

Higher Education in Connecticut



Higher Education Coordinating Council
2015 Accountability Report

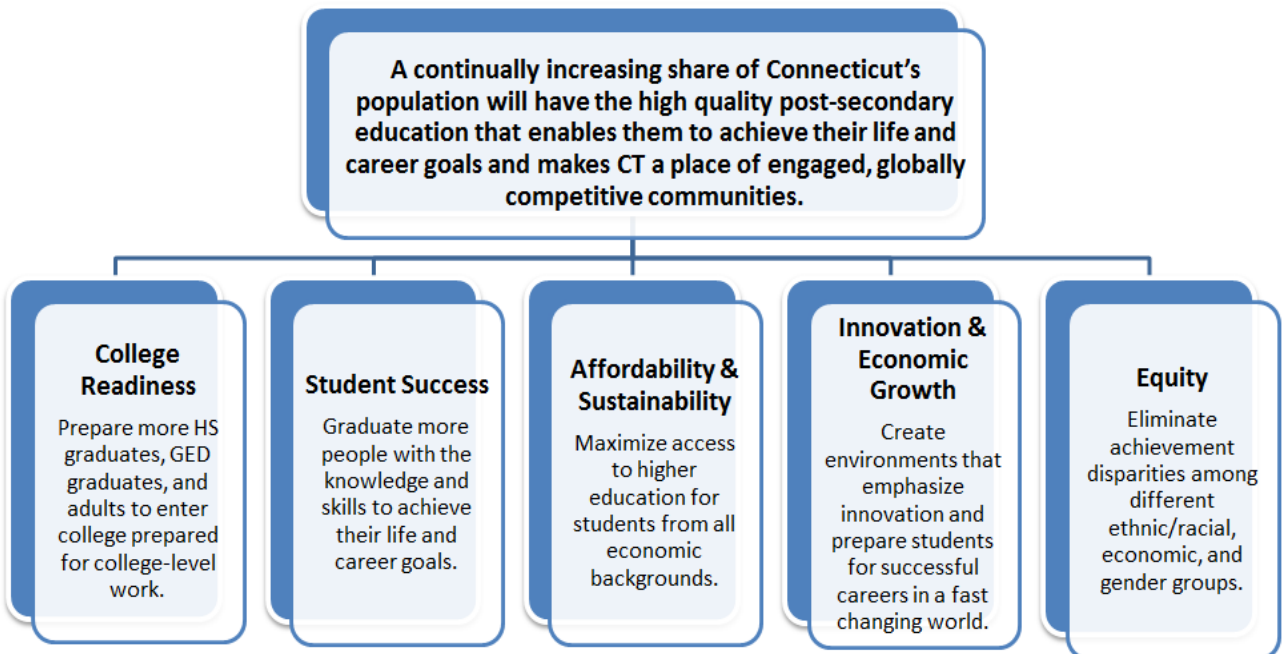
Framework

The framework for this report was approved by the Higher Education Coordinating Council on November 29, 2012. The Connecticut Board of Regents for Higher Education is statutorily bound to produce this report pursuant to Section 10a-6b of the Connecticut General Statutes.

Members of the Higher Education Coordinating Council are:

- Susan Weisselberg – Deputy Secretary of the Office of Policy and Management
- Gregory W. Gray, Sr. - President of the Board of Regents for Higher Education (BOR)
- Susan Herbst - President of University of Connecticut
- Mon Choi – Provost and Chief Academic Officer University of Connecticut
- David Levinson – BOR Vice President for Community Colleges
- Elsa Nunez – BOR Vice President for Connecticut State University Systems
- Nicholas Donofrio - Chair of the Board of Regents for Higher Education
- Lawrence McHugh - Chair of the Board of Trustees for the University of Connecticut
- Dianna R. Wentzell - Commissioner of State Department of Education

Data are provided for each institution of public higher education, each sector and for the state where applicable. Data are disaggregated by race, ethnicity, gender, undergraduate and graduate degree types where available and applicable, and the data provided are for the most recent year(s) available.



Overview

Preface

This report is intended to articulate Connecticut's statewide vision and goals for attaining higher levels of educational attainment of our state's residents.

Achieving this vision will require partnerships with other state and local agencies and organizations.

Connecticut Public Policy Framework for Higher Education

Pg. 6 **Vision**

A continually increasing share of Connecticut's population will have the high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities.

Pg. 12 Goal 1 - College Readiness: Prepare more high school graduates, GED graduates, and adults to enter college prepared for college-level work.

Pg. 27 Goal 2 - Student Success: Graduate more people with the knowledge and skills to achieve their life and career goals.

Pg. 45 Goal 3 - Affordability & Sustainability: Maximize access to higher education for students from all economic backgrounds

Pg. 55 Goal 4 - Innovation & Economic Growth: Create environments that emphasize innovation and prepare students for successful careers in a fast changing world.

Pg. 67 Goal 5 – Equity: Eliminate achievement disparities among different ethnic/racial, economic, and gender groups. Disaggregated data are provided within the other 4 goal areas where available.

Indicators

Each goal has a set of indicators which attempt to provide balance for understanding higher education in Connecticut across sectors; however, each indicator is a proxy of truth and can only approximate the progress being made within institutions, across sectors, and for individuals.

Table of Contents

Vision	6
1. Connecticut adults, 25-44 holding associate degrees and above _____	7
2. Median household income _____	8
3. Voter participation _____	9
4. State Domestic Product per capita _____	10
5. Enrollment per Connecticut Residents ages 18-44 _____	11
College Readiness	12
1. Percent of high school graduates identified as “college-ready” _____	13
2. College-going rates of public high school graduates _____	15
3. Percent completing college-level English and math courses within 2 years _____	18
4. Percent on track to completing on-time: _____	22
Student Success	27
1. Completions per 100 Full Time Equivalent (FTE) _____	28
2. Graduation rate of full-time, first-time students in 150% of normal time; _____	29
3. Employment and earnings after graduation _____	32
4. Time and credits to degree/certificate _____	41
5. Transfers from 2-year to 4-year institutions per 100 FTE _____	43
Affordability and Sustainability	45
1. Tuition and fees as % of median household income _____	46
2. Percent of undergraduates receiving federal loan aid _____	47
3. State and local appropriations per 100 FTE and per completion _____	50
4. Education and related expenses per FTE enrollment and per completion _____	52
5. Instructional expenditures as a percent of education & related spending _____	54
Innovation and Economic Growth	55
1. Completions in fields with high workforce demand: STEM, health, education _____	56
2. External research funding per full-time faculty _____	63
3. Patents per 100K workers _____	64
4. Percent of students enrolled in distance education courses exclusively or some but not all _____	65
Equity	67
1. Disaggregated enrollment and completion data _____	68
Peer Institutions _____	85

Limitations

- Indicators selected by the Higher Education Coordinating Council should be used collectively to provide a high level understanding of Connecticut's progress on the goals. No single measure or group of measures can tell the full story for individuals, specific institutions of higher education or sectors of higher education; rather the information in this report should be used to facilitate further questions and dialogue.
- The time required to develop the metrics in this report and staffing constraints within the office of Policy, Research and Strategic Planning at the Connecticut Board of Regents for Higher Education since the origination of the Board of Regents have made it impossible to produce this report until now. Even today, this report has been developed with less time than is sufficient to address every aspect of the framework according to the original specifications.
- Some calculations of indicators differ from the original technical specifications. Use the notes on each page to identify instances where the calculations were done differently.

Vision

A continually increasing share of Connecticut's population will have the high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities.

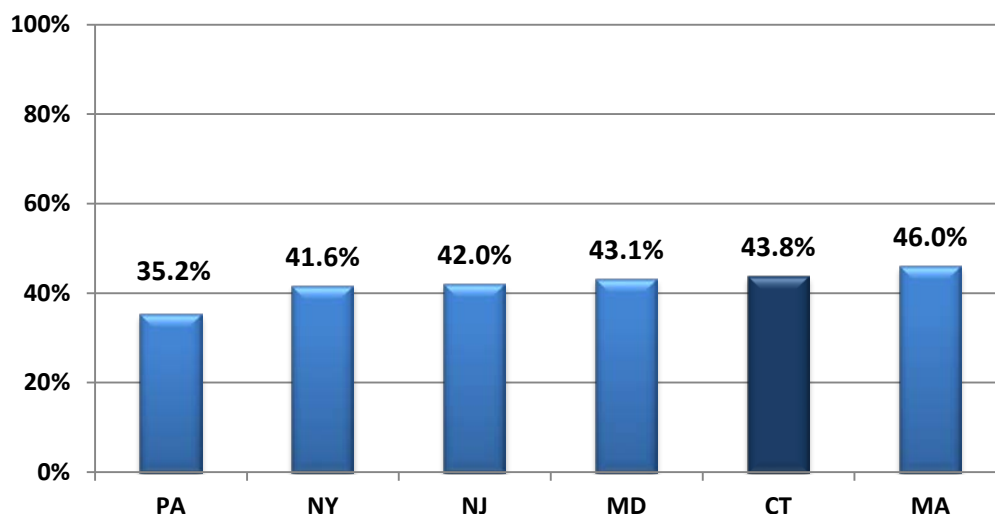
Indicators:

1. Connecticut adults, 25-44 holding associate degrees and above
2. Median household income
3. Voter participation
4. State Domestic Product per capita
5. Enrollment per capita

Vision - Indicator 1:

Connecticut adults, 25 or older holding associate degrees and above

Connecticut's Planning Commission for Higher Education established a goal that at least 70% of the working age population in Connecticut will have a postsecondary credential by 2025. This goal was selected to ensure that Connecticut has a workforce with the skills needed by a competitive workforce and to provide citizens with the tools needed to participate in an increasingly complex society. Currently, approximately 44% of Connecticut's residents ages 25 and older have a postsecondary credential of some level. (e.g. certificates through doctorates)



State	State Population Age 25 & older	Associate or Higher	% Associate or Higher
MA	2,135,638	982,393	46.0%
CT	2,443,761	1,070,367	43.8%
MD	922,827	397,738	43.1%
NJ	6,007,746	2,523,253	42.0%
NY	13,211,060	5,495,801	41.6%
PA	8,712,262	3,066,716	35.2%

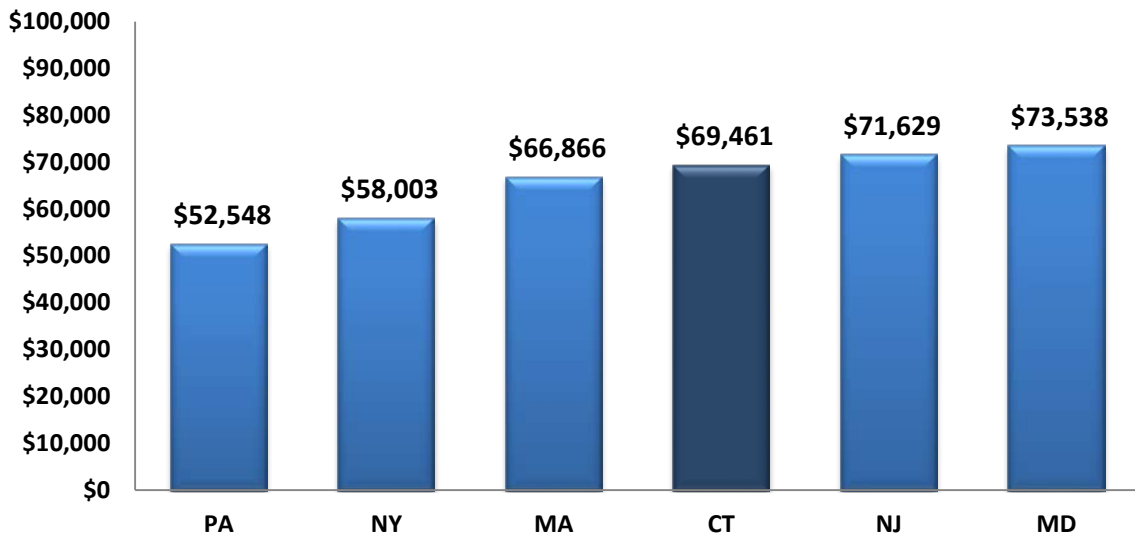
Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates (Table B15001: EDUCATIONAL ATTAINMENT) as of March 1, 2015.

Calculation: The numerator is the sum of individuals in the state, ages 25 and older, whose highest education level is an associate degree, a bachelor's degree, and a graduate degree; the denominator is the total population in the state, ages 25 and older.

Vision - Indicator 2: Median Household Income

A high average household income is indicative of a vibrant state economy. This metric is used as an indicator of the success of Connecticut's higher education system based on the economic principle¹ that a more educated workforce will contribute to higher household incomes.

Median Household Income of CT and Comparison States²



State	Median Household Income	Margin of Error
PA	\$52,548	\$165
NY	\$58,003	\$204
MA	\$66,866	\$318
CT	\$69,461	\$411
NJ	\$71,629	\$303
MD	\$73,538	\$404

Source:

¹Berger, Noah. Fisher, Peter. "A Well-Educated Workforce Is Key to State Prosperity." *Economic Policy Institute*, 22 August 2013. Web. Article accessed 29 March 2015. <http://www.epi.org/publication/states-education-productivity-growth-foundations/>

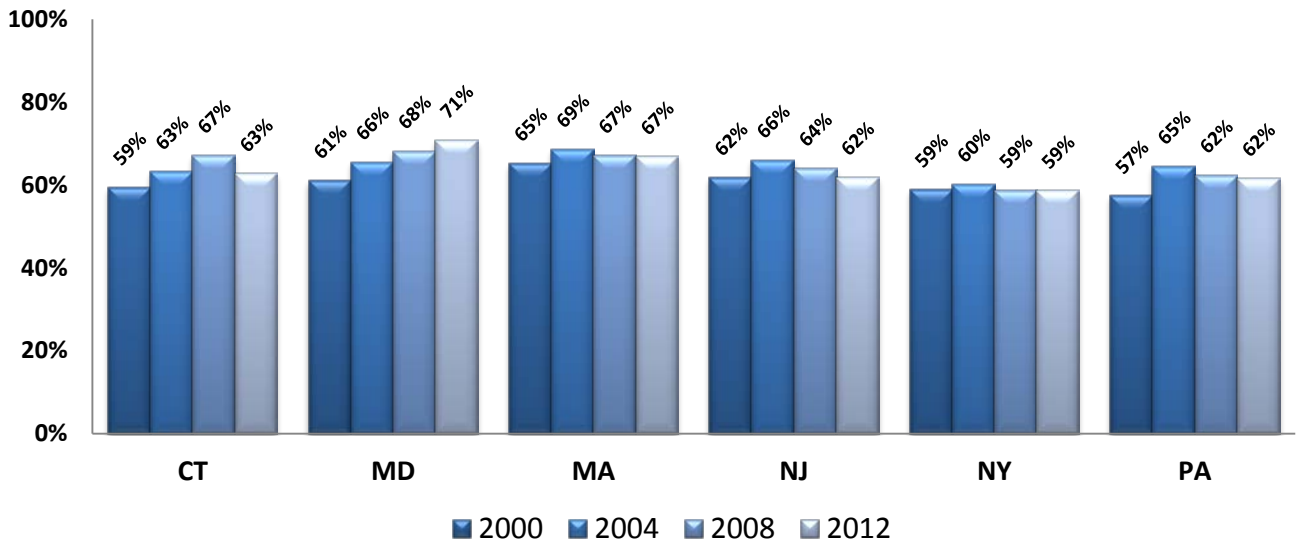
²U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates ;Table S1903: Median household income (in 2013 Inflation Adjusted Dollars) as of March 1, 2015.

Calculation: Medians are calculated in Table.S1903.

Vision - Indicator 3: Voter Participation

Research¹ has shown that individuals who have some post-secondary education are more likely to vote. This metric is used as a proxy for understanding the impact of higher education in Connecticut and peer states.

Percent of Citizens who Voted in Presidential General Elections



Voter data as of 2012 Presidential Election for individuals 18 years or older

	Total Population (millions)	Total Citizens (millions)	% Total Population Citizens	Total Registered (millions)	% Total Population Registered	% Total Citizens Registered	Total Voted (millions)	% Total Population Voted	% Total Citizens Voted	% Total Registered Voted
Connecticut	2,726	2,499	91.7%	1,760	64.6%	70.4%	1,568	57.5%	62.7%	89.1%
Maryland	5,170	4,774	92.3%	3,759	72.7%	78.7%	3,382	65.4%	70.8%	90.0%
Massachusetts	7,496	7,228	96.4%	5,620	75.0%	77.8%	4,832	64.5%	66.9%	86.0%
New Jersey	6,730	5,929	88.1%	4,326	64.3%	73.0%	3,670	54.5%	61.9%	84.8%
New York	15,066	13,082	86.8%	8,887	59.0%	67.9%	7,675	50.9%	58.7%	86.4%
Pennsylvania	9,847	9,452	96.0%	6,795	69.0%	71.9%	5,824	59.1%	61.6%	85.7%

Source:

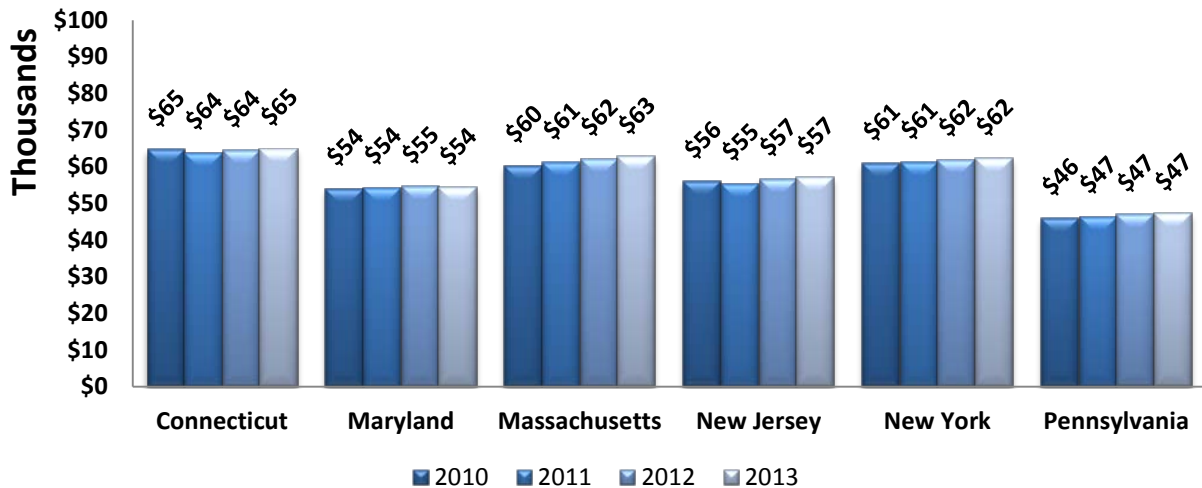
Reported Voting and Registration of the Citizen Voting-Age Population, for States: November 2000, 2004, 2008, and 2012. U.S. Census Bureau, Percentages are calculated in Table are calculated in Table 4c (2000), Table 4a (2004), Table 4a (2008), and Table 4a (2012).

¹ College Board, Education Pays 2013, The Benefits of Higher Education for Individuals and Society, <https://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report.pdf>

Vision - Indicator 4: State Domestic Product per million residents

State Domestic Product (SDP), the state income, is the total value of goods and services produced during any financial year within the geographic boundaries of a state. This metric is used as a proxy for understanding the quality of Connecticut's education system because it is anticipated that a more highly educated workforce will contribute to a higher state level of productivity.

State Domestic Product per million residents



	2010	2011	2012	2013
Connecticut	\$64,717	\$63,922	\$64,492	\$65,011
Maryland	\$54,079	\$54,458	\$54,684	\$54,260
Massachusetts	\$60,347	\$61,239	\$62,223	\$62,715
New Jersey	\$56,024	\$55,487	\$56,726	\$57,125
New York	\$60,969	\$61,336	\$62,095	\$62,279
Pennsylvania	\$45,977	\$46,503	\$46,948	\$47,247

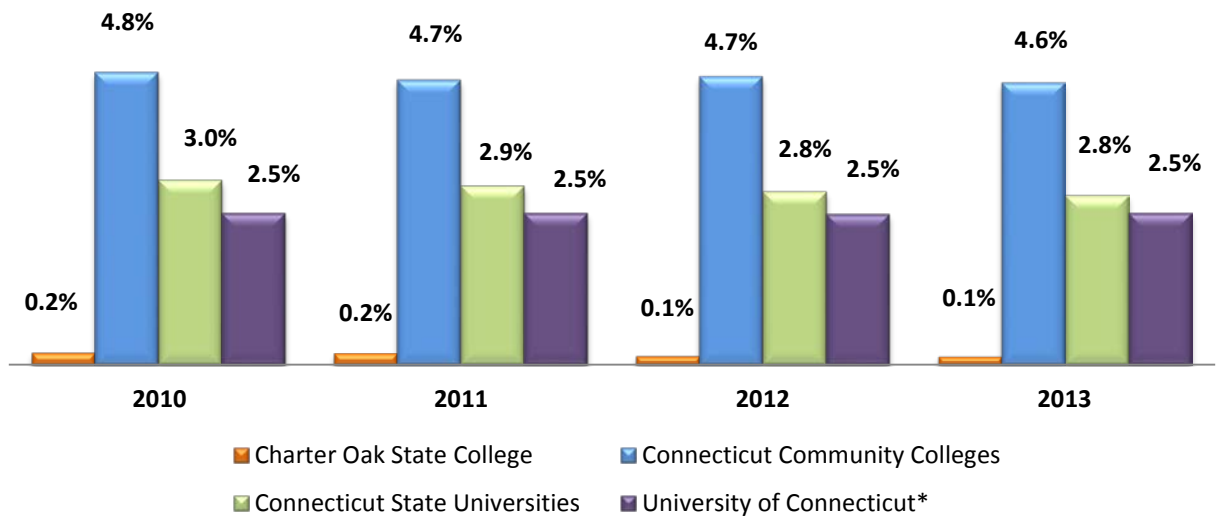
Source: U.S. Bureau of Economic Analysis, Real GDP by state (millions of chained 2009 dollars)
U.S. Census Bureau Annual Estimates of the Population for the United States, Regions, States, and Puerto Rico: April 1, 2010- July 1, 2014 (NST-EST2014-01).

Calculation: The numerator is the real GDP of state in chained 2009 dollars. The denominator is the July 1 population estimate represented in millions.

Vision - Indicator 5: Enrollment Per Connecticut Residents ages 18-44

Enrollment per capita shows the rate of individuals enrolled compared to the population of Connecticut residents who are of similar age. This metric reflects the volume of students enrolled by higher education sector within Connecticut.

Enrollment per count of Connecticut residents ages 18-44



	2010	2011	2012	2013
Connecticut Population 18-44 Years Old	1,214,129	1,233,508	1,230,943	1,231,082
Fall Enrollment				
Charter Oak State College	2,278	2,241	1,644	1,580
Connecticut Community Colleges	58,253	57,674	58,228	56,976
Connecticut State Universities	36,629	36,047	34,824	34,062
University of Connecticut*	30,034	30,525	30,256	30,474
Connecticut Public Total	127,194	126,487	124,952	123,066

* Includes Health Center and Law School, Medicine and Dental Medicine

Source: U.S. Dept. of Education, IPEDS Fall Enrollment Survey (EF)
U.S. Census Bureau, July 1 intercensal estimates by age (Table series NST-EST2011-01)

Calculation: The numerator is fall headcount enrollment within the public Sector. The denominator is the July 1 population estimate of persons aged 18-44 years

College Readiness

Prepare more high school graduates, GED graduates, and adults to enter college prepared for college-level work.

Indicators:

1. Percent of high school graduates identified as “college-ready”
2. College-going rates of public high school graduates
3. Percent completing college-level English and math courses within 2 years
4. Percent on track to completing on-time:
 - a. FT student completing 24 credits in 1st academic year,
 - b. PT student completing 12 credits in 1st academic year

Goal 1 - College Readiness

Indicator 1 - Percent of high school graduates identified as “college-ready”

2010 public high school graduates

Subgroup ¹	Enrolled Anywhere in 16 months ²	Connecticut State Universities (CSU) & Community Colleges (CC) ³	
		Enrolled in CSU or CC in 16 months	Students without Remediation ⁴
Female	81%	38%	51%
Male	74%	34%	53%
American Indian	75%	43%	40%
Asian	85%	29%	59%
Black, not Hispanic Origin	70%	43%	33%
Hispanic/Latino	63%	43%	31%
White, not Hispanic Origin	81%	34%	60%
English Language Learners	54%	42%	23%
Students with Disabilities	56%	38%	26%
Free Meals Eligible	61%	42%	29%
Not eligible for Free or Reduced Price Meals	81%	35%	58%
Reduced price meals eligible	66%	45%	36%
State Total	77%	36%	52%

What does this mean?

Students Enrolling Anywhere:

An enrollment at an institution of higher education indicates a level of interest and preparatory readiness for obtaining postsecondary education. Students likely have a mindset of success, have taken entrance or placement exams and have completed financial aid paperwork.

Students without Remediation:

Students who did not take a remedial math or English course within 24 months of enrollment, may have placed directly into college level courses indicating college readiness. As a caution, some individuals place into remedial courses, but opt out of taking them or defer enrollment in remedial classes until later.

Data about student enrollment in remedial courses at institutions outside of CSCU are not available.

Notes & Sources

¹ Subgroup is a legal term defined in the Elementary and Secondary Education Act (ESEA) for required reporting

² Source: National Student Clearinghouse, report run 01/10/2014. Indicates students enrolled in post-secondary education anywhere

³ Source: P20WIN: data from Board of Regents (BOR) and CT Dept. of Education (CSDE) linked through P20 WIN

⁴ Did not enroll in a remediation course either at a CC and/or a CSU institution within 16 months of admission.

Remedial courses include any course identified by the individual campus as remedial. Credits from remedial courses do not apply to ward a degree.

Goal 1 - College Readiness

Indicator 1 - Percent of high school graduates identified as “college-ready”

2010 CT public high school graduates enrolled at a CSCU institution¹ within 16 months of graduation

	Number of students	Students without remediation ²
All CT Community Colleges	5,991	45.7%
Asnuntuck CC	253	59.2%
Capital CC	296	40.8%
Gateway CC	632	38.1%
Housatonic CC	548	39.9%
Manchester CC	1,152	57.0%
Middlesex CC	428	57.0%
Naugatuck Valley CC	633	39.4%
Northwestern CT CC	166	44.9%
Norwalk CC	625	47.0%
Quinebaug CC	203	41.5%
Three Rivers CC	476	43.5%
Tunxis CC	579	45.3%
All CT State Universities	4,325	80.7%
Central CSU	1,422	81.0%
Eastern CSU	930	92.6%
Southern CSU	1,079	73.9%
Western CSU	894	78.6%
All CSCU Institutions	8,441³	51.2%

What does this mean?

Students without remediation are able to enter college level math and English courses in their first semester of enrollment. Being able to do so signifies that the students were ready for college level classes.

Community colleges which have open enrollment typically serve a population of students who have a lower overall level of college readiness. This is reflected in the lower rate of students without remediation.

Approximately half of the students graduating from Connecticut public high schools and enrolling in a CSCU institution are ready for college level coursework in both English and math.

Who is counted? Students are counted if they were a part of the Graduation Cohort of 2010. This cohort includes those students who were first-time 9th graders in 2006-07 and graduated with a regular high school diploma in four years or less. Data from BOR included students in all categories of post-secondary enrollment including part-time, full-time, degree-seeking and non-degree seeking who enrolled after high school graduation. Individuals who may have been enrolled in a dual enrollment program to obtain college credit while in high school were not included unless they also enrolled after graduation.

Notes & Sources

Source: P20 WIN, data from Board of Regents (BOR) and CT Dept. of Education (CSDE), P20 WIN

¹ CSCU institutions include all CT Community Colleges and State Universities. UCONN and Charter Oak State College (COSC) are not included. COSC typically serves a population of students that are no longer high school graduates.

² Did not enroll in a remediation course either at a CC and/or a CSU institution within 16 months of admission. Remedial courses include any course identified by the individual campus as remedial. Credits from these courses do not apply toward a degree.

³ This is a unique unduplicated count of students. Some students attend more than one institution.

Goal 1 - College Readiness

Indicator 2 – College-going rates of public high school graduates

College-going rates¹ of public high school graduates from 2007 through 2013

	2007	2008	2009	2010	2011	2012	2013
Female	74.5%	76.5%	77.3%	77.1%	78.1%	77.6%	78.9%
Male	64.9%	66.7%	67.9%	68.3%	67.1%	67.0%	67.8%
Economically Disadvantaged ³	47.5%	51.9%	53.2%	53.7%	56.2%	55.5%	56.3%
Not Economically Disadvantaged	75.1%	77.3%	78.8%	79.6%	79.0%	79.4%	80.8%
Disabled	39.2%	42.0%	42.6%	42.1%	41.7%	40.7%	41.0%
Not Disabled	72.4%	73.9%	74.8%	74.9%	74.8%	74.9%	75.8%
English Language Learner	40.1%	45.9%	47.5%	48.2%	48.1%	48.8%	50.0%
Not English Language Learner	70.7%	72.6%	73.6%	73.7%	73.5%	73.3%	74.3%
American Indian or Native Alaskan	61.0%	58.7%	57.9%	70.7%	64.3%	68.4%	58.5%
Asian	76.2%	81.0%	80.0%	81.8%	81.3%	82.3%	83.2%
Black or African American	58.5%	61.7%	62.3%	62.4%	65.5%	63.4%	63.9%
Hispanic/Latino	47.0%	53.3%	53.7%	55.3%	58.2%	57.8%	59.2%
Two or more races	*	*	*	*	72.0%	66.1%	69.6%
Native Hawaiian or Pacific Islander	*	*	*	*	58.8%	52.4%	70.8%
White	74.7%	75.9%	77.1%	77.3%	76.3%	76.6%	77.7%
State of Connecticut	70%	72%	73%	73%	73%	72%	73%

What does this mean?

College going rates are going up in all but one demographic category – American Indian or Native Alaskan students. However, the data in this chart reflect unfortunate familiar patterns. Individuals who are economically disadvantaged, disabled, Hispanic/Latino, African American, or those who use English as a second language all pursue post-secondary education at lower rates than those who are not a part of these groups. Progress is being made within these areas. For example, there has been 10% improvement for English Language Learners and 12% improvement for Hispanic/Latino children, but less than 2% improvement for those who are disabled and only 5.4% increase for blacks over 7 years. Connecticut must continue to strive to lower achievement gaps for all subgroups.

Notes & Sources

¹ Enrollments are counted if the student enrolled at any time during the first year after high school graduation.

² Source: State Department of Education's report of National Student Clearinghouse data., as of November 26th, 2014

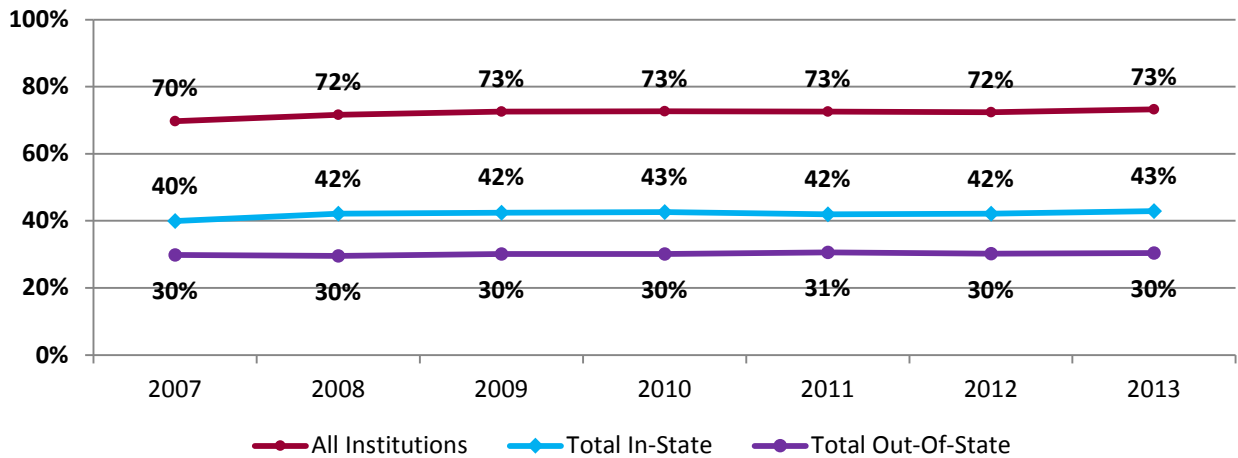
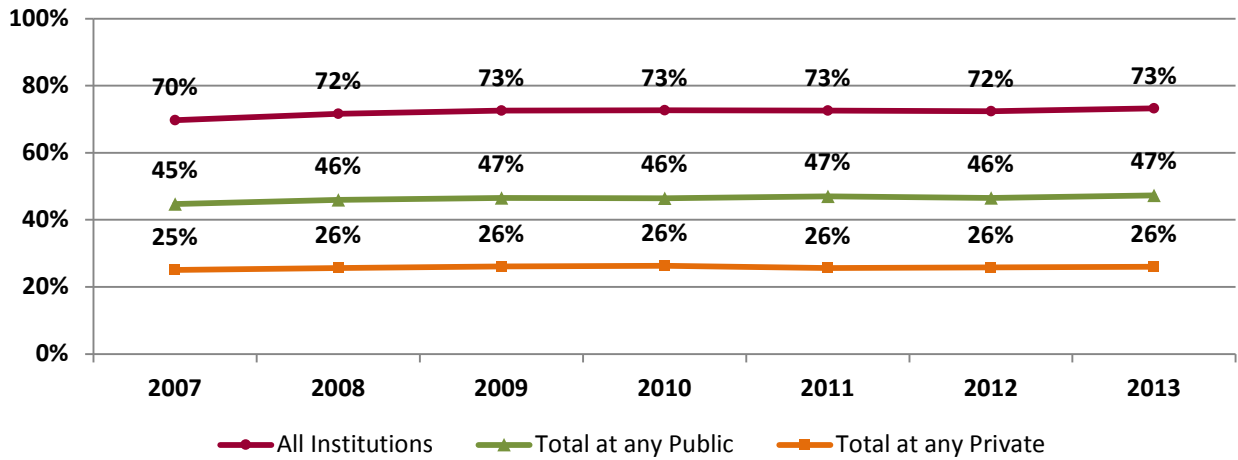
³ Eligibility for Free or reduced price lunch is a proxy for Economic Disadvantage.

* Data not available due to re-structuring of demographic categories effective 2011.

Goal 1 - College Readiness

Indicator 2 – College-going rates of public high school graduates

Percent of Connecticut public high school graduates enrolled in college anywhere and at any time during the 1st year after high school



What does this mean?

The majority of Connecticut public high school students who pursue post-secondary education do so at public institutions and in-state institutions. Connecticut has a significant opportunity and responsibility to improve education programs to benefit these individuals and the shape the economic vitality of Connecticut for the future.

Notes & Source

¹ Enrollments are counted if the student enrolled at any time during the first year after high school graduation. Source: State Department of Education’s report of National Student Clearinghouse data., as of November 26th, 2014

Goal 1 - College Readiness

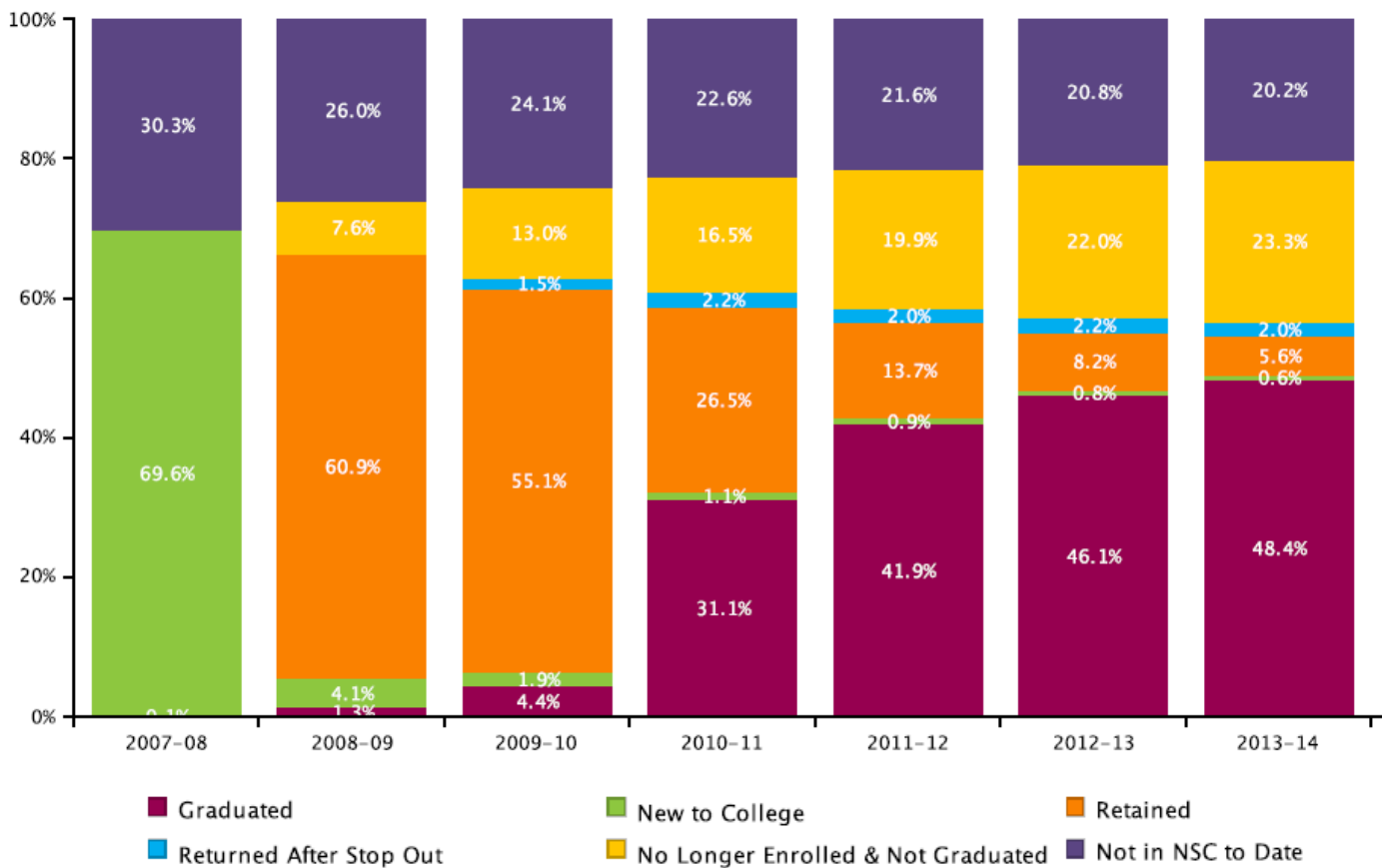
Indicator 2 – College-going rates of public high school graduates

ENROLLMENT AND PROGRESS OF THE CLASS OF 2007

The most complete picture of the pathways of progress in college can be obtained by following the class of 2007, through six years of National Student Clearinghouse data (see Chart below). The chart follows the class of 2007 from the fall of 2007 through the spring of 2014. Important highlights of the results include:

- 70 percent of this class enrolled in the first year, while an additional 4 percent enrolled in the second year, 2 percent more in the third year, and approximately 1 percent enrolled in each remaining year.
- 20 percent of students never enrolled in college, according to NSC.
- 23 percent of the class enrolled but left college without earning a degree.
- 8 percent of the class were still enrolled after six years, and 5.6 percent after seven years.
- About 2 percent of the class returned each year after a gap in their postsecondary enrollment.
- After six years, 48 percent of the high school class had earned a college degree.

CLASS OF 2007 Post secondary Enrollment and Progress



Source

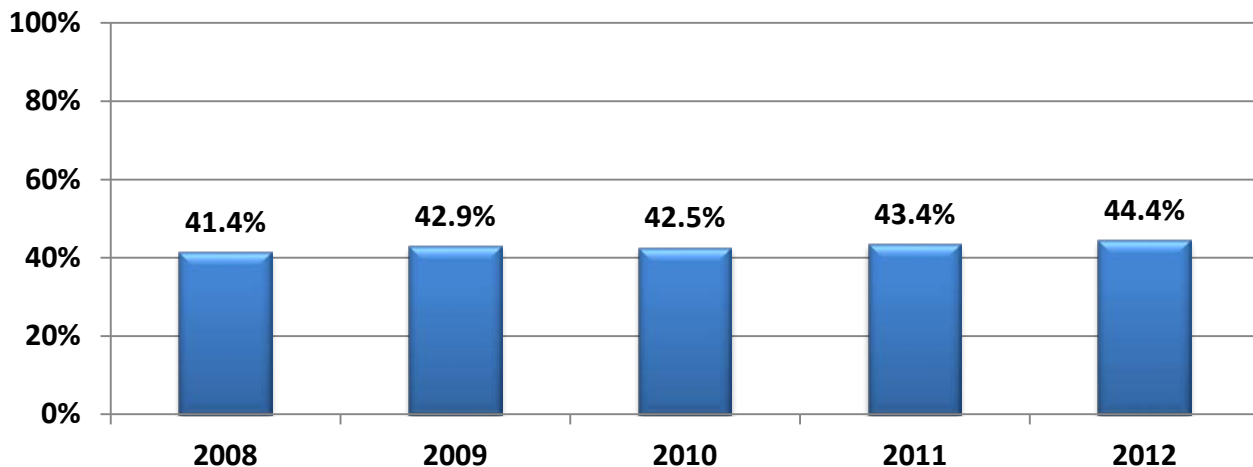
State Department of Education, National Student Clearinghouse Student Tracker Report for High Schools. Report Run Date: 03/04/2015.

Goal 1 - College Readiness

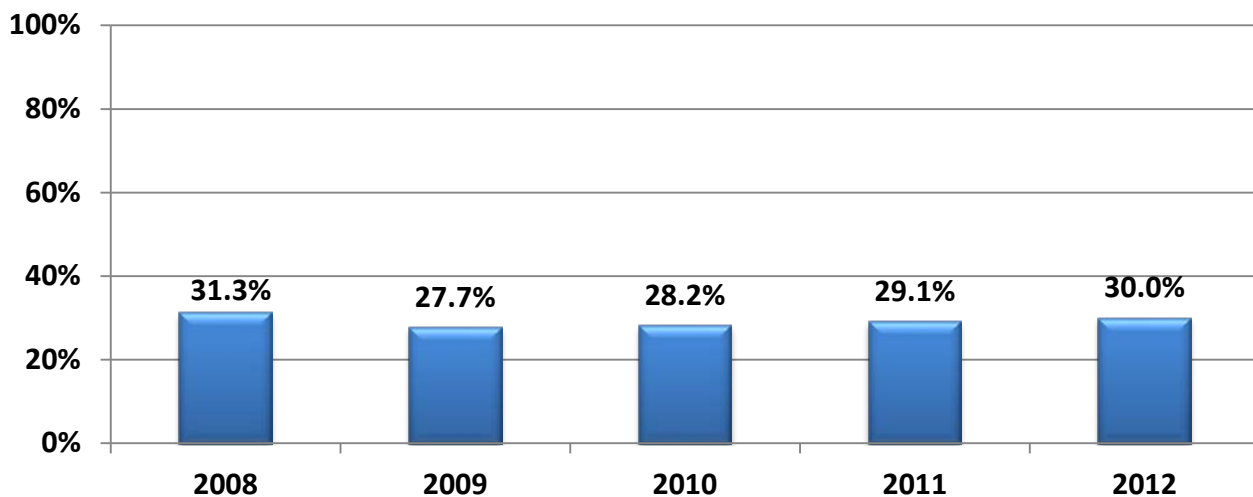
Indicator 3 – Percent completing college-level English and math courses within 2 years

Connecticut Community Colleges –

Completion of *College-level English* within 2 years



Completion of *College-level math* within 2 years



Source: Board of Regents Community College Institutional Research Database (IRDB)

Calculation: *Numerator:* Among the First-time, Degree or Certificate Seeking Students in a given fall semester, the number successfully completing a college level English course (ENG* >100) or college level Math course (MAT* >099) within the first two consecutive academic years of initial enrollment. *Denominator:* New, First-time, Degree or Certificate Seeking Students in a given fall semester. Successful completion means a grade of C or better. Data for each year is for those who were registered in the fall of each given year.

Goal 1 - College Readiness

Indicator 3 – Percent completing college-level English and math courses within 2 years

Community College - English

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Asnuntuck	118	42.8%	116	35.4%	124	41.8%	129	41.2%	127	42.8%
Capital	269	37.9%	268	38.0%	289	36.8%	243	33.0%	224	35.8%
Gateway	496	39.8%	542	37.9%	563	40.5%	575	41.8%	680	43.5%
Housatonic	570	48.4%	623	50.9%	614	46.8%	575	47.4%	565	49.2%
Manchester	643	40.4%	758	43.5%	740	46.0%	718	47.6%	757	44.9%
Middlesex	196	36.1%	247	40.9%	234	38.6%	257	45.3%	268	46.3%
Norwalk	434	49.7%	481	51.7%	421	49.4%	505	51.4%	555	52.2%
Naugatuck Valley	533	43.8%	631	47.1%	691	46.9%	729	47.2%	670	44.4%
Northwestern CT	142	44.9%	149	47.8%	154	51.3%	128	52.9%	113	47.9%
Quinebaug Valley	165	38.5%	174	35.3%	201	36.8%	155	36.6%	155	35.2%
Three Rivers	355	37.4%	389	38.2%	399	36.2%	340	33.2%	404	42.3%
Tunxis	282	34.2%	329	38.9%	296	34.7%	305	37.9%	333	40.6%
CCC Total	4203	41.4%	4707	42.9%	4726	42.5%	4659	43.4%	4851	44.4%

Community College - math

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Asnuntuck	81	29.3%	82	25.0%	82	27.6%	86	27.5%	88	29.6%
Capital	181	25.5%	148	21.0%	155	19.7%	142	19.3%	133	21.3%
Gateway	333	26.7%	330	23.1%	353	25.4%	345	25.1%	414	26.5%
Housatonic	369	31.3%	297	24.2%	337	25.7%	345	28.4%	326	28.4%
Manchester	533	33.5%	551	31.6%	561	34.8%	576	38.2%	617	36.6%
Middlesex	168	30.9%	186	30.8%	191	31.5%	181	31.9%	187	32.3%
Norwalk	282	32.3%	255	27.4%	248	29.1%	293	29.8%	284	26.7%
Naugatuck Valley	484	39.7%	440	32.9%	476	32.3%	512	33.1%	456	30.2%
Northwestern CT	108	34.2%	96	30.8%	98	32.7%	64	26.4%	71	30.1%
Quinebaug Valley	144	33.6%	153	31.0%	158	28.9%	132	31.2%	131	29.8%
Three Rivers	307	32.4%	281	27.6%	286	26.0%	245	23.9%	305	32.0%
Tunxis	191	23.2%	222	26.2%	188	22.0%	208	25.8%	261	31.8%
CCC Total	3181	31.3%	3041	27.7%	3133	28.2%	3129	29.1%	3273	30.0%

Source: Board of Regents Community College Institutional Research Database (IRDB)

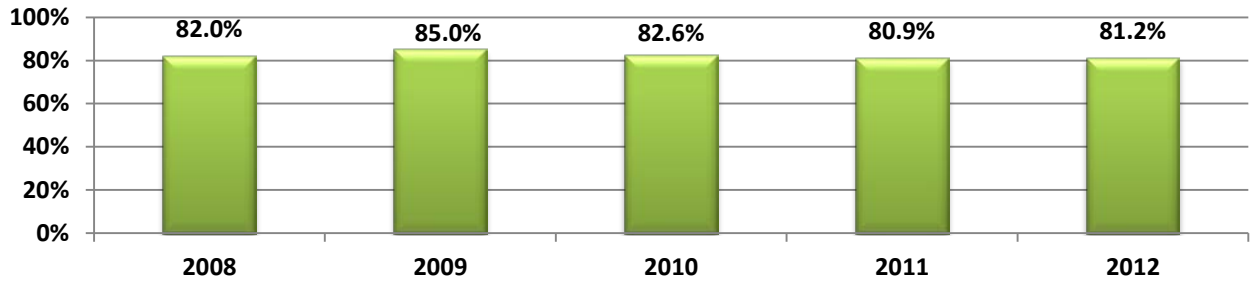
Calculation: *Numerator:* Among the first-time, degree or certificate seeking students in a given fall semester, the number successfully completing a college level English course (ENG* >100) or college level Math course (MAT* >099) within the first two consecutive academic years of initial enrollment. *Denominator:* New, first-time, degree or certificate seeking students in a given fall semester. Successful completion means a grade of C or better. Data for each year is for those who were registered in the fall of each given year.

Goal 1 - College Readiness

Indicator 3 – Percent completing college-level English and math courses within 2 years

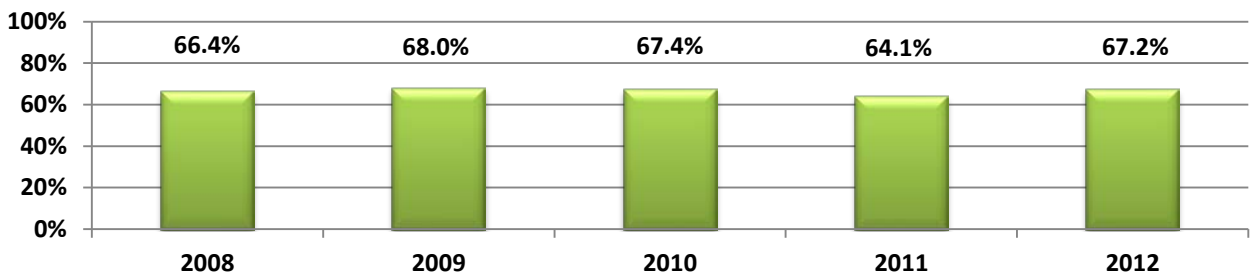
Connecticut State Universities –

Completion of *College-level English* within 2 years



	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Central	994	75.8%	1041	80.8%	1087	80.1%	1116	80.5%	1060	78.4%
Eastern	835	82.1%	831	84.7%	782	84.0%	789	83.0%	881	86.8%
Southern	1170	90.3%	1122	90.2%	1103	88.0%	1065	79.8%	1126	81.5%
Western	747	79.1%	859	84.3%	767	77.8%	720	81.2%	654	78.2%
CCSU Total	3746	82.0%	3853	85.0%	3739	82.6%	3690	80.9%	3721	81.2%

Completion of *College-level math* within 2 years



	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Central	932	71.1%	898	69.7%	923	68.0%	914	65.9%	859	63.5%
Eastern	686	67.5%	717	73.1%	691	74.2%	653	68.7%	770	75.9%
Southern	851	65.7%	794	63.8%	785	62.6%	843	63.2%	935	67.7%
Western	564	59.7%	674	66.1%	652	66.1%	513	57.8%	515	61.6%
CCSU Total	3033	66.4%	3083	68.0%	3051	67.4%	2923	64.1%	3079	67.2%

Source: Connecticut State Universities Departments of Institutional Research

Calculation: *Numerator:* Among the First-time, Degree or Certificate Seeking Students in a given fall semester, the number successfully completing a college level English course within the first two consecutive academic years of initial enrollment.

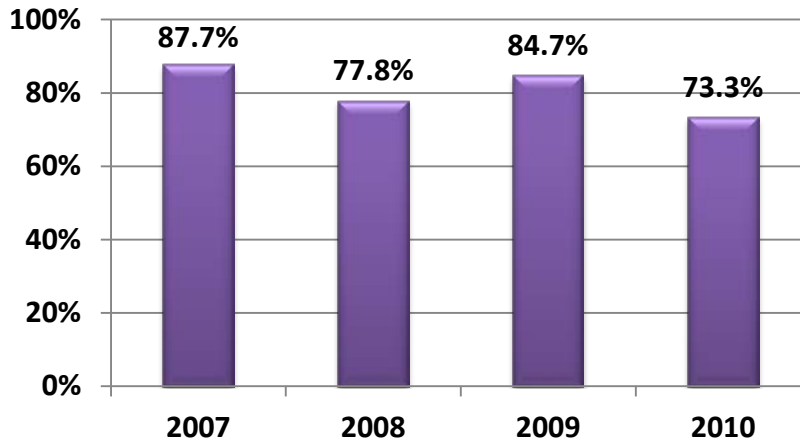
Denominator: IPEDS data for: New, First-time, Degree or Certificate Seeking Students in a given fall semester. Successful completion means a grade of C or Better. Data for each year is for those who were registered in the fall of that year.

Goal 1 - College Readiness

Indicator 3 – Percent completing college-level English and math courses within 2 years

University of Connecticut - *all campuses*

Completion of College level *English & math* within 2 years of entry



Term	Total Students	Math but not English ¹		English but not Math ²		Math and English	
		N	%	N	%	N	%
Fall 2007	4,326	75	1.73%	401	9.27%	3,792	87.66%
Fall 2008	4,858	*	*	*	*	3,778	77.77%
Fall 2009	4,362	82	1.88%	534	12.24%	3,695	84.71%
Fall 2010	4,580	153	3.34%	989	21.59%	3,358	73.32%

Source: University of Connecticut, Office of Institutional Research and Effectiveness

* Data not available at this time.

Calculation:

¹ Students Completing at Least One Entry, College-Level Math Course but not a College-Level English Course within Two Academic Years of Entry (of First-time Entry Students)

² Students Completing at Least One Entry, College-Level English Course but not a College-Level Math Course within Two Academic Years of Entry (of First-time Entry Students)

Goal 1 - College Readiness

Indicator 4 – Percent on track to completing on-time

Community Colleges

- Full-time students completing 24 credits in 1st academic year

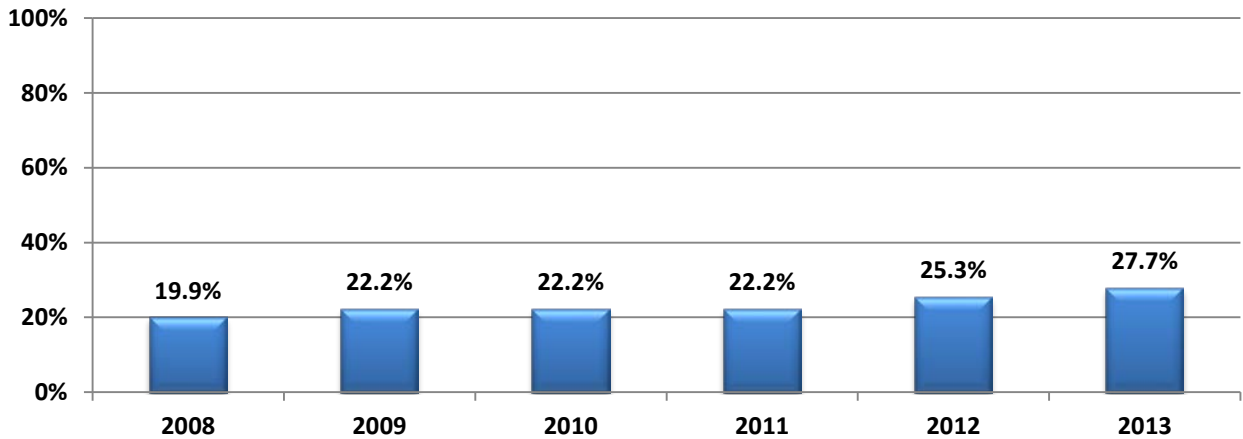


Table 1.4a: Full-time Students

	2008	2009	2010	2011	2012	2013	5 year % change
Asnuntuck	40.9%	44.8%	32.1%	27.8%	46.1%	46.5%	5.6%
Capital	10.8%	9.3%	10.8%	7.1%	10.7%	11.9%	1.1%
Gateway	10.1%	11.6%	12.2%	11.9%	15.4%	21.2%	11.1%
Housatonic	9.9%	12.1%	13.3%	14.8%	18.2%	15.2%	5.2%
Manchester	20.3%	24.8%	27.4%	27.6%	27.6%	30.1%	9.7%
Middlesex	14.1%	16.5%	20.1%	16.5%	24.4%	23.1%	9.0%
Norwalk	38.1%	36.1%	37.8%	36.9%	30.9%	42.1%	4.0%
Naugatuck Valley	10.4%	14.8%	17.1%	18.2%	18.9%	20.3%	9.9%
Northwestern CT	17.2%	18.1%	19.7%	17.4%	16.4%	20.3%	3.1%
Quinebaug Valley	46.0%	45.2%	40.9%	45.8%	44.8%	49.5%	3.5%
Three Rivers	22.1%	20.7%	20.6%	18.8%	27.8%	26.7%	4.7%
Tunxis	29.2%	36.7%	32.0%	35.8%	39.9%	39.5%	10.4%
CCC Total - FT	19.9%	22.2%	22.2%	22.2%	25.3%	27.7%	7.8%

Source: Board of Regents Community College Institutional Research Database (IRDB)

Calculation:

Full-time: Percent of first-time, full-time undergraduate or degree seeking students in a fall IPEDS Graduation Rate Survey cohort who completed 24 or more credit hours before the following fall.

Part-time: Percent of first-time, part-time, undergraduate, degree seeking students in a fall GRS cohort who completed 12 or more credit hours that count towards a degree before the following fall.

Goal 1 - College Readiness

Indicator 4 – Percent on track to completing on-time

Community Colleges

- **Part-Time** student completing 12 credits in 1st academic year

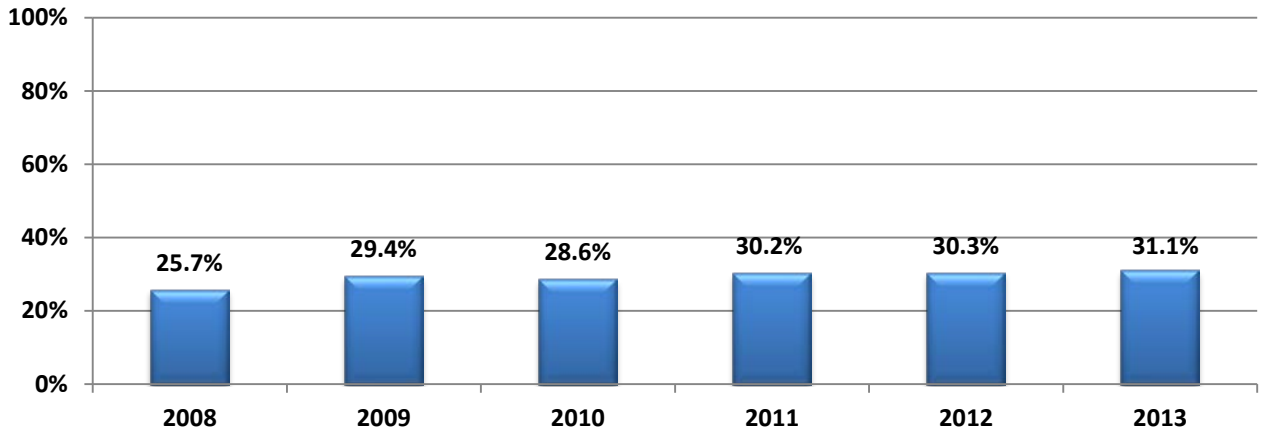


Table 1.4b: Part-time Students

	2008	2009	2010	2011	2012	2013	5 year % change
Asnuntuck	39.7%	41.7%	24.7%	27.8%	31.3%	31.4%	-8.3%
Capital	22.8%	24.9%	29.4%	25.3%	17.5%	27.3%	4.5%
Gateway	24.1%	21.4%	25.0%	22.5%	25.6%	27.1%	2.9%
Housatonic	15.7%	21.7%	20.0%	24.1%	25.1%	22.4%	6.6%
Manchester	28.9%	30.6%	32.7%	33.3%	31.4%	33.7%	4.8%
Middlesex	17.0%	20.1%	15.9%	19.5%	24.2%	21.8%	4.8%
Norwalk	44.0%	49.5%	47.6%	52.9%	50.8%	52.5%	8.5%
Naugatuck Valley	20.5%	23.7%	22.8%	28.0%	24.8%	21.6%	1.1%
Northwestern CT	16.8%	22.7%	15.0%	26.6%	27.3%	23.5%	6.7%
Quinebaug Valley	49.0%	50.0%	50.4%	49.2%	53.2%	54.5%	5.5%
Three Rivers	15.3%	22.5%	20.6%	20.6%	24.0%	25.3%	10.0%
Tunxis	40.6%	50.6%	44.4%	45.5%	47.9%	47.3%	6.7%
CCC Total - PT	25.7%	29.4%	28.6%	30.2%	30.3%	31.1%	5.4%

Source: Board of Regents Community College Institutional Research Database (IRDB)

Calculation:

Full-time: Percent of first-time, full-time undergraduate or degree seeking students in a fall IPEDS Graduation Rate Survey cohort who completed 24 or more credit hours before the following fall.

Part-time: Percent of first-time, part-time, undergraduate, degree seeking students in a fall GRS cohort who completed 12 or more credit hours that count towards a degree before the following fall.

Goal 1 - College Readiness

Indicator 4 – Percent on track to completing on-time

Connecticut State Universities

- **Full-Time** student completing 24 credits in 1st academic year

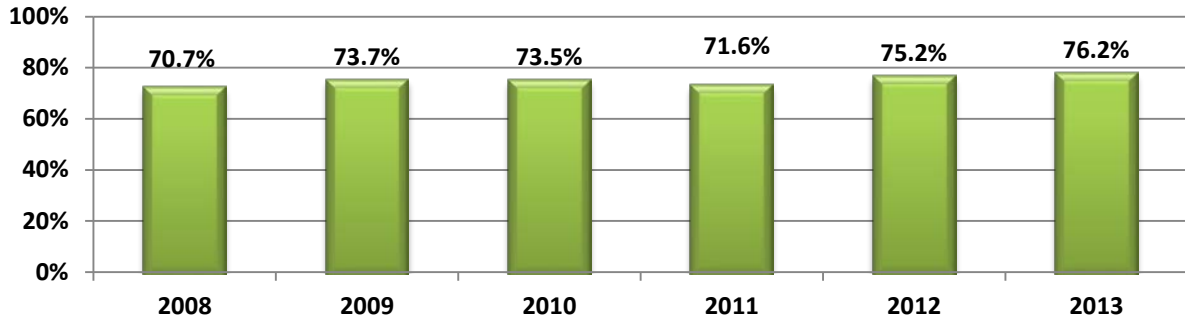


Table 1.4c: Full-time Students

	2008	2009	2010	2011	2012	2013	5 year % change
Central	69.1%	73.3%	73.6%	69.0%	68.6%	74.4%	5.3%
Eastern	77.3%	78.7%	78.9%	77.5%	81.6%	84.4%	7.1%
Southern	73.1%	72.5%	71.0%	68.6%	75.3%	70.1%	-3.0%
Western	62.9%	70.9%	71.6%	73.9%	78.2%	79.7%	16.8%
CSU Total	70.7%	73.7%	73.5%	71.6%	75.2%	76.2%	5.5%

- **Part-Time** student completing 12 credits in 1st academic year

Table 1.4d: Part-time Students

College	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	>=12 Hrs	%	>=12 Hrs	%	>=12 Hrs	%	>=12 Hrs	%	>=12 Hrs	%	>=12 Hrs	%
Central	3	42.9%	4	57.1%	5	71.4%	6	46.2%	10	83.3%	8	53.3%
Eastern	46	69.7%	27	73.0%	10	62.5%	18	75.0%	32	88.9%	20	90.9%
Southern	5	62.5%	1	14.3%	2	40.0%	5	33.3%	7	31.8%	4	21.1%
Western	4	28.6%	2	18.2%	4	36.4%	12	70.6%	5	33.3%	6	46.2%
CSU Total	58	61.1%	34	54.8%	21	53.8%	41	59.4%	54	63.5%	38	55.1%

Sources:

Numerator: Connecticut State Universities

Denominator: Integrated Postsecondary Education Data System (IPEDS)

Calculation:

Full-time: Percent of first-time, full-time undergraduate or degree seeking students in a fall Graduation Rate Survey cohort who completed 24 or more credit hours before the following fall.

Part-time: Percent of first-time, part-time, undergraduate, degree seeking students in a fall GRS cohort who completed 12 or more credit hours that count towards a degree before the following fall.

Goal 1 - College Readiness

Indicator 4 – Percent on track to completing on-time

University of Connecticut (All Campuses)

- Full-Time student completing 24 credits in 1st academic year

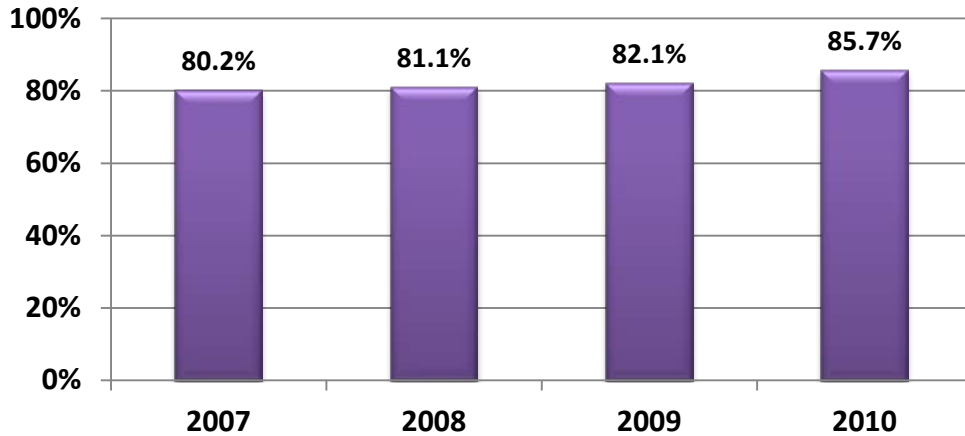


Table 1.4e: Full-time Students

Students Completing 24 Credit Hours in 1st year			
Term	Total	N	%
2007	4,326	3,469	80.2%
2008	4,858	3,938	81.1%
2009	4,362	3,582	82.1%
2010	3,030	2,597	85.7%

Source:

University of Connecticut, Office of Institutional Research and Effectiveness

Calculation:

Of first-time freshmen entry class at all campuses, the number and percent of students completing 24 credit hours within their first academic year.

Goal 1 - College Readiness

Indicator 4 – Percent on track to completing on-time

What does this mean?

Students are identified as full-time students if they are enrolled in 12 or more credits per term. This is the amount of credit hours students need to take in order to be eligible for financial aid. At this rate, a full-time student will be able to complete 24 credits in a year, while a part-time student can accumulate 12. This metric was developed to identify the volume of students who are on track to completing on-time; however, at this pace, students pursuing a Bachelor's degree, which typically requires a minimum of 120 credit hours, will graduate in 6 years instead of 4 years – the popular expectation. Similarly, students pursuing an associate degree, which typically requires a minimum of 60 credit hours, will complete their degree in 3 years instead of 2.

This pace is 150% of normal program completion time, and although it may be a longer period of time than is expected by the general public, the vast majority of students pursuing post-secondary credentials in public institutions are spending additional years in school. Graduation rates are now commonly reported in terms of 150% and 200% of normal time.¹

Tables 1.4a and 1.4b show that for both full-time and part-time community college students, the proportion of students maintaining academic momentum in their first year has risen consistently across campuses and the sector over the past five years. This improvement is important because students who complete their degrees earlier accumulate less debt and can enter the workforce or pursue additional schooling earlier which bolsters their future earning potential.

Rates for State University students are higher because these institutions are more likely to attract students who are interested in pursuing post-secondary education on a full-time basis. These students frequently live on campus furthering the opportunity for them to focus their time on academic pursuits. A majority of students attending a CT State University do so on a full-time basis; therefore, the rates of on-track part-time students need to be reviewed along with the actual count of those students. In many cases, the cohort of individuals attending part-time was less than 10 individuals. Rates based upon a cohort this small need to be used with caution.

There are no data for Charter Oak State College for this metric because Charter Oak does not enroll individuals who are first-time students.

Source:

¹ U.S. Department of Education, Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates, December 2010 NCES 2011-221, <http://nces.ed.gov/pubs2011/2011221.pdf>

Student Success

Graduate more people with the knowledge and skills to achieve their life and career goals.

Indicators:

1. Completions per 100 FTE student by level
2. Graduation rate of full-time, first-time students in 150% of normal time; community colleges only will include transfers out to another institution
3. Employment and earnings after graduation
4. Time and credits to degree/certificate
5. Transfers from 2-year to 4-year institutions per 100 FTE

Goal 2 - Student Success

Indicator 1 – Completions per 100 Full-time Equivalent (FTE) Students

	2011-12		2012-13		2013-14	
	UG	GR	UG	GR	UG	GR
Asnuntuck	43.1	-	56.9	-	47.0	-
Capital	20.6	-	20.1	-	24.3	-
Gateway	18.6	-	17.6	-	17.9	-
Housatonic	15.6	-	18.4	-	20.7	-
Manchester	21.4	-	20.6	-	20.6	-
Middlesex	19.6	-	18.3	-	20.1	-
Naugatuck Valley	23.0	-	27.8	-	30.9	-
Northwestern CT	22.3	-	25.7	-	27.7	-
Norwalk	18.5	-	17.6	-	20.9	-
Quinebaug Valley	20.6	-	30.4	-	36.3	-
Three Rivers	18.5	-	23.7	-	23.0	-
Tunxis	20.7	-	22.2	-	22.5	-
Community College Total	20.5	-	22.3	-	23.7	-
Charter Oak	75.1	-	65.4	-	81.2	-
Central	21.6	60.2	22.0	63.0	22.5	66.5
Eastern	24.0	102.9	24.9	74.0	23.2	58.1
Southern	21.3	57.2	22.1	60.1	22.6	49.7
Western	18.5	58.7	20.7	63.3	23.1	63.4
State University Total	21.3	60.0	22.4	61.9	22.8	57.5
University of Connecticut	24.7	41.4	24.8	39.5	24.8	41.4

What does this mean?

The concept of Full-Time Equivalent (FTE) is used to account for the fact that many students attend college on a part-time basis. For example, a single full-time student at one college may be compared to two part-time students at another by using calculations with FTE's. This metric shows the rate of total completions at a campus during a given academic year compared to the number of FTE's. For example, if a 4-year institution only had full-time students, ideally one quarter of their student body would graduate every year; the number for that campus would be 25.

Connecticut Community Colleges and State Universities

Sources: *Completions:* BOR Office of Planning and Research. Community College completions were obtained from the Institutional Research Data Base. Connecticut State University Data was extracted from the Institutional Research Repository and Charter Oak State College (COSC) Data was prepared by COSC.

Full Time Equivalent (FTE) Counts from: http://www.ct.edu/opr/statistical_abstract. See definition in IPEDS glossary entry for "Calculation of FTE students at nces.ed.gov/ipeds/glossary/?charindex=C. FTE's prepared by Office of Planning and Research, November 20, 2014. This FTE is based on fall enrollment only; it is not an annualized calculation.

Calculation: Completions divided by FTE as calculated per IPEDS definition.

¹ Due to data availability, FTE's for Charter Oak were calculated differently. Data for 2011-12 and 2012-13 are annualized FTE's available from IPEDS. Data for 2013-2014 is calculated for fall 2013 by a different but standard method where 15 undergraduate credit hours = 1 FTE. The 2013-14 figure is for fall 2013 and not an annualized figure. Data may be lower than official FTE reports based on credit hours, which include a full 12 months of instructional activity as well as FTE reports based on the NCES fall headcount conversion formula.

University of Connecticut:

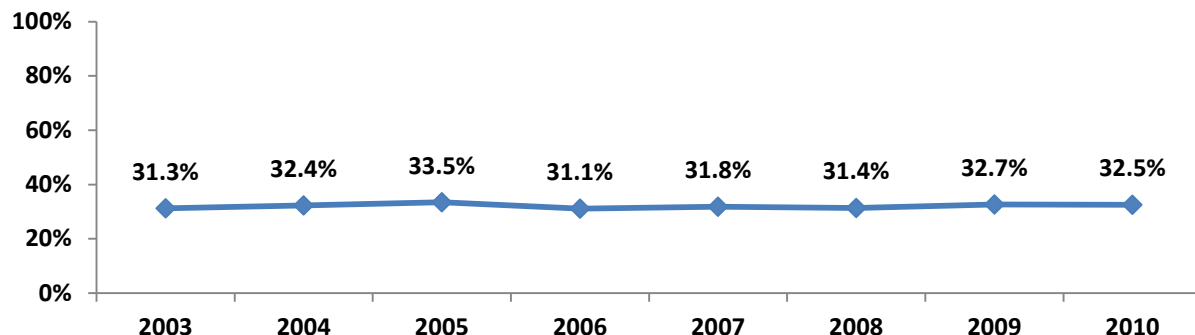
Source: IPEDS Completions and Fall Enrollment Survey

* Graduate enrollment/FTE includes Graduate Certificates and Sixth-Year Diploma in Education.

Goal 2 - Student Success

Indicator 2 – Graduation rate and transfer rate of full-time, first-time students in 150% of normal time

Connecticut Community Colleges – 3 Year Success Rates*



First-time, Full-time Cohorts by Year of Entrance

	2003	2004	2005	2006	2007	2008	2009	2010	5 year change
Asnuntuck	49.2%	42.0%	40.0%	45.9%	50.0%	46.2%	56.3%	48.2%	2.3%
Capital	30.6%	30.1%	28.4%	29.2%	30.5%	33.9%	29.7%	31.8%	2.5%
Gateway	9.1%	31.0%	32.8%	26.1%	28.9%	28.7%	26.7%	29.1%	3.0%
Housatonic	29.0%	28.3%	28.1%	9.7%	28.6%	15.4%	17.1%	28.0%	18.3%
Manchester	38.8%	35.8%	37.6%	34.7%	36.5%	41.7%	40.2%	39.4%	4.8%
Middlesex	39.1%	38.0%	41.0%	33.1%	33.6%	34.9%	40.7%	39.3%	6.2%
Naugatuck Valley	31.4%	28.2%	28.4%	33.7%	31.4%	25.3%	31.3%	31.0%	-2.7%
Northwestern CT	35.6%	37.2%	42.3%	34.6%	35.0%	33.0%	31.6%	31.6%	-3.0%
Norwalk	32.7%	33.5%	30.0%	32.7%	29.3%	35.3%	31.6%	28.1%	-4.7%
Quinebaug Valley	34.6%	35.6%	34.7%	42.7%	35.8%	40.4%	33.1%	33.8%	-8.9%
Three Rivers	37.4%	32.2%	37.6%	31.9%	30.0%	30.1%	33.2%	29.3%	-2.6%
Tunxis	33.0%	30.4%	32.7%	33.7%	24.6%	25.9%	34.6%	32.3%	-1.4%
CCC Overall Success Rate	31.3%	32.4%	33.5%	31.1%	31.8%	31.4%	32.7%	32.5%	1.4%

What does this mean?

Completion rates for students attending a community college have historically been low. Individuals pursuing education through a community college may have additional interests or they may face challenges in life which are reflected in a longer path toward completion. Students may arrive at college lacking basic skills, they may be working simultaneously or balancing school with family life. Transportation and childcare issues may also hinder continuous progress.

Community colleges also enable students to pursue additional education at institutions that provide bachelor degrees. If students don't complete a degree at a community college but transfer to another institution, those transfers are considered successes for the institution which helped prepare the students, and it is success for the students who are continuing to further their education. For these reasons, the Community College Success Rate includes both degree completers and a count of students who transfer out.

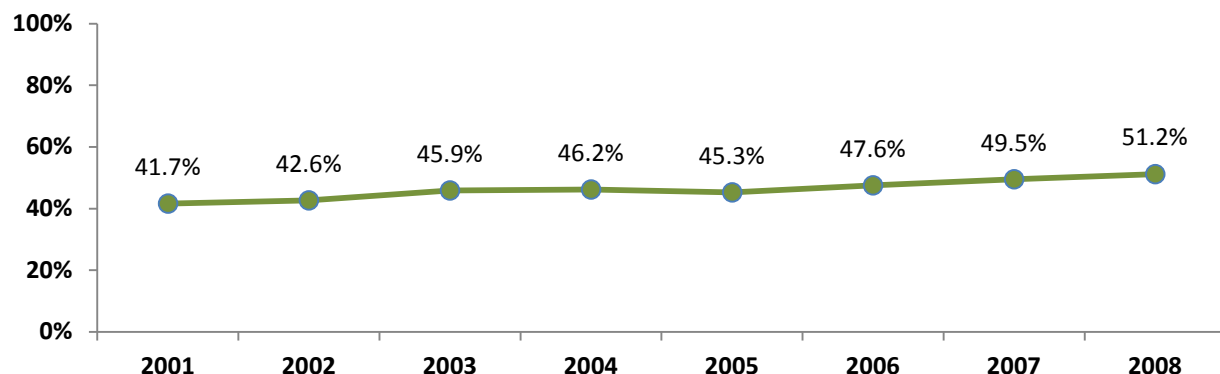
Source: Integrated Postsecondary Education Data system (IPEDS)

***Calculation:** *Connecticut Community Colleges:* The numerator is the number of students from the adjusted cohort of first-time full-time degree or certificate seeking students who completed their program or who transferred out without an award within 150% of normal time; the denominator is the adjusted cohort. The resulting metric is the 150% completion rate reported to IPEDS.

Goal 2 - Student Success

Indicator 2 – Graduation rate of full-time, first-time students in 150% of normal time

Connecticut State Universities – 6 Year Graduation Rates



First-time, Full-time Cohorts by Year of Entrance

	2001	2002	2003	2004	2005	2006	2007	2008	5 year change
Central	44.3%	46.1%	48.9%	47.6%	47.3%	52.0%	51.9%	52.4%	4.8%
Eastern	48.3%	45.9%	50.8%	52.4%	48.8%	52.8%	50.8%	56.2%	3.8%
Southern	37.6%	37.9%	42.3%	42.0%	43.8%	43.7%	49.4%	52.9%	10.8%
Western	37.9%	40.5%	42.5%	44.7%	40.2%	42.3%	44.5%	42.2%	-2.5%
CSU Total	41.7%	42.6%	45.9%	46.2%	45.3%	47.6%	49.5%	51.2%	5.0%

What does this mean?

Completion rates for students across all Connecticut State Universities has risen by 6% when the cohort of 2005 is compared to the cohort of 2008. These graduation rates are calculated for cohorts of students entering college for the first time and on a full-time basis, and they exclude individuals who may have passed away or taken a break from their education experience due to illness. Graduation rates for part-time or transfer students may be different.

Note that data about graduation and success rates are not comparable across sectors. The last cohort of data available for this metric is 2008 because six years need to elapse in order to identify those who have completed a credential within the appropriate timeframe.

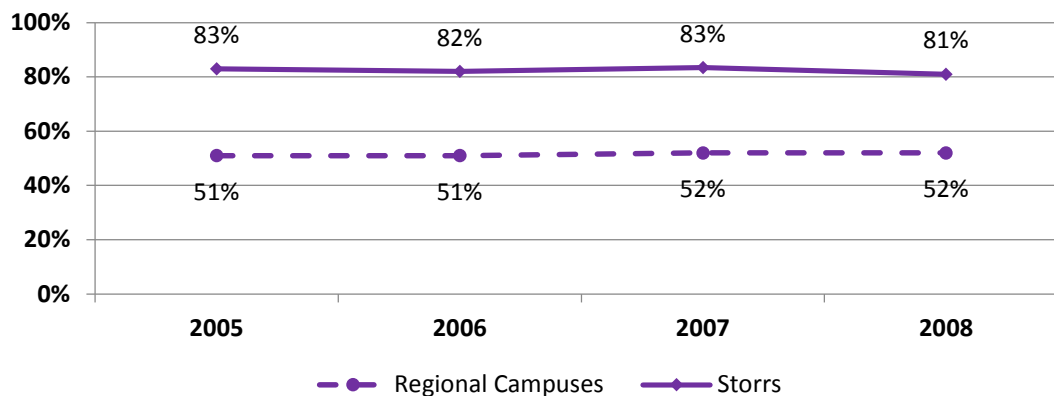
Source: Integrated Postsecondary Education Data system (IPEDS), May 20, 2015.

Calculation: *Connecticut State Universities:* The numerator is the number of students from the adjusted cohort of first-time full-time degree or certificate seeking students who completed their program within 150% of normal time; the denominator is the adjusted cohort.

Goal 2 - Student Success

Indicator 2 – Graduation rate of full-time, first-time students in 150% of normal time

University of Connecticut – Storrs - 6 Year Graduation Rates



Storrs

	White	Black	Hispanic	Asian American	Native American	Total Minority	Unknown ¹	NRA ²	Total
2005	85%	65%	72%	83%	89%	74%	84%	80%	83%
2006	83%	71%	76%	83%	63%	77%	85%	75%	82%
2007	84%	72%	80%	90%	91%	82%	84%	87%	83%
2008	82%	67%	77%	84%	100%	78%	84%	63%	81%

Regional Campuses

	White	Black	Hispanic	Asian American	Native American	Total Minority	Unknown ¹	NRA ²	Total
2005	53%	40%	42%	61%	100%	49%	49%	75%	51%
2006	48%	40%	48%	70%	33%	52%	59%	74%	51%
2007	52%	45%	41%	68%	33%	51%	51%	65%	52%
2008	50%	44%	51%	56%	100%	51%	57%	78%	52%

Source: University of Connecticut, Office of Institutional Research and Effectiveness

Calculation:

¹Unknown Race/Ethnicity. Students did not identify their race or ethnicity

²Non-Resident Alien

Goal 2 - Student Success

Indicator 3 – Employment and earnings after graduation

There are five primary findings about the employment and wage trends for graduates from Connecticut Community Colleges (CCC), Connecticut State Universities (CSU) and Charter Oak State College (CSOSC). Data are not available at this time from the University of Connecticut.

1) Average wages for graduates increase over time – across programs

For each cohort of graduates from academic years 2009-10 through 2012-13, the average quarterly wages received increases when one compares average wages at the four points in time: 1 quarter prior to graduation (Pre-Q1), 1 quarter after (Q1), 3 quarters after (Q3) and 8 quarters after (Q8) the quarter of graduation. This information demonstrates that wages received immediately after graduation do not fully represent the earning potential of graduates rather returns are found over time.

This pattern is consistent across the Community Colleges and the State Universities when average wages are viewed across all academic programs. The pattern for Charter Oak State College (COSC) is different. This variation could be due to the fact that many COSC students often have a longer working history when compared to the typical degree seeker at the CCC and CSU institutions.

Table 1a: CCC – Average Quarterly Wages over Time - Across all Programs

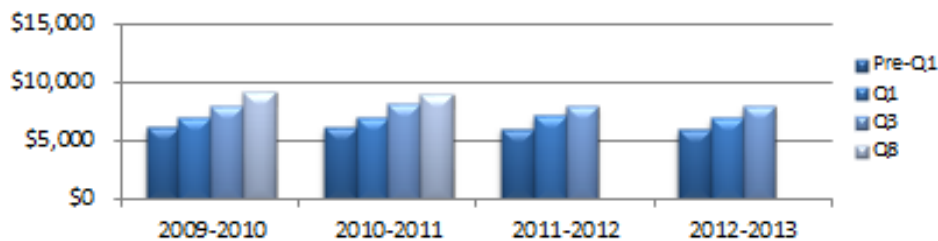


Table 1b: CSU - Average Quarterly Wages over Time - Across all Programs

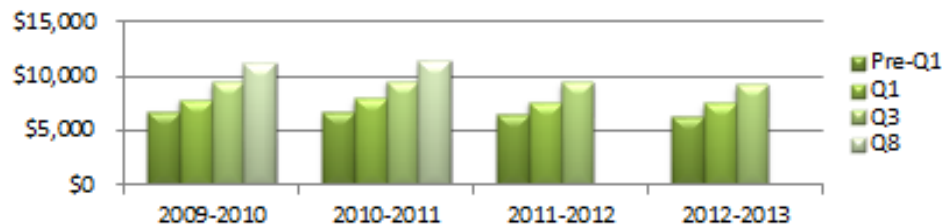
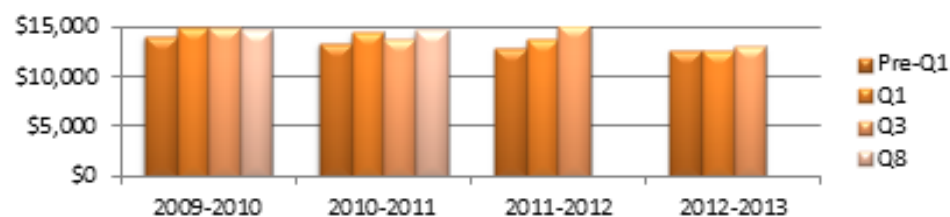


Table 1c: COSC – Average Quarterly Wages over Time - Across all Programs



*Q3 and Q8: Data for quarters 3 and 8 are not available for more recent years because not enough time has passed for the employment records to be reported to the DOL. See Appendix A.

Goal 2 - Student Success

Indicator 3 – Employment and earnings after graduation - *continued*

2) Average wages for graduates increase over time - by program area

While some programs lead to more lucrative careers than others, average quarterly wages increase over time for nearly every program area across CCC and CSU institutions. The following charts show results for 2012-13 since this is the most recent year for which data are available, but the patterns are similar for the other years. Data for the eighth quarter after graduation, Q8, are not available for 2012-13 since not enough time has passed for DOL to receive complete information from employers for that final quarter.

Note: The Community Colleges, State Universities and Charter Oak State College do not offer all of the same programs. The following key provides a definition for the two digit CIP code for programs offered across the CCC and CSU institutions and serves as the horizontal axis on subsequent pages.

CIP Code	CIP Title
0	Total - All programs
1	Agriculture, Agric Operations, & Rel Sciences
3	Natural Resources & Conservation
5	Area, Ethnic, Cultural, Gender, & Group Studies
9	Communication, Journalism, & Rel Programs
10	Communications Technologies/technicians & Support Svcs
11	Computer & Information Sciences & Support Svcs
12	Personal & Culinary Svcs
13	Education
14	Engineering
15	Engineering Technologies & Engineering-related Fields
16	Foreign Languages, Literature s, & Linguistics
19	Family & Consumer Sciences/Human Sciences
22	Legal Professions & Studies
23	English Language & Literature/Letters
24	Liberal Arts & Sciences, Gen Studies & Humanities
25	Library Science
26	Biological & Biomedical Sciences
27	Mathematics & Statistics
30	Multi/interdisciplinary Studies
31	Parks, Recreation, Leisure, & Fitness Studies
32	Basic Skills & Developmental/Remedial Education
38	Philosophy & Religious Studies
40	Physical Sciences
41	Science Technologies/technicians
42	Psychology
43	Home land Security, Law Enforcement, Firefighting & Rel Protective Svcs
44	Public Admin & Social Service Professions
45	Social Sciences
46	Construction Trades
47	Mechanic & Repair Technologies/technicians
48	Precision Production
49	Transportation & Materials Moving
50	Visual & Performing Arts
51	Health Professions & Rel Programs
52	Business, Management, Marketing, & Rel Support Svcs
54	History
99	Unknown/Undefined program

Goal 2 - Student Success

Indicator 3 – Employment and earnings after graduation - *continued*

These tables demonstrate that average wages for graduates from most programs begin increasing relatively quickly. For all graduates, and especially those from community colleges, it is important to keep in mind that many students may be continuing their education while working past the completion of their initial credential. Blanks indicate programs without completions in 2012-13 academic year.

Table 2a: Connecticut Community Colleges – Avg. Quarterly Wages over Time by Program

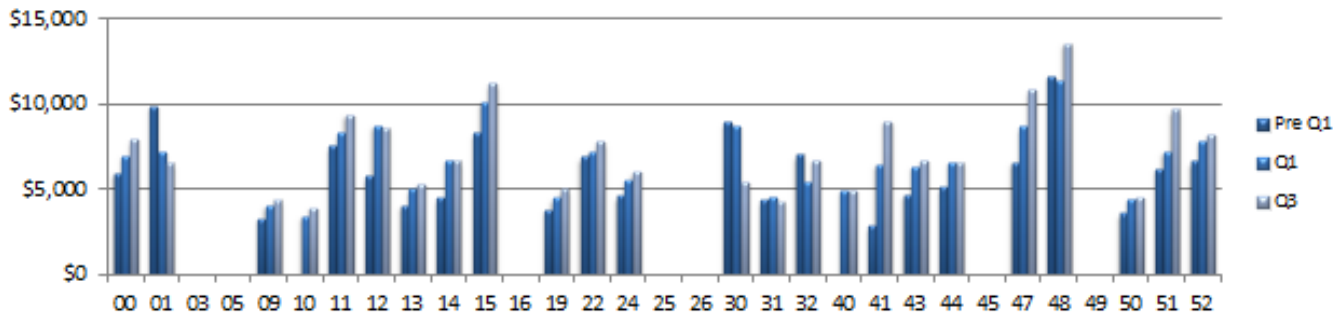


Table 2b: Connecticut State Universities – Avg. Quarterly Wages over Time by Program

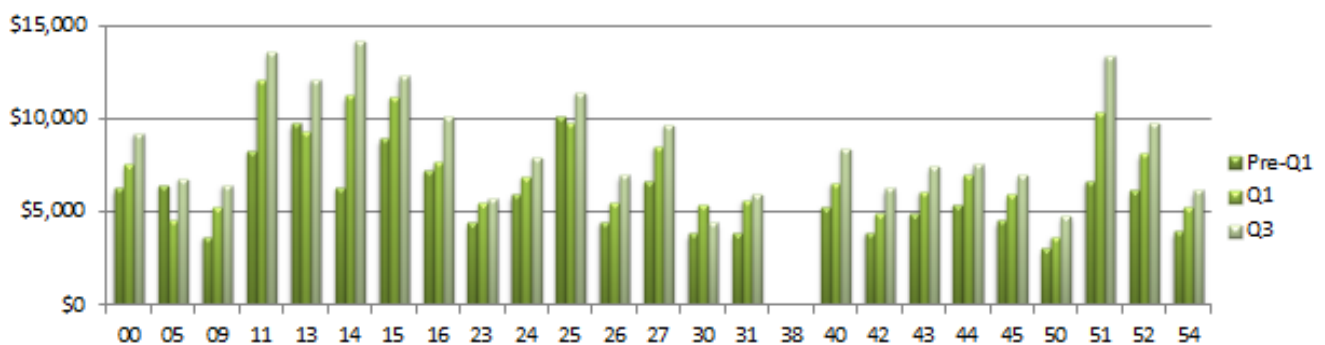


Table 2c: Charter Oak State College – Avg. Quarterly Wages over Time by Program

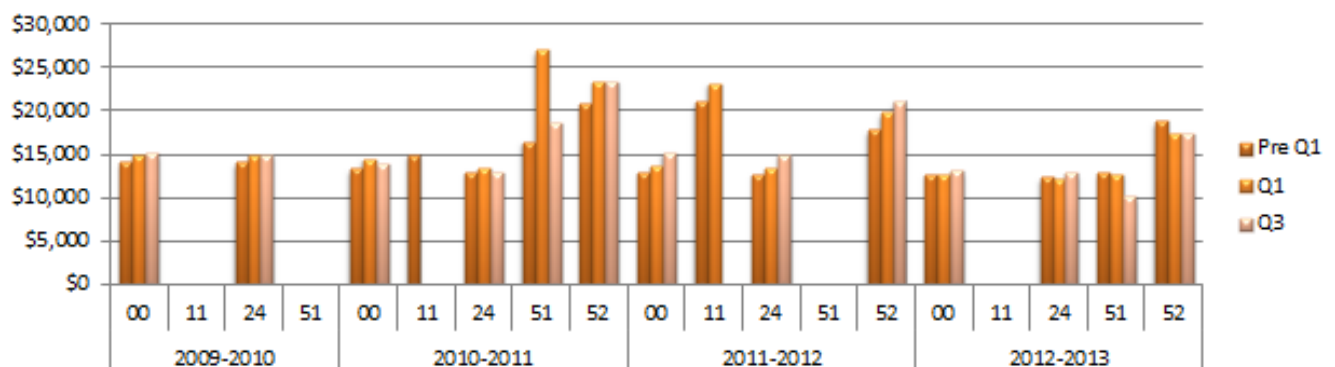
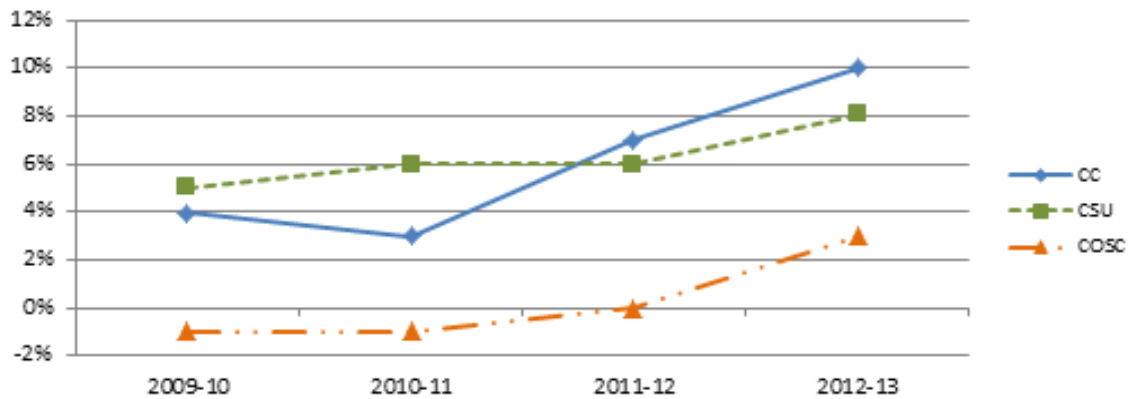


Table 2c shows COSC data for 4 years since COSC offers fewer programs than CCC and CSU. The pattern of rising average wages evident with CCC and CSU is not as common with COSC graduates who have considerably higher Pre Q1 wages.

3) Employment rates of graduates increased between 2009-10 and 2012-13

The percentages of graduates with employment records in the first quarter after graduation increased slightly between academic years 2009 - 10 and 2012-13 when compared to the percentages of those employed during the quarter prior to their graduation. For example, for CCC graduates in 2011-12 there were 7% more employed in Q1 than in Pre-Q1. For 2012-13 graduates from CCC there were 10% more in Q1 than in Pre-Q1. While these increases are moderate, they reflect that Connecticut is slowly pulling out of the financial crisis of 2008 and is slowly providing more employment opportunity for its graduates.

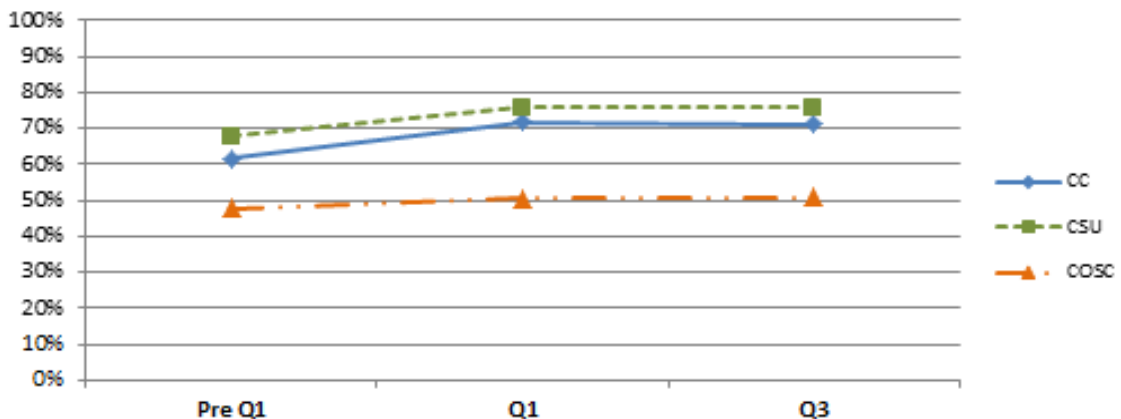
Table 3: Increase in employment rate from Pre-Q1 to Post Q1



4) 75% of CSU graduates, 70% of CCC graduates and 50% of COSC graduates are employed in Connecticut in the first and third quarters after graduation.

Table 4 shows the employment rates of graduates from 2012-13. Despite the moderate increase in employment rates between Pre Q1 and Q1 represented by Finding #3, overall employment rates have been relatively stable. Percentages include only those individuals for whom an employment record was found in the UI wage record data. Given that the UI wage records do not contain information about individuals who work for employers in other states or who are excluded from UI law, the actual rates of employment are higher. This is especially true for COSC since this institution enrolls students from across the nation who are more likely employed in their state of residence.

Table 4: Percentage of graduates from 2012-13 employed in Connecticut



Goal 2 - Student Success

Indicator 3 – Employment and earnings after graduation - *continued*

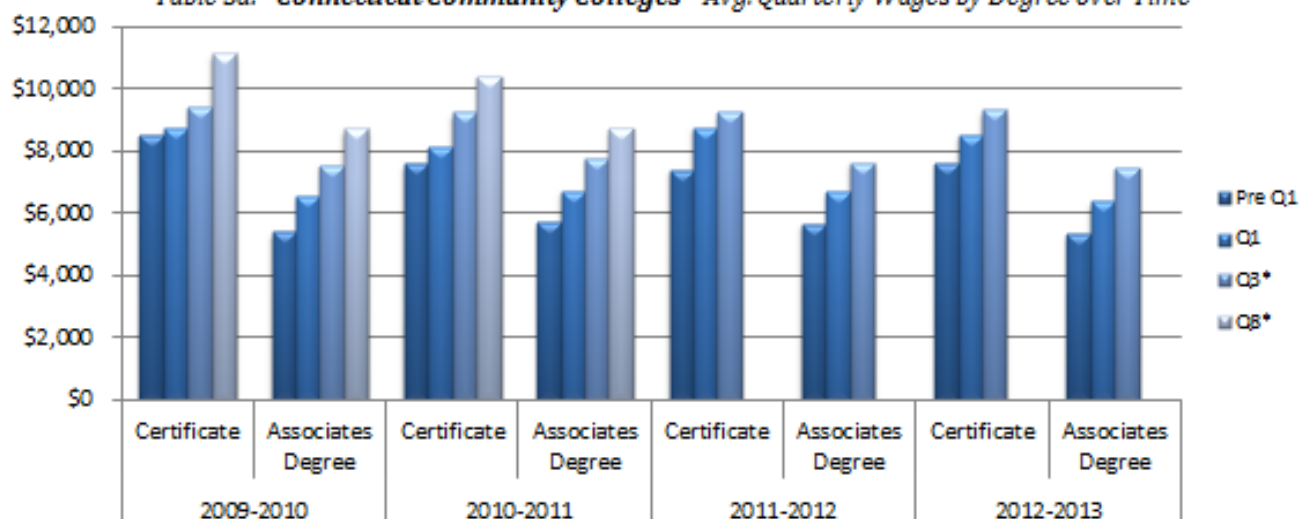
- 5) **Average quarterly wages increase with more advanced credentials, but there are exceptions.** These tables reveal the typical pattern where wages are correlated with the level of postsecondary degrees attained. Students with Doctoral degrees have higher wages than those with Master's degrees, and they in turn have higher wages than those with Bachelor's. However, the pattern breaks down when average wages for Bachelor's and Associate's degrees are compared and also when Associate's degrees and Certificates are compared.

Data from the CCCs reveal that average quarterly wages for certificate completers are higher than for those completing Associates degrees for each point in time compared and across all years in the data sample. It may be that individuals pursuing a certificate may already be working in a position for which the certificate will provide a wage increase. More research will need to be completed to determine the degree to which this is true.

Data from the CSUs show that individuals completing Associate's degrees earn more on average than those completing a Bachelor's degree for the first few quarters after graduation. It takes a couple years before average wages of the Bachelor's degree earners begin to match those with Associate's. This pattern may be due to the possibility that some Associate's degrees are designed to meet specific workforce needs, and graduates may be able to leverage their work history by completing a credential. Bachelor's degree earners graduating during the tail end of the financial crisis may have taken longer to find employment or to find employment that provides higher wages.

Since these data are aggregated by degree level, individual differences will be found in the campus level reports for both institutions and programs.

Table 5a: Connecticut Community Colleges – Avg. Quarterly Wages by Degree over Time

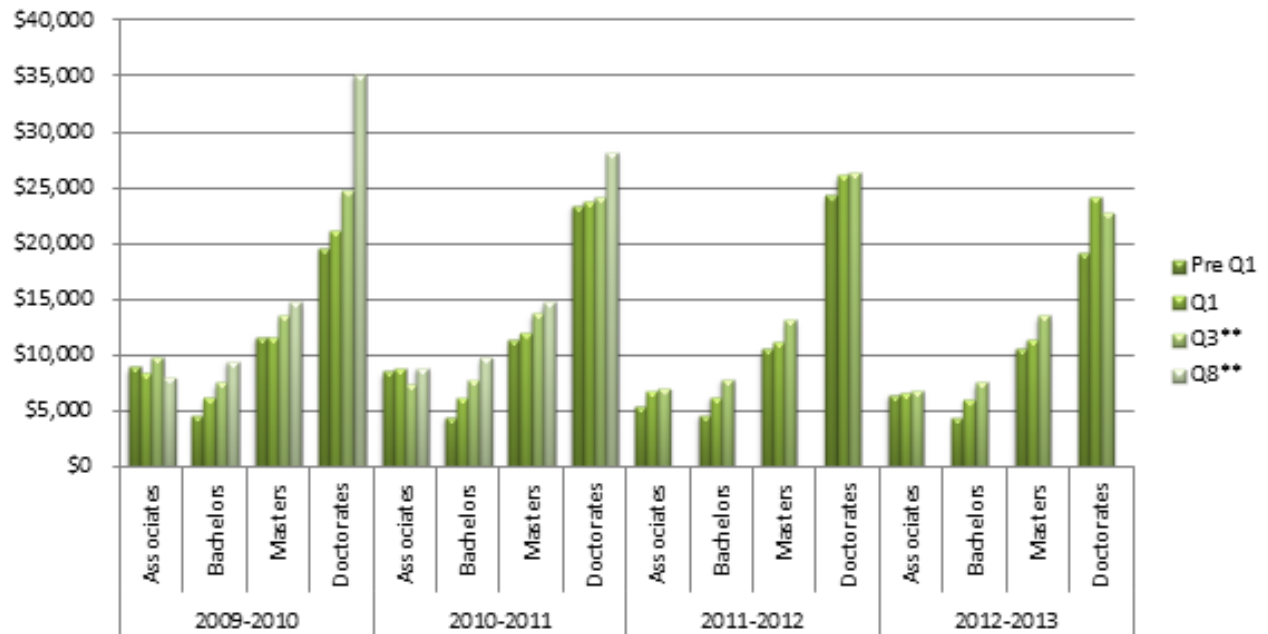


*Q3 and Q8: Data for quarters 3 and 8 are not available for 2011-12 and 2012-13 graduates because not enough time has passed for the employment records to be reported to the DOL. See Appendix A.

Goal 2 - Student Success

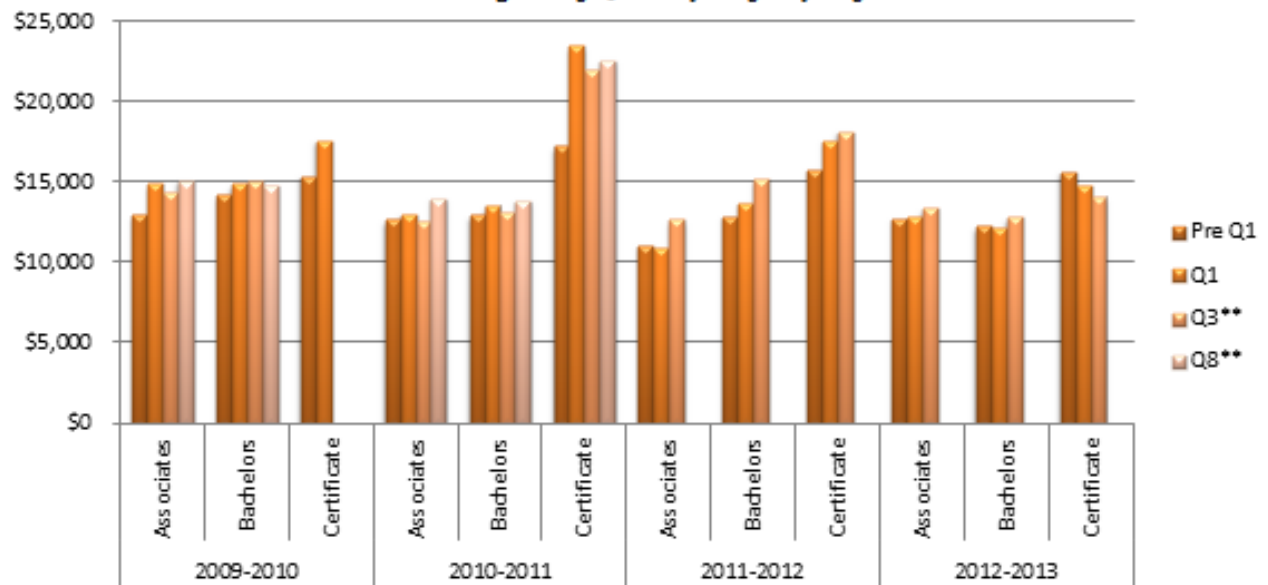
Indicator 3 – Employment and earnings after graduation - *continued*

Table 5b: Connecticut State Universities* – Avg. Quarterly Wages by Degree over Time



* Only Eastern and Western State Universities offer Associates degrees and the combined number of graduates for each of these years in this analysis ranged from 18 to 34.

Table 5c: Charter Oak State College – Avg. Quarterly Wages by Degree over Time



** Q3 and Q8: Data for quarters 3 and 8 are not available for 2011-12 and 2012-13 graduates because not enough time has passed for the employment records to be reported to the DOL. See Appendix A.

Goal 2 - Student Success

Indicator 3 – Employment and earnings after graduation - *continued*

6) Average wages increase in all demographic categories over time.

For CCC and CSU graduates, earnings increase over time (Pre Q1 through Q8) for each category of race, ethnicity and gender. With one exception, this applies to each cohort of graduates across the academic years 2009-10 through 2012-13. The exception is for Native Hawaiian / Pacific Islanders in 2010-11. Further research would be necessary to determine the degree to which wage increases are similar or vary between groups.

Graduates from COSC do not fit this pattern; however, their average wages are higher than CCC and CSU completers for each demographic category at all points in time. If COSC students are more likely to have an established work history prior to graduation than the typical degree seeker at a CCC or CSU, then this may account for higher wages for these students. Further research would be necessary to determine the extent to which this hypothesis is true.

Data are from 2012-13, the most recent year for which data are available. Demographic categories are shown if three data points were available for this year across the constituent units. For this reason, the categories of 1) American Indian/Alaska Native and 2) Native Hawaiian or other Pacific Islander were omitted from the graphic.

Table 6a: Connecticut Community Colleges – Avg. Quarterly Wages by Demographics

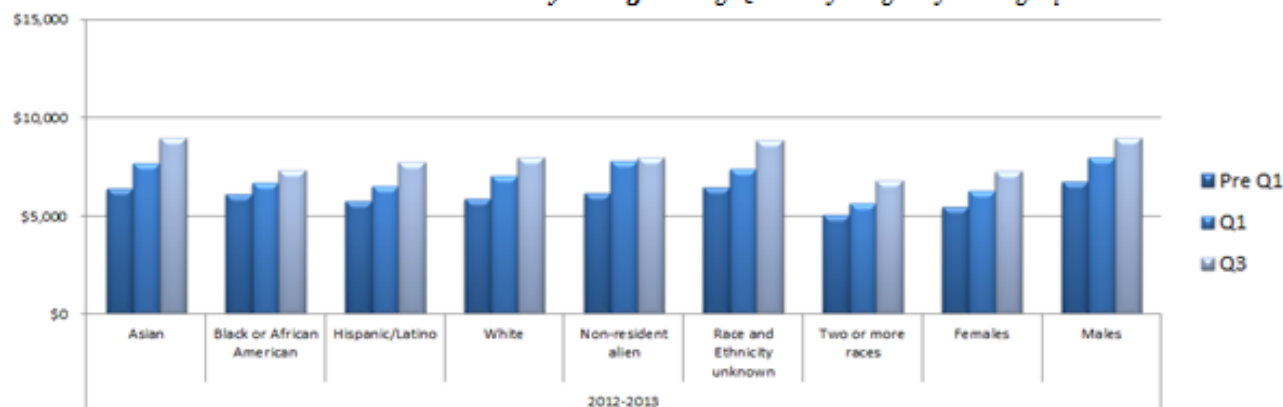
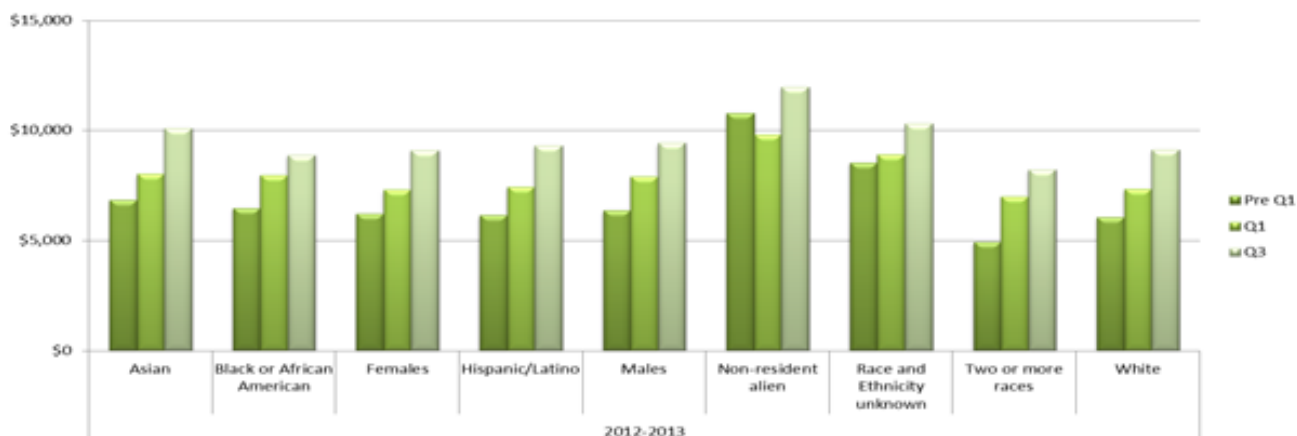


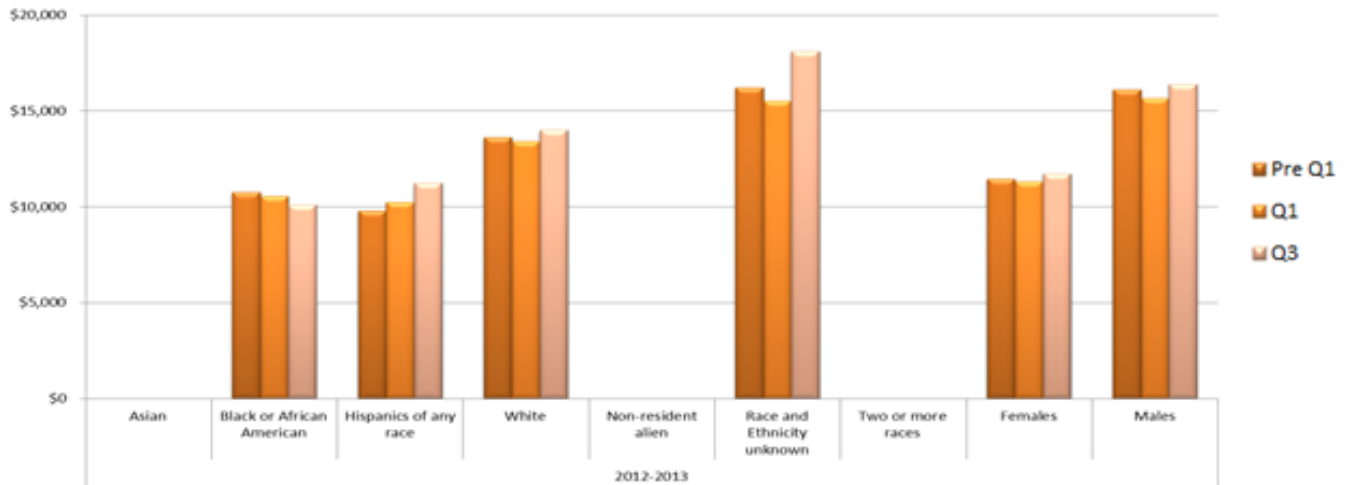
Table 6b: Connecticut State Universities – Avg. Quarterly Wages by Demographics



Goal 2 - Student Success

Indicator 3 – Employment and earnings after graduation - *continued*

Table 6c: Charter Oak State College - Avg. Quarterly Wages by Demographics



Notes & Limitations

- **Who is counted:** Individuals are counted as graduates if they completed a credential during academic years 2009-10, 2010-11, 2011-12 or 2012-13. The count of graduates includes all students regardless of whether they were enrolled as full-time, part-time, 1st time or any other typical enrollment category. All credentials offered were included and identified: certificates (both undergraduate and graduate), associate, bachelor, master and doctoral degrees.
- **Who is not counted:** The employment and wage record data only includes employees who are covered by Unemployment Insurance law in CT. Major exclusions from these data include those who are self-employed, all members of the Armed Forces, elected officials in most states, most agricultural workers on small farms, most employees of railroads, some domestic workers, most student workers at schools and employees of some types of non-profit organizations¹.
- **Data Suppressions:** Data have been suppressed for one of two reasons. If the count of individuals for any particular data point is less than six, then the information for that data point was suppressed by DOL. An asterisk, *, is shown when this occurs. If there was only one program suppressed, then the program with the next lowest count was also suppressed to prevent identification of counts through subtraction. Data were also suppressed if DOL had incomplete employment data from the UI records for a given point in time. Two plus signs, ++, are used to indicate suppression due to lack of records. See Appendix A for a chart that identifies the quarters by which DOL receives UI data.
- **Employment counts under-represent reality:** Employment counts underrepresent the true number of employed graduates for several reasons: 1) Unemployment Insurance data exclude some classes of employees (see note for 'Who is not counted'), 2) Unemployment Insurance data to which DOL has access does not include those employed in other states, 3) matches between education and UI records cannot be made for students who do not have valid Social Security Numbers on file (estimated 1.5% of records used for these reports).

¹ "Frequently Asked Questions." U.S. Bureau of Labor Statistics. U.S. Bureau of Labor Statistics, n.d. Web. 20 Oct. 2014. <http://www.bls.gov/cew/cewfaq.htm#Q14>

Goal 2 - Student Success

Indicator 3 – Employment and earnings after graduation - *continued*

- **Level of wages under-represent reality:** The wage data DOL receives does not include information about how many hours or weeks an individual worked within a given quarter. Therefore, the total average wages for any given quarter is lowered by the combination of wages from individuals who work part-time, were employed for a portion of the quarter (e.g. someone who starts or stops a job) and who worked intermittently.
- **Impact of the U.S. Financial Crisis of 2008:** The number of individuals employed and average wages reported likely reflect the downturn in the national economy during the recent financial crisis in the United States. This began at the end of the last decade and spanned the years of data included in this analysis 2009 through 2013². While the financial crisis began before 2008, the country was still experiencing high unemployment rates and decreased weekly wages through 2009 and into 2010³. Unemployment rates continued to decline after a peak in 2010 and are only beginning to reach 2008 levels now in 2014. State employment and wage data confirm these national patterns⁴.
- **One cannot calculate 'Unemployed' from the data tables:** It is not accurate to attempt to calculate the number of individuals who are unemployed by subtracting the number of employed from any quarter on any report from the corresponding number of graduates. Individuals who are actively working may not be captured as employed because they are either working out of state or because their job is not covered by the Unemployment Insurance (UI) law which is the source of wage and employment data for this report.
- **Programs listed:** Not all education programs offered by CCCs, CSUs and COSC are listed. Programs are included in these reports only if the program existed in the academic year of record and there was at least one graduate from the program for whom the Department of Labor had a matching UI record.
- **Small variations with IPEDS:** The sources for student data used in these reports were the Community College Institutional Research Database (IRDB) and the Connecticut State University Institutional Research Repository (IR Repository). Occasionally there are differences between the number of graduates reported to IPEDS and the number recorded in the IRDB and IR Repository. These differences stem from variations in institutional processes for reporting completion data.

² CT DOL Economist Flaherty, Patrick. "Wages and Financial Crisis." Message to the author. 8 Oct. 2014. E-mail.

³ http://www.huffingtonpost.com/2014/10/03/september-jobs-report-unemployment-rate_n_5922146.html
Huffington Post, by Mark Gongloff, Posted 10/03/2014

⁴ *Labor Force / Residents Employed / Residents Unemployed - State of Connecticut*. State of Connecticut Department of Labor, n.d. Web. Oct.-Nov. 2014. <http://www1.ctdol.state.ct.us/lmi/laborforce.asp>

Goal 2 - Student Success

Indicator 4 – Time in years and credits to degree / certificate

	Average Time to Award ¹					Average Academic Credits to Award ¹				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Asnuntuck	2.5	2.4	2.6	2.3	1.9	63.9	67.5	65.2	56.8	57.9
Capital	2.6	2.2	2.2	2.1	2.1	76.1	76.8	77.0	77.7	77.4
Gateway	1.8	1.7	1.9	2.1	2.0	76.3	75.5	76.2	75.9	75.8
Housatonic	2.7	2.9	3.1	3.0	2.9	77.2	76.5	76.4	76.3	74.9
Manchester	2.2	2.1	2.3	2.4	2.4	75.4	73.9	74.1	73.4	73.5
Middlesex	2.6	2.7	2.7	2.7	2.7	71.4	72.0	71.3	71.5	71.1
Norwalk	1.7	1.4	1.6	1.7	1.7	80.6	81.5	81.1	81.6	80.0
Naugatuck Valley	2.1	2.1	2.3	2.8	2.5	77.9	77.8	77.0	75.9	76.5
Northwestern CT	2.9	2.6	2.6	2.3	2.1	71.3	74.9	77.2	76.5	76.8
Quinebaug Valley	2.2	2.4	2.1	1.8	1.7	69.9	72.4	69.6	65.0	62.7
Three Rivers	2.2	2.2	2.3	2.2	2.3	83.0	83.2	85.9	83.1	83.8
Tunxis	2.0	1.8	1.7	1.8	2.0	73.7	75.3	77.2	75.9	78.0

	Average Time to Award ²					Average Academic Credits to Award ²				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Central	4.6	4.5	4.5	4.5	4.8	133.7	133.6	135.6	133.5	134.5
Eastern	4.4	4.5	4.6	4.7	5.1	130.2	129.9	131.2	129.8	130.6
Southern	4.5	4.7	4.7	4.6	4.6	135.4	137.3	135.9	136.6	138.7
Western	5.0	4.6	5.0	4.8	5.1	132.6	131.9	132.6	131.2	132.7

What does this mean?

Students who complete degrees with the minimum number of credits in the shortest period of time take the most efficient pathway through post-secondary education, pay less for the post-secondary education and utilize fewer state resources in the process. Connecticut State University students on average are taking more than four years to complete a Bachelor's degree. In addition, the number of credits at the time of graduation exceed 120.

Source: BOR Office of Policy, Research and Strategic Planning

Calculation:

Cohorts are defined by the academic year in which they completed their most recent credential (e.g. 2009-2010 graduates are grouped under 2010).

¹For Community Colleges the term of graduation is the end of the time period assessed. The term in which individuals in this cohort declared the majors (catalog_semester) under which they completed their most recent credential was the starting point for the period assessed. Students may have been enrolled in post-secondary education or even completed additional credentials prior to this point.

² For State Universities, the time to award begins with the term of the first class and continues to the term of graduation.

Goal 2 - Student Success

Indicator 4 – Time and credits to degree / certificate

University of Connecticut

Year	Associate Degree-Seeking		Bachelor's Degree-Seeking			
	Full-Time Students	Transfer	Full-Time Students	Transfer In 30 or Fewer Credits	Transfer In 31 to 59 Credits	Transfer in 60 or More Credits
Average Length of Time to Degree (Years, rounded to the nearest 2 decimal points)						
2008-09	1.9	1.7	4.31	3.5	3.02	2.83
2009-10	*	*	*	*	*	*
2010-11	2.12	1.97	4.21	3.44	3.05	3.17
2011-12	1.94	1.8	4.18	3.31	3.02	2.94
Average Credits to Degree						
2008-09	62.64	44	123.86	99.61	82.62	55.78
2009-10	*	*	*	*	*	*
2010-11	66.62	44	125.25	100.66	82.62	55.17
2011-12	65.04	56	125.79	97.74	83.46	54.78

Source:

University of Connecticut, Office of Institutional Research and Effectiveness

* Data not available

Goal 2 - Student Success

Indicator 5 – Transfers from 2-year to 4-year institutions per 100 FTE

Total Transfers without a degree to a 4-year institution - anywhere												
Institution	Fall 2011			Fall 2012			Fall 2013			Fall 2014		
	N	%	per 100 FTE	N	%	per 100 FTE	N	%	per 100 FTE	N	%	per 100 FTE
Asnuntuck	363	13.6%	37.8	338	13.3%	34.2	263	10.0%	25.4	263	10.4%	26.6
Capital	482	7.5%	19.5	633	9.6%	26.4	549	8.4%	24.2	539	8.8%	24.4
Gateway	925	8.7%	22.3	1,198	11.2%	26.4	858	7.7%	18.3	1,080	9.2%	22.9
Housatonic	951	10.6%	27.4	858	9.7%	24.8	655	7.4%	20.2	768	9.4%	25.7
Manchester	1,044	9.9%	23.4	1,258	12.0%	28.0	1,125	10.4%	25.3	1,089	10.3%	25.6
Middlesex	492	11.1%	29.5	636	14.3%	37.5	479	10.7%	28.0	464	10.4%	25.8
Naugatuck Valley	871	8.9%	19.7	747	7.6%	16.8	683	6.9%	15.6	803	8.2%	19.1
Northwestern CT	232	10.2%	27.8	195	9.5%	24.8	157	7.2%	19.2	160	7.5%	19.6
Norwalk	916	10.0%	23.2	1,122	12.3%	28.3	811	8.7%	21.0	780	8.6%	20.6
Qinebaug Valley	249	7.8%	21.8	300	9.8%	26.1	232	7.8%	21.2	167	6.5%	15.6
Three Rivers	434	6.4%	14.7	542	8.0%	19.1	432	6.5%	15.7	469	7.4%	17.8
Tunxis	906	13.7%	33.3	1,014	14.8%	38.0	748	10.9%	29.0	769	11.7%	31.8
Sector Total	7,865	9.6%	23.7	8,841	10.9%	26.5	6,992	8.5%	21.3	7,351	9.2%	23.1

What does this mean?

The description of the path through community college is as complex as the students themselves. Some students transfer from a 2 year college to a 4 year institution in a direct and timely manner. However, many community college students take a more circuitous route to a credential. Balancing work with family commitments or other life events can cause students to take a break from their education before returning at a later point. Students will also take courses at both 2 and 4 year institutions simultaneously. Of the 80,000 students enrolled at one of the Connecticut Community Colleges in 2013-2014, the following transitions between that academic year and the fall of 2014 occurred.

- 3,467 (4.3%) graduated from a 2 year college and did not enroll elsewhere in the fall.
- 1,718 (2.1%) graduated from a 2 year college and then enrolled at a 4 year institution .
- 754 (.9%) graduated from a 2 year college and then enrolled at a 2 year institution again.
- 66 (.1%) graduated from a 2 year college and then enrolled at both a 2 and 4 year institution.
- 6,958 (8.7%) did not graduate, but enrolled at a 4 year institution in the fall.
- 393 (.5%) did not graduate, and enrolled at both a 2 and 4 year institution in the fall.
- 31, 109 (38.9%) did not graduate and enrolled at a 2 year institution again.
- 35,558 (44.4%) did not graduate or enroll anywhere the following fall.

Source & Calculation

Transfers: BOR Office of Planning and Research utilizing data from the National Student Clearinghouse to obtain enrollment outside of the Connecticut State University and College system. Based on an unduplicated annualized count of students enrolled in a Connecticut Community College at any time during each academic year. For example, the section labeled 'Fall 2014' shows the number of unduplicated students from the 2013-2014 academic year who transferred in Fall 2014.

Full Time Equivalent (FTE) Counts from: http://www.ct.edu/opr/statistical_abstract. See definition in IPEDS glossary entry for "Calculation of FTE students at nces.ed.gov/ipeds/glossary/?charindex=C. FTE's prepared by Office of Planning and Research, November 20, 2014. This FTE is based on fall enrollment only; it is not an annualized calculation.

Goal 2 - Student Success

Indicator 5 – Transfers from 2-year to 4-year institutions per 100 FTE

Transfers to UCONN, All Campuses, from Connecticut Community Colleges

From	Fall 2011	Fall 2012	Fall 2013
Asnuntuck	6	9	13
Capital	11	13	12
Gateway	22	15	21
Housatonic	18	20	25
Manchester	93	102	81
Middlesex	9	15	9
Naugatuck Valley	25	25	36
Northwestern CT	11	10	9
Norwalk	68	81	70
Quinebaug Valley	5	20	13
Three Rivers	24	34	35
Tunxis	22	23	19
Total Count of Transfers	314	367	343

Transfers per 100 undergraduate FTE	1.5	1.8	1.6
--	------------	------------	------------

Source: University of Connecticut, Office of Institutional Research and Effectiveness

Calculation: This is an actual count of individuals who transferred from a Connecticut Community College to a UCONN Campus. It is not a figure per 100 FTE.

Affordability & Sustainability

Maximize access to higher education for students from all economic backgrounds

Indicators:

1. Tuition and fees as % of median household income
2. Percent of undergraduates receiving federal loan aid
3. State and local appropriations per completion and per 100 FTE
4. Education and related expenses per completion and per FTE enrollment
5. Instructional expenditures as a percent of Education & Related spending

Goal 3 – Affordability & Sustainability

Indicator 1 – Tuition and fees as % of median household income

Institution Name	2010-2011 % of HH \$	2011-2012 % of HH \$	2012-2013 % of HH \$
Asnuntuck Community College	5.3%	5.3%	5.3%
Capital Community College	5.3%	5.3%	5.3%
Gateway Community College	5.3%	5.3%	5.3%
Housatonic Community College	5.3%	5.3%	5.3%
Manchester Community College	5.3%	5.3%	5.3%
Middlesex Community College	5.3%	5.3%	5.3%
Naugatuck Valley Community College	5.3%	5.3%	5.4%
Northwestern CT Community College	5.3%	5.3%	5.3%
Norwalk Community College	5.3%	5.3%	5.3%
Quinebaug Valley Community College	5.3%	5.3%	5.3%
Three Rivers Community College	5.3%	5.3%	5.3%
Tunxis Community College	5.3%	5.3%	5.3%
Sector: Connecticut Community Colleges	5.3%	5.3%	5.3%

Sector/ Institution Name	2010-2011 % of HH \$	2011-2012 % of HH \$	2012-2013 % of HH \$
Charter Oak State College	NA	NA	NA

Institution Name	2010-2011 % of HH \$	2011-2012 % of HH \$	2012-2013 % of HH \$
Central Connecticut State University	12.3%	12.3%	12.4%
Eastern Connecticut State University	13.0%	13.0%	13.2%
Southern Connecticut State University	12.6%	12.5%	12.7%
Western Connecticut State University	12.4%	12.3%	12.5%
Sector: Connecticut State Universities	12.6%	12.5%	12.7%

Institution Name	2010-2011 % of HH \$	2011-2012 % of HH \$	2012-2013 % of HH \$
University of Connecticut-Storrs	16.3%	16.2%	16.7%
University of Connecticut-Avery Point	13.5%	13.5%	13.9%
University of Connecticut-Stamford	13.5%	13.5%	13.9%
University of Connecticut-Tri-Campus	13.5%	13.5%	13.9%
Sector: University of Connecticut	14.2%	14.2%	14.6%

Note:

Sector averages are un-weighted to campus enrollment and have limited interpretive value.

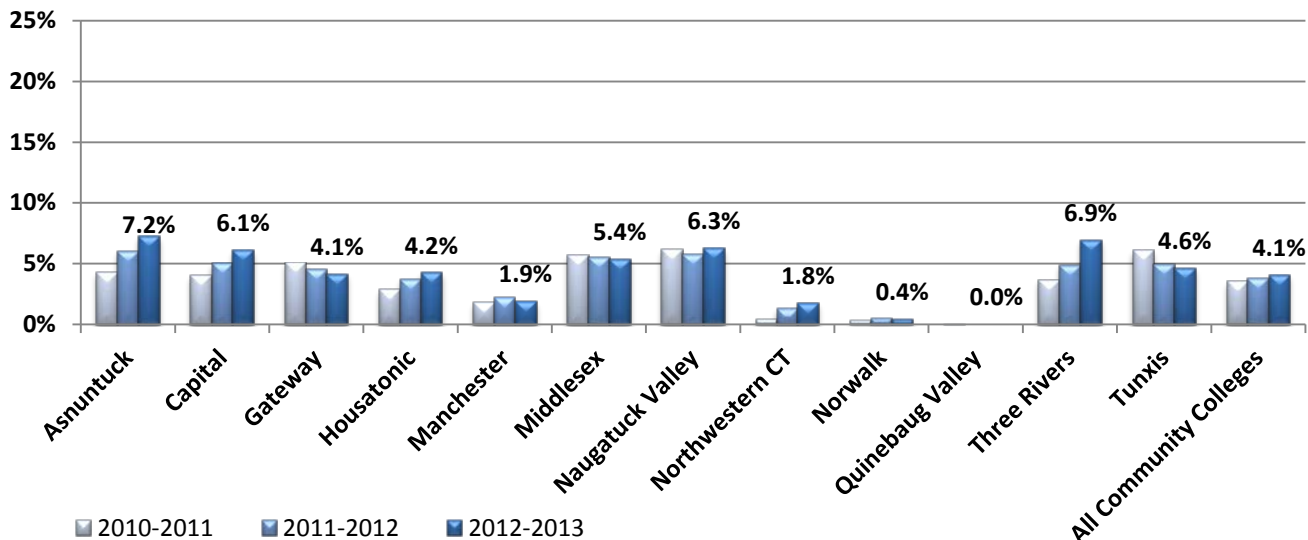
Sources

- American Community Survey 1-Year Estimates (Household Income); Downloaded 3/30/2015, http://www.census.gov/acs/www/data_documentation/2013_release/
- IPEDES ; Tuition & Fees, Downloaded 3/30/2015, <http://nces.ed.gov/ipeds/datacenter/Data.aspx>

Goal 3 – Affordability & Sustainability

Indicator 2 – Percent of undergraduates receiving federal loan aid

Connecticut Community College Students



	2010-2011	2011-2012	2012-2013
Asnuntuck	4.2%	6.0%	7.2%
Capital	4.0%	5.0%	6.1%
Gateway	5.1%	4.6%	4.1%
Housatonic	2.9%	3.7%	4.2%
Manchester	1.8%	2.2%	1.9%
Middlesex	5.7%	5.5%	5.4%
Naugatuck Valley	6.2%	5.8%	6.3%
Northwestern CT	0.4%	1.3%	1.8%
Norwalk	0.3%	0.5%	0.4%
Quinebaug Valley	0.0%	0.0%	0.0%
Three Rivers	3.7%	4.9%	6.9%
Tunxis	6.1%	5.0%	4.6%
All Community Colleges	3.5%	3.8%	4.1%

What does this mean?

A relatively small percentage of students enrolling in Connecticut Community Colleges obtain a federal loan, when compared to students at other institutions. Community college students appear to be less reliant on loans than their counterparts at four year institutions. However, the proportion of community college students needing additional support financing their education has been increasing.

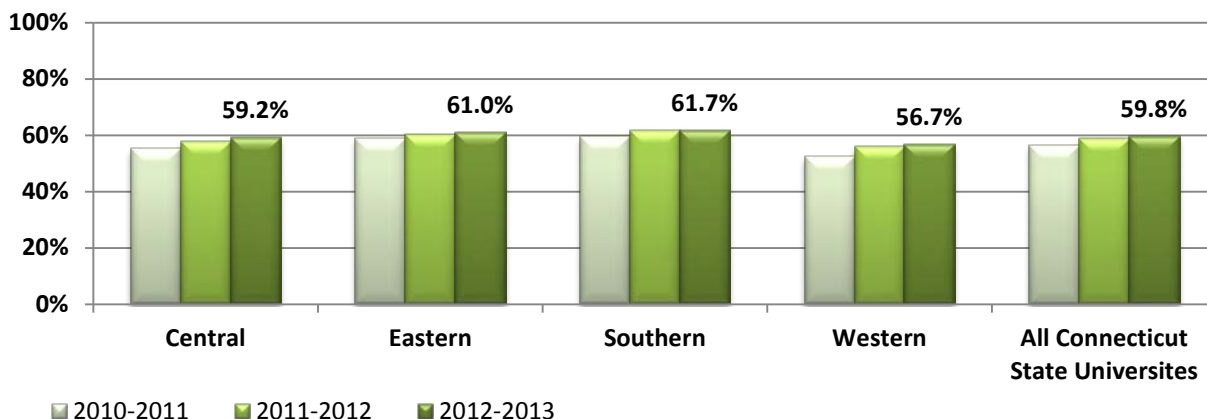
Source:

Integrated Postsecondary Education Data System (IPEDS) Student Financial Aid Survey, March 6th, 2015

Goal 3 – Affordability & Sustainability

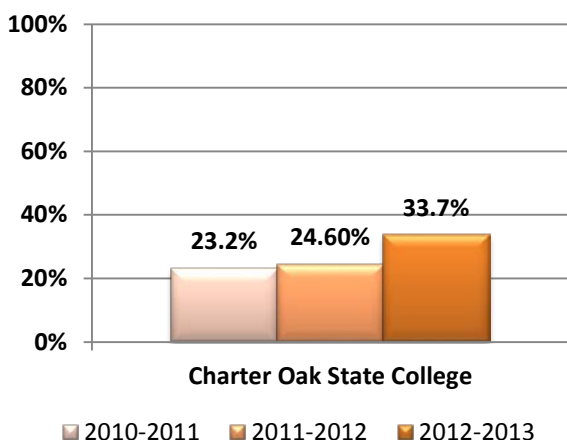
Indicator 2 – Percent of undergraduates receiving federal loans

Connecticut State University Students



	2010-2011	2011-2012	2012-2013
Central CSU	55.4%	57.8%	59.2%
Eastern CSU	58.9%	60.4%	61.0%
Southern CSU	59.5%	61.9%	61.7%
Western CSU	52.6%	55.9%	56.7%
All Connecticut State Universities	56.6%	59.1%	59.8%

Charter Oak State College



What does this mean?

The proportion of students attending Connecticut State Universities or Charter Oak State college who obtain federal loans to assist with paying for their education is increasing at each institution. As with community college students, this likely reflects the increase in student tuition and overall impact of the higher cost of obtaining post-secondary education.

Charter Oak State College students have no residential expenses and are more likely to be presently employed which may explain a lower need for federal loans to cover costs.

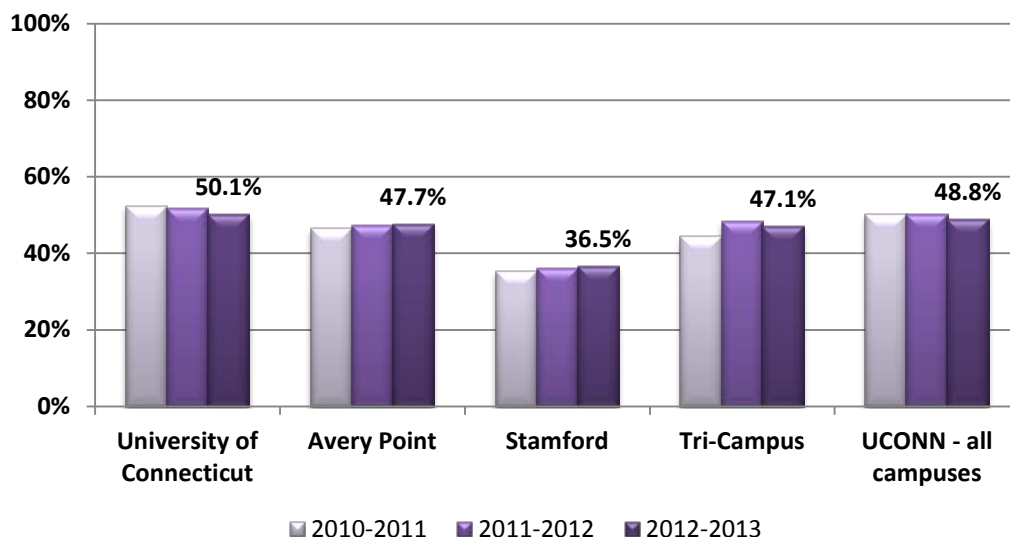
Source

Integrated Postsecondary Education Data System (IPEDS), March 6th 2015

Goal 3 – Affordability & Sustainability

Indicator 2 – Percent of undergraduates receiving federal loans

The University of Connecticut



	2010-2011	2011-2012	2012-2013
University of Connecticut	52.3%	51.6%	50.1%
Avery Point	46.5%	47.3%	47.7%
Stamford	35.3%	36.1%	36.5%
Tri-Campus	44.4%	48.4%	47.1%
UCONN - all campuses	50.2%	50.2%	48.8%

What does this mean?

The total proportion of students receiving a federal loan at a University of Connecticut (UConn) campus is 11% less than at the Connecticut State Universities. While tuition is higher at UConn, students enrolled at a UConn campus are apparently able to draw upon other resources to help cover the cost of their education.

Across all campuses, the proportion of students receiving a federal loan has remained relatively stable over the past three years.

Source

Integrated Postsecondary Education Data System (IPEDS), March 6th 2015

Goal 3 – Affordability & Sustainability

Indicator 3 – State and local appropriations per FTE

Institution	Appropriations per FTE		
	2010-11	2011-12	2012-13
Asnuntuck Community College	\$8,923	\$8,827	\$8,820
Capital Community College	\$6,784	\$5,999	\$6,296
Gateway Community College	\$5,511	\$4,842	\$5,278
Housatonic Community College	\$4,888	\$4,541	\$4,646
Manchester Community College	\$6,238	\$5,829	\$5,763
Middlesex Community College	\$6,824	\$6,003	\$6,015
Naugatuck Valley Community College	\$6,555	\$5,877	\$5,935
Northwestern Connecticut Community College	\$11,581	\$11,410	\$11,732
Norwalk Community College	\$5,977	\$5,454	\$5,482
Quinebaug Valley Community College	\$7,548	\$7,450	\$7,491
Three Rivers Community College	\$6,517	\$5,715	\$5,997
Tunxis Community College	\$6,449	\$5,762	\$6,160
Sector: Connecticut Community Colleges	\$6,389	\$5,817	\$5,968

Sector/ Institution Name	2010-11	2011-12	2012-13
Charter Oak State College	\$1,887	\$2,965	\$2,697

Institution	2010-11	2011-12	2012-13
Central Connecticut State University	\$7,157	\$6,155	\$6,734
Eastern Connecticut State University	\$8,775	\$7,488	\$8,139
Southern Connecticut State University	\$7,656	\$6,619	\$7,561
Western Connecticut State University	\$8,196	\$6,855	\$7,571
Sector: Connecticut State Universities	\$7,770	\$6,653	\$7,378

Institution	2010-11	2011-12	2012-13
University of Connecticut*	\$12,325	\$10,366	\$10,673

Sources

Integrated Postsecondary Education Data System (IPEDS). Data for FY 09 and later from the University of Connecticut were separately reported to the Board of Regents; FY12 data are from the General Purpose Financial Statement at <http://accountingoffice.uconn.edu/accounting/PDF/2012FS.pdf>, p. 10. Prepared by the CT Board of Regents Office of Policy and Research, July 22, 2013

* Branch data for the University of Connecticut are not available.

Calculation: These data represent state appropriations to Connecticut public institutions, including fringe benefits paid by the State Comptrollers Office from FY 2005-06 to FY 2011-12 as a function of full-time equivalent (FTE) enrollment. Appropriations attributable to CSU and CC System Offices are included, but excludes \$1.26 million in appropriations for the BOR in FY 2012, which equates to an additional \$19 per FTE for ConnSCU institutions. FTE enrollment is calculated based on 12-month instructional activity July 1 - June 30, calculated as 30 undergraduate credits = 1 FTE and 24 graduate credits = 1 FTE; this estimate of FTE differs from the fall headcount estimate used in the state accountability report, but the difference between these two estimates is negligible. Data for the University of Connecticut exclude appropriations to the Health Center and corresponding enrollments; enrollments at the regional campuses are included (financial data for regional campuses cannot readily be isolated).

Goal 3 – Affordability & Sustainability

Indicator 3 – State and local appropriations per completion

Institution	Appropriations per Completion		
	2010-11	2011-12	2012-13
Asnuntuck Community College	\$23,105	\$22,110	\$16,419
Capital Community College	\$36,321	\$32,123	\$34,077
Gateway Community College	\$33,783	\$27,960	\$30,864
Housatonic Community College	\$33,910	\$31,477	\$26,989
Manchester Community College	\$30,868	\$28,092	\$29,046
Middlesex Community College	\$40,717	\$32,641	\$35,178
Naugatuck Valley Community College	\$33,375	\$26,322	\$22,009
Northwestern Connecticut Community College	\$62,169	\$53,492	\$48,614
Norwalk Community College	\$43,293	\$31,751	\$33,277
Quinebaug Valley Community College	\$46,913	\$40,766	\$25,213
Three Rivers Community College	\$41,067	\$31,493	\$25,891
Tunxis Community College	\$35,643	\$29,098	\$29,099
Sector: Connecticut Community Colleges	\$35,885	\$30,089	\$27,996

Sector / Institution Name	2010-11	2011-12	2012-13
Charter Oak State College	\$3,427	\$3,950	\$4,122

Institution	2010-11	2011-12	2012-13
Central Connecticut State University	\$30,518	\$24,480	\$26,408
Eastern Connecticut State University	\$37,897	\$30,755	\$32,668
Southern Connecticut State University	\$29,348	\$24,007	\$25,800
Western Connecticut State University	\$40,216	\$35,310	\$34,811
Sector: Connecticut State Universities	\$32,840	\$26,957	\$28,547

Institution	2010-11	2011-12	2012-13
University of Connecticut	\$45,885	\$36,345	\$37,850
University of Connecticut-Avery Point	*	*	*
University of Connecticut-Stamford	*	*	*
University of Connecticut-Tri-Campus	*	*	*
Sector: University of Connecticut	\$45,885	\$36,345	\$37,850

Sources

Integrated Postsecondary Education Data System (IPEDS). Data for FY 09 and later from the University of Connecticut were separately reported to the Board of Regents; FY12 data are from the General Purpose Financial Statement at <http://accountingoffice.uconn.edu/accounting/PDF/2012FS.pdf>, p. 10. Prepared by the CT Board of Regents Office of Policy and Research, July 22, 2013

- University of Connecticut branch data are not available .

Calculation; Notes about the calculation of appropriations is the same as for the prior metric “State and Local appropriations per FTE”.

Goal 3 – Affordability & Sustainability

Indicator 4 – Education & related expenses per FTE

Institution Name	Education & Related Expenses per FTE		
	2010-11	2011-12	2012-13
Asnuntuck Community College	\$15,070	\$14,831	\$15,467
Capital Community College	\$13,182	\$12,806	\$13,246
Gateway Community College	\$10,290	\$11,686	\$13,299
Housatonic Community College	\$9,832	\$9,946	\$9,926
Manchester Community College	\$10,860	\$10,959	\$10,931
Middlesex Community College	\$11,757	\$11,262	\$11,806
Naugatuck Valley Community College	\$11,862	\$11,379	\$12,005
Northwestern Connecticut Community College	\$17,577	\$18,300	\$18,566
Norwalk Community College	\$11,167	\$11,706	\$11,640
Quinebaug Valley Community College	\$13,197	\$13,255	\$13,780
Three Rivers Community College	\$11,751	\$11,276	\$12,119
Tunxis Community College	\$11,644	\$11,414	\$11,822
Sector: Community College	\$11,588	\$11,685	\$12,172

Sector/ Institution Name	2010-11	2011-12	2012-13
Charter Oak State College	\$8,867	\$12,538	\$12,327

Institution Name	2010-11	2011-12	2012-13
Central Connecticut State University	\$15,253	\$14,888	\$15,910
Eastern Connecticut State University	\$17,686	\$16,928	\$17,397
Southern Connecticut State University	\$15,999	\$16,084	\$18,068
Western Connecticut State University	\$17,069	\$16,758	\$17,687
Sector: Connecticut State Universities	\$16,220	\$15,949	\$17,141

Institution Name	2010-11	2011-12	2012-13
University of Connecticut*	\$32,662	\$31,196	\$33,473

Sources

U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS). Finance Survey and Fall Enrollment Survey. Prepared by the CT Board of Regents Office of Policy and Research, April 17, 2015.

[1] http://www.deltacostproject.org/resources/pdf/issuebrief_02.pdf

* Data about University of Connecticut branch locations are not available .

Calculation: The calculation for the **numerator** uses the methodology established by the Delta Cost Project:

Education & related expenses = instruction + student services + (education_share*(academic support + institution support + operation/maintenance)) Where:: Education_share = (instruction + student services) / (instruction + student services + research + public service)[1] The FTE enrollment **denominator** is calculated using the National Center for Education Statistics fall headcount formula for all students for the same fiscal year. In future sector averages will be weighted for enrollment

Goal 3 – Affordability & Sustainability

Indicator 4 – Education & related expenses per completion

Education & Related Expenses/Completion			
Institution Name	2010-11	2011-12	2012-13
Asnuntuck Community College	\$39,021	\$37,150	\$28,790
Capital Community College	\$70,576	\$68,575	\$71,699
Gateway Community College	\$63,080	\$67,477	\$77,766
Housatonic Community College	\$68,205	\$68,942	\$57,656
Manchester Community College	\$53,735	\$52,811	\$55,094
Middlesex Community College	\$70,152	\$61,234	\$69,046
Naugatuck Valley Community College	\$60,394	\$50,966	\$44,522
Northwestern Connecticut Community College	\$94,360	\$85,794	\$76,931
Norwalk Community College	\$80,885	\$68,141	\$70,652
Quinebaug Valley Community College	\$82,030	\$72,533	\$46,381
Three Rivers Community College	\$74,054	\$62,143	\$52,322
Tunxis Community College	\$64,356	\$57,636	\$55,842
Sector: Community College	\$65,086	\$60,441	\$57,100
Sector/ Institution Name	2010-11	2011-12	2012-13
Charter Oak State College	\$16,100	\$16,705	\$18,839
Institution Name	2010-11	2011-12	2012-13
Central Connecticut State University	\$65,039	\$59,217	\$62,399
Eastern Connecticut State University	\$76,385	\$69,522	\$69,828
Southern Connecticut State University	\$61,327	\$58,335	\$61,651
Western Connecticut State University	\$83,757	\$86,317	\$81,326
Sector: Connecticut State Universities	\$68,556	\$64,620	\$66,325
Institution Name	2010-11	2011-12	2012-13
University of Connecticut*	\$107,049	\$95,985	\$103,292

Sources

U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS). Finance Survey and Fall Enrollment Survey. Prepared by the CT Board of Regents Office of Policy and Research, April 17, 2015.

[1] http://www.deltacostproject.org/resources/pdf/issuebrief_02.pdf

* Branch data are not available for the University of Connecticut

Calculation: The calculation for the **numerator** uses the methodology established by the Delta Cost Project:

Education & related expenses = instruction + student services + (education_share*(academic support + institution support + operation/maintenance)) Where:: Education_share = (instruction + student services) / (instruction + student services + research + public service). The completions **denominator** is the sum of all degree and certificate completions for the same fiscal year. (A future iteration of this calculation might weight certificate completions). Sector averages will be weighted for enrollment

Goal 3 – Affordability & Sustainability

Indicator 5 – Instructional expenditures as a percent of education and related spending

Instructional Expenditures as a percent of Education & Related Spending

Institution Name	2010-11	2011-12	2012-13
Asnuntuck Community College	39.7%	40.7%	40.3%
Capital Community College	44.5%	44.6%	45.1%
Gateway Community College	51.3%	47.3%	42.0%
Housatonic Community College	39.5%	39.2%	41.3%
Manchester Community College	42.1%	43.7%	43.3%
Middlesex Community College	40.9%	37.3%	40.0%
Naugatuck Valley Community College	44.2%	44.4%	43.6%
Northwestern Connecticut Community College	34.6%	36.1%	36.0%
Norwalk Community College	46.6%	45.2%	45.8%
Quinebaug Valley Community College	37.1%	40.2%	42.3%
Three Rivers Community College	43.2%	42.9%	43.8%
Tunxis Community College	42.7%	43.5%	43.2%
Sector: Community College	43.4%	43.1%	42.9%

Sector/Institution Name	2010-11	2011-12	2012-13
Charter Oak State College	31.0%	37.0%	40.9%

Institution Name	2010-11	2011-12	2012-13
Central Connecticut State University	40.3%	42.3%	44.1%
Eastern Connecticut State University	35.9%	35.2%	36.4%
Southern Connecticut State University	46.9%	47.2%	47.3%
Western Connecticut State University	41.4%	39.3%	42.2%
Sector: Connecticut State Universities	41.7%	41.9%	43.4%

Institution Name	2010-11	2011-12	2012-13
University of Connecticut	54.9%	56.8%	56.3%
University of Connecticut-Avery Point	*	*	*
University of Connecticut-Stamford	*	*	*
University of Connecticut-Tri-Campus	*	*	*
University of Connecticut	54.9%	56.8%	56.3%

Sources

U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS) Finance Survey. Prepared by the CT Board of Regents Office of Policy and Research, April 29, 2015.

[1] http://www.deltacostproject.org/resources/pdf/issuebrief_02.pdf

* Branch data are not available for the University of Connecticut

Calculation:

The numerator is the reported amount of expenditure on instruction (less depreciation, interest, operations and maintenance).

The calculation for the numerator uses the methodology established by the Delta Cost Project:

Education & related expenses = instruction + student services + (education_share*(academic support + institution support + operation/maintenance)) Where:

Education_share = (instruction + student services) / (instruction + student services + research + public service)[1]

Innovation and Economic Growth

Create environments that emphasize innovation and prepare students for successful careers in a fast changing world.

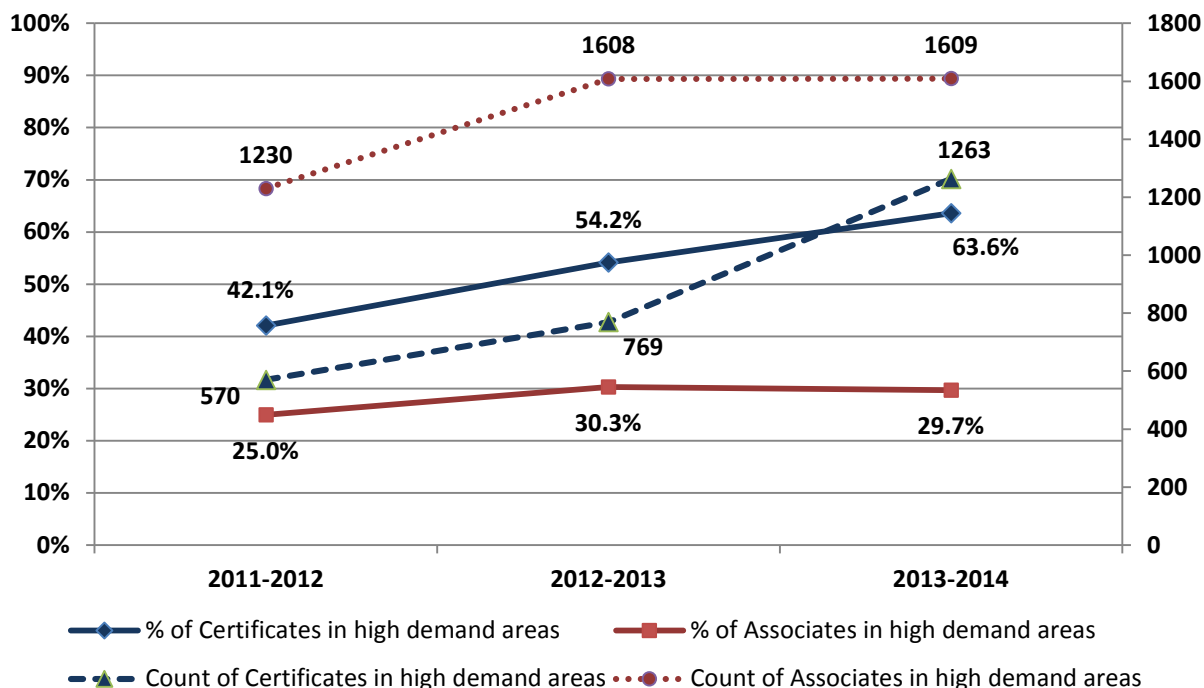
Indicators:

1. Completions in fields with high workforce demand: STEM, health, education
2. External research funding per full-time faculty
3. Patents per 100K workers
4. Percent of students enrolled in distance education courses exclusively/some but not all.

Goal 4 – Innovation and Economic Growth

Indicator 1 – Completions in fields with high workforce demand: STEM, health, education

Connecticut Community Colleges



Sector: Connecticut Community Colleges	2011-2012			2012-2013			2013-2014		
	Cert. ¹	Assoc. ²	Total	Cert. ¹	Assoc. ²	Total	Cert. ¹	Assoc. ²	Total
Education	3	16	19	34	214	248	104	216	320
Health Professions and Related Programs	296	921	1217	304	1035	1339	350	1027	1377
Science, Technology, Engineering & Math (STEM)	271	293	564	431	359	790	809	366	1175
Other	784	3698	4482	651	3704	4355	723	3815	4538
Total	1354	4928	6282	1420	5312	6732	1986	5424	7410
Total count of high demand	570	1230	1800	769	1608	2377	1263	1609	2872
Percent in high demand	42.1%	25.0%	28.7%	54.2%	30.3%	35.3%	63.6%	29.7%	38.8%

What does this mean?

These data and the data tables 4.1a and 4.1b show that both individually and collectively community colleges are producing increasing numbers of undergraduate certificates and associate degrees in programs that are considered to be high workforce demand areas. There was a 21% increase in the number of high demand undergraduate certificates and a 5% increase in the number of high demand associate degrees produced over the past three academic years. Some of this change has been due to the implementation of the advance manufacturing centers at several community colleges.

Sources

Integrated Postsecondary Education Data System (IPEDS) Completions Data as of 05-05-15. Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

¹ Cert. includes certificates below the baccalaureate level.

² Assoc. stands for associate degrees

Goal 4 – Innovation and Economic Growth

Indicator 1 – Completions in fields with high workforce demand: STEM, health, education

Table 4.1a

Community College	Education Area	2011-2012			2012-2013			2013-2014		
		Cert. ¹	Assoc. ²	Total	Cert. ¹	Assoc. ²	Total	Cert. ¹	Assoc. ²	Total
Asnuntuck	Education				1	8	9	5	5	10
	Health	10	10	20	4	5	9	5	15	20
	STEM	126	2	128	202	5	207	346	0	346
	Other	109	157	266	44	145	189	40	147	187
	Total Credentials	245	169	414	251	163	414	396	167	563
	% in high workforce demand	55.5%	7.1%	35.7%	82.5%	11.0%	54.3%	89.9%	12.0%	66.8%
Capital	Education				4	29	33	4	31	35
	Health	46	155	201	47	152	199	36	148	184
	STEM	1	4	5	1	23	24	3	20	23
	Other	22	272	294	2	249	251	17	223	240
	Total Credentials	69	431	500	54	453	507	60	422	482
	% in high workforce demand	68.1%	36.9%	41.2%	96.3%	45.0%	50.5%	71.7%	47.2%	50.2%
Gateway	Education	0	0	0	2	31	33	3	40	43
	Health	94	151	245	51	174	225	58	169	227
	STEM	22	51	73	67	55	122	61	66	127
	Other	42	363	405	50	341	391	55	347	402
	Total Credentials	158	565	723	170	601	771	177	622	799
	% in high workforce demand	73.4%	35.8%	44.0%	70.6%	43.3%	49.3%	68.9%	44.2%	49.7%
Housatonic	Education		2	2	0	28	28	50	35	85
	Health	15	44	59	5	63	68	13	83	96
	STEM	0	3	3	0	4	4	56	7	63
	Other	50	442	492	51	390	441	11	378	389
	Total Credentials	65	491	556	56	485	541	130	503	633
	% in high workforce demand	23.1%	10.0%	11.5%	8.9%	19.6%	18.5%	91.5%	24.9%	38.5%
Manchester	Education	0	0	0		19	19		24	24
	Health	17	91	108	37	69	106	39	78	117
	STEM	24	43	67	26	73	99	15	59	74
	Other	111	678	789	80	652	732	58	653	711
	Total	152	812	964	143	813	956	112	814	926
	% in high workforce demand	27.0%	16.5%	18.2%	44.1%	19.8%	23.4%	48.2%	19.8%	23.2%
Middlesex	Education	2	10	12	3	12	15	3	5	8
	Health	6	41	47	6	54	60	18	40	58
	STEM	1	5	6	3	3	6	5	9	14
	Other	4	232	236	5	241	246	7	223	230
	Total Credentials	13	288	301	17	310	327	33	277	310
	% in high workforce demand	69.2%	19.4%	21.6%	70.6%	22.3%	24.8%	78.8%	19.5%	25.8%

Sources

Integrated Postsecondary Education Data System (IPEDS) Completions Data as of 05-05-15. Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

¹ Certificates below the baccalaureate level; ² Associate degrees.

³ Science, Technology, Engineering and Math (STEM)

Goal 4 – Innovation and Economic Growth

Indicator 1 – Completions in fields with high workforce demand: STEM, health, education

Table 4.1b

Community College	Education Area	2011-2012			2012-2013			2013-2014		
		Cert. ¹	Assoc. ²	Total	Cert. ¹	Assoc. ²	Total	Cert. ¹	Assoc. ²	Total
Naugatuck Valley	Education	1		1	6	19	25	5	17	22
	Health	25	163	188	27	168	195	35	187	222
	STEM	59	73	132	73	70	143	198	69	267
	Other	159	406	565	165	478	643	210	490	700
	Total Credentials	244	642	886	271	735	1006	448	763	1211
	% in high workforce demand	34.8%	36.8%	36.2%	39.1%	35.0%	36.1%	53.1%	35.8%	42.2%
Northwestern Connecticut	Education					5	5		10	10
	Health	17	33	50	22	62	84	24	62	86
	STEM	4	9	13	0	3	3	0	7	7
	Other	23	85	108	9	85	94	20	79	99
	Total Credentials	44	127	171	31	155	186	44	158	202
	% in high workforce demand	47.7%	33.1%	36.8%	71.0%	45.2%	49.5%	54.5%	50.0%	51.0%
Norwalk	Education				18	39	57	33	29	62
	Health	21	85	106	32	103	135	42	101	143
	STEM	1	27	28	16	28	44	9	38	47
	Other	68	366	434	54	409	463	45	376	421
	Total Credentials	90	478	568	120	579	699	129	544	673
	% in high workforce demand	24.4%	23.4%	23.6%	55.0%	29.4%	33.8%	65.1%	30.9%	37.4%
Quinebaug Valley	Education		0	0	0	8	8	1	15	16
	Health	21	27	48	29	26	55	36	12	48
	STEM	3	16	19	1	20	21	76	21	97
	Other	11	126	137	14	118	132	32	157	189
	Total Credentials	35	169	204	44	172	216	145	205	350
	% in high workforce demand	68.6%	25.4%	32.8%	68.2%	31.4%	38.9%	77.9%	23.4%	46.0%
Three Rivers	Education		1	1		2	2		0	0
	Health	0	83	83	3	104	107	9	90	99
	STEM	30	56	86	33	69	102	34	61	95
	Other	32	275	307	46	289	335	80	397	477
	Total Credentials	62	415	477	82	464	546	123	548	671
	% in high workforce demand	48.4%	33.7%	35.6%	43.9%	37.7%	38.6%	35.0%	27.6%	28.9%
Tunxis	Education		3	3		14	14		5	5
	Health	24	38	62	41	55	96	35	42	77
	STEM	0	4	4	9	6	15	6	9	15
	Other	153	296	449	131	307	438	148	345	493
	Total Credentials	177	341	518	181	382	563	189	401	590
	% in high workforce demand	13.6%	13.2%	13.3%	27.6%	19.6%	22.2%	21.7%	14.0%	16.4%

Sources

Integrated Postsecondary Education Data System (IPEDS) Completions Data as of 05-05-15. Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

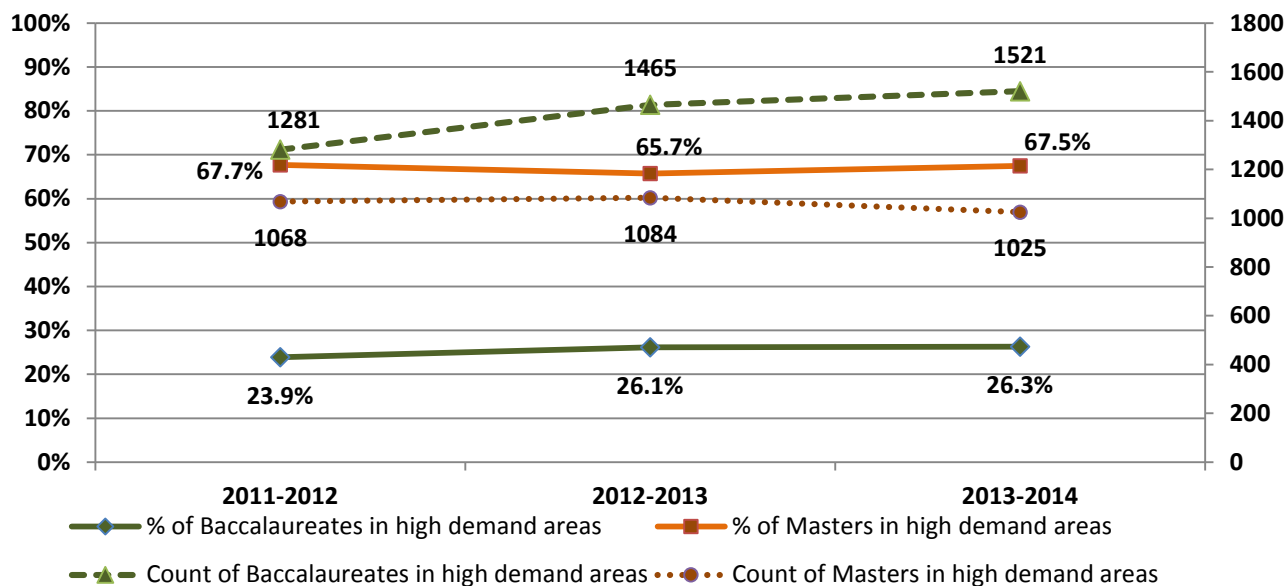
¹ Certificates below the baccalaureate level; ² Associate degrees.

³ Science, Technology, Engineering and Math (STEM)

Goal 4 – Innovation and Economic Growth

Indicator 1 – Completions in fields with high workforce demand: STEM, health, education

Connecticut State Universities



Sector: Connecticut State Universities	2011-2012						2012-2013						2013-2014						
	AS. ¹	Post-BA ²	Cert. ³	MA ⁴	Prof. ⁵	Total	AS	BA	Post-BA Cert.	MA	PhD ⁶	Total	AS	BA	Post-BA Cert.	MA	Prof. ⁵	PhD ⁶	Total
Education		479	242	814	10	1545		491	209	814	28	1542		476	207	739	7	19	1448
Health		274	4	146		424		390	4	172		566		438	9	179			626
STEM		528	7	108		643		584	7	98		689		607	6	107			720
Other	25	4085	18	510		4638	34	4143	23	566		4766	31	4266	27	494			4818
Total	25	5366	271	1578	10	7250	34	5608	243	1650	28	7563	31	5787	249	1519	7	19	7612
Count of high demand	0	1281	253	1068	10	2612	0	1465	220	1084	28	2797	0	1521	222	1025	7	19	2794
% in high demand	0%	24%	93%	68%	100%	36%	0%	26%	91%	66%	100%	37%	0%	26%	89%	67%	100%	100%	37%

What does this mean?

These data and the data table 4.1c show that the proportion of Bachelor and Masters degrees conferred by Connecticut State Universities that are in programs identified as high demand areas have remained relatively stable over the past three years.

Programs offered by four year institutions are typically of a traditional nature and less likely to be adjusted quickly to fluctuating market demand. Liberal arts programs common at four year institutions may not be identified as high demand programs; however, they are vital to institutions missions and the formation and sustainability of an educated citizenry.

Sources

Integrated Postsecondary Education Data System (IPEDS) Completions Data as of 05-05-15. Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

¹ Associate degrees; ² Bachelor's degree; ³ Post-baccalaureate certificate; ⁴ Master's degree,

⁵ Doctor's degree - professional practice, ⁶ Doctor's degree - research/scholarship

Goal 4 – Innovation and Economic Growth

Indicator 1 – Completions in fields with high workforce demand: STEM, health, education

Table 4.1c

Connecticut State University	2011-2012						2012-2013						2013-2014						
	Post-BA					Total	Post-BA					Total	Post-BA					Total	
	AS. ¹	BA ²	Cert. ³	MA ⁴	Prof. Dr. ⁵		AS	BA	Cert.	MA	PhD ⁶		AS	BA	Cert.	MA	Prof. Dr. ⁵		PhD ⁶
Central																			
Education		169	78	335	6	588		176	108	359	7	650		151	77	307		14	549
Health		28	4	60		92		69	4	63		136		81	9	76			166
STEM		261	7	79		347		306	7	68		381		310	6	80			396
Other		1319	1	103		1423		1327	12	115		1454		1362	15	112			1489
Total		1777	90	577	6	2450		1878	131	605	7	2621		1904	107	575		14	2600
% in high demand	0%	26%	99%	82%	100%	42%	0%	29%	91%	81%	100%	45%	0%	28%	86%	81%	0%	100%	43%
Eastern																			
Education		75		77		152		75		92		167		79		56			135
Health																			
STEM		122				122		139				139		138					138
Other	13	893		10		916	12	944		19		975	8	1001		6			1015
Total	13	1090		87		1190	12	1158		111		1281	8	1218		62			1288
% in high demand	0%	18%		89%		23%	0%	18%	0%	83%	0%	24%	0%	18%	0%	90%	0%	0%	21%
Southern																			
Education		165	164	291	3	623		151	101	289	9	550		167	130	301		5	603
Health		194		75		269		218		97		315		255		81			336
STEM		88		21		109		92		19		111		110		17			127
Other		1134	17	318		1469		1199	11	374		1584		1158	12	316			1486
Total		1581	181	705	3	2470		1660	112	779	9	2560		1690	142	715		5	2552
% in high demand	0%	28%	91%	55%	100%	41%	0%	28%	90%	52%	100%	38%	0%	31%	92%	56%	0%	100%	42%
Western																			
Education		70		111	1	182		89		74	12	175		79		75	7		161
Health		52		11		63		103		12		115		102		22			124
STEM		57		8		65		47		11		58		49		10			59
Other		12	739		79	830	22	673		58		753	23	745		60			828
Total		12	918		209	1140	22	912		155	12	1101	23	975		167	7		1172
% in high demand	0%	19%	0%	62%	100%	27%	0%	26%	0%	63%	100%	32%	0%	24%	0%	64%	100%	0%	29%

Sources

Integrated Postsecondary Education Data System (IPEDS) Completions Data as of 05-05-15. Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

¹ Associate degrees; ² Bachelor's degree; ³ Post-baccalaureate certificate; ⁴ Master's degree,

⁵ Doctor's degree - professional practice, ⁶ Doctor's degree - research/scholarship

Goal 4 – Innovation and Economic Growth

Indicator 1 – Completions in fields with high workforce demand: STEM, health, education

Charter Oak State College

Charter Oak State College	2011-2012				2012-2013				2013-2014			
	Cert. ¹	Assoc. ²	BA ³	Total	Cert.	Assoc.	BA	Total	Cert.	Assoc.	BA	Total
Education				0	1			1	1			1
Health	34			34	23			23	28			28
STEM	12			12	8			8	10			10
Other	39	78	472	589	105	49	476	630	66	66	429	561
Total	85	78	472	635	137	49	476	662	105	66	429	600
Count in High Demand	46	0	0	46	32	0	0	32	39	0	0	39
Percent in High Demand	54.1%	0.0%	0.0%	7.2%	23.4%	0.0%	0.0%	4.8%	37.1%	0.0%	0.0%	6.5%

What does this mean?

Each campus has a unique institutional mission which is reflected in the proportion of degrees that are offered in different academic areas. In addition, credentials that are in high demand in one region of Connecticut may not be as relevant in another where the employer base is different.

The Classification of Instructional Program Codes by which these completions have been categorized include a variety of academic programs that could align to a wide variety of occupations. For example, Category 11 is Computer and Information Sciences and Support Services. Individuals obtaining credentials in a program classified by this code might work in any industry including healthcare, business, manufacturing, retail, hospitality, the public sector or other area. In addition, workforce demand in these different industry areas vary.

Completions from Connecticut Community Colleges and State Universities have been aggregated according to the following 2-digit Classification of Instructional Program (CIP) codes:

Science, Technology, Engineering & Math (STEM)

- 01 Agriculture, Agriculture Operations, and Related Sciences
- 03 Natural Resources and Conservation
- 04 Architecture and Related Services
- 11 Computer and Information Sciences and Support Services
- 14 Engineering
- 15 Engineering Technologies and Engineering-Related Fields
- 26 Biological and Biomedical Sciences
- 27 Mathematics and Statistics
- 28 Military Science, Leadership and Operational Art
- 29 Military Technologies and Applied Sciences
- 40 Physical Sciences
- 41 Science Technologies / Technicians
- 48 Precision Production

Health

- 51 Health Professions and Related Programs

Education

- 13 Education

Sources

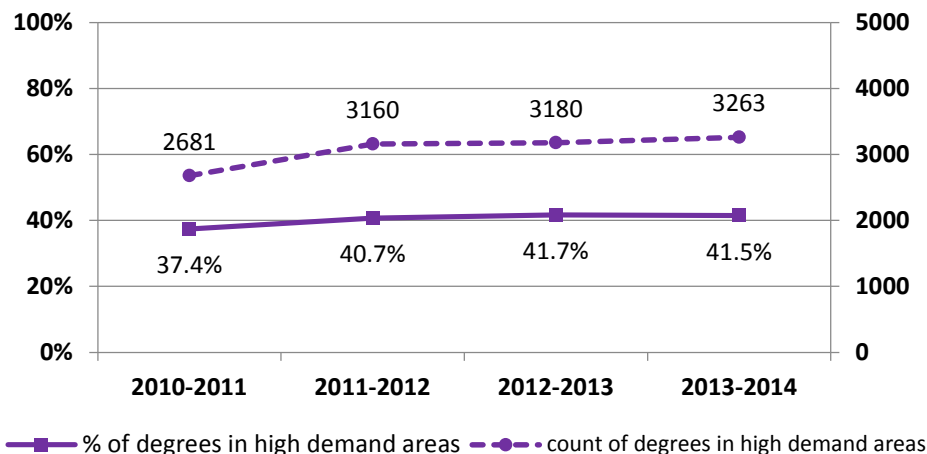
Integrated Postsecondary Education Data System (IPEDS) Completions Data as of 05-05-15. Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

¹ Certificate below the Associate level; ² Associate degree; ³ Bachelor's degree

Goal 4 – Innovation and Economic Growth

Indicator 1 – Completions in fields with high workforce demand: STEM, health, education

University of Connecticut (All Campuses) – Awards at all levels



University of Connecticut - All campuses	All degree Levels including Doctoral degrees			
	2010-2011	2011-2012	2012-2013	2013-2014
Education	395	478	429	402
Health professions and Related Programs	795	924	985	1,015
Science, Technology, Engineering, and Math (STEM)	1,491	1,758	1,766	1,846
Other	4,488	4,610	4,441	4,608
Sum of high workforce demand completions	2,681	3,160	3,180	3,263
Percent of degrees in high workforce demand	37.4%	40.7%	41.7%	41.5%
Grand Total of UCONN completions - all degree types	7,169	7,770	7,621	7,871

Completions from the University of Connecticut have been aggregated according to the following 2-digit Classification of Instructional Program (CIP) codes:

Science, Technology, Engineering & Math (STEM)

- 01 Agriculture, Agriculture Operations, and Related Sciences
- 03 Natural Resources and Conservation
- 04 Architecture and Related Services
- 11 Computer and Information Sciences and Support Services
- 14 Engineering
- 15 Engineering Technologies and Engineering-Related Fields
- 26 Biological and Biomedical Sciences
- 27 Mathematics and Statistics
- 40 Physical Sciences

Health

- 51 Health Professions and Related Programs

Education

- 13 Education

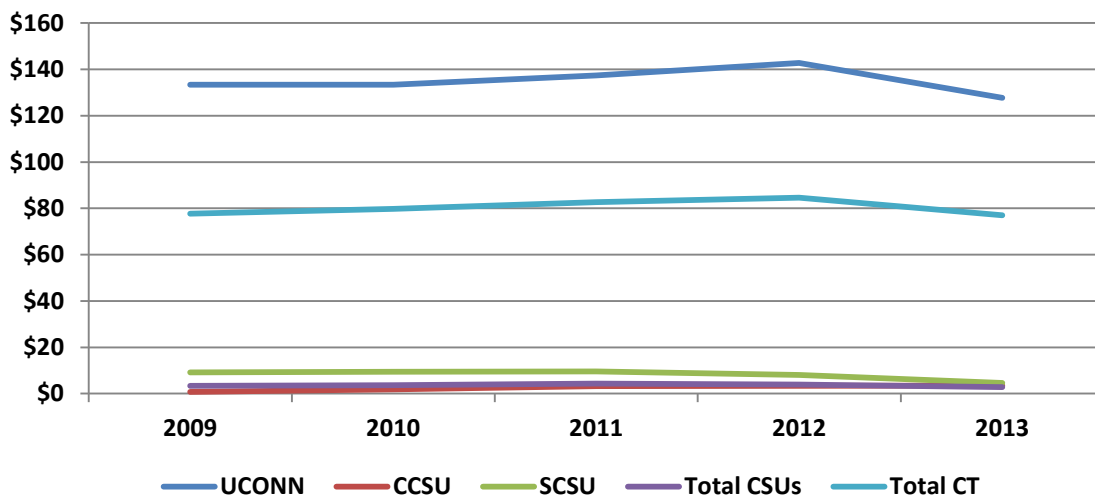
Source

University of Connecticut, Office of Institutional Research and Effectiveness

Goal 4 – Innovation and Economic Growth

Indicator 2 – External research funding per full-time faculty

Total Research & Development Funding per full-time faculty



	2009	2010	2011	2012	2013
UCONN	\$133	\$133	\$137	\$143	\$128
CCSU	\$0.70	\$1.79	\$3.30	\$3.42	\$3.57
SCSU	\$9	\$9	\$10	\$8	\$5
Total CSUs*	\$3	\$4	\$4	\$4	\$3
Total CT	\$78	\$80	\$83	\$85	\$77

What does this mean?

This metric is used to inform the degree to which institutions contribute to an affordable and sustainable education system because institutions that receive a significant amount of funding from external sources may be able to offset some costs that otherwise would need to be covered by funding from the state or tuition. The receipt of external research funding is also a sign that entities outside the institution find value in the research being conducted on campus which may contribute to an institution's sustainability in that it may receive additional funding and support in the future.

Sources:

Research funding: National Science Foundation, (NSF) Higher Education Research and Development Survey Fiscal Year 2013, (Table 17: Ranked by FY 2013 R&D expenditures: FYs 2004-13) <http://ncesdata.nsf.gov/herd/2013/> as of March 17, 2015.

Full-time faculty: IPEDS Human Resources Survey

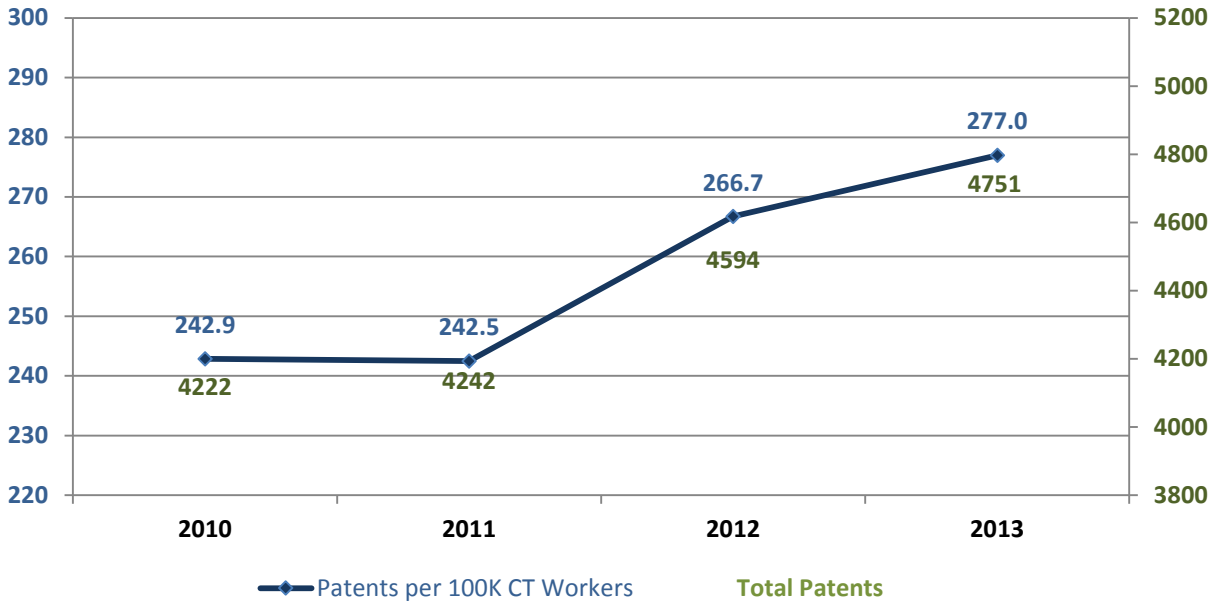
* Neither Eastern or Western Connecticut State Universities reported this funding to the NSF.

Calculation: The numerator is R&D expenditures (all fields) as reported on the NSF Survey of Research and Development Expenditures at Universities and Colleges. The denominator is the total number of full-time faculty at the institutions as reported on the IPEDS HR survey for the same fiscal year.

Goal 4 – Innovation and Economic Growth

Indicator 3 – Patents per 100K workers

Patents issued in Connecticut per 100,000 workers in Connecticut



	Patents per 100K CT Workers	Total Patents
2010	242.9	4222
2011	242.5	4242
2012	266.7	4594
2013	277.0	4751

What does this mean?

College and university faculty and businesses members who are engaging in research and product development will file for patents when new ideas are generated; therefore the number of patents issued within a state is an indicator of the vitality of a state’s intellectual and economic capabilities.

Sources:

1. U.S. Patent and Trademark Office, Patent Technology Monitoring Team (PTMT) , Extracted 3/27/15, http://www.uspto.gov/web/offices/ac/ido/oeip/taf/reports.htm#by_geog
2. Connecticut Department of Labor Annual Average Employed, Extracted 3/27/15, <http://www1.ctdol.state.ct.us/lmi/laus/lauslma.asp>

Goal 4 – Innovation and Economic Growth

Indicator 4 – Percent of students enrolled in distance education courses exclusively / some but not all

Connecticut State Colleges and Universities

	2012					2013				
	Exclusively Distance Education	Some Distance Education	Total Distance Education	Total Headcount Enrollment	Proportion Distance Education	Exclusively Distance Education	Some Distance Education	Total Distance Education	Total Headcount Enrollment	Proportion Distance Education
Charter Oak State College	1,632	7	1,639	1,644	99.7%	1,580	-	1,580	1,606	98.4%
Total Community Colleges	2,481	6,768	9,249	58,228	15.9%	2,683	7,478	10,161	56,976	17.8%
Asnuntuck	122	240	362	1,673	21.6%	119	257	376	1,715	21.9%
Capital	247	793	1,040	4,425	23.5%	253	768	1,021	4,168	24.5%
Gateway	193	741	934	7,976	11.7%	209	803	1,012	8,186	12.4%
Housatonic	211	518	729	6,077	12.0%	215	565	780	5,813	13.4%
Manchester	241	662	903	7,692	11.7%	345	824	1,169	7,571	15.4%
Middlesex	307	510	817	2,933	27.9%	268	587	855	2,899	29.5%
Naugatuck Valley	179	804	983	7,419	13.2%	269	897	1,166	7,294	16.0%
Northwestern Connecticut	91	201	292	1,423	20.5%	106	325	431	1,549	27.8%
Norwalk	196	549	745	6,810	10.9%	177	708	885	6,556	13.5%
Quinebaug Valley	101	271	372	2,086	17.8%	130	279	409	1,929	21.2%
Three Rivers	193	669	862	4,980	17.3%	222	763	985	4,749	20.7%
Tunxis	400	810	1,210	4,734	25.6%	370	702	1,072	4,547	23.6%
Total State Universities	424	2,150	2,574	34,824	7.4%	272	1,536	1,808	34,062	5.3%
Central	52	226	278	12,091	2.3%	42	189	231	11,865	1.9%
Eastern	51	501	552	5,440	10.1%	43	306	349	5,368	6.5%
Southern	199	948	1,147	11,117	10.3%	177	1,012	1,189	10,804	11.0%
Western	122	475	597	6,176	9.7%	10	29	39	6,025	0.6%
Total CSCU	4,537	8,925	13,462	94,696	14.2%	4,535	9,014	13,549	92,644	14.6%

What does this mean?

Distance education courses enable students to access courses that they might otherwise not be able to take due to lack of availability at another campus. When institutions offer courses exclusively on-line they help to maintain program affordability by leveraging resources to reach additional students without filling up classroom space. Courses which include some component of distance education may offer students expanded access to learning materials and collaboration with peers and faculty.

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey.
Data only available for fall 2012 and fall 2013.

Goal 4 – Innovation and Economic Growth

Indicator 4 – Percent of students enrolled in distance education courses exclusively / some but not all

University of Connecticut – All Campuses

	Exclusively Distance Education	Some Distance Education	Total Distance Education	Total Headcount	Percent in Distance Education
2012	505	1962	2467	30256	8.2%
2013	284	1851	2135	30474	7.0%
2014	572	1559	2131	31119	6.8%

University of Connecticut – All Campuses – by degree level

	Fall 2012			Fall 2013			Fall 2014		
	Undergraduate Students Degree/Certificate Seeking	Non-Degree/Certificate Seeking	Graduate Students	Undergraduate Students Degree/Certificate Seeking	Non-Degree/Certificate Seeking	Graduate Students	Undergraduate Students Degree/Certificate Seeking	Non-Degree/Certificate Seeking	Graduate Students
Exclusively Distance Education	96	14	395	58	12	214	70	19	483
Some Distance Education	1,670	20	272	1,479	31	341	1,180	7	372
Not enrolled in Distance Education	19,859	642	7,288	20,398	617	7,324	21,044	653	7,291
Total number of students	21,625	676	7,955	21,935	660	7,879	22,294	679	8,146
Percent in Distance Education	8.2%	5.0%	8.4%	7.0%	6.5%	7.0%	5.6%	3.8%	10.5%

Sources

University of Connecticut, Office of Institutional Research and Effectiveness Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey. First Fall reported to IPEDS is Fall 2012.

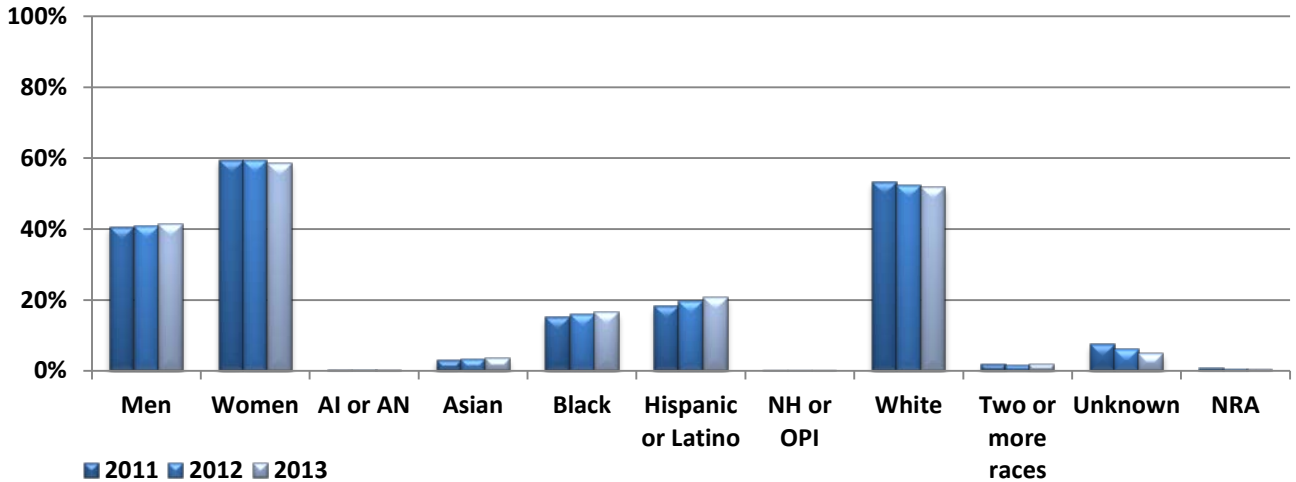
Equity

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups. Disaggregated data are provided within the other four goal areas where available. There are no specific metrics for this goal.

Equity

Enrollments by race/ethnicity and gender

Connecticut Community Colleges



Connecticut Community Colleges - Enrollments	2011		2012		2013	
	N	%	N	%	N	%
Total Men	23,360	40.5%	23,703	40.7%	23,577	41.4%
Total Women	34,314	59.5%	34,525	59.3%	33,400	58.6%
American Indian or Alaska Native	143	0.2%	136	0.2%	137	0.2%
Asian	1,773	3.1%	1,960	3.4%	1,969	3.5%
Black or African American	8,648	15.0%	9,343	16.0%	9,400	16.5%
Hispanic or Latino	10,542	18.3%	11,477	19.7%	11,832	20.8%
Native Hawaiian or Other Pacific Islander	83	0.1%	81	0.1%	86	0.2%
White	30,753	53.3%	30,523	52.4%	29,524	51.8%
Two or more races	1,059	1.8%	904	1.6%	1,015	1.8%
Race/ethnicity unknown	4,324	7.5%	3,504	6.0%	2,748	4.8%
Non-resident alien	349	0.6%	300	0.5%	266	0.5%
Minority¹	22,248	38.6%	23,901	41.0%	24,439	42.9%
Grand Total	57,674	100%	58,228	100%	56,977	100%

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

Notes:

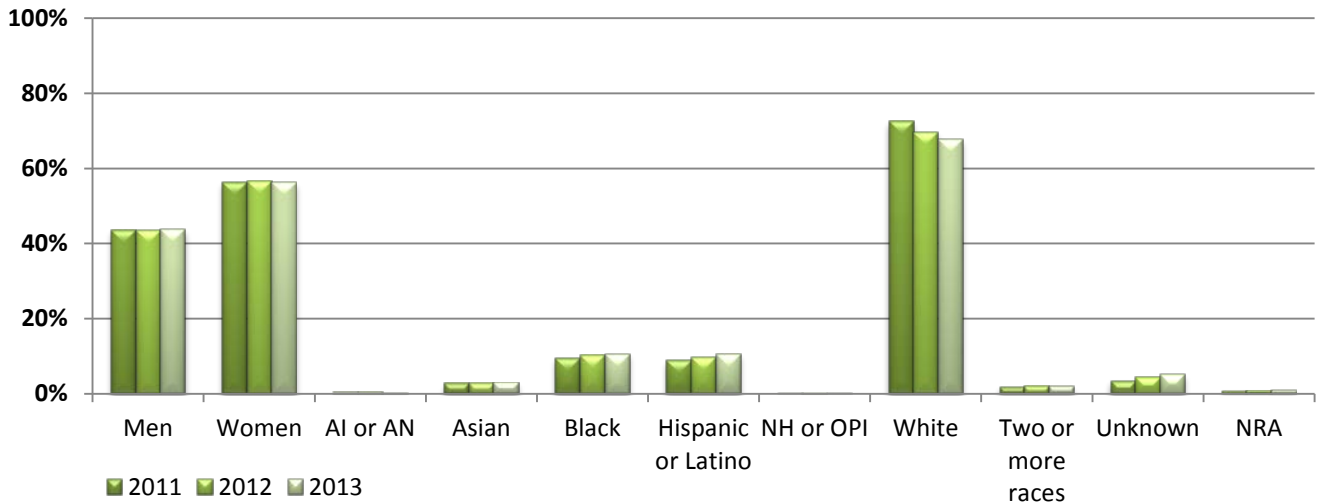
'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

¹Minority includes all race / ethnicity categories except White, Race/ethnicity unknown and Non-resident Alien.

Equity

Enrollments by race/ethnicity and gender

Connecticut State Universities



Connecticut State Universities - Enrollments

	2011		2012		2013	
	N	%	N	%	N	%
Total men	15,709	43.6%	15,151	43.5%	14,911	43.8%
Total Women	20,338	56.4%	19,673	56.5%	19,151	56.2%
American Indian or Alaska Native (AI or AN)	98	0.3%	102	0.3%	70	0.2%
Asian	955	2.6%	933	2.7%	988	2.9%
Black or African American	3,439	9.5%	3,553	10.2%	3,619	10.6%
Hispanic or Latino	3,203	8.9%	3,387	9.7%	3,584	10.5%
Native Hawaiian or Other Pacific Islander	31	0.1%	59	0.2%	36	0.1%
White	26,151	72.5%	24,290	69.8%	23,064	67.7%
Two or more races	664	1.8%	705	2.0%	657	1.9%
Race/ethnicity unknown	1,246	3.5%	1,524	4.4%	1,754	5.1%
Nonresident alien	260	0.7%	271	0.8%	290	0.9%
Minority¹	8,390	23.3%	8,739	25.1%	8,954	26.3%
Grand Total	36,047	100%	34,824	100%	34,062	100%

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

Notes:

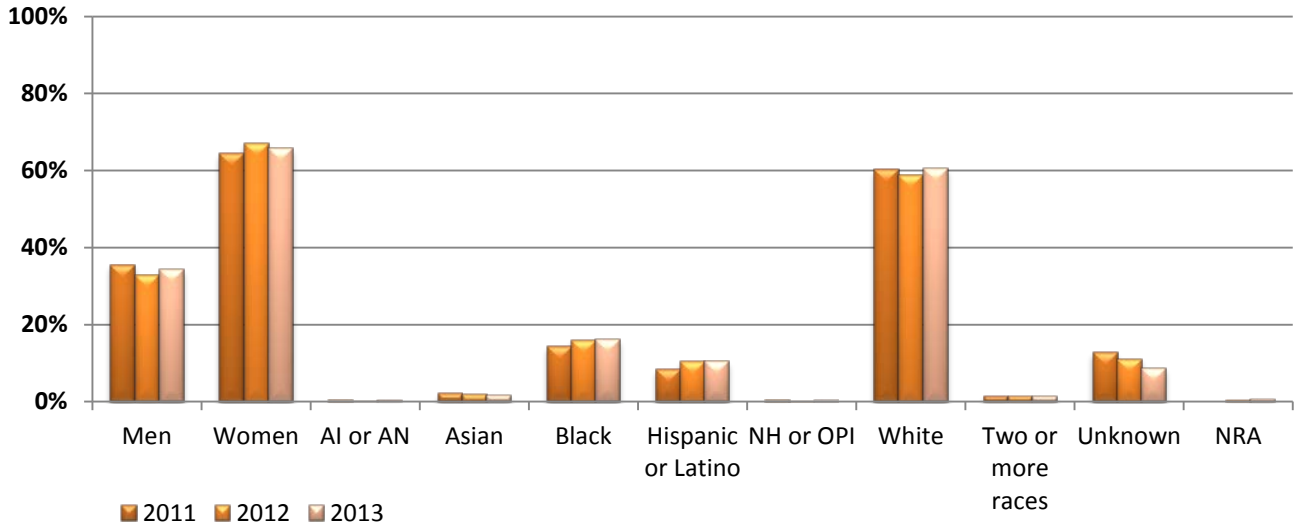
'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

¹Minority includes all race / ethnicity categories except white, Race/ethnicity unknown and Non-resident alien.

Equity

Enrollments by race/ethnicity and gender

Charter Oak State College



Charter Oak State College - Enrollments	2011		2012		2013	
	N	%	N	%	N	%
Total men	795	35.5%	539	32.8%	542	34.3%
Total Women	1,446	64.5%	1,105	67.2%	1,038	65.7%
American Indian or Alaska Native	6	0.3%	1	0.1%	5	0.3%
Asian	47	2.1%	30	1.8%	26	1.6%
Black or African American	323	14.4%	263	16.0%	254	16.1%
Hispanic or Latino	188	8.4%	171	10.4%	166	10.5%
Native Hawaiian or Other Pacific Islander	6	0.3%	2	0.1%	3	0.2%
White	1,351	60.3%	966	58.8%	955	60.4%
Two or more races	33	1.5%	22	1.3%	22	1.4%
Race/ethnicity unknown	287	12.8%	182	11.1%	138	8.7%
Nonresident alien	0	0.0%	7	0.4%	11	0.7%
Minority¹	603	26.9%	489	29.7%	476	30.1%
Grand Total	2,241	100%	1,644	100%	1,580	100%

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

Notes:

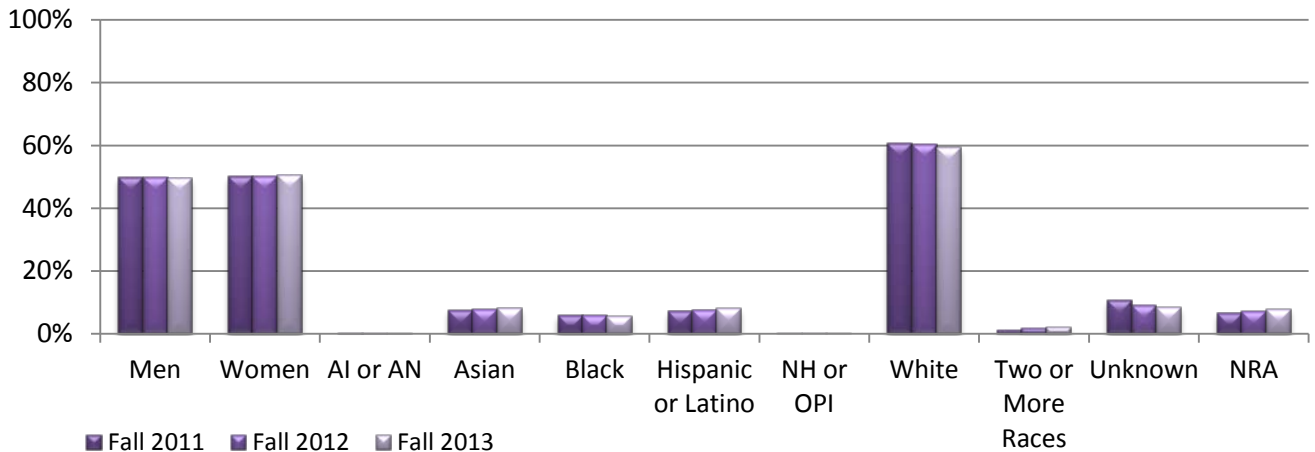
'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

¹Minority includes all race / ethnicity categories except white, Race/ethnicity unknown and Non-resident alien.

Equity

Enrollments by race/ethnicity and gender

University of Connecticut



UCONN ¹ - All campuses	Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%
Total Men	14,946	49.8%	14,830	49.9%	14,842	49.6%
Total Women	15,048	50.2%	14,898	50.1%	15,090	50.4%
American Indian or Alaska Native	68	0.2%	56	0.2%	54	0.2%
Asian	2,267	7.6%	2,300	7.7%	2,402	8.0%
Black or African American	1,763	5.9%	1,740	5.9%	1,703	5.7%
Hispanic or Latino	2,155	7.2%	2,265	7.6%	2,447	8.2%
Native Hawaiian or Other Pacific Islander	28	0.1%	29	0.1%	24	0.1%
White	18,249	60.8%	17,946	60.4%	17,740	59.3%
Two or More Races	367	1.2%	538	1.8%	639	2.1%
Unknown Race/Ethnicity	3,187	10.6%	2,679	9.0%	2,545	8.5%
Non-Resident Alien	1,910	6.4%	2,175	7.3%	2,378	7.9%
Minority¹	6,648	22.2%	6,928	23.3%	7,269	24.3%
Grand Total	29,994	100%	29,728	100%	29,932	100%

Sources

University of Connecticut, Office of Institutional Research and Effectiveness
Integrated Postsecondary Education Data System (IPEDS), Fall Census data

¹Includes degree and non-degree seeking headcount, but does not include the medical or dental schools

Notes:

'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

¹Minority includes all race / ethnicity categories except white, Race/ethnicity unknown and Non-resident alien.

Equity

Enrollment headcount by race/ethnicity and gender Connecticut Community Colleges

College	Demographic Category	2011		2012		2013	
		M	F	M	F	M	F
Asnuntuck Community College	American Indian / Alaska Native	0.3%	0.0%	0.1%	0.2%	0.2%	0.2%
	Asian	4.0%	2.0%	5.1%	3.2%	4.6%	2.8%
	Black or African American	8.8%	6.8%	7.1%	7.8%	8.9%	8.4%
	Hispanic	5.7%	4.9%	7.0%	7.2%	8.1%	8.8%
	Native Hawaiian / Pacific Islander	0.1%	0.0%	0.1%	0.0%	0.2%	0.0%
	White	75.0%	81.1%	76.1%	77.3%	73.7%	74.6%
	Two or more races	1.2%	1.2%	0.8%	1.4%	0.9%	1.6%
	Race/ethnicity unknown	5.0%	3.9%	3.6%	2.8%	3.3%	3.7%
	Non-resident alien	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
	Percent Minority* Headcount	20.0%	14.9%	20.2%	19.8%	23.0%	21.8%
	775	912	771	902	819	896	
Capital Community College	American Indian / Alaska Native	0.4%	0.3%	0.2%	0.2%	0.2%	0.2%
	Asian	3.9%	2.6%	3.9%	3.4%	4.3%	3.7%
	Black or African American	32.8%	33.0%	35.3%	35.2%	34.8%	36.8%
	Hispanic	26.7%	28.1%	26.1%	27.8%	26.5%	27.7%
	Native Hawaiian / Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	White	22.8%	20.5%	23.2%	21.1%	23.0%	20.0%
	Two or more races	1.4%	2.1%	0.4%	1.0%	1.0%	0.9%
	Race/ethnicity unknown	11.3%	13.0%	10.6%	11.2%	9.8%	10.6%
	Non-resident alien	0.5%	0.2%	0.3%	0.0%	0.2%	0.0%
	Percent Minority* Headcount	65.4%	66.3%	65.9%	67.7%	66.9%	69.4%
	1,334	3,178	1,289	3,136	1,229	2,939	
Gateway Community College	American Indian / Alaska Native	0.1%	0.2%	0.0%	0.2%	0.1%	0.2%
	Asian	3.8%	2.8%	3.2%	3.2%	3.3%	2.8%
	Black or African American	21.2%	22.3%	22.8%	23.5%	22.4%	24.7%
	Hispanic	16.3%	18.6%	18.9%	21.0%	19.8%	21.9%
	Native Hawaiian / Pacific Islander	0.1%	0.2%	0.2%	0.1%	0.2%	0.1%
	White	46.8%	44.1%	45.0%	41.4%	45.4%	41.9%
	Two or more races	1.8%	2.2%	1.9%	1.9%	2.0%	2.2%
	Race/ethnicity unknown	9.0%	9.1%	7.2%	8.3%	6.4%	5.7%
	Non-resident alien	0.9%	0.6%	0.8%	0.4%	0.5%	0.4%
	Percent Minority* Headcount	43.3%	46.2%	47.1%	49.9%	47.8%	52.0%
	2,945	4,316	3,230	4,746	3,409	4,777	
Housatonic Community College	American Indian / Alaska Native	0.3%	0.1%	0.2%	0.1%	0.1%	0.2%
	Asian	3.4%	2.7%	3.6%	2.9%	3.8%	3.4%
	Black or African American	27.1%	29.4%	27.6%	31.0%	28.7%	30.5%
	Hispanic	23.0%	25.8%	24.5%	27.7%	25.1%	28.7%
	Native Hawaiian / Pacific Islander	0.0%	0.1%	0.3%	0.1%	0.2%	0.1%
	White	38.7%	34.5%	39.0%	33.6%	39.4%	35.0%
	Two or more races	0.9%	1.1%	0.9%	1.1%	1.6%	1.1%
	Race/ethnicity unknown	6.1%	5.9%	3.6%	3.0%	1.0%	0.6%
	Non-resident alien	0.4%	0.4%	0.2%	0.4%	0.0%	0.5%
	Percent Minority* Headcount	54.8%	59.2%	57.1%	63.0%	59.6%	63.9%
	2,216	3,759	2,275	3,802	2,231	3,582	

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

*Minority includes all demographic categories except White, Race/ethnicity unknown and nonresident alien.

Equity

Enrollment headcount by race/ethnicity and gender

Connecticut Community Colleges - *continued*

College	Demographic Category	2011		2012		2013	
		M	F	M	F	M	F
Manchester Community College	American Indian / Alaska Native	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%
	Asian	4.1%	3.1%	4.0%	3.8%	4.2%	4.1%
	Black or African American	12.9%	13.6%	14.1%	15.7%	16.4%	16.5%
	Hispanic	13.4%	14.3%	15.4%	14.9%	16.4%	17.1%
	Native Hawaiian / Pacific Islander	0.3%	0.2%	0.1%	0.1%	0.2%	0.1%
	White	59.2%	58.5%	58.6%	57.7%	56.2%	54.2%
	Two or more races	2.4%	2.5%	1.5%	1.7%	1.7%	2.0%
	Race/ethnicity unknown	7.3%	7.3%	5.8%	5.6%	4.4%	5.7%
	Non-resident alien	0.3%	0.5%	0.4%	0.5%	0.4%	0.1%
	Percent Minority* Headcount	33.2% 3,525	33.7% 3,974	35.2% 3,639	36.3% 4,053	39.0% 3,564	39.9% 4,007
Middlesex Community College	American Indian / Alaska Native	0.2%	0.1%	0.2%	0.2%	0.2%	0.4%
	Asian	2.3%	3.2%	2.7%	3.5%	2.8%	3.4%
	Black or African American	8.3%	10.3%	7.5%	9.4%	7.2%	9.6%
	Hispanic	13.1%	15.5%	13.0%	17.6%	15.3%	16.7%
	Native Hawaiian / Pacific Islander	0.1%	0.1%	0.1%	0.2%	0.2%	0.0%
	White	70.2%	65.4%	68.7%	61.5%	67.5%	62.9%
	Two or more races	1.4%	1.6%	2.2%	2.6%	2.4%	2.9%
	Race/ethnicity unknown	4.4%	3.5%	5.5%	5.1%	4.4%	4.2%
	Non-resident alien	0.0%	0.2%	0.2%	0.1%	0.2%	0.1%
	Percent Minority* Headcount	25.4% 1,174	30.9% 1,702	25.7% 1,254	33.4% 1,679	27.9% 1,271	32.9% 1,629
Naugatuck Valley Community College	American Indian / Alaska Native	0.2%	0.3%	0.1%	0.3%	0.1%	0.3%
	Asian	2.8%	2.2%	3.0%	2.4%	3.0%	2.5%
	Black or African American	8.5%	9.0%	8.9%	9.5%	9.9%	9.9%
	Hispanic	19.3%	21.8%	20.5%	23.4%	21.3%	24.7%
	Native Hawaiian / Pacific Islander	0.2%	0.1%	0.1%	0.1%	0.2%	0.2%
	White	61.0%	58.5%	60.9%	57.9%	58.8%	55.9%
	Two or more races	1.7%	2.1%	1.2%	1.4%	1.9%	2.0%
	Race/ethnicity unknown	6.3%	5.8%	5.1%	4.9%	4.7%	4.4%
	Non-resident alien	0.1%	0.2%	0.1%	0.1%	0.0%	0.1%
	Percent Minority* Headcount	32.7% 3,145	35.5% 4,216	33.9% 3,089	37.1% 4,330	36.4% 3,059	39.5% 4,235
Northwestern Connecticut Community College	American Indian / Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	1.1%	0.8%	0.8%	1.3%	1.5%	1.0%
	Black or African American	1.6%	2.1%	2.9%	2.1%	3.4%	1.0%
	Hispanic	6.6%	6.6%	10.4%	8.0%	10.1%	6.2%
	Native Hawaiian / Pacific Islander	0.2%	0.0%	0.0%	0.1%	0.0%	0.2%
	White	84.4%	84.7%	80.9%	83.8%	81.5%	86.5%
	Two or more races	3.1%	1.7%	3.5%	1.7%	1.9%	1.1%
	Race/ethnicity unknown	3.1%	3.8%	1.6%	2.5%	1.7%	3.9%
	Non-resident alien	0.0%	0.3%	0.0%	0.4%	0.0%	0.1%
	Percent Minority* Headcount	12.6% 557	11.2% 1,144	17.5% 491	13.3% 932	16.8% 535	9.5% 1,014

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

*Minority includes all demographic categories except White, Race/ethnicity unknown and nonresident alien.

Equity

Enrollment headcount by race/ethnicity and gender Connecticut Community Colleges - *continued*

College	Demographic Category	2011		2012		2013	
		M	F	M	F	M	F
Norwalk Community College	American Indian / Alaska Native	0.1%	0.1%	0.2%	0.2%	0.1%	0.2%
	Asian	4.0%	3.8%	4.1%	4.5%	4.9%	4.3%
	Black or African American	13.4%	17.1%	14.2%	18.3%	15.1%	18.9%
	Hispanic	28.5%	25.9%	31.3%	28.6%	32.1%	31.5%
	Native Hawaiian / Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%
	White	42.6%	38.8%	40.9%	36.9%	39.4%	34.8%
	Two or more races	1.3%	1.6%	1.0%	1.1%	1.0%	1.1%
	Race/ethnicity unknown	8.7%	8.9%	7.1%	7.4%	6.3%	6.0%
	Non-resident alien	1.2%	3.6%	1.0%	2.9%	0.9%	3.1%
	Percent Minority*	47.5%	48.7%	51.0%	52.8%	53.4%	56.2%
	Headcount	2,758	4,049	2,817	3,993	2,782	3,774
Quinebaug Valley Community College	American Indian / Alaska Native	0.7%	0.6%	0.5%	0.5%	0.4%	0.7%
	Asian	1.7%	1.6%	1.0%	1.1%	1.5%	1.6%
	Black or African American	2.8%	1.3%	2.6%	1.1%	2.8%	1.9%
	Hispanic	10.0%	10.9%	11.1%	11.4%	10.6%	12.3%
	Native Hawaiian / Pacific Islander	0.0%	0.1%	0.1%	0.2%	0.1%	0.3%
	White	66.9%	68.5%	70.5%	74.3%	79.6%	78.7%
	Two or more races	2.4%	2.7%	1.3%	1.1%	1.5%	1.5%
	Race/ethnicity unknown	15.4%	14.3%	12.8%	10.1%	3.5%	3.0%
	Non-resident alien	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
	Percent Minority*	17.7%	17.2%	16.7%	15.5%	16.9%	18.2%
	Headcount	707	1,394	765	1,321	745	1,184
Three Rivers Community College	American Indian / Alaska Native	0.9%	0.8%	0.9%	0.9%	0.7%	0.7%
	Asian	3.6%	3.6%	4.3%	4.1%	4.3%	3.6%
	Black or African American	8.0%	7.1%	8.2%	8.0%	7.8%	7.7%
	Hispanic	13.0%	12.8%	12.7%	12.6%	13.9%	14.9%
	Native Hawaiian / Pacific Islander	0.4%	0.2%	0.4%	0.2%	0.4%	0.2%
	White	66.4%	67.5%	66.4%	66.6%	65.2%	65.8%
	Two or more races	2.3%	3.0%	2.6%	3.8%	2.7%	3.7%
	Race/ethnicity unknown	5.5%	4.9%	4.3%	3.7%	4.8%	3.2%
	Non-resident alien	0.1%	0.2%	0.2%	0.2%	0.1%	0.1%
	Percent Minority*	28.0%	27.4%	29.1%	29.6%	29.8%	30.8%
	Headcount	2,174	2,980	2,059	2,921	1,944	2,805
Tunxis Community College	American Indian / Alaska Native	0.2%	0.0%	0.3%	0.1%	0.5%	0.1%
	Asian	3.5%	3.0%	2.8%	3.3%	3.5%	3.5%
	Black or African American	6.8%	6.4%	6.7%	6.4%	6.6%	5.9%
	Hispanic	11.9%	14.1%	12.4%	14.7%	13.5%	16.6%
	Native Hawaiian / Pacific Islander	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%
	White	68.8%	68.0%	70.3%	69.6%	69.4%	67.9%
	Two or more races	0.9%	1.0%	1.1%	1.2%	1.5%	1.7%
	Race/ethnicity unknown	7.4%	6.9%	5.8%	4.1%	4.3%	3.8%
	Non-resident alien	0.4%	0.5%	0.6%	0.4%	0.7%	0.5%
	Percent Minority*	23.4%	24.7%	23.3%	25.8%	25.6%	27.8%
	Headcount	2,050	2,690	2,024	2,710	1,989	2,558

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

*Minority includes all demographic categories except White, Race/ethnicity unknown and nonresident alien.

Equity

Enrollment headcount by race/ethnicity and gender

Connecticut State Universities

College	Demographic Category	2011		2012		2013	
		Male	Female	Male	Female	Male	Female
Central Connecticut State University	American Indian / Alaska Native	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
	Asian	3.5%	2.6%	3.5%	2.7%	3.7%	3.2%
	Black or African American	8.8%	9.3%	9.4%	9.8%	9.8%	10.2%
	Hispanic	7.9%	9.0%	9.2%	9.9%	9.6%	11.1%
	Native Hawaiian / Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	White	73.8%	72.8%	70.8%	70.1%	69.8%	68.8%
	Two or more races	1.6%	1.7%	1.9%	1.9%	2.1%	2.1%
	Race/ethnicity unknown	2.9%	3.1%	3.6%	3.8%	3.3%	2.8%
	Non-resident alien	1.3%	1.2%	1.3%	1.5%	1.4%	1.6%
Percent Minority*	22.0%	22.9%	24.3%	24.6%	25.4%	26.9%	
Headcount	6,096	6,425	5,919	6,172	5,828	6,037	
Eastern Connecticut State University	American Indian / Alaska Native	0.5%	0.3%	0.4%	0.3%	0.3%	0.3%
	Asian	1.7%	1.5%	2.2%	1.9%	2.7%	2.3%
	Black or African American	6.6%	6.5%	6.4%	6.5%	6.1%	6.4%
	Hispanic	7.2%	8.0%	8.0%	8.6%	7.7%	9.0%
	Native Hawaiian / Pacific Islander	0.3%	0.1%	0.3%	0.0%	0.2%	0.1%
	White	77.9%	77.1%	74.5%	74.0%	71.4%	70.0%
	Two or more races	2.1%	2.3%	2.5%	2.3%	2.3%	2.4%
	Race/ethnicity unknown	3.0%	3.5%	4.6%	5.5%	7.9%	8.6%
	Non-resident alien	0.7%	0.7%	1.1%	0.7%	1.3%	0.9%
Percent Minority*	18.4%	18.7%	19.8%	19.7%	19.4%	20.5%	
Headcount	2,576	3,010	2,460	2,980	2,444	2,924	
Southern Connecticut State University	American Indian / Alaska Native	0.3%	0.2%	0.3%	0.3%	0.2%	0.2%
	Asian	2.8%	2.2%	3.0%	2.2%	2.9%	2.0%
	Black or African American	13.0%	12.4%	13.9%	13.8%	13.6%	14.0%
	Hispanic	9.0%	8.4%	9.5%	9.1%	9.9%	10.2%
	Native Hawaiian / Pacific Islander	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
	White	67.6%	69.3%	65.1%	65.8%	63.8%	63.5%
	Two or more races	1.7%	2.0%	1.8%	2.2%	1.6%	2.3%
	Race/ethnicity unknown	5.0%	4.9%	6.0%	6.1%	7.5%	7.3%
	Non-resident alien	0.6%	0.4%	0.4%	0.5%	0.5%	0.5%
Percent Minority*	26.8%	25.3%	28.5%	27.6%	28.2%	28.7%	
Headcount	4,166	7,367	4,027	7,090	3,887	6,917	
Western Connecticut State University	American Indian / Alaska Native	0.3%	0.5%	0.5%	0.4%	0.3%	0.2%
	Asian	3.2%	3.4%	2.5%	3.1%	2.8%	3.5%
	Black or African American	8.4%	6.8%	9.0%	7.5%	10.9%	9.2%
	Hispanic	10.7%	11.7%	11.5%	12.7%	12.5%	14.4%
	Native Hawaiian / Pacific Islander	0.1%	0.1%	0.7%	0.4%	0.1%	0.2%
	White	73.8%	73.6%	71.8%	72.1%	69.8%	69.1%
	Two or more races	1.5%	2.0%	1.6%	1.9%	0.9%	1.1%
	Race/ethnicity unknown	2.0%	1.8%	2.3%	1.7%	2.7%	2.2%
	Non-resident alien	0.0%	0.2%	0.0%	0.1%	0.0%	0.0%
Percent Minority*	24.2%	24.5%	25.8%	26.1%	27.4%	28.7%	
Headcount	2,871	3,536	2,745	3,431	2,752	3,273	

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

*Minority includes all demographic categories except White, Race/ethnicity unknown and nonresident alien.

Equity

Enrollment headcount by race/ethnicity and gender Charter Oak State College

	Demographic Category	2011		2012		2013	
		Male	Female	Male	Female	Male	Female
Charter Oak State College	American Indian / Alaska Native	0.3%	0.3%	0.0%	0.1%	0.4%	0.3%
	Asian	2.1%	2.1%	1.7%	1.9%	2.0%	1.4%
	Black or African American	9.9%	16.9%	11.5%	18.2%	12.7%	17.8%
	Hispanic	5.4%	10.0%	8.3%	11.4%	7.9%	11.8%
	Native Hawaiian / Pacific Islander	0.4%	0.2%	0.2%	0.1%	0.2%	0.2%
	White	66.4%	56.9%	63.8%	56.3%	66.8%	57.1%
	Two or more races	1.1%	1.7%	0.4%	1.8%	0.7%	1.7%
	Race/ethnicity unknown	14.3%	12.0%	13.5%	9.9%	8.7%	8.8%
	Non-resident alien	0.0%	0.0%	0.6%	0.4%	0.6%	0.8%
	Percent Minority*	19.2%	31.1%	22.1%	33.5%	24.0%	33.3%
	Headcount	795	1,446	539	1,105	542	1,038

Sector Totals

Sector	Demographic Category	2011		2012		2013	
		Male	Female	Male	Female	Male	Female
TOTAL Community Colleges	American Indian / Alaska Native	0.3%	0.2%	0.2%	0.2%	0.2%	0.3%
	Asian	3.5%	2.8%	3.5%	3.3%	3.7%	3.3%
	Black or African American	14.0%	15.7%	14.7%	16.9%	15.4%	17.3%
	Hispanic	17.3%	18.9%	18.7%	20.4%	19.6%	21.6%
	Native Hawaiian / Pacific Islander	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%
	White	55.3%	52.0%	54.7%	50.8%	54.1%	50.2%
	Two or more races	1.7%	1.9%	1.5%	1.6%	1.7%	1.8%
	Race/ethnicity unknown	7.4%	7.6%	6.0%	6.0%	4.8%	4.8%
	Non-resident alien	0.4%	0.7%	0.4%	0.6%	0.3%	0.6%
	Percent Minority*	36.8%	39.8%	38.8%	42.6%	40.8%	44.4%
	Headcount	23,360	34,314	23,703	34,525	23,577	33,400
TOTAL State Universities	American Indian / Alaska Native	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%
	Asian	3.0%	2.4%	3.0%	2.5%	3.2%	2.7%
	Black or African American	9.5%	9.6%	10.0%	10.3%	10.4%	10.8%
	Hispanic	8.6%	9.1%	9.5%	9.9%	9.9%	11.0%
	Native Hawaiian / Pacific Islander	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%
	White	72.8%	72.3%	70.1%	69.5%	68.5%	67.1%
	Two or more races	1.7%	1.9%	1.9%	2.1%	1.8%	2.0%
	Race/ethnicity unknown	3.3%	3.6%	4.2%	4.5%	5.0%	5.2%
	Non-resident alien	0.8%	0.7%	0.8%	0.8%	0.9%	0.8%
	Percent Minority*	23.1%	23.4%	24.9%	25.2%	25.5%	26.9%
	Headcount	15,709	20,338	15,151	19,673	14,911	19,151
TOTAL ALL CSCU Community colleges State Universities & Charter Oak State College	American Indian / Alaska Native	0.3%	0.2%	0.2%	0.3%	0.2%	0.2%
	Asian	3.2%	2.7%	3.3%	3.0%	3.5%	3.0%
	Black or African American	12.1%	13.5%	12.9%	14.6%	13.4%	15.0%
	Hispanic	13.6%	15.1%	15.0%	16.5%	15.7%	17.6%
	Native Hawaiian / Pacific Islander	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%
	White	62.4%	59.5%	60.8%	57.6%	59.8%	56.4%
	Two or more races	1.7%	1.9%	1.6%	1.8%	1.7%	1.9%
	Race/ethnicity unknown	5.9%	6.2%	5.4%	5.6%	5.0%	5.1%
	Non-resident alien	0.5%	0.7%	0.6%	0.6%	0.6%	0.7%
	Percent Minority*	31.1%	33.6%	33.2%	36.2%	34.7%	37.9%
	Headcount	39,864	56,098	39,393	55,303	39,030	53,589

Source

Integrated Postsecondary Education Data System (IPEDS), Fall Census data, April 14, 2015

*Minority includes all demographic categories except White, Race/ethnicity unknown and nonresident alien.

Equity

Enrollment headcount by race/ethnicity and gender

University of Connecticut

UCONN ¹ - All campuses	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
American Indian / Alaska Native	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%
Asian	7.8%	7.4%	8.1%	7.4%	8.2%	7.9%	8.7%	8.6%
Black or African American	5.1%	6.7%	4.9%	6.8%	4.9%	6.5%	5.0%	6.5%
Hispanic	6.7%	7.6%	7.1%	8.1%	7.6%	8.7%	8.2%	9.0%
Native Hawaiian / Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
White	61.4%	60.3%	61.0%	59.8%	60.0%	58.5%	58.4%	57.2%
Two or more races	1.1%	1.3%	1.6%	2.0%	1.7%	2.5%	2.0%	2.6%
Race/ethnicity unknown	10.9%	10.4%	9.3%	8.8%	8.6%	8.4%	7.3%	7.5%
Non-resident alien	6.8%	5.9%	7.8%	6.8%	8.8%	7.1%	10.2%	8.2%
Percent Minority*	21.0%	23.4%	21.9%	24.7%	22.6%	25.9%	24.1%	27.0%
Headcount	14,946	15,048	14,830	14,898	14,842	15,090	15,081	15,483

UCONN - Medical school & Dental School	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
American Indian / Alaska Native	1.7%	0.3%	1.2%	0.0%	0.4%	0.0%	0.4%	0.0%
Asian	17.9%	13.7%	19.6%	15.8%	19.0%	17.2%	16.5%	18.1%
Black or African American	5.0%	12.0%	5.2%	12.9%	4.1%	11.3%	5.6%	11.8%
Hispanic	6.3%	5.5%	6.0%	5.8%	3.7%	5.8%	4.9%	5.9%
Native Hawaiian / Pacific Islander	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%
White	65.0%	61.5%	64.8%	60.4%	67.2%	62.8%	67.8%	60.1%
Two or more races	1.3%	0.7%	1.2%	0.7%	1.9%	1.1%	2.6%	2.4%
Race/ethnicity unknown	1.7%	3.1%	0.8%	2.2%	2.6%	1.8%	1.5%	1.4%
Non-resident alien	1.3%	3.1%	1.2%	1.8%	1.1%	0.0%	0.7%	0.3%
Percent Minority*	32.1%	32.3%	33.2%	35.6%	29.1%	35.4%	30.0%	38.2%
Headcount	240	291	250	278	268	274	267	288

Sources

University of Connecticut, Office of Institutional Research and Effectiveness
Integrated Postsecondary Education Data System (IPEDS), Fall Census data

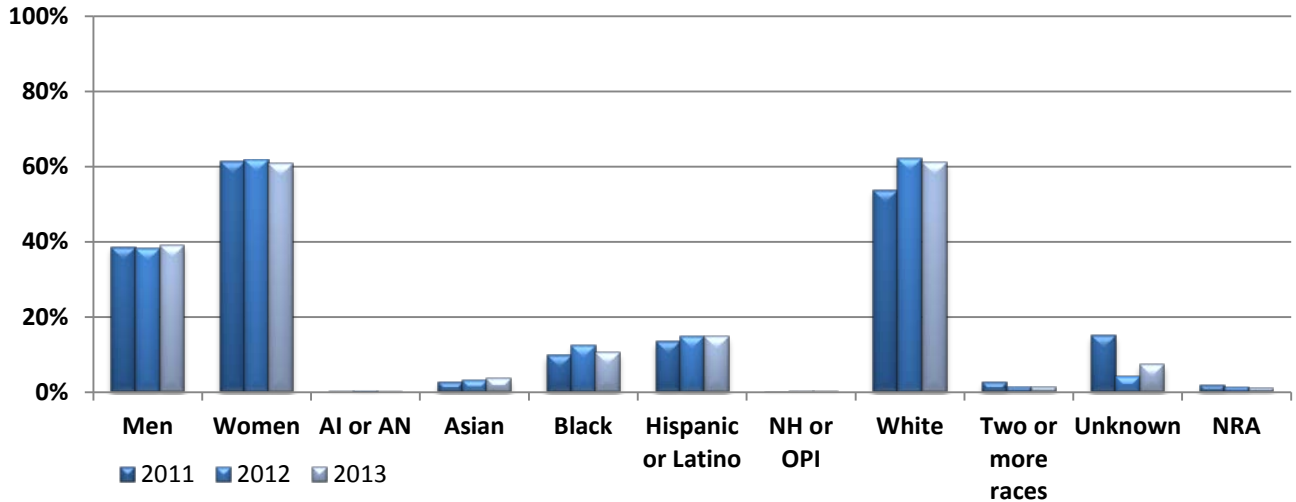
¹Includes degree and non-degree seeking headcount, but does not include the medical or dental schools

* Minority includes all demographic categories except White, Race/ethnicity unknown and nonresident alien.

Equity

Completions by race/ethnicity and gender*

Connecticut Community Colleges



Connecticut Community Colleges	2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%
Total Men	2,429	38.7%	2,447	38.2%	2,726	39.2%
Total Women	3,853	61.3%	3,963	61.8%	4,236	60.8%
American Indian or Alaska Native	11	0.2%	22	0.3%	11	0.2%
Asian	174	2.8%	209	3.3%	251	3.6%
Black or African American	618	9.8%	793	12.4%	735	10.6%
Hispanic or Latino	849	13.5%	944	14.7%	1,033	14.8%
Native Hawaiian or Other Pacific Islander	9	0.1%	9	0.1%	9	0.1%
White	3,380	53.8%	3,995	62.3%	4,250	61.0%
Two or more races	173	2.8%	83	1.3%	93	1.3%
Race/ethnicity unknown	952	15.2%	268	4.2%	513	7.4%
Nonresident alien	116	1.8%	87	1.4%	67	1.0%
Minority¹	1,834	29.2%	2,060	32.1%	2,132	30.6%
Grand Total	6,282	100%	6,410	100%	6,962	100%

Source

Integrated Postsecondary Education Data System (IPEDS), Number of Completions/Awards/degrees conferred. This is not an unduplicated count of students; rather, individuals who received more than one credential are counted for each degree earned.

Notes:

¹'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

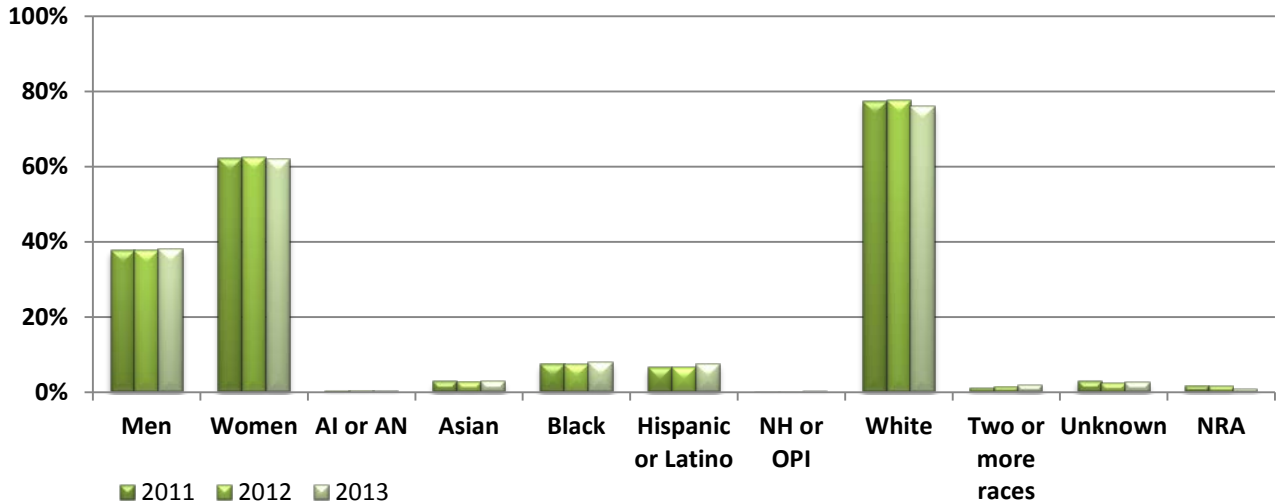
¹Minority includes all race / ethnicity categories except white, Race/ethnicity unknown and Non-resident alien.

*Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

Equity

Completions by race/ethnicity and gender*

Connecticut State Universities



Connecticut State Universities	2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%
Total Men	2,731	37.7%	2,798	37.6%	2,824	38.1%
Total Women	4,519	62.3%	4,641	62.4%	4,588	61.9%
American Indian or Alaska Native	27	0.4%	23	0.3%	22	0.3%
Asian	204	2.8%	196	2.6%	211	2.8%
Black or African American	536	7.4%	562	7.6%	589	7.9%
Hispanic or Latino	468	6.5%	488	6.6%	553	7.5%
Native Hawaiian or Other Pacific Islander	2	0.0%	5	0.1%	11	0.1%
White	5,606	77.3%	5,775	77.6%	5,630	76.0%
Two or more races	76	1.0%	99	1.3%	137	1.8%
Race/ethnicity unknown	213	2.9%	180	2.4%	191	2.6%
Nonresident alien	118	1.6%	111	1.5%	68	0.9%
Minority¹	1,313	18.1%	1,373	18.5%	1,523	20.5%
Grand Total	7,250	100%	7,439	100%	7,412	100%

Source

Integrated Postsecondary Education Data System (IPEDS), Number of Completions/Awards/degrees conferred. This is not an unduplicated count of students; rather, individuals who received more than one credential are counted for each degree earned.

Notes:

'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

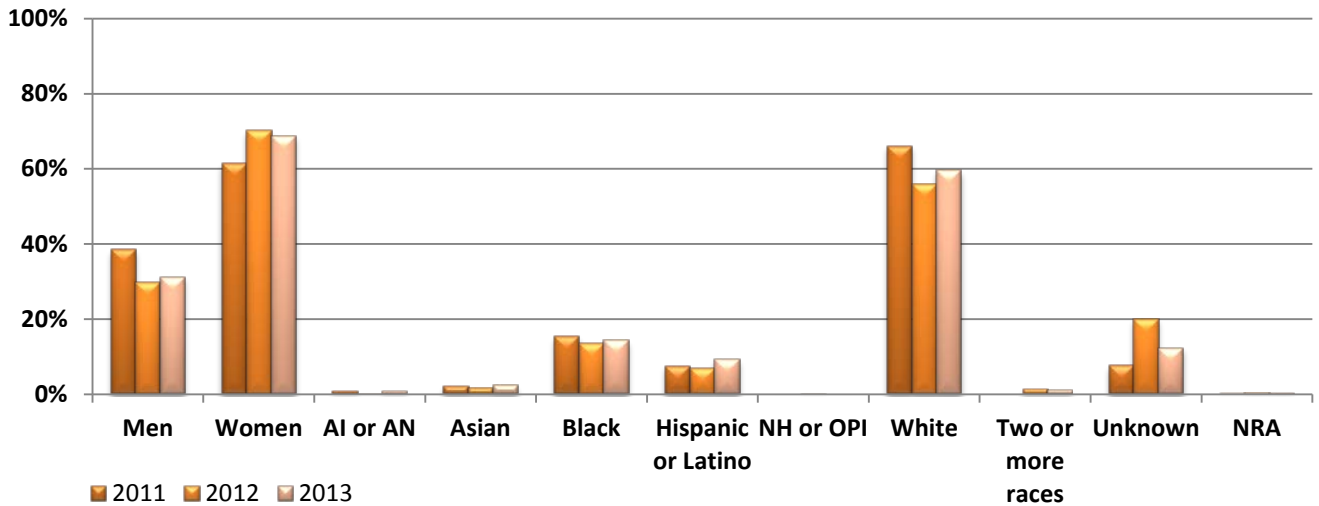
¹Minority includes all race / ethnicity categories except white, Race/ethnicity unknown and Non-resident alien.

*Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies

Equity

Completions by race/ethnicity and gender*

Charter Oak State College



Charter Oak State College	2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%
Total Men	245	38.6%	196	29.7%	186	31.2%
Total Women	390	61.4%	463	70.3%	410	68.8%
American Indian or Alaska Native	5	0.8%	1	0.2%	4	0.7%
Asian	14	2.2%	11	1.7%	14	2.3%
Black or African American	98	15.4%	89	13.5%	85	14.3%
Hispanic or Latino	48	7.6%	46	7.0%	55	9.2%
Native Hawaiian or Other Pacific Islander	0	0.0%	1	0.2%	0	0.0%
White	420	66.1%	368	55.8%	355	59.6%
Two or more races	0	0.0%	9	1.4%	7	1.2%
Race/ethnicity unknown	49	7.7%	132	20.0%	74	12.4%
Nonresident alien	1	0.2%	2	0.3%	2	0.3%
Minority¹	165	26.0%	157	23.8%	165	27.7%
Grand Total	635	100%	659	100%	596	100%

Source

Integrated Postsecondary Education Data System (IPEDS), Number of Completions/Awards/degrees conferred. This is not an unduplicated count of students; rather, individuals who received more than one credential are counted for each degree earned.

Notes:

'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

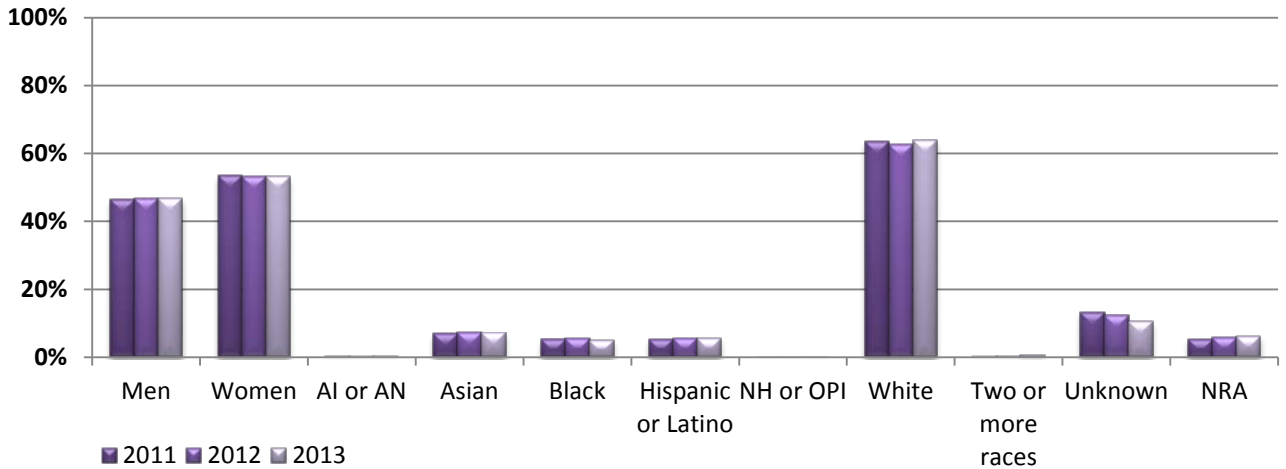
¹Minority includes all race / ethnicity categories except white, Race/ethnicity unknown and Non-resident alien.

*Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

Equity

Completions by race/ethnicity and gender*

University of Connecticut – all branches



University of Connecticut	2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%
Total Men	3,466	46.4%	3,502	46.8%	3,423	46.7%
Total Women	4,004	53.6%	3,980	53.2%	3,899	53.3%
American Indian or Alaska Native	18	0.2%	16	0.2%	20	0.3%
Asian	516	6.9%	554	7.4%	529	7.2%
Black or African American	392	5.2%	411	5.5%	377	5.1%
Hispanic or Latino	400	5.4%	426	5.7%	417	5.7%
Native Hawaiian or Other Pacific Islander	1	0.0%	1	0.0%	10	0.1%
White	4,739	63.4%	4,699	62.8%	4,686	64.0%
Two or more races	14	0.2%	18	0.2%	51	0.7%
Race/ethnicity unknown	988	13.2%	925	12.4%	774	10.6%
Nonresident alien	402	5.4%	432	5.8%	458	6.3%
Minority¹	1,341	18.0%	1,426	19.1%	1,404	19.2%
Grand total	7,470	100.0%	7,482	100.0%	7,322	100.0%

Source

Integrated Postsecondary Education Data System (IPEDS), Number of Completions/Awards/degrees conferred. This is not an unduplicated count of students; rather, individuals who received more than one credential are counted for each degree earned.

Notes:

'AI or AN' means American Indian or Alaska Native; The full title for 'Black' is Black or African American; 'NH or OPI' stands for Native Hawaiian or Other Pacific Islander; 'Unknown' means Race / Ethnicity are unknown; 'NRA' stands for Non-resident Alien.

¹Minority includes all race / ethnicity categories except white, Race/ethnicity unknown and Non-resident alien.

*Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

Equity

Completions by race/ethnicity, gender and award type: 2012-2013*

Connecticut Community Colleges

Institution name	Award Level	Gender		Race/Ethnicity										Grand total
		Men	women	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Unknown	Non-resident Alien		
Asnuntuck	Certificates	80.9%	19.1%	0.4%	5.4%	12.0%	8.3%	0.0%	70.5%	0.0%	3.3%	0.0%	241	
	Associates	34.5%	65.5%	0.0%	1.8%	3.6%	6.1%	0.0%	83.0%	0.0%	5.5%	0.0%	165	
Capital	Certificates	58.3%	41.7%	0.0%	3.3%	13.3%	10.0%	0.0%	58.3%	0.0%	15.0%	0.0%	60	
	Associates	22.4%	77.6%	0.0%	2.9%	25.0%	27.2%	0.0%	32.0%	0.0%	12.3%	0.7%	416	
Housatonic	Certificates	41.1%	58.9%	0.0%	3.6%	38.4%	21.4%	0.0%	35.7%	0.0%	0.9%	0.0%	112	
	Associates	31.1%	68.9%	0.0%	4.6%	26.1%	26.1%	0.2%	40.3%	1.2%	0.6%	1.0%	499	
Manchester	Certificates	29.7%	70.3%	0.0%	1.8%	9.9%	9.9%	0.0%	65.8%	0.0%	12.6%	0.0%	111	
	Associates	43.3%	56.7%	0.0%	3.7%	8.9%	10.1%	0.4%	66.3%	1.9%	8.1%	0.6%	786	
Naugatuck Valley	Certificates	56.9%	43.1%	0.0%	2.2%	8.7%	16.0%	0.0%	64.2%	1.9%	7.0%	0.0%	369	
	Associates	38.0%	62.0%	0.3%	3.0%	5.1%	16.7%	0.0%	66.9%	1.5%	6.6%	0.0%	731	
Middlesex	Certificates	24.2%	75.8%	0.0%	3.0%	9.1%	9.1%	0.0%	60.6%	6.1%	12.1%	0.0%	33	
	Associates	36.9%	63.1%	0.0%	2.6%	6.3%	14.0%	0.0%	67.5%	1.5%	8.1%	0.0%	271	
Three Rivers	Certificates	35.4%	64.6%	0.9%	4.4%	6.2%	9.7%	0.0%	65.5%	3.5%	9.7%	0.0%	113	
	Associates	44.2%	55.8%	0.7%	5.6%	5.2%	7.1%	0.2%	72.7%	3.3%	4.8%	0.4%	538	
Norwalk	Certificates	19.4%	80.6%	0.0%	5.4%	10.1%	14.7%	0.0%	53.5%	0.8%	9.3%	6.2%	129	
	Associates	35.3%	64.7%	0.0%	5.0%	10.4%	25.8%	0.0%	41.8%	0.7%	9.3%	6.9%	538	
Northwestern CT	Certificates	23.8%	76.2%	0.0%	2.4%	0.0%	11.9%	2.4%	81.0%	0.0%	2.4%	0.0%	42	
	Associates	21.0%	79.0%	0.0%	1.3%	1.9%	7.6%	0.0%	84.1%	0.6%	4.5%	0.0%	157	
Quinebaug Valley	Certificates	43.3%	56.7%	1.0%	1.0%	1.0%	8.7%	0.0%	81.7%	1.0%	5.8%	0.0%	104	
	Associates	36.1%	63.9%	0.5%	0.5%	0.5%	9.9%	0.0%	79.2%	0.5%	8.9%	0.0%	202	
Gateway	Certificates	52.4%	47.6%	0.0%	1.8%	15.2%	17.1%	0.6%	54.3%	1.2%	9.1%	0.6%	164	
	Associates	36.5%	63.5%	0.2%	4.4%	14.8%	14.7%	0.3%	52.0%	2.0%	11.4%	0.3%	614	
Tunxis	Certificates	31.8%	68.2%	0.0%	4.6%	1.7%	9.2%	0.0%	74.6%	1.2%	7.5%	1.2%	173	
	Associates	39.8%	60.2%	0.0%	3.3%	4.3%	7.9%	0.0%	77.2%	0.5%	6.3%	0.5%	394	
Total Percent Completions		39.2%	60.8%	0.2%	3.6%	10.6%	14.8%	0.1%	61.0%	1.3%	7.4%	1.0%	100%	
Total Completions		2,726	4,236	11	251	735	1,033	9	4,250	93	513	67	6,962	

Source

Integrated Postsecondary Education Data System (IPEDS), Number of Completions/Awards/degrees conferred. This is not an unduplicated count of students; rather, individuals who received more than one credential are counted for each degree earned.

Notes:

'Certificate' includes 'Awards of less than 1 academic year' and 'Awards of at least 1 but less than 4 academic years'. 'Graduate Certificate' includes Post-baccalaureate or Post-master's certificates.

*Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

Equity

Completions by race/ethnicity and gender: 2012-2013*

Charter Oak State College (COSC)

Institution name	Award Level	Gender		Race/Ethnicity									Grand total
		men	women	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Unknown	Non-resident Alien	
Charter Oak State College (COSC)	Certificates	23.8%	76.2%	0.0%	2.0%	10.9%	5.9%	0.0%	37.6%	1.0%	41.6%	1.0%	101
	Associates	21.2%	78.8%	0.0%	1.5%	22.7%	6.1%	0.0%	56.1%	7.6%	6.1%	0.0%	66
	Bachelor's	34.5%	65.5%	0.9%	2.6%	13.8%	10.5%	0.0%	65.3%	0.2%	6.5%	0.2%	429
Total Percent Completions		31.2%	68.8%	0.7%	2.3%	14.3%	9.2%	0.0%	59.6%	1.2%	12.4%	0.3%	100%
Total Completions		186	410	4	14	85	55	0	355	7	74	2	596

Connecticut State Universities

Institution name	Award Level	Gender		Race/Ethnicity									Grand total
		men	women	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Unknown	Non-resident Alien	
Central	Bachelor's	46.6%	53.4%	0.1%	3.6%	8.9%	7.5%	0.2%	74.6%	1.9%	1.8%	1.4%	1,851
	Master's	36.0%	64.0%	0.0%	1.7%	9.2%	4.7%	0.0%	68.9%	1.2%	9.0%	5.2%	575
	Doctorates	35.7%	64.3%	0.0%	7.1%	14.3%	7.1%	0.0%	64.3%	0.0%	7.1%	0.0%	14
	Grad. Certificates	30.8%	69.2%	0.0%	1.9%	2.8%	4.7%	0.0%	85.0%	3.7%	1.9%	0.0%	107
Eastern	Associates	62.5%	37.5%	0.0%	0.0%	0.0%	12.5%	0.0%	87.5%	0.0%	0.0%	0.0%	8
	Bachelor's	41.5%	58.5%	0.7%	1.6%	4.9%	6.3%	0.2%	82.0%	2.4%	1.3%	0.8%	1,147
	Master's	30.6%	69.4%	0.0%	4.8%	6.5%	4.8%	0.0%	80.6%	1.6%	1.6%	0.0%	62
Southern	Bachelor's	33.4%	66.6%	0.4%	3.0%	11.3%	8.4%	0.0%	72.4%	2.0%	2.4%	0.1%	1,614
	Master's	21.5%	78.5%	0.0%	2.5%	5.2%	5.2%	0.0%	81.5%	1.5%	4.1%	0.0%	715
	Doctorates	60.0%	40.0%	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5
	Grad. certificates	26.1%	73.9%	0.0%	1.4%	5.6%	2.8%	0.0%	88.7%	0.0%	1.4%	0.0%	142
Western	Associates	47.8%	52.2%	0.0%	4.3%	8.7%	8.7%	4.3%	73.9%	0.0%	0.0%	0.0%	23
	Bachelor's	42.6%	57.4%	0.5%	3.3%	7.0%	11.9%	0.5%	73.4%	1.6%	1.6%	0.1%	975
	Master's	34.1%	65.9%	0.6%	3.6%	3.6%	6.0%	0.0%	83.2%	2.4%	0.6%	0.0%	167
	Doctorates	14.3%	85.7%	0.0%	0.0%	14.3%	0.0%	0.0%	85.7%	0.0%	0.0%	0.0%	7
Total Percent Completions		38.1%	61.9%	0.3%	2.8%	7.9%	7.5%	0.1%	76.0%	1.8%	2.6%	0.9%	100%
Total Completions		2,824	4,588	22	211	589	553	11	5,630	137	191	68	7,412

Source

Integrated Postsecondary Education Data System (IPEDS), Number of Completions/Awards/degrees conferred. This is not an unduplicated count of students; rather, individuals who received more than one credential are counted for each degree earned.

Notes:

'Certificate' includes 'Awards of less than 1 academic year' and 'Awards of at least 1 but less than 4 academic years'. 'Graduate Certificate' includes Post-baccalaureate or Post-master's certificates.

*Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

Equity

Completions by race/ethnicity and gender: 2012-2013*

University of Connecticut

Institution	Award Level	Gender		Race/Ethnicity									
		men	women	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Pacific Islander	White	Two or more races	Unknown	Non-resident Alien	Grand total
University of Connecticut - all branches	Associate's degree	42.3%	57.7%	0.0%	3.8%	0.0%	7.7%	0.0%	80.8%	0.0%	7.7%	0.0%	26
	Bachelor's degree	47.2%	52.8%	0.2%	7.4%	4.9%	6.5%	0.2%	66.3%	0.6%	12.5%	1.3%	4,975
	Doctor's degree	48.0%	52.0%	0.6%	10.7%	4.6%	3.8%	0.0%	56.2%	0.0%	4.4%	19.6%	633
	Master's degree	46.1%	53.9%	0.3%	5.8%	6.1%	3.9%	0.1%	59.5%	1.1%	6.5%	16.6%	1,512
	Postbaccalaureate or Post-master's certificate	36.4%	63.6%	0.6%	2.3%	5.7%	6.3%	0.0%	63.1%	1.1%	11.9%	9.1%	176
Total Percent Completions		46.7%	53.3%	0.3%	7.2%	5.1%	5.7%	0.1%	64.0%	0.7%	10.6%	6.3%	100%
Total Completions		3,423	3,899	20	529	377	417	10	4,686	51	774	458	7,322

Source

Integrated Postsecondary Education Data System (IPEDS), Number of Completions/Awards/degrees conferred. This is not an unduplicated count of students; rather, individuals who received more than one credential are counted for each degree earned.

Notes:

'Certificate' includes 'Awards of less than 1 academic year' and 'Awards of at least 1 but less than 4 academic years'. 'Graduate Certificate' includes Post-baccalaureate or Post-master's certificates.

*Data entered into IPEDS by the Office of Higher Education may have been modified for one or more of these report years and may account for some minor discrepancies.

Peer Institution Data

Information about peer institutions can be found in the Integrated Postsecondary Education Data System (IPEDS) Feedback Reports that are available for each institution.

Links to these reports for the Connecticut Community Colleges and State Universities can be found at the Board of Regents website at: <http://www.ct.edu/opr/ipeds>. Links to each institutions 2013 report are also provided here and a sample report is available on the following pages. Additional information can be obtained from the IPEDS Data Center: <http://nces.ed.gov/ipeds/datacenter/Default.aspx>

Asnuntuck: http://www.ct.edu/files/opr/AsnuntuckCC-IPEDSDFR2014_128577.pdf

Capital: http://www.ct.edu/files/opr/Capital-CC-IPEDSDFR2014_129367.pdf

Gateway: http://www.ct.edu/files/opr/Gateway-CC-IPEDSDFR2014_130396.pdf

Housatonic: http://www.ct.edu/files/opr/Housatonic-CC-IPEDSDFR2014_129543.pdf

Manchester: http://www.ct.edu/files/opr/Manchester-CC-IPEDSDFR2014_129695.pdf

Middlesex: http://www.ct.edu/files/opr/Middlesex-CC-IPEDSDFR2014_129756.pdf

Naugatuck Valley: http://www.ct.edu/files/opr/Naugatuck-Valley-CC-IPEDSDFR2014_129729.pdf

Northwestern CT: http://www.ct.edu/files/opr/Northwestern-CT-CC-IPEDSDFR2014_130040.pdf

Norwalk: http://www.ct.edu/files/opr/Norwalk-CC-IPEDSDFR2014_130004.pdf

Quinebaug Valley: http://www.ct.edu/files/opr/Quinebaug-Valley-CC-IPEDSDFR2014_130217.pdf

Three Rivers: http://www.ct.edu/files/opr/Three-Rivers-CC-IPEDSDFR2014_129808.pdf

Tunxis: http://www.ct.edu/files/opr/Tunxis-CC-IPEDSDFR2014_130606.pdf

Charter Oak State College: http://www.ct.edu/files/opr/Charter-Oak-IPEDSDFR2014_128780.pdf

Central Connecticut State University: http://www.ct.edu/files/opr/CCSU-IPEDSDFR2014_128771.pdf

Eastern Connecticut State University: http://www.ct.edu/files/opr/ECSU-IPEDSDFR2014_129215.pdf

Southern Connecticut State University: http://www.ct.edu/files/opr/SCSU-IPEDSDFR2014_130493.pdf

Western Connecticut State University: http://www.ct.edu/files/opr/WCSU-IPEDSDFR2014_130776.pdf

University of Connecticut: http://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2014_129020.pdf

Peer Institution Data – *an example*

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2014

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collect data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at <http://nces.ed.gov/ipeds/datacenter>.



Asnuntuck Community College
Enfield, CT



Peer Institution Data – *an example*

IPEDS DATA FEEDBACK REPORT

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

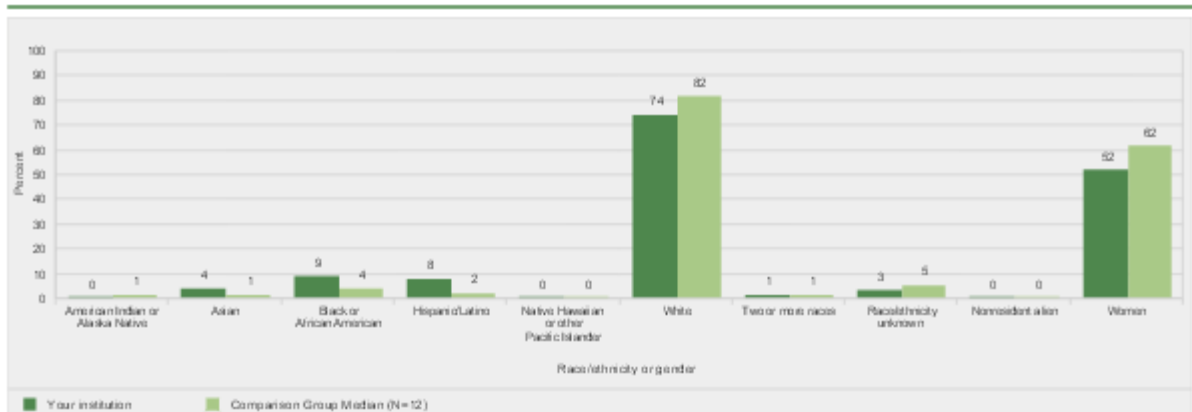
The custom comparison group chosen by Asnuntuck Community College includes the following 12 institutions:

- ▶ Blue Ridge Community College (Folkl Rock, NC)
- ▶ Columbia-Greene Community College (Hudson, NY)
- ▶ Dabney S. Lancaster Community College (Clifton Forge, VA)
- ▶ Great Bay Community College (Portsmouth, NH)
- ▶ Kanawha Valley Community and Technical College (South Charleston, WV)
- ▶ Lakes Region Community College (Laconia, NH)
- ▶ Nashua Community College (Nashua, NH)
- ▶ River Valley Community College (Claremont, NH)
- ▶ Salem Community College (Carneys Point, NJ)
- ▶ Tri-County Community College (Murphy, NC)
- ▶ Warren County Community College (Washington, NJ)
- ▶ York County Community College (Wells, ME)

Peer Institution Data – an example

IPEDS DATA FEEDBACK REPORT

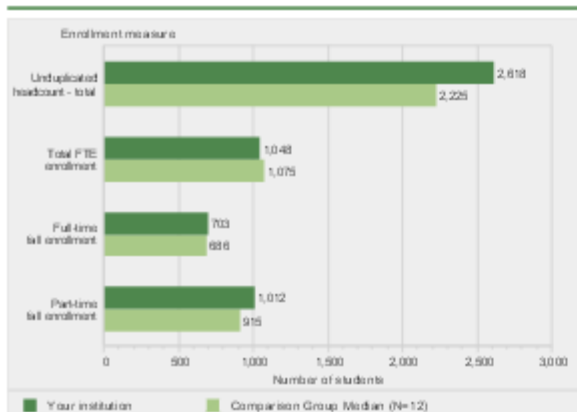
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

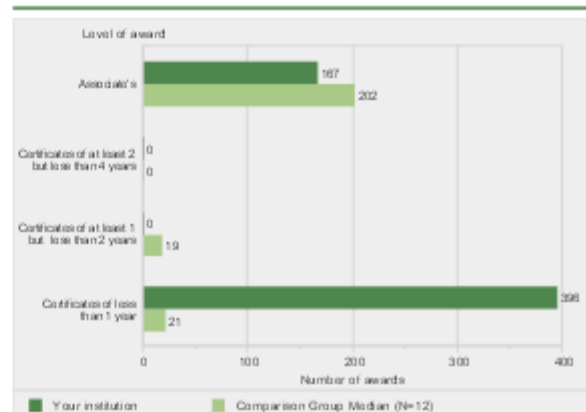
Figure 2. Unduplicated 12-month headcount (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Fall Enrollment component.

Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2012-13



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Completions component.

Peer Institution Data – an example

IPEDS DATA FEEDBACK REPORT

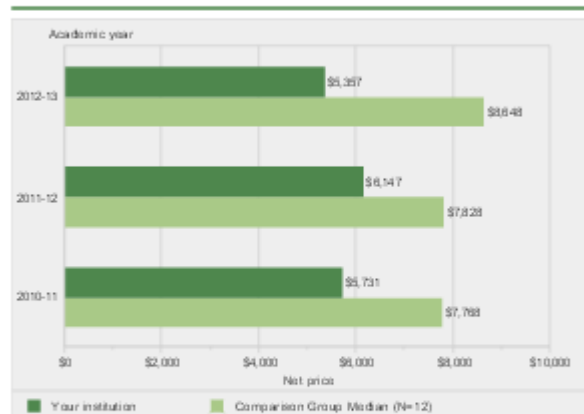
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-state, in-state, and out-of-state. N is the number of institutions in the comparison group.

SO URC E: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component.

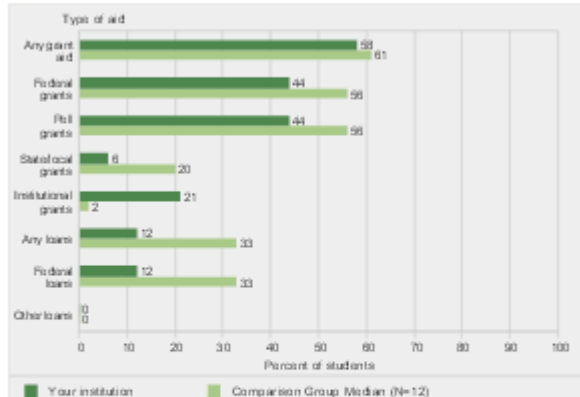
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SO URC E: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component; Winter 2013-14, Student Financial Aid component.

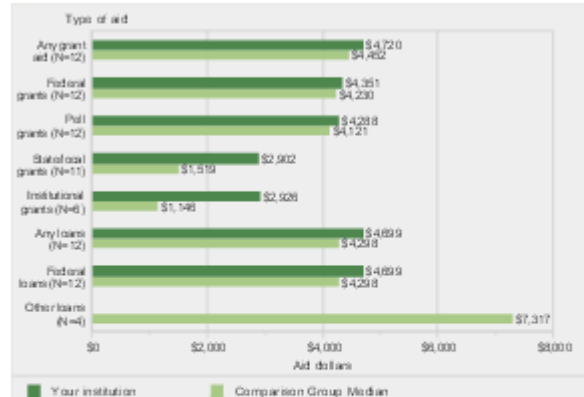
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SO URC E: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13



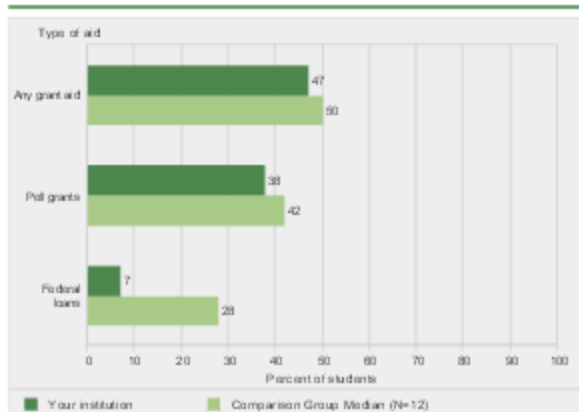
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SO URC E: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Peer Institution Data – an example

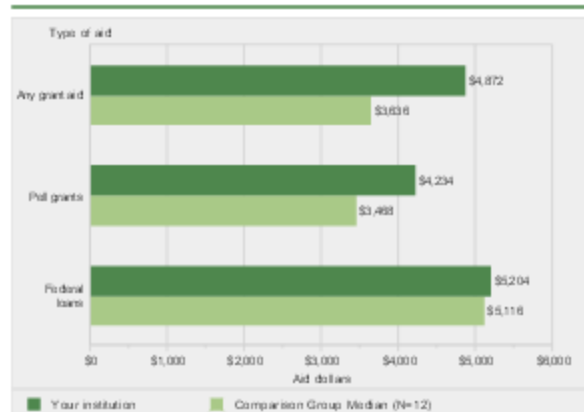
IPEDS DATA FEEDBACK REPORT

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2012-13



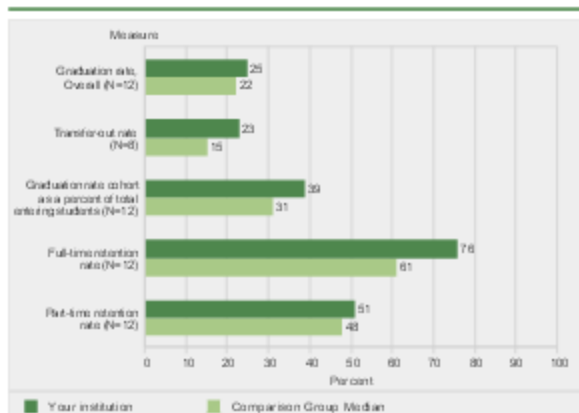
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. **N** is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2012-13



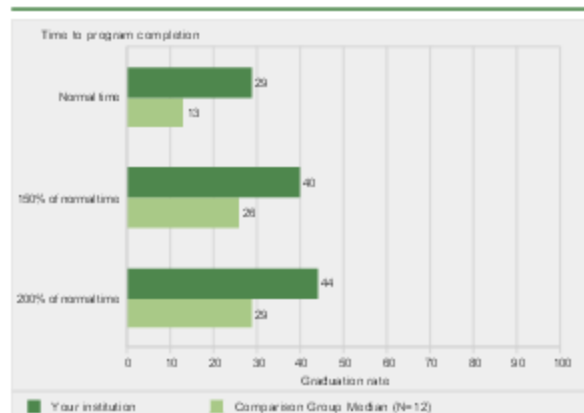
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. **N** is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 10. Graduation rate and transfer-out rate (2010 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2013)



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Graduation and transfer-out rates are the Student Right-to-know rates. Only institutions with a mission to prepare students to transfer are required to report transfers out. Retention rates are measured from the fall of first enrollment to the following fall. For details, see the Methodological Notes. **N** is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Graduation Rates component and Spring 2014, Fall Enrollment component.

Figure 11. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2009 cohort

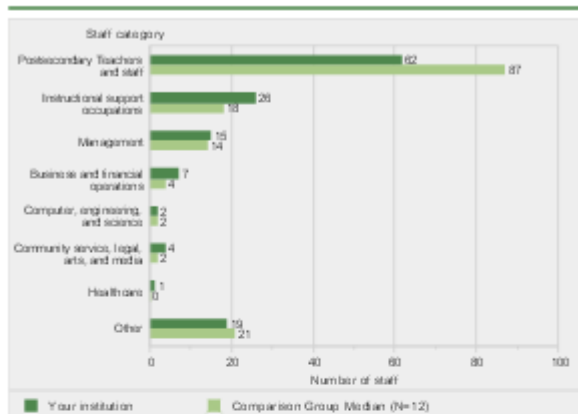


NOTE: The 150% graduation rate is the Student Right-to-know (SRIK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. **N** is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, 200% Graduation Rates component.

Peer Institution Data – an example

IPEDS DATA FEEDBACK REPORT

Figure 12. Full-time equivalent staff, by occupational category: Fall 2013



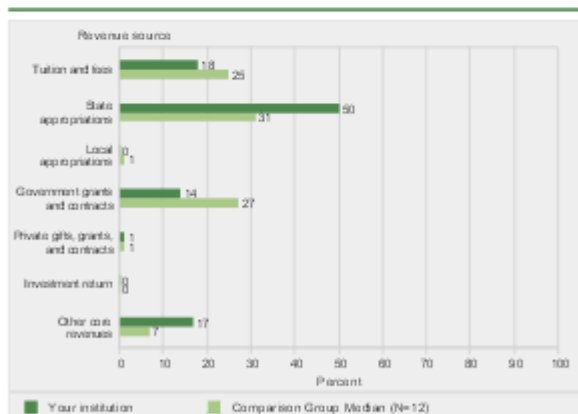
NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. **N** is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14



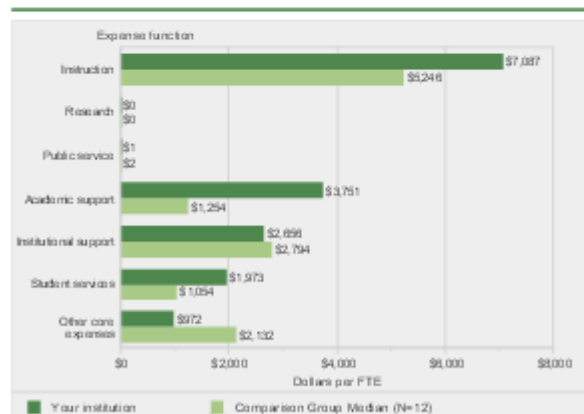
NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2013



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. **N** is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2013



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly Instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. **N** is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Finance component.

Peer Institution Data – an example

IPEDS DATA FEEDBACK REPORT

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/rac/resource.asp>.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on full term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

Peer Institution Data – *an example*

IPEDS DATA FEEDBACK REPORT

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the

percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily Instruction + Instruction/Research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

This report was compiled by staff at the Board of Regents for Higher Education in the Office of Research & System Effectiveness with the much appreciated support of Institutional Researchers from the Connecticut State Colleges and Universities and the University of Connecticut. If you have questions about the material, please contact:

William J. Gammell, Ph.D. | Director
Office of Research & System Effectiveness
Connecticut State Colleges and Universities
Board of Regents for Higher Education
39 Woodland Street | Hartford, CT 06105

860-723-0054 | gammellw@ct.edu