CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Thursday, October 12, 2017 at 9:30 a.m.
61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
   a. September 8, 2017

2. Consent Items

   a. Discontinuations
      i. Data Mining – Post Bac Certificate – CCSU
      ii. Criminal Justice – BA – CCSU
      iii. Building Efficiency and Sustainability Technology – C2 Certificate – NCC

3. Action Items

   a. Accreditation of a Previously Licensed Program
      i. Applied Behavior Analysis – MS – WCSU
      ii. Dance Education Program – BS – CCSU

   b. State University Centers and Institutes: Seven-Year Reports
      i. Continuations
         1. SCSU
            a. Werth Center for Coastal and Marine Studies
            b. Center for Excellence in Math and Science
         2. CCSU
            a. Henry C. Lee Institute for the Study of Crime and Justice
            b. Institute for Municipal and Regional Policy

      ii. Discontinuation
         1. WCSU
            a. Center for Business Research

4. Information Items

   a. Accountability Report – Bill Gammell
   b. Academic and Student Affairs – Mission and Priorities 2017-2018
   c. Transfer ticket information on the website at CSCUs.

5. Below Threshold
   a. Educational Paraprofessional – Certificate - NWCCC – 1

CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – September 8, 2017 DRAFT
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present:	Merle Harris, Naomi Cohen, Larry DeNardis (by conf.), Aviva Budd, Hector Navarro, Stephen Adair
Regents Absent:	Catherine Smith
Staff Present:	Jane Gates, Elsa Nunez, Candace Barrington, Greg DeSantis, Keith Epstein, Ken Klucznik, Lesley Mara, Wendy Robicheu, Constance Rotondo, Pat Ryiz, Ana Maria Sanchez, Erika Steiner, Karen Wosczyna-Birch
Other Attendees:	Shirley Adams (COSC), Missy Alexander (WCSU), Michael Butcaris (NCC), Ken Colwell (CCSU), Ilene Crawford (SCSU), Susan DeNicola (Principal, Strong 21st Century Communications Magnet School), Monique Durant (CCSU), Ellen Durnin (SCSU), Jacob Easley II (ECSU), Glynis Fitzgerald (CCSU), Stephen Hegedus (SCSU), Ed Klonoski (COSC), Mark Kosinski (GCC), James LaPosta Jr. (Principal/Chief Architectural Officer, JCJ Architecture), David Marcarelli (GCC), Reginald Mayo (Superintendent of Schools, New Haven), Tanya Millner-Harlee (MCC), Steven Minkler (MxCC), Sundeep Muppidi (ECSU), Wilfredo Nieves (CCC), Dimitrios Pachis (ECSU), Susan Pease (CCSU)

The meeting was called to order by Chair Merle Harris at 9:40 a.m.

1. Approval of Minutes – June 2, 2017. **A motion to approve the minutes from the June 2nd meeting was made by N. Cohen, seconded by L DeNardis and unanimously approved.**

2. Consent Items. **A motion to approve was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** Consent items approved were:

   a. Discontinuations
      i. Sustainable Landscape Ecology Technician – Certificate – TRCC
      ii. Alternative Fuel Vehicle – Certificate – GWCC
      iii. Advanced Automotive Technology – Certificate – GWCC
      iv. Alternative Energy Transportation Technology – Certificate – GWCC
      v. Social Studies – Post Bac Certificate – CCSU
      vi. American Studies – Ugr. Certificate - CCSU
      vii. Art History – Option B - CCSU
      viii. Ecology and Environmental Science – Option B - CCSU
      ix. Health Psychology – Option M - CCSU

x. Human Growth and Development – Option B - CCSU
xi. Language and Computation – Option B - CCSU
xii. Technology Management – Option B - CCSU
xiii. Occupational Therapy Asst. – AS – HCC

3. Action Items
   a. New Programs
      i. Educational Partnership – SCSU Lab School and City of New Haven Strong 21st Century Communications Magnet School

Dr. Gates introduced the initiative. The SCSU Lab School partnership with the City of New Haven. Strong 21st Century Communications Magnet School will serve as an experiential learning lab for SCSU's higher education students and provide professional development opportunities in a new facility on the SCSU campus. Dr. Stephen Hegedus, Dean of the SCSU School of Business, introduced the presenters for this initiative: Susan DeNicola (Principal, Strong 21st Century Communications Magnet School), James LaPosta Jr. (Principal/Chief Architectural Officer, JCJ Architecture) and Reginald Mayo (Superintendent of Schools, New Haven). Dr. Hegedus discussed the Memorandum of Understanding (MOU) between the city of New Haven and SCSU. He described this initiative as a true collaborative partnership and a model for the City of New Haven, SCSU and the State of CT. Dr. Hegedus and architect James LaPosta provided an overview of the new building projected to open in two years. The magnet school is for pre-kindergarten to 4th grade students and special education students.

Regent Harris called for questions from the Committee. Regent Budd raised several questions about the MOU including the legal aspects, business provisions and document structure. Regent Budd stated that an operational agreement is required prior to the lease and the Academic and Student Affairs Committee should approve the substance of the agreement, but not the specific language of the MOU

Discussion and response to Regent Budd centered on:

1) The Memorandum of Understanding – The purposes of the MOU are a land planning agreement between SCSU and the City of New Haven and an educational partnership between SCSU and The City of New Haven Strong 21st Century Magnet School. Proposed expansion efforts are both physical and academic in nature.

2) Responsibilities of the Finance and Infrastructure Committee – Developed the MOU and but the formal lease document is in process. The MOU was approved by the Finance and Infrastructure Committee on September 6th.

3) Responsibilities of the Academic and Student Affairs Committee – To approve the concept of the educational and academic partnership between SCSU Lab School and the City of New Haven Strong 21st Century Communications School.

Keith Epstein, VP Facilities, Real Estate and Infrastructure Planning, will send a copy of the lease draft to Regent Budd and the Finance and Infrastructure Committee with a data sheet regarding the details of the lease agreement. **Chair Harris called for a motion to approve the collaboration and partnership between the City of New Haven and Southern CT State University described in the Memorandum of Understanding without approving the specifics of the MOU.** Regent Cohen asked if there was room for a relationship with Gateway CC. Dean Mark Kosinski, Gateway CC, noted that the Gateway Early Education Center will be a great addition to SCSU and the New Haven school system. Students in the Early Childhood program at Gateway CC transfer into SCSU. **A motion to approve was made by A. Budd and seconded by L. DeNardis. A vote was taken and the resolution was unanimously approved.**

Chair Harris introduced new Regent Hector Navarro and welcomed him to the ASA

ii. Educational Studies – Advanced MS – ECSU
A motion to approve was made by N. Cohen and seconded by H. Navarro. Dr. Gates introduced the ECSU Advanced MS in Educational Studies. This is a 31-credit Master's program that is designed for candidates who are practicing teachers or educational professionals already working in the education field seeking to advance their career and profession. The program will meet the standards of the state professional educator certification and the National Board for Professional Teaching Standards (NBPTS). Jacob Easley II, Dean of the School of Education, presented for ESCU. Dean Easley stated that the intent of this proposal is to discontinue and replace four existing advanced master's degrees: Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts, with a new single degree—Master of Science Degree in Educational Studies. The four existing advanced Master's degrees will be discontinued later. Regent Budd questioned the tuition and additional cost projections. Dr. Pachis noted that the scale up is realistic and conservative. **The vote was taken and the program was unanimously approved.**

iii. Criminal Justice – Concentration to Major - BS – COSC
A motion to approve was made by A. Budd and seconded by N. Cohen. Provost Shirley Adams and President Ed Klonoski presented for COSC. Provost Adams stated that the program changes, from a concentration to a major. These changes are part of COSC's strategic planning process and in alignment with the decision that COSC should develop majors, not concentrations, in many of the college's general studies degree program. Provost Adams explained the major change is that a Victim Advocacy track was added as an option in the criminal justice elective section of the degree. The $12,000 expenditure in Year 1 is to hire one potential adjunct faculty member to develop and teach courses in the new track. This is a fully online program. Provost Adams also stated that COSC has signed agreements with the City of Alexandria, VA and the MA State Police to offer this degree and others to these municipalities. **The vote was taken and the program was unanimously approved.**

iv. Public Safety Administration - Concentration to Major - BS – COSC **A motion to approve was made by N. Cohen and seconded by A. Budd.** Provost Adams noted

that the program modification is a change in title only which will result in no additional courses or costs. **The vote was taken and the program was unanimously approved.**

v. Sociology - Concentration to Major - BA – COSC **A motion to approve was made by A. Budd and seconded by N. Cohen.** Provost Adams noted that the program consists of 120 credits, 39 of which are in the major. Changing the concentration to a major will incur no additional costs, will make the program clearer to students and will enable COSC to be more competitive when marketing the program. **The vote was taken and the program was unanimously approved.**

vi. Health Care Administration – MS – COSC **A motion to approve was made by A. Budd and seconded by N. Cohen.** Provost Adams stated that the new MS in Health Care Administration program is entirely online and allows students to transfer in six credits and earn six credits via prior learning assessment. The program, which builds on an undergraduate program, will need to go to NEASC for licensure since it represents a substantive change. COSC will have start-up costs for a program director salary and course development for six months before revenue is generated. COSC will not recoup its start-up costs until Year 3 of the program. In response to a question from Regent Cohen, President Klonoski and Provost Adams responded that both students and current alums have requested a Masters in Health Care Administration and that the job market for graduates is very good. **The vote was taken and the program was unanimously approved.**

vii. Health Informatics – MS – COSC **A motion to approve was made by A. Budd and seconded by N. Cohen.** Provost Adams noted that the program is 33 credits not 36 credits as noted in the Staff Report. The MS in Health Informatics is similar to the MS in Health Care Administration. The new degree will prepare students to sit for the CAHIM exam. **The vote was taken and the program was unanimously approved.**

viii. OCP in Accounting – Certificate – CCSU **A motion to approve was made by N. Cohen and seconded by A. Budd.** Dr. Gates introduced the CCSU Official Certificate Program (OCP), an online certificate. Presenters for CCSU included Provost Susan Pease, AVP/Dean Glynis Fitzgerald, School of Graduate Studies, Dean Ken Colwell, School of Business and Prof. Monique Durant, Accounting. Prof. Durant noted that the OCP in Accounting Certificate Program is a 15-credit part-time online program directed toward working professionals who want to change careers but don't have the academic credentials. Students can transfer from the certificate program directly into the MS in Accounting program. Regent Harris asked about the 3 credit special requirements course included in the 15 total credits. Dean Fitzgerald answered that it is a prerequisite course (AC 500 – Financial and Managerial Accounting) which students without a business degree are required to take. Regent Cohen asked why CCSU is offering this course instead of COSC. Prof. Durant and Dean Colwell noted that CCSU offers other online degrees, is very different from COSC in that it is accredited by the AACSB and has full-time professors, which COSC does not. CCSU students would not be able to take credits from COSC, which is not AACSB accredited. Regent Budd asked about the projected enrollment of 22 students in the

third year of the program. Prof. Durant responded that CCSU would rather take a conservative approach to enrollment and that this is a part-time program. There are currently 98 students enrolled in the MS in Accounting program to which the OCP Accounting students can automatically transfer. **The vote was taken and the program was unanimously approved.**

b. Modifications

i. Fire Technology and Administration – AS – GWCC **A motion to approve was made by N. Cohen and seconded by A. Budd.** Dean Mark Kosinski and Professor David Marcarelli, Firefighter Program Coordinator, presented the program on behalf of Gateway CC. Prof. Marcarelli, Deputy Fire Chief in North Haven and eight-year faculty member at GWCC, stated that the existing Fire Technology and Administration AS program is changing substantially due to the changes in fire service. Dean Kosinski stated that 13 courses, almost half, of the existing program needed to be significantly revised because they were outdated. Seven new courses were added and six classes remain from the previous program. An impetus to the significant changes in the program was the National Fire Academy's (NFA) new program of study called the Fire and Emergency Service Higher Education (FESHE) model. By updating its program, GWCC's goal is to achieve accreditation with the National Fire Academy. There are currently 25 students in the program and many have a strong EMS base. The University of New Haven has a BS in Fire Technology program to which GWCC AS graduates can transfer. New Haven has a tremendous need for firefighters and has granted GWCC full use of its fire academy. **The vote was taken and the program was unanimously approved.**

ii. CT Parenting Educator Credential – Undergraduate Certificate – COSC [Eliminate Provisional Level]

iii. CT Parenting Educator Credential – Undergraduate Certificate – COSC [Level 1-4 – Reduce # credits]

A motion to approve modifications to both CT Parenting Educator Credential – Undergraduate Certificates (3.ii. and 3.iii.) was made by N. Cohen and seconded by A. Budd. Provost Adams spoke on behalf of COSC. Currently, there are two CT Parenting Educator Credential Undergraduate Certificate programs at COSC. COSC is seeking to eliminate the provisional level certificate, which is no longer needed, and to reduce the number of credits in the Level 1-4 certificate from 12 to 9. There are no students enrolled in the provisional certificate and Adult Learning/Theory is now embedded in all of the courses. Students are adults working with children on their own, for the state, or employed by families and daycare centers. **The vote was taken and the program was unanimously approved.**

iv. Accounting – Post Bac C2 Certificate - SCSU **A motion to approve was made by N. Cohen and seconded by A. Budd.** AVP for Academic and Student Affairs Ilene Crawford and Dean Ellen Durnin, School of Business, presented this program for SCSU. The requested modification **from** a Post-baccalaureate Certificate of 15 to 30 credits (C2) **to** a Post-baccalaureate Certificate of 59 credits or more (C4) will bring the Certificate in Accounting into compliance with U.S. Department of Education Gainful Employment regulations, which require programs to provide comprehensive

preparation for their intended outcome; in this case, becoming a CPA. The original program included only the accounting credits necessary to sit for the CPA exam while the revised program includes all education requirements, accounting and general business courses, to be licensed as a CPA. If a student has an undergraduate degree in business, 30 of the program's total 66 credits are waived. **The vote was taken and the program was unanimously approved.**

v. Corrected CT BOR Resolution for SCSU portion of GWCC-SCSU Public Utilities Management AS/BS pathway **A motion to approve the correction of the resolution was made by N. Cohen and seconded by A. Budd. The vote was taken and the corrected resolution was unanimously approved.**

c. Appointment of CSU Professors

i. David Levine - Southern CSU **A motion to approve was made by N. Cohen and seconded by A. Budd.** AVP Ilene Crawford spoke on behalf of the nomination of Dr. David Levine for CSU Professor at SCSU. **The vote was taken to appoint Dr. David Levine as CSU Professor at Southern CT State University and the appointment was unanimously approved.**

d. Revised Mission Statement - Middlesex CC **A motion to approve was made by N. Cohen and seconded by A. Budd.** Dean Steven Minkler presented the revised Mission Statement for MxCC. He stated that the revised Mission Statement for MxCC was a result of the college's strategic planning process and is consistent with the BOR Mission Statements. **The vote was taken and the corrected resolution was unanimously approved.**

e. Policy for the Establishment of Centers and Institutes in the CSCU System
A motion to remove this item from tabled status was made by N. Cohen and seconded by A. Budd. The vote was taken and unanimously approved. A motion to approve the Policy for the Establishment of Centers and Institutes in the CSCU System was made by N. Cohen and seconded by A. Budd. The revised Resolution and Policy Statement for the Establishment of Centers and Institutes in the CSCU system was presented to the ASA Committee in hard copy. The Resolution was modified slightly and the last RESOLVED was modified to include:

RESOLVED, The attached Policy Statement and Guidelines regarding the Establishment of Centers and Institutes *and for the review of Centers established prior to this approval* are hereby adopted.

The language of The Establishment of Centers and Institutes Policy Statement was revised for clarity; the content was not changed.

i. The second sentence under Policy Guidelines – Establishing a Center/Institute was changed to *After approval through an institution's established internal process.*

ii. The first sentence in the second paragraph was changed to: *The proposal components should be outlined initially in a concept paper (no more than five pages) and subsequently elaborated upon in a full proposal, if the Academic Council endorses the concept.*

iii. The second paragraph under Center/Institute Evaluation was changed as follows: *All Centers/Institutes* ~~established under the provisions of these guidelines~~ *shall go out of*

existence on December 31st seven years after authorization, unless action to the contrary is taken by the Board of Regents.

Regent Cohen proposed the following changes to the Features section of the Policy Statement (i) and the Policy Guidelines – Continuation or Discontinuation of Center/Institute (ii.):

i. The Board of Regents for Higher Education (BOR) ~~encourages~~ requires Centers/Institutes to advance achievement of one or more of the System's Five Goals, which are:
   GOAL 1. A SUCCESSFUL FIRST YEAR
   GOAL 2: STUDENT SUCCESS
   GOAL 3: AFFORDABILITY AND SUSTAINABILITY
   GOAL 4: INNOVATION AND ECONOMIC GROWTH
   GOAL 5: EQUITY
   Additionally, BOR encourages Centers/Institutes: [five original bullet points remain the same]
ii. In its analysis of a CSCU Center's/Institute's Interim Progress Report and Sunset Report, the Office of the System Provost shall compare and contrast the report with the proposal for establishment, or previous Sunset Report, if applicable, and:

A motion to approve an amendment with additional revisions to the Establishment of Centers and Institutes in the Connecticut State Colleges and Universities Policy Statement as outlined above was made by A. Budd and seconded by N. Cohen. The vote was taken and the revised Establishment of Centers and Institutes in the Connecticut State Colleges and Universities Policy Statement was unanimously approved. The resolution as amended was unanimously approved.

f. Institutional Accreditations
   i. NEASC Interim 5-year report – Manchester CC
   ii. NEASC Interim 5-year report – Housatonic CC

A motion to approve the Manchester CC and the Housatonic CC NEASC Interim 5-year reports was made by N. Cohen and seconded by A. Budd. Dr. Gates noted that the approvals are sent to the CT Office of Higher Education for their records. The NEASC NEASC 5-year reports identify areas of weakness in the institution; the 5-year institutional reports show that the institution has improved. Regent Cohen stated that as a meeting topic, she would like time to discuss the total picture of graduation rates, the causes of why the graduation rates are what they are and strategies to improve them. Dr. Gates agreed with the request. Chair Harris asked that the Accountability Report(s) be included and President Nunez asked that the universities and community colleges be separated. **The vote was taken and the Manchester CC and the Housatonic CC NEASC Interim 5-year reports were unanimously approved.**

g. College of Technology Approval Process – Dr. Karen Wosczyna-Birch

A motion to approve the process for the Replication of approved College of Technology Programs by other CSCU Community Colleges was made by N. Cohen and seconded by A. Budd. Dr. Karen Wosczyna-Birch, Director of the College of Technology, presented the proposed College of Technology (COT) Approval Process. The COT Pathway presents a seamless path from the Technology Studies programs at the community colleges to the BS in Engineering Science. Dr. Wosczyna-Birch noted that the

request for a process was in response to workforce need. The proposed resolution addresses the need for a community college to quickly respond to local industry needs if a community college in a different region has previously had a program addressing the same skill sets approved. Justification of local industry needs, budget, staff, and facilities will be required. Chair Harris noted that when a new community college wants to adopt the COT process, the college must have the financial resources and there must be a local workforce need. Chair Harris further asked that the following changes be made for the proposed Process for Replication of Previously Approved College of Technology Academic Programs and Program Modification by Other CSCU Community Colleges:

i. Delete Paragraphs 1 and 2
ii. Eliminate the review of the replication request by the Academic Council
iii. The process should flow from the requesting institution → Director of COT → Provost → Academic and Student Affairs Committee → Board of Regents

A motion was made by N. Cohen to table the Replication of the College of Technology Programs by other CSCU Community Colleges - Approval Process so that further changes can be made to streamline the process and seconded by A. Budd. The vote was taken to table the Replication of the College of Technology Programs by other CSCU Community Colleges - Approval Process and was unanimously approved.

4. Information Items

a. Change in IT Policy pertaining to Research on Human Subjects
Dr. Gates stated that this policy was moved forward to the BOR from a request by the Faculty Advisory Committee. Regent Adair stated that research on human subjects is not protected from Freedom of Information inquiries. There is no privacy provision. The policy revision provides a little bit of protection against public inquiry for research approved by an IRB. There was discussion of protection needed under FOI laws. President Nunez recommended sending the policy to Legal Services – Ernestine Weaver and Greg Daniels, who is an expert in Freedom of Information law, for a team strategy approach.

b. NEASC Letters – Action Taken
i. Acceptance of Institution's Plans to Relocate Off-Campus Instructional Location – Middlesex CC
ii. Acceptance of Graduation Rate Information Report – Gateway CC
iii. Acceptance of Graduation Rate Information Report – Naugatuck Valley CC
iv. Acceptance of Graduation Rate Information Report – Norwalk CC
v. Acceptance of Graduation Rate Information Report – Capital CC

A motion to add the Three Rivers CC NEASC Acceptance of Graduation Rate Information Report was made by N. Cohen and seconded by A. Budd. Chair Harris asked that, in the future, information items be added to the agenda before the meeting. **The vote was taken to add the NEASC TRCC Acceptance of Graduation Rate Information Report and unanimously approved.**

Acceptance of Graduation Rate Information Report – Three Rivers CC – ADDED 9/8/17

c. Below Threshold
   i. Energy Accounting – Certificate - TxCC

Chair Harris called for a motion to adjourn. A motion was made, seconded and unanimously approved. The meeting adjourned at 12:10 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Data Mining leading to a Graduate Certificate degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Termination of a program in Data Mining leading to a Graduate Certificate at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND
Summary: terminate the program in Data Mining (onground) at Central Connecticut State University (CIP: 270301; OHE# 009290)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

9/13/2017 – Academic Council
10/12/2017 – BOR Academic & Student Affairs Committee
10/19/2017 – Board of Regents

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/30/17

Discontinued Program: Data Mining CIP: 270301 DHE# (if available): 009290 Accreditation Date: unknown
Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics
Name of Program: Data Mining
Degree: Title of Award *(e.g. Master of Arts)*: Data Mining Graduate Certificate
Certificate: *(specify type and level)* Post-Baccalaureate Certificate, Official Certificate Program
Modality of Program: X On ground Online Combined

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Engineering, Science & Technology, main campus

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):
Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:
Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The Department of Mathematics was unaware that this program existed. It offers all of its data mining courses online, and so its OCP and MS in Data Mining are offered as ONLINE-ONLY degrees. It has no plans to offer either program online.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Criminal Justice-Waterbury leading to a B.A. degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Termination of a program in Criminal Justice-Waterbury leading to a Bachelor of Arts degree at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND
Summary: terminate the program in Criminal Justice-Waterbury at Central Connecticut State University
(CIP: 450401; OHE# 007158)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

9/13/2017 – Academic Council
10/12/2017 – BOR Academic & Student Affairs Committee
10/19/2017 – Board of Regents

SECTION 1: GENERAL INFORMATION		
Institution: Central Connecticut State University	Date of Submission to BOR Office: 8/11/17	
Discontinued Program: Criminal Justice - Waterbury CIP: 450401 DHE# (if available): 007158 Accreditation Date: unknown Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17		
Program Characteristics Name of Program: Criminal Justice - Waterbury Degree: Title of Award *(e.g. Master of Arts)* BA Certificate: *(specify type and level)* Modality of Program: X On ground Online Combined		
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Liberal Arts & Social Sciences, main campus		
Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned): Log of BOR Steps Towards Discontinuation Approval:
Resolution number for BOR Approval: Date of Approval: Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

This program never went through the curriculum process at Central Connecticut State University and has never been in the campus catalog. It has never had any students in it and no student has ever completed it.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Building Efficiency and Sustainability Technology leading to a Certificate degree at Norwalk Community College with a phase-out period until January 1, 2018.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Termination of a program in Building Efficiency and Sustainability Technology (BEST) leading to an undergraduate certificate (C2) at Norwalk Community College, effective January 1, 2018.

BACKGROUND
Summary

The Building Efficiency and Sustainability Technology program was designed to prepare students for "green collar" jobs in the area of sustainable building, energy efficiency auditing, and renewable energy. Despite growth in this area of the building industry, the demand for this particular certification did not produce sufficient enrollment to sustain this program.

Rationale

Within the past five years, the highest level of enrollment in the BEST program was just 15 students in 2013. Further, over the past three years enrollment has declined dramatically. Therefore, the program must be discontinued due to lack of enrollment. With the graduation of three students last year, only two students are listed in this program of studies.

Phase Out/Teach Out Strategy

A department chair has contacted the two remaining students in this program. One student had already begun the process of changing his program to an A.S. in Construction Management; the other student was still in the process of completing the ESL sequence and had not yet taken any courses in the BEST certificate. As a result, there is no need for a teach out period for students who are in the process of completing coursework associated with this certificate.

Resources

No additional resources are associated with this termination.

9/13/2017 – Academic Council
10/12/2017 – BOR Academic & Student Affairs Committee
10/19/2017 – Board of Regents

SECTION 1: GENERAL INFORMATION

Institution: Norwalk Community College	Date of Submission to BOR Office: Sept. 13, 2017

Discontinued Program: Building Efficiency & Sustainability Tech. CIP: 150503 DHE# (if available): 15607 Accreditation Date: Dec. 21, 2009

Phase Out /Teach Out Period None Needed Expected Date of Program Termination January 2018

Program Characteristics

Name of Program: Building Efficiency & Sustainability Tech.

Degree: Title of Award *(e.g. Master of Arts)*

Certificate: *(specify type and level)* C2

Modality of Program: X On ground Online Combined

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Business Department

Institutional Contact for this Proposal: John Alvord	Title: Art, Architecture & Design Dept. Chair	Tel.: 203-857-6890 e-mail: JAlvord@norwalk.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The Building Efficiency and Sustainable Technology program was a program designed to prepare students for "green collar" jobs in the area of sustainable building, energy efficiency auditing, and renewable energy. Unfortunately, despite previous estimates of growth in the industry as a whole, the program itself was unsustainable due to low enrollment. During the past 5 years, enrollment in the Building Efficiency & Sustainability Technology Certificate has never exceeded 15 students (2013), and over the past two years enrollment has declined by over 93%. Only 1 student currently enrolled in the certificate program is attending the college this fall, and that student is in the process of changing to an A.S. program in a related field.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

Phase Out /Teach Out Strategy

Beginning in the Fall 2016 semester, new students have not been accepted into the Building Efficiency & Sustainability Technology program. At this time, the one current student enrolled in this program is in the process of changing his program to our Construction Technology A.S. program. Consequently, no phase-out/teach-out strategy is necessary.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Renewal of Licensure for an Accredited Program

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a program in Applied Behavior Analysis leading to a Master of Science degree at Western Connecticut State University for a period of time concurrent with the institutional accreditation.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Renewal of licensure and accreditation for the MS in Applied Behavior Analysis at WCSU

BACKGROUND
Summary

Originally approved in 2014, the MS in Applied Behavior Analysis is highly productive program, with enrollments that more than cover costs and meet a regional need for expertise to be applied in the classroom at all ages and other professional contexts.

Need for the Program
In 2017, the Centers for Disease Control and Prevention reported that the number of children identified with autism has surged across America in the past two years. Currently 1 in 68 children are diagnosed along the spectrum. Furthermore, the field of Applied Behavioral Analysis is also used in substance abuse programs, prison programs, gerontology, and prevention programs, as well as business management. Graduates of this program will be able to contribute to meeting the needs of these disparate populations. Currently, there are only 341 Board Certified Behavior Analysts in Connecticut, and this number will be inadequate to meet the surge in demand for ABA services. This high need field will continue to grow for the foreseeable future.

Curriculum
This online program consists of 30 credits as follows:
EPY641 Applied Behavior Analysis I (4)
EPY642 Applied Behavior Analysis II (4)
EPY643 Applied Behavior Analysis III (4)
EPY644 Applied Behavior Analysis IV (4)
EPY645 Applied Behavior Analysis V (3)
EPY651 Assistive Technology for Applied Behavior Analysis (3)
EPY652 Grant Writing for Applied Behavior Analysis (2)
EPY653 Capstone Project in Applied Behavior Analysis (3)
In addition: Students must complete fieldwork experience within three choices: supervised independent fieldwork (1,500 hours), practicum (1,000 hours), or intensive practicum (750 hours). The fieldwork experience is done independent of WCSU. The coursework, fieldwork experience, and other requirements specified by the Behavior Analyst Certification Board is required for eligibility to take the BCBA examination (http://bacb.com).

Students
Enrollments have increased significantly every year since we launched the program. In 2014 there were 10.7 FTE, in fall 2017 there are 46.5 FTE (86 part-time students).

Faculty
Since the launch of this program, we have added one new faculty member to support the enrollments. The increased student population has more than covered the cost of that line.

Learning Resources
Our existing learning facilities support this program.

Facilities
This program is offered online. No new facilities are required.

Fiscal Note
Our original fiscal projections overestimated the net income of the first few years resulting in deficit in years 1 and 2 (total deficit for two years was -$48,297). However, in year three we saw a net revenue of $133,869. This revenue includes covering the cost of a new faculty line.

Review of Documents:

a) Campus Review: May 21, 2014
b) Campus Budget and Finance: May 12, 2014
c) Campus President: May 27, 2014
d) Academic Council: September 13, 2017
e) System Office: Original Approval October 16, 2014 through October 31-2017.

9/13/2017 – Academic Council
10/12/2017 – BOR Academic & Student Affairs Committee
10/19/2017 – Board of Regents

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13	
Program Characteristics Name of Program: Applied Behavior Analysis Degree: Title of Award *(e.g. Master of Arts)* Master of Science Certificate: *(specify type and level)* Date of Program Initiation: August 2014 Anticipated Date of First Graduation: Summer 2015 Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 30	**Program Credit Distribution** # Cr in Program Core Courses: 30 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: **30** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
CIP Code No. 42.2814 Title of CIP Code Applied Behavior Analysis	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Department of Education and Education Psychology, School of Professional Studies	
Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP 2019 • If program prepares graduates eligibility to state/professional license, please identify: Board Certified Behavior Analyst *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	

Institutional Contact for this Proposal: Dr. Janet Burke	Title: Professor	Tel.: 203-837-8508 e-mail: burkej@wcsu.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned): Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval: Conditions for Approval (if any)	Date of Approval:

SECTION 2: UPDATE OF PROGRAM CHANGES AND ENROLLMENTS

Program Outline: The Master of Arts in Applied Behavior Analysis meets a growing regional need for numerous organizations, educational and otherwise. WCSU currently has a waiting list for this program and has expanded our admission cycle to try to accommodate demand. Completion of the course work and field work, qualifies students to sit for the BCBA examination.

To be considered for admission to the program students must have an undergraduate degree from an accredited university with a minimum GPA of 2.8.

This online program consists of 30 credits as follows:
EPY641 Applied Behavior Analysis I (4)
EPY642 Applied Behavior Analysis II (4)
EPY643 Applied Behavior Analysis III (4)
EPY644 Applied Behavior Analysis IV (4)
EPY645 Applied Behavior Analysis V (3)
EPY651 Assistive Technology for Applied Behavior Analysis (3)
EPY652 Grant Writing for Applied Behavior Analysis (2)
EPY653 Capstone Project in Applied Behavior Analysis (3)
In addition: Students must complete fieldwork experience within three choices: supervised independent fieldwork (1,500 hours), practicum (1,000 hours), or intensive practicum (750 hours). The fieldwork experience is done independent of WCSU.

The coursework, fieldwork experience, and other requirements specified by the Behavior Analyst Certification Board is required for eligibility to take the BCBA examination (http://bacb.com).

Curricular and Other Program Changes *(Please described any changes in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes since the time of its licensure approval). If needed, to provide details on curricular changes, please complete the table on the next page)*
N/A

Compliance with Special Requirements Given at the time of Program Licensure (As applicable, please summarize how the program responded to requirements issued by the BOR, or BOGHE, at the time it was licensed. Include any attachments as necessary.)
N/A

Other Narrative Background to be Considered Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.) n/a

Enrollment and Credentialing Information *(From Resources and Cost Estimates MS Excel spreadsheet, please copy and paste these information below)*

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*

Course Number and Name [1]	L.O. # [2]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
No Change						

[1] Modify format as needed. Please use ~~Strikeout~~ text to indicate elimination and **Bold** text to mark the substitution.
[2] Learning Outcome

Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

Other Narrative Background Since Licensure Approval
No Changes are being Proposed

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*

1. **Use assistive technology to promote the skills of speaking, reading, writing and listening with individuals with developmental disabilities who require behavioral modifications.**
2. **Prepare and submit a competitive grant proposal to a public or private organization.**
3. **Evaluate research for utility in the practice of diagnosing and treating individuals with developmental disabilities or behavior modification needs.**
4. **Demonstrate knowledge and expertise in all areas of the Behavior Analyst Task List-Fourth Edition http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf .**

Institution Western Connecticut State University *Date* 5/5/2017

Licensed Program

ACTUAL Enrollment	FY 2014-2015 (First Term Year 1)		FY 2015-2016 (First Term Year 2)		FY 2016-2017 (First Term Year 3)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students		8		23		42
Returning Students*		6		6		22
ACTUAL Headcount Enrollment	0	14	0	29	0	64
ACTUAL FTE per Year	9.29		20.67		45.54	
PROJECTED FTE *(at Licensing)*	28.75		50.42		46.25	
ACTUAL-PROJECTED	-19.46		-29.75		-0.71	
Size of First Credentialed Group			Date of Award of First Credential			

Estimated Program Revenue	FY 2014-2015 (First Term Year 1)		FY 2015-2016 (First Term Year 2)		FY 2016-2017 (First Term Year 3)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*		$153,205		$236,178		$520,152
Program Specific Fees						
below)						
ACTUAL Program Revenue	$153,205		$236,178		$520,152	
PROJECTED Rev. *(at Licensing)*	$557,815		$780,217		$765,674	
Dif. ACTUAL-PROJECTED	-$404,610		-$544,039		-$245,522	

Estimated Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*		$34,573		$36,750		$35,796
Faculty *(full-time, total for program)*	1	$74,908	1.5	$169,259	2	$285,661
Faculty *(part-time, total for program)*		$47,530		$48,945		$64,826
Support Staff						
Library Resources Program						
Equipment *(List if needed)*						
Other (e.g. student services)**		$9,237		$16,478		$0
Estimated Indirect Cost (e.g. student services, operations, maintanance)						
Total Annual Expenditures		$166,248		$271,432		$386,283
		-$13,043		*-$35,254*		*$133,869*

Please provide any necessary annotations:
** Other: 1 time costs: onLine course development
Excludes estimated Indirect Costs.

* 6 returning students in year one, converted from our existing Certificate Program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of an already Licensed Program

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a program in Dance Education leading to a Bachelor's of Science in Education degree at Central Connecticut State University for a period of time concurrent with the institutional accreditation.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Accreditation of a Board of Regents approved and licensed Dance Education major (BSED in Dance Education) at Central Connecticut State University (CCSU).

BACKGROUND
Summary
The Board of Regents (BOR) approved and licensed CCSU's Dance Education major in October of 2015 for licensure. Though CCSU Dance Education major continues to be recognized for licensure, it also needs to be accredited by the BOR. By awarding this degree, students graduating from the program will be able to apply directly to the Connecticut State Department of Education for initial teaching certification (K-12) in Dance Education and graduate from CCSU with the BSED in Dance Education bachelor's degree.

Need for the Program
Connecticut Dance Teacher Certification was approved in July 1, 2008. At that point, the Connecticut State Department of Education (CSDE) appointed CCSU to serve as host to the dance teacher certification. Currently, CCSU services all those students who are interested in becoming a certified teacher in Connecticut in Dance Education. It is the only university within the CSCU system to offer such a degree and teacher licensing program.

As evidenced below, Dance Education is widely offered in Connecticut's K-12 Schools and numerous research studies (www.ndeo.org/evidence) document the value of offering Dance Education in schools. Dance Education majors will continue to increase at CCSU with BOR accreditation. An example list of feeder schools, as well as other area high schools and dance studios, are noted below:

- Greater Hartford Academy of the Arts currently has 107 dance majors.
- Educational Center for Performing Arts currently has 56 dance majors.
- Cooperative Arts and Humanities High School currently has 130 dance majors; numerous dance classes are offered (taught by a CCSU Alumna from the Formal Pathway to Dance).
- Kinsella Magnet School of Performing Arts currently has 35 dance majors in the 7th and 8th grades, as well as 26 dance majors in the 9th and 10th grades; additionally, all students (N = 600) take at least one dance class; numerous dance classes are offered (taught by two CCSU Alumni – one Alumnus from the Formal Pathway to Dance and second Alumna in Physical Education with a cross-endorsement in dance).
- Arts at the Capitol Theatre Performing Arts Magnet High School currently has 26 dance majors, of which 8 are seniors (2 seniors have already committed to attending CCSU); 9 incoming freshmen have identified their major as dance.
- Norwich Free Academy offers dance classes (taught by a CCSU Alumna in elementary education with a cross-endorsement in dance); 238 students signed up for dance classes; however, only 150-180 students can be served due to having only one dance teacher who offers 6 classes a semester that meets 4 times a week.
- Numerous private schools in Connecticut offer dance courses, for example Ms. Porters offers 4 courses, as well as an after-school dance program and "Dance Workshop", which carries the same credit as participating in an athletic varsity team sport.

Curriculum

The program's curriculum is based on Connecticut Dance standards. Learning outcomes are noted in the table below:

Learning Outcome # 1: Elements and Skills	Students will identify and perform movement elements and dance skills.
Learning Outcome # 2: Choreography	Students will understand choreographic principles, processes and structures.
Learning Outcome # 3: Meaning	Students will understand how dance creates and communicates meaning.
Learning Outcome # 4: Thinking Skills	Students will apply analytical and evaluative thinking skills in dance.
Learning Outcome # 5: History and Culture	Students will demonstrate an understanding of dance in various cultures and historical periods.
Learning Outcome # 6: Healthy Living	Students will make connections between dance and healthful living.
Learning Outcome # 7: Connections	Students will make connections between dance, other disciplines and daily life.

Students are directly assessed in each of the learning outcomes above utilizing a variety of assessment tools to determine the knowledge, skills, and abilities relating to each learning outcome. Assessment tools include, but are not limited to:

- Lesson Planning: focus on planning and instructing developmentally appropriate lessons, as well as well as having the ability to assess student learning. Students will also be able to create subsequent lessons that can be modified and adapted during instruction.
- Practical examinations in courses that have a practicum component to assess ability to perform and peer teach. During field experiences, there are written evaluation, as well as a practical examination to assess skills.
- Performance/Choreography – Students are required to perform on a semester basis, as well as annually present/perform a solo as well as group choreography. Followed by self and peer assessment.
- edTPA – During student teaching and components are embedded throughout the program. The edTPA will be consequential for CT teacher licensure in 2020.
- Student Teaching Evaluation – This includes; Class/Dance Laboratory environment, planning, instruction, assessing for learning, communication, professionalism, student diversity, self-evaluation and reflection as it relates to Dance Education

Students

Since the Board of Regents approved the Dance Education major in October 2015, enrollment has expanded significantly. In fact, the program has met enrollment goals in nearly half the amount of time originally projected (i.e., four semesters versus three full academic years). Specifically, in spring 2016, the program enrolled five students. Currently, the program enrolls 19 students. This has taken

place using existing resources and with little to no formal marketing efforts carried out at the institutional level.

Faculty

There is one full-time dance education-specific tenure track faculty person teaching within the program. To-date, the program has not added a second tenure track dance education position, as originally proposed. Additional tenure track faculty from the CCSU School of Education and Professional Studies support program delivery. Finally, the program continues to employ highly qualified (i.e., master's degrees or above) and accomplished adjunct faculty/dance professionals to teach specialized courses/genres of dance. A listing for faculty, both tenure track and adjunct, is provided below with load hour (i.e., LH) assignments, noted:

- Professor Catherine Fellows, 12 LH of dance education courses per semester
- Mr. Stephen Hankey – 2 LH of dance technique courses per semester
- Ms. Susan Matheke – 3-6 LH of dance education courses per semester
- Ms. Jennifer Newman – 4 LH of dance education courses per semester
- Associate Professor Carol Ciotto – 12 LH of physical education courses, including those required for the Dance major
- Dr. Jan Bishop – 12 LH physical education courses, including those required for the Dance major
- Dr. Amy Gagnon – 12 LH physical education courses, including those required for the Dance major
- Dr. Matthew Martin – 12 LH physical education courses, including those required for the Dance major
- Dr. Tan Leng Goh – 12 LH physical education courses, including those required for the Dance major
- Dr. David Harackiewicz – 12 LH with 3 LH in required Dance major
- Dr. Chee-Hoi Leong – 12 LH with 6 LH in required Dance major
- Dr. Matthew Orange – 12 LH with 6 LH in required Dance major
- Dr. Kurt Love – 12 LH of Education courses with 3 LH in required Dance major
- Dr. Daniel Mulcahy – 12 LH of Education courses with 3 LH in required Dance major
- Dr. Pauline Wingari Gichiru – 12 LH of Education courses with 3 LH in required Dance major
- Dr. Jacob Werblow – 12 LH of Education courses with 3 LH in required Dance major

Learning Resources/Facilities

The primary learning resources for the Dance Education major, aside from program faculty, are CCSU facilities. The Dance Education program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU hosts various dance performances including nationally acclaimed modern/ballet companies (i.e. Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago) CCSU students are often able to participate in performances hosted at the Welte Stage. Use of the Welte Auditorium enables the development of a relationship between the university and the

community and widens the base for dance education and the performing arts not only on campus, but also throughout New England.

In addition to the use of the Welte Stage on campus, CCSU has recently opened a state of the art Dance Education Center (DEC). Although not in the original Dance Education major proposal, the new DEC was created using an existing building that sits directly across from the Welte Stage. The DEC is an attractive and spacious facility used for dance classes and rehearsal space, as well as for other program classes (Mindfulness in Health and Healthcare) and campus activities (Moment to Moment Meditation and Karate club). The space was designed to be twice the footprint of the Welte Stage to allow for a proper rehearsal space. As mentioned, the DEC is attractive and spacious; it is equivalent to 4 dance studios and equipped with a state of the art sound system and flooring. There is also a teaching station with a retractable screen used for teaching and rehearsals. Additionally, outside the DEC is an expansive courtyard, beautifully landscaped to allow for outdoor performances.

Fiscal Note

To-date, the program has generated $197,567 in tuition and fee-based revenue. To-date, expenses incurred regarding adjunct instructors have been $55,449. Administrative costs (i.e. program coordination) have been $10,336. The Dance Education program has netted CCSU $131,782 in new revenue (i.e. revenue minus expenditures) since its launch in fall 2016.

Review of Documents:

As stated previously, the Dance Education major at CCSU was previously approved and licensed by the BOR in October 2015. Relatedly, the program underwent all related CCSU curricular and CSDE document review prior to gaining BOR approval.

Accreditation:

The School of Education and Professional Studies at CCSU is accredited by the National Council for Accreditation of Teacher Education and is approved by the Connecticut State Department of Education to offer an initial teacher preparation program leading to Dance Education Initial Teacher Licensure.

9/13/2017 – Academic Council
10/12/2017 – BOR Academic & Student Affairs Committee
10/19/2017 – Board of Regents

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office
Most Recent NEASC Institutional Accreditation Action and Date:	

Program Characteristics

Name of Program: Dance Education Program

Degree: Title of Award *(e.g. Master of Arts)* Bachelor of Science in Education (BSED)

Certificate: *(specify type and level)* Dance Education K-12

Anticipated Program Initiation Date: Spring 2016

Anticipated Date of First Graduation: December 2017

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120

Program Credit Distribution

Cr in Program Core Courses: 61

Cr of Electives in the Field: 32

Cr of Free Electives: 15

Cr Special Requirements *(include internship, etc.):* **12**

Total # Cr in the Program *(sum of all #Cr above)*: **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120

Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation

Suggested CIP Code No. *(optional)* 13.1324 Title of CIP Code Drama and Dance Teacher Education CIP Year: 2000 or 2010

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: N/A CIP: DHE# (if available): Accreditation Date:

Phase Out Period Date of Program Termination

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Education and Professional Studies, Central Connecticut State University

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: State review /accreditation in alignment with NDA standards, NDEO standards, and CT state dance standards.
- If program prepares graduates eligibility to state/professional license, please identify: Connecticut Dance Teacher Certification

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Kimberly Kostelis; Professor Catherine Fellows	Title: Department Chair; Dance Program Director	Tel.: 860-832-2155 e-mail: kostelisk@ccsu.edu; fellowsc@ccsu.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. [1] Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:

Conditions for Approval (if any)

[1] Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

SECTION 2: PROGRAM PLANNING ASSESSMENT *(To be Used for BOR Review Only)*

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

As an academic department within the School of Education and Professional Studies, the Department of Physical Education and Human Performance is dedicated to the achievement of the missions of the School and the University. The university mission states that Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. As an integral part of Central Connecticut State University's history and traditions, the faculty in the Dance Education program embraces the university and school's mission and commitment to encourage the development and application of knowledge and ideas through education, research and community outreach programs. Guided by the purpose of preparing-teachers for service in diverse communities, our mission in the current Dance Education faculty is to provide coursework and experiences that enable students to become qualified and dedicated dance educators for public and private elementary, secondary, and institutions of higher education.

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Connecticut Dance Teacher Certification was approved in July 1, 2008. At that point, the state department of education appointed Central Connecticut State University to serve as host to this dance teacher certification. Currently, CCSU services all those students who are interested in becoming a certified teacher in CT in Dance Education.

With the addition of our current Dance Education major approved by the BOR for licensure in October 2015, our enrollment has expanded and met our projected goals in half the amount of time. In spring 2016, we had 2 students, fall 2016 there were 7 students, spring 2017 had 10 students, and this current fall semester we have 19 students. This has happened using existing resources and little to no marketing efforts.

This current proposal is to ensure our Dance Education major continues to be recognized for licensure, but also for accreditation. We want students to be able to apply as an undergraduate student for their initial teaching certification (K-12) in Dance Education and graduate from CCSU with their BSED in Dance Education.

As evidenced below, Dance education is widely offered in Connecticut's K-12 Schools and numerous research studies (www.ndeo.org/evidence) document the value of offering dance education in schools. Our numbers for our Dance Education majors will only increase with the Accreditation approval to allow our majors to graduate with a BSED in Dance Education from such feeder schools, as well as other area high schools and dance studios.

- Greater Hartford Academy of the Arts currently has 107 dance majors.
- Educational Center for Performing Arts currently has 56 dance majors.
- Cooperative Arts and Humanities High School currently has 130 dance majors; numerous dance classes are offered (taught by a CCSU Alumna from the Formal Pathway to Dance).
- Kinsella Magnet School of Performing Arts currently has 35 dance majors in the 7th and 8th grades, as well as 26 dance majors in the 9th and 10th grades; additionally, all students (N = 600) take at least one dance class; numerous dance classes are offered (taught by two CCSU Alumni – one Alumnus from the Formal Pathway to Dance and second Alumna in Physical Education with a cross-endorsement in dance).
- Arts at the Capitol Theatre Performing Arts Magnet High School currently has 26 dance majors, of which 8

are seniors (2 seniors have already committed to attending CCSU); 9 incoming freshmen have identified their major as dance.

- Norwich Free Academy offers dance classes (taught by a CCSU Alumna in elementary education with a cross-endorsement in dance); 238 students signed up for dance classes; however, only 150-180 students can be served due to having only one dance teacher who offers 6 classes a semester that meets 4 times a week.
- Numerous private schools in Connecticut offer dance courses, for example Ms. Porters offers 4 courses, as well as an after school dance program and "Dance Workshop", which carries the same credit as participating in an athletic varsity team sport.

How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources)* and of its distinctive character and/or location?

The Dance Education program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU hosts various dance performances including nationally acclaimed modern/ballet companies (i.e. Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago) These opportunities are made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, conferences, elevating educational programs in the performing arts for a diverse demographic. Welte also hosts the Albano's Ballet Company Nutcracker every holiday season where 1500 local public school students are bussed in to watch the performance. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but also throughout New England.

In addition to the use of Welte Stage on campus, we have a brand new state of the art Dance Education Center. Although not in the original proposal, our new Dance Education Center (DEC) was created in an existing building that is across from Welte Stage. The DEC is an attractive and spacious facility used for our dance classes and rehearsal space, as well as other program classes (Mindfulness in Health and Healthcare) and campus activities (Moment to Moment Meditation and Karate club). This space was designed to be twice the footprint of Welte to allow for a proper rehearsal space. As mentioned, the DEC is attractive and spacious; it is equivalent to 4 dance studios and equipped with state of the art sound system and flooring. There is also a teaching station with a retractable screen used for teaching and rehearsals. The ceilings are high with large windows to allow for natural lighting. Additionally, outside the DEC is an expansive courtyard, beautifully landscaped to allow for outdoor performances and a peaceful sitting area for students.

The Dance Education program focuses on community outreach by going into school systems, retirement facilities, the New Britain Museum, etc. and participating in local and regional collegiate dance festivals. The dance program also brings professional dance companies onto the campus in order to bring culture and recognition of the arts to the university. The most recent and largest community outreach activities included the Connecticut High School Dance Festival held at CCSU in Fall 2012, Spring 2014, and Spring 2016. This festival was the first of its kind to be held in New England. The high school dance festival is a statewide festival in which participants enhance their dance education by attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, students and invited professional guests throughout the tri-state area. Nationally acclaimed dance professionals, educators and performers teach over twenty master classes in a variety of dance forms. The high school dance festival provides each individual high school student the opportunity to experience professional dance classes. The dance festival is an opportunity for high school students to fit in and belong in a non-traditional major, and it creates an outlet for the non-traditional student. This ongoing event at CCSU has recently partnered with the

most prestigious National Dance Education Organization (NDEO).

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

We accept all applicable general education coursework that is required in the Dance Education major. We will also determine transfer credits on an individual basis after review of the course description and syllabus. Currently, there is an articulation agreement with Naugatuck Valley Community College and will continue to work with other community colleges to examine dance courses, as well as general education courses to further develop articulation agreements and encourage transfer students from other state community colleges.

Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided

Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school, which is more affordable than private institutions in the area. CCSU is the only college or university in Connecticut that offers a degree in Dance Education leading to initial teacher certification, K-12.

We are continuing our existing Dance Education program and only seeking Accreditation in the current proposal.

Please provide a description/analysis of employment prospects for graduates of this proposed program

Our students in the current program are or will be student teaching and applying for their initial teacher certification in CT shortly. Prior to the current Dance Education major, we had a number of successful graduates of the formal pathway and cross endorsement in Dance Education. students have been employed as.

- Dance Director at the secondary level and at magnet schools
- Dance Teachers at the elementary and secondary levels.
- Dean of students/Dance Teacher at the secondary level.
- University adjunct professors.
- Private dance education center teachers.
- Additionally, students have been admitted to masters programs.

Cost Effectiveness and Availability of Adequate Resources
(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

The current Dance Education major exists; required curriculum and facilities are in place. See attached Pro-Forma Budget. Overall, the revenue generated outweighs the amount of expense from the program. Since first approved in October 2015 and offering it in spring 2016, the program has been running on one full-time faculty in Dance Education. This Dance Education Program Coordinator teaches, as well as handles the educational aspects of an initial teaching certification program and directs dance performances throughout the year.
In our initial budget and projected numbers, our program set the goal of reaching 19 enrolled students by year 3, which at the time would allow an additional full-time faculty who specializes in dance education to be hired. We are

[2] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

only in our 4th semester and we have reached our goal of 19 enrolled students. Although we have reached that number, we will again set our goal higher, but also push out hiring a new faculty member until 3 years from this current proposal or until the budget climate warrants. With increased enrollment, there is a need to offer more dance classes on a regular basis and/or offer multiple sections of courses. Additionally, the rigor is increasing for initial teacher certification for all programs in CT with the infusion and teacher certification requirements of edTPA. Other education programs have a program coordinator to handle just the educational aspects, student teaching, as well as accreditation and assessment reports. Whereas, our Dance Education coordinator also has the position as the Director of performances that are held throughout the year. With increased responsibilities and class offerings, coupled with the fact that more students are enrolled, there warrants an additional faculty to continue to be able to deliver an effective and high quality Dance Education major and degree program.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

Students use the Connecticut Dance standards as the basis of the curriculum:

Learning Outcome # 1: Elements and Skills	Students will identify and perform movement elements and dance skills.
Learning Outcome # 2: Choreography	Students will understand choreographic principles, processes and structures.
Learning Outcome # 3: Meaning	Students will understand how dance creates and communicates meaning.
Learning Outcome # 4: Thinking Skills	Students will apply analytical and evaluative thinking skills in dance.
Learning Outcome # 5: History and Culture	Students will demonstrate an understanding of dance in various cultures and historical periods.
Learning Outcome # 6: Healthy Living	Students will make connections between dance and healthful living.
Learning Outcome # 7: Connections	Students will make connections between dance, other disciplines and daily life.

*The above learning outcomes are based on the Connecticut dance standards.

Students are directly assessed in each of the learning outcomes above utilizing a variety of assessment tools to determine the knowledge, skills, and abilities relating to the learning outcome. Assessment tools include, but are not limited to:

- Lesson Planning: focus on planning and instructing developmentally appropriate lessons, as well as well as having the ability to assess student learning. Students will also be able to create subsequent lessons that can be modified and adapted during instruction.
- Practical examinations in courses that have a practicum component to assess ability to perform and peer teach. During field experiences, there are written evaluation, as well as a practical examination to assess skills.
- Performance/Choreography – Students are required to perform on a semester basis, as well as annually present/perform a solo as well as group choreography. Followed by self and peer assessment.

- edTPA – During student teaching and components are embedded throughout the program.
- Student Teaching Evaluation – This includes; Class/Dance Laboratory environment, planning, instruction, assessing for learning, communication, professionalism, student diversity, self-evaluation and reflection as it relates to Dance Education

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

Catherine Fellows, Program Director of Dance, 12 Load Hours (LH) of all dance education courses

Dr. Kimberly Kostelis, Department Chair for Physical Education and Human Performance

Carol Ciotto – Program Director of Physical Education, 12 LH of physical education courses, including those required for the Dance Education major

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

Catherine Fellows, 12 LH of dance education courses per semester

Stephen Hankey – 2 LH of dance technique courses per semester

Susan Matheke – 3-6 LH of dance education courses per semester

Jennifer Newman – 4 LH of dance education courses per semester

Carol Ciotto – 12 LH of physical education courses, including those required for the Dance major

Dr. Jan Bishop – 12 LH physical education courses, including those required for the Dance major

Dr. Amy Gagnon – 12 LH physical education courses, including those required for the Dance major

Dr. Matthew Martin – 12 LH physical education courses, including those required for the Dance major

Dr. Tan Leng Goh – 12 LH physical education courses, including those required for the Dance major

Dr. David Harackiewicz – 12 LH with 3 LH in required Dance major

Dr. Chee-Hoi Leong – 12 LH with 6 LH in required Dance major

Dr. Matthew Orange – 12 LH with 6 LH in required Dance major

Dr. Kurt Love – 12 LH of Education courses with 3 LH in required Dance major

Dr. Daniel Mulcahy – 12 LH of Education courses with 3 LH in required Dance major

Dr. Pauline Wingari Gichiru – 12 LH of Education courses with 3 LH in required Dance major

Dr. Jacob Werblow – 12 LH of Education courses with 3 LH in required Dance major

*See attached for additional qualifications

How many new full-time faculty members, if any, will need to be hired for this program?

Currently one full-time faculty in dance education is in place as the Dance Education Program Coordinator. As our enrollment continues to grow, the need increases to offer more dance classes on a regular basis. Thus, as indicated earlier, as the budget climate improves and we have continued increases in enrollment, an additional faculty member is warranted to continue to be able to deliver an effective and high-quality Dance Education major and degree program.

What percentage of the credits in the program will they teach? The full-time faculty teach the required 12 credits per semester, which include all Dance program courses. The current faculty member also teaches Dance program courses; only approximately 1-2 dance program courses are taught by specialized dance professionals in the field. Having the content and field expertise by specialized dance professionals is necessary and important for

delivering quality dance education.

What percent of credits in the program will be taught by adjunct faculty?

Looking at the overall program as a whole, approximately 15% of the program is taught by adjunct faculty at this time; however, when an additional full-time faculty is added this percentage would be significantly reduced.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program?

Adjunct faculty have a minimum requirement of a master's degree, as well as a current CT certification in dance education or significant experience in performing arts. A current adjunct faculty member is a current public school teacher in dance education at the Cooperative Arts and Humanities High School, which is just one example of a feeder school into the CCSU Dance Education.

Curriculum

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements – General Education		
EXS 207 Anatomy & Physiology I in Exercise Science		BIO 111/121 or BMS 102	3	HIST 161 or 162 (SA II)		3
EXS 208 Anatomy & Physiology II in Exercise Science		EXS 207 & CHEM 161	3	COMM 115 or 140 (SK I)		3
EXS 216 Kinesiology		EXS 208 & PHYS 111	3	MUS 109 (SAI)		3
PE 299 Psycho-Social Aspects of PE		DAN 272	3	ANTH 170 (SA III)		3
PE 300 Teaching Strategies		PE 299	3	DAN 299 Dance History (SA I)		3
PE 305 Evaluation of PE		STAT 104/200/215	3	PE 144 (SK IV)		2
PE 406 Adapted PE		PE 300	3			
PE 416 Organization of Curriculum & Program Development		PE 406	3			
PE 420 Lifespan Motor Development		PE 300 & PSY 136	3			
DAN 200 Dance Practicum			2			
DAN 477 Dance Methods			3			
DAN 480 Dance Project			3			
DAN 152 Beginner Ballet			1			
DAN 252 Intermediate Ballet (repeated)			2			
DAN 157 Beginner Jazz			1			
DAN 257 Intermediate Jazz (repeated)			2			
DAN 151 Beginning Modern Dance			2			
DAN 234 Ballroom Dance			1			
DAN 235 Movement For Performers			2			
DAN 236 Principles of Choreography		DAN 235	2			
DAN 272 Creative Dance in Education			2			
DAN 377 Modern Dance & Theory (repeated)		DAN 272	2			
DAN 378 Contemporary Dance Technique		DAN 272	2			
EDTE 314 Applied Educational Theory			3	EDSC 417 Elementary Student Teaching		6
EDT315 Technology in Sec. Classroom			1	EDSC 419 Secondary Student Teaching		6
EDF 415 Educational Foundations			3			
Core Course Prerequisites – General Education				Elective Courses in the Field		
BIO 111 or 121 or BMS 102 (SA IV)			3			
CHEM 161 (SA IV)			3			
STAT 104 or 200 or 215 (SK II)			3			
PHYS 111 (SA IV)			3			
PSY 136 (SA III)			3			

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.*

The Dance Education major requires a total of 120 credits for the degree. General Education requirements range from 44-45 credits and include a range of disciplines 9 credits of which apply to the Arts and Humanities (SA I), 9 credits to the Social Sciences (SA II), 6 credits to the Behavioral Sciences (SA III), 6 credits to the Natural Sciences (SK IV), 6 credits to Communication area (SK I), 6 credits Mathematics area (SK II), and 2 credits of which apply to the University Requirement institution's GenEd program (SK IV). The Dance Education major requires 29 credits of General Education related requirements that can also be counted toward the 44-45 credits of required General Education. There are an additional 3 credits required in the Natural Sciences (SK IV) area, which includes PHYS 111. This results in 47 total credits (44 in GenEd program, plus the additional 3 credits in SK IV).

Within the major, there are 38 credits of Lecture based courses, 16 credits of Skill/Technique courses, 7 credits of Professional Education courses, and 12 credits of student teaching. This results in 73 credits and a total of 120 credits for the Dance Education major.

Students are required to apply and audition to the professional program to ensure that they are qualified for more advanced coursework and have the necessary professional disposition skills to excel in the practicum and internship. Students must meet the following requirements to be admitted to the professional program in the School of Education and Professional Studies:

- Completed 45 hours total, of which 15 hours are at CCSU;
- Cumulative grade point average (GPA) of a 2.70;
- Department grade point average (GPA) of a 3.00.
- Reading, Writing, and Math scores from Praxis, SAT, or GRE;
- Successfully (C- or higher) completed DAN 272, EXS 207, and two DAN skill/technique courses;
- Completed application, signed and dated, with name written on all documents;
- Two Letters of Recommendation (signed originals) from persons able to testify candidate's suitability as a professional in the dance education field;
- Competency in writing; pass an essay demonstrating a command of the English language, describing in written narrative the reasons for wanting to enroll in the Professional Program, emphasizing experiences which are relevant to dance education;
- Successful interview; pass an interview with the Department of Physical Education and Human Performance Screening Committee, which is conducted AFTER the application is submitted;
- Successful audition; pass an audition with the Dance Education faculty based on specified criteria, which is performed AFTER the application is submitted.

Full Time Faculty Teaching in this Program *(Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)*

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Catherine Fellows – MS & 6 yr.	Boston University & CCSU	Education	Dance Program Coordinator
Stephen Hankey – BFA	University of Hartford	Dance	Public School Teacher
Susan Matheke – Masters	NYU Tisch School of the Arts	Dance	
Jennifer Newman – Masters	Yale School of Drama	Dance	
Carol Ciotto– MS & 6 yr	Central Connecticut State University	Physical Education Teaching	Physical Education Program Coordinator
Dr. Jan Bishop – Ed.D.	Arizona State University	Physical Education Teaching	PEHP Graduate Program Coordinator
Dr. Amy Gagnon - Ed.D.	Southern Connecticut State University	Physical Education Teaching	
Dr. Matthew Martin – Ph.D.	University of Nevada-Las Vegas	Physical Education Teaching	
Dr. Tan Leng Goh – Ph.D.	University of Utah	Physical Education Teaching	
Dr. David Harackiewicz – DPE	Springfield College	Exercise Physiology	Exercise Science Program Coordinator
Dr. Chee-Hoi Leong – Ph.D.	University of Utah	Exercise Physiology/ Kinesiology	
Dr. Matthew Orange – Ph.D.	University of Medicine and Dentistry of New Jersey and Graduate School-New Brunswick, Rutgers University	Anatomy and Physiology	Anatomy and Physiology course coordinator
Dr. Kurt Love – Ph.D.	University of Connecticut	Education	
Dr. Daniel Mulcahy – Ph.D.	University of Illinois	Education	
Dr. Pauline Wingari Gichiru – Ph.D.	University of Wisconsin-Madison	Education	
Dr. Jacob Werblow– Ph.D.	University of Oregon	Education	

Institution Central Connecticut State University *Date* 9/1/2017

Proposed Program Dance Education (BSED)

Enrollment	Year 1		Year 2			Year 3	
Dance/Dance Education Majors by Term	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	
Enrollment in Banner	5	2	7	10	2	17	
Headcount Enrollment	5	2	7	10	2	17	

Program Revenue	Year 1		Year 2			Year 3	
Tuition FT	9,936		15648	23472		43392	
Tuition PT	$1,646		$2,387	$1,085		$1,356	
Univ Gen Fee FT	$5,855		$10,278	$15,255		$29,360	
University Fee	$1,680		$2,595	$3,893		$7,128	
Student Activity Fee	$280		$420	$630		$1,600	
Extension Fee PT	$2,016		$2,915	$1,325		$1,650	
Course Fees PT		$4,131			$4,338		
E-Learning Course Fees		$2,880					
Registration Fees	$58	$58	$58	$58		$58	
Program Specific Fees			$0				
Total Proram Revenue	21,481	7,069	34,301	45,718	4,454	84,544	
Grand Total							$197,567

Expenditures	Year 1		Year 2			Year 3	
	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	
	Number *(as applicable)*	Expenditure	Number	Expenditure		Number	Expenditure
Administration *(Chair or Coordinator)*	0.05	$2,585	0.07	$3,618		0.08	$4,136
Faculty *(Part-time -total for program)*	$10,034		$16,147	$10,034		$19,234	
Support Staff	N/A		N/A			N/A	
Library Resources Program	N/A		N/A			N/A	
Equipment *(List as needed)*	N/A		N/A			N/A	
Other (e.g. student services)	N/A		N/A			N/A	
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*	N/A		N/A			N/A	
Total Adminstration Expenditures							$10,336
Total Adjunct Expenditures							$55,449
Grand Total							$65,785

** Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.*

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations: Currently the courses for the Dance Educaiton major are in place and have enough room for additional enrollment. As the enrollment in the program increases, more PT/FT faculy will be needed. Currently not all dance courses are offered every semester, thus it is projected to initially need some more PT in year 2 in order to offer more dance courses on a regular basis. In year 3 we are projecting to have the need for an additional FT, which would in turn reduce the PT budget needs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Werth Center for Coastal and Marine Studies at Southern Connecticut State University until December 31, 2024.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Continuation of the Werth Center for Coastal and Marine Studies at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve continuation of the Werth Center for Coastal and Marine Studies at Southern Connecticut State University until December 31, 2024

BACKGROUND
The Werth Center for Coastal and Marine Studies was established March 16, 2007 as the Center for Coastal and Marine Studies by the CSU Board of Trustees (BR 07-10), and was last reauthorized for continuation by the Board of Regents on November 15, 2012 until December 31, 2017. The Center's name was changed by the BOR on October 17, 2013 in honor of the Werth Family Foundation, the Center's principal benefactor.

The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Joe Bertolino has reviewed or been briefed on the evaluation of the Werth Center for Coastal and Marine Studies and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2017 Sunset Report/Review for Continuation – a 20-page document.

RATIONALE
The Werth Center for Coastal and Marine Studies affords interdisciplinary faculty and student opportunities to conduct coastal and marine environmental/ecological research. This research informs public awareness and the teaching of marketable technological skills. The Center has established and monitors a series of field sites along Long Island Sound for applied and collaborative research and other pedagogical initiatives. The impact of climate change and major meteorological events, the disposal of wastes and contaminants, the preservation of significant estuaries and related phenomenon in this major site for habitation, recreation, transportation, and fishing present a number of unique, compelling problems and opportunities for students, educators and scientists.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

In addition to its field sites, the Center now has a presence in the institution's new Academic Science and Laboratory building. This presence includes laboratories and classroom space, equipment and a 5,000-gallon aquarium system displaying fish and invertebrates from the Sound. The Center promotes cross-disciplinary collaborations among the institution's faculty and students, and sponsors a seminar series involving faculty and students from the other CSU campuses and 28 other institutions. The Center has also sponsored conferences on coastal matters featuring international attendance at Southern.

The Center's faculty and students have worked with numerous federal, state and local agencies in the conduct of their work, and have partnered with businesses and other institutions to facilitate the conduct of ongoing research programs. Faculty members have amassed an impressive roster of publications, conference presentations and research grants.

The Center has achieved progress toward accomplishing its stated goals each year of this reporting period.

STUDENT INVOLVEMENT

The Center engages undergraduate and graduate students in active research – "learning science by doing science." Over the course of the previous five years, 48 students from six distinct disciplines were provided stipends to support their research in the laboratories of the Center's faculty members. As research assistants, students have learned to use state-of-the-art scientific equipment in developing basic field, laboratory and other research skills. Faculty members provide students with mentoring and other support in students' research projects and theses, and in co-authoring with faculty members in the production of papers, posters, presentations.

BUDGET

Summary of Revenues and Expenses					
	FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Beginning Balance	$0	$0	$0	$0	$0
Total Revenues	$76,742	$76,089	$102,515	$111,376	$120,047
Total Expenses	$76,562	$79,829	$98,775	$108,566	$122,857
Revenues Less Expenses	$180	(3,740)	$3,740	$2,810	(2,810)
Ending Balance	$180	(3,560)	$180	$2,990	$180

Summary of Projected Revenues and Expenses					
	FY 2018	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Beginning Balance	$0	$0	$0	$0	$0
Total Revenues	$108,950	$108,950	$108,950	$108,950	$108,950
Total Expenses	$108,950	$108,950	$108,950	$108,950	$108,950
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$0	$0	$0	$0	$0

The Center receives sustainable funding of $75,000 each year from the Werth Family Foundation as part of its $3 million gift to Southern Connecticut State University.

ASSESSMENT/EVALUATION
The Center's Sunset Report noted that progress toward achievement of its five goals was accomplished in each year of the reporting period, at a level deemed to be 100 percent.

10/12/17 – BOR-Academic and Student Affairs Committee
10/19/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Excellence in Mathematics and Science at Southern Connecticut State University until December 31, 2024.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Continuation of the Center for Excellence in Mathematics and Science at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Excellence in Mathematics and Science at Southern Connecticut State University until December 31, 2024

BACKGROUND
The Center for Excellence in Mathematics and Science was established March 16, 2007 by the CSU Board of Trustees (BR 07-11), and was last reauthorized for continuation by the Board of Regents on November 15, 2012 until December 31, 2017.

The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Joe Bertolino has reviewed or been briefed on the evaluation of the Center for Excellence in Mathematics and Science and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2017 Sunset Report/Review for Continuation – a 30-page document supplemented by a 43-page Executive Summary of CRISP, the Center's major grant funded initiative.

RATIONALE
The mission of the Center for Excellence in Mathematics and Science is to foster student success across STEM disciplines by supporting innovative and evidence-based programs and pedagogical approaches in related fields through the enhancement of existing campus initiatives and through effective collaborations between STEM faculty in K-16, with the goal of increasing the number and quality of students pursuing careers in mathematics and science.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
The Center facilitated the submission of a number of external grant applications and fulfilled grants' obligations for contractual education and outreach over the course of the five-year report period. Some grants were submitted in collaboration with other institutions of higher education or school districts. The largest grant amount allocated to SCSU was a National Science Foundation funded program for $1.8M over a 12-year period.

Additionally, the Center's 9 faculty members conducted research, published articles and made conference presentations (number = 26); planned and implemented sponsored events often targeting students at SCSU and regional communities (number = 49; and planned and conducted workshops on STEM topics on campus and locally (number - 29).

STUDENT INVOLVEMENT

On the whole, the Center's projects have direct impact on a large number of SCSU students and have significant public engagement or outreach components. For example:

- Approximately 100 undergraduate students were impacted through scholarships, research experiences and/or internships
- Approximately 1,500 SCSU students have been impacted through courses developed with the Center's support
- Hundreds of regional K-12 students attended the Center's public engagement/outreach activities
- Approximately three hundred K-12 teachers participated in the Center's professional development workshops
- Several hundred regional citizens attended the Center's public lectures and other outreach activities

BUDGET

Summary of Revenues and Expenses					
	FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Beginning Balance	$0	$0	$0	$0	$0
Total Revenues	$37,710	$20,754	$31,367	$41,236	$27,257
Total Expenses	$37,710	$20,754	$31,367	$41,236	$27,257
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$0	$0	$0	$0	$0

Summary of Projected Revenues and Expenses					
	FY 2018	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Beginning Balance	$0	$0	$0	$0	$0
Total Revenues	$26,877	$26,877	$26,877	$26,877	$26,877
Total Expenses	$26,877	$26,877	$26,877	$26,877	$26,877
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$0	$0	$0	$0	$0

The only revenue streams to the Center are support provided through the SCSU Dean of Arts and Sciences and/or Provost. Nevertheless, the Center claims to have generated more than $330,000 for the university through external grants obtained with the Center's support, during the report period. The Center project this amount to exceed $525,000 by the end of continuation period. These funds are said to cover tuition (scholarships).

ASSESSMENT/EVALUATION

It was reported that the Center's scholarship recipients graduated at rates twice that of the University's averages and that all graduates through 2015 were employed in STEM fields or attending graduate school. It was also noted that the Center has been successful in increasing the diversity of STEM graduates at the institution.

10/12/17 – BOR-Academic and Student Affairs Committee
10/19/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of an Institute

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for the Study of Crime and Justice at Central Connecticut State University until December 31, 2024.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Renaming of the Henry C. Lee Institute for the Study of Crime and Justice at Central Connecticut State University; and

Continuation of the Institute for the Study of Crime and Justice at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education accept the renaming of the Henry C. Lee Institute for the Study of Crime and Justice at Central Connecticut State University to the Institute for the Study of Crime and Justice

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for the Study of Crime and Justice at Central Connecticut State University until December 31, 2024

BACKGROUND
The Henry C. Lee Institute for the Study of Crime and Justice was established February 1, 2002 by the CSU Board of Trustees (BR 02-04), and was last reauthorized for continuation by the Board of Regents on November 15, 2012 until December 31, 2017.

The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board, via the System Office.

President Zulma Toro has reviewed or been briefed on the evaluation of the Henry C. Lee Institute for the Study of Crime and Justice and recommends that its renaming be accepted and its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2017 Sunset Report/Review for Continuation – a 15-page document.

RATIONALE
The purpose of the Institute is to actualize the mission of the Department of Criminology and Criminal Justice of creating and disseminating theoretical, scientific, and practical knowledge pertaining to crime and justice that will inform local, state, and federal criminal and juvenile justice policy. The distinguished forensic scientist for whom the Institute was named has not been associated with the Institute as initially envisioned; hence, the request for a name change.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Institute seeks to inform the broader scientific community through scholarly publications and conference presentations. The Institute's faculty members have published 15 journal articles, five books, chapters or technical reports and have made 35 scientific and/or professional presentations. To inform local, state and federal policy, the Institute collaborates with a number of criminal justice and non-profit agencies; and engages in a variety of activities including program evaluation, risk assessment development, creation of evidence-based programs and interventions, survey research, staff training and development and technical assistance. As the outreach arm of the Department of Criminology and Criminal Justice, the Institute provides opportunities for students, faculty and practitioners to interact in a variety of professional settings.

STUDENT INVOLVEMENT

Both undergraduate and graduate students work with the Institute's faculty members and its real-world collaborators on a variety of projects. Students are employed by the Institute, are placed in internships sites, receive support to attend national academic conferences and conduct research that facilitates their development of strong analytical and communication skills. Students assist in the generation of project data which they often use in capstone projects and theses. Institute projects are integrated into classroom lectures, examples and other activities by the Institute's faculty which represents various legal and social science disciplines. Police departments and other law enforcement organizations, judicial entities and social service organizations become familiar with the University's students though Institute activities and are more likely to hire them.

BUDGET

Summary of Revenues and Expenses					
	FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Beginning Balance	$38,311	$27,046	$22,387	$20,221	$15,129
Total Revenues	$60,106	$185,525	$121,518	$82,436	$54,655
Total Expenses	$71,371	$190,184	$123,684	$87,528	$66,201
Revenues Less Expenses	(11,265)	(4,659)	(2,166)	(5,092)	(11,546)
Ending Balance	$27,046	$22,387	$20,221	$15,129	$3,583

Summary of Projected Revenues and Expenses					
	FY 2018	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Beginning Balance	$3,583	$7,762	$11,941	$15,253	$18,565
Total Revenues	$101,854	$101,854	$105,539	$105,539	$105,539
Total Expenses	$97,675	$97,675	$102,227	$102,227	$102,227
Revenues Less Expenses	$4,179	$4,179	$3,312	$3,312	$3,312
Ending Balance	$7,762	$11,941	$15,253	$18,565	$21,877

The Institute relies mostly upon revenue earned from federal grants and state contracts. The projected revenues for FY18 and FY19 are based on existing grants.

ASSESSMENT/EVALUATION

Assessment measures of the Institute's goals and objectives reveal that the stated performance metrics were achieved.

10/12/17 – BOR-Academic and Student Affairs Committee
10/19/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of an Institute

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Municipal and Regional Policy at Central Connecticut State University until December 31, 2024.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Continuation of the Institute for Municipal and Regional Policy at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Municipal and Regional Policy at Central Connecticut State University until December 31, 2024

BACKGROUND
The Institute for Municipal and Regional Policy was established April 4, 2002 by the CSU Board of Trustees (BR 02-25), and was last reauthorized for continuation by the Board of Regents on November 15, 2012 until December 31, 2017.

The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Zulma Toro has reviewed or been briefed on the evaluation of the Institute for Municipal and Regional Policy and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Institute's 2017 Sunset Report/Review for Continuation – a 39-page document, supplemented by progress reports totaling 22 pages.

RATIONALE
The Institute for Municipal and Regional Policy is a non-partisan, University-based organization dedicated to enriching the quality of local, state and national public policy. The Institute tackles critical, and often under-addressed issues with the intent of ensuring the most positive outcomes for impacted individuals and entities; thus, the Institute bridges the divide between academia, policymakers, practitioners and the community.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
The Institute's major projects during this reporting period were Children of Incarcerated Parents, Results First Initiative, and Racial Profiling Prohibition. These and other projects generated 24 research papers and reports, and 21 conference presentations by the Institute's faculty; as well as legislative testimonies and presentations for state agencies and organizations. At least three states have contacted the project manager regarding replication the Children of Incarcerated

Parents or learning from its experiences. The Institute is a founding member of an international coalition for Children with Incarcerated parents. The Pew-MacArthur collaborative named Connecticut one of five leading states in the use of evidence-based policymaking primarily as a direct result of the Institute's Results First Initiative whose work has been utilized by a number of state agencies. Budget proposals for the 2018-19 biennial by the major political parties suggest the Results First Initiative approach be more broadly applied to improve agency practice and to save money. The Connecticut Racial Profiling Prohibition Project published annual reports of analysis of traffic stop data have gained significant statewide and national attention. The initial report was instructive in the implementation of the state's racial profiling law.

STUDENT INVOLVEMENT

As scholarship recipients, research assistants, workers and volunteers; undergraduate and graduate students have played significant roles in the development and implementation of the Institute's projects. The Institute afford students opportunities to develop and enhance research skills and technical support competencies in such areas as data entry, data analysis, website development, report formatting and design, marketing, and forum planning. The Institute has also hosted interns from the state's law and social work schools.

BUDGET

Summary of Revenues and Expenses					
	FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Beginning Balance	$900,014	$738,966	$853,916	$1,467,421	$1,269,486
Total Revenues	$1,294,660	$1,760,151	$3,272,090	$1,609,052	$1,254,866
Total Expenses	$1,455,708	$1,645,201	$2,658,585	$1,806,987	$1,373,702
Revenues Less Expenses	(161,048)	$114,950	$613,505	(197,935)	(118,836)
Ending Balance	$738,966	$853,916	$1,467,421	$1,269,486	$1,150,650

Summary of Projected Revenues and Expenses					
	FY 2018	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Beginning Balance	$1,150,650	$1,192,300	$1,233,950	$1,275,600	$1,317,250
Total Revenues	$1,838,000	$1,838,000	$1,838,000	$1,838,000	$1,838,000
Total Expenses	$1,796,350	$1,796,350	$1,796,350	$1,796,350	$1,796,350
Revenues Less Expenses	$41,650	$41,650	$41,650	$41,650	$41,650
Ending Balance	$1,192,300	$1,233,950	$1,275,600	$1,317,250	$1,358,900

The major sources of revenue for the Institute are judicial and federal grants.

ASSESSMENT/EVALUATION
Annual progress reports document the degree to which the Institute's goals and objectives are achieved; in addition to presenting the Institute's priorities, strengths and area for improvement.

10/12/17 – BOR-Academic and Student Affairs Committee
10/19/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of a Center

October 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Business Research at Western Connecticut State University effective December 31, 2017.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Discontinuation of the Center for Business Research at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Business Research at Western Connecticut State University effective December 31, 2017

BACKGROUND
The Center for Business Research was established December 13, 1996 by the CSU Board of Trustees (BR 96-72), and was last reauthorized for continuation by the Board of Regents on November 15, 2012 until December 31, 2017.

The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John Clark has reviewed or been briefed on the evaluation of the Center for Business Research and recommends that its authorization be discontinued. While we had initially planned to renew this Center, the recent BOR action on definitions for Centers and Institutes prevents us from doing so. We have no external funding at this time.

We do plan to reimagine the activities through classes, student clubs and Career Services.

10/12/17 – BOR-Academic and Student Affairs Committee
10/19/17 – Board of Regents

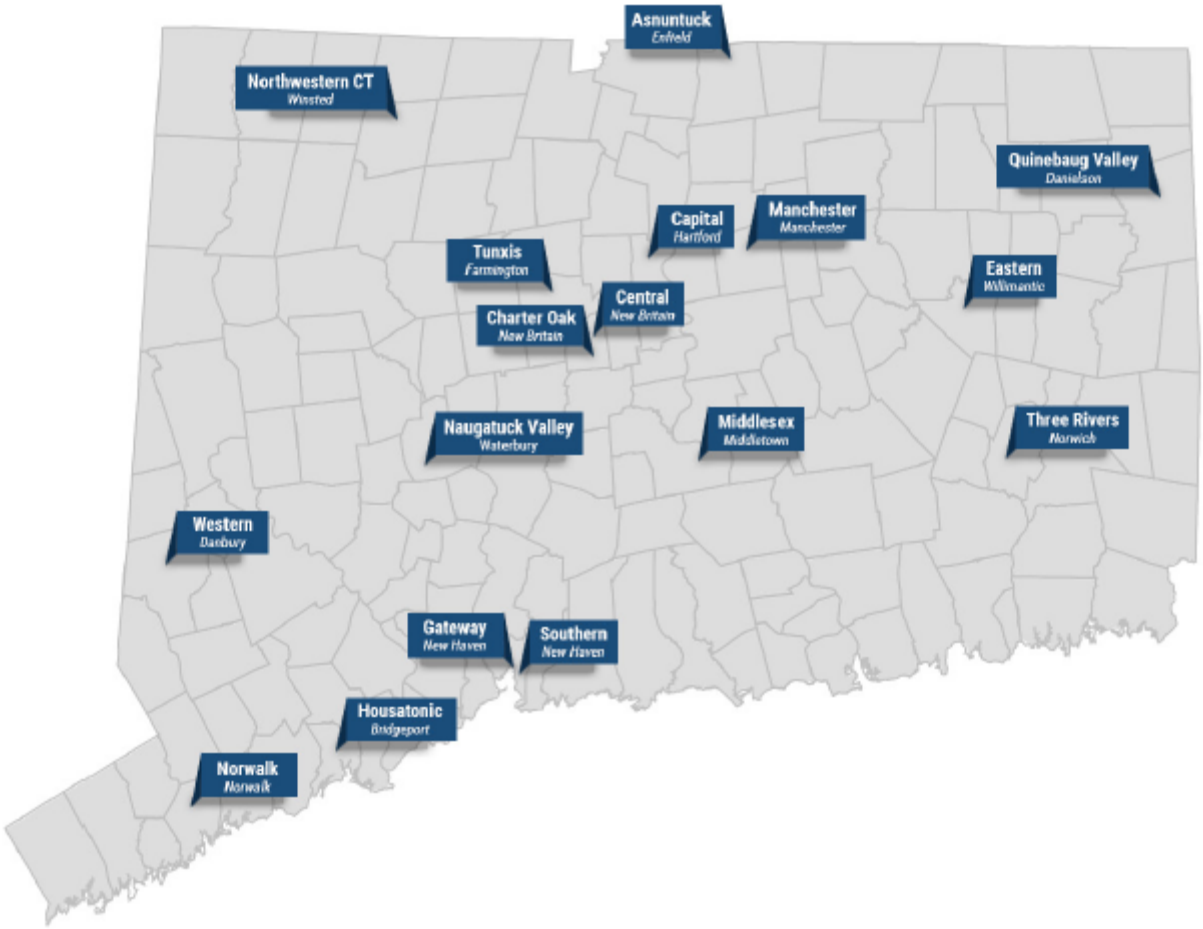
Higher Education Coordinating Council

2016 Accountability Report

CSCU | Connecticut State Colleges & Universities

CSCU Campuses

The 17 Connecticut State Colleges & Universities (CSCU) provide affordable, innovative and rigorous programs that permit students to achieve their personal and career goals, as well as contribute to the economic growth of Connecticut.



Asnuntuck Community College
Enfield, CT

Capital Community College
Hartford, CT

Central Connecticut State University
New Britain, CT

Charter Oak State College
Online

Eastern Connecticut State University
Willimantic, CT

Gateway Community College
New Haven, CT

Housatonic Community College
Bridgeport, CT

Manchester Community College
Manchester, CT

Middlesex Community College
Middletown, CT

Naugatuck Valley Community College
Waterbury, CT

Northwestern CT Community College
Winsted, CT

Norwalk Community College
Norwalk, CT

Quinebaug Valley Community College
Danielson, CT

Southern Connecticut State University
New Haven, CT

Three Rivers Community College
Norwich, CT

Tunxis Community College
Farmington, CT

Western Connecticut State University
Danbury, CT

Table of Contents

Introduction

The data in this report do not tell the entire story of the Connecticut State Colleges and Universities, nor do they fully take into account the diversity of the institutions that make up the CSCU, its students, its staff, and its faculty. They do, however, attempt to provide an overall picture of the state of public higher education in Connecticut, and in particular, for the 17 institutions that make up the CSCU. Some metrics may differ slightly from the originally proposed ones due to the availability of data; the notes section on the bottom of the page will identify instances in which the metrics were computed differently. Much of the data come from the Integrated Postsecondary Education Data System (IPEDS), which is the core postsecondary education data collection system of surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). These data may lag up to one year due to the data going through quality control checks. As a result, for certain indicators, the data provided may not include data from the current academic or fiscal year. It is important to note the data provided are for a period in which economic recovery has been slow to gain traction, the state faces significant budgetary constraints, and high school graduating classes in Connecticut continue to shrink over time.

The CSCU has undertaken several initiatives to not only ensure students successfully earn their higher education credentials but that they do so efficiently while minimizing the monetary cost to them. For instance, the Transfer Articulation Program (TAP) is an initiative that provides a pathway for community college students to complete degree programs that are transferable to the four state universities and Charter Oak State College without losing any credits or being required to take additional credits in order to complete a Bachelor's degree in that same academic discipline. Public Act 12-40 has revamped the way developmental education is delivered at the CSCU institutions by implementing a tiered system of instruction with three levels of developmental education to address the varying levels of preparation incoming students display upon entering college. Connecticut is at the forefront of developmental education reform and its co-requisite model of developmental course instruction is becoming more common nationwide. Another initiative aimed at ensuring students obtain their credentials in a timely manner is the implementation of the 60 and 120 credit limits to degree programs. By the fall of 2017, all CSCU programs for entering students leading to an Associate's degree or Bachelor's degree may not exceed 60 or 120 credits, respectively, with rare exceptions being made on a case-by-case basis for programs which fall above the respective credit thresholds.

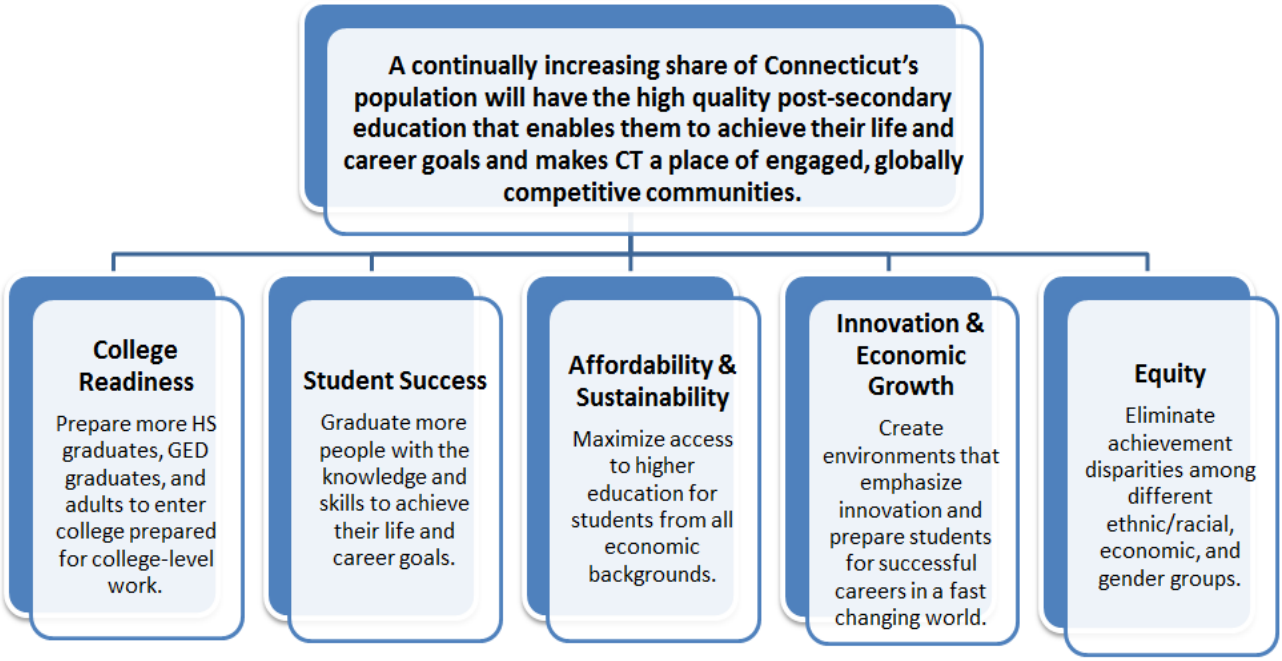
Higher education is as important if not more important than it has ever been before. The data in this report are not simply meant to answer questions or satisfy legislative statutes, but to generate more questions, because it is through thoughtful inquiry and self-reflection that the CSCU will continue to improve how it serves its students and supports the achievement of their academic and professional goals.

Introduction

In accordance with Connecticut General Statutes Sections 10a-6a and 6b passed on November 29, 2012, which outline the production of an annual accountability report as well as the structure and metrics of that report, the Connecticut State Colleges & Universities (CSCU) submits the following Higher Education Coordinating Council (HECC) 2016 Accountability Report. This report contains the most recent data available for the metrics identified by the HECC in 2012, as well as historical data for prior years to highlight trends and to monitor the progress the CSCU is making toward achieving the mission and five goals shown below. Another aim of this report is to highlight achievement gaps among sub-populations of students and identify where resources may be needed to help them and all students achieve successful outcomes.

Current members of the Higher Education Coordinating Council are:

- Benjamin Barnes - Secretary of the Office of Policy and Management
- Mark Ojakian - President of the Connecticut State Colleges & Universities
- Susan Herbst - President of the University of Connecticut
- David Levinson - Vice President for Community Colleges
- Elsa Nunez - Vice President for State Universities
- Matt Fleury - 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 the State Department of Education
- Jeremy Teitelbaum - Interim Provost and Chief Academic Officer of the University of Connecticut



Introduction

Public higher education in Connecticut faces multiple challenges. In Academic Year 2014-15, the 17 CSCU institutions, comprised of Connecticut's 12 community colleges, four state universities, and one online state college, served approximately 120,000 unique students. This is an extraordinary number of students, and reflects approximately 47 percent of the total population pursuing higher education in Connecticut (from the certificate level to the doctoral level). As a percentage of the total population it serves, though, it is a decrease from prior years (in AY 2010-11, CSCU institutions educated 52 percent of all CT students pursuing postsecondary education). Furthermore, in AY 2015-16, the number of unique students served by the CSCU institutions fell to approximately 115,000. These enrollment trends occur during a time in which there are observed declines in public school enrollment in the state. According to the Connecticut State Department of Education, public school enrollment in Connecticut decreased by 3.5 percent between Academic Years 2011-12 and 2016-17.[1] Moreover, the U.S. Department of Education projected that by 2023 Connecticut will have experienced the third largest percentage decline in public high school enrollment, behind only Vermont and New Hampshire.[2] These educational enrollment declines are against a backdrop of total state population declines in the last three years, driven by more people leaving the state than arriving from other states.[3] Fewer residents can lead to a smaller tax base, and a result, less money to fund state initiatives, one of which is public higher education. Additionally, Connecticut's economy has not experienced the same turnaround other regional states have enjoyed, as evidenced by its negative state domestic per capita decline over the last five years and other economic indicators as well.

Despite these challenges, the CSCU institutions continue to play a crucial role in educating the state's residents. Research has shown that education is positively correlated with income, and internal research concerning CSCU graduates demonstrates this. Higher incomes are correlated with more tax revenues, which can be used for state funding, but due to the reasons stated above budgetary constraints have plagued the state, and unfortunately, the Connecticut State Colleges & Universities has not been immune to these difficult financial times. This report is meant to provide data and information concerning indicators that gauge the progress made by the CSCU in reaching its goals and mission. An Executive Summary immediately follows, and readers, in particular, stakeholders of public education in Connecticut, are encouraged to review the entire report, as the full report contains context and provides more comprehensive analysis surrounding these data and metrics.

When fiscal years and academic years are presented together, they correspond to the same time periods (e.g., FY 2010-11 equals AY 2010-11). Furthermore, due to space constraints, academic years and fiscal years may be presented as single years. In these cases, the single year will correspond to the second calendar year of the academic or fiscal year (e.g., AY 2010-11 equals AY 2011). Since Charter Oak State College did not have any first-time student cohorts during the time periods examined and many indicators concern this population, many of the indicators do not apply to the online college, and thus, its data are not presented.

[1]Connecticut State Department of Education. Retrieved from: http://edsight.ct.gov/SASPortal/main.do
[2]National Center for Education Statistics. (2016). Projections of Education Statistics to 2023. Forty-second Edition. Washington, DC: U.S. Department of Education, Retrieved from: https://nces.ed.gov/pubs2015/2015073.pdf
[3]Lee, M. (2016, December 2016). *Hartford Courant*. Retrieved from: http://www.courant.com/news/connecticut/hc-connecticut-population-fallingrecovered-wed-dec-21-105241-2016--20161220-story.html

Executive Summary

The vision of the Connecticut State Colleges and Universities is to continually increase the number of students attaining postsecondary credentials and dovetails with the Connecticut Planning Commission for Higher Education's established goal of 70 percent of the working age population in Connecticut holding a postsecondary credential by 2025. At the state-level, Connecticut has been making strides toward this goal, but the rate of improvement is such that achieving this goal is doubtful. In 2012, 43% of adults 25 years of age or older held a degree at or above the level of Associate's, and in 2015, the percentage increased to 45%, exhibiting a pace that would result in falling short of the 70 percent goal. Overall enrollment in higher education (which includes all postsecondary public and private institutions in the state) has not declined, but it has also not trended upward, which if that were the case, would impact the number of credentials awarded by CT institutions positively.

While enrollment in postsecondary education has remained relatively steady at the state level, the same cannot be said for the enrollment of the Connecticut State Colleges and Universities on the whole. Between 2012 and 2016, overall fall enrollment at the 17 CSCU institutions—made up of the three sectors of 12 community colleges, Charter Oak State College, and four state universities—dropped 10% from 94,696 to 85,318. As a sector, the community colleges experienced the largest decline over the five-year period (13%).

Access, Opportunity, and Persistence

While overall enrollment has been trending downward, a positive trend from the perspectives of access and opportunity is that the percentage of undergraduate students who are minority (American Indian or Alaskan Native, African American, Asian, Hispanic, Native Hawaiian or other Pacific Islander, or Multiracial) has been increasing across all sectors, and in the fall of 2016, the percentage of students identifying as students of color was 48%, 35%, and 31% at the community colleges, Charter Oak State College, and the state universities, respectively. While the representation of minority students has improved at the CSCU institutions, the gender gap at the CSCU institutions, however, is still pronounced (and mirrors the nationwide trend) with six in ten students being women. At the state universities, the male to female ratio is more balanced compared to the other two sectors (54% of the CSU student body is female).

Retention rates are one measure of student success, and they have remained steady at the sector level. Over the last five years, six in 10 community college students who entered as full-time students returned the next fall, while three-fourths of state university students continued their education the following fall. However, rates of minority students and males who entered as full-time students at community colleges have consistently lagged those of their non-minority and female peers by at least four and three percentage points, respectively (60% vs. 56% and 60% vs. 57% for Fall 2015 students).

Graduation rates—another student success indicator—have also differed by student of color status. Though the community colleges graduation rates improved overall, (12.6% and 15.5% in 2012 and 2016, respectively), graduation rates of minority students at the community colleges lagged those of their non-minority peers by six to nine percentage points over the five-year period. At the state universities, six-year graduation rates follow the same pattern as the two-year institutions with overall graduation rates trending upward (45% and 52% in 2011 and 2016, respectively), but minority students' graduation rates were lower than those of their non-minority peers by seven to 11 percentage points in that time frame. While there was no observed trend in differences in graduation rates among males and females at the community colleges, at the state universities, women consistently outperformed their peers by eight to 11 percentage points, depending on the year.

After the number of certificates and degrees awarded by the CSCU institutions reached 15,712 in Academic Year 2013-14 (which at the time was an all-time high), that number dropped to 15,254 in Academic Year 2014-15. However, in the most recent Academic Year (2015-16), the number of credentials awarded to CSCU students increased and surpassed 2013-14 levels, reaching 15,844. The one-year 3.8 percentage-point increase was driven mostly by the number of awards increasing at Charter Oak State College and the community colleges, which experienced increases of 5.4% and 12.8%, respectively. The gender gap seen in terms of fall enrollment mirrors the representation of men and women who are degree or certificate recipients, but is even more pronounced among undergraduates at state universities. In the last five years, the greatest percentage of degree recipients who were male was 44.4%. Meanwhile, in the last five fall semesters, the greatest percentage of enrolled students who were male was 47%. When student of color status was taken into account, the representation of minority students at the time of graduation has been lower than at the time of the fall census enrollment, particularly among Hispanic and African American students, while the representation of White students has been greater at degree attainment than during the fall semesters over time. In other words, when compared to fall enrollment, students of color are underrepresented among degree recipients, and White students are overrepresented.

Executive Summary

College Attendance, Readiness, and Success

Over the last nine years, college-attendance rates of Connecticut public high school graduates have remained steady with seven in 10 high school graduates enrolling in the fall semester of the year they graduated from high school, and research has shown that Connecticut has one of the highest college-attendance rates in the nation (see the Appendix for U.S. Digest of Education Statistics 2015 report).[1] The percentage of high school graduates enrolling in developmental education course has also remained constant. In the last four years, six in ten recent high school graduates enrolled in a developmental course in their first fall semester at the community colleges, while slightly under 20 percent of recent high school graduates who enrolled at a state university did so in recent years.

The percentage of students deemed college ready has been stable over time and similarly, the percentage of students completing college-level English or Math courses within two years of the start of their academic career has also been steady. Approximately one-half and one-third of community college students complete a college-level English or Math course within two years of entry, respectively. Meanwhile, state university students also are more likely to complete a college-level English than a college-level Math course within their first two academic years (nearly 85% vs. 80% for the Fall 2014 cohort, respectively).

An Associate's degree is designed to normally take two years to complete (if attending an institution on a full-time basis), but Connecticut community college students take double that time to obtain their degree, between four and 4 and quarter years, comparable to nationwide statistics. Along the way to obtaining their degree, students accumulate credits that may or may not be applied to their degree, leading to an average number of credits taken of approximately 76, well over the typical 60-credit Associate's degree. Bachelor's degree recipients at the state universities, on the other hand, are more efficient concerning the time taken and credits earned at their institution on their way to attaining the degree, but there is still some room for improvement with these values being 4.6 years and 125 credits, respectively. A policy with a start date of Fall 2017 will normalize the credit hours associated with Associate's and Bachelor's degree programs and is aimed at reducing the number of credits taken and monetary cost of earning these credentials.

One reason students decide to enroll and persist in postsecondary programs is due to the belief that earning a credential will likely result in greater wages in the future. Data from the Preschool through 20 and Workforce Information Network (P20-WIN) report has shown the positive impact earning a credential has on future earnings, with wages increasing across institution types (i.e., two-year and four-year institutions).

[1]National Center for Education Statistics. (2015). *Digest of Education Statistics 2015*. Washington, DC: U.S. Department of Education, Retrieved from: https://nces.ed.gov/pubs2016/2016014.pdf

Affordability and Funding

Compared to other Connecticut institutions, the 12 community colleges, four state universities, and Charter Oak State College are a good choice from a cost perspective with in-state tuition and fees in Academic Year 2015-16 totaling approximately $4,000, $7,400, and $10,000 per year, respectively. However, tuition and fees at the CSCU institutions have increased in each of the five most recent years. Moreover, these increases have outpaced increases in Connecticut median household income over the same years, and suggests that while still a good value, it is becoming costlier to attend the institutions. In other words, generally speaking, a greater percentage of a student's income may have to be allocated to education year after year. Between 2012 and 2016, years in which tuition and fees rose, state appropriations or monies from the legislature to the CSCU also increased. In these same years in which funding levels trended upward, however, enrollment at the CSCU institutions, on the whole, trended downward. This means that more money is being spent on a per-student basis, which is beneficial to students from a student services perspective, but may not be a sustainable model from a financial perspective.

Conclusions

After the 17-institution Connecticut State Colleges & Universities system was initially created in 2011, it faced administrative challenges not helped by the changes in leadership in the immediate years that followed. Even though the CSCU has had consistent leadership in the immediate years that followed, the system operated and continues to operate in a climate of fiscal uncertainty. Along with these challenges, the demand for higher education in Connecticut has remained constant, but the share of students that enrolled at the CSCU institutions has declined. The CSCU has to address not only attracting more students to its institutions, but also retaining them and moving them through the academic pipeline to graduation across gender and race/ethnicity and other student demographic lines. These challenges will not be addressed by one solution. Rather it will take a confluence of initiatives—some of which are already being implemented—and people working in tandem to accomplish the aforementioned goals and mission to ultimately benefit the students and help them succeed both academically and professionally.

Vision

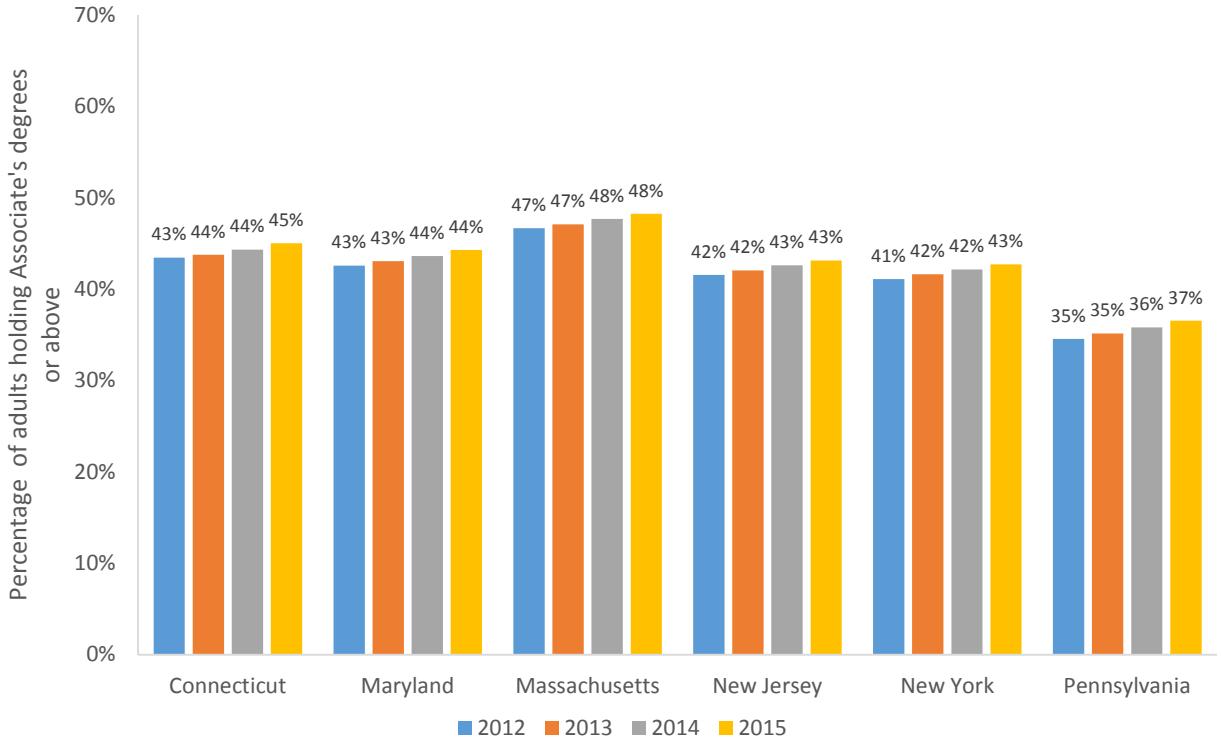
A continually increasing share of Connecticut's population will have the high quality postsecondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities.

Indicators:

1. Adults, 25 years of age an older holding associate degrees and above
2. Median household income
3. Voter participation
4. State domestic product per capita
5. Postsecondary enrollment per capita

Connecticut Adults, 25 Years of Age or Older Holding Associate's Degrees or Above

Connecticut's Planning Commission for Higher Education established a goal that at least 70 percent of the working age population in the state would hold a postsecondary credential by 2025. This goal was selected to ensure that the state would have a workforce with the skills needed to remain competitive in the complex and constantly evolving economy. As seen in Figure 1, in 2015, 45 percent of Connecticut's working population held an Associate's degree or higher, lagging only Massachusetts when compared to other regional states. However, the rate at which Connecticut is improving in this area suggests that the goal of 70 percent of the Connecticut working age population holding a postsecondary credential by 2025 will be difficult to attain. Even when the postsecondary certificates generated by Connecticut higher education institutions are factored in (which are not shown since census data for certificate attainment are not available), falling short of the 70 percent goal is expected, since certificates accounted for only a maximum of 6 percent of all postsecondary credentials between 2012 and 2015.



Source: U.S. Census Bureau, 2012-2015 American Community Survey 5-Year Estimates (Table B15003: EDUCATIONAL ATTAINMENT FOR THE POPULATION 25 YEARS AND OVER) *as of February 1, 2016.*

Calculation*:* The numerator is the sum of individuals who are 25 years of age or older in the state, whose highest education level is an Associate's degree, a Bachelor's degree, or a graduate degree; the denominator is the total population in the state which is age 25 or older.

Median household income is the income at which half of the households have an income above the midpoint, and half of households have an income below the midpoint and is an indicator of economic well-being. This statistic is used to measure the success of Connecticut's higher education system based on research that suggests a positive correlation between education and income. While Connecticut's median household income increased after the period of economic downturn, the pace at which it has improved lagged that of the comparison group of regional states (see Table 1). Between 2009 and 2015, the percentage change in median household income for the other five states ranged between 4.5 and 7.8, while Connecticut experienced a 3.9 percentage change over the same time period.

Table 1. *Median Household Income by Year, Connecticut and Regional States*

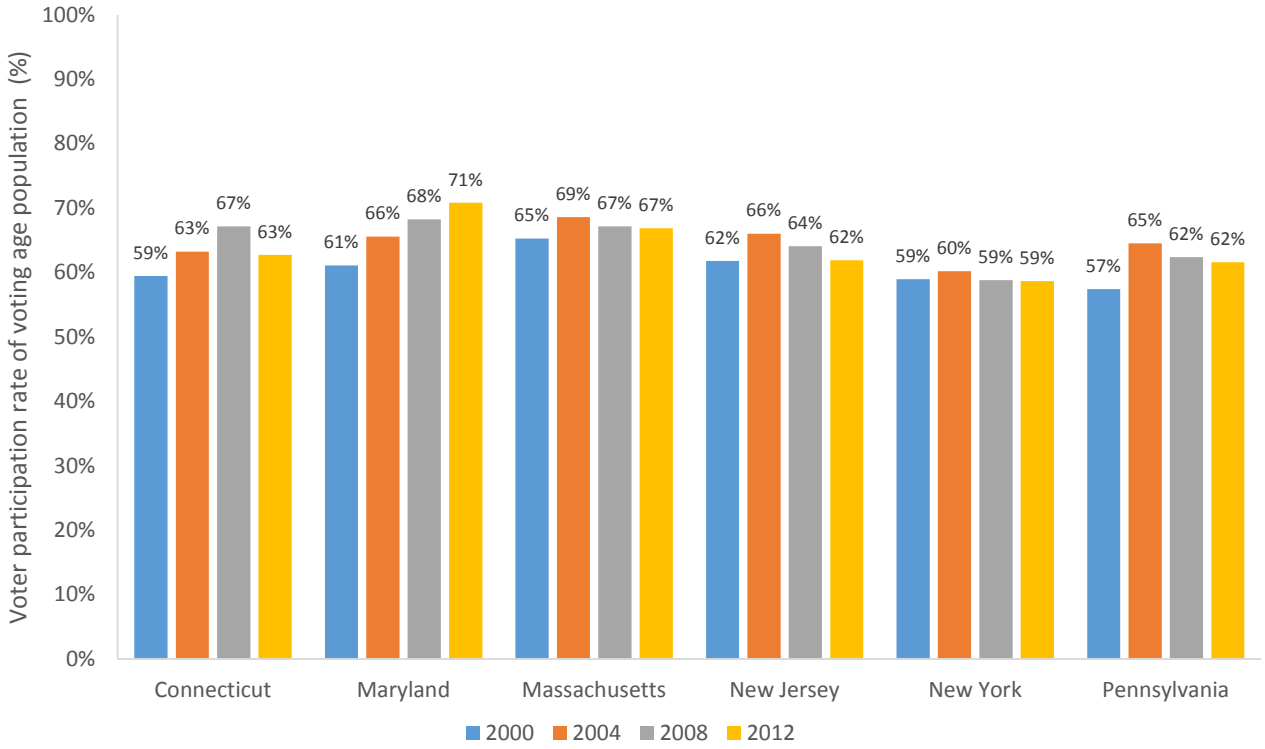
State	2009	2010	2011	2012	2013	2014	2015	% change, 2009 to 2015
Connecticut	$67,721	$67,740	$69,243	$69,519	$69,461	$69,899	$70,331	3.9%
Maryland	$69,475	$70,647	$72,419	$72,999	$73,538	$74,149	$74,551	7.3%
Massachsetts	$64,496	$64,509	$65,981	$66,658	$66,866	$67,846	$68,563	6.3%
New Jersey	$68,981	$69,811	$71,180	$71,637	$71,629	$72,062	$72,093	4.5%
New York	$55,233	$55,603	$56,951	$57,683	$58,003	$58,687	$59,269	7.3%
Pennsylvania	$49,737	$50,398	$51,651	$52,267	$52,548	$53,115	$53,599	7.8%

Source:
U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates ; Table S1901: INCOME IN THE PAST 12 MONTHS (IN 2015 INFLATION-ADJUSTED DOLLARS) as of February 1, 2016.

Calculation*:* Median household income data are provided in Table.S1901.

Research[1] has shown there is a positive correlation between voting rates and education, with greater levels of education being associated with higher voting rates. This metric is used as an indicator of the impact higher education in Connecticut has on the engagement of its citizenry in electing its representatives in government. As seen in Figure 2, a majority of the population eligible to vote in Connecticut did so in the four presidential general elections between 2000 and 2012. Voter participation rates increased since 2000 in Connecticut, but decreased in the 2012 election. Apart from Maryland, which exhibits an upward trend in voter participation over the 12-year time period, there are no trends in voter participation among the rest of the regional states in the comparison group.

Figure 2. Voter Participation Rates, Presidential General Elections



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). 2016 election data are not available at this time.

[1] College Board, Education Pays 2016, The Benefits of Higher Education for Individuals and Society, https://trends.collegeboard.org/sites/default/files/education-pays-2016-full-report.pdf

Calculation*:* Percentages are calculated in Tables 4a and 4c of the U.S. Census Bureau data.

State Domestic Product (SDP) per capita is the monetary value of all goods and services produced within the geographic boundaries of a state divided by the population of that state. This metric is used as an indicator of the impact of Connecticut's higher education system due to the expectation that a more highly educated workforce will generate a higher level of income for those residents' state. As seen in Table 2, five states in the regional comparison group experienced positive percentage changes in SDP per capita between 2010 and 2015 with Connecticut being the lone state with a negative percentage change (-3.1%). During this six-year period, Connecticut lagged behind the other states in population growth and saw its real gross domestic product (GDP) decrease over that same time period.

Table 2. *State Domestic Product per Capita by Year, Connecticut and Regional States*

	2010	2011	2012	2013	2014	2015	% change, 2010 to 2015
				State domestic product per capita ($)			
Connecticut	$64,906	$63,638	$63,502	$62,493	$62,335	$62,908	-3.1%
Maryland	$47,323	$47,910	$47,784	$47,453	$47,636	$48,363	2.2%
Massachusetts	$68,970	$69,890	$70,604	$69,814	$70,242	$72,554	5.2%
New Jersey	$55,023	$54,302	$55,161	$55,813	$55,766	$56,806	3.2%
New York	$61,267	$61,185	$62,841	$62,661	$63,040	$63,546	3.7%
Pennsylvania	$46,387	$46,872	$47,540	$48,389	$49,206	$50,582	9.0%
				Real Gross Domestic Product (GDP in millions)			
Connecticut	$232,357	$228,454	$228,212	$224,724	$223,899	$225,507	-2.9%
Maryland	$310,702	$316,774	$318,146	$318,255	$321,539	$328,103	5.6%
Massachusetts	$399,239	$408,409	$415,832	$414,075	$419,154	$434,957	8.9%
New Jersey	$484,410	$480,101	$489,453	$496,688	$497,708	$507,588	4.8%
New York	$1,188,749	$1,194,300	$1,231,862	$1,232,755	$1,243,065	$1,254,859	5.6%
Pennsylvania	$589,684	$597,346	$607,172	$618,471	$629,369	$647,041	9.7%
				Total population			
Connecticut	3,579,899	3,589,893	3,593,795	3,596,003	3,591,873	3,584,730	0.1%
Maryland	6,565,524	6,611,923	6,658,008	6,706,786	6,749,911	6,784,240	3.3%
Massachusetts	5,788,584	5,843,603	5,889,651	5,931,129	5,967,295	5,994,983	3.6%
New Jersey	8,803,729	8,841,243	8,873,211	8,899,162	8,925,001	8,935,421	1.5%
New York	19,402,640	19,519,529	19,602,769	19,673,546	19,718,515	19,747,183	1.8%
Pennsylvania	12,712,343	12,744,293	12,771,854	12,781,338	12,790,565	12,791,904	0.6%

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, 2-1-- July 1, 2016 (NST-EST2016-01).

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

Postsecondary enrollment per capita is a measure of enrollment in higher education divided by a given population. In this case, the measure is calculated for Connecticut and regional states using the state's population of individuals 18 to 44 years old. This age category was used due to an overwhelming majority of students enrolled in postsecondary higher education who are in this age group, regardless of higher education sector (i.e., public, private, two-year, and four-year). As seen in Table 3, in the most recent four-year period for which data are available, Connecticut's higher education enrollment per capita has remained steady, while other states have experienced declines. However, of note is the percentage change in the population of 18 to 44 year olds between 2010 and 2014; among the six states, Connecticut, along with New Jersey, experienced the largest declines in this population (-0.8%).

Table 3. *Postsecondary Enrollment per Capita, Ages 18-44, Connecticut and Regional States*

State	2010	2011	2012	2013	2014	% change, 2010 to 2014
	Enrollment in higher education per capita (18-44 year olds)					
Connecticut	16.1	16.4	16.4	16.4	16.4	2.0%
Maryland	18.1	18.2	17.8	17.3	17.3	-4.5%
Massachusetts	21.0	21.0	21.3	21.2	20.9	-0.4%
New Jersey	14.1	14.2	14.1	14.0	14.0	-1.0%
New York	18.1	18.2	18.1	18.0	17.9	-1.1%
Pennsylvania	18.2	17.9	17.7	17.4	17.1	-6.3%
	Fall headcount enrollment in higher education					
Connecticut	200,401	202,683	202,625	201,868	202,824	1.2%
Maryland	382,659	384,738	379,032	368,297	370,108	-3.3%
Massachusetts	508,302	508,554	516,331	514,008	510,912	0.5%
New Jersey	444,091	443,750	439,965	436,939	436,208	-1.8%
New York	1,311,281	1,322,722	1,315,590	1,309,806	1,304,430	-0.5%
Pennsylvania	803,200	787,430	776,995	765,314	750,329	-6.6%
	Population, 18-44 year olds					
Connecticut	1,243,141	1,237,585	1,235,405	1,233,759	1,233,666	-0.8%
Maryland	2,117,596	2,118,197	2,125,892	2,132,427	2,145,158	1.3%
Massachusetts	2,420,870	2,416,138	2,420,801	2,428,031	2,443,116	0.9%
New Jersey	3,143,419	3,128,915	3,123,958	3,116,741	3,118,956	-0.8%
New York	7,264,181	7,258,592	7,270,904	7,278,333	7,304,696	0.6%
Pennsylvania	4,405,988	4,400,062	4,395,866	4,392,237	4,391,390	-0.3%

Source: U.S. Dept. of Education, IPEDS Fall Enrollment Survey
U.S. Census Bureau, American Community Survey Demographic and Housing Estimates (Table series DP05, 2006-2010 through 2011-2015)

Calculation*:* The numerator is the fall headcount enrollment in all public or private degree-granting postsecondary institutions in a given state. The denominator is the population estimate of persons ages 18 to 44 years old.

College Readiness

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

Indicators:

1. Percentage of high school graduates identified as “college-ready”
2. College-going rates of public high school graduates
3. Percentage completing college-level English and Mathematics courses within two years
4. Percentage on track to completing on-time:
    a. Full-time students completing 24 credits in 1st academic year
    b. Part-time students completing 12 credits in 1st academic year

Table 1.1 *Percentage of High School Graduates Identified as "College-ready," Enrollees at the Community Colleges or State Universities, Fall 2012 through Fall 2016*

	% of first-time students enrolled in the fall who were "college-ready"					High school graduates enrolling in postsecondary education in the fall of the same high school graduation year				
Institution	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Asnuntuck	54%	57%	54%	54%	58%	198	194	216	210	194
Capital	18%	26%	34%	41%	38%	285	257	266	222	194
Gateway	23%	28%	21%	21%	23%	971	1,063	902	944	909
Housatonic	31%	28%	30%	33%	28%	613	552	515	568	614
Manchester	49%	58%	53%	50%	51%	1,267	1,173	1,086	920	1,023
Middlesex	36%	42%	33%	34%	33%	424	388	377	356	366
Naugatuck Valley	28%	29%	31%	34%	34%	1,035	1,052	1,053	971	928
Northwestern CT	31%	37%	63%	53%	60%	162	196	180	165	185
Norwalk	28%	41%	33%	34%	32%	822	755	751	702	699
Quinebaug Valley	41%	46%	50%	44%	54%	302	307	273	235	226
Three Rivers	40%	52%	45%	39%	36%	685	669	626	606	556
Tunxis	33%	37%	38%	34%	43%	650	616	647	622	623
All CCs	***34%***	***40%***	***38%***	***37%***	***38%***	***7,414***	***7,222***	***6,892***	***6,521***	***6,517***
Central	82%	80%	80%	86%	82%	1,280	1,232	1,326	1,324	1,212
Eastern	83%	85%	84%	82%	83%	972	925	856	939	821
Southern	61%	59%	66%	66%	62%	1,316	1,306	1,216	1,356	1,150
Western	n/a	n/a	74%	74%	79%	n/a	n/a	719	588	770
All CSUs	***75%***	***73%***	***76%***	***77%***	***76%***	***3,568***	***3,463***	***4,117***	***4,207***	***3,953***

Note. In 2012 and 2013, Western Connecticut State University transitioned to a new way of tracking developmental courses, and reliable data became available in 2014.

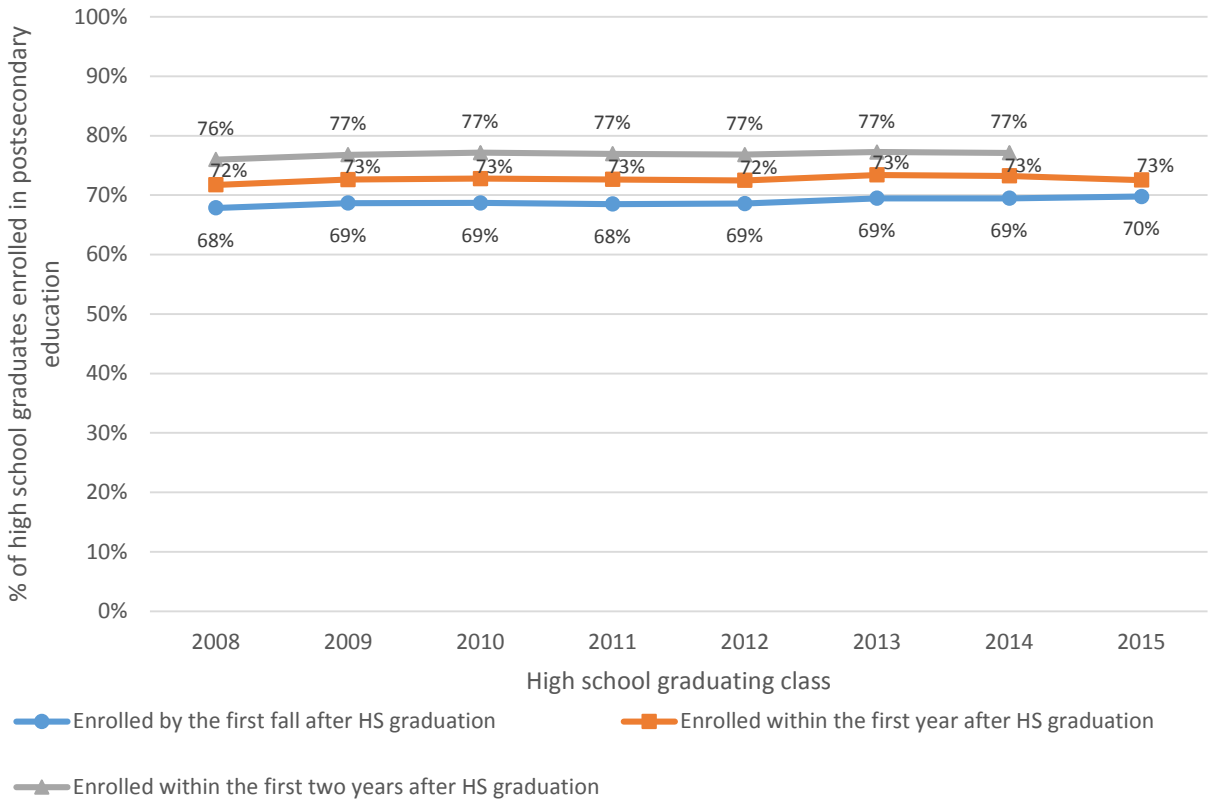
Notes & Sources

Sources: CSCU Institutional Research Database and IR Repository

Notes: The population of high school graduates examined were those who enrolled in postsecondary education for the time in the fall term of the same calendar year as their high school graduation. A student was deemed "college-ready" if s/he did not enroll in a developmental education course in the fall term.

[1] While Eastern and Western had offered developmental education courses in the past, they no longer offer these courses in more recent years.

Figure 1.2. College-going Rates of Connecticut Public High School Graduates, Classes of 2008 to 2015



Notes & Sources

Source: State Department of Education's report of National Student Clearinghouse data., as of April 7, 2016.

[1] U.S. Department of Education research suggests that Connecticut has one of the highest rates of high school graduates—including public and private high schools—enrolling in postsecondary education either in Connecticut or outside of the state (see the Appendix for U.S. Digest of Education Table showing these data for the 50 states).

Note. Class of 2015 postsecondary enrollment in not available for the two-years after high school graduation time period, as that time has not elapsed yet.

Table 1.3a. *Completion of a College-level English Course within Two Years, Community College and State University Fall 2010 through Fall 2014 First-time Students*

	% of fall first-time entering students who completed college-level English within two years					Fall first-time, degree- or certificate-seeking students				
Institution	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Asnuntuck	43%	46%	45%	43%	45%	297	313	297	298	302
Capital	40%	36%	39%	40%	39%	786	737	625	660	623
Gateway	44%	46%	47%	48%	52%	1,390	1,377	1,565	1,570	1,376
Housatonic	52%	52%	54%	52%	56%	1,312	1,213	1,148	994	866
Manchester	51%	53%	51%	52%	55%	1,610	1,507	1,685	1,616	1,452
Middlesex	43%	50%	51%	51%	47%	606	567	579	566	576
Naugatuck Valley	51%	51%	48%	50%	52%	1,473	1,545	1,509	1,527	1,440
Northwestern CT	59%	58%	54%	58%	61%	300	242	236	260	256
Norwalk	53%	55%	56%	60%	58%	852	983	1,063	981	948
Quinebaug Valley	41%	41%	41%	43%	43%	546	423	440	477	409
Three Rivers	54%	50%	57%	50%	43%	1,101	1,025	954	938	878
Tunxis	39%	42%	45%	44%	52%	854	805	820	803	776
All CCs	***48%***	***49%***	***50%***	***50%***	***51%***	***11,127***	***10,737***	***10,921***	***10,690***	***9,902***
Central	88%	88%	87%	86%	82%	1,357	1,387	1,352	1,293	1,369
Eastern	91%	91%	94%	93%	92%	931	951	1,015	985	883
Southern	91%	84%	86%	88%	86%	1,274	1,334	1,382	1,380	1,286
Western	83%	86%	83%	85%	82%	963	860	825	791	772
All CSUs	***88%***	***87%***	***87%***	***88%***	***85%***	***4,525***	***4,532***	***4,574***	***4,449***	***4,310***

Source: Community College Institutional Research Database and State University Depts. 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 (non-developmental) English course 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.

Notes: Certificate-seeking students only pertain to the community colleges.

Table 1.3b. *Completion of a College-level Math Course within Two Years, Community College and State University Fall 2010 through Fall 2014 First-time Students*

	% of fall first-time entering students who completed college-level Math within two years					Fall first-time, degree- or certificate-seeking students				
Institution	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
Asnuntuck	30%	30%	32%	30%	29%	297	313	297	298	302
Capital	22%	22%	23%	25%	25%	786	737	625	660	623
Gateway	28%	28%	29%	31%	28%	1,390	1,377	1,565	1,570	1,376
Housatonic	28%	32%	32%	31%	33%	1,312	1,213	1,148	994	866
Manchester	38%	41%	40%	42%	44%	1,610	1,507	1,685	1,616	1,452
Middlesex	34%	34%	35%	37%	35%	606	567	579	566	576
Naugatuck Valley	35%	37%	34%	36%	38%	1,473	1,545	1,509	1,527	1,440
Northwestern CT	35%	29%	34%	39%	38%	300	242	236	260	256
Norwalk	32%	34%	30%	35%	28%	852	983	1,063	981	948
Quinebaug Valley	31%	35%	33%	32%	36%	546	423	440	477	409
Three Rivers	29%	27%	34%	30%	33%	1,101	1,025	954	938	878
Tunxis	25%	29%	35%	36%	35%	854	805	820	803	776
All CCs	***31%***	***32%***	***33%***	***34%***	***34%***	***11,127***	***10,737***	***10,921***	***10,690***	***9,902***
Central	80%	78%	78%	76%	77%	1,357	1,387	1,352	1,293	1,369
Eastern	92%	90%	93%	95%	91%	931	951	1,015	985	883
Southern	75%	78%	80%	79%	79%	1,274	1,334	1,382	1,380	1,286
Western	75%	67%	68%	71%	75%	963	860	825	791	772
All CSUs	***80%***	***78%***	***80%***	***81%***	***80%***	***4,525***	***4,532***	***4,574***	***4,449***	***4,310***

Source: Community College Institutional Research Database and State University Depts. 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 (non-developmental) English course 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.

Notes: Certificate-seeking students only pertain to the community colleges.

Community Colleges

Full-time students

Table 1.4a. *Percentage of Associate's Degree-seeking Students who were On Track, Fall 2011 through Fall 2015 First-time Student Cohorts that Began as Full-time*

	% of fall Associate's degree-seeking cohort which was "on track"					Fall Associate's degree-seeking cohort				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	22%	45%	46%	47%	43%	188	206	224	178	198
Capital	7%	11%	12%	12%	19%	389	295	308	298	260
Gateway	11%	15%	22%	19%	24%	812	835	791	722	600
Housatonic	15%	17%	14%	18%	20%	746	680	547	500	569
Manchester	28%	28%	30%	34%	33%	907	905	931	805	646
Middlesex	16%	24%	23%	23%	25%	377	348	332	387	354
Naugatuck Valley	18%	17%	19%	21%	21%	933	861	918	767	801
Northwestern CT	17%	17%	21%	31%	36%	178	157	189	178	151
Norwalk	37%	31%	42%	35%	38%	635	667	622	647	610
Quinebaug Valley	46%	45%	49%	49%	32%	235	244	277	231	206
Three Rivers	19%	28%	27%	31%	30%	559	541	538	526	502
Tunxis	36%	39%	40%	40%	34%	525	575	500	523	543
All CCs	***22%***	***25%***	***28%***	***28%***	***28%***	***6,484***	***6,314***	***6,177***	***5,762***	***5,440***

Source: Community College Institutional Research Database.

[1] The 12- and 24-credit cutoffs are more aligned with financial aid eligibility than timely completion of an Associate's degree; a student is considered full-time and maximizes financial aid eligibility if s/he enrolls in 12 or more credits in a semester. A student pursuing a 60-credit Associate's degree would have to either enroll in the Summer or Winter Terms or complete 15 or 30 credits in a semester or academic year, respectively, to obtain the degree in two years.

Calculation: Full-time: Percentage of first-time, full-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 24 or more credits before the following fall.

Part-time: Percentage of first-time, part-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 12 or more credits before the following fall.

Community Colleges

Table 1.4b. *Percentage of Associate's Degree-seeking Students who were On Track, Fall 2011 through Fall 2015 First-time Student Cohorts that Began as Part-time*

	% of fall Associate's degree-seeking cohort which was "on track"					Fall Associate's degree-seeking cohort				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	33%	29%	34%	38%	44%	70	76	65	68	84
Capital	24%	17%	26%	23%	25%	330	317	340	315	264
Gateway	21%	25%	27%	34%	33%	491	640	689	598	691
Housatonic	25%	25%	22%	31%	26%	428	406	401	326	391
Manchester	33%	31%	34%	36%	37%	554	732	644	614	484
Middlesex	20%	24%	22%	30%	31%	178	206	205	165	152
Naugatuck Valley	29%	24%	22%	27%	33%	563	577	560	622	572
Northwestern CT	27%	27%	25%	37%	31%	64	75	65	75	70
Norwalk	54%	51%	52%	48%	47%	297	348	314	262	233
Quinebaug Valley	50%	54%	55%	54%	37%	177	183	189	167	126
Three Rivers	21%	24%	26%	27%	28%	440	381	370	321	340
Tunxis	43%	48%	47%	46%	41%	248	218	264	224	247
All CCs	***30%***	***30%***	***31%***	***34%***	***33%***	***3,840***	***4,159***	***4,106***	***3,757***	***3,654***

Source: Community College Institutional Research Database.

[1] The 12- and 24-credit cutoffs are more aligned with financial aid eligibility than timely completion of an Associate's degree; a student is considered full-time and maximizes financial aid eligibility if s/he enrolls in 12 or more credits in a semester. A student pursuing a 60-credit Associate's degree would have to either enroll in the Summer or Winter Terms or complete 15 or 30 credits in a semester or academic year, respectively, to obtain that degree.

Calculation: Full-time: Percentage of first-time, full-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 24 or more credits before the following fall.

Part-time: Percentage of first-time, part-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 12 or more credits before the following fall.

State Universities

Table 1.4c *Percentage of Bachelor's Degree-seeking Students who were On Track by Full-time/Part-time Entry Status, Fall 2011 through Fall 2015 First-time Student Cohorts*

Full-time students

	% of fall Bachelor's degree-seeking cohort which was "on track"						Fall Bachelor's degree-seeking cohort					
Institution	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Central	73%	70%	68%	70%	67%	70%	1,350	1,374	1,340	1,278	1,353	1,351
Eastern	79%	75%	82%	84%	80%	81%	915	927	979	963	871	973
Southern	71%	68%	75%	68%	72%	75%	1,248	1,319	1,360	1,361	1,275	1,394
Western	65%	65%	71%	74%	70%	70%	952	844	811	778	762	665
All CSUs	***72%***	***70%***	***73%***	***73%***	***72%***	***74%***	***4,465***	***4,464***	***4,490***	***4,380***	***4,261***	***4,383***

Part-time students

	% of fall Bachelor's degree-seeking cohort which was "on track"						Fall Bachelor's degree-seeking cohort					
Institution	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Central	*	46%	67%	40%	38%	42%	*	13	12	15	16	12
Eastern	63%	71%	89%	91%	58%	83%	16	24	36	22	12	12
Southern	19%	47%	41%	37%	18%	14%	26	15	22	19	11	14
Western	36%	69%	36%	46%	40%	100%	11	16	14	13	10	11
All CSUs	***38%***	***60%***	***64%***	***57%***	***39%***	***57%***	*******	***68***	***84***	***69***	***49***	***49***

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Source: State University Departments of Institutional Research

[1] The 12- and 24-credit cutoffs are more aligned with financial aid eligibility than timely completion of an Associate's degree; a student is considered full-time and maximizes financial aid eligibility if s/he enrolls in 12 or more credits in a semester. A student pursuing a 60-credit Associate's degree would have to either enroll in the Summer or Winter Terms or complete 15 or 30 credits in a semester or academic year, respectively, to obtain that degree.

Calculation: Full-time: Percentage of first-time, full-time, Bachelor's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 24 or more credits before the following fall.

Part-time: Percentage of first-time, part-time, Bachelor's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 12 or more credits before the following fall.

Student Success

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

Indicators:

1. Completions per 100 Full-time Equivalent (FTE) students by student level
2. Graduation rate of full-time, first-time students in 150% of normal time; community colleges will also include those who transfer to another institution
3. Employment and earnings after graduation
4. Time and credits to degree
5. Transfers from 2-year to 4-year institutions per 100 FTE

Table 2.1 *Completions per 100 FTE Students by Student Level, 2011 to 2016*

	Undergraduate students						Graduate students					
	Academic Year						Academic Year					
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Asnuntuck	10.7	11.3	13.4	12.4	11.8	14.9	-	-	-	-	-	-
Capital	9.4	10.2	10.0	10.9	10.1	12.4	-	-	-	-	-	-
Gateway	7.3	7.9	7.6	7.9	8.5	10.0	-	-	-	-	-	-
Housatonic	7.0	7.1	8.2	8.8	8.9	8.7	-	-	-	-	-	-
Manchester	9.1	9.7	9.6	9.5	10.7	11.4	-	-	-	-	-	-
Middlesex	8.2	9.3	8.4	9.0	10.3	12.5	-	-	-	-	-	-
Naugatuck Valley	8.0	9.3	10.3	11.8	12.2	13.3	-	-	-	-	-	-
Northwestern CT	7.0	8.9	10.8	11.7	10.8	12.7	-	-	-	-	-	-
Norwalk	6.3	7.9	7.6	9.3	8.5	9.0	-	-	-	-	-	-
Quinebaug Valley	7.0	8.0	10.4	12.3	11.5	12.8	-	-	-	-	-	-
Three Rivers	7.5	8.6	10.7	10.5	10.5	11.9	-	-	-	-	-	-
Tunxis	6.7	7.7	8.3	8.8	9.4	9.2	-	-	-	-	-	-
All CCs	***7.7***	***8.6***	***9.2***	***9.8***	***10.0***	***11.1***	-	-	-	-	-	-
Charter Oak	***56.6***	***56.2***	***64.6***	***62.6***	***55.6***	***70.7***	-	-	-	-	-	-
Central	20.3	21.3	21.8	22.3	23.7	22.4	48.7	51.6	53.4	56.7	52.6	53.8
Eastern	22.6	23.7	25.0	23.2	22.9	24.3	53.9	95.0	68.3	53.1	79.6	57.2
Southern	20.0	21.0	21.9	22.4	21.8	21.9	42.9	50.8	52.0	43.3	46.3	51.9
Western	17.6	18.0	20.3	22.6	20.7	23.5	73.9	62.7	66.2	63.6	59.8	59.9
All CSUs	***20.0***	***21.0***	***22.1***	***22.6***	***22.4***	***22.8***	***48.0***	***53.6***	***54.3***	***50.4***	***50.6***	***53.5***

Sources : Completions and Full-time Equivalent (FTE) data were obtained from the IPEDS Completions Survey and IPEDS Fall Enrollment Survey, respectively.

Calculation: For undergraduate students, the numerator is calculated as the sum of Associate's and Bachelor's degrees plus 1/3 of total undergraduate certificates; the denominator is calculated using the NCES Statistics fall headcount formula: for four-year public institutions, Undergraduate FTE = Full-time + Part-time*(.403543); for two-year public institutions, Undergraduate FTE = Full-time + Part-time*(.335737) . For graduate students, the numerator is calculated as the sum of Master's and Doctoral degrees plus 1/3 of total postbaccalaureate and post-Master's completions; the denominator is calculated using the NCES Statistics fall headcount formula: for four-year public institutions, Graduate FTE = Full-time + Part-time*(.361702).

The graduation rate is a metric used to measure student achievement, but for the community colleges, examining it solely to measure student success does not give a complete picture of its students. Even though students may not finish their program at the institution in which they began their academic career, they can and do transfer to other institutions, continuing their postsecondary education in pursuit of certificate and/or degree attainment. Thus, students transferring and continuing their education are viewed as positives. In order to obtain a more complete picture of student success, the transfer-out rate is also presented (see Table 2.2b), along with the student success rate (see Table 2.2c), which is a combination of the graduation rate and transfer-out rate. While the transfer-out rates have remained stable at the community colleges on the whole, with two in five students transferring to another institution without earning a credential, the graduation rates have improved slightly between the 2009 and 2013 student cohorts by 2.9 percentage points (12.6% to 15.5%). This improvement has resulted in a 3.4 percentage point improvement in the success rate between the same cohorts (32.7% to 36.1%).

	Graduation rate (%)					Number of students				
	Full-time, first-time fall student cohort					Full-time, first-time fall student cohort				
Institution	**2009**	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
Asnuntuck	40.3%	25.0%	29.1%	44.2%	41.7%	268	224	223	217	228
Capital	7.7%	8.9%	6.8%	11.0%	6.1%	377	425	397	300	312
Gateway	8.2%	7.9%	7.5%	9.7%	12.1%	879	894	849	874	835
Housatonic	8.0%	8.3%	11.3%	12.5%	9.9%	783	858	761	713	574
Manchester	17.0%	18.3%	16.0%	18.3%	17.3%	1,244	1,103	934	920	958
Middlesex	13.6%	14.4%	14.4%	18.8%	19.7%	425	374	382	356	346
Naugatuck Valley	13.6%	12.0%	12.9%	14.5%	16.1%	951	1,004	955	904	949
Northwestern CT	10.2%	13.5%	12.9%	13.8%	16.1%	215	193	178	159	192
Norwalk	8.0%	8.1%	9.3%	8.9%	12.1%	640	577	658	693	646
Quinebaug Valley	15.1%	13.8%	18.9%	16.4%	23.7%	299	320	238	250	279
Three Rivers	11.2%	13.0%	13.5%	15.2%	15.3%	614	670	569	554	550
Tunxis	10.2%	10.3%	11.5%	12.3%	14.1%	581	613	539	584	526
All CCs	***12.6%***	***12.1%***	***12.5%***	***14.6%***	***15.5%***	***7,276***	***7,255***	***6,683***	***6,524***	***6,395***

Source: IPEDS Graduation Rate Survey.

Calculations:

Graduation rate: The numerator is the number of students from the cohort of full-time, first-time degree- or certificate-seeking students who completed their program within 150% of normal time to completion; the denominator is the cohort of full-time, first-time degree- or certificate-seeking students.

Transfer-out rate: The numerator is the number of students from the cohort of full-time, first-time degree- or certificate-seeking students who transferred out without an award within 150% of normal time to completion; the denominator is the cohort of full-time, first-time degree- or certificate-seeking students.

Success rate: The numerator is the number of students from the cohort of full-time, first-time degree- or certificate-seeking students who completed their program or transferred out without an award within 150% of normal time to completion; the denominator is the cohort of full-time, first-time degree- or certificate-seeking students.

	Transfer rate (%)					Number of students				
	Full-time, first-time fall student cohort					Full-time, first-time fall student cohort				
Institution	**2009**	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
Asnuntuck	16.0%	23.2%	19.3%	10.1%	20.2%	268	224	223	217	228
Capital	22.0%	22.8%	28.0%	20.7%	22.8%	377	425	397	300	312
Gateway	18.5%	21.1%	18.4%	19.0%	19.8%	879	894	849	874	835
Housatonic	9.1%	19.7%	19.8%	16.0%	21.3%	783	858	761	713	574
Manchester	23.2%	21.1%	24.6%	24.2%	22.0%	1,244	1,103	934	920	958
Middlesex	27.1%	24.9%	26.7%	22.5%	19.1%	425	374	382	356	346
Naugatuck Valley	17.8%	19.0%	17.8%	17.3%	18.7%	951	1,004	955	904	949
Northwestern CT	21.4%	18.1%	25.8%	18.9%	19.3%	215	193	178	159	192
Norwalk	23.6%	19.9%	21.1%	20.6%	20.6%	640	577	658	693	646
Quinebaug Valley	18.1%	20.0%	26.9%	19.6%	17.9%	299	320	238	250	279
Three Rivers	22.0%	16.3%	15.8%	16.4%	21.1%	614	670	569	554	550
Tunxis	24.4%	22.0%	20.0%	22.4%	23.4%	581	613	539	584	526
All CCs	***20.1%***	***20.4%***	***21.1%***	***19.4%***	***20.6%***	***7,276***	***7,255***	***6,683***	***6,524***	***6,395***

Table 2.2c. *Success Rates, 2009 through 2013 Full-time, First-time Community College Cohorts*

	Success rate (%)					Number of students				
	Full-time, first-time fall student cohort					Full-time, first-time fall student cohort				
Institution	**2009**	**2010**	**2011**	**2012**	**2013**	**2009**	**2010**	**2011**	**2012**	**2013**
Asnuntuck	56.3%	48.2%	48.4%	54.4%	61.8%	268	224	223	217	228
Capital	29.7%	31.8%	34.8%	31.7%	28.8%	377	425	397	300	312
Gateway	26.7%	29.1%	25.9%	28.7%	31.9%	879	894	849	874	835
Housatonic	17.1%	28.0%	31.1%	28.5%	31.2%	783	858	761	713	574
Manchester	40.2%	39.4%	40.6%	42.5%	39.4%	1,244	1,103	934	920	958
Middlesex	40.7%	39.3%	41.1%	41.3%	38.7%	425	374	382	356	346
Naugatuck Valley	31.3%	31.0%	30.7%	31.7%	34.8%	951	1,004	955	904	949
Northwestern CT	31.6%	31.6%	38.8%	32.7%	35.4%	215	193	178	159	192
Norwalk	31.6%	28.1%	30.4%	29.6%	32.7%	640	577	658	693	646
Quinebaug Valley	33.1%	33.8%	45.8%	36.0%	41.6%	299	320	238	250	279
Three Rivers	33.2%	29.3%	29.3%	31.6%	36.4%	614	670	569	554	550
Tunxis	34.6%	32.3%	31.5%	34.8%	37.5%	581	613	539	584	526
All CCs	***32.7%***	***32.5%***	***33.6%***	***34.0%***	***36.1%***	***7,276***	***7,255***	***6,683***	***6,524***	***6,395***

Source: IPEDS Graduation Rate Survey.

Calculations:

Graduation rate: The numerator is the number of students from the cohort of full-time, first-time degree- or certificate-seeking students who completed their program within 150% of normal time to completion; the denominator is the cohort of full-time, first-time degree- or certificate-seeking students.

Transfer-out rate: The numerator is the number of students from the cohort of full-time, first-time degree- or certificate-seeking students who transferred out without an award within 150% of normal time to completion; the denominator is the cohort of full-time, first-time degree- or certificate-seeking students.

Success rate: The numerator is the number of students from the cohort of full-time, first-time degree- or certificate-seeking students who completed their program or transferred out without an award within 150% of normal time to completion; the denominator is the cohort of full-time, first-time degree- or certificate-seeking students.

As seen in Table 2.2d below, on the whole, six-year graduation rates for the state universities had been trending upward until the most recent year. The graduation rate for state university students who entered in the fall of 2009 was 53.7%, an improvement of 8.5 percentage points when compared to that of the 2005 entering cohort. However, the most recent data for the cohort of 2010 show that the graduation rate dropped to 51.5%, a 2.2 percentage point decrease since reaching a peak the previous year. The graduation rates of all four state universities dropped in the most recent year, with two experiencing more than a 3.5 percentage point decrease.

	Six-year graduation rate (%)						Number of students					
	Full-time, first-time fall student cohort						Full-time, first-time fall student cohort					
Institution	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Central	47.3%	52.0%	51.9%	52.4%	57.3%	53.7%	1,333	1,282	1,466	1,297	1,277	1,340
Eastern	48.6%	52.7%	50.7%	56.2%	56.2%	54.5%	864	890	817	941	937	912
Southern	43.8%	43.7%	49.4%	52.9%	51.7%	51.4%	1,313	1,516	1,333	1,288	1,237	1,248
Western	40.2%	42.3%	44.5%	42.2%	49.3%	45.7%	764	837	903	918	998	952
All CSUs	***45.2%***	***47.6%***	***49.5%***	***51.2%***	***53.7%***	***51.5%***	***4,274***	***4,525***	***4,519***	***4,444***	***4,449***	***4,452***

The above six-year graduation rates are outcomes for students seeking Bachelor's degrees who begin their postsecondary academic careers and attain their degrees at the same institution. These data do not take into account students who leave their home institution without a degree and continue their postsecondary education elsewhere. Student Achievement Measure (SAM) data, however, provide a more comprehensive picture of students enrollment in higher education and success in attaining a postsecondary credential.[1] While slightly more than half of Connecticut State University first-time, full-time students obtain a degree in six years, SAM data demonstrate that approximately 70 percent of students obtain a Bachelor's degree within six years either from their home institution or another postsecondary institution. Please see the Appendix for each of the Connecticut State Universities' SAM data.

Source: IPEDS Graduation Rate Survey.

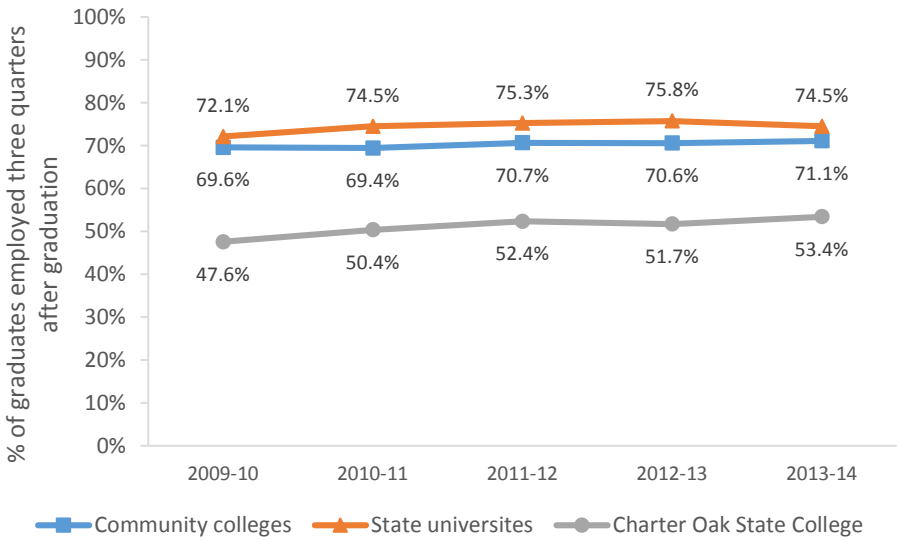
Graduation rate: The numerator is the number of students from the cohort of full-time, first-time Bachelor's or equivalent degree-seeking students who completed their program within 150% of normal time to completion; the denominator is the cohort of Bachelor's or equivalent degree-seeking students.

[1] The Student Achievement Measure (SAM) tracks students' enrollment across postsecondary institutions. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. Next year's Accountability Report will include SAM data for the Connecticut community colleges.

Data for this indicator were obtained from the 2016 P20 WIN CSCU Employment and Wages report and show employment and wage outcomes for graduates of the 17 CSCU institutions between academic years 2009-10 and 2013-14 by institutional sector.

The employment rates shown below only represent rates for CSCU graduates *working in Connecticut* and are based on the whether or not a CSCU graduate's record of employment existed in the data collected and maintained by the Connecticut Department of Labor. If a graduate was working in a state outside of Connecticut, s/he would not be represented in these data, and therefore, it is likely that actual employment rates are higher.[1] Employment rates are shown by institutional sector in the figure below, and the time period is three quarters after graduation. Employment rates have remained fairly steady across sectors save for Charter Oak State College. When there were observed year-to-year increases among the community college and state university graduates, they were minimal. At least 70% of AY 2013-14 graduates of community colleges or state universities are employed in Connecticut three quarters after graduation, while 50% of Charter Oak State College's graduates are employed in the state. Charter Oak's lower percentage is impacted by its greater percentage of out-of-state students compared to the other sectors and the likelihood of these graduates' data not being captured by the Connecticut Department of Labor.

Figure 2.3a. Percentage of CSCU Students Employed in Connecticut Three Quarters after Graduation by Institutional Sector, 2009-10 to 2013-14 CSCU Graduates

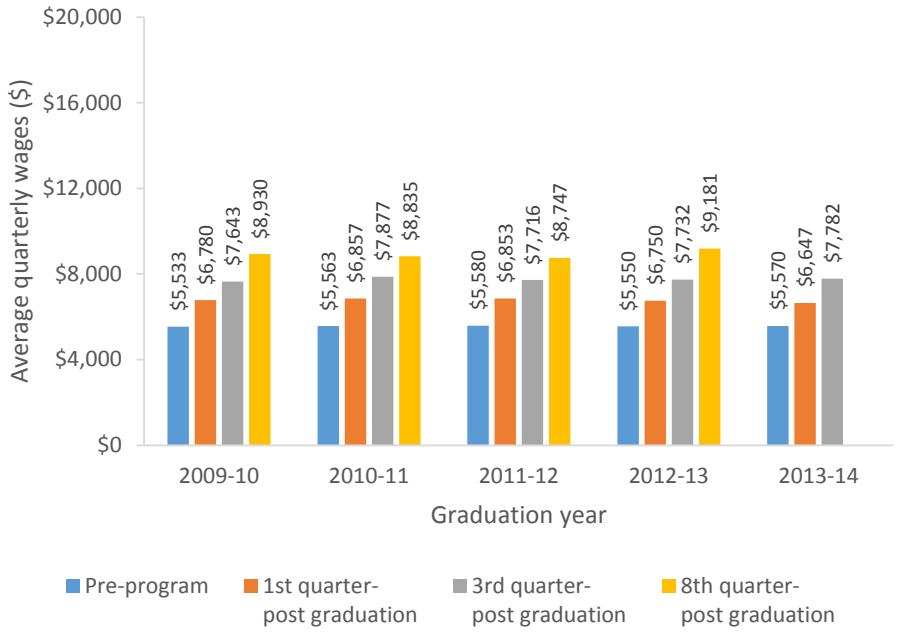


Source: 2016 P20 WIN CSCU Employment and Wages Report. The complete report can be found at the following web address: http://www.ct.edu/files/pdfs/P20_WIN_0006_SummaryReport-Final.pdf

[1] The Connecticut Department of Labor (DOL) also does not collect information about individuals who are self-employed or who work for organizations that are not required to report employment data to the DOL. This includes, for example, active military personnel and elected officials.

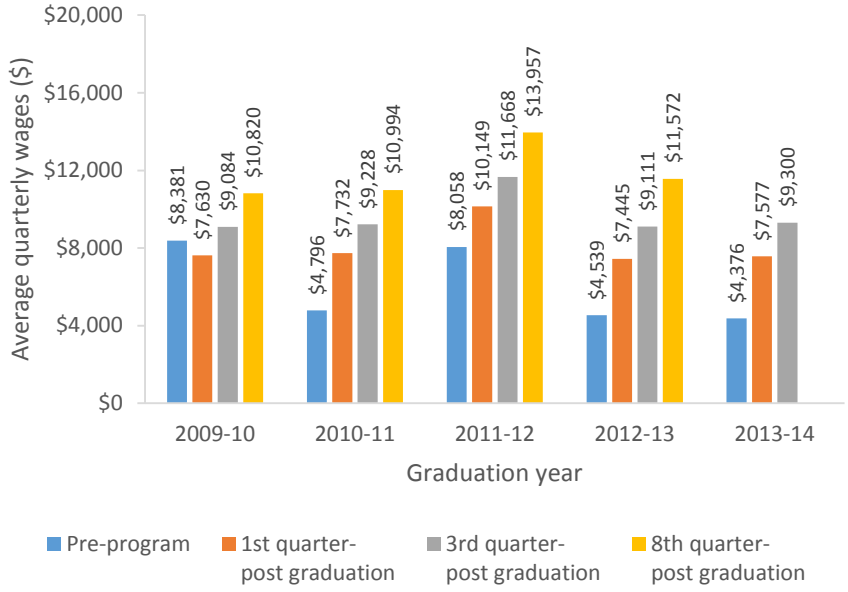
Similar to the employment data, wage data represent earnings for CSCU graduates *working in Connecticut* only. Average earnings data are presented by institutional sector at four points in time: one quarter prior to the start of a student's pursuit of a credential (Pre-program); one quarter after credential attainment or graduation (1st quarter-post graduation); three quarters after graduation (3rd quarter-post graduation); and eight quarters after graduation (8th quarter-post graduation). An important consideration when interpreting these average quarterly wages is that the amount of hours worked is not taken into account. For example, the wages of a person who worked a total of 40 hours in the quarter are averaged with a person who may have worked the entire quarter. In other words, the data represent actual average wages of individuals, not normalized average quarterly salaries. Regardless, a pattern of steadily increasing average quarterly wages over time emerges across all sectors, indicating the value credential attainment has on earnings over time.

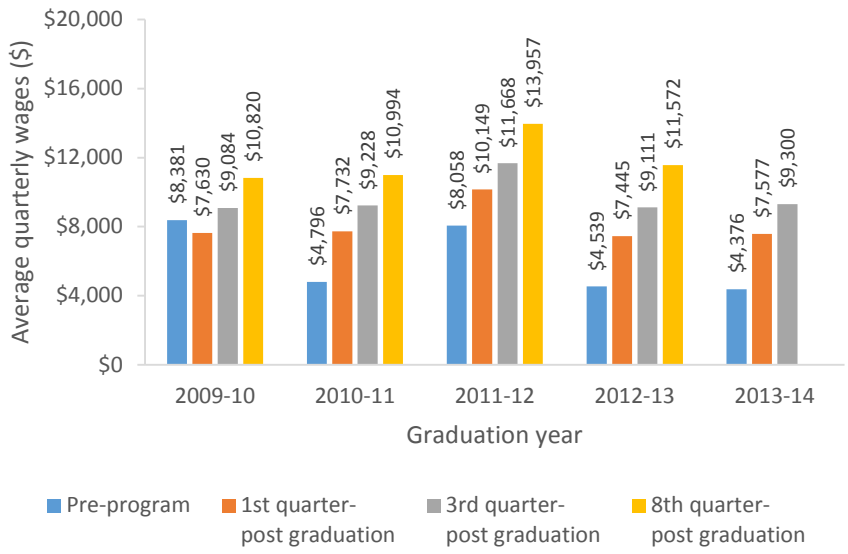
Figure 2.3b. Average Quarterly Wages of 2009-10 through 2013-14 Community College Graduates over Time



Source: 2016 P20WIN CSCU Employment and Wages Report. The complete report can be found at the following web address: http://www.ct.edu/files/pdfs/P20_WIN_0006_SummaryReport-Final.pdf

Figure 2.3c. Average Quarterly Wages of 2009-10 through 2013-14 State University Graduates over Time





Source: 2016 P20WIN CSCU Employment and Wages Report. The complete report can be found at the following web address: http://www.ct.edu/files/pdfs/P20_WIN_0006_SummaryReport-Final.pdf

Community Colleges – Full-time Students

Table 2.4a *Average Time and Credits to degree, Associate's degree recipients in Academic Years 2012 through 2016 who Began as Full-time Students*

	Average time to Associate's degree in years					Average credits earned for Associate's degree					Number of Associate's degree recipients				
Institution	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
Asnuntuck	3.1	3.6	3.0	3.1	3.0	69.4	71.8	69.2	70.1	69.4	46	55	66	75	79
Capital	3.9	4.0	4.2	4.5	4.0	78.0	76.2	79.2	77.5	74.8	104	80	88	89	87
Gateway	3.6	3.8	4.0	3.8	3.9	76.2	77.0	76.6	76.6	76.8	166	172	195	207	235
Housatonic	3.6	3.9	4.2	4.2	4.6	76.7	76.5	76.9	76.5	76.4	176	188	209	187	197
Manchester	3.6	3.5	3.7	3.6	3.6	73.7	73.1	72.7	71.9	72.0	346	365	325	325	323
Middlesex	3.6	3.3	3.4	3.3	3.2	71.1	70.9	71.5	70.6	71.1	116	98	109	119	119
Naugatuck Valley	3.6	3.9	4.0	4.4	3.7	75.6	75.9	75.5	74.6	72.9	271	282	337	291	306
Northwestern CT	3.7	3.8	3.7	3.7	3.3	79.3	75.8	75.7	75.9	72.3	57	50	60	54	70
Norwalk	4.2	4.1	4.3	4.1	4.2	81.5	81.3	80.5	79.3	78.4	155	152	199	185	201
Quinebaug Valley	3.0	3.9	3.8	3.8	3.6	71.1	73.7	72.0	71.0	71.5	87	94	98	83	76
Three Rivers	3.9	3.7	3.9	3.7	3.8	80.9	76.5	78.6	79.3	78.4	150	182	182	172	186
Tunxis	4.1	3.7	3.8	3.8	3.9	76.8	76.5	76.9	73.4	74.7	128	145	153	165	157
All CCs	***3.7***	***3.8***	***3.9***	***3.9***	***3.8***	***76.0***	***75.6***	***75.8***	***74.9***	***74.5***	***1,802***	***1,863***	***2,021***	***1,952***	***2,036***

Source: CSCU Institutional Research Database

Notes. Associate's degree recipient cohorts correspond to the academic year in which they completed their credential (e.g. 2011-12 degree recipients are grouped under 2012). Only first-time, degree-seeking students are included, and if a student's enrollment lapsed for more than five years, they were excluded. If a student obtained multiple degrees, only the first one is represented. Only time and credits earned at the student's degree-granting institution are counted, meaning credits obtained or time enrolled at institutions other than a student's degree-granting one are not represented.

Calculation:

Average time to degree: The first term a student began their academic career as a degree-seeking student was subtracted from the date of degree attainment (i.e., graduation date) and averaged per institution.

Average credits earned for degree: The number of credits accumulated at time of graduation were averaged per institution.

Community Colleges – Part-time Students

Table 2.4b *Average Time and Credits to Degree, Associate's Degree Recipients in Academic Years 2012 through 2016 who Began as Part-time Students*

	Average time to Associate's degree in years					Average credits earned for Associate's degree					Number of Associate's degree recipients				
Institution	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
Asnuntuck	4.5	4.5	4.4	4.2	3.7	73.7	70.3	70.7	72.8	74.1	15	16	20	22	19
Capital	5.1	5.3	5.1	5.8	5.6	79.1	79.3	79.4	80.0	79.5	83	95	87	74	85
Gateway	5.4	5.3	5.0	5.1	4.8	77.7	76.1	76.8	78.0	77.9	85	74	105	86	127
Housatonic	5.0	5.1	6.1	5.7	5.8	76.9	78.1	77.5	78.4	78.8	94	97	102	104	92
Manchester	4.4	4.6	4.5	4.4	4.3	77.0	76.1	73.9	74.6	74.6	110	84	115	143	145
Middlesex	4.5	4.3	4.5	4.2	4.6	73.0	70.8	70.9	73.4	72.9	28	37	36	33	53
Naugatuck Valley	5.1	5.2	5.3	5.3	4.7	81.0	79.1	77.8	78.3	78.8	80	77	100	98	124
Northwestern CT	4.1	5.7	5.7	5.2	5.3	72.7	75.8	84.4	74.8	75.9	19	15	19	23	15
Norwalk	5.5	5.8	5.1	5.0	5.9	83.0	85.4	83.4	81.7	81.4	68	57	70	75	87
Quinebaug Valley	4.9	5.7	4.6	5.2	4.4	74.8	71.9	73.1	71.3	70.9	24	29	40	34	32
Three Rivers	5.1	4.7	5.4	5.1	5.3	89.8	83.1	85.5	80.1	80.3	84	84	87	79	83
Tunxis	5.2	4.6	5.1	5.7	4.2	76.4	77.6	76.4	79.4	73.8	39	46	43	37	36
All CCs	***5.0***	***5.1***	***5.1***	***5.1***	***5.0***	***79.4***	***78.2***	***77.9***	***77.6***	***77.4***	***729***	***711***	***824***	***808***	***898***

Source: CSCU Institutional Research Database

Notes. Associate's degree recipient cohorts correspond to the academic year in which they completed their credential (e.g. 2011-12 degree recipients are grouped under 2012). Only first-time, degree-seeking students are included, and if a student's enrollment lapsed for more than five years, they were excluded. If a student obtained multiple degrees, only the first one is represented. Only time and credits earned at the student's degree-granting institution are counted, meaning credits obtained or time enrolled at institutions other than a student's degree-granting one are not represented.

Calculation:

Average time to degree: The first term a student began their academic career as a degree-seeking student was subtracted from the date of degree attainment (i.e., graduation date) and averaged per institution.

Average credits earned for degree: The number of credits accumulated at time of graduation were averaged per institution.

State Universities – Full-time and Part-time students

Table 2.4c *Average Time and Credits to Degree, Bachelor's Degree Recipients in Academic Years 2012 through 2016 by Entry Enrollment Status*

Full-time students

	Average time to Bachelor's degree in years					Average credits earned for Bachelor's degree					Number of Bachelor's degree recipients				
Institution	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
Central	4.7	4.6	4.6	4.6	4.6	127.0	125.4	124.9	124.9	123.3	780	779	765	828	787
Eastern	4.5	4.3	4.6	3.9	3.9	122.3	120.6	119.6	120.9	122.3	552	648	571	530	596
Southern	5.0	5.1	5.0	5.0	4.9	132.2	132.5	132.8	131.9	132.2	749	729	709	669	740
Western	4.6	4.5	4.6	4.7	4.8	130.7	129.9	130.6	130.5	129.1	419	503	533	448	512
All CSUs	***4.7***	***4.6***	***4.7***	***4.6***	***4.6***	***128.1***	***127.0***	***127.1***	***126.9***	***126.7***	***2,500***	***2,659***	***2,578***	***2,475***	***2,635***

Part-time students

	Average time to Bachelor's degree in years					Average credits earned for Bachelor's degree					Number of Bachelor's degree recipients				
	2012	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
Central	5.1	4.8	4.8	4.8	4.9	99.0	99.5	102.0	95.6	100.8	189	189	168	179	157
Eastern	5.5	4.9	6.1	4.9	4.3	121.1	119.6	115.8	119.8	125.0	28	24	18	13	10
Southern	5.9	6.1	7.6	8.2	7.7	134.5	134.7	134.9	136.6	134.2	104	108	56	45	25
Western	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All CSUs	***5.4***	***5.3***	***5.5***	***5.5***	***5.2***	***112.8***	***113.2***	***111.1***	***104.8***	***106.7***	*******	*******	*******	*******	*******

Source: State University Departments of Institutional Research

Notes. Bachelor's degree recipient cohorts correspond to the academic year in which they completed their credential (e.g. 2011-12 degree recipients are grouped under 2012). If a student's enrollment at the university lapsed for more than five years, they were excluded. If a student obtained multiple degrees, only the first one is represented. Only time and credits earned at the student's degree-granting institution are counted, meaning credits obtained or time enrolled at institutions other than a student's degree-granting one are not represented.

Calculation:

***Average time to degree*:** The first term a student began their academic career was subtracted from the date of degree attainment (i.e., graduation date) and averaged per institution.

***Average credits earned for degree*:** The number of credits accumulated at time of graduation were averaged per institution.

As seen in the table below, in each of the past five academic years, approximately one in four students who attended one of the 12 Connecticut community colleges (and who had not received an Associate's degree) had enrolled at a four-year institution in the first half of the subsequent academic year.[1] Other internal research examining higher education enrollment of Bachelor's degree recipients at the Connecticut state universities indicate that about half of CSU graduates had enrolled at one of the 12 community colleges. While there is an observed higher education pipeline of students moving from two-year to four-year institutions, internal research has shown a sizable percentage of Connecticut state university students who also enroll at one of the community colleges on their way to completing their four-year degree. Taken together, these findings suggest the higher education pipeline is not simply unidirectional. Rather, it is more complex, with the underlying reasons for observing these patterns of enrollment potentially being multifaceted as well.

Table 2.5 *Transfers from Connecticut Community Colleges to Four-Year Institutions, Academic Years 2012 through 2016*

	Transfers without an Associate's degree who enrolled at a four-year institution per 100 FTE					Transfers without an Associate's degree who enrolled at a four-year institution					Fall FTE				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015
Asnuntuck	36.7	38.8	35.3	38.3	27.2	366	385	368	382	256	998	993	1,043	997	941
Capital	28.5	27.8	29.2	34.8	33.8	655	607	602	700	583	2,298	2,184	2,059	2,013	1,724
Gateway	31.3	21.4	26.4	26.2	25.7	1,280	943	1,198	1,174	1,077	4,092	4,413	4,535	4,473	4,198
Housatonic	26.4	20.2	24.7	26.1	24.3	924	688	786	758	705	3,495	3,406	3,176	2,900	2,901
Manchester	29.0	25.6	26.1	26.9	28.0	1,275	1,126	1,133	1,110	1,092	4,390	4,390	4,343	4,123	3,897
Middlesex	40.5	30.1	30.8	29.1	29.7	686	514	522	518	503	1,696	1,707	1,697	1,781	1,696
Naugatuck Valley	18.5	17.7	20.6	22.2	22.1	795	754	860	878	865	4,307	4,249	4,178	3,959	3,911
Northwestern CT	22.4	21.9	23.2	24.1	18.8	204	172	191	198	150	911	786	824	823	799
Norwalk	31.2	23.2	24.4	33.9	24.6	1,206	881	892	1,232	849	3,863	3,792	3,649	3,636	3,450
Quinebaug	29.0	22.7	18.1	20.2	17.8	332	263	199	218	170	1,146	1,159	1,097	1,078	954
Three Rivers	21.8	18.3	21.3	23.0	20.8	615	498	566	577	491	2,826	2,714	2,663	2,509	2,365
Tunxis	37.2	28.5	31.1	32.4	29.8	1,050	791	823	798	722	2,825	2,774	2,648	2,461	2,420
All CCs	***28.6***	***23.4***	***25.5***	***27.8***	***25.5***	***9,388***	***7,622***	***8,140***	***8,543***	***7,463***	***32,847***	***32,569***	***31,912***	***30,752***	***29,255***

Affordability & Sustainability

Maximize access to higher education for students from all economic backgrounds

Indicators:

1. Tuition and fees as a % of CT median household income
2. Percentage of undergraduates awarded federal loan aid
3. State 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

This indicator demonstrates the level of affordability of the 17 CSCU institutions. In the most recent five year period, while Connecticut's median household income has trended upward, unfortunately, all 17 institutions' tuition and fees increased over the same time period, having outpaced the growth in income. Between 2012 and 2016, the five-year percent change in CT's median household income was 9%. However, over the same years, the percent change in in-state tuition at the CT community colleges, Charter Oak, and the CT state universities was 15% or greater. While the five-year percent change in tuition and fees at the community colleges (16%-17%) is on par with that of the four-year institutions, it is less costly to attend the two-year institutions. Due to their lower tuition and fees, enrollment in the community college amounted to less than 6% of median household income in 2015-16, compared to 10.3% and 13.5% in the same year for Charter Oak and the state universities, respectively.

Table 3.1 *In-state Tuition and Fees as a % of Connecticut Median Household Income, Academic Years 2012 through 2016*

						CT median household income ($)					% change in income between
						2012	**2013**	**2014**	**2015**	**2016**	2012 and 2016
						$65,753	$67,276	$67,098	$70,048	$71,346	9%
	Tuition and fees as a % of median household income					In-state tuition and mandatory fees					% change in tuition and fees between
Institution	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	2012 and 2016
Asnuntuck	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,072	17%
Capital	5.3%	5.3%	5.6%	5.6%	5.7%	$3,490	$3,570	$3,786	$3,892	$4,100	17%
Gateway	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,072	17%
Housatonic	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,052	16%
Manchester	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,052	16%
Middlesex	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,072	17%
Naugatuck Valley	5.3%	5.4%	5.7%	5.5%	5.7%	$3,490	$3,618	$3,806	$3,886	$4,072	17%
Northwestern CT	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,062	16%
Norwalk	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,052	16%
Quinebaug Valley	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,062	16%
Three Rivers	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,072	17%
Tunxis	5.3%	5.3%	5.6%	5.5%	5.7%	$3,490	$3,598	$3,786	$3,866	$4,072	17%
All CCs	**5.3%**	**5.3%**	**5.6%**	**5.5%**	**5.7%**	-	-	-	-	-	-
Charter Oak	***9.1%***	***9.5%***	***10.0%***	***10.0%***	***10.3%***	***$5,994***	***$6,393***	***$6,732***	***$7,014***	***$7,369***	23%
Central	12.3%	12.4%	13.0%	12.7%	13.0%	$8,055	$8,321	$8,706	$8,877	$9,300	15%
Eastern	13.0%	13.2%	14.0%	13.6%	14.0%	$8,555	$8,911	$9,376	$9,560	$10,016	17%
Southern	12.5%	12.7%	13.4%	13.1%	13.5%	$8,248	$8,570	$9,020	$9,157	$9,600	16%
Western	12.3%	12.5%	13.3%	13.0%	13.3%	$8,104	$8,440	$8,893	$9,077	$9,516	17%
All CSUs	***12.5%***	***12.7%***	***13.4%***	***13.1%***	***13.5%***	-	-	-	-	-	-

Apart from utilizing their own resources, grants, or scholarships, some students rely on federal loans to help finance their education. As seen in the table below, the percentage of undergraduate students receiving a federal loan varies by institutional sector. CT community college students rely on federal loans the least (5% were awarded a federal loan in AY 2015-16). In the same academic year, nearly 40% of Charter Oak students received a federal loan, and approximately 60% of students at the CT state universities received one. The percentage of undergraduates receiving a federal loan has remained fairly steady at the community colleges and state universities in the last six-year time period. However, it has trended upward at Charter Oak (23.2% and 38.5% in AY 2010-11 and AY 2015-16, respectively), with the average loan amount going from $5,108 to $8,306. At the community colleges and state universities there is much institutional variance in both the percentage of students receiving federal loans and the average loan amount, but at the sector level, these numbers have remained relatively stable.[1]

Table 3.2 *Percentage of Undergraduates who were Awarded a Federal Loan and Average Award Amounts, CSCU Institutions, Academic Years 2011 through AY 2016*

	% of undergraduates awarded a federal loan						Average amount of awarded federal loan					
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Asnuntuck[1]	4.2%	6.0%	7.2%	9.5%	9.4%	14.6%	$3,620	$5,407	$5,204	$5,275	$5,333	$5,845
Capital	4.0%	5.0%	6.1%	5.9%	3.0%	4.4%	$5,427	$5,748	$6,002	$5,387	$4,986	$5,015
Gateway	5.1%	4.6%	4.1%	4.3%	4.3%	5.1%	$3,226	$3,303	$3,122	$3,269	$3,253	$3,339
Housatonic	2.9%	3.7%	4.2%	4.2%	4.3%	4.5%	$4,776	$5,174	$5,365	$5,383	$5,513	$5,035
Manchester	1.8%	2.2%	1.9%	1.8%	2.0%	2.1%	$2,944	$2,745	$3,025	$2,930	$2,934	$3,286
Middlesex	5.7%	5.5%	5.4%	5.3%	4.8%	5.9%	$3,496	$3,908	$3,930	$3,833	$4,377	$4,250
Naugatuck Valley	6.2%	5.8%	6.3%	5.2%	4.6%	3.8%	$2,901	$4,254	$4,286	$3,858	$3,725	$3,774
Northwestern CT	0.4%	1.3%	1.8%	2.1%	2.3%	3.0%	$2,075	$3,157	$3,115	$3,581	$3,794	$3,469
Norwalk	0.1%	0.5%	0.4%	0.7%	0.4%	1.0%	$6,988	$3,149	$2,522	$3,573	$3,395	$4,902
Quinebaug Valley [2]	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	$4,500	$0	$0	$0	$0	$0
Three Rivers	3.7%	4.9%	6.9%	6.6%	6.3%	4.8%	$6,492	$6,551	$6,273	$4,949	$4,825	$5,143
Tunxis	6.1%	5.0%	4.6%	4.7%	4.8%	5.0%	$4,062	$3,794	$3,840	$3,913	$3,724	$3,936
All CCs	***3.5%***	***3.8%***	***4.1%***	***4.0%***	***3.7%***	***5.0%***	***$3,935***	***$4,460***	***$4,595***	***$4,285***	***$4,179***	***$4,889***
Charter Oak	***23.2%***	***24.6%***	***33.7%***	***35.8%***	***38.6%***	***38.5%***	***$5,108***	***$8,573***	***$8,692***	***$8,644***	***$7,751***	***$8,306***
Central	55.4%	57.8%	59.2%	57.8%	57.4%	57.8%	$6,833	$6,816	$6,739	$6,950	$7,035	$6,775
Eastern	58.9%	60.4%	61.0%	61.5%	65.6%	66.9%	$6,901	$8,214	$6,975	$7,052	$7,011	$6,827
Southern	59.5%	61.9%	61.7%	62.1%	61.6%	61.0%	$6,816	$8,887	$9,192	$6,956	$6,988	$6,888
Western	52.6%	55.9%	56.7%	56.1%	57.8%	55.3%	$6,646	$6,685	$4,879	$7,780	$6,659	$6,751
All CSUs	***56.6%***	***59.1%***	***59.8%***	***59.4%***	***60.1%***	***59.8%***	***$6,806***	***$7,677***	***$7,182***	***$7,121***	***$6,947***	***$6,814***

[1]Beginning in Academic Year 2016, Asnuntuck implemented a policy change in which it offered loans to all financial aid applicants as part of their initial financial aid packages, contributing to an increase in the percentage of students who were awarded a federal loan.

[2]Quinebaug Valley implemented a no-loan policy in AY 2011-12. The percentage of Quinebaug Valley students receiving a federal loan in AY 2010-11 was 0.04%, which rounds to 0.0%.

State appropriations are dollar amounts received by the institution through acts of a state legislative body.[1] As seen in the table below, state appropriations to the CSCU institutions have been at their highest levels in the two most recently completed fiscal years for which data are available via IPEDS.[2] The amounts of state appropriations by institutional sector have trended upward since 2012, though there have been a few instances in which the dollar amounts to institutions did not increase. While state appropriations have generally increased over the five-year time period, the reverse has been true regarding institutions' Full-time Equivalent (FTE) values, with the lowest observed FTE values of the five-year period being in the most recent year.

Table 3.3a *State and Local Appropriations and Full-time Equivalent (FTE) amounts, CSCU Institutions, Academic and Fiscal Years 2011 through 2015*

	Full-time equivalent (FTE)					State appropriations (in millions)				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	1,072	1,037	1,048	1,068	1,038	$9.6	$9.2	$9.2	$11.2	$12.3
Capital	2,677	2,715	2,609	2,407	2,294	$18.2	$16.3	$16.4	$19.5	$20.8
Gateway	4,432	4,452	4,672	4,892	4,823	$24.4	$21.6	$24.7	$29.2	$29.2
Housatonic	3,857	3,750	3,677	3,379	3,121	$18.9	$17.0	$17.1	$20.7	$24.6
Manchester	4,770	4,607	4,667	4,544	4,423	$29.8	$26.9	$26.9	$31.3	$30.0
Middlesex	1,796	1,778	1,813	1,848	1,904	$12.3	$10.7	$10.9	$12.9	$13.1
Naugatuck Valley	4,511	4,506	4,491	4,405	4,257	$29.6	$26.5	$26.7	$32.0	$32.9
Northwestern CT	918	872	837	822	832	$10.6	$9.9	$9.8	$11.6	$11.3
Norwalk	4,114	4,069	4,085	3,975	3,872	$24.6	$22.2	$22.4	$26.4	$25.4
Quinebaug Valley	1,268	1,182	1,178	1,072	1,057	$9.6	$8.8	$8.8	$10.6	$11.7
Three Rivers	3,006	3,009	2,897	2,771	2,625	$19.6	$17.2	$17.4	$20.5	$20.8
Tunxis	2,863	2,843	2,787	2,691	2,566	$18.5	$16.4	$17.2	$20.2	$20.1
All CCs	***35,284***	***34,820***	***34,761***	***33,874***	***32,812***	***$225.4***	***$202.6***	***$207.4***	***$246.1***	***$252.2***
Charter Oak	***1,153***	***882***	***917***	***906***	***1,070***	***$2.2***	***$2.6***	***$2.5***	***$2.7***	***$3.1***
Central	10,340	10,226	9,989	9,854	9,926	$74.0	$62.9	$67.3	$81.0	$87.0
Eastern	4,997	5,105	4,985	4,911	4,776	$43.8	$38.2	$40.6	$48.3	$52.5
Southern	9,468	9,285	8,708	8,836	8,723	$72.5	$61.5	$65.8	$78.3	$85.5
Western	5,594	5,671	5,389	5,117	5,043	$45.8	$38.9	$40.8	$49.3	$52.7
All CSUs	***30,399***	***30,287***	***29,071***	***28,718***	***28,468***	***$236.2***	***$201.5***	***$214.5***	***$257.0***	***$277.7***

As a result of state funding and institutions' FTE amounts trending in opposite directions over the time period examined, the calculated state appropriations per FTE values have been trending upward since 2012. This means that since 2012, the state has been allocating more money to the CSCU institutions at the same time that generally, the FTE of the institutions has been decreasing (see Table 3.3b).

Table 3.3b *State and Local Appropriations per FTE, CSCU Institutions, Academic and Fiscal Years 2011 through 2015*

	State appropriatons per FTE ($)				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	$8,923	$8,827	$8,820	$10,486	$11,806
Capital	$6,784	$5,999	$6,296	$8,122	$9,048
Gateway	$5,511	$4,842	$5,278	$5,971	$6,045
Housatonic	$4,888	$4,541	$4,646	$6,132	$7,872
Manchester	$6,238	$5,829	$5,763	$6,893	$6,785
Middlesex	$6,824	$6,003	$6,015	$6,966	$6,905
Naugatuck Valley	$6,555	$5,877	$5,935	$7,273	$7,738
Northwestern CT	$11,581	$11,410	$11,732	$14,088	$13,636
Norwalk	$5,977	$5,454	$5,482	$6,639	$6,573
Quinebaug Valley	$7,548	$7,450	$7,491	$9,882	$11,066
Three Rivers	$6,517	$5,715	$5,997	$7,381	$7,905
Tunxis	$6,449	$5,762	$6,160	$7,511	$7,830
All CCs	***$6,389***	***$5,817***	***$5,968***	***$7,266***	***$7,685***
Charter Oak	***$1,887***	***$2,965***	***$2,697***	***$2,984***	***$2,863***
Central	$7,157	$6,155	$6,734	$8,224	$8,767
Eastern	$8,775	$7,488	$8,139	$9,832	$10,995
Southern	$7,656	$6,619	$7,561	$8,865	$9,799
Western	$8,196	$6,855	$7,571	$9,636	$10,452
All CSUs	***$7,770***	***$6,653***	***$7,378***	***$8,948***	***$9,755***

As shown in Table 3.3b of the preceding section, state appropriation amounts differ greatly by institution, even among colleges or universities within an institutional sector. Given that the number *and types*—(i.e., degree level and program length)—of degrees or certificates offered and awarded also varies by institution, the range of values for this indicator is large. Data for this indicator are presented using both unweighted and weighted methodologies, the latter allowing one to make direct comparisons across sectors.[1] For instance, Central and Gateway's *unweighted* state appropriations per completion amounts are both approximately $33,000, while Gateway's *weighted* amounts are double that of Central's. This is due to the two-year institutions' awarding of certificates in addition to Associate's degrees—which normally take half the time or less to complete than Bachelor's degrees—as well as its number of completions in a given year being one-third that of Central's. State appropriations per completion amounts have trended upward since 2013 across all sectors. For the last two years (AY 2014 and AY 2015), this is due to appropriations having increased at the same time that completions decreased.

Table 3.3c *State and Local Appropriations per Completion, CSCU Institutions, Academic and Fiscal Years 2011 through 2015*

	State appropriations per completion (unweighted amounts)					State appropriations per completion (weighted amounts)				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	$23,105	$22,110	$16,419	$23,091	$29,889	$83,084	$81,091	$69,503	$86,897	$104,177
Capital	$36,321	$32,123	$34,077	$35,414	$43,974	$81,027	$69,824	$75,172	$86,883	$101,994
Gateway	$33,783	$27,960	$30,864	$34,815	$33,318	$80,811	$66,741	$73,420	$81,392	$76,794
Housatonic	$33,910	$31,477	$26,989	$31,156	$40,949	$74,337	$68,254	$60,960	$74,195	$94,815
Manchester	$30,868	$28,092	$29,046	$34,122	$31,032	$69,975	$63,246	$63,887	$75,707	$67,949
Middlesex	$40,717	$32,641	$35,178	$37,421	$31,758	$84,156	$67,929	$76,457	$84,203	$71,893
Naugatuck Valley	$33,375	$26,322	$22,009	$24,015	$26,716	$83,947	$65,973	$60,921	$64,834	$68,307
Northwestern CT	$62,169	$53,492	$48,614	$51,240	$55,885	$154,071	$122,261	$116,213	$120,003	$127,828
Norwalk	$43,293	$31,751	$33,277	$34,052	$36,097	$98,263	$72,886	$77,727	$77,475	$82,058
Quinebaug Valley	$46,913	$40,766	$25,213	$26,617	$38,101	$106,183	$96,234	$73,155	$78,542	$94,711
Three Rivers	$41,067	$31,493	$25,891	$32,363	$35,411	$91,006	$70,982	$60,035	$72,948	$78,454
Tunxis	$35,643	$29,098	$29,099	$34,787	$35,878	$94,500	$75,102	$74,523	$86,510	$86,976
All CCs	***$35,885***	***$30,089***	***$27,996***	***$31,764***	***$34,392***	***$85,447***	***$71,337***	***$69,572***	***$78,418***	***$81,751***
Charter Oak	***$3,427***	***$3,950***	***$4,122***	***$4,637***	***$5,089***	***$4,172***	***$5,052***	***$5,206***	***$5,910***	***$6,092***
Central	$30,518	$24,480	$26,408	$31,181	$32,714	$35,964	$29,221	$31,055	$37,089	$37,890
Eastern	$37,897	$30,755	$32,668	$42,134	$47,055	$39,608	$32,356	$33,615	$43,403	$48,669
Southern	$29,348	$24,007	$25,800	$32,692	$35,204	$37,001	$29,654	$31,804	$39,448	$44,233
Western	$40,216	$35,310	$34,811	$39,795	$47,230	$44,533	$38,396	$37,882	$42,786	$50,271
All CSUs	***$32,840***	***$26,957***	***$28,547***	***$34,818***	***$37,939***	***$38,383***	***$31,385***	***$32,894***	***$39,928***	***$43,690***

Education and related expenses are a subset of an institution's total expenses and are meant to represent dollar amounts spent by an institution on its students. Similar to state appropriation amounts, education and related expenses vary greatly by institution (see Table 3.4a below), with the minimum ($17.7 MM) and maximum ($185.3 MM) amounts belonging to Northwestern CT and Central, respectively. In order to compare how much is spent on students across institutions and sectors, an institution's enrollment is taken into account by dividing these expenses by that institution's FTE (see values below). The resulting calculated values can be seen in Table 3.4b on the subsequent page).

Table 3.4a Education and Related Expenses and Full-time Equivalent (FTE), CSCU Institutions, Academic and Fiscal Years 2011 through 2015

	Education and related expenses (in millions)					Full-time equivalent (FTE)				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	$16.2	$15.4	$16.2	$18.3	$21.0	1,072	1,037	1,048	1,068	1,038
Capital	$35.3	$34.8	$34.6	$36.7	$38.4	2,677	2,715	2,609	2,407	2,294
Gateway	$45.6	$52.0	$62.1	$64.3	$64.8	4,432	4,452	4,672	4,892	4,823
Housatonic	$37.9	$37.3	$36.5	$38.9	$42.1	3,857	3,750	3,677	3,379	3,121
Manchester	$51.8	$50.5	$51.0	$53.4	$57.0	4,770	4,607	4,667	4,544	4,423
Middlesex	$21.1	$20.0	$21.4	$24.1	$25.9	1,796	1,778	1,813	1,848	1,904
Naugatuck Valley	$53.5	$51.3	$53.9	$57.3	$59.4	4,511	4,506	4,491	4,405	4,257
Northwestern CT	$16.1	$16.0	$15.5	$17.2	$17.7	918	872	837	822	832
Norwalk	$45.9	$47.6	$47.5	$51.4	$54.4	4,114	4,069	4,085	3,975	3,872
Quinebaug Valley	$16.7	$15.7	$16.2	$16.8	$17.8	1,268	1,182	1,178	1,072	1,057
Three Rivers	$35.3	$33.9	$35.1	$36.4	$36.9	3,006	3,009	2,897	2,771	2,625
Tunxis	$33.3	$32.4	$32.9	$36.1	$37.3	2,863	2,843	2,787	2,691	2,566
All CCs	***$408.9***	***$406.9***	***$423.1***	***$451.0***	***$472.8***	***35,284***	***34,820***	***34,761***	***33,874***	***32,812***
Charter Oak	***$10.2***	***$11.1***	***$11.3***	***$13.2***	***$14.7***	***1,153***	***882***	***917***	***906***	***1,070***
Central	$157.7	$152.2	$158.9	$175.0	$191.2	10,340	10,226	9,989	9,854	9,926
Eastern	$88.4	$86.4	$86.7	$95.2	$102.1	4,997	5,105	4,985	4,911	4,776
Southern	$151.5	$149.3	$157.3	$166.0	$185.3	9,468	9,285	8,708	8,836	8,723
Western	$95.5	$95.0	$95.3	$103.7	$116.8	5,594	5,671	5,389	5,117	5,043
All CSUs	***$493.1***	***$483.0***	***$498.3***	***$539.9***	***$595.5***	***30,399***	***30,287***	***29,071***	***28,718***	***28,468***

Education and related expenses per FTE amounts have trended upward over the five-year period across all institutions. This is due to education and related expenses trending upward, while at the same time, institutions FTE values trending downward. As a sector, in general, the state universities tend to allocate more education and related expenses per one student FTE than the community colleges or Charter Oak, although there were some community colleges whose amounts were comparable to the four-year peers in more recent years. For instance, while the community college sector average education and related expense amounts in 2015 were approximately $14,000 at Asnuntuck and Northwestern CT, these institutions' education and related expenses per FTE amounts were above $20,000.

Table 3.4b Education and Related Expenses per Full-time Equivalent (FTE), CSCU Institutions, Academic and Fiscal Years 2011 through 2015

	Education and related expenses per full-time equivalent (FTE)				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	$15,070	$14,831	$15,467	$17,128	$20,255
Capital	$13,182	$12,806	$13,246	$15,258	$16,732
Gateway	$10,290	$11,686	$13,299	$13,135	$13,434
Housatonic	$9,832	$9,946	$9,926	$11,513	$13,490
Manchester	$10,860	$10,959	$10,931	$11,756	$12,883
Middlesex	$11,757	$11,262	$11,806	$13,067	$13,629
Naugatuck Valley	$11,862	$11,379	$12,005	$12,998	$13,960
Northwestern CT	$17,577	$18,300	$18,566	$20,984	$21,307
Norwalk	$11,167	$11,706	$11,640	$12,931	$14,049
Quinebaug Valley	$13,197	$13,255	$13,780	$15,639	$16,886
Three Rivers	$11,751	$11,276	$12,119	$13,149	$14,056
Tunxis	$11,644	$11,414	$11,822	$13,428	$14,533
All CCs	***$11,588***	***$11,685***	***$12,172***	***$13,314***	***$14,410***
Charter Oak	***$8,867***	***$12,538***	***$12,327***	***$14,537***	***$13,758***
Central	$15,253	$14,888	$15,910	$17,764	$19,267
Eastern	$17,686	$16,928	$17,397	$19,377	$21,386
Southern	$15,999	$16,084	$18,068	$18,786	$21,244
Western	$17,069	$16,758	$17,687	$20,258	$23,154
All CSUs	***$16,220***	***$15,949***	***$17,141***	***$18,799***	***$20,917***

Education and related (E&R) expenses per completion amounts can be thought of as the monetary cost of producing a degree or certificate. In the table below, both unweighted and weighted values are presented.[1] Focusing on the *unweighted* values first, in general, E&R expenses per completion amounts are the highest for the state universities, followed by the community colleges, and Charter Oak, though there were instances in which community colleges have greater E&R per completion amounts than Central and Eastern. The *weighted* values standardize amounts allowing for more direct comparisons across sectors, taking into account programs offered and their normal time to complete them. These values are typically higher at the community colleges due to the two-year institutions' programs taking less time to complete than those at the state universities. For example, if the unweighted cost of a Bachelor's degree and Associate's degree were both $70,000, the *weighted* cost of the two-year degree would be $140,000 (with a weight of one-half that of the four-year degree).

Table 3.4c Education and Related Expenses per Completion, CSCU Institutions, Academic and Fiscal Years 2011 through 2015

	Education and related expenses per completion (unweighted amounts)					Education and related expenses per completion (weighted amounts)				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	$39,021	$37,150	$28,790	$37,717	$51,281	$140,318	$136,253	$121,872	$141,936	$178,740
Capital	$70,576	$68,575	$71,699	$66,532	$81,320	$157,445	$149,056	$158,165	$163,226	$188,614
Gateway	$63,080	$67,477	$77,766	$76,584	$74,050	$150,890	$161,066	$184,992	$179,040	$170,677
Housatonic	$68,205	$68,942	$57,656	$58,500	$70,171	$149,518	$149,490	$130,227	$139,310	$162,476
Manchester	$53,735	$52,811	$55,094	$58,193	$58,928	$121,813	$118,898	$121,181	$129,115	$129,030
Middlesex	$70,152	$61,234	$69,046	$70,194	$62,679	$144,995	$127,434	$150,069	$157,947	$141,892
Naugatuck Valley	$60,394	$50,966	$44,522	$42,919	$48,199	$151,907	$127,739	$123,236	$115,868	$123,233
Northwestern CT	$94,360	$85,794	$76,931	$76,322	$87,327	$233,848	$196,090	$183,907	$178,743	$199,746
Norwalk	$80,885	$68,141	$70,652	$66,323	$77,161	$183,587	$156,421	$165,026	$150,898	$175,406
Quinebaug Valley	$82,030	$72,533	$46,381	$42,122	$58,139	$185,667	$171,226	$134,571	$124,292	$144,525
Three Rivers	$74,054	$62,143	$52,322	$57,654	$62,964	$164,107	$140,063	$121,321	$129,956	$139,496
Tunxis	$64,356	$57,636	$55,842	$62,192	$66,591	$170,623	$148,761	$143,012	$154,663	$161,432
All CCs	***$65,086***	***$60,441***	***$57,100***	***$58,199***	***$64,488***	***$154,976***	***$143,294***	***$141,900***	***$143,680***	***$153,290***
Charter Oak	***$16,100***	***$16,705***	***$18,839***	***$22,590***	***$24,453***	***$19,599***	***$21,364***	***$23,791***	***$28,795***	***$29,273***
Central	$65,039	$59,217	$62,399	$67,350	$71,896	$76,409	$70,407	$73,134	$79,774	$83,045
Eastern	$76,385	$69,522	$69,828	$83,037	$91,521	$79,835	$73,141	$71,852	$85,537	$94,660
Southern	$61,327	$58,335	$61,651	$69,281	$76,323	$76,436	$71,573	$75,351	$82,905	$94,656
Western	$83,757	$86,317	$81,326	$83,665	$104,629	$92,747	$93,862	$88,500	$89,886	$111,365
All CSUs	***$68,556***	***$64,620***	***$66,325***	***$73,152***	***$81,347***	***$79,752***	***$74,972***	***$76,133***	***$83,541***	***$93,214***

The table below shows institutions' instructional expenditures as a percentage of Education and related (E&R) spending as well as the monetary amount spent by institutions to support instruction. The amount of expenditures dedicated to instruction has trended upward across all institutions since 2012. However, as a percentage of E&R expenses, these amounts have remained fairly steady across all institutions, with the exception of Charter Oak (31.0% and 39.7% in 2012 and 2015, respectively).

Table 3.5 Instructional Expenditures as a Percentage of Education and Related Expenses, CSCU Institutions, Fiscal Years 2011 through 2015

	Instructional expenditures as a % of education & related spending					Instructional expenditures (in millions)				
Institution	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**	**2014**	**2015**
Asnuntuck	39.7%	39.7%	40.3%	41.8%	40.6%	$6.4	$6.3	$6.5	$7.6	$8.5
Capital	44.5%	44.5%	45.1%	45.8%	45.0%	$15.7	$15.5	$15.6	$16.8	$17.3
Gateway	51.3%	51.3%	42.0%	43.8%	46.0%	$23.4	$24.6	$26.1	$28.2	$29.8
Housatonic	39.5%	39.5%	41.3%	41.5%	39.6%	$15.0	$14.6	$15.1	$16.2	$16.7
Manchester	42.1%	42.1%	43.3%	45.7%	44.8%	$21.8	$22.1	$22.1	$24.4	$25.6
Middlesex	40.9%	40.9%	40.0%	41.9%	41.3%	$8.6	$7.5	$8.6	$10.1	$10.7
Naugatuck Valley	44.2%	44.2%	43.6%	44.8%	45.0%	$23.6	$22.8	$23.5	$25.7	$26.7
Northwestern CT	34.6%	34.6%	36.0%	35.4%	38.6%	$5.6	$5.8	$5.6	$6.1	$6.8
Norwalk	46.6%	46.6%	45.8%	44.6%	44.2%	$21.4	$21.5	$21.8	$22.9	$24.1
Quinebaug Valley	37.1%	37.1%	42.3%	40.0%	39.1%	$6.2	$6.3	$6.9	$6.7	$7.0
Three Rivers	43.2%	43.2%	43.8%	46.3%	44.9%	$15.3	$14.5	$15.4	$16.9	$16.6
Tunxis	42.7%	42.7%	43.2%	43.0%	43.5%	$14.2	$14.1	$14.2	$15.6	$16.2
All CCs	***43.4%***	***43.4%***	***42.9%***	***43.7%***	***43.6%***	***$177.3***	***$175.5***	***$181.3***	***$197.1***	***$205.9***
Charter Oak	***31.0%***	***31.0%***	***40.9%***	***38.5%***	***39.7%***	***$3.2***	***$4.1***	***$4.6***	***$5.1***	***$5.8***
Central	40.3%	40.3%	44.1%	44.1%	44.8%	$63.5	$64.3	$70.1	$77.2	$85.7
Eastern	35.9%	35.9%	36.4%	37.9%	37.2%	$31.7	$30.4	$31.6	$36.1	$38.0
Southern	46.9%	46.9%	47.3%	47.8%	47.2%	$71.0	$70.5	$74.5	$79.3	$87.5
Western	41.4%	41.4%	42.2%	43.6%	42.2%	$39.5	$37.4	$40.2	$45.2	$49.3
All CSUs	***41.7%***	***41.7%***	***43.4%***	***44.0%***	***43.8%***	***$205.8***	***$202.6***	***$216.4***	***$237.7***	***$260.5***

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, and education
2. External research funding per full-time faculty
3. Patents per 100,000 CT workers
4. Percent of students enrolled in distance education courses exclusively/some but not all.

Table 4.1 *Percentage of Completions in Fields with High Workforce Demand, CSCU Institutions, Academic Years 2014 through 2016*

	Education			Health			STEM			High demand (Educ., Health, and STEM)			Number of total[1] completions		
Institution	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
Asnuntuck	4%	5%	1%	3%	5%	3%	55%	43%	40%	62%	53%	45%	485	410	401
Capital	11%	7%	5%	35%	35%	41%	5%	5%	5%	51%	47%	50%	552	472	481
Gateway	5%	3%	3%	25%	33%	28%	17%	15%	13%	46%	51%	44%	839	875	1,021
Housatonic	11%	12%	12%	14%	15%	13%	11%	10%	9%	36%	37%	34%	665	600	566
Manchester	2%	2%	2%	13%	12%	13%	9%	10%	11%	24%	24%	26%	918	967	979
Middlesex	7%	5%	9%	18%	28%	19%	8%	6%	8%	33%	39%	36%	344	414	507
Naugatuck Valley	2%	2%	3%	17%	17%	19%	22%	17%	21%	42%	37%	43%	1,334	1,233	1,356
Northwestern CT	3%	3%	4%	38%	45%	40%	8%	6%	5%	49%	55%	49%	226	203	242
Norwalk	6%	6%	7%	24%	20%	24%	9%	8%	7%	39%	34%	38%	775	705	702
Quinebaug Valley	5%	4%	9%	17%	13%	19%	29%	20%	17%	51%	36%	44%	398	307	302
Three Rivers	1%	1%	0%	18%	19%	15%	17%	19%	20%	36%	39%	36%	632	586	617
Tunxis	3%	2%	1%	16%	18%	14%	2%	3%	6%	21%	23%	21%	581	560	554
All CCs	***5%***	***4%***	***4%***	***19%***	***20%***	***20%***	***16%***	***14%***	***14%***	***40%***	***38%***	***38%***	***7,749***	***7,332***	***7,728***
Charter Oak	***0%***	***0%***	***0%***	***8%***	***6%***	***7%***	***1%***	***0%***	***0%***	***9%***	***7%***	***7%***	***583***	***603***	***682***
Central	24%	20%	20%	6%	6%	7%	16%	17%	17%	46%	42%	44%	2,649	2,707	2,638
Eastern	11%	9%	9%	0%	0%	0%	11%	13%	13%	22%	23%	22%	1,176	1,147	1,207
Southern	21%	23%	24%	14%	15%	15%	5%	6%	6%	40%	44%	45%	2,398	2,430	2,456
Western	12%	11%	9%	12%	10%	14%	5%	6%	7%	29%	28%	31%	1,239	1,116	1,238
All CSUs	***19%***	***18%***	***18%***	***9%***	***9%***	***10%***	***10%***	***11%***	***11%***	***38%***	***37%***	***39%***	***7,462***	***7,400***	***7,539***

[1]Total includes both completions in High Demand fields and those considered not in High Demand fields.

Source: IPEDS Completions Survey.

Note. An institution's first and second majors reported in the IPEDS Completions Survey were utilized to obtain a complete picture of the fields of study in which degrees were awarded; this only pertains to the four-year state universities and Charter Oak since the two-year institutions do not have students who major in more than one field of study.

[1]Fields of study were grouped using a program's two-digit Classification of Instructional Program (CIP) code. A full list of CIP codes and their descriptions associated with STEM, health, and education fields can be found in the Appendix.

[2]Completions by award level, high workforce demand area, and institution can be found in the Appendix.

Table 4.2 *External Research Funding per Full-time Faculty, State Universities, Academic and Fiscal Years 2009 through 2015*

	Research and Development (R&D) expenditures per full-time faculty members						
Institution	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Central	$703	$1,792	$3,298	$3,423	$3,569	$2,730	$2,792
Eastern	$0	$0	$1,091	$0	$0	$7,259	$5,745
Southern	$9,122	$9,435	$9,630	$8,069	$4,625	$12,981	$12,487
Western	$0	$0	$0	$0	$0	$0	$0
All CSUs	***$3,362***	***$3,675***	***$4,457***	***$3,886***	***$2,761***	***$6,390***	***$6,060***

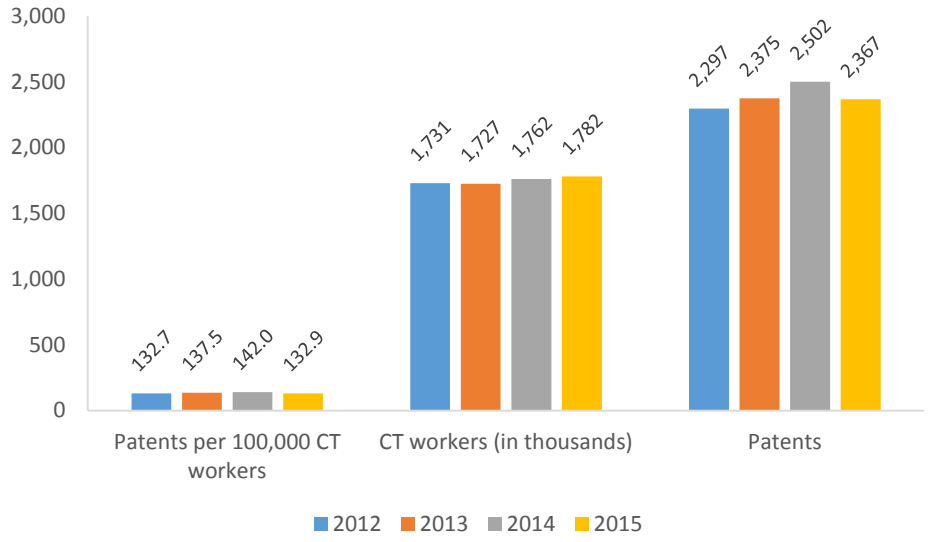
	Research and Development (R&D) expenditures (in millions)						
Institution	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Central	$0.3	$0.8	$1.5	$1.5	$1.6	$1.2	$1.3
Eastern	$0.0	$0.0	$0.2	$0.0	$0.0	$1.5	$1.1
Southern	$4.1	$3.8	$4.1	$3.5	$2.0	$5.5	$5.5
Western	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
All CSUs	***$4.4***	***$4.6***	***$5.8***	***$5.0***	***$3.6***	***$8.1***	***$7.9***

	Total full-time faculty members						
Institution	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Central	$0.3	$0.8	$1.5	$1.5	$1.6	$1.2	$1.3
Eastern	$0.0	$0.0	$0.2	$0.0	$0.0	$1.5	$1.1
Southern	$4.1	$3.8	$4.1	$3.5	$2.0	$5.5	$5.5
Western	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
All CSUs	***$4.4***	***$4.6***	***$5.8***	***$5.0***	***$3.6***	***$8.1***	***$7.9***

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://ncsesdata.nsf.gov/herd/2013/ *as of February 1, 2016.*
Full-time faculty: IPEDS Human Resources Survey

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 Human Resources Survey for the same fiscal year.

Figure 4.3. Patents per 100,000 CT Workers, 2012 through 2015



Sources:
1. U.S. Patent and Trademark Office, Patent Technology Monitoring Team (PTMT) , Extracted 2/01/16, http://www.uspto.gov/web/offices/ac/ido/oeip/taf/reports.htm#by_geog
2. Connecticut Department of Labor Annual Average Employed, Extracted 2/01/16, http://www1.ctdol.state.ct.us/lmi/laus/lauslma.asp

Table 4.2 *Enrollment in Distance Education, CSCU institutions, Fall 2012 through Fall 2015*

Undergraduate students

	% of fall students enrolled exclusively or in some distance education					Total number of Fall students				
Institution	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
Asnuntuck	21.6%	21.9%	21.2%	26.9%	21.4%	1,673	1,715	1,603	1,571	1,945
Capital	23.5%	24.5%	22.6%	31.0%	28.1%	4,425	4,168	4,075	3,503	3,302
Gateway	11.7%	12.4%	10.9%	10.9%	11.2%	7,976	8,186	8,200	7,980	7,217
Housatonic	12.0%	13.4%	15.4%	16.0%	17.7%	6,077	5,813	5,286	5,369	5,143
Manchester	11.7%	15.4%	17.8%	18.5%	19.9%	7,692	7,571	7,300	6,891	6,780
Middlesex	27.9%	29.5%	31.1%	37.9%	36.6%	2,933	2,900	3,005	2,902	2,733
Naugatuck Valley	13.2%	16.0%	17.1%	16.9%	19.1%	7,419	7,294	7,102	6,976	6,651
Northwestern CT	20.5%	27.8%	26.8%	28.9%	33.4%	1,423	1,549	1,614	1,521	1,406
Norwalk	10.9%	13.5%	14.3%	13.9%	15.4%	6,810	6,556	6,363	6,054	5,800
Quinebaug Valley	17.8%	21.2%	26.9%	25.8%	27.1%	2,086	1,929	1,883	1,680	1,559
Three Rivers	17.3%	20.7%	21.4%	21.9%	22.7%	4,980	4,749	4,530	4,259	4,245
Tunxis	25.6%	23.6%	24.5%	25.9%	27.0%	4,734	4,547	4,193	4,055	3,767
All CCs	***15.9%***	***17.8%***	***18.6%***	***19.9%***	***20.7%***	***58,228***	***56,977***	***55,154***	***52,761***	***50,548***
Charter Oak	***99.7%***	***100.0%***	***100.0%***	***100.0%***	***100.0%***	***1,644***	***1,580***	***1,929***	***1,735***	***1,533***
Central	2.2%	1.7%	2.0%	3.9%	5.6%	9,096	9,771	9,871	9,933	11,490
Eastern	10.0%	6.4%	4.0%	6.9%	7.7%	5,258	5,179	5,139	5,097	5,171
Southern	9.8%	10.8%	10.9%	11.0%	11.4%	8,525	8,257	8,133	8,106	7,963
Western	7.8%	0.6%	11.6%	17.2%	18.8%	5,583	5,492	5,442	5,298	5,181
All CSUs	***7.0%***	***4.9%***	***6.7%***	***8.9%***	***9.8%***	***28,462***	***28,699***	***28,585***	***28,434***	***29,805***

Graduate students

	% of fall students enrolled exclusively or in some distance education					Total # of Fall students				
Institution	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
Charter Oak	***0.0%***	***0.0%***	***0.0%***	***0.0%***	***100.0%***	***0***	***0***	***0***	***0***	***50***
Central	3.6%	3.2%	6.6%	5.5%	13.2%	2,149	2,094	2,166	2,153	2,246
Eastern	15.4%	10.1%	8.8%	14.0%	19.9%	182	189	148	164	191
Southern	11.9%	11.7%	9.0%	11.3%	11.5%	2,592	2,547	2,692	2,367	2,357
Western	27.2%	1.3%	19.0%	19.9%	24.6%	593	533	510	528	540
All CSUs	***10.4%***	***7.3%***	***9.0%***	***9.9%***	***13.9%***	***5,516***	***5,363***	***5,516***	***5,212***	***5,334***

Source: IPEDS Fall Enrollment Survey.

Equity

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

Indicators:

There are no indicators that are unique to this goal. Rather, data for existing indicators are disaggregated by gender, race/ethnicity, and income level when available. Race/ethnicity data are presented using the nine IPEDS categories, and Pell grant eligibility status is used as a proxy for income level. Cells representing fewer than 10 students are suppressed to protect students' privacy. Data are presented at the sector level and over time.

Sector level – Community Colleges

Table 5.1.1a *Percentage of High School Graduates Identified as "College-ready" by Gender and Race/ethnicity, Community College Fall 2012 through Fall 2016 First-time Students*

	% of first-time students enrolled in the fall who were "college-ready"					High school graduates enrolling in postsecondary education in the fall of the same high school graduation year				
Gender	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Female	31%	39%	44%	44%	45%	3,709	3,628	3,463	3,242	3,272
Male	38%	44%	50%	48%	51%	3,705	3,594	3,428	3,279	3,245
Overall	35%	41%	47%	46%	48%	7,414	7,222	6,891	6,521	6,517
Race/ethnicity	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
American Indian or Alaska Native	47%	35%	50%	67%	39%	15	17	14	15	23
Asian	45%	48%	61%	56%	61%	225	206	193	207	157
Black or African American	19%	26%	33%	33%	35%	1,028	1,060	1,121	1,037	1,001
Hispanic/Latino	24%	33%	38%	40%	41%	1,749	1,818	1,762	1,877	2,006
Native Hawaiian or other Pacific Islander	*	55%	*	*	*	*	11	*	*	*
White	43%	50%	55%	53%	57%	3,933	3,666	3,376	2,939	2,888
Two or more races	38%	42%	58%	54%	49%	167	179	177	184	178
Race/ethnicity unknown	33%	40%	42%	48%	45%	276	264	237	247	250
Nonresident alien	75%	*	*	*	*	12	*	*	*	*
Overall	35%	41%	47%	46%	48%	7,414	7,222	6,891	6,521	6,517

Sector level – State Universities

Table 5.1.1a *Percentage of High School Graduates Identified as "College-ready" by Gender and Race/ethnicity, State University Fall 2012 through Fall 2016 First-time Students*

	% of first-time students enrolled in the fall who were "college-ready"					High school graduates enrolling in postsecondary education in the fall of the same high school graduation year				
Gender	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Female	71%	69%	72%	74%	72%	1,970	2,001	2,278	2,326	2,145
Male	79%	79%	80%	81%	81%	1,598	1,462	1,839	1,881	1,808
Overall	75%	73%	76%	77%	76%	3,568	3,463	4,117	4,207	3,953
Race/ethnicity	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
American Indian or Alaska Native	*	*	*	56%	75%	*	*	*	16	12
Asian	76%	74%	81%	77%	83%	92	82	139	163	127
Black or African American	52%	53%	63%	59%	60%	381	398	479	609	443
Hispanic/Latino	64%	66%	72%	78%	67%	366	435	534	411	591
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
White	80%	79%	79%	82%	81%	2,282	2,098	2,605	2,550	2,456
Two or more races	69%	72%	70%	80%	77%	88	94	106	74	147
Race/ethnicity unknown	73%	73%	70%	71%	71%	333	329	223	363	144
Nonresident alien	63%	56%	81%	75%	83%	19	18	21	20	30
Overall	75%	73%	76%	77%	76%	3,568	3,463	4,117	4,207	3,953

Notes. Western Connecticut State University's data are not included in 2012 and 2013. In 2012 and 2013, WCSU transitioned to a new way of tracking developmental courses, and reliable data became available in 2014.

Sector level - Community Colleges, English

Table 5.1.3a. *Completion of a College-level English Course within Two Years by Gender, Race/ethnicity, and Income Level, Fall 2010 through Fall 2014 Community College First-time Students*

	% of fall first-time entering students who completed college-level English within two years					Fall first-time, degree- or certificate-seeking students				
Gender	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Female	52%	53%	54%	54%	54%	5,809	5,616	5,552	5,487	5,135
Male	44%	44%	45%	46%	48%	5,318	5,121	5,369	5,203	4,767
Overall	48%	49%	50%	50%	51%	11,127	10,737	10,921	10,690	9,902
Race/ethnicity	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
American Indian or Alaska Native	56%	34%	38%	56%	30%	27	32	24	27	20
Asian	51%	45%	52%	50%	48%	268	283	336	351	302
Black or African American	37%	38%	39%	39%	42%	1,791	1,880	1,822	1,858	1,741
Hispanic/Latino	41%	42%	43%	44%	44%	2,460	2,554	2,686	2,756	2,624
Native Hawaiian or other Pacific Islander	44%	45%	62%	50%	50%	16	20	13	16	18
White	54%	56%	57%	57%	59%	5,747	5,289	5,358	5,029	4,588
Two or more races	45%	49%	42%	51%	50%	164	171	226	247	241
Race/ethnicity unknown	48%	44%	41%	47%	47%	631	497	433	400	355
Nonresident alien	74%	73%	61%	*	69%	23	11	23	*	13
Overall	48%	49%	50%	50%	51%	11,127	10,737	10,921	10,690	9,902
Pell grant eligibility status	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Not Pell grant eligibile	54%	55%	55%	56%	58%	5,323	4,832	4,967	4,752	4,247
Pell grant eligible	43%	44%	45%	45%	46%	5,804	5,905	5,954	5,938	5,655
Overall	48%	49%	50%	50%	51%	11,127	10,737	10,921	10,690	9,902

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level - Community Colleges, Math

Table 5.1.3b. *Completion of a College-level Math Course within Two Years by Gender, Race/ethnicity, and Income Level, Fall 2010 through Fall 2014 Community College First-time Students*

	% of fall first-time entering students who completed college-level Math within two years					Fall first-time, degree- or certificate-seeking students				
Gender	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Female	32%	34%	34%	36%	35%	5,809	5,616	5,552	5,487	5,135
Male	30%	31%	32%	32%	33%	5,318	5,121	5,369	5,203	4,767
Overall	31%	32%	33%	34%	34%	11,127	10,737	10,921	10,690	9,902
Race/ethnicity	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
American Indian or Alaska Native	41%	31%	33%	26%	10%	27	32	24	27	20
Asian	49%	52%	52%	47%	40%	268	283	336	351	302
Black or African American	19%	21%	21%	24%	22%	1,791	1,880	1,822	1,858	1,741
Hispanic/Latino	26%	27%	28%	29%	28%	2,460	2,554	2,686	2,756	2,624
Native Hawaiian or other Pacific Islander	44%	30%	46%	31%	17%	16	20	13	16	18
White	36%	38%	39%	40%	42%	5,747	5,289	5,358	5,029	4,588
Two or more races	28%	30%	28%	28%	35%	164	171	226	247	241
Race/ethnicity unknown	33%	31%	27%	30%	32%	631	497	433	400	355
Nonresident alien	61%	64%	52%	*	38%	23	11	23	*	13
Overall	31%	32%	33%	34%	34%	11,127	10,737	10,921	10,690	9,902
Pell grant eligibility status	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Not Pell grant eligibile	36%	38%	38%	40%	40%	5,323	4,832	4,967	4,752	4,247
Pell grant eligible	26%	28%	29%	29%	29%	5,804	5,905	5,954	5,938	5,655
Overall	31%	32%	33%	34%	34%	11,127	10,737	10,921	10,690	9,902

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level - State Universities, English

Table 5.1.3c. *Completion of a College-level English Course within Two Years by Gender, Race/ethnicity, and Income Level, Fall 2010 through Fall 2014 First-time State University Students*

	% of fall first-time entering students who completed college-level English within two years					Fall first-time, degree-seeking students				
Gender	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Female	91%	89%	89%	90%	87%	2,430	2,468	2,541	2,494	2,357
Male	85%	85%	85%	86%	82%	2,095	2,064	2,033	1,955	1,953
Overall	88%	87%	87%	88%	85%	4,525	4,532	4,574	4,449	4,310
Race/ethnicity	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
American Indian or Alaska Native	*	100%	91%	*	*	*	11	11	*	*
Asian	89%	89%	83%	88%	78%	103	83	124	124	149
Black or African American	86%	88%	88%	87%	87%	418	536	492	521	504
Hispanic/Latino	86%	87%	87%	88%	81%	452	520	506	590	573
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
White	89%	87%	88%	88%	85%	3,360	3,097	2,944	2,714	2,714
Two or more races	86%	86%	76%	81%	92%	95	109	109	105	111
Race/ethnicity unknown	77%	87%	91%	89%	91%	65	164	359	357	223
Nonresident alien	83%	64%	79%	89%	83%	24	11	28	27	24
Overall	88%	87%	87%	88%	85%	4,525	4,532	4,574	4,449	4,310
Pell grant eligibility status	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Not Pell grant eligibile	88%	86%	88%	88%	86%	3,004	2,891	3,006	2,816	2,751
Pell grant eligible	88%	88%	87%	88%	84%	1,521	1,641	1,568	1,633	1,559
Overall	88%	87%	87%	88%	85%	4,525	4,532	4,574	4,449	4,310

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level - State Universities, Math

Table 5.1.3d. *Completion of a College-level Math Course within Two Years by Gender, Race/ethnicity, and Income Level, Fall 2010 through Fall 2014 First-time State University Students*

	% of fall first-time entering students who completed college-level Math within two years					Fall first-time, degree-seeking students				
Gender	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Female	82%	81%	82%	83%	81%	2,430	2,468	2,541	2,494	2,357
Male	78%	76%	78%	78%	79%	2,095	2,064	2,033	1,955	1,953
Overall	80%	78%	80%	81%	80%	4,525	4,532	4,574	4,449	4,310
Race/ethnicity	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
American Indian or Alaska Native	*	45%	73%	*	*	*	11	11	*	*
Asian	90%	78%	86%	85%	85%	103	83	124	124	149
Black or African American	75%	74%	73%	72%	77%	418	536	492	521	504
Hispanic/Latino	75%	76%	76%	78%	75%	452	520	506	590	573
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
White	81%	81%	82%	81%	81%	3,360	3,097	2,944	2,714	2,714
Two or more races	76%	77%	69%	79%	80%	95	109	109	105	111
Race/ethnicity unknown	72%	68%	87%	88%	86%	65	164	359	357	223
Nonresident alien	79%	64%	71%	89%	83%	24	11	28	27	24
Overall	80%	78%	80%	81%	80%	4,525	4,532	4,574	4,449	4,310
Pell grant eligibility status	***2010***	***2011***	***2012***	***2013***	***2014***	***2010***	***2011***	***2012***	***2013***	***2014***
Not Pell grant eligibile	80%	79%	82%	82%	82%	3,004	2,891	3,006	2,816	2,751
Pell grant eligible	80%	78%	77%	79%	77%	1,521	1,641	1,568	1,633	1,559
Overall	80%	78%	80%	81%	80%	4,525	4,532	4,574	4,449	4,310

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Community College Full-time Students

	% of fall Associate's degree-seeking cohort which was "on track"					Fall Associate's degree-seeking cohort				
Gender	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Female	22%	25%	27%	29%	29%	3,297	3,113	3,092	2,924	2,703
Male	22%	25%	28%	28%	28%	3,187	3,201	3,085	2,838	2,737
Overall	22%	25%	28%	28%	28%	6,484	6,314	6,177	5,762	5,440
Race/ethnicity	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
American Indian or Alaska Native	28%	40%	12%	*	13%	18	10	17	*	15
Asian	33%	35%	38%	32%	43%	166	191	187	158	171
Black or African American	9%	10%	15%	14%	19%	1,071	951	969	958	896
Hispanic/Latino	16%	18%	21%	21%	23%	1,439	1,472	1,510	1,491	1,464
Native Hawaiian or other Pacific Islander	33%	*	*	*	27%	12	*	*	*	11
White	29%	32%	34%	37%	34%	3,367	3,287	3,132	2,794	2,497
Two or more races	16%	19%	24%	30%	27%	115	143	152	154	167
Race/ethnicity unknown	20%	21%	20%	24%	30%	289	233	196	180	210
Nonresident alien	*	55%	*	82%	*	*	20	*	11	*
Overall	22%	25%	28%	28%	28%	6,484	6,314	6,177	5,762	5,440
Pell grant eligibility status	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Not Pell grant eligibile	28%	32%	34%	36%	34%	2,965	2,928	2,748	2,520	2,364
Pell grant eligible	17%	19%	23%	22%	24%	3,519	3,386	3,429	3,242	3,076
Overall	22%	25%	28%	28%	28%	6,484	6,314	6,177	5,762	5,440

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Source: Community College Institutional Research Database.
Calculation:
Full-time: Percentage of first-time, full-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 24 or more credits before the following fall.
Part-time: Percentage of first-time, part-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 12 or more credits before the following fall.

Sector level – Community College Part-time Students

	% of fall Associate's degree-seeking cohort which was "on track"					Fall Associate's degree-seeking cohort				
Gender	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Female	31%	31%	32%	35%	34%	2,160	2,244	2,228	2,060	1,965
Male	28%	30%	30%	33%	32%	1,680	1,915	1,878	1,697	1,689
Overall	30%	30%	31%	34%	33%	3,840	4,159	4,106	3,757	3,654
Race/ethnicity	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
American Indian or Alaska Native	21%	55%	*	17%	*	14	11	*	12	*
Asian	32%	37%	43%	41%	41%	98	131	156	128	128
Black or African American	25%	23%	24%	27%	26%	728	799	816	708	662
Hispanic/Latino	27%	26%	28%	28%	29%	1,018	1,113	1,172	1,044	1,148
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
White	34%	35%	35%	41%	40%	1,728	1,837	1,679	1,611	1,461
Two or more races	38%	27%	22%	28%	32%	52	75	86	81	71
Race/ethnicity unknown	30%	27%	36%	29%	35%	191	184	184	163	172
Nonresident alien	*	*	*	*	*	*	*	*	*	*
Overall	30%	30%	31%	34%	33%	3,840	4,159	4,106	3,757	3,654
Pell grant eligibility status	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Not Pell grant eligibile	32%	31%	32%	36%	34%	1,635	1,807	1,777	1,536	1,621
Pell grant eligible	29%	29%	30%	33%	33%	2,205	2,352	2,329	2,221	2,033
Overall	30%	30%	31%	34%	33%	3,840	4,159	4,106	3,757	3,654

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Source: Community College Institutional Research Database.
Calculation:
Full-time: Percentage of first-time, full-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 24 or more credits before the following fall.
Part-time: Percentage of first-time, part-time, Associate's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 12 or more credits before the following fall.

Sector level – State University Full-time Students

	% of fall Bachelor's degree-seeking cohort which was "on track"						Fall Bachelor's degree-seeking cohort					
Gender	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***
Female	74%	72%	77%	76%	74%	78%	2,401	2,434	2,498	2,470	2,328	2,417
Male	69%	67%	69%	69%	68%	70%	2,064	2,030	1,992	1,910	1,933	1,966
Overall	72%	70%	73%	73%	72%	74%	4,465	4,464	4,490	4,380	4,261	4,383
Race/ethnicity	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***
American Indian or Alaska Native	*	36%	90%	*	*	83%	*	11	10	*	*	18
Asian	74%	73%	74%	75%	70%	77%	102	82	122	121	148	168
Black or African American	56%	56%	61%	57%	61%	62%	412	533	485	517	498	642
Hispanic/Latino	61%	65%	64%	67%	66%	67%	449	514	499	589	567	456
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	76%	73%	77%	77%	74%	78%	3,317	3,041	2,889	2,663	2,684	2,637
Two or more races	67%	67%	61%	71%	79%	79%	91	109	106	102	108	77
Race/ethnicity unknown	63%	62%	78%	80%	81%	79%	63	162	350	350	220	361
Nonresident alien	74%	45%	64%	74%	67%	65%	23	11	28	27	24	23
Overall	72%	70%	73%	73%	72%	74%	4,465	4,464	4,490	4,380	4,261	4,383
Pell grant eligibility status	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***
Not Pell grant eligibile	74%	71%	76%	76%	75%	77%	2,956	2,836	2,948	2,770	2,717	2,655
Pell grant eligible	68%	67%	68%	69%	65%	70%	1,509	1,628	1,542	1,610	1,544	1,728
Overall	72%	70%	73%	73%	72%	74%	4,465	4,464	4,490	4,380	4,261	4,383

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Source: State University Departments of Institutional Research.
Calculation:
Full-time: Percentage of first-time, full-time, Bachelor's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 24 or more credits before the following fall.
Part-time: Percentage of first-time, part-time, Bachelor's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 12 or more credits before the following fall.

Sector level – State University Part-time Students

	% of fall Bachelor's degree-seeking cohort which was "on track"						Fall Bachelor's degree-seeking cohort					
Gender	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***
Female	38%	56%	60%	42%	31%	56%	29	34	43	24	29	27
Male	39%	65%	68%	64%	50%	59%	31	34	41	45	20	22
Overall	38%	60%	64%	57%	39%	57%	60	68	84	69	49	49
Race/ethnicity	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	33%	64%	69%	57%	43%	64%	43	56	55	51	30	36
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*
Race/ethnicity unknown	*	*	*	*	*	*	*	*	*	*	*	*
Nonresident alien	*	*	*	*	*	*	*	*	*	*	*	*
Overall	38%	60%	64%	57%	39%	57%	60	68	84	69	49	49
Pell grant eligibility status	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***	***2010***	***2011***	***2012***	***2013***	***2014***	***2015***
Not Pell grant eligibile	31%	58%	67%	59%	29%	59%	48	55	58	46	34	37
Pell grant eligible	67%	69%	58%	52%	60%	50%	12	13	26	23	15	12
Overall	38%	60%	64%	57%	39%	57%	60	68	84	69	49	49

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Source: State University Departments of Institutional Research.
Calculation:
Full-time: Percentage of first-time, full-time, Bachelor's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 24 or more credits before the following fall.
Part-time: Percentage of first-time, part-time, Bachelor's degree-seeking students in a Fall IPEDS Graduation Rate Survey cohort who completed 12 or more credits before the following fall.

Sector level – Full-time Community College Students

Table 5.2.4a. *Average Time and Credits to Associate's Degree by Gender, Race/ethnicity, and Income Level, Graduates in Academic Years 2012 through 2016 who Began as Full-time Students*

	Average time to Associate's degree in years					Average credits earned for Associate's degree					Number of Associate's degree recipients				
Gender	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Female	3.8	3.9	3.9	3.9	3.9	76.3	76.0	75.7	75.3	75.3	1,031	1,080	1,093	1,089	1,131
Male	3.6	3.6	3.9	3.8	3.6	75.7	75.0	75.9	74.4	73.5	771	783	928	863	905
Overall	3.7	3.8	3.9	3.9	3.8	76.0	75.6	75.8	74.9	74.5	1,802	1,863	2,021	1,952	2,036
Race/ethnicity	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	3.8	3.5	4.0	3.4	3.7	80.5	79.1	78.5	77.9	78.3	51	68	64	60	70
Black or African American	3.9	4.2	4.3	4.4	4.3	76.7	76.9	75.7	77.1	75.1	177	173	191	220	230
Hispanic/Latino	3.8	3.8	4.0	3.9	4.0	76.9	76.9	77.5	76.4	75.5	281	320	365	371	419
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	3.6	3.7	3.8	3.7	3.6	75.5	74.6	74.9	73.6	73.5	1,163	1,166	1,255	1,168	1,180
Two or more races	2.3	3.1	2.8	3.0	2.7	70.9	68.5	69.5	69.6	71.2	10	16	18	27	41
Race/ethnicity unknown	3.7	3.9	4.4	4.8	4.4	75.5	78.3	79.0	79.1	79.3	96	106	114	87	84
Nonresident alien	3.4	*	2.9	3.7	*	82.4	*	79.3	80.3	*	17	*	10	10	*
Overall	3.7	4	3.9	3.9	4	76.0	76	75.8	74.9	75	1,802	1,863	2,021	1,952	2,036
Pell grant eligibility status	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Not Pell grant eligibile	3.8	3.8	4.0	4.0	3.7	75.9	75.3	75.4	74.3	73.8	1,169	1,162	1,204	1,076	1,104
Pell grant eligible	3.6	3.7	3.7	3.8	3.9	76.3	76.0	76.3	75.6	75.3	633	701	817	876	932
Overall	3.7	3.8	3.9	3.9	3.8	76.0	75.6	75.8	74.9	74.5	1,802	1,863	2,021	1,952	2,036

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Part-time Community College Students

Table 5.2.4a. *Average Time and Credits to Associate's Degree by Gender, Race/ethnicity, and Income Level, Graduates in Academic Years 2012 through 2016 who Began as Part-time Students*

	Average time to Associate's degree in years					Average credits earned for Associate's degree					Number of Associate's degree recipients				
Gender	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Female	5.2	5.3	5.2	5.3	5.2	78.5	77.9	77.5	78.1	78.1	465	457	510	504	547
Male	4.6	4.6	5.0	4.8	4.6	80.8	78.8	78.6	76.8	76.4	264	254	314	304	351
Overall	5.0	5.1	5.1	5.1	5.0	79.4	78.2	77.9	77.6	77.4	729	711	824	808	898
Race/ethnicity	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	5.0	4.4	4.4	5.0	4.4	80.1	84.4	79.3	79.0	83.6	28	29	34	23	34
Black or African American	5.5	5.8	5.7	5.6	5.5	77.8	78.6	77.8	78.1	77.2	110	115	125	145	144
Hispanic/Latino	5.3	5.1	5.2	5.3	5.4	82.6	79.9	79.4	81.6	79.9	123	139	167	167	208
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	4.9	4.9	5.0	4.8	4.7	78.2	76.9	76.9	75.4	75.7	390	368	416	409	449
Two or more races	*	*	*	*	3.9	*	*	*	*	72.6	*	*	*	*	13
Race/ethnicity unknown	4.5	5.2	5.5	5.6	5.2	81.6	77.6	80.7	80.8	78.6	64	49	67	49	41
Nonresident alien	4.3	*	*	*	*	83.3	*	*	*	*	10	*	*	*	*
Overall	5.0	5	5	5	5	79.4	78	78	78	77	729	711	824	808	898
Pell grant eligibility status	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Not Pell grant eligibile	5.0	5.1	5.3	5.3	5.3	80.0	78.1	77.8	77.7	77.3	479	465	493	454	497
Pell grant eligible	5.0	5.0	5.0	4.9	4.6	78.1	78.5	78.2	77.5	77.7	250	246	331	354	401
Overall	5.0	5.1	5.1	5.1	5.0	79.4	78.2	77.9	77.6	77.4	729	711	824	808	898

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Full-time State University Students

Table 5.2.4a. *Average Time and Credits to Bachelor's Degree by Gender, Race/ethnicity, and Income Level, Graduates in Academic Years 2012 through 2016 who Began as Full-time Students*

	Average time to Bachelor's degree in years					Average credits earned for Bachelor's degree					Number of Bachelor's degree recipients				
Gender	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Female	4.6	4.6	4.7	4.5	4.5	128.5	127.4	127.4	127.0	127.5	1,450	1,577	1,514	1,403	1,532
Male	4.8	4.7	4.8	4.7	4.7	127.6	126.4	126.6	126.9	125.6	1,050	1,082	1,064	1,072	1,103
Overall	4.7	4.6	4.7	4.6	4.6	128.1	127.0	127.1	126.9	126.7	2,500	2,659	2,578	2,475	2,635
Race/ethnicity	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
American Indian or Alaska Native	*	*	*	4.6	4.8	*	*	*	126.2	130.3	*	*	*	31	10
Asian	4.6	4.9	4.8	4.4	4.4	129.2	127.0	124.4	124.5	121.2	42	66	51	56	67
Black or African American	5.0	5.0	5.2	4.8	4.9	126.2	127.4	129.7	126.9	127.9	164	138	172	179	232
Hispanic/Latino	4.8	5.0	4.9	4.7	4.8	128.3	126.6	127.6	127.8	127.5	131	176	174	201	239
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	4.7	4.6	4.6	4.6	4.6	128.2	127.2	126.9	127.1	126.7	2,089	2,181	2,079	1,890	1,874
Two or more races	4.9	4.7	4.8	4.3	4.7	126.2	122.7	127.3	123.8	127.8	24	49	45	61	61
Race/ethnicity unknown	6.0	5.0	5.6	4.2	4.2	131.5	124.8	126.7	123.4	125.2	26	26	40	49	139
Nonresident alien	4.2	4.5	3.7	*	3.9	126.6	120.6	113.7	*	125.1	16	13	10	*	11
Overall	4.7	4.6	4.7	5	4.6	128.1	127.0	127.1	127	126.7	2,500	2,659	2,578	2,475	2,635
Pell grant eligibility status	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Not Pell grant eligibile	4.6	4.5	4.6	4.5	4.4	127.5	127.1	127.0	126.8	126.4	1,739	1,751	1,652	1,545	1,588
Pell grant eligible	4.9	4.9	5.0	4.8	4.8	129.5	126.9	127.3	127.2	127.2	761	908	926	930	1,047
Overall	4.7	4.6	4.7	4.6	4.6	128.1	127.0	127.1	126.9	126.7	2,500	2,659	2,578	2,475	2,635

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Part-time State University Students

Table 5.2.4a. *Average Time and Credits to Bachelor's Degree by Gender, Race/ethnicity, and Income Level, Graduates in Academic Years 2012 through 2016 who Began as Part-time Students*

	Average time to Bachelor's degree in years					Average credits earned for Bachelor's degree					Number of Bachelor's degree recipients				
Gender	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Female	5.4	5.3	5.6	5.5	4.9	113.4	113.1	109.5	99.7	103.1	181	189	141	127	115
Male	5.4	5.3	5.5	5.4	5.7	112.0	113.3	113.3	110.6	111.8	147	139	108	111	80
Overall	5.4	5.3	5.5	5.5	5.2	112.8	113.2	111.1	104.8	106.7	328	328	249	238	195
Race/ethnicity	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	5.0	*	5.7	*	*	109.5	*	89.1	*	*	15	*	11	*
Black or African American	5.5	4.9	5.5	5.7	5.2	120.5	119.1	120.4	116.5	114.1	54	66	47	41	33
Hispanic/Latino	4.9	5.7	6.1	5.9	5.8	113.7	127.0	117.0	119.3	116.7	42	42	33	36	40
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	5.6	5.3	5.4	5.2	5.1	113.4	108.4	107.5	99.7	103.0	201	191	152	125	105
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Race/ethnicity unknown	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Nonresident alien	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Overall	5	5	6	5	5	113	113	111	105	107	328	328	249	238	195
Pell grant eligibility status	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Not Pell grant eligibile	5.4	5.1	5.4	5.0	4.8	109.3	110.5	108.7	95.3	102.9	202	170	132	121	98
Pell grant eligible	5.4	5.4	5.7	6.0	5.7	118.4	116.1	113.9	114.6	110.5	126	158	117	117	97
Overall	5.4	5.3	5.5	5.5	5.2	112.8	113.2	111.1	104.8	106.7	328	328	249	238	195

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Connecticut State College and Universities by Gender

Table 5.4.1. *Completions by High Demand Field, Sector, Student Level, and Gender, Community Colleges, AY 2014-2016*

		% of completions in Education			% of completions in Health			% of completions in STEM fields			Number of total completions		
		Academic Year			Academic Year			Academic Year			Academic Year		
Sector	***Gender***	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
Community colleges	Female	7.7%	6.4%	7.0%	27.0%	28.7%	27.3%	3.3%	3.5%	3.7%	4,518	4,408	4,567
	Male	0.4%	0.2%	0.2%	7.5%	7.8%	9.3%	33.9%	28.8%	28.6%	3,231	2,924	3,161
	Overall	4.7%	3.9%	4.2%	18.9%	20.4%	19.9%	16.1%	13.6%	13.9%	7,749	7,332	7,728
Charter Oak State College	Female	0.0%	0.0%	0.2%	8.6%	7.6%	8.5%	0.8%	0.3%	0.0%	394	394	459
	Male	0.5%	0.0%	0.0%	6.3%	4.3%	4.0%	1.6%	1.0%	0.9%	189	209	223
	Overall	0.2%	0.0%	0.1%	7.9%	6.5%	7.0%	1.0%	0.5%	0.3%	583	603	682
State universities (undergraduate students)	Female	10.0%	8.0%	8.5%	11.4%	11.5%	12.5%	6.7%	7.8%	8.3%	3,390	3,169	3,327
	Male	6.0%	5.0%	3.9%	3.3%	2.3%	2.8%	17.8%	18.8%	19.1%	2,394	2,519	2,466
	Overall	8.4%	6.7%	6.5%	8.0%	7.4%	8.4%	11.3%	12.7%	12.9%	5,784	5,688	5,793
State universities (graduate students)	Female	58.5%	57.9%	57.2%	12.0%	14.6%	16.5%	4.0%	3.5%	3.5%	1,213	1,270	1,235
	Male	44.7%	45.9%	48.7%	9.9%	6.8%	6.3%	11.2%	12.0%	11.4%	465	442	511
	Overall	54.7%	54.8%	54.7%	11.4%	12.6%	13.5%	6.0%	5.7%	5.8%	1,678	1,712	1,746

Table 5.4.2. *Completions in High Demand Fields by Sector, Student Level, and Gender, Community Colleges, AY 2014-2016*

		% of completions in high demand fields			Number of total completions		
		Academic Year			Academic Year		
Sector	***Gender***	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
Community colleges	Female	38.0%	38.6%	38.0%	4,518	4,408	4,567
	Male	41.8%	36.8%	38.1%	3,231	2,924	3,161
	Overall	39.6%	37.9%	38.0%	7,749	7,332	7,728
Charter Oak State College	Female	9.4%	7.9%	8.7%	394	394	459
	Male	8.5%	5.3%	4.9%	189	209	223
	Overall	9.1%	7.0%	7.5%	583	603	682
State universities (undergraduate students)	Female	28.1%	27.3%	29.3%	3,390	3,169	3,327
	Male	27.1%	26.1%	25.8%	2,394	2,519	2,466
	Overall	27.7%	26.8%	27.8%	5,784	5,688	5,793
State universities (graduate students)	Female	74.4%	75.9%	77.2%	1,213	1,270	1,235
	Male	65.8%	64.7%	66.3%	465	442	511
	Overall	72.1%	73.0%	74.0%	1,678	1,712	1,746

Sector level – Community Colleges by Race/ethnicity

Table 5.4.3. *Undergraduate Completions by High Demand Fields by Race/ethnicity, Community Colleges, AY 2014-2016*

	% of completions in Education			% of completions in Health			% of completions in STEM fields			Number of total completions		
	Academic Year			Academic Year			Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	*	7.7%	0.0%	*	7.7%	7.1%	*	0.0%	0.0%	*	13	14
Asian	3.5%	2.6%	3.6%	16.1%	17.0%	16.8%	19.6%	19.2%	21.9%	286	229	274
Black or African American	7.3%	4.7%	3.8%	17.1%	23.1%	21.8%	10.3%	9.3%	9.2%	844	893	952
Hispanic/Latino	6.5%	4.5%	6.7%	14.7%	16.2%	17.5%	13.0%	11.7%	11.8%	1,201	1,224	1,398
Native Hawaiian or other Pacific Islander	0.0%	0.0%	*	18.2%	29.4%	*	54.5%	5.9%	*	11	17	*
White	3.7%	3.6%	3.8%	20.5%	21.3%	20.9%	17.9%	14.9%	14.9%	4,775	4,285	4,524
Two or more races	2.8%	4.4%	3.9%	14.2%	23.0%	21.3%	12.3%	8.0%	7.7%	106	226	155
Race/ethnicity unknown	5.1%	5.2%	2.0%	19.1%	18.4%	15.6%	14.9%	16.6%	15.9%	450	385	352
Nonresident alien	11.8%	1.7%	1.9%	16.2%	15.0%	15.4%	7.4%	5.0%	30.8%	68	60	52
Overall	4.7%	3.9%	4.2%	18.9%	20.4%	19.9%	16.1%	13.6%	13.9%	7,749	7,332	7,728

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Table 5.4.4. *Undergraduate Completions in High Demand Fields by Race/ethnicity, Charter Oak State College, AY 2014-2016*

	% of completions in high demand fields			Number of total completions		
	Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	*	15.4%	7.1%	*	13	14
Asian	39.2%	38.9%	42.3%	286	229	274
Black or African American	34.7%	37.1%	34.9%	844	893	952
Hispanic/Latino	34.2%	32.4%	36.0%	1,201	1,224	1,398
Native Hawaiian or other Pacific Islander	72.7%	35.3%	*	11	17	*
White	42.1%	39.8%	39.5%	4,775	4,285	4,524
Two or more races	29.2%	35.4%	32.9%	106	226	155
Race/ethnicity unknown	39.1%	40.3%	33.5%	450	385	352
Nonresident alien	35.3%	21.7%	48.1%	68	60	52
Overall	39.6%	37.9%	38.0%	7,749	7,332	7,728

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Charter Oak State College by Race/ethnicity

Table 5.4.5. *Undergraduate Completions by High Demand Fields by Race/ethnicity, Charter Oak State College, AY 2014-2016*

	% of completions in Education			% of completions in Health			% of completions in STEM fields			Number of total completions		
	Academic Year			Academic Year			Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	0.0%	0.0%	*	8.3%	25.0%	*	0.0%	6.3%	*	12	16	*
Black or African American	0.0%	0.0%	0.0%	13.0%	11.1%	16.3%	0.0%	1.2%	1.0%	69	81	98
Hispanic/Latino	0.0%	0.0%	0.0%	7.4%	4.8%	4.0%	0.0%	0.0%	0.0%	68	63	75
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	0.3%	0.0%	0.0%	8.1%	5.4%	6.5%	1.3%	0.2%	0.2%	381	407	433
Two or more races	*	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	0.0%	*	12	18
Race/ethnicity unknown	0.0%	0.0%	2.6%	0.0%	5.9%	0.0%	2.3%	0.0%	0.0%	43	17	39
Nonresident alien	*	*	*	*	*	*	*	*	*	*	*	*
Overall	0.2%	0.0%	0.1%	7.9%	6.5%	7.0%	1.0%	0.5%	0.3%	583	603	682

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Table 5.4.6. *Undergraduate Completions in High Demand Fields by Race/ethnicity, Charter Oak State College, AY 2014-2016*

	% of completions in high demand fields			Number of total completions		
	Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	*	*	*	*	*	*
Asian	8.3%	31.3%	*	12	16	8
Black or African American	13.0%	12.3%	17.3%	69	81	98
Hispanic/Latino	7.4%	4.8%	4.0%	68	63	75
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*
White	9.7%	5.7%	6.7%	381	407	433
Two or more races	*	0.0%	0.0%	6	12	18
Race/ethnicity unknown	2.3%	5.9%	2.6%	43	17	39
Nonresident alien	*	*	*	*	*	*
Overall	9.1%	7.0%	7.5%	583	603	682

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – State Universities by Race/ethnicity

Table 5.4.5. *Undergraduate Completions by High Demand Fields by Race/ethnicity, State Universities, AY 2014-2016*

	% of completions in Education			% of completions in Health			% of completions in STEM fields			Number of total completions		
	Academic Year			Academic Year			Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	4.5%	10.0%	21.4%	4.5%	10.0%	21.4%	4.5%	10.0%	7.1%	22	10	14
Asian	1.4%	1.5%	2.3%	8.1%	8.8%	5.1%	18.9%	27.3%	27.1%	148	194	177
Black or African American	3.0%	2.1%	1.3%	11.2%	8.7%	9.0%	9.6%	7.0%	10.1%	492	516	557
Hispanic/Latino	6.3%	3.6%	5.1%	6.7%	6.6%	7.4%	8.6%	10.1%	10.5%	510	576	609
Native Hawaiian or other Pacific Islander	0.0%	*	*	10.0%	*	*	20.0%	*	*	10	*	*
White	9.7%	8.1%	7.7%	7.8%	7.3%	8.6%	11.3%	12.8%	12.9%	4,319	4,070	3,928
Two or more races	4.2%	7.6%	5.3%	9.5%	3.4%	7.1%	10.5%	14.3%	11.5%	95	119	113
Race/ethnicity unknown	3.4%	2.5%	6.7%	10.3%	11.0%	7.0%	15.9%	16.6%	13.7%	145	163	299
Nonresident alien	7.0%	2.7%	3.3%	2.3%	2.7%	13.2%	20.9%	29.7%	17.6%	43	37	91
Overall	8.4%	6.7%	6.5%	8.0%	7.4%	8.4%	11.3%	12.7%	12.9%	5,784	5,688	5,793

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Table 5.4.6. *Undergraduate Completions in High Demand Fields by Race/ethnicity, State Universities, AY 2014-2016*

	% of completions in high demand fields			Number of total completions		
	Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	13.6%	30.0%	50.0%	22	10	14
Asian	28.4%	37.6%	34.5%	148	194	177
Black or African American	23.8%	17.8%	20.3%	492	516	557
Hispanic/Latino	21.6%	20.3%	23.0%	510	576	609
Native Hawaiian or other Pacific Islander	30.0%	*	*	10	*	*
White	28.8%	28.2%	29.3%	4,319	4,070	3,928
Two or more races	24.2%	25.2%	23.9%	95	119	113
Race/ethnicity unknown	29.7%	30.1%	27.4%	145	163	299
Nonresident alien	30.2%	35.1%	34.1%	43	37	91
Overall	27.7%	26.8%	27.8%	5,784	5,688	5,793

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – State Universities by Race/ethnicity

Table 5.4.5. *Graduate Student Completions by High Demand Fields by Race/ethnicity, State Universities, AY 2014-2016*

	% of completions in Education			% of completions in Health			% of completions in STEM fields			Number of total completions		
	Academic Year			Academic Year			Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	17.8%	22.5%	25.6%	15.6%	17.5%	17.9%	15.6%	25.0%	28.2%	45	40	39
Black or African American	57.0%	50.4%	39.8%	8.9%	17.6%	24.4%	3.7%	4.2%	5.7%	135	119	123
Hispanic/Latino	50.0%	42.0%	41.3%	14.1%	15.9%	5.4%	6.3%	13.6%	4.3%	64	88	92
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	55.7%	57.2%	59.0%	12.0%	11.7%	13.5%	5.2%	4.2%	4.1%	1,260	1,318	1,262
Two or more races	56.0%	55.0%	44.4%	8.0%	20.0%	27.8%	4.0%	10.0%	0.0%	25	20	18
Race/ethnicity unknown	60.4%	54.9%	48.6%	8.5%	14.3%	10.9%	8.5%	3.3%	7.2%	106	91	138
Nonresident alien	46.2%	47.1%	53.5%	2.6%	5.9%	2.8%	17.9%	26.5%	23.9%	39	34	71
Overall	54.7%	54.8%	54.7%	11.4%	12.6%	13.5%	6.0%	5.7%	5.8%	1,678	1,712	1,746

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Table 5.4.6. *Graduate Student Completions in High Demand Fields by Race/ethnicity, State Universities, AY 2014-2016*

	% of completions in high demand fields			Number of total completions		
	Academic Year			Academic Year		
Race/ethnicity	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
American Indian or Alaska Native	*	*	*	*	*	*
Asian	48.9%	65.0%	71.8%	45	40	39
Black or African American	69.6%	72.3%	69.9%	135	119	123
Hispanic/Latino	70.3%	71.6%	51.1%	64	88	92
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*
White	72.9%	73.1%	76.6%	1,260	1,318	1,262
Two or more races	68.0%	85.0%	72.2%	25	20	18
Race/ethnicity unknown	77.4%	72.5%	66.7%	106	91	138
Nonresident alien	66.7%	79.4%	80.3%	39	34	71
Overall	72.1%	73.0%	74.0%	1,678	1,712	1,746

Note . An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Connecticut State Colleges and Universities by Gender

Table 5.4.5. *Fall Enrollment by Degree-seeking Status and Gender, Connecticut State Colleges and Universities, Fall 2012 through Fall 2016*

Sector	Student level & degree-seeking status	Gender	% of fall students					Fall enrollment				
			2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Community Colleges	All undergraduates	Female	59.3%	58.6%	58.6%	58.1%	57.9%	34,525	33,400	32,333	30,676	29,263
		Male	40.7%	41.4%	41.4%	41.9%	42.1%	23,703	23,577	22,821	22,085	21,285
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	58,228	56,977	55,154	52,761	50,548
	Undergraduate degree-seeking	Female	59.0%	58.5%	58.6%	58.1%	57.7%	29,945	29,138	28,205	26,627	25,546
		Male	41.0%	41.5%	41.4%	41.9%	42.3%	20,780	20,647	19,929	19,176	18,734
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	50,725	49,785	48,134	45,803	44,280
	Undergraduate non-degree-seeking	Female	61.0%	59.3%	58.8%	58.2%	59.3%	4,580	4,262	4,128	4,049	3,717
		Male	39.0%	40.7%	41.2%	41.8%	40.7%	2,923	2,930	2,892	2,909	2,551
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	7,503	7,192	7,020	6,958	6,268
Charter Oak State College	Undergraduate	Female	67.2%	65.7%	67.4%	67.8%	67.5%	1,105	1,038	1,300	1,179	1,035
		Male	32.8%	34.3%	32.6%	32.2%	32.5%	539	542	629	559	498
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	1,644	1,580	1,929	1,738	1,533
	Graduate	Female	n/a	n/a	n/a	n/a	48.0%	0	0	0	0	24
		Male	n/a	n/a	n/a	n/a	52.0%	0	0	0	0	26
		Overall	n/a	n/a	n/a	n/a	100.0%	0	0	0	0	50
	Undergraduate and Graduate	Female	67.2%	65.7%	67.4%	67.8%	66.9%	1,105	1,038	1,300	1,179	1,059
		Male	32.8%	34.3%	32.6%	32.2%	33.1%	539	542	629	559	524
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	1,644	1,580	1,929	1,738	1,583
Connecticut State Universities	Undergraduate	Female	54.0%	53.6%	53.0%	53.4%	53.5%	15,813	15,379	15,139	15,177	14,907
		Male	46.0%	46.4%	47.0%	46.6%	46.5%	13,495	13,320	13,446	13,263	12,946
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	29,308	28,699	28,585	28,440	27,853
	Graduate	Female	70.0%	70.3%	69.3%	67.8%	68.9%	3,860	3,772	3,822	3,534	3,675
		Male	30.0%	29.7%	30.7%	32.2%	31.1%	1,656	1,591	1,694	1,678	1,659
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	5,516	5,363	5,516	5,212	5,334
	Undergraduate and Graduate	Female	56.5%	56.2%	55.6%	55.6%	56.0%	19,673	19,151	18,961	18,711	18,582
		Male	43.5%	43.8%	44.4%	44.4%	44.0%	15,151	14,911	15,140	14,941	14,605
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	34,824	34,062	34,101	33,652	33,187

Note. Prior to Fall 2016, Charter Oak State College did not enroll any graduate students; n/a stands for not applicable.

Sector level – Community Colleges by Race/ethnicity

Table 5.4.5. *Fall Enrollment by Degree-seeking Status and Race/ethnicity, Community Colleges, Fall 2012 through Fall 2016*

Degree-seeking status	Race/ethnicity	% of fall students					Fall enrollment				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Undergraduate degree-seeking	American Indian or Alaska Native	0.2%	0.3%	0.2%	0.2%	0.2%	125	128	113	91	103
	Asian	3.2%	3.3%	3.5%	3.6%	3.7%	1,645	1,663	1,706	1,654	1,628
	Black or African American	16.9%	17.3%	17.9%	17.6%	17.7%	8,548	8,622	8,604	8,063	7,820
	Hispanic/Latino	20.7%	21.7%	22.8%	23.8%	25.6%	10,488	10,819	10,959	10,924	11,319
	Native Hawaiian or other Pacific Islander	0.1%	0.2%	0.2%	0.2%	0.1%	73	78	78	71	63
	White	51.0%	50.4%	48.7%	47.8%	45.9%	25,881	25,093	23,436	21,871	20,322
	Two or more races	1.6%	1.8%	2.1%	2.3%	2.3%	817	915	1,009	1,051	1,029
	Race/ethnicity unknown	5.7%	4.6%	4.3%	4.2%	4.0%	2,913	2,273	2,055	1,904	1,787
	Nonresident alien	0.5%	0.4%	0.4%	0.4%	0.5%	235	194	174	174	209
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	50,725	49,785	48,134	45,803	44,280
Undergraduate non-degree-seeking	American Indian or Alaska Native	0.1%	*	0.1%	0.2%	0.2%	11	*	10	13	11
	Asian	4.2%	4.3%	4.3%	4.2%	4.8%	315	306	304	290	298
	Black or African American	10.6%	10.8%	13.0%	12.7%	11.7%	795	778	916	883	736
	Hispanic/Latino	13.2%	14.1%	14.8%	15.4%	15.9%	989	1,013	1,037	1,074	996
	Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
	White	61.9%	61.6%	58.6%	59.3%	58.6%	4,642	4,431	4,111	4,125	3,672
	Two or more races	1.2%	1.4%	1.7%	1.3%	1.7%	87	100	122	88	104
	Race/ethnicity unknown	7.9%	6.6%	6.5%	6.0%	6.3%	591	475	458	419	398
	Nonresident alien	0.9%	1.0%	0.8%	0.8%	0.8%	65	72	58	59	50
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	7,503	7,192	7,020	6,958	6,268
All undergraduates	American Indian or Alaska Native	0.2%	0.2%	0.2%	0.2%	0.2%	136	137	123	104	114
	Asian	3.4%	3.5%	3.6%	3.7%	3.8%	1,960	1,969	2,010	1,944	1,926
	Black or African American	16.0%	16.5%	17.3%	17.0%	16.9%	9,343	9,400	9,520	8,946	8,556
	Hispanic/Latino	19.7%	20.8%	21.8%	22.7%	24.4%	11,477	11,832	11,996	11,998	12,315
	Native Hawaiian or other Pacific Islander	0.1%	0.2%	0.1%	0.1%	0.1%	81	86	82	78	66
	White	52.4%	51.8%	49.9%	49.3%	47.5%	30,523	29,524	27,547	25,996	23,994
	Two or more races	1.6%	1.8%	2.1%	2.2%	2.2%	904	1,015	1,131	1,139	1,133
	Race/ethnicity unknown	6.0%	4.8%	4.6%	4.4%	4.3%	3,504	2,748	2,513	2,323	2,185
	Nonresident alien	0.5%	0.5%	0.4%	0.4%	0.5%	300	266	232	233	259
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	58,228	56,977	55,154	52,761	50,548

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Charter Oak State College by Race/ethnicity

Table 5.4.5. *Fall Enrollment by Student Level and Race/ethnicity, Charter Oak State College, Fall 2012 through Fall 2016*

Student level	Race/ethnicity	% of fall students					Fall enrollment				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Undergraduate	American Indian or Alaska Native	*	*	*	*	0.7%	*	*	*	*	10
	Asian	1.8%	1.6%	1.3%	1.2%	1.4%	30	26	25	20	21
	Black or African American	16.0%	16.1%	16.7%	16.5%	16.4%	263	254	323	286	252
	Hispanic/Latino	10.4%	10.5%	12.3%	13.1%	14.4%	171	166	237	227	221
	Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
	White	58.8%	60.4%	57.8%	56.2%	55.3%	966	955	1,115	977	847
	Two or more races	1.3%	1.4%	2.5%	2.2%	2.3%	22	22	48	39	36
	Race/ethnicity unknown	11.1%	8.7%	8.3%	9.8%	8.4%	182	138	161	170	129
	Nonresident alien	*	0.7%	0.6%	0.7%	1.0%	*	11	12	12	15
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	1,644	1,580	1,929	1,738	1,533
Graduate	American Indian or Alaska Native	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	Asian	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	Black or African American	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	Hispanic/Latino	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	Native Hawaiian or other Pacific Islander	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	White	n/a	n/a	n/a	n/a	66.0%	0	0	0	0	33
	Two or more races	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	Race/ethnicity unknown	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	Nonresident alien	n/a	n/a	n/a	n/a	*	0	0	0	0	*
	Overall	n/a	n/a	n/a	n/a	100.0%	0	0	0	0	50
Undergraduate and Graduate	American Indian or Alaska Native	*	*	*	*	0.6%	*	*	*	*	10
	Asian	1.8%	1.6%	1.3%	1.2%	1.5%	30	26	25	20	23
	Black or African American	16.0%	16.1%	16.7%	16.5%	16.5%	263	254	323	286	261
	Hispanic/Latino	10.4%	10.5%	12.3%	13.1%	14.2%	171	166	237	227	225
	Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
	White	58.8%	60.4%	57.8%	56.2%	55.6%	966	955	1,115	977	880
	Two or more races	1.3%	1.4%	2.5%	2.2%	2.3%	22	22	48	39	36
	Race/ethnicity unknown	11.1%	8.7%	8.3%	9.8%	8.3%	182	138	161	170	131
	Nonresident alien	*	0.7%	0.6%	0.7%	0.9%	*	11	12	12	15
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	1,644	1,580	1,929	1,738	1,583

Notes. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy. Prior to Fall 2016, Charter Oak State College did not enroll any graduate students; n/a stands for not applicable.

Sector level – State Universities by Race/ethnicity

Table 5.4.5. *Fall Enrollment by Student Level and Race/ethnicity, State Universities, Fall 2012 through Fall 2016*

Student level	Race/ethnicity	% of fall students					Fall enrollment				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Undergraduate	American Indian or Alaska Native	0.3%	0.2%	0.2%	0.2%	0.2%	87	62	65	66	61
	Asian	2.8%	3.0%	3.2%	3.5%	3.8%	811	847	909	1,005	1,062
	Black or African American	10.8%	11.2%	11.7%	12.7%	12.4%	3,162	3,215	3,347	3,603	3,461
	Hispanic/Latino	10.5%	11.4%	12.4%	12.7%	13.9%	3,085	3,280	3,541	3,601	3,872
	Native Hawaiian or other Pacific Islander	0.2%	0.1%	0.1%	0.1%	0.1%	51	29	25	22	23
	White	68.5%	66.3%	64.0%	61.8%	60.8%	20,069	19,016	18,287	17,578	16,939
	Two or more races	2.2%	2.1%	2.3%	2.2%	2.8%	634	591	645	624	782
	Race/ethnicity unknown	4.1%	5.1%	5.4%	5.9%	5.0%	1,202	1,452	1,531	1,673	1,397
	Nonresident alien	0.7%	0.7%	0.8%	0.9%	0.9%	207	207	235	268	256
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	29,308	28,699	28,585	28,440	27,853
Graduate	American Indian or Alaska Native	0.3%	*	*	*	*	15	*	*	*	*
	Asian	2.2%	2.6%	2.6%	2.8%	2.8%	122	141	142	144	147
	Black or African American	7.1%	7.5%	7.8%	8.4%	8.5%	391	404	431	439	452
	Hispanic/Latino	5.5%	5.7%	5.7%	5.7%	6.9%	302	304	314	297	370
	Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
	White	76.5%	75.5%	74.9%	72.8%	72.5%	4,221	4,048	4,129	3,795	3,866
	Two or more races	1.3%	1.2%	1.4%	1.3%	1.7%	71	66	79	70	89
	Race/ethnicity unknown	5.8%	5.6%	5.9%	5.8%	5.3%	322	302	323	304	282
	Nonresident alien	1.2%	1.5%	1.6%	2.9%	2.2%	64	83	88	151	118
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	5,516	5,363	5,516	5,212	5,334
Undergraduate and Graduate	American Indian or Alaska Native	0.3%	0.2%	0.2%	0.2%	0.2%	102	70	71	74	67
	Asian	2.7%	2.9%	3.1%	3.4%	3.6%	933	988	1,051	1,149	1,209
	Black or African American	10.2%	10.6%	11.1%	12.0%	11.8%	3,553	3,619	3,778	4,042	3,913
	Hispanic/Latino	9.7%	10.5%	11.3%	11.6%	12.8%	3,387	3,584	3,855	3,898	4,242
	Native Hawaiian or other Pacific Islander	0.2%	0.1%	0.1%	0.1%	0.1%	59	36	29	26	27
	White	69.8%	67.7%	65.7%	63.5%	62.7%	24,290	23,064	22,416	21,373	20,805
	Two or more races	2.0%	1.9%	2.1%	2.1%	2.6%	705	657	724	694	871
	Race/ethnicity unknown	4.4%	5.1%	5.4%	5.9%	5.1%	1,524	1,754	1,854	1,977	1,679
	Nonresident alien	0.8%	0.9%	0.9%	1.2%	1.1%	271	290	323	419	374
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	34,824	34,062	34,101	33,652	33,187

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Community Colleges by Demographic Groups

Table 5.4.5. *Retention Rates by Gender, Race/ethnicity, Pell Grant Eligibility Status, and Full-time/Part-time Entry Enrollment Status, Community Colleges, Fall 2011 through Fall 2015 Degree or Certificate-seeking Cohorts*

Full-time students	Fall-to-fall retention rates (%)					Number of students				
	Fall degree- or certificate-seeking cohort					Fall degree- or certificate-seeking cohort				
Gender	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Female	61.6%	62.8%	62.2%	63.2%	59.9%	3,378	3,197	3,179	2,994	2,769
Male	57.4%	58.9%	59.2%	58.8%	57.1%	3,305	3,327	3,216	2,986	2,870
Overall	59.5%	60.8%	60.7%	61.0%	58.5%	6,683	6,524	6,395	5,980	5,639
Race/ethnicity	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
American Indian or Alaska Native	77.8%	40.0%	50.0%	*	53.3%	18	10	20	*	15
Asian	59.9%	72.4%	73.8%	69.5%	69.8%	177	196	191	164	182
Black or African American	53.1%	53.0%	54.2%	51.1%	52.9%	1,108	984	1,012	1,004	925
Hispanic/Latino	58.6%	57.4%	59.4%	58.1%	56.8%	1,488	1,518	1,545	1,541	1,515
Native Hawaiian or other Pacific Islander	50.0%	*	*	*	66.7%	12	*	*	*	12
White	62.2%	64.6%	63.1%	65.6%	61.0%	3,456	3,398	3,250	2,900	2,592
Two or more races	51.7%	45.9%	54.8%	61.4%	50.9%	118	148	157	158	171
Race/ethnicity unknown	58.9%	58.8%	58.0%	61.8%	60.4%	299	243	205	186	217
Nonresident alien	*	80.0%	*	54.5%	70.0%	*	20	*	11	10
Overall	59.5%	60.8%	60.7%	61.0%	58.5%	6,683	6,524	6,395	5,980	5,639
Pell grant eligibility status	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Not Pell grant eligibile	63.5%	65.7%	65.3%	66.2%	61.9%	3,072	3,036	2,857	2,622	2,461
Pell grant eligible	56.1%	56.5%	57.0%	57.0%	55.8%	3,611	3,488	3,538	3,358	3,178
Overall	59.5%	60.8%	60.7%	61.0%	58.5%	6,683	6,524	6,395	5,980	5,639

Part-time students	Fall-to-fall retention rates (%)					Number of students				
	Fall degree- or certificate-seeking cohort					Fall degree- or certificate-seeking cohort				
Gender	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Female	50.7%	48.7%	48.7%	48.3%	47.8%	2,238	2,355	2,308	2,141	2,077
Male	42.8%	41.2%	40.3%	42.3%	42.3%	1,816	2,042	1,987	1,781	1,794
Overall	47.2%	45.3%	44.8%	45.6%	45.2%	4,054	4,397	4,295	3,922	3,871
Race/ethnicity	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
American Indian or Alaska Native	42.9%	50.0%	*	8.3%	*	14	14	*	12	*
Asian	60.4%	53.6%	60.0%	63.0%	61.8%	106	140	160	138	136
Black or African American	46.2%	44.3%	44.2%	42.5%	38.6%	772	838	846	737	699
Hispanic/Latino	45.8%	46.1%	40.5%	41.9%	42.8%	1,066	1,168	1,211	1,083	1,207
Native Hawaiian or other Pacific Islander	*	*	*	60.0%	*	*	*	*	10	*
White	47.7%	45.6%	46.7%	48.1%	48.1%	1,833	1,960	1,779	1,688	1,553
Two or more races	45.3%	30.8%	30.0%	38.6%	43.4%	53	78	90	83	76
Race/ethnicity unknown	47.5%	41.1%	49.7%	49.1%	49.5%	198	190	195	169	188
Nonresident alien	*	*	*	*	*	*	*	*	*	*
Overall	47.2%	45.3%	44.8%	45.6%	45.2%	4,054	4,397	4,295	3,922	3,871
Pell grant eligibility status	***2011***	***2012***	***2013***	***2014***	***2015***	***2011***	***2012***	***2013***	***2014***	***2015***
Not Pell grant eligibile	48.7%	46.7%	46.1%	46.8%	45.6%	1,760	1,931	1,895	1,625	1,744
Pell grant eligible	46.0%	44.2%	43.8%	44.8%	44.9%	2,294	2,466	2,400	2,297	2,127
Overall	47.2%	45.3%	44.8%	45.6%	45.2%	4,054	4,397	4,295	3,922	3,871

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – State Universities

Table 5.4.5. *Retention Rates by Full-time/Part-time Entry Enrollment Status, State Universities, Fall 2011 through Fall 2015 Degree-seeking Cohorts*

Full-time students

	Fall-to-fall retention rates (%)					Number of students				
	Fall degree-seeking cohort					Fall degree-seeking cohort				
Institution	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Central	76%	77%	80%	78%	78%	1,372	1,337	1,273	1,353	1,351
Eastern	76%	78%	77%	73%	76%	923	977	963	871	966
Southern	73%	75%	75%	75%	77%	1,319	1,360	1,361	1,275	1,394
Western	69%	74%	79%	76%	73%	870	812	781	774	665
All CSUs	***74%***	***76%***	***78%***	***75%***	***76%***	***4,484***	***4,486***	***4,378***	***4,273***	***4,376***

Part-time students

	Fall-to-fall retention rates (%)					Number of students				
	Fall degree-seeking cohort					Fall degree-seeking cohort				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Central	57%	54%	67%	53%	50%	13	12	15	16	12
Eastern	50%	75%	81%	82%	58%	24	36	22	12	12
Southern	40%	58%	50%	44%	14%	12	14	16	11	14
Western	55%	59%	40%	31%	83%	17	15	13	12	12
All CSUs	***51%***	***64%***	***65%***	***56%***	***50%***	***66***	***77***	***66***	***51***	***50***

Sector level – Community Colleges

Table 5.4.5. *Graduation Rates by Gender and Race/ethnicity, Community Colleges, Fall 2008 through Fall 2011 Degree- or Certificate-Seeking Cohorts*

	Graduation rate (%)					Number of students				
	Full-time, first-time fall student cohort					Full-time, first-time fall student cohort				
Gender	***2009***	***2010***	***2011***	***2012***	***2013***	***2009***	***2010***	***2011***	***2012***	***2013***
Female	12.7%	13.0%	13.3%	14.0%	15.6%	3,667	3,643	3,378	3,197	3,179
Male	12.5%	11.2%	11.8%	15.1%	15.4%	3,609	3,612	3,305	3,327	3,216
Overall	12.6%	12.1%	12.5%	14.6%	15.5%	7,276	7,255	6,683	6,524	6,395
Race/ethnicity	***2009***	***2010***	***2011***	***2012***	***2013***	***2005***	***2006***	***2007***	***2008***	***2009***
American Indian or Alaska Native	12.5%	5.3%	16.7%	10.0%	5.0%	16	19	18	10	20
Asian	19.8%	20.2%	10.2%	21.4%	18.3%	197	173	176	196	191
Black or African American	6.3%	5.5%	5.4%	7.9%	7.2%	1,064	1,068	1,101	984	1,012
Hispanic/Latino	8.5%	9.4%	9.8%	10.0%	11.4%	1,262	1,501	1,487	1,518	1,545
Native Hawaiian or other Pacific Islander	18.2%	20.0%	9.1%	*	*	11	10	11	*	*
White	15.3%	14.8%	16.3%	18.5%	20.2%	4,079	3,924	3,447	3,398	3,250
Two or more races	10.8%	9.0%	5.9%	10.8%	17.2%	93	133	136	148	157
Race/ethnicity unknown	10.6%	11.6%	13.0%	11.9%	9.8%	526	406	300	243	205
Nonresident alien	35.7%	14.3%	*	20.0%	*	28	21	*	20	*
Overall	12.6%	12.1%	12.5%	14.6%	15.5%	7,276	7,255	6,683	6,524	6,395

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Community Colleges

Table 5.4.5. *Transfer-out Rates by Gender and Race/ethnicity, Community Colleges, Fall 2008 through Fall 2011 Degree- or Certificate-Seeking Cohorts*

	Transfer-out rate (%)					Number of students				
	Full-time, first-time fall student cohort					Full-time, first-time fall student cohort				
Gender	***2009***	***2010***	***2011***	***2012***	***2013***	***2009***	***2010***	***2011***	***2012***	***2013***
Female	20.9%	20.9%	23.4%	20.8%	22.9%	3,667	3,643	3,378	3,197	3,179
Male	19.2%	19.9%	18.8%	18.1%	18.3%	3,609	3,612	3,305	3,327	3,216
Overall	20.1%	20.4%	21.1%	19.4%	20.6%	7,276	7,255	6,683	6,524	6,395
Race/ethnicity	***2009***	***2010***	***2011***	***2012***	***2013***	***2009***	***2010***	***2011***	***2012***	***2013***
American Indian or Alaska Native	25.0%	26.3%	22.2%	0.0%	10.0%	16	19	18	10	20
Asian	24.4%	24.9%	31.3%	21.4%	23.6%	197	173	176	196	191
Black or African American	20.9%	22.8%	22.0%	22.0%	20.4%	1,064	1,068	1,101	984	1,012
Hispanic/Latino	16.6%	18.1%	17.1%	14.8%	18.3%	1,262	1,501	1,487	1,518	1,545
Native Hawaiian or other Pacific Islander	0.0%	10.0%	36.4%	*	*	11	10	11	*	*
White	20.8%	21.1%	22.3%	20.5%	21.4%	4,079	3,924	3,447	3,398	3,250
Two or more races	14.0%	10.5%	17.6%	20.9%	19.7%	93	133	136	148	157
Race/ethnicity unknown	21.1%	17.5%	19.0%	21.0%	22.9%	526	406	300	243	205
Nonresident alien	7.1%	19.0%	*	30.0%	*	28	21	*	20	*
Overall	20.1%	20.4%	0	19.4%	0	7,276	7,255	6,683	6,524	6,395

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Community Colleges

Table 5.4.5. *Success Rates by Gender and Race/ethnicity, Community Colleges, Fall 2008 through Fall 2011 Degree- or Certificate-Seeking Cohorts*

	Success rate (%)					Number of students				
	Full-time, first-time fall student cohort					Full-time, first-time fall student cohort				
Gender	***2009***	***2010***	***2011***	***2012***	***2013***	***2009***	***2010***	***2011***	***2012***	***2013***
Female	33.6%	34.0%	36.6%	34.9%	38.5%	3,667	3,643	3,378	3,197	3,179
Male	31.8%	31.1%	30.6%	33.1%	33.7%	3,609	3,612	3,305	3,327	3,216
Overall	32.7%	32.5%	33.6%	34.0%	36.1%	7,276	7,255	6,683	6,524	6,395
Race/ethnicity	***2009***	***2010***	***2011***	***2012***	***2013***	***2009***	***2010***	***2011***	***2012***	***2013***
American Indian or Alaska Native	37.5%	31.6%	38.9%	10.0%	15.0%	16	19	18	10	20
Asian	44.2%	45.1%	41.5%	42.9%	41.9%	197	173	176	196	191
Black or African American	27.2%	28.4%	27.3%	29.9%	27.6%	1,064	1,068	1,101	984	1,012
Hispanic/Latino	25.1%	27.4%	26.9%	24.8%	29.6%	1,262	1,501	1,487	1,518	1,545
Native Hawaiian or other Pacific Islander	18.2%	30.0%	45.5%	*	*	11	10	11	*	*
White	36.1%	35.9%	38.6%	38.9%	41.6%	4,079	3,924	3,447	3,398	3,250
Two or more races	24.7%	19.5%	23.5%	31.8%	36.9%	93	133	136	148	157
Race/ethnicity unknown	31.7%	29.1%	32.0%	32.9%	32.7%	526	406	300	243	205
Nonresident alien	42.9%	33.3%	*	50.0%	*	28	21	*	20	*
Overall	32.7%	32.5%	33.6%	34.0%	36.1%	7,276	7,255	6,683	6,524	6,395

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – State Universities

Table 5.4.5. *Graduation Rates by Gender and Race/ethnicity, State Universities, Fall 2005 through Fall 2010 Degree-Seeking Cohorts*

	Six-year graduation rate (%)						Number of students					
	Full-time, first-time fall student cohort						Full-time, first-time fall student cohort					
Gender	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***
Female	49.7%	52.6%	53.8%	55.0%	57.8%	55.5%	2,348	2,462	2,396	2,329	2,472	2,399
Male	39.8%	41.5%	44.7%	47.0%	48.7%	46.8%	1,926	2,063	2,123	2,115	1,977	2,053
Overall	45.2%	47.6%	49.5%	51.2%	53.7%	51.5%	4,274	4,525	4,519	4,444	4,449	4,452
Race/ethnicity	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***
American Indian or Alaska Native	27.8%	39.1%	*	*	42.1%	*	18	23	*	*	19	*
Asian	45.7%	39.3%	43.6%	50.6%	50.5%	57.1%	92	107	94	81	91	98
Black or African American	37.0%	39.4%	40.8%	45.6%	42.8%	41.4%	354	378	404	379	348	411
Hispanic/Latino	38.7%	40.1%	43.2%	41.7%	44.7%	46.2%	266	314	338	350	369	418
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White	46.6%	49.5%	51.9%	53.4%	56.0%	53.9%	3,321	3,441	3,424	3,377	3,365	3,246
Two or more races	92.3%	71.4%	57.6%	61.5%	50.0%	47.5%	13	28	33	26	68	99
Race/ethnicity unknown	43.9%	43.8%	36.4%	39.1%	57.6%	42.2%	180	210	195	197	158	147
Nonresident alien	34.5%	38.1%	59.1%	54.5%	44.8%	52.2%	29	21	22	22	29	23
Overall	45.2%	47.6%	49.5%	51.2%	53.7%	51.5%	4,274	4,525	4,519	4,444	4,449	4,452

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Sector level – Connecticut State Colleges and Universities by Gender

Table 5.4.5. *Completions by Student Level and Gender, Connecticut State Colleges and Universities, Academic Years 2012 through Fall 2016*

			% of completions					Number of students who obtained a certificate or degree				
Sector	***Student level***	***Gender***	***2012***	***2013***	***2014***	***2015***	***2016***	***2012***	***2013***	***2014***	***2015***	***2016***
Community Colleges	Undergraduate	Female	61.1%	58.9%	58.3%	60.1%	59.1%	4,110	4,367	4,518	4,408	4,567
		Male	38.9%	41.1%	41.7%	39.9%	40.9%	2,622	3,043	3,231	2,924	3,161
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	6,732	7,410	7,749	7,332	7,728
Charter Oak State College	Undergraduate	Female	70.4%	69.0%	67.6%	65.4%	67.2%	466	414	394	394	456
		Male	29.6%	31.0%	32.4%	34.6%	32.8%	196	186	189	208	223
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	662	600	583	602	679
State Universities	Undergraduate	Female	58.8%	59.5%	58.6%	55.6%	57.2%	3,267	3,402	3,344	3,119	3,257
		Male	41.2%	40.5%	41.4%	44.4%	42.8%	2,287	2,317	2,358	2,489	2,434
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	5,554	5,719	5,702	5,608	5,691
State Universities	Graduate	Female	72.9%	71.2%	72.3%	74.2%	70.7%	1,400	1,278	1,213	1,270	1,235
		Male	27.1%	28.8%	27.7%	25.8%	29.3%	521	516	465	442	511
		Overall	100.0%	100.0%	100.0%	100.0%	100.0%	1,921	1,794	1,678	1,712	1,746

Sector level – Connecticut State Colleges and Universities by Race/ethnicity

Table 5.4.5. *Completions by Student Level and Race/ethnicity, Connecticut State Colleges and Universities, Academic Years 2012 through Fall 2016*

Student level	Race/ethnicity	% of completions					Number of students who obtained a certificate or degree				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Community Colleges (Undergraduate)	American Indian or Alaska Native	0.3%	0.2%	*	0.2%	0.2%	22	13	*	13	14
	Asian	3.4%	3.7%	3.7%	3.1%	3.5%	231	272	286	229	274
	Black or African American	12.3%	10.2%	10.9%	12.2%	12.3%	829	756	844	893	952
	Hispanic/Latino	14.8%	14.8%	15.5%	16.7%	18.1%	994	1,095	1,201	1,224	1,398
	Native Hawaiian or other Pacific Islander	*	*	0.1%	0.2%	*	*	*	11	17	*
	White	62.1%	61.5%	61.6%	58.4%	58.5%	4,182	4,558	4,775	4,285	4,524
	Two or more races	1.3%	1.3%	1.4%	3.1%	2.0%	85	98	106	226	155
	Race/ethnicity unknown	4.3%	7.3%	5.8%	5.3%	4.6%	289	540	450	385	352
	Nonresident alien	1.4%	0.9%	0.9%	0.8%	0.7%	91	69	68	60	52
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	6,732	7,410	7,749	7,332	7,728
Charter Oak State College (Undergraduate)	American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
	Asian	1.7%	2.3%	2.1%	2.7%	*	11	14	12	16	*
	Black or African American	13.7%	14.2%	11.8%	13.5%	14.3%	91	85	69	81	97
	Hispanic/Latino	6.9%	9.2%	11.7%	10.3%	11.0%	46	55	68	62	75
	Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
	White	55.7%	59.5%	65.4%	67.6%	63.5%	369	357	381	407	431
	Two or more races	*	*	*	2.0%	2.7%	*	*	*	12	18
	Race/ethnicity unknown	19.9%	12.7%	7.4%	2.8%	5.7%	132	76	43	17	39
	Nonresident alien	*	*	*	*	*	*	*	*	*	*
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	662	600	583	602	679
State Universities (Undergraduate)	American Indian or Alaska Native	0.4%	0.4%	0.4%	0.2%	0.2%	20	23	22	10	14
	Asian	2.7%	2.9%	2.6%	3.4%	3.0%	150	168	147	192	172
	Black or African American	7.7%	8.3%	8.5%	9.1%	9.8%	427	474	487	512	555
	Hispanic/Latino	7.2%	8.3%	8.8%	10.1%	10.5%	398	472	503	564	598
	Native Hawaiian or other Pacific Islander	*	0.2%	0.2%	*	*	*	11	10	*	*
	White	78.1%	75.5%	74.6%	71.5%	67.7%	4,335	4,318	4,253	4,010	3,851
	Two or more races	1.5%	1.9%	1.7%	2.1%	2.0%	83	110	95	118	111
	Race/ethnicity unknown	1.6%	1.8%	2.5%	2.9%	5.2%	91	104	142	163	294
	Nonresident alien	0.8%	0.7%	0.8%	0.6%	1.6%	45	39	43	36	91
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	5,554	5,719	5,702	5,608	5,691
State Universities (Graduate)	American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
	Asian	2.4%	2.5%	2.7%	2.3%	2.2%	46	44	45	40	39
	Black or African American	7.1%	6.5%	8.0%	7.0%	7.0%	137	116	135	119	123
	Hispanic/Latino	4.8%	4.9%	3.8%	5.1%	5.3%	93	88	64	88	92
	Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*	*	*
	White	76.5%	78.0%	75.1%	77.0%	72.3%	1,469	1,400	1,260	1,318	1,262
	Two or more races	0.9%	1.5%	1.5%	1.2%	1.0%	17	27	25	20	18
	Race/ethnicity unknown	4.6%	4.9%	6.3%	5.3%	7.9%	89	88	106	91	138
	Nonresident alien	3.4%	1.7%	2.3%	2.0%	4.1%	66	30	39	34	71
	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	1,921	1,794	1,678	1,712	1,746

Note. An asterisk denotes a cell represents fewer than 10 students and/or is suppressed to protect students' privacy.

Appendix

Table 302.50. Estimated rate of 2011-12 high school graduates attending degree-granting postsecondary institutions, by state: 2012

State	Number of graduates from high schools located in the state			Number of fall 2012 first-time freshmen graduating from high school in the previous 12 months		Estimated rate of high school graduates going to college	
	Total\1\	Public, 2011-12	Private, 2012-13	State residents enrolled in institutions in any state\2\	State residents enrolled in institutions in their home state\3\	In any state	In their home state
1	2	3	4	5	6	7	8
United States	**3,457,955**	**3,149,185**	**308,770**	**2,132,264\4**	**1,729,792**	**61.7**	**50.0**
Alabama	50,164	45,394	4,770	29,728	26,567	59.3	53.0
Alaska	8,189	7,989	200	3,732	2,413	45.6	29.5
Arizona	66,218	63,208	3,010	35,181	31,132	53.1	47.0
Arkansas	30,019	28,419	1,600	20,185	18,244	67.2	60.8
California	451,364	418,664	32,700	263,843	231,215	58.5	51.2
Colorado	52,607	50,087	2,520	31,139	23,268	59.2	44.2
Connecticut	44,751	38,681	6,070	31,662	17,396	70.8	38.9
Delaware	10,037	8,247	1,790	6,500	4,632	64.8	46.1
District of Columbia\5\	5,680	3,860	1,820	2,463	450	43.4	7.9
Florida	171,404	151,964	19,440	107,716	94,985	62.8	55.4
Georgia	99,952	90,582	9,370	66,494	55,399	66.5	55.4
Hawaii	13,970	11,360	2,610	9,040	6,091	64.7	43.6
Idaho	18,238	17,568	670	8,782	6,179	48.2	33.9
Illinois	153,605	139,575	14,030	92,394	63,610	60.2	41.4
Indiana	70,767	65,667	5,100	44,612	38,812	63.0	54.8
Iowa	41,550	33,230	2,400	23,488	20,340	56.5	49.0
Kansas	34,078	31,898	2,180	22,239	19,058	65.3	55.9
Kentucky	47,442	42,642	4,800	29,830	26,624	62.9	56.1
Louisiana	44,575	36,675	7,900	28,831	26,024	64.7	58.4
Maine	16,103	13,473	2,630	8,681	5,829	53.9	36.2
Maryland	67,781	58,811	8,970	41,033	25,773	60.5	38.0
Massachusetts	76,177	65,157	11,020	53,836	36,132	70.7	47.4
Michigan	115,256	105,446	9,810	70,843	63,296	61.5	54.9
Minnesota	61,891	57,501	4,390	43,264	30,237	69.9	48.9
Mississippi	29,748	26,158	3,590	23,436	21,752	78.8	73.1
Missouri	69,053	61,313	7,740	42,762	35,648	61.9	51.6
Montana	10,140	9,750	390	5,907	4,598	58.3	45.3
Nebraska	22,844	20,464	2,380	14,750	11,969	64.6	52.4
Nevada	22,731	21,891	840	12,288	9,310	54.1	41.0
New Hampshire	16,886	14,426	2,460	10,418	5,618	61.7	33.3
New Jersey	106,919	93,819	13,100	72,631	41,204	67.9	38.5
New Mexico	21,375	20,315	1,060	14,831	12,903	69.4	60.4
New York	209,216	180,806	28,410	146,458	117,960	70.0	56.4
North Carolina	101,097	93,977	7,120	62,531	55,578	61.9	55.0
North Dakota	7,322	6,942	380	4,751	3,527	64.9	48.2
Ohio	135,885	123,135	12,750	81,428	69,039	59.9	50.8
Oklahoma	39,295	37,305	1,990	22,667	20,207	57.7	51.4
Oregon	37,301	34,261	3,040	17,509	13,343	46.9	35.8
Pennsylvania	146,493	131,733	14,760	87,075	70,625	59.4	48.2
Rhode Island	11,501	9,751	1,750	7,715	5,056	67.1	44.0
South Carolina	44,452	41,442	3,010	29,023	26,154	65.3	58.8
South Dakota	8,456	8,196	260	5,825	4,443	68.9	52.5
Tennessee	67,964	62,454	5,510	41,027	34,318	60.4	50.5
Texas	306,591	292,531	14,060	176,871	156,566	57.7	51.1
Utah	32,757	31,157	1,600	16,650	15,101	50.8	46.1
Vermont	7,789	6,859	930	4,142	2,040	53.2	26.2
Virginia	89,866	83,336	6,530	58,035	47,582	64.6	52.9
Washington	71,165	65,205	5,960	34,168	25,854	48.0	36.3
West Virginia	18,383	17,603	780	10,241	9,110	55.7	49.6
Wisconsin	71,225	62,705	8,520	41,715	33,972	58.6	47.7
Wyoming	5,603	5,553	50	3,170	2,426	56.6	43.3

\1\Total includes public high school graduates for 2011-12 and private high school graduates for 2012-13. Data on private high school graduates are not available for 2011-12.
\2\All U.S. resident students living in a particular state when admitted to an institution in any state. Students may be enrolled in any state.
\3\Students who attend institutions in their home state. Total includes 183 students attending U.S. Service Academies in their home state, not shown separately.
\4\U.S. total includes some U.S. residents whose home state is unknown.
\5\A percentage of the private high school graduates are not residents of the District of Columbia.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," 2011-12; Private School Universe Survey (PSS), 2013-14; and Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Fall Enrollment component. (This table was prepared January 2016.)

Education, Health, and STEM Fields

Completions in Fields with High Workforce Demand: STEM, Health, and Education by Sector, Institution, and Award Level

Sector level – Community Colleges

		Education			Health			STEM			High demand (Educ., Health, & STEM)			Number of total[1] completions		
Institution	**Award level**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
Asnuntuck	Certificate	3%	5%	1%	1%	5%	3%	86%	74%	73%	90%	84%	77%	303	233	208
	Associate's degree	5%	5%	2%	7%	5%	4%	3%	2%	5%	15%	12%	10%	182	177	193
Capital	Certificate	28%	17%	6%	35%	33%	64%	7%	6%	4%	71%	56%	74%	136	88	77
	Associate's degree	6%	4%	4%	34%	36%	37%	5%	5%	5%	45%	45%	46%	416	384	404
Gateway	Certificate	1%	1%	1%	21%	29%	40%	38%	34%	19%	59%	63%	59%	169	167	247
	Associate's degree	6%	4%	3%	26%	34%	25%	11%	11%	11%	43%	49%	39%	670	708	774
Housatonic	Certificate	27%	29%	33%	19%	20%	17%	47%	41%	40%	94%	91%	90%	142	109	104
	Associate's degree	7%	8%	7%	12%	13%	11%	2%	3%	2%	20%	24%	21%	523	491	462
Manchester	Certificate	0%	0%	0%	31%	31%	35%	19%	18%	36%	51%	50%	71%	124	119	128
	Associate's degree	3%	2%	2%	10%	9%	10%	7%	9%	7%	20%	21%	20%	794	848	851
Middlesex	Certificate	25%	22%	24%	20%	35%	34%	35%	15%	17%	80%	72%	75%	51	65	114
	Associate's degree	4%	2%	5%	18%	26%	15%	3%	5%	5%	24%	32%	25%	293	349	393
Naugatuck	Certificate	2%	1%	3%	10%	11%	9%	49%	40%	48%	61%	53%	60%	461	384	444
Valley	Associate's degree	2%	3%	2%	21%	20%	24%	8%	7%	8%	31%	30%	34%	873	849	912
Northwestern	Certificate	0%	0%	0%	64%	68%	66%	0%	0%	0%	64%	68%	66%	44	34	53
CT	Associate's degree	3%	4%	5%	32%	41%	32%	10%	7%	6%	45%	52%	44%	182	169	189
Norwalk	Certificate	20%	19%	25%	25%	23%	28%	13%	13%	11%	58%	55%	65%	125	113	106
	Associate's degree	4%	3%	4%	23%	20%	23%	8%	7%	6%	35%	30%	33%	650	592	596
Quinebaug	Certificate	2%	0%	3%	24%	24%	26%	54%	48%	41%	80%	71%	71%	171	80	92
Valley	Associate's degree	7%	5%	11%	12%	9%	15%	11%	10%	6%	30%	24%	32%	227	227	210
Three	Certificate	0%	0%	0%	15%	12%	6%	25%	37%	41%	40%	49%	46%	95	76	71
Rivers	Associate's degree	1%	1%	0%	19%	20%	16%	16%	16%	18%	36%	37%	34%	537	510	546
Tunxis	Certificate	0%	0%	0%	27%	33%	24%	2%	5%	13%	30%	38%	36%	171	148	168
	Associate's degree	4%	3%	2%	11%	13%	9%	2%	3%	3%	18%	18%	14%	410	412	386
All CCs	***Certificate***	***7%***	***6%***	***6%***	***18%***	***21%***	***24%***	***41%***	***34%***	***34%***	***66%***	***61%***	***64%***	***1,992***	***1,616***	***1,812***
	Associate's degree	***4%***	***3%***	***4%***	***19%***	***20%***	***19%***	***8%***	***8%***	***8%***	***31%***	***31%***	***30%***	***5,757***	***5,716***	***5,916***

[1]Total includes both completions in High Demand fields and those considered not in High Demand fields.

Completions in Fields with High Workforce Demand: STEM, Health, and Education by Sector, Institution, and Award Level

Sector level – Charter Oak State College

		Education			Health			STEM			High demand (Educ., Health, & STEM)			Number of total[1] completions		
Institution	**Award level**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
Charter Oak	Certificate	1%	0%	1%	27%	13%	10%	6%	4%	0%	34%	18%	11%	99	67	72
	Associate's degree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	78	81	99
	Bachelor's degree	0%	0%	0%	5%	7%	8%	0%	0%	0%	5%	7%	8%	406	455	511

[1]Total includes both completions in High Demand fields and those considered not in High Demand fields.

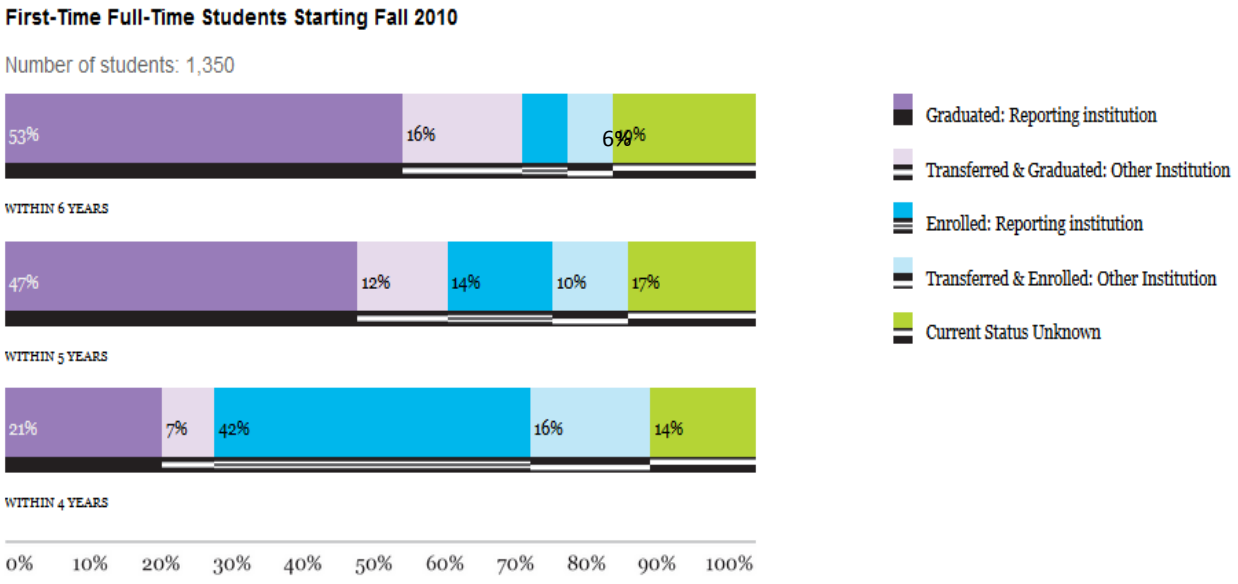
Sector level – State Universities

Table C. *Percentage of Completions in Fields with High Workforce Demand by Award Level, State Universities, Academic Years 2014 through 2016*

		Education			Health			STEM			High demand (Educ., Health, & STEM)			Number of total[1] completions		
Institution	**Award level**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**	**2,014**	**2,015**	**2,016**
Central	Bachelor's degree	10%	7%	6%	4%	4%	5%	18%	18%	20%	33%	30%	31%	1,915	2,043	1,949
	Post-Baccalaureate certificate	58%	67%	68%	18%	16%	5%	11%	9%	16%	86%	93%	89%	66	43	38
	Master's degree	54%	52%	51%	12%	14%	13%	13%	12%	12%	80%	79%	77%	583	564	539
	Post-Master's certificate	93%	90%	93%	0%	2%	0%	0%	0%	0%	93%	92%	93%	74	50	107
	Doctoral degree	100%	100%	100%	0%	0%	0%	0%	0%	0%	100%	100%	100%	11	7	5
Eastern	Associate's degree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	8	9	4
	Bachelor's degree	7%	5%	6%	0%	0%	0%	11%	14%	14%	18%	20%	20%	1,109	1,073	1,153
	Master's degree	93%	80%	84%	0%	0%	0%	0%	0%	0%	93%	80%	84%	59	65	50
Southern	Bachelor's degree	8%	8%	9%	15%	15%	15%	7%	8%	8%	30%	31%	31%	1,669	1,579	1,598
	Master's degree	39%	35%	35%	14%	19%	20%	2%	2%	4%	55%	57%	59%	588	636	624
	Post-Master's certificate	90%	95%	95%	0%	0%	0%	0%	0%	0%	90%	95%	95%	133	203	213
	Doctoral degree	100%	100%	71%	0%	0%	29%	0%	0%	0%	100%	100%	100%	8	12	21
Western	Associate's degree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	18	11	11
	Bachelor's degree	7%	4%	4%	12%	11%	13%	6%	6%	8%	24%	22%	26%	1,065	973	1,078
	Master's degree	46%	60%	47%	18%	4%	23%	3%	6%	2%	67%	70%	71%	143	124	133
	Post-Master's certificate	0%	n/a	0%	0%	n/a	0%	0%	n/a	0%	0%	n/a	0%	7	0	7
	Doctoral degree	100%	100%	56%	0%	0%	44%	0%	0%	0%	100%	100%	100%	6	8	9
All CSUs	***Associate's degree***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***26***	***20***	***15***
	Bachelor's degree	***8%***	***7%***	***7%***	***8%***	***7%***	***8%***	***11%***	***13%***	***13%***	***28%***	***27%***	***28%***	***5,758***	***5,668***	***5,778***
	Post-Baccalaureate certificate	***58%***	***67%***	***68%***	***18%***	***16%***	***5%***	***11%***	***9%***	***16%***	***86%***	***93%***	***89%***	***66***	***43***	***38***
	Master's degree	***49%***	***46%***	***45%***	***13%***	***15%***	***17%***	***7%***	***7%***	***7%***	***68%***	***68%***	***68%***	***1,373***	***1,389***	***1,346***
	Post-Master's certificate	***88%***	***94%***	***92%***	***0%***	***0%***	***0%***	***0%***	***0%***	***0%***	***88%***	***94%***	***92%***	***214***	***253***	***327***
	Doctoral degree	***100%***	***100%***	***71%***	***0%***	***0%***	***29%***	***0%***	***0%***	***0%***	***100%***	***100%***	***100%***	***25***	***27***	***35***

[1]Total includes both completions in High Demand fields and those considered not in High Demand fields.

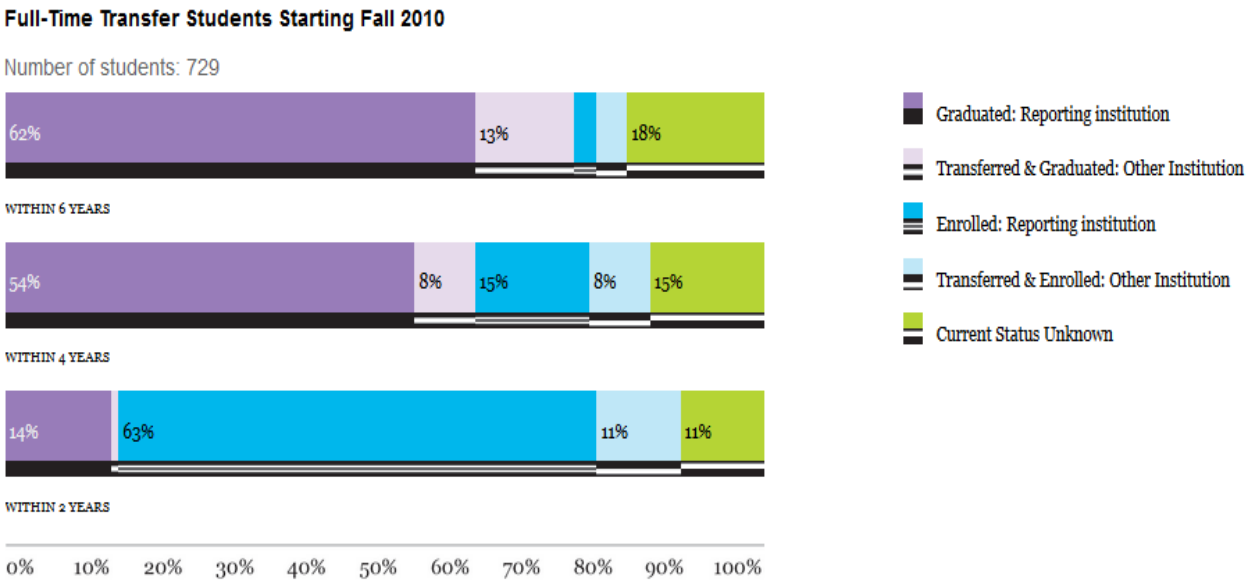
Student Achievement Measure (SAM)
Central Connecticut State University



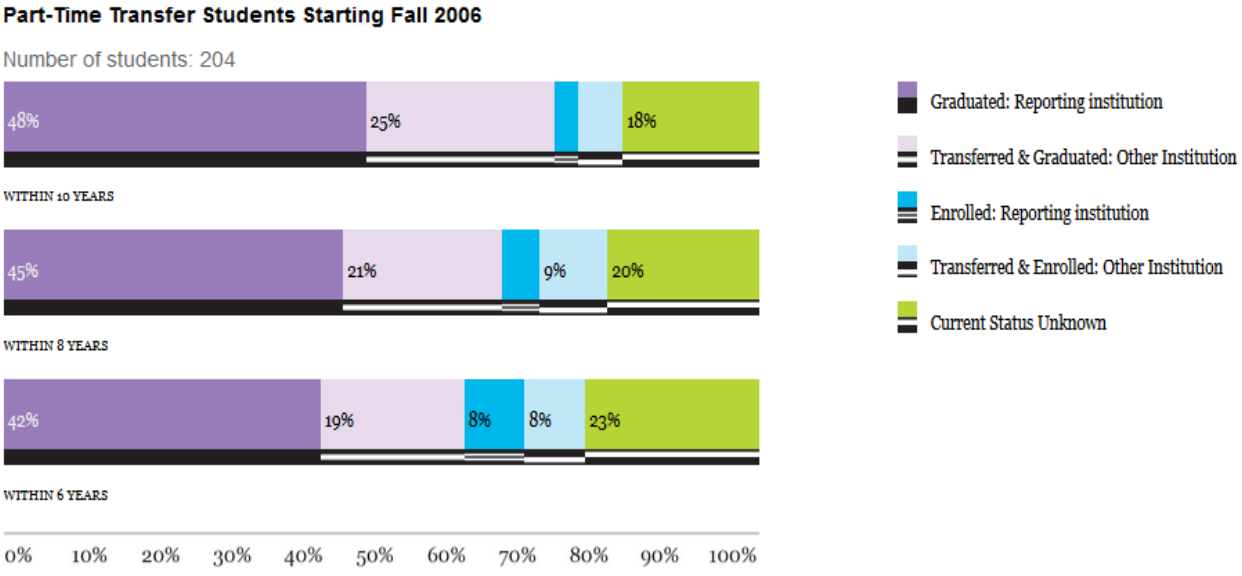
The Student Achievement Measure (SAM) tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. Data are presented for first-time, full-time students, full-time transfer students, and part-time transfer students (when available). [1]

[1] Data for part-time transfer students attending Southern Connecticut State University or Western Connecticut State University are not presented due to the small population of these students.

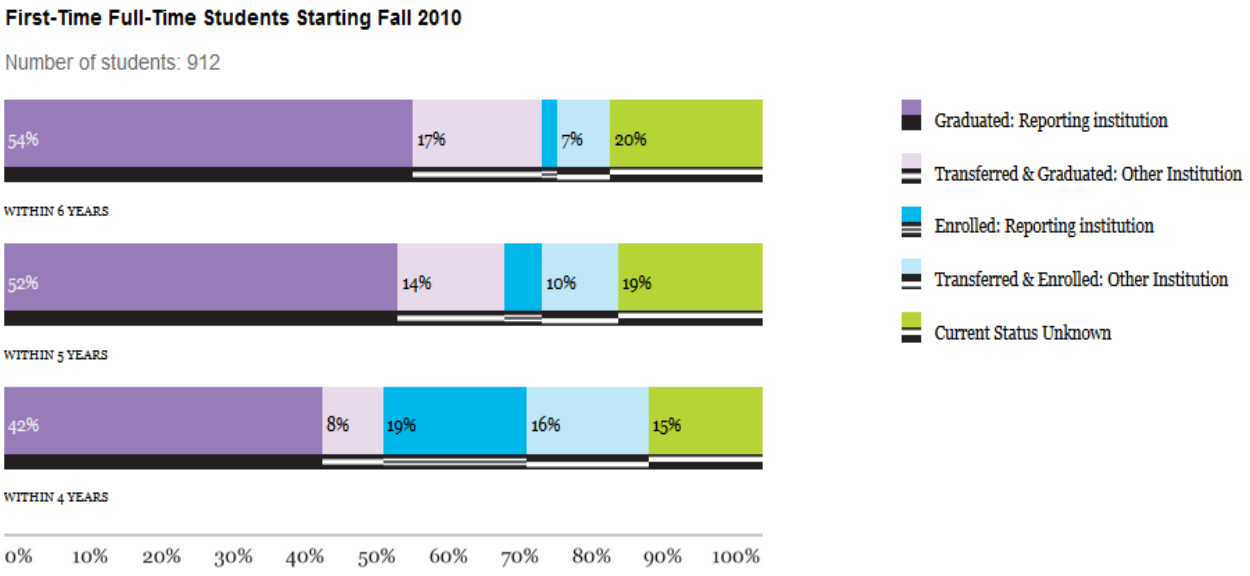
Student Achievement Measure (SAM)
Central Connecticut State University



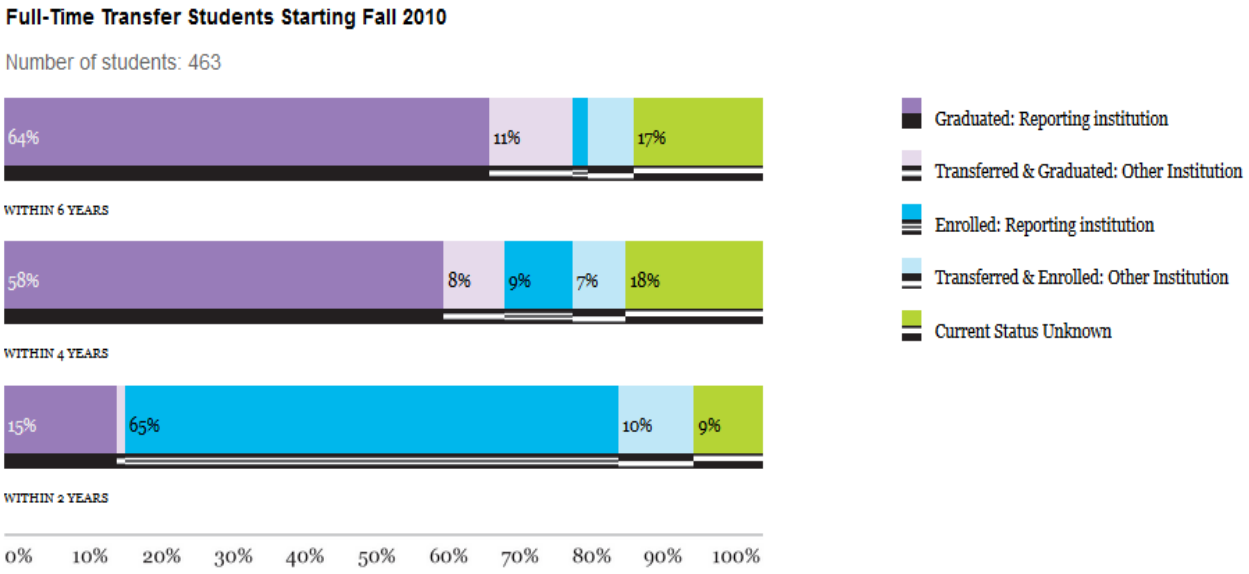
Student Achievement Measure (SAM)
Central Connecticut State University



Student Achievement Measure (SAM)
Eastern Connecticut State University



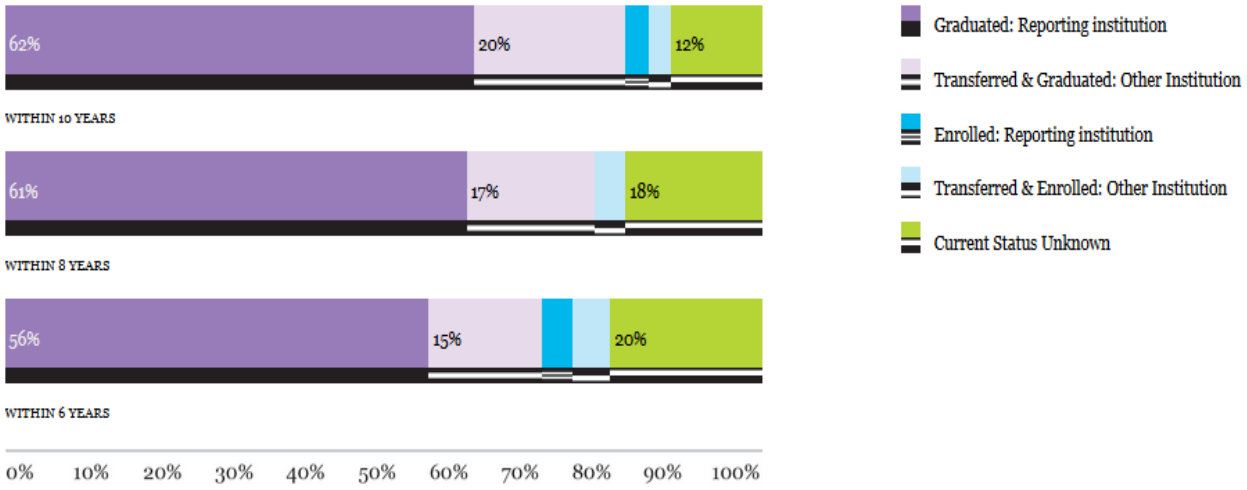
Student Achievement Measure (SAM)
Eastern Connecticut State University



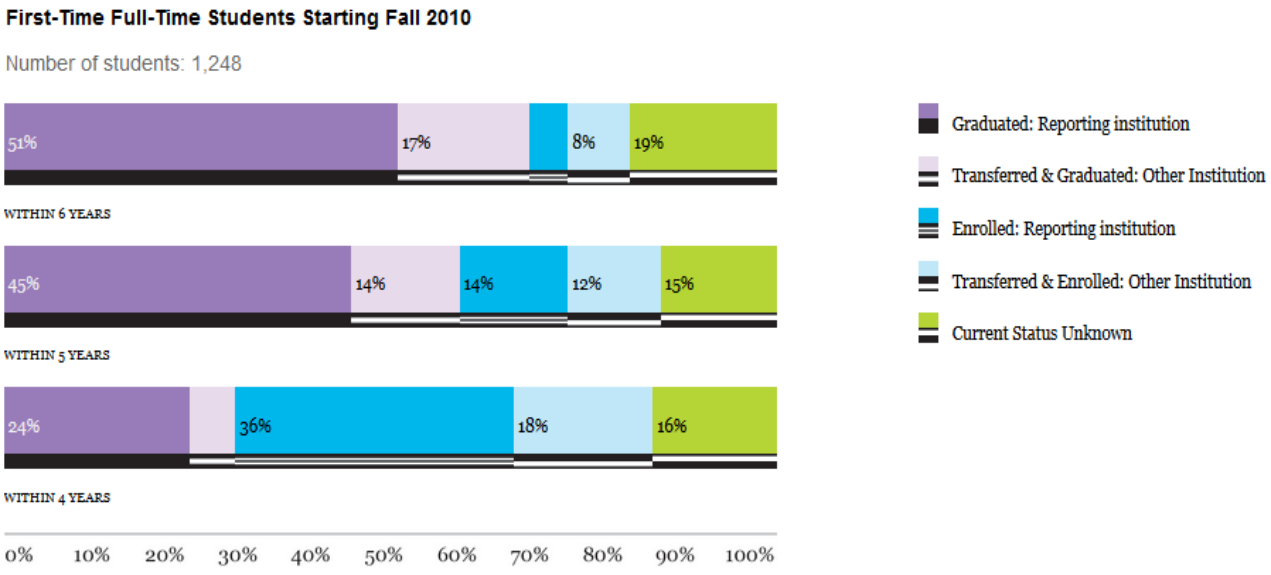
Student Achievement Measure (SAM)
Eastern Connecticut State University

Part-Time Transfer Students Starting Fall 2006

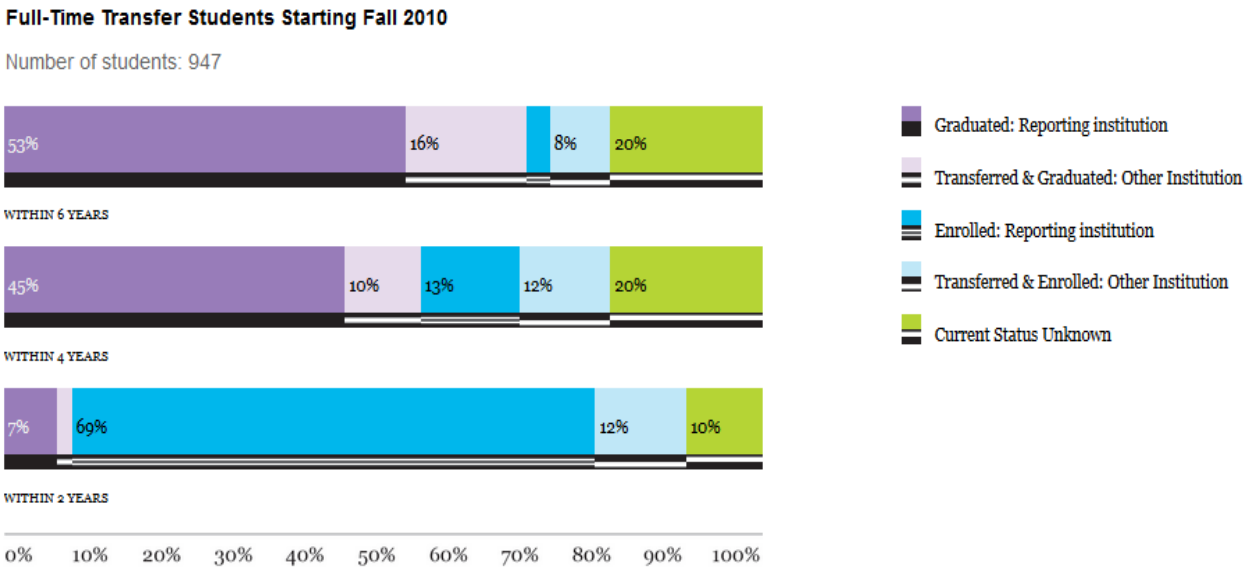
Number of students: 107



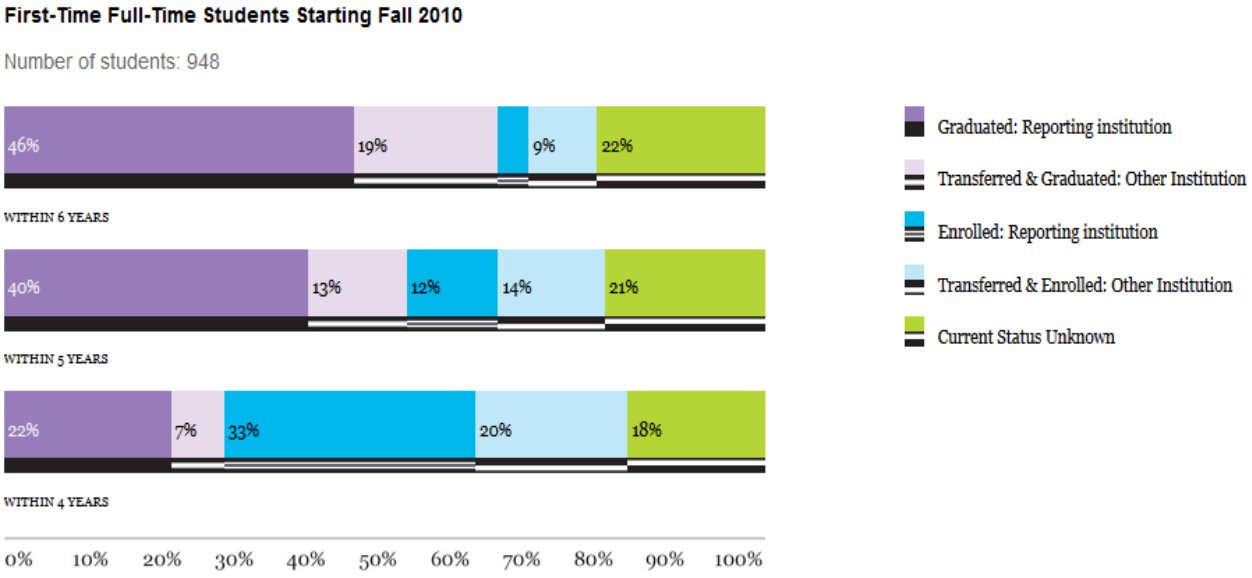
Student Achievement Measure (SAM)
Southern Connecticut State University



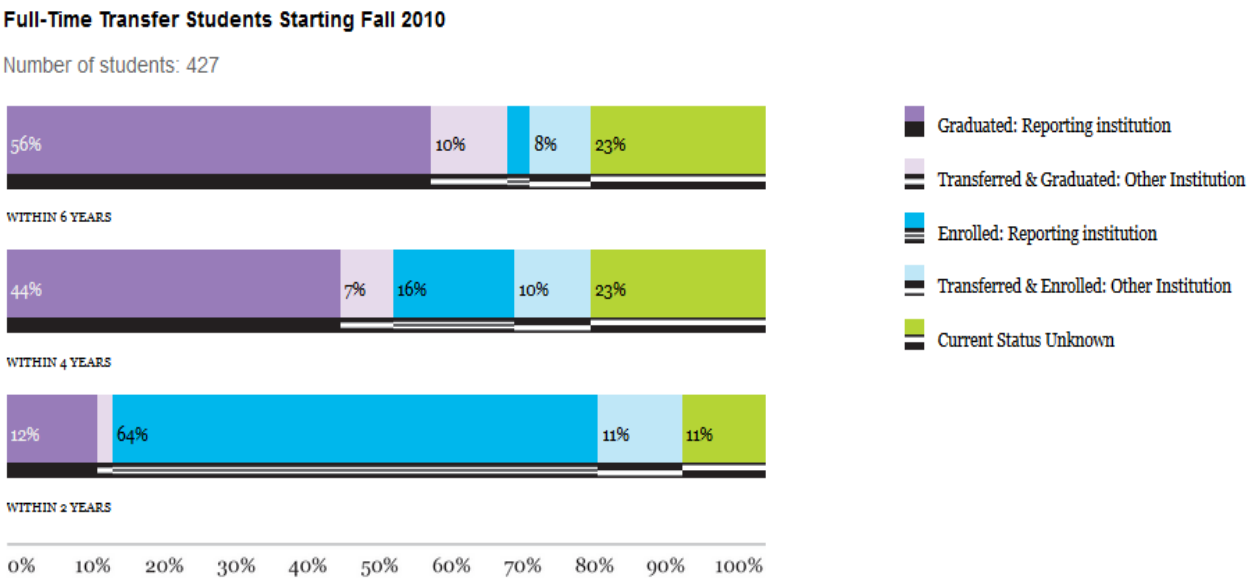
Student Achievement Measure (SAM)
Southern Connecticut State University



Student Achievement Measure (SAM)
Western Connecticut State University



Student Achievement Measure (SAM)
Western Connecticut State University



This report was compiled by staff at the Connecticut State Colleges and Universities Office of Research & System Effectiveness in conjunction with Institutional Researchers from the Connecticut State Colleges and Universities. Special thanks to Andrew Morris, Web Communication & Design Coordinator, for creating the cover page and map on pages 1 and 2 of this report. If you have questions about the material in this report, please contact:

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Jane McBride Gates
Provost and Senior Vice President

August 16, 2017

Division of Academic and Student Affairs

Mission and Priorities for 2017-2018

The mission of the Division of Academic and Student Affairs is to ensure that the Connecticut State Colleges and Universities provide an affordable and accessible high-quality education for Connecticut's diverse student body and prepare career-ready graduates. The division promotes student success and supports faculty and staff, while providing leadership and assistance to the 17 CSCU campuses.

By working cooperatively with all campus partners, the Division of Academic and Student Affairs coordinates and facilitates system-wide initiatives to fulfill its mission, including promoting best practices in teaching and learning, supporting innovative program development, providing professional development for faculty and staff, and supporting data-based decision-making and continuous improvement through institutional research and assessment. Through such efforts the Division of Academic and Student Affairs helps campuses provide students with opportunities to achieve their current and future educational and career goals.

Academic and Student Affairs works with the Academic & Student Affairs Committee of the Board of Regents, manages academic and student affairs issues with campus chief academic and student affairs officers of the 17 institutions of the system, has oversight of the program approval process, student success initiatives, the Transfer and Articulation Program, Public Act 12-40, Early College Initiatives, including CT ECO and College Career Pathways, Financial Aid Services; and the Banner Academic Student Services for the 12 community colleges. The Office of Research and System Effectiveness, Workforce, Partnerships and Sponsored Programs also make up essential operations within Academic and Student Affairs. The Division works with the President's Office, the Board of Regents, other educational segments, and state agencies to respond to the educational needs of CSCU students and challenges facing the system and state.

Jane McBride Gates
Provost and Senior Vice President

Connecticut State Colleges and Universities' Goals:

To meet Connecticut's needs, CSCU strives to achieve the following goals:
Goal 1: A Successful First Year
Increase the number of students who successfully complete a first year of college.
Goal 2: Student Success
Graduate more students with the knowledge and skills to achieve their life and career goals.
Goal 3: Affordability and Sustainability
Maximize access to higher education by making attendance affordable and our institutions financially sustainable.
Goal 4: Innovation and Economic Growth
Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world.
Goal 5: Equity
Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

Academic Priorities - Based on last year's outcomes, BOR goals, and campus consultation, Academic and Student Affairs identified the following top priorities to drive its action plan for academic year 2017-2018:

- Increase enrollment, retention, progression, completion credentials and graduation rates (15 to Finish Campaign and other initiatives)* [Goals 1,2,3]
- Implement Guided Pathways* [Goals 1,5]
- Implement Math Pathways* [Goals 1,2]
- Implement Career Readiness* [Goal 4]
- Identify funds for CSCU dashboard** [Goal 4]
- Implement Student Achievement Measure (SAM)** [Goal 5]
- Promote Open Educational Resources (OER) implementation** [Goal 3]
- Raise funds for system wide roll out of ACUE – target $15 million** [Goals 1,2,5]
- Facilitate offering CSU programs on CCC campuses to complete four-year degree*/** [Goals 2,3]
- Ensure compliance with approved academic policies** [Goals 1,2,3,4,5]
- Continue to ensure the quality and relevance of the academic offerings** [Goal 1,2,3,4]

CSCU

Jane McBride Gates
Provost and Senior Vice President

- Continue the implementation of PA 12-40, measure results and identify best practices* [Goals 2,5]
- Continue enhancing TAP to ensure all pathways are approved. These pathways need to be communicated and results evaluated*/** [Goals 2,3,5]
- Continue the implementation of the Student Success Center and strengthening the Student Affairs area** [Goals 1,2,5]
- Continue doctoral approval protocol, including site visit** [Goal 4]
- Enhance Financial Aid Services to better support the community colleges through mechanized processes that will free campuses to work with students** [Goal 3]
- Finalize Degree Works Degree Audit implementation for all colleges and universities. Training of advisors and staff is underway. Student Educational Planner (a component of the Degree Works project) is also being implemented which will provide additional assistance for advisors and students on planning academic programs** [Goal 2]
- Continue to support workforce opportunities for our students through the Manufacturing Centers, Nursing Programs and relevant certificate offerings*/** [Goal 4]
- Identify revenue stream to support early college initiatives in a sustainable way; support the four CT ECO programs; collaborate with the Department of Education in identifying strategies to support College Career Pathways and other early college initiatives ** [Goal 4]
- Enhance P20 WIN and other data assets, such as the developing CSCU Data Warehouse, in order to improve the BOR's accountability, research and effectiveness capabilities** [Goals 2,4,5]
- Implement Banner Transfer Articulation for the Community Colleges*/** [Goal 2]
- Implement the Degree Works Transfer Equivalency Tool */** [Goal 2]
- Lift the Banner System to the Cloud** [Goals 3,4]

*Denotes campus level responsibility
**Denotes system staff responsibility

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Northwestern Connecticut Community College	Date of Submission to BOR Office: May, 2017
Most Recent NEASC Institutional Accreditation Action and Date: Ten Year report accepted in 2013; 5 Year Interim Report due 1/2018	
Characteristics of Below-Threshold Offering Name of Offering: Educational Paraprofessional Certificate Type of Offering *(e.g. Grad Certificate, Minor, Option)* Certificate Anticipated Initiation Date: September, 2017 Anticipated Date of First Completion *(if applicable)*: May, 2018 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 40%	Credit Distribution of the Offering # Cr in Core Courses: 15 # Cr of Electives: 0 # Cr of Other: 0 # Cr Special Requirements *(e.g. internship):* 0 Total # Cr the Institution Requires to Award the Credential 15
Suggested CIP Code No. *(if applicable)* 13.1501 Title of CIP Code Teacher Assistant/Aide	
Institution's Unit and Location Offering the Program: Early Childhood Education , Main Campus	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The Educational Paraprofessional Certificate prepares students for the opportunity to directly enter the work force as an educational paraprofessional in any Connecticut public school system. Students have the option of continuing their education in either Early Childhood Education or General Studies without losing any credits.

All courses offered in the Educational Paraprofessional Certificate can be applied to a degree in Early Childhood Education or General Studies. The courses for the Certificate are either offered as hybrid or as fully online courses. Students can complete the 15-credit Educational Paraprofessional Certificate in a year and enter directly into the work force. The Connecticut Department of Education Statistics indicates that with the continuous turnover in paraprofessionals, there is a constant need to educate a new workforce. As stated in a report from the Connecticut Department of Education, Office of Early Childhood Education in 2012:

"Paraprofessionals are essential work force members of early intervention and school programs. Identified through a myriad of titles and job descriptions, paraprofessionals' roles and responsibilities have evolved along with the need for increased instructional supports for diverse learners. The number of students with disabilities in general education classrooms has increased significantly and paraprofessionals often play key roles to ensure the successful provision of supports and services in general education. Moreover, as the needs of the children and students are becoming more complex, the skills required of paraprofessionals are expanding. Traditionally, paraprofessionals have been undervalued in their roles as service providers. As paraprofessional roles and responsibilities continue to grow, systems must work diligently to ensure high quality personnel and services. According to data compiled by the State Department of Education, during 2010-11, about 40,000 noncertified full-time equivalent staff who work in grades K-12 were employed by local school districts. Of these, about 25,137 were noncertified, non-instructional staff, while 14,740 were noncertified, instructional paraprofessionals. (Connecticut State Department of Education, ED 162 Non-Certified Staff Report 2010, 2011). "In the final analysis, schools cannot adequately function without para-educators, and para-educators cannot adequately function in schools that lack an infrastructure that supports and respects them as viable and contributing members of instructional teams." (Daniels and McBride 2001)".

[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

"Paraprofessional Data : The position of paraprofessional is one of the fastest growing occupations in public schools. According to the United States Department of Labor Occupational Outlook Handbook, 2010-2011 Edition, paraprofessionals held about 1.3 million jobs in 2008. Many worked for public and private educational institutions. Child care centers and religious organizations employed most of the rest (http://stats.bls.gov/oco/ocos153.htm). Connecticut data indicate that there were 14,740 noncertified instructional paraprofessionals working in the role of paraprofessional in the 2010-11 school year".
Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)* There is no need for any additional resources.

Institutional Contact for this Proposal: Patricia C. Bouffard	Title: Dean	Tel.: 860-738-6319 e-mail: pbouffard@nwcc.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned): Approved 2010 CIP Code No. *(if applicable)* [2] Title of CIP Code Log of BOR Steps:
Date for Inclusion in BOR-ASA Meeting Package: Comments

Date for Inclusion in BOR-ASA Meeting Package:
Comments

[2] If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
EDU*102 Educational Paraprofessional	1, 2, 3,4		3			
ECE*141 Infant/Toddler Growth & Develop. or ECE*182 Child Development	1, 2, 3		3			
ECE*210 Observation & Participation or ECE*222 Methods & Techniques	1, 2, 3	Permission of Instructor	3			
ECE*231 Early Language & Literacy	1, 2, 3	Permission of Instructor	3			
ECE*275 Child, Family & School Relations	1, 2, 3	Permission of Instructor	3			
TOTAL CREDITS			15			
Prerequisites						
Permission of Instructor						
				Total Other Credits Required to Issue Credential		

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Demonstrate an understanding of the connection between theory and practice in public school classroom settings.
2. Identify, discuss and apply positive approaches using guidance strategies to individual and classroom behavior management.
3. Develop an engaging, reflective, and an intentionally practicing professional who demonstrates skills for advocacy. Promote and foster appropriate ongoing child development and learning.
4. Promote and foster appropriate ongoing child development and learning.