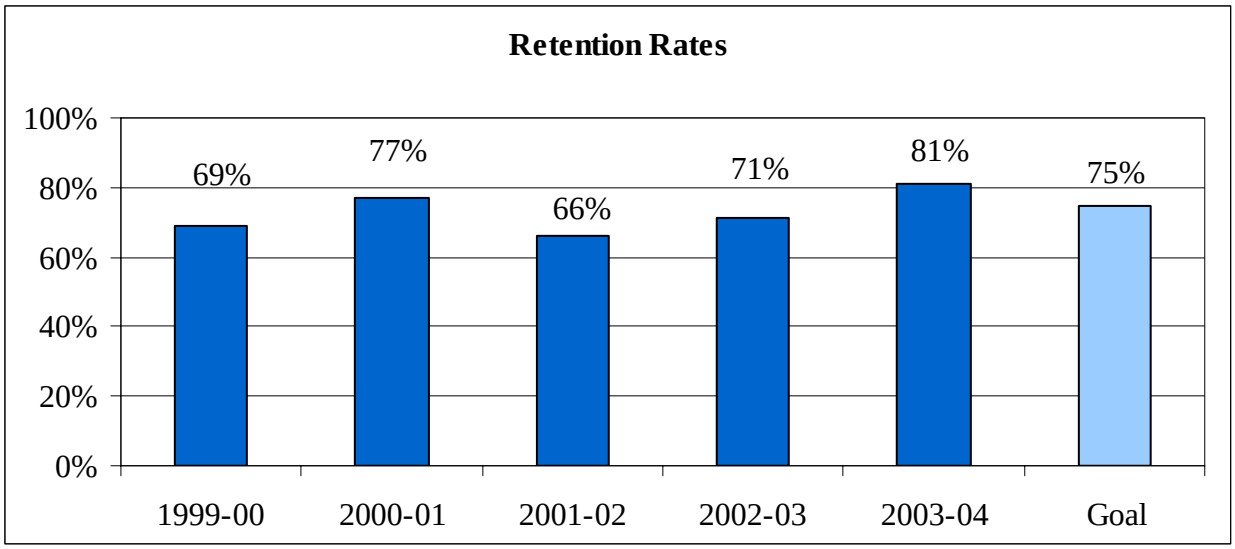
Percent of students who have continued their enrollment or who have graduated one year after initial enrollment.

## Performance Improvement Goal

Maintain persistence rates of 75% or more.

## Data Analysis

Retention rates are calculated for one year after enrollment. The College began using this methodology in 1997. That figure has ranged between 66% and 81% during the past five years. The college closely monitors annual increases and decreases in retention rates in order to understand the reasons behind them. The college is strongly committed to achieving and maintaining its goal of 75% for first year retention rates.




The College has initiated a number of activities during the past few years designed to increase student persistence. Some of these may be contributing to higher retention and graduation rates. These include increased contact between students and their counselors, technology upgrades, increased electronic communications to keep students engaged, and the availability of Charter Oak State College online courses making it easier for the students to find the courses needed to complete their degrees.

Western Governor's University indicated a retention rate of 74% for 2003-2004.

During FY 2003, Thomas Edison College conducted an investigation to monitor the enrollment behavior of the 3,705 FY 2002 new students. The goal was to examine the status of FY 2002 new students at the end of FY 2003, one year after their enrollment. The data revealed a retention rate of 67%.

# GRADUATION RATES

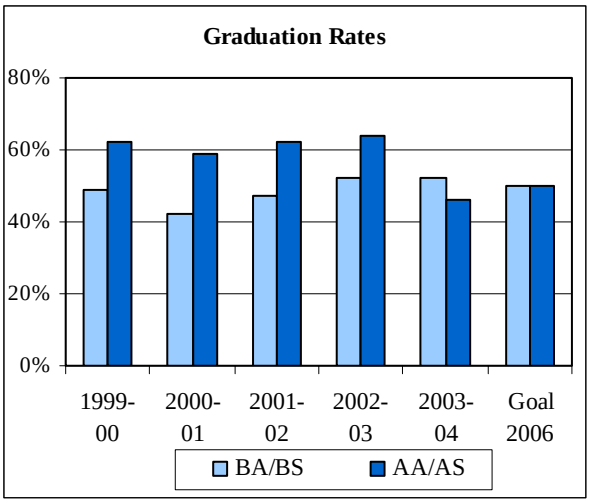
## Common Core Performance Indicator

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

By 2006, 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




An average of 50% of those who graduated from Charter Oak State College in the past five years completed their BA/BS degrees within six years, while an average of 59% of those who graduated in the past five years completed their AA/AS degree within 3 years.

In 2003-2004, 46% of COSC students completed their AA/AS degree within three years of enrollment. This rate is lower than that of previous years and may reflect the fact that COSC enrolled a number of students in a corporate partnership and within a short period the corporation downsized. A number of these students lost their jobs and were not able to continue with their degree program.

In 2003-2004, 18% of those who graduated from Charter Oak with their BA/BS within six years were racial/ethnic minorities. This is slightly higher than their enrollment rate. 72% of the racial/ethnic minorities that initially enrolled at Charter Oak State College during the 2000-2001 academic year graduated with their BA/BS degree within six years of enrollment. 20% of the students who graduated with their AA/AS degree within three years were racial/ethnic minorities. 55% of the racial/ethnic minorities that initially enrolled at Charter Oak State College during the 2000-2001 academic year graduated with their AA/AS degree within three years of enrollment.

**Graduation Rates by Ethnic/Racial Minorities**

| Degree | Year | Total | White | Black | Hispanic | Asian American | Native American |
|---|---|---|---|---|---|---|---|
| BA/BS | 2003 | 52% | 52% | 50% | 55% | 33% | 100% |
| | 2004 | 52% | 51% | 61% | 48% | 79% | 100% |
| AA/AS | 2003 | 64% | 65% | 50% | 50% | 0% | 0% |
| | 2004 | 46% | 48% | 47% | 50% | 67% | 100% |

# STUDENT SATISFACTION WITH PROGRAMS, POLICIES AND SERVICES

## Performance Indicator

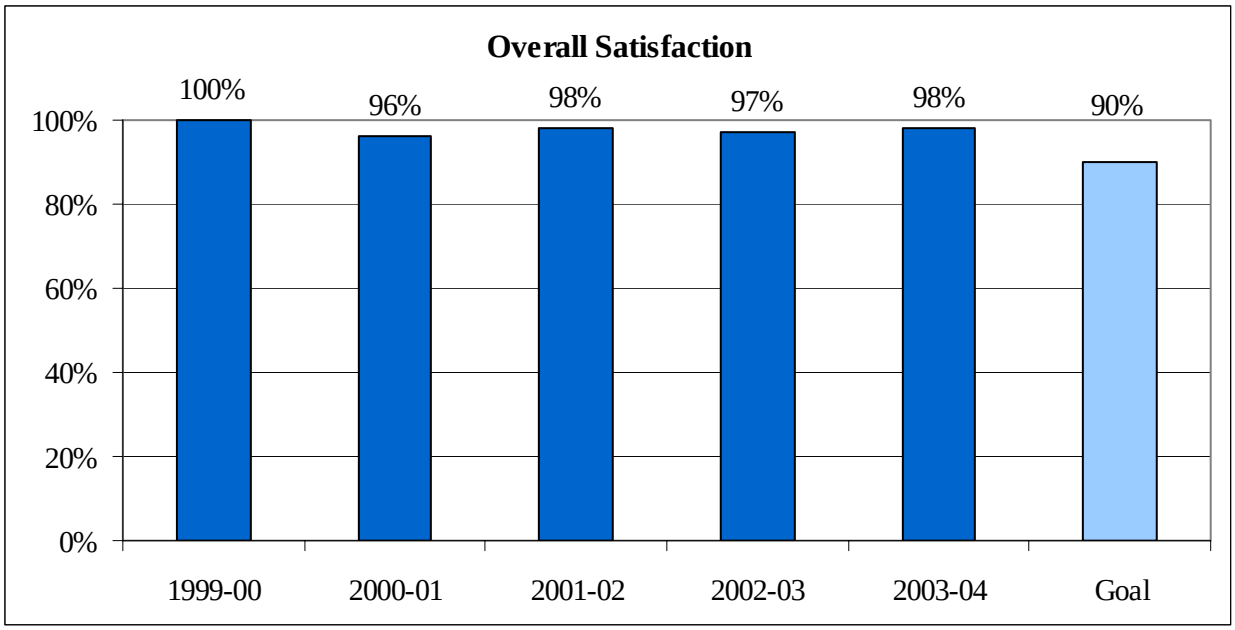
Level of student satisfaction with programs, policies and services as indicated by respondents to the alumni survey.

## Performance Improvement Goal

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

## Data Analysis

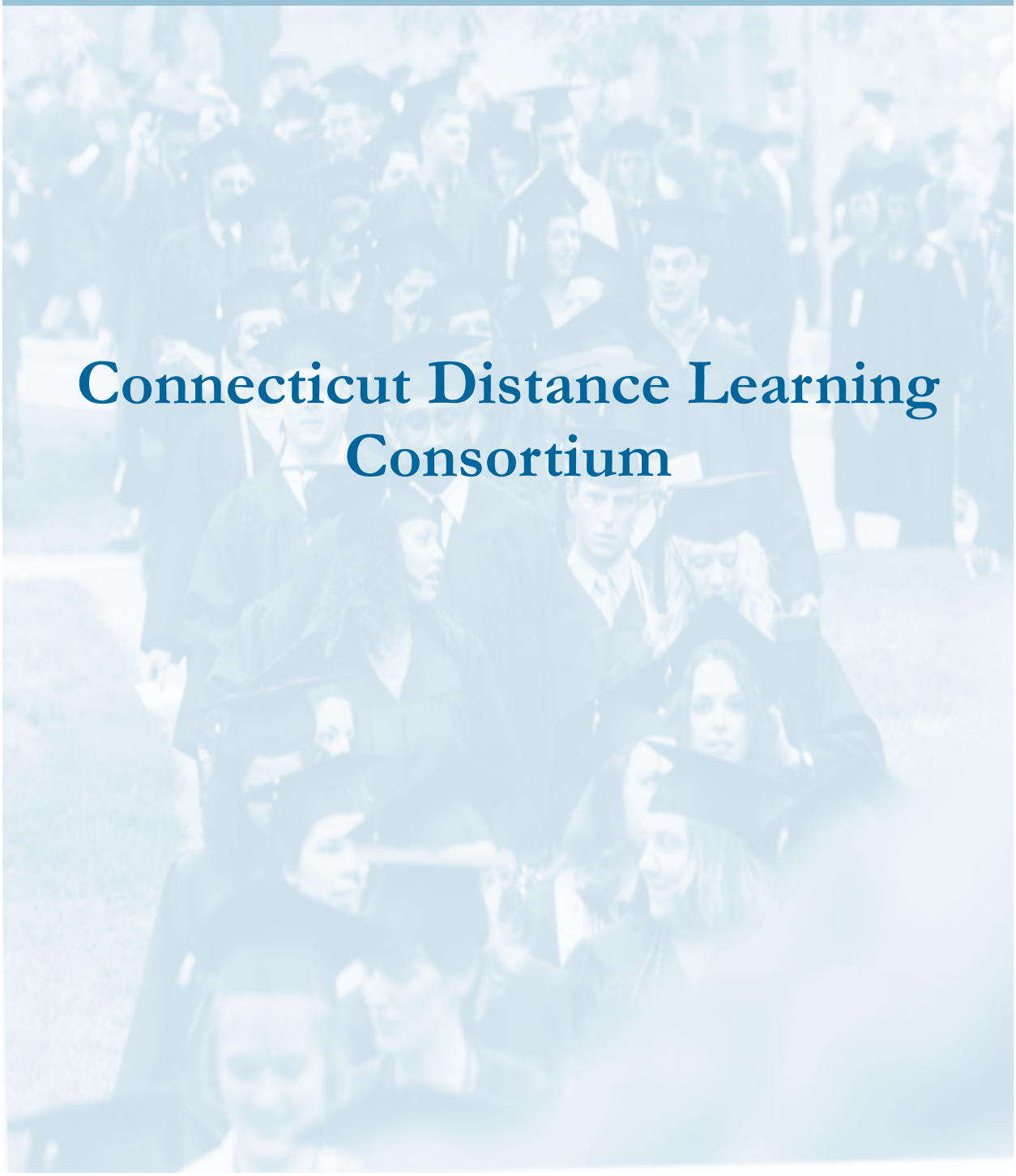
An average of 98% of the COSC graduates who responded to the alumni and graduate surveys from 1999-2004 reported being "very satisfied" or "satisfied" when asked to ***Please mark your level of satisfaction regarding the Charter Oak Program, in general.*** COSC monitors these data regularly and pays particular attention to the sub-categories which contribute to overall satisfaction.




When asked ***how satisfied they were with their Excelsior College education***, 91% of the Excelsior alumni responding to the question reported that they were "satisfied" or "very satisfied." Thomas Edison State College asks its graduates the question, **Rate your overall experience with the College**. Ninety-one percent of the respondents rated their overall experience with the College as "Excellent" or "Good." 100% of Western Governor's graduates that were surveyed reported that their experience was "Excellent" or "Very Good".

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

# 2005 REPORT



# Connecticut Distance Learning Consortium

# STUDENT SATISFACTION WITH ONLINE LEARNING

## Performance Indicator

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

## Performance Improvement Goal

By 2008, an average overall level of 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.

In 2002, the evaluation questions were revised to more accurately measure best practices in online teaching. The old evaluation questions used from 2000-2001 and 2001-2002 are in parentheses and italics.

### Student Satisfaction with Online Courses

| | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|
| **Course well organized** *(The content of the curriculum)* | *89%* | *85%* | *88%* | 87% |
| **Overall effectiveness of Instructor** *(Quality of Instruction)* | *84%* | *82%* | *79%* | 80% |
| **Clarity of objectives/learning outcomes** *(Clarity of learning outcomes)* | *80%* | *84%* | *90%* | 92% |
| **Test/Quizzes measured outcomes** *(Ability to achieve outcomes)* | *83%* | *85%* | *87%* | 88% |
| **Instructor feedback was clear and useful** *(Quality of student-faculty interaction)* | *79%* | *78%* | *81%* | 84% |
| **Threaded Discussions contributed to learning** *(Quality of student-student interaction)* | *71%* | *72%* | *79%* | 79% |
| **Overall Effectiveness of Course** ***(Overall level of satisfaction)*** | ***85%*** | ***84%*** | ***78%*** | **78%** |

*Source: Online Student Evaluation Surveys*

# GROWTH OF ONLINE PROGRAMS AND COURSES

## Performance Indicators

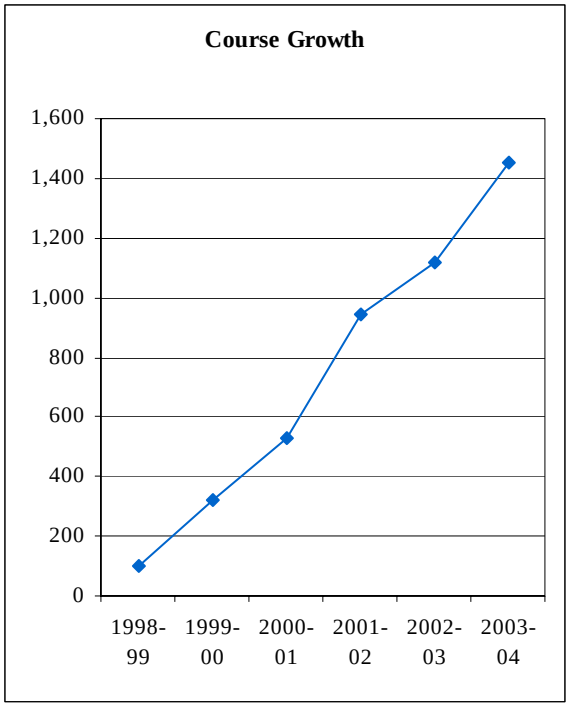
Number of online programs and courses offered by CTDLC's members.

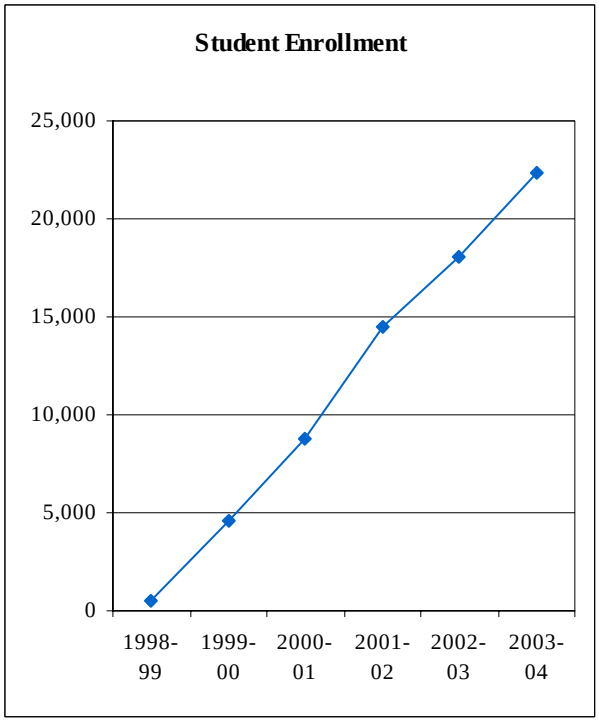
*Are the number of online programs and courses offered by CTDLC members increasing?*

## Data Analysis

In the spring of 1998, the first time online courses were offered through the CTDLC, 9 online courses ran, with an enrollment of 106 students. In the 2003-2004 academic year 1,451 courses were offered and enrollments in these courses have increased to over 22,000 students. Currently CTDLC has 49 members including all of Connecticut's public institutions of higher education and 17 private colleges and universities. As of 2004, there are 35 fully-online degree programs and 19 certificate programs which are being offered by CTDLC members, most of which were supported by CTDLC's granting program.

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | % Growth 1998-2004 |
|---|---|---|---|---|---|---|---|
| **Courses** | 99 | 321 | 527 | 942 | 1,117 | 1,451 | **1,366%** |
| **Enrollment** | 484 | 4,620 | 8,735 | 14,486 | 18,023 | 22,307 | **4,509%** |



# WORKFORCE DEVELOPMENT

## Performance Indicator

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

*Can the Connecticut Distance Learning Consortium increase the number of web-based workforce development programs?*

## Data Analysis

In the past, the CTDLC has supported the growth of web-based workforce development programs through its granting program. The granting program ended in 2003, and the CTDLC is now working with state agencies and Connecticut businesses to assist them in moving their training online. These efforts are touching Connecticut workers in such key areas as emergency preparedness, law enforcement, alternative energy, and even public safety.

**Programs receiving assistance in FY 2003-2004:**

| Agency/Company | Course Name | Enrollments |
|---|---|---|
| Public Health | Basic Epidemiology for Public Health Nurses | |
| Public Health | Emergency Preparedness for Public Health Nurses | |
| Public Health | Biohazard Detection System | Total = 1,500 |
| Public Health | DPH Smallpox Medical Screening Program | |
| Public Health | Public Health Emergency Preparedness 101 | |
| Public Health | Strategic National Stockpile: Guidance & Overview | |
| Public Safety | 2004 Firearms In Service | 1,200 |
| Amber Alert Committee | Amber Alert | 1,200 |
| Hydrogen Safety, LLC | Hydrogen Safety Training | 17 |
| Hydrogen Safety, LLC | H2 and You | 4 |

**These programs received grants from CTDLC in FY 2002-2003 and FY 2001-2002:**

| | |
|---|---|
| Charter Oak State College | BS leading to Teaching Certificate (FY 02-03) |
| | Home Health Care Module (FY 02-03) |
| | LPN Refresher Course (FY 01-02) |
| | Pharmacy Refresher Course (01-02) |
| Eastern CT State University | MS in Special Education (FY 02-03) |
| Manchester Community College | Computer Maintenance Tech. Certificate (FY 02-03) |
| Quinnipiac University | Safe and Interpersonal Violence Education (FY 02-03) |
| Saint Joseph College | Dietetic Internship Program (FY 02-03) |
| Southern CT State University | 6th Year Educational Foundations (FY 02-03) |
| University of Bridgeport | MS in Technology Management (FY 02-03) |
| | Managing Digital Enterprise (FY 01-02) |
| University of Connecticut Online | Project Management Certificate (FY 02-03) |
| Naugatuck Valley Community College | EMT Paramedics Certificate (FY 01-02) |
| Tunxis Community College | Online Professional Development (FY 01-02) |
| | Youth in Childcare (FY 01-02) |
| Office of Policy and Management | Nursing Scholarships (FY 01-02) |
| Department of Higher Education | Alternate Route Certification (FY 01-02) |

# COST SAVINGS

## Performance Indicators

Cost Savings of Collective implementation of Distance Learning Delivery Systems.

*Can the CTDLC create cost savings for its members in technology and support services?*

## Data Analysis

Part of the CTDLC mission is to create and support a distance delivery infrastructure-servers, learning management software, technical support personnel - and offer it to higher education, thus saving each institution from having to do this on their own. The CTDLC is providing this service to an increasing percentage of Connecticut's institutions. When the legislature first funded the CTDLC, it assumed there would be cost savings if the State invested in the technology and support associated with distance learning in one place rather than duplicating that infrastructure at every college. Over the past several years, the CTDLC has made substantial progress toward that goal by:

- Negotiating a statewide license for a Leaning Management System—WebCT's Vista—saved the state higher education units:
  - $231,000 in licensing
  - Additional dollars by sharing the cost of implementation.

- Centralized hosting of course management systems for 18 of Connecticut's higher education institutions saves institutions money. For example:
  - $20,625 in annual saving for Blackboard license fees (5 institutions).
  - No upfront license cost for small institutions using Web Mentor as their LMS.

- Providing a single 12x7 help desk to 25 institutions for approximately $136,000. This is less than half the cost of individual 12x7 help desks.

- Creating and hosting an ePortfolio platform which is currently being used by 15 institutions— saving each the cost of licenses, hardware, and support. This project is still in the piloting state and it is therefore too early to calculate exact cost savings.

- Creating a collaborative online tutoring program which is shared by 14 institutions. By aggregating a small number of tutors from each institution on one platform, students have access to tutors online 13 hours a day 7 days a week. This provides a needed service at considerable cost savings. While not all schools have calculated the cost savings, one of the smallest institutions calculated that it was offering a service it could not afford to offer as a single institution to its students and saving $2,000 annually in staffing its on ground tutoring center.

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

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## Charter Oak State College



## Connecticut Distance Learning Consortium

# Board of Governors for Higher Education
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