

Higher Education Coordinating Council

2017 Accountability Report

CSCU

Connecticut State Colleges & Universities

Introduction

The 2017 HECC Accountability Report

The data in this report do not tell the entire story of the Connecticut State Colleges and Universities System (CSCU), 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 our system.

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 Office of Research and Systemic Effectiveness submits the following Higher Education Coordinating Council (HECC) 2017 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 in order to monitor the progress the CSCU is making toward achieving the mission and five goals mandated by the HECC. These goals include the following: 1) College Readiness; 2) Student Success; 3) Affordability and Sustainability; 4) Innovation and Economic Growth; and 5) Social Equity.

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 of Education's National Center for Education Statistics (NCES). Other sources include the Connecticut Community Colleges (CCC) Institutional Research Database (IRDB), the Connecticut State Universities (CSU) Institutional Research Repository, the individual institutional research departments at the four Connecticut State Universities and P20 WIN, a collaboration of Connecticut's education and labor agencies. Information on data sources is available as a subscript below each graphic and table. Data tables with institution-level data are available in the Data Appendix at the back of the report. Data are for Fall enrollment semesters and include both full and part time cohorts unless otherwise indicated. *Note: Some metrics may differ slightly from the originally proposed ones due to the availability of data.*

This report and interactive versions of the figures and tables within are available online at <http://www.ct.edu/orse/research>.

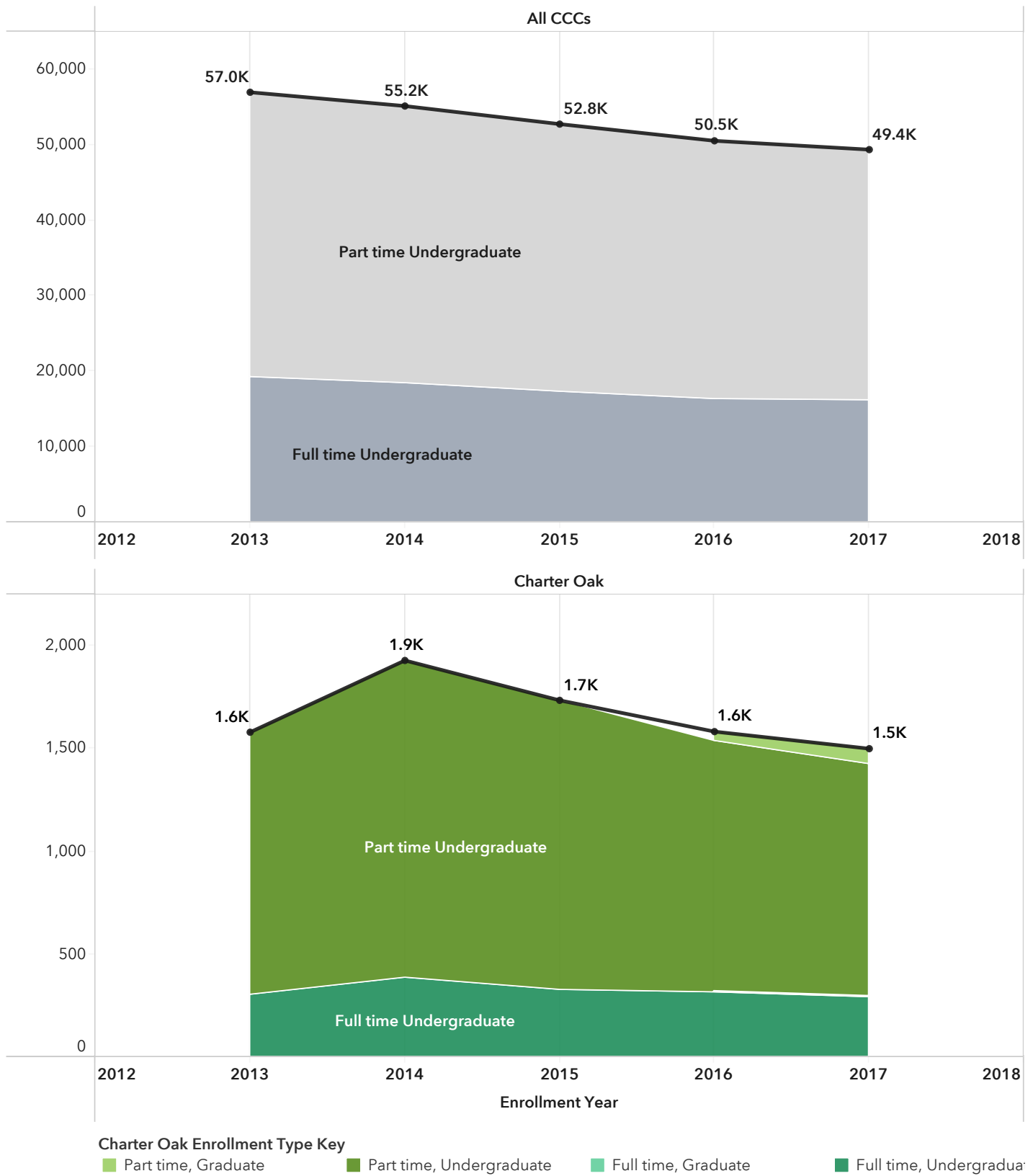
Overview

Trends in General Enrollment

CSCU's efforts to improve quality in regards to readiness, success, gainful employment, sustainability, equity and the capacity to meet the demands of the fastest growing job sectors have taken place against a backdrop of steadily declining enrollment. While there are some signs that the tide is turning, fall headcount at the Connecticut Community Colleges remains sharply down over the most recent five-year period. Fall enrollment at Charter Oak State College, Southern Connecticut State University and Western Connecticut State University are also down, while enrollment at Central Connecticut State University and Eastern Connecticut State University is flat over the same period.

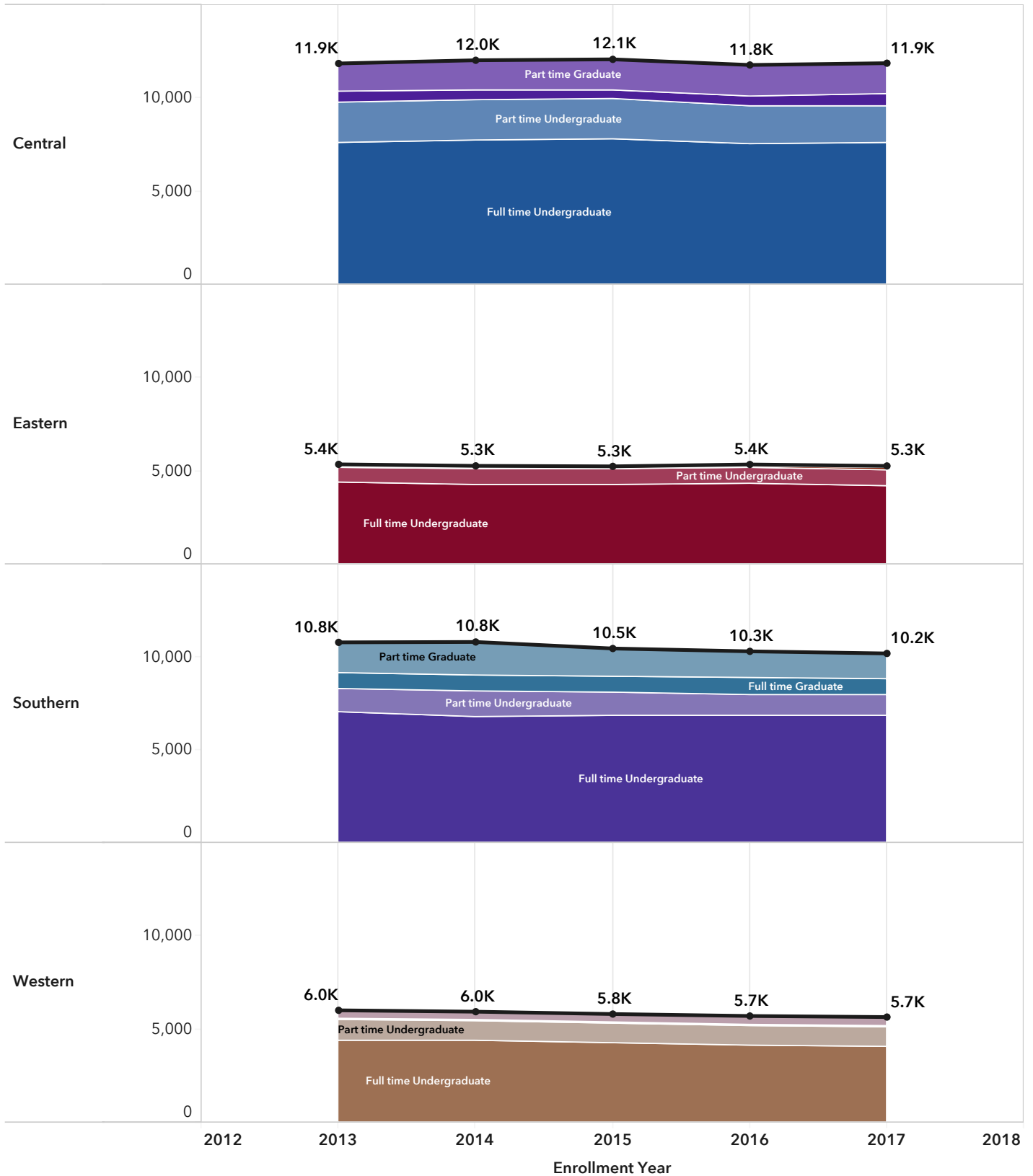
- ❖ *CCC enrollment has declined 13 percentage points from a five-year high of nearly 57,000 students in Fall 2013.*
- ❖ *SCSU and WCSU are down about 600 and 300 students, respectively, compared to the Fall 2013 semester.*
- ❖ *Charter Oak enrollment is down from its 2014 peak of about 1,900 students, though the introduction of graduate programs at Charter Oak has stemmed some of the recent enrollment decline.*
- ❖ *Enrollment at CSCU and ECSU has remained flat over the past five fall semesters.*

Figure 0.1: CCC and Charter Oak Fall Enrollment by Year and Enrollment Type
 (All Students Enrolled for Credit)



Sources: IPEDS Data Center; CCC and Charter Oak IPEDS Fall Enrollment Surveys

Figure 0.2: CSU Fall Enrollment by School, Year, Enrollment Level and Enrollment Type
 (All Students Enrolled for Credit)



Sources: IPEDS Data Center; CSU IPEDS Fall Enrollment Surveys

1. College Readiness

Goal & Indicators

College readiness indicators measure the preparedness of high school graduates, GED graduates and adults for college-level work. Readiness metrics include the number of immediate high school graduate enrollees not registered for developmental, intermediate or embedded Math and English courses in their first Fall semester. Other metrics include the rate at which students complete their Math and English requirements by the end of their first academic year and the share of students that earn 24 or more credits in their first academic year.

Trends

Approximately two-thirds of all first year students across the CSCU system enroll in a developmental, intermediate or embedded learning Math or English course. This ratio has remained steady over the past four Fall semesters. The share of students fulfilling their Math and English requirements within their first academic year is up three percentage points at the 12 Connecticut Community Colleges but remains low at 28%. The share fulfilling their Math and English requirements at the Connecticut State Universities is down across the board, with the most recent figures ranging from 28% at Western Connecticut State University to 80% at Southern Connecticut State University. The ratio of CCC students earning 24+ credits in their first year remains low at 14%, but this is to be expected of a student population that is largely part-time. CSU students earn 24 or more credits in their first year at a rate of 70-82%, depending on the institution.

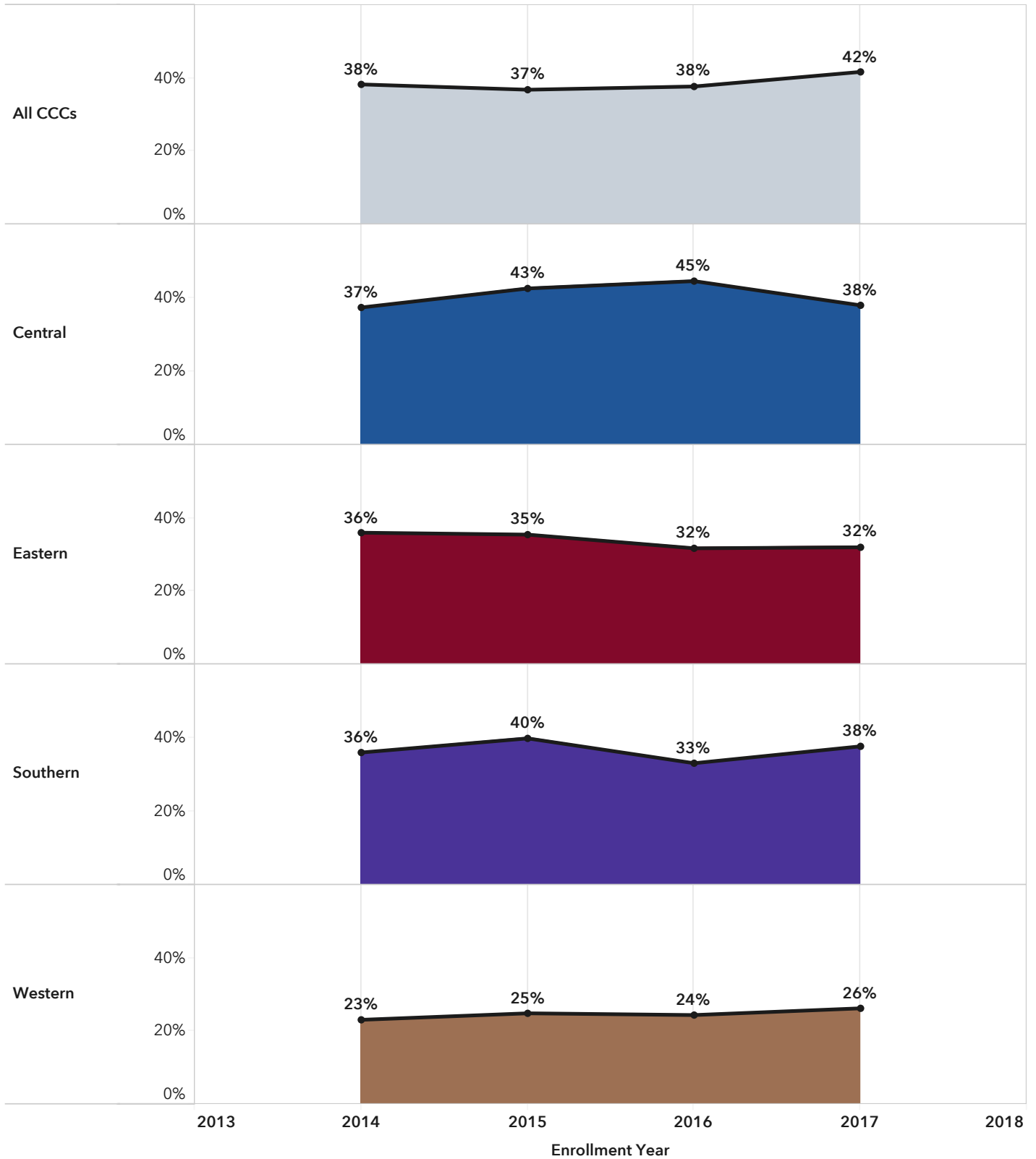
Notes

This report restricts readiness statistics to the period Fall 2014 and onward due to changes in the classification of developmental education across the system. First-year (part- and full-time) students who enrolled in a CSCU school the same year as they graduated from high school comprise these cohorts. *College readiness statistics in this report will indicate lower levels of college readiness compared to earlier reports, as this report counts students enrolled in embedded courses among the not-college-ready population.*

1. College Readiness

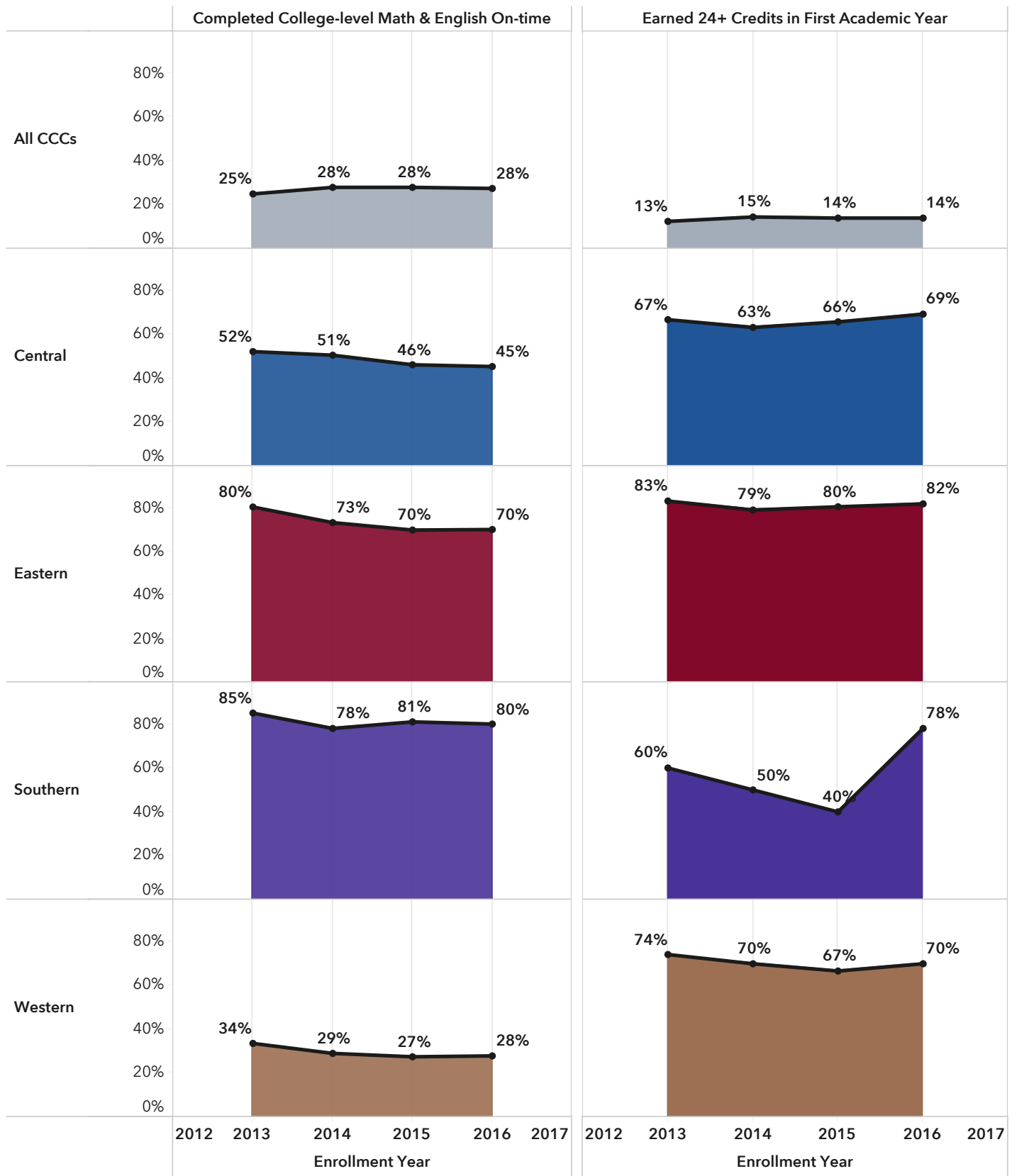
- ❖ *The share of CCC first year students not enrolling in a developmental Math or English course has increased from 38% to 42% over the past four Fall semesters.*
- ❖ *The share of first year students who require no additional instruction in remedial, intermediate or developmental Math or English ranges from 26 to 38% across the CSUs.*
- ❖ *The share of CCC students completing Math and English requirements in their first year is up slightly.*
- ❖ *The share of CSU students completing Math and English in year one is down across the board.*
- ❖ *The share of CSU students earning 24+ credits in their first AY ranges from 69% at CSCU to 82% at ECSU. The trend is flat across the CSU sector, excepting SCSU, where the ratio has increased 18 percentage points.*

**Figure 1.1: Share of First Year Students Not Enrolled in Developmental Math or English
(Enrolled Same Year as High School Graduation)**



Sources: CCC Institutional Research Database and CSU Departments of Institutional Research

Figure 1.2: Share Completing Math and English Requirements and Earning 24+ Credits in First AY



Sources: CCC Institutional Research Database and CSU Departments of Institutional Research

2. Student Success

Goal & Indicators

The Connecticut State Colleges and Universities system defines success as graduating more students with the knowledge and skills to achieve their life and career goals. Success metrics include graduation rates for the four Connecticut State Universities and completion and transfer-out rates for the Connecticut Community Colleges, combined in a single “success rate.”

Trends

Completion rates have improved at the Connecticut Community Colleges from 12% for the Fall 2010 cohort to 16% for the Fall 2014 cohort. Over the same time span, transfer-out rates held steady around 19-20%. From the Fall 2007 enrollment cohort through Fall 2011, graduation rates are up three percentage points at Eastern Connecticut State University, fairly flat at Central Connecticut State University and Western Connecticut State University, and down slightly at Southern Connecticut State University.

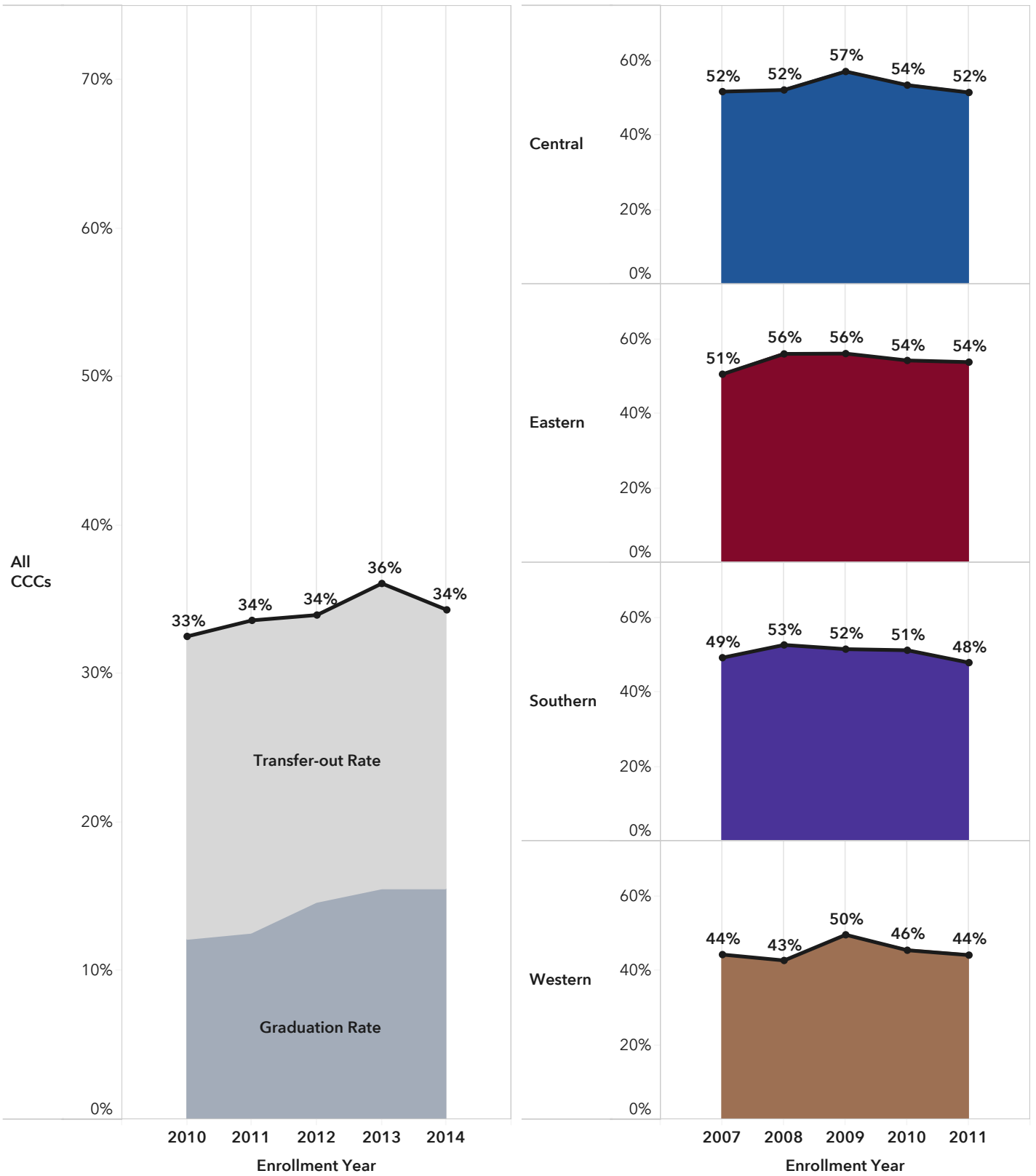
Notes

Completion and transfer-out cohorts include first-time, full-time degree- and certificate-seeking students. Completion and transfer-out rates are based on members of the aforementioned cohort that earn their credential or transfer to a four-year institution within 150% of their expected time to graduation. For community college students, 150% of expected time to graduation is three years, whereas for four-year institutions the 150% time period is six years.

2. Student Success

- ❖ *The median graduation rate across all 12 CCCs is about 16%.*
- ❖ *However, when considering students who successfully transfer out to four-year institutions, students achieve a successful outcome at a rate of 34%.*
- ❖ *Graduation rates for the four CSUs range from 44% at WCSU to 54% at ECSU.*
- ❖ *Graduation rates are fairly stable over time in the CSU sector, showing little change over the five year period.*

Figure 2.1: CSCU Graduation, Transfer-Out and Success Rates by Enrollment Year
 (First-time, Full-time Cohort)



Sources: IPEDS Data Center; CSCU IPEDS Fall Enrollment Surveys

3. Affordability & Sustainability

Goal & Indicators

Among the goals of the Connecticut State Colleges and Universities system is maximizing access to higher education for students of all economic backgrounds. Indicators such as tuition and fees for a full course load over a single academic year measure the accessibility of CSCU schools across income levels, as do measures of cost relative to median income.

Trends

Costs continue to rise in all sectors of education. Annual tuition and fees are up 14% over the past five years at the Connecticut Community Colleges, 17% at the State Universities and 19% at Charter Oak. These increases are in line with trends among comparable systems in neighboring states. Tuition and fees at four-year, non-flagship schools in Massachusetts and Rhode Island are up 23% and 15%, respectively. Two-year costs in MA and RI are up 21% and 16%. Relative to median income, the Connecticut Community Colleges and Charter Oak State College remain the most affordable options in the region.

- ❖ ***CSCU Tuition and Fees are up 14-19% since 2013.***
- ❖ ***Tuition and fees for peer schools are up 21-23% for peer schools in Massachusetts and 15-16% in Rhode Island.***
- ❖ ***The median annual cost of a year at a CCC is 6% of state median household income, vs. 7% at MA community colleges and 8% at Community College of Rhode Island.***
- ❖ ***At under \$8,000 per annum, Charter Oak is a competitive option for students in MA and RI where there is no dedicated public online college or university.***

Figure 3.1: Median Full Year, Full-Load Tuition and Fees by Sector and Academic Year



Sources: IPEDS Data Center; CSU IPEDS Institutional Characteristics Surveys

Figure 3.2: Median Tuition and Fees Comparison by State, Peer Group and Academic Year

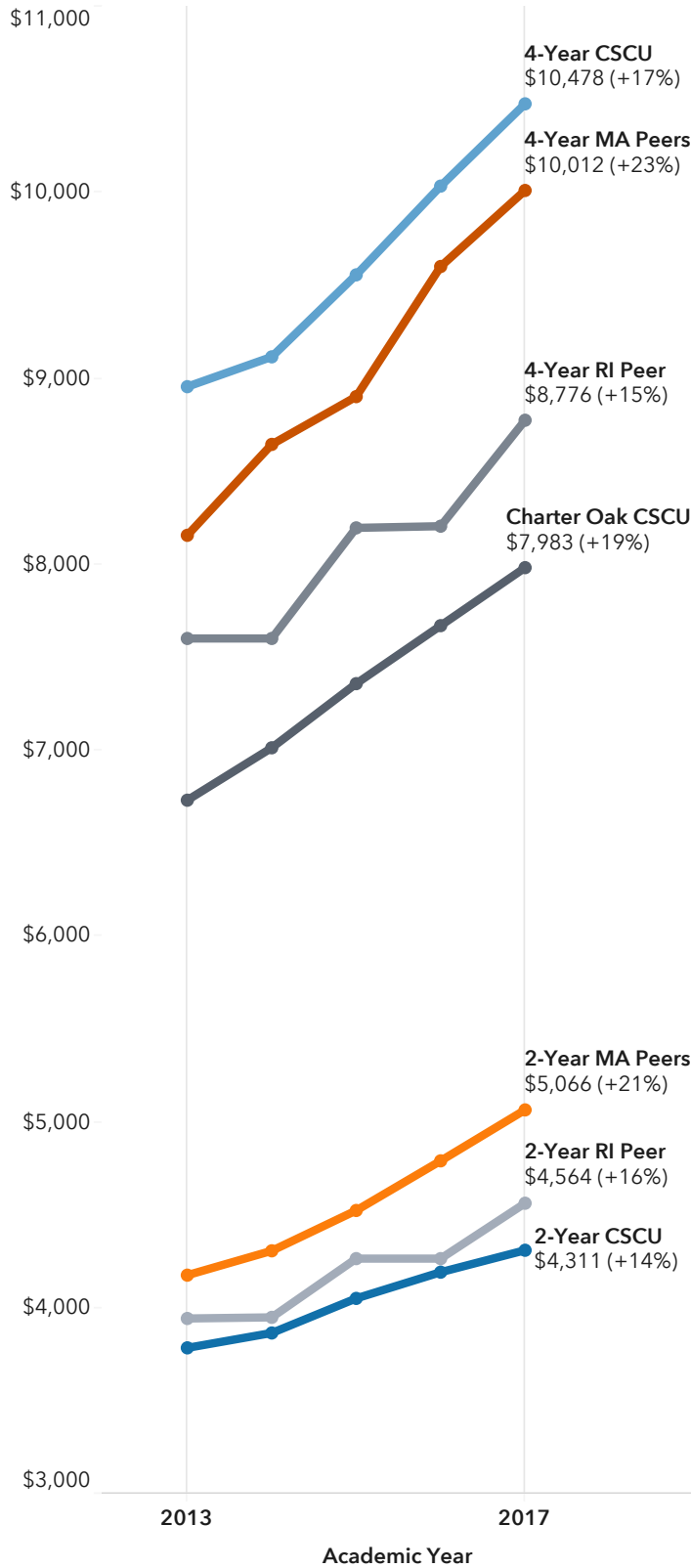


Table 3.1: Peer Comparison Groups

MA	2-Year	Berkshire Community College
		Bristol Community College
		Bunker Hill Community College
		Cape Cod Community College
		Greenfield Community College
		Holyoke Community College
		Massachusetts Bay Community College
		Massasoit Community College
		Middlesex Community College (MA)
		Mount Wachusett Community College
		North Shore Community College
		Northern Essex Community College
		Quincy College
		Quinsigamond Community College
Roxbury Community College		
Springfield Technical Community Coll..		
4-Year	Bridgewater State University	
	Fitchburg State University	
	Framingham State University	
	Massachusetts College of Liberal Arts	
	Salem State University	
	Westfield State University	
	Worcester State University	
RI	2-Year	Community College of Rhode Island
	4-Year	Rhode Island College

Sources: IPEDS Data Center; CSCU, Individual Institution IPEDS Institutional Characteristics Surveys; Individual Institution Websites

Figure 3.3: 2017 Median Tuition and Fees as Share of 2016 Median Income by State and Peer Group

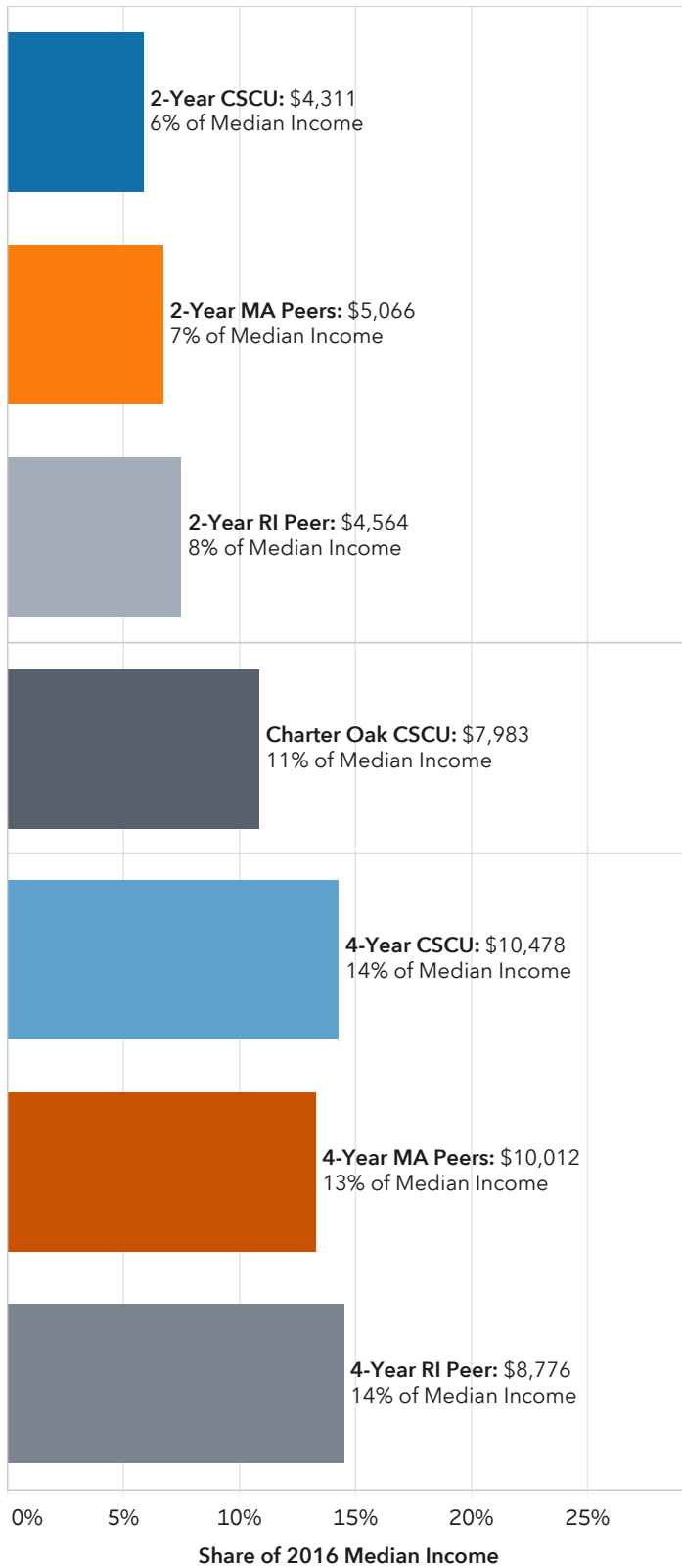


Table 3.1: Peer Comparison Groups

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		Bunker Hill Community College
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		Greenfield Community College
		Holyoke Community College
		Massachusetts Bay Community College
		Massasoit Community College
		Middlesex Community College (MA)
		Mount Wachusett Community College
		North Shore Community College
		Northern Essex Community College
		Quincy College
		Quinsigamond Community College
		Roxbury Community College
Springfield Technical Community College		
MA	4-Year	Bridgewater State University
		Fitchburg State University
		Framingham State University
		Massachusetts College of Liberal Arts
		Salem State University
		Westfield State University
		Worcester State University
RI	2-Year	Community College of Rhode Island
	4-Year	Rhode Island College

Table 3.2: Median Household Income in 2016

State	Median Household Income
CT	\$73,433
MA	\$75,297
RI	\$60,596

Sources: IPEDS Data Center; CSCU, Individual Institution IPEDS Institutional Characteristics Surveys; Individual Institution Websites; U.S. Census Data

4. Innovation & Economic Growth

Goal & Indicators

The CSCU system seeks to create environments that emphasize innovation and prepare students for successful careers in a fast changing world. Indicators of the system's capacity to fulfill this mandate include the ratio of completions in high-demand fields such as education, health and STEM as well as the proportion of graduates enjoying gainful employment.

Trends

The share of completions in STEM, health and education fields is up slightly over the past five years at the Connecticut Community Colleges, with health majors accounting primarily for growth in these sectors. Health majors also account for the majority of high demand completions at Charter Oak State College and Western Connecticut State University, and they represent a growing share of completions at Southern Connecticut State University. Growth in high demand completions at Eastern Connecticut State University is fueled by education and STEM majors, while STEM fields are the fastest growing high demand majors at Central Connecticut State University. Completers in all three sectors are gainfully employed in the State of Connecticut within three quarters of earning their credential at a rate of 75% or better.

Notes

Completions data includes credentials of all types, including certificates, associate's degrees, baccalaureate degrees and graduate degrees. Only first majors are considered. STEM fields, meaning those that cover **s**cience, **t**echnology, **e**ngineering and **m**athematics include the following U.S. Department of Education Classification of Instructional Programs (CIP) categories: Agriculture Operations, Architecture, Biological and Biomedical Sciences, Computer and Information Sciences and Support Services, Engineering, Engineering Technologies and Engineering-related Fields, Mathematics and Statistics, Military Technologies, Natural Resources and Conservation, Physical Sciences, Precision Production and Science Technologies and Technicians.

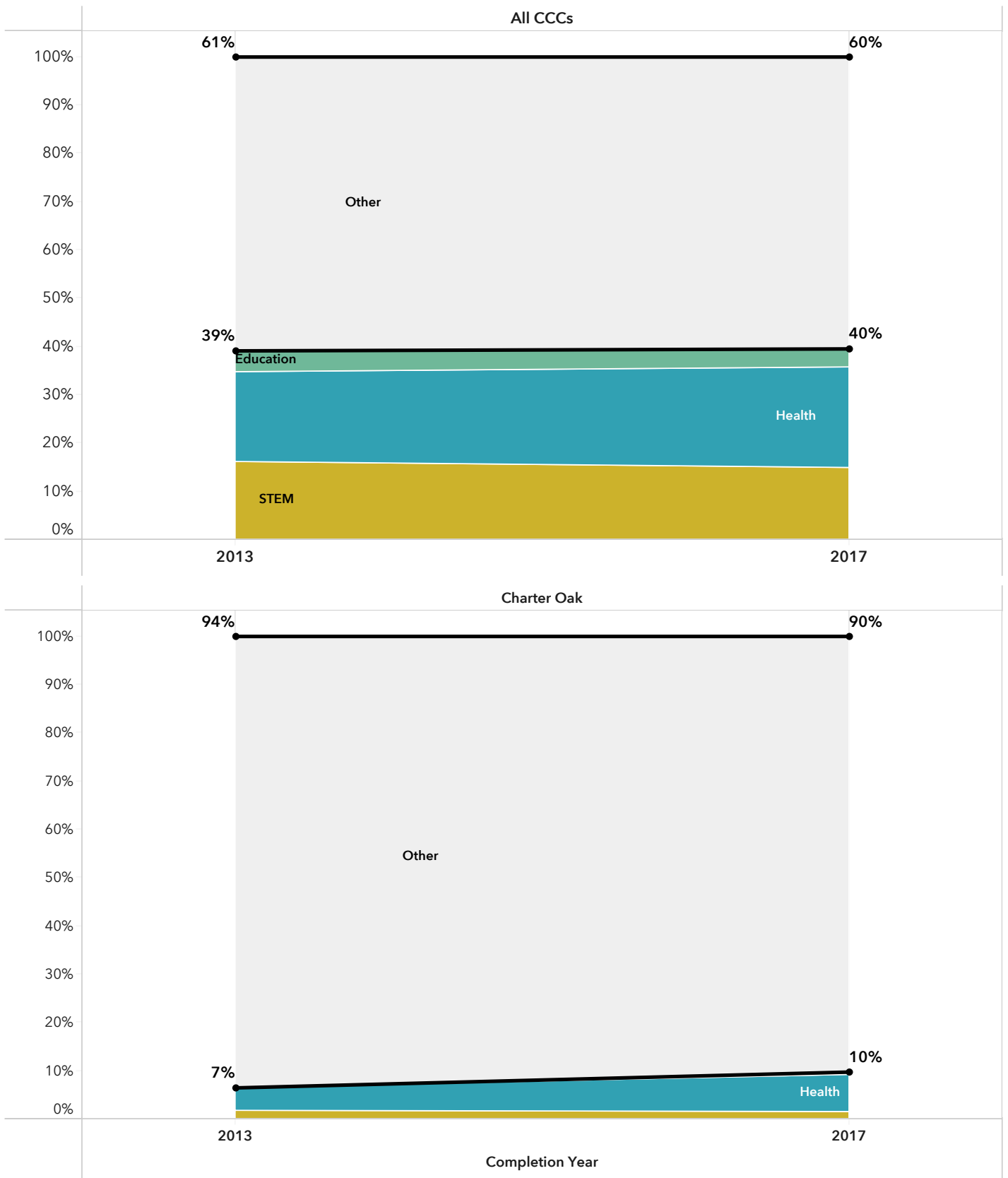
4. Innovation & Economic Growth

Notes, continued...

Gainful employment data originate with the P20 WIN collaboration of Connecticut's education and labor agencies. Employment totals are measured at three quarters after credentialing, including only graduates that are employed in the State of Connecticut by an employer covered by unemployment insurance statutes.

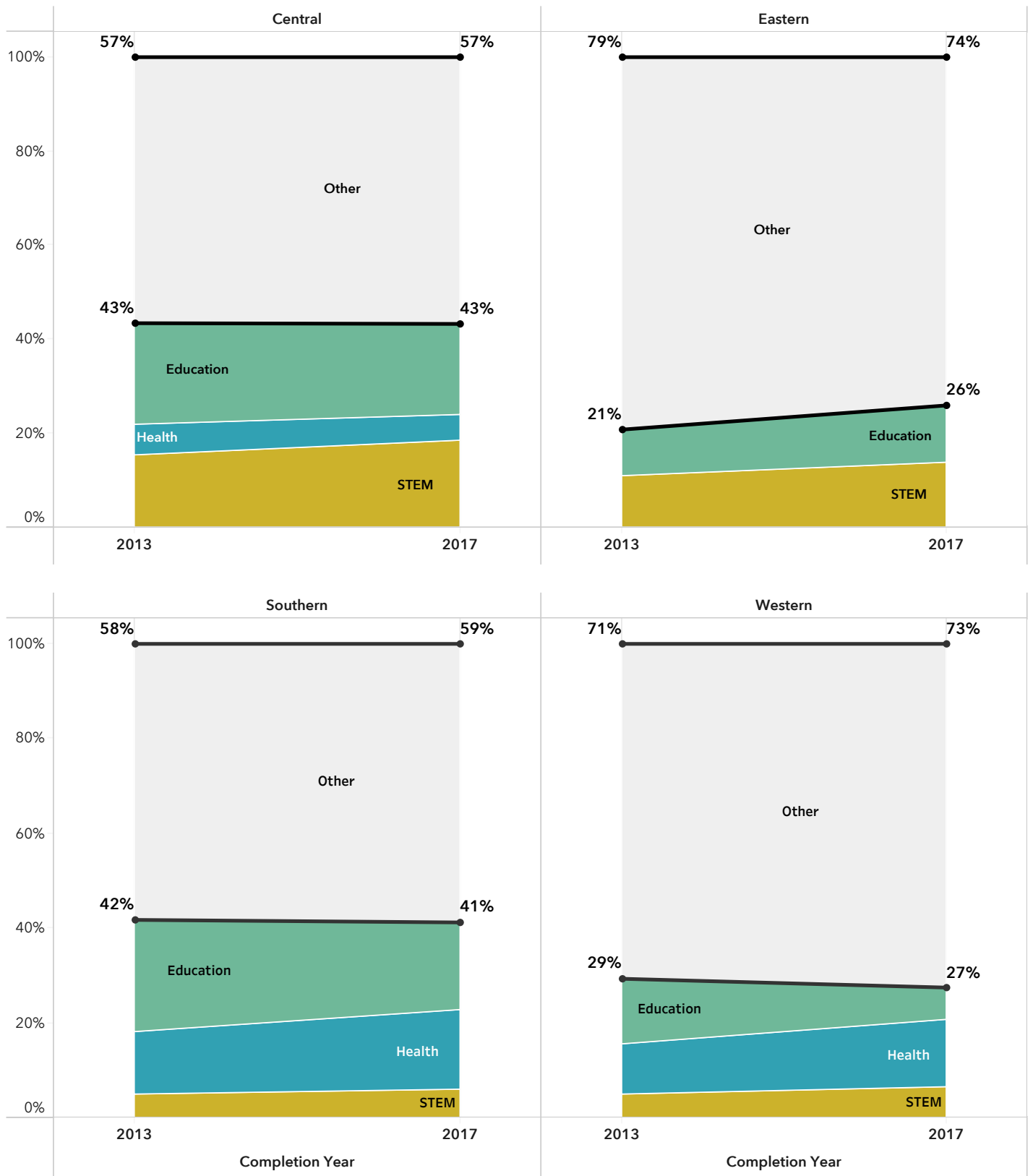
- ❖ *The share of completions in "high demand" fields increased at Charter Oak from 7% in 2013 to 10% in 2017.*
- ❖ *The share of high demand completions at ECSU increased from 21% to 26% over the same period. 43% of completions at CCSU were in education, health or STEM.*
- ❖ *The trend in high demand completions is steady or down slightly at the CCCs, CCSU, SCSU and WCSU.*
- ❖ *Three out of four completers in the CSCU system are gainfully employed in the State of Connecticut within three quarters of earning their credential.*

Figure 4.1: CCC and Charter Oak High Demand Program Completions by Completion Year
 (Share of All Credentials)



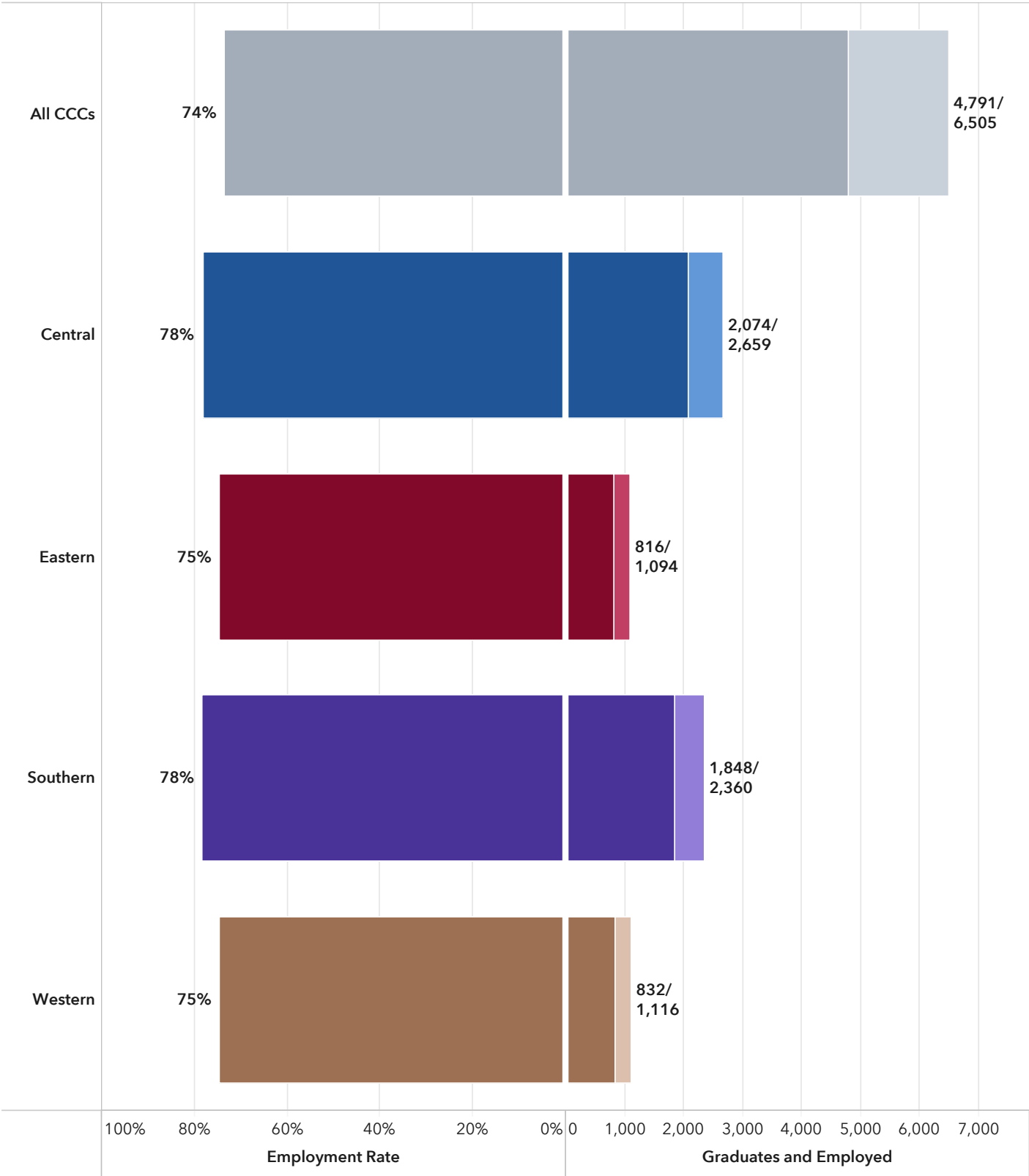
Sources: IPEDS Data Center; CCC and COSC IPEDS Completions Surveys

Figure 4.2: CSU High Demand Program Completions by Completion Year
 (Share of All Credentials)



Sources: IPEDS Data Center; CSU IPEDS Completions Surveys

Figure 4.3: Students Employed in CT Three Quarters post-Credential by School/Sector
 (Graduates from the 2014-15 Academic Year)



Source: P20 Win data sharing consortium

5. Equity

Indicators

CSCU seeks to eliminate achievement disparities across demographic groups. There are no indicators that are unique to this goal. Rather, data for existing indicators are disaggregated by gender and the nine IPEDS race and ethnicity categories.

Trends

Enrollment among non-white students continues to grow across all sectors, with the bulk of that growth among Hispanic and/or Latino students. The proportion of African American students in the Connecticut State Colleges and Universities system also climbed over the past five Fall semesters. Women students continue to outnumber men across the board. The same trend is not evident in completions and transfer-outs at the Connecticut Community Colleges, where growth has been primarily located in the Caucasian student body, although there is a notable increase in completions and transfer-outs among students who identify as “two or more races.” The Connecticut State Universities have witnessed significant increases in completion rates among Asian students.

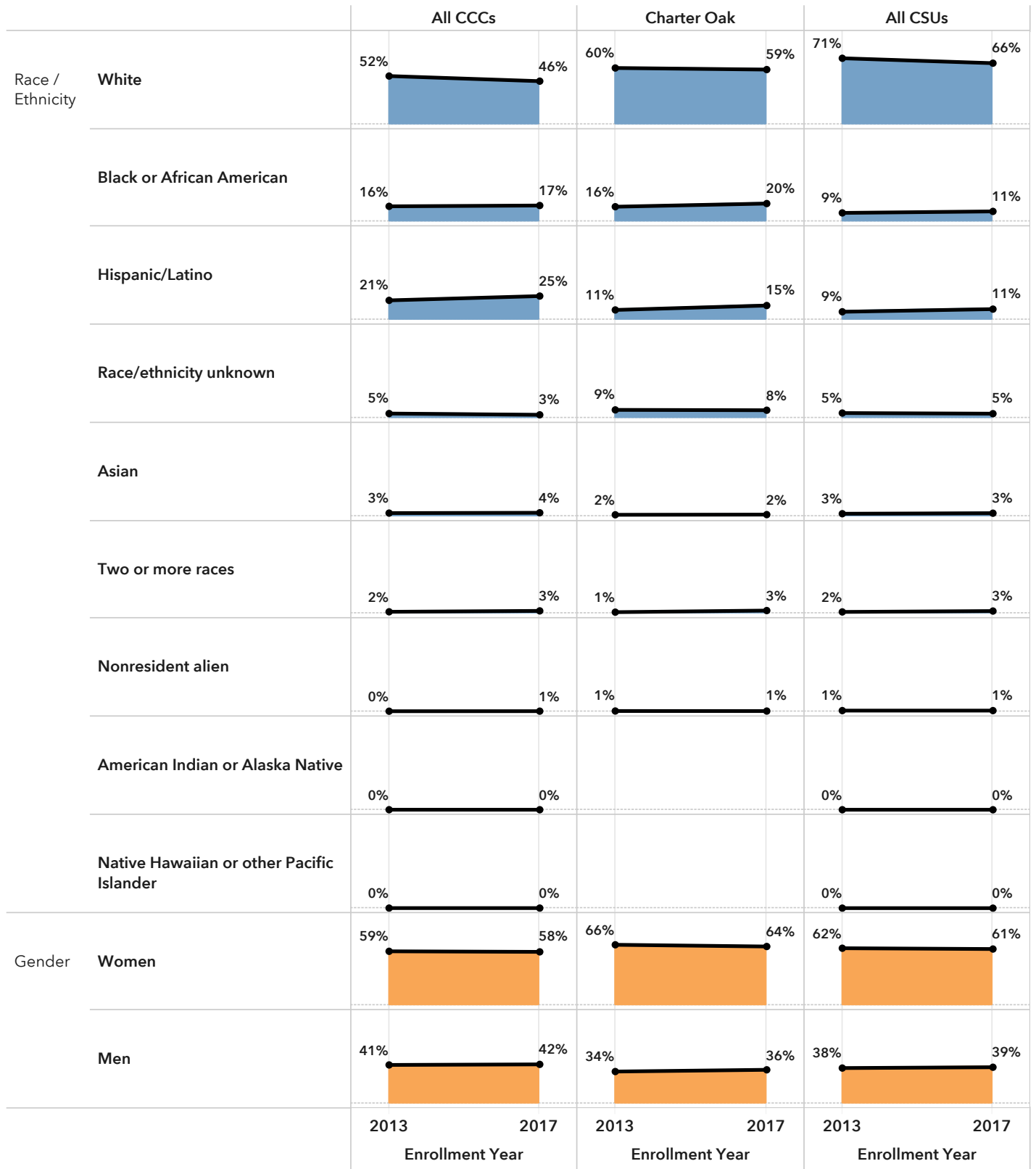
Notes

The enrollment cohort includes all students enrolled for credit, but the success cohort includes first-time, full-time students only. On-time completion includes graduates who earn their credential with 150% of their expected time to graduation. This period is three years for CCC students and six years for CSU students. *Categories representing fewer than 10 students are suppressed to respect and protect students' privacy.*

5. Equity

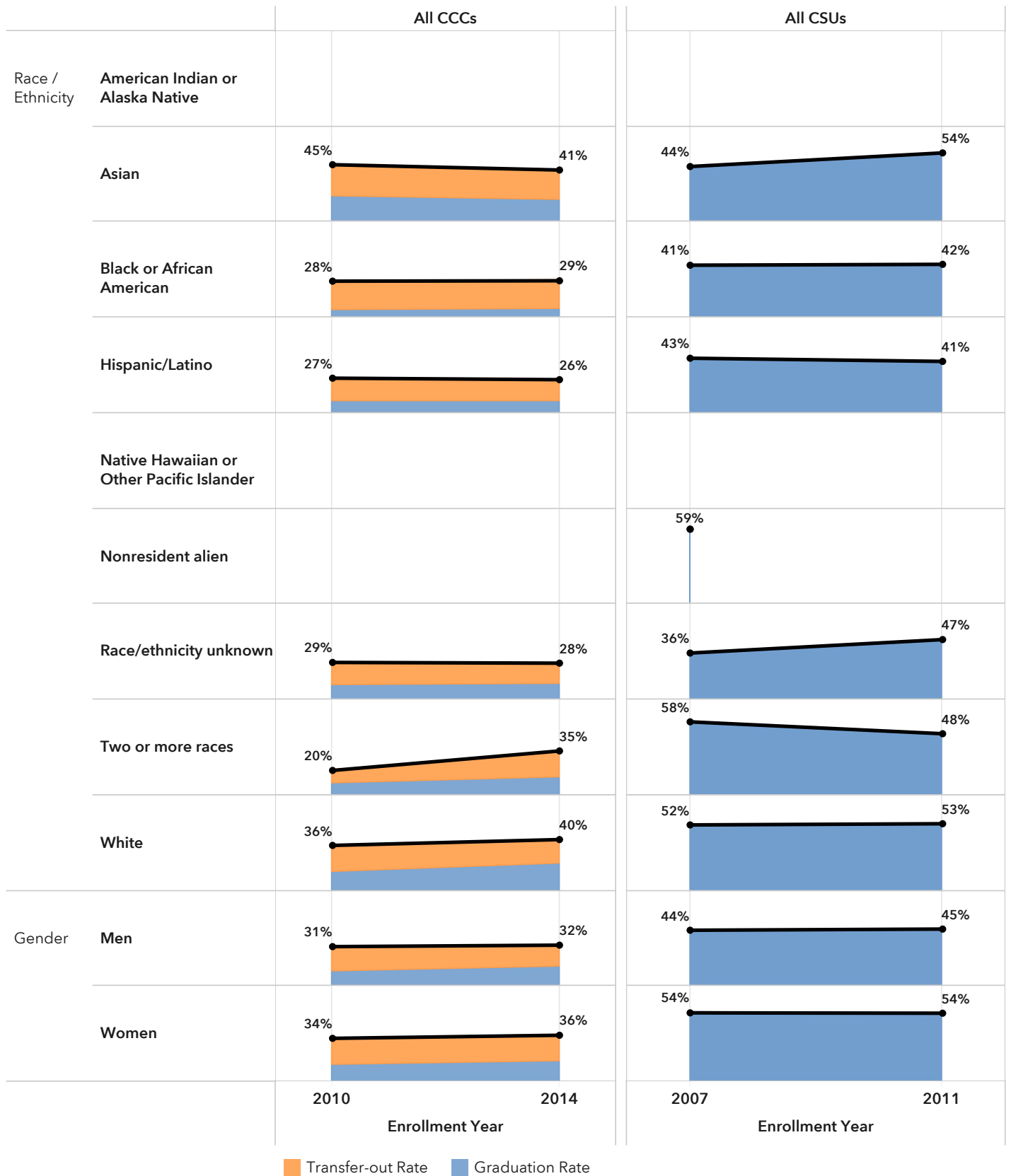
- ❖ *The share of students identifying as other than “white” has increased from 48% to 54% at the CCCs, 40% to 41% at Charter Oak and 29% to 34% at the CSUs.*
- ❖ *Hispanic/Latino and African American Enrollment is up across the system.*
- ❖ *Women students continue to represent about 60% of the CSCU student body, though the gender gap is narrower when considering completions.*
- ❖ *Minority success rates are not yet reflecting the increases in minority enrollment.*

Figure 5.1: Fall Enrollment by Sector, Demographic and Enrollment Year
 (All Students Enrolled for Credit)



Sources: IPEDS Data Center; CSU IPEDS Fall Enrollment Surveys

Figure 5.2: Graduation and Transfer-out Rates by Demographic and Enrollment Year
 (First-time, Full-time Cohort)



Sources: IPEDS Data Center; CCC & CSU IPEDS Graduation Surveys

Data Appendix

Table 0.1: Fall Enrollment by School, Enrollment Year, Level and Type

				2013	2014	2015	2016	2017
CCC	ACC	Part time	Undergraduate	1,012	913	949	1,293	1,194
		Full time	Undergraduate	703	690	622	652	676
CCC	CCC	Part time	Undergraduate	3,175	3,104	2,678	2,614	2,592
		Full time	Undergraduate	993	971	825	688	690
GCC	GCC	Part time	Undergraduate	5,497	5,611	5,694	5,136	4,836
		Full time	Undergraduate	2,689	2,589	2,286	2,081	2,179
HCC	HCC	Part time	Undergraduate	3,970	3,592	3,715	3,376	3,409
		Full time	Undergraduate	1,843	1,694	1,654	1,767	1,729
MCC	MCC	Part time	Undergraduate	4,859	4,783	4,508	4,611	4,352
		Full time	Undergraduate	2,712	2,517	2,383	2,169	1,969
MxCC	MxCC	Part time	Undergraduate	1,811	1,843	1,815	1,757	1,686
		Full time	Undergraduate	1,089	1,162	1,087	976	996
NCC	NCC	Part time	Undergraduate	4,376	4,105	3,920	3,822	3,782
		Full time	Undergraduate	2,180	2,258	2,134	1,978	2,054
NVCC	NVCC	Part time	Undergraduate	4,691	4,732	4,614	4,420	4,200
		Full time	Undergraduate	2,603	2,370	2,362	2,231	2,173
NWCCC	NWCCC	Part time	Undergraduate	1,092	1,191	1,087	987	920
		Full time	Undergraduate	457	423	434	419	375
QVCC	QVCC	Part time	Undergraduate	1,252	1,212	1,093	1,035	1,019
		Full time	Undergraduate	677	671	587	524	505
TRCC	TRCC	Part time	Undergraduate	3,140	3,043	2,852	2,862	2,847
		Full time	Undergraduate	1,609	1,487	1,407	1,383	1,340
TxCC	TxCC	Part time	Undergraduate	2,859	2,607	2,461	2,334	2,304
		Full time	Undergraduate	1,688	1,586	1,594	1,433	1,553
Charter Oak	Charter Oak	Part time	Graduate				44	78
			Undergraduate	1,279	1,543	1,406	1,220	1,126
		Full time	Graduate				6	6
			Undergraduate	301	386	329	313	290
CSU	CCSU	Part time	Graduate	1,510	1,600	1,649	1,667	1,678
			Undergraduate	2,147	2,169	2,170	1,999	1,949
		Full time	Graduate	584	566	504	579	648
			Undergraduate	7,624	7,702	7,763	7,539	7,605
	ECSU	Part time	Graduate	122	104	120	124	116
			Undergraduate	784	851	830	879	863
		Full time	Graduate	67	44	44	67	93
			Undergraduate	4,395	4,288	4,267	4,292	4,210
	SCSU	Part time	Graduate	1,671	1,798	1,549	1,464	1,394
			Undergraduate	1,241	1,331	1,237	1,133	1,138
		Full time	Graduate	876	894	818	893	861
			Undergraduate	7,016	6,802	6,869	6,830	6,814
WCSU	Part time	Graduate	462	453	450	461	483	
		Undergraduate	1,098	1,077	1,048	1,065	993	

Sources: IPEDS Data Center: CCC, CSU and Charter Oak IPEDS Fall Enrollment Surveys

Table 0.1: Fall Enrollment by School, Enrollment Year, Level and Type

				2013	2014	2015	2016	2017
CSU	WCSU	Full time	Graduate	71	57	78	79	99
			Undergraduate	4,394	4,365	4,250	4,116	4,089

Sources: IPEDS Data Center: CCC, CSU and Charter Oak IPEDS Fall Enrollment Surveys

Table 1.1: First Time, First Year Enrollees and Developmental Students by School and Enrollment Year

			2014	2015	2016	2017
CCC	ACC	First Time First Year Enrollees	227	217	209	172
		Developmental Students	104	99	86	65
	CCC	First Time First Year Enrollees	277	231	206	226
		Developmental Students	186	140	121	133
	GCC	First Time First Year Enrollees	915	966	934	894
		Developmental Students	715	742	708	576
	HCC	First Time First Year Enrollees	528	583	626	585
		Developmental Students	358	384	441	377
	MCC	First Time First Year Enrollees	1,147	997	1,093	929
		Developmental Students	526	467	521	491
	MxCC	First Time First Year Enrollees	393	371	377	350
		Developmental Students	258	236	247	217
	NCC	First Time First Year Enrollees	767	715	719	729
		Developmental Students	504	460	467	422
	NVCC	First Time First Year Enrollees	1,079	993	948	972
		Developmental Students	727	642	612	605
NWCCC	First Time First Year Enrollees	184	171	190	171	
	Developmental Students	120	135	141	115	
QVCC	First Time First Year Enrollees	275	254	241	214	
	Developmental Students	135	135	102	77	
TRCC	First Time First Year Enrollees	645	614	581	584	
	Developmental Students	342	366	356	353	
TxCC	First Time First Year Enrollees	664	634	658	599	
	Developmental Students	407	455	422	314	
CSU	CCSU	First Time First Year Enrollees	1,342	1,341	1,227	1,400
		Developmental Students	840	770	680	868
	ECSU	First Time First Year Enrollees	866	955	825	796
		Developmental Students	554	616	563	541
	SCSU	First Time First Year Enrollees	1,221	1,364	1,156	1,275
		Developmental Students	781	820	773	794
	WCSU	First Time First Year Enrollees	752	622	802	780
		Developmental Students	578	467	606	575

Sources: CCC Institutional Research Database, CSU Departments of Institutional Research

Table 1.2: First Year Completion Metrics by School and Enrollment Year

			2013	2014	2015	2016
CCC	ACC	Completed College-level Math & English On-time	24%	26%	24%	13%
		Earned 24+ Credits in First Academic Year	28%	29%	28%	18%
	CCC	Completed College-level Math & English On-time	17%	19%	20%	17%
		Earned 24+ Credits in First Academic Year	6%	5%	8%	6%
	GCC	Completed College-level Math & English On-time	25%	25%	23%	24%
		Earned 24+ Credits in First Academic Year	10%	9%	9%	9%
	HCC	Completed College-level Math & English On-time	21%	29%	26%	25%
		Earned 24+ Credits in First Academic Year	9%	12%	12%	14%
	MCC	Completed College-level Math & English On-time	31%	34%	35%	34%
		Earned 24+ Credits in First Academic Year	15%	17%	16%	16%
	MxCC	Completed College-level Math & English On-time	27%	34%	37%	36%
		Earned 24+ Credits in First Academic Year	13%	16%	16%	19%
	NCC	Completed College-level Math & English On-time	27%	26%	29%	31%
		Earned 24+ Credits in First Academic Year	13%	13%	15%	17%
	NVCC	Completed College-level Math & English On-time	24%	28%	29%	29%
		Earned 24+ Credits in First Academic Year	12%	12%	12%	14%
	NWCCC	Completed College-level Math & English On-time	29%	34%	41%	45%
		Earned 24+ Credits in First Academic Year	12%	21%	23%	26%
	QVCC	Completed College-level Math & English On-time	21%	28%	27%	29%
		Earned 24+ Credits in First Academic Year	16%	16%	17%	14%
TRCC	Completed College-level Math & English On-time	29%	32%	31%	26%	
	Earned 24+ Credits in First Academic Year	13%	16%	13%	12%	
TxCC	Completed College-level Math & English On-time	25%	28%	25%	25%	
	Earned 24+ Credits in First Academic Year	12%	12%	10%	8%	
CSU	CCSU	Completed College-level Math & English On-time	52%	51%	46%	45%
		Earned 24+ Credits in First Academic Year	67%	63%	66%	69%
	ECSU	Completed College-level Math & English On-time	80%	73%	70%	70%
		Earned 24+ Credits in First Academic Year	83%	79%	80%	82%
	SCSU	Completed College-level Math & English On-time	85%	78%	81%	80%
		Earned 24+ Credits in First Academic Year	60%	50%	40%	78%
	WCSU	Completed College-level Math & English On-time	34%	29%	27%	28%
		Earned 24+ Credits in First Academic Year	74%	70%	67%	70%

Sources: CCC Institutional Research Database and CSU Departments of Institutional Research

Table 2.1: First-time, Full Time Students, Completers and Transfer-outs by School and Enrollment Year

Sector	School		2007	2008	2009	2010	2011	2012	2013	2014
CCCs	ACC	Cohort				224	223	217	228	226
		Transfer-outs				52	43	22	46	42
		Completers				56	65	96	95	77
	CCC	Cohort				425	397	300	312	299
		Transfer-outs				97	111	62	71	74
		Completers				38	27	33	19	18
	GCC	Cohort				894	849	874	835	750
		Transfer-outs				189	156	166	165	152
		Completers				71	64	85	101	78
	HCC	Cohort				858	761	713	574	522
		Transfer-outs				169	151	114	122	95
		Completers				71	86	89	57	65
	MCC	Cohort				1,103	934	920	958	820
		Transfer-outs				233	230	223	211	159
		Completers				202	149	168	166	154
	MxCC	Cohort				374	382	356	346	399
		Transfer-outs				93	102	80	66	67
		Completers				54	55	67	68	70
	NCC	Cohort				577	658	693	646	669
		Transfer-outs				115	139	143	133	118
		Completers				47	61	62	78	65
	NVCC	Cohort				1,004	955	904	949	798
		Transfer-outs				191	170	156	177	130
		Completers				120	123	131	153	137
	NWCCC	Cohort				193	178	159	192	178
		Transfer-outs				35	46	30	37	35
		Completers				26	23	22	31	41
	QVCC	Cohort				320	238	250	279	240
		Transfer-outs				64	64	49	50	46
		Completers				44	45	41	66	53
TRCC	Cohort				670	569	554	550	537	
	Transfer-outs				109	90	91	116	90	
	Completers				87	77	84	84	78	
TxCC	Cohort				613	539	584	526	542	
	Transfer-outs				135	108	131	123	118	
	Completers				63	62	72	74	91	
CSU	CCSU	Cohort	1,466	1,297	1,277	1,340	1,374			
		Transfer-outs								
		Completers	761	679	732	719	710			
	ECSU	Cohort	817	942	937	912	927			
		Transfer-outs								
	Completers	415	530	528	497	501				
SCSU	Cohort	1,333	1,288	1,237	1,248	1,320				

Sources: IPEDS Data Center; CSU IPEDS Fall Enrollment Surveys

Table 2.1: First-time, Full Time Students, Completers and Transfer-outs by School and Enrollment Year

Sector	School		2007	2008	2009	2010	2011	2012	2013	2014
CSU	SCSU	Transfer-outs								
		Completers	659	681	640	642	635			
	WCSU	Cohort	913	928	1,008	975	846			
		Transfer-outs								
		Completers	406	398	502	445	375			

Sources: IPEDS Data Center; CSU IPEDS Fall Enrollment Surveys

Table 3.3: Median Full Year, Full-Load Tuition and Fees by Sector and Academic Year

			2013	2014	2015	2016	2017
CT	2-Year	Asnuntuck Community College	\$3,786	\$3,866	\$4,072	\$4,208	\$4,356
		Capital Community College	\$3,786	\$3,892	\$4,102	\$4,236	\$4,356
		Gateway Community College	\$3,786	\$3,866	\$4,032	\$4,168	\$4,316
		Housatonic Community College	\$3,786	\$3,866	\$4,032	\$4,168	\$4,276
		Manchester Community College	\$3,786	\$3,866	\$4,052	\$4,168	\$4,276
		Middlesex Community College	\$3,786	\$3,866	\$4,032	\$4,168	\$4,276
		Naugatuck Valley Community College	\$3,806	\$3,886	\$4,072	\$4,208	\$4,316
		Northwestern Connecticut Community College	\$3,786	\$3,866	\$4,047	\$4,168	\$4,306
		Norwalk Community College	\$3,786	\$3,866	\$4,052	\$4,188	\$4,336
		Quinebaug Valley Community College	\$3,786	\$3,866	\$4,062	\$4,198	\$4,306
		Three Rivers Community College	\$4,212	\$3,866	\$4,072	\$4,208	\$4,356
	Tunxis Community College	\$3,786	\$3,866	\$3,866	\$4,208	\$4,276	
	Charter Oak	Charter Oak State College	\$6,732	\$7,014	\$7,359	\$7,671	\$7,983
	4-Year	Central Connecticut State University	\$8,706	\$8,877	\$9,300	\$9,741	\$10,225
Eastern Connecticut State University		\$9,376	\$9,560	\$10,016	\$10,500	\$10,919	
Southern Connecticut State University		\$9,020	\$9,157	\$9,600	\$10,054	\$10,538	
Western Connecticut State University		\$8,893	\$9,077	\$9,516	\$10,017	\$10,418	
MA	2-Year	Berkshire Community College	\$4,678	\$4,658	\$4,866	\$4,866	\$5,112
		Bristol Community College	\$4,178	\$4,178	\$4,296	\$4,464	\$4,656
		Bunker Hill Community College	\$3,384	\$3,384	\$3,576	\$3,888	\$4,224
		Cape Cod Community College	\$4,088	\$4,212	\$4,212	\$4,320	\$4,536
		Greenfield Community College	\$4,838	\$4,958	\$5,210	\$5,330	\$5,450
		Holyoke Community College	\$3,574	\$3,838	\$4,166	\$4,502	\$4,662
		Massachusetts Bay Community College	\$4,176	\$4,176	\$4,496	\$4,808	\$5,088
		Massasoit Community College	\$4,056	\$4,296	\$4,488	\$4,680	\$4,680
		Middlesex Community College (MA)	\$4,274	\$4,394	\$4,514	\$4,730	\$5,990
		Mount Wachusett Community College	\$4,900	\$5,068	\$5,188	\$5,188	\$5,428
		North Shore Community College	\$4,056	\$4,296	\$4,536	\$4,848	\$5,044
		Northern Essex Community College	\$3,888	\$4,320	\$4,560	\$4,776	\$5,452
		Quincy College	\$4,582	\$4,846	\$5,524	\$5,910	\$6,306
		Quinsigamond Community College	\$5,094	\$5,094	\$5,302	\$5,394	\$5,508
	Roxbury Community College	\$3,962	\$3,962	\$3,984	\$4,414	\$4,424	
	Springfield Technical Community College	\$5,106	\$5,106	\$5,436	\$5,736	\$4,896	
	4-Year	Bridgewater State University	\$8,053	\$8,353	\$8,903	\$9,603	\$10,012
		Fitchburg State University	\$8,985	\$9,260	\$9,935	\$10,135	\$10,173
Framingham State University		\$8,080	\$8,320	\$8,700	\$9,340	\$9,920	
Massachusetts College of Liberal Arts		\$8,525	\$8,975	\$9,475	\$9,875	\$10,075	
Salem State University		\$8,130	\$8,646	\$9,246	\$9,736	\$10,278	
Westfield State University		\$8,694	\$8,682	\$8,815	\$9,275	\$9,715	
Worcester State University		\$8,157	\$8,557	\$8,857	\$9,202	\$9,532	
RI	2-Year	Community College of Rhode Island	\$3,944	\$3,950	\$4,266	\$4,266	\$4,564
	4-Year	Rhode Island College	\$7,602	\$7,602	\$8,197	\$8,206	\$8,776

Sources: IPEDS Data Center; CSCU, Individual Institution IPEDS Institutional Characteristics Surveys; Individual Institution Websites

Table 4.1: High Demand Program Completions by School, Program Type and Completion Year

Sector	School	Major Types	2013	2014	2015	2016	2017
CCC	ACC	Other	187	185	193	221	195
		Education	10	17	20	6	12
		Health	20	15	20	14	31
		STEM	346	268	177	160	195
CCC	CCC	Other	240	268	250	239	230
		Education	35	63	31	23	25
		Health	184	191	167	197	181
		STEM	23	30	24	22	27
GCC	GCC	Other	402	450	425	573	511
		Education	43	40	27	29	26
		Health	227	209	288	287	261
		STEM	127	140	135	131	126
HCC	HCC	Other	389	427	387	376	388
		Education	85	73	68	67	63
		Health	96	90	88	71	98
		STEM	63	75	62	52	71
MCC	MCC	Other	711	694	733	720	619
		Education	24	21	21	21	22
		Health	117	121	113	130	123
		STEM	74	82	100	108	105
MxCC	MxCC	Other	230	232	254	322	270
		Education	8	24	20	47	23
		Health	58	62	114	98	122
		STEM	14	26	26	40	24
NCC	NCC	Other	421	474	467	435	418
		Education	62	49	39	49	35
		Health	143	183	143	168	150
		STEM	47	69	56	50	67
NVCC	NVCC	Other	700	778	776	775	647
		Education	22	30	28	37	19
		Health	222	229	215	255	210
		STEM	267	297	214	289	240
NWCCC	NWCCC	Other	99	116	92	124	120
		Education	10	6	7	10	9
		Health	86	86	92	96	111
		STEM	7	18	12	12	6
QVCC	QVCC	Other	189	194	196	169	146
		Education	16	18	11	27	14
		Health	48	69	39	56	44
		STEM	97	117	61	50	71
TRCC	TRCC	Other	449	403	359	397	326

Sources: IPEDS Data Center; CSU IPEDS Completions Surveys

Table 4.1: High Demand Program Completions by School, Program Type and Completion Year

Sector	School	Major Types	2013	2014	2015	2016	2017
CCC	TRCC	Education	0	5	4	2	4
		Health	99	114	113	92	90
		STEM	123	110	110	126	103
	TxCC	Other	493	458	430	439	462
		Education	5	17	11	8	15
		Health	77	93	101	75	81
		STEM	15	13	18	32	30
CSU	CCSU	Other	1,440	1,373	1,521	1,438	1,546
		Education	549	630	529	528	525
		Health	166	170	164	173	154
		STEM	392	426	446	452	502
	ECSU	Other	983	894	855	897	857
		Education	123	126	106	105	103
		Health		0	1	4	37
		STEM	136	126	154	150	161
	SCSU	Other	1,486	1,437	1,367	1,357	1,438
		Education	603	495	556	580	454
		Health	336	336	357	368	409
		STEM	127	128	148	147	146
	WCSU	Other	828	878	807	856	902
		Education	161	143	124	114	85
		Health	124	150	115	178	176
		STEM	59	68	70	90	81
Charter Oak	Charter Oak	Other	561	530	560	629	535
		Education	1	1	0	1	3
		Health	28	46	39	47	46
		STEM	10	6	3	2	9

Sources: IPEDS Data Center; CSU IPEDS Completions Surveys

Table 4.2: Employment in CT Three Quarters post-Credential by School, Program and Enrollment Level among Graduates from the 2014-15 Academic Year

CIP2	Program Description1	ACC	CCC	GCC	HCC	MCC	MxCC	NCC	NVCC	NWCCC	QVCC	TRCC	TxCC	CCSU	ECSU	SCSU	WCSU		
01	Agribusiness & Related Sciences	All Completed							19										
		All Employed							9										
		Grad Completed																	
		Grad Employed																	
		Undergrad Completed								19									
		Undergrad Employed								9									
03	Natural Resources & Conservation	All Completed			3		5	4			4								
		All Employed																	
		Grad Completed																	
		Grad Employed																	
		Undergrad Completed			3		5	4			4								
		Undergrad Employed																	
05	Cultural Studies & Related	All Completed									1				0	2	4	2	
		All Employed													0	0			
		Grad Completed													0	0	4	0	
		Grad Employed													0	0			
		Undergrad Completed										1			0	2	0	2	
		Undergrad Employed													0	0			
09	Communication, Journalism, & Related	All Completed	3	3			25	10	6	27					126	107	95	77	
		All Employed					20	6		18					84	73	61	49	
		Grad Completed													8	0	0	0	
		Grad Employed														0	0	0	
		Undergrad Completed	3	3			25	10	6	27					118	107	95	77	
		Undergrad Employed					20	6		18						73	61	49	
10	Communication Technologies	All Completed						14											
		All Employed						11											
		Grad Completed																	
		Grad Employed																	
		Undergrad Completed						14											
		Undergrad Employed						11											
11	Computer & Information Sciences	All Completed	2	19	41	6	30	2	31	8		17	3	3	81	67	44	6	
		All Employed		17	21	6	23			19	6		14			61	51	34	6
		Grad Completed														29	0	6	0
		Grad Employed														17	0	0	0
		Undergrad Completed	2	19	41	6	30	2	31	8		17	3	3	52	67	38	6	
		Undergrad Employed		17	21	6	23			19	6		14			44	51		6
12	Personal & Culinary Services	All Completed			6		27		21	8									
		All Employed					22		17										
		Grad Completed																	
		Grad Employed																	
		Undergrad Completed			6		27		21	8									
		Undergrad Employed					22		17										
13	Education	All Completed	20	31	27	55	21	20	39	28	7	11	4	11	529	106	549	124	
		All Employed	10	27	22	40	13	18	23	22	6	9		10	411	88	494	104	
		Grad Completed													376	52	421	82	
		Grad Employed													278	41	387	70	
		Undergrad Completed	20	31	27	55	21	20	39	28	7	11	4	11	153	54	128	42	
		Undergrad Employed	10	27	22	40	13	18	23	22	6	9		10	133	47	107	34	
14	Engineering	All Completed			9	16	40	6	18		10	3	8	54	0	0	0		
		All Employed			6	7	28		8		8			38	0	0	0		
		Grad Completed													0	0	0	0	
		Grad Employed													0	0	0	0	
		Undergrad Completed			9	16	40	6	18		10	3	8	54	0	0	0		
		Undergrad Employed			6	7	28		8		8			38	0	0	0		
15	Engineering-related Technologies	All Completed	89	4	75	1	25	5	7	68	8	12	82	7	112	0	0	0	
		All Employed	65		57	0	22			53	6	6	53	6	88	0	0	0	
		Grad Completed													7	0	0	0	
		Grad Employed														0	0	0	
		Undergrad Completed	89	4	75	1	25	5	7	68	8	12	82	7	105	0	0	0	
		Undergrad Employed	65		57	0	22			53	6	6	53	6		0	0	0	
16	Foreign Languages & Linguistics	All Completed								2				39	7	37	5		
		All Employed								0				32		29			
		Grad Completed												16	0	9	0		
		Grad Employed												15	0	8			
		Undergrad Completed									2				23	7	28	5	
		Undergrad Employed									0				17	7	21		
19	Family & Consumer Sciences	All Completed			6	1	19	8	1	26	2		17	32					
		All Employed					15	7	0	21			15	24					
		Grad Completed																	
		Grad Employed																	
		Undergrad Completed			6	1	19	8	1	26	2		17	32					
		Undergrad Employed					15	7	0	21			15	24					
22	Legal Professions & Studies	All Completed					34		30	24									
		All Employed					29		19	17									
		Grad Completed																	
		Grad Employed																	

Source: P20 Win data sharing consortium

Table 4.2: Employment in CT Three Quarters post-Credential by School, Program and Enrollment Level among Graduates from the 2014-15 Academic Year

CIP2	Program Description1	ACC	CCC	GCC	HCC	MCC	MxCC	NCC	NVCC	NWCCC	QVCC	TRCC	TxCC	CCSU	ECSU	SCSU	WCSU		
22	Legal Professions & Studies	Undergrad Completed						34	30	24									
		Undergrad Employed						29	19	17									
23	English Language & Literature	All Completed											1		71	52	78	54	
		All Employed													57	40	64	37	
		Grad Completed													6	0	28	12	
		Grad Employed													6	0	21	6	
		Undergrad Completed											1		65	52	50	42	
		Undergrad Employed													51	40	43	31	
24	Liberal Arts & Sciences, Gen Studies	All Completed	109	91	266	175	337	134	209	368	46	128	213	177	0	127	232	13	
		All Employed	78	69	177	128	260	93	115	266	30	81	142	120	0	94	194	7	
		Grad Completed													0	0	0	0	
		Grad Employed													0	0	0	0	
		Undergrad Completed	109	91	266	175	337	134	209	368	46	128	213	177	0	127	232	13	
		Undergrad Employed	78	69	177	128	260	93	115	266	30	81	142	120	0	94	194	7	
25	Library Science	All Completed													0	0	71	0	
		All Employed													0	0	48	0	
		Grad Completed													0	0	69	0	
		Grad Employed													0	0	0	0	
		Undergrad Completed													0	0	2	0	
		Undergrad Employed													0	0	0	0	
26	Biological & Biomedical Sciences	All Completed		1				4						131	41	52	39		
		All Employed												93	29	34	28		
		Grad Completed												23	0	6	3		
		Grad Employed												14	0	0	0		
		Undergrad Completed		1				4						108	41	46	36		
		Undergrad Employed												79	29	0	0		
27	Mathematics & Statistics	All Completed												48	24	24	10		
		All Employed												37	19	19	8		
		Grad Completed												15	0	7	2		
		Grad Employed												11	0	0	0		
		Undergrad Completed												33	24	17	8		
		Undergrad Employed												26	19	0	0		
30	Multi/ Interdisciplinary Studies	All Completed			2		4			20				16	0	10	0		
		All Employed								12				9	0	8	0		
		Grad Completed												2	0	0	0		
		Grad Employed												0	0	0	0		
		Undergrad Completed			2		4				20			14	0	10	0		
		Undergrad Employed									12			0	0	8	0		
31	Parks, Recreation, Leisure, & Fitness	All Completed			6		11		18			7		30	57	65	0		
		All Employed			6		8		11					23	46	47	0		
		Grad Completed												0	0	11	0		
		Grad Employed												0	0	10	0		
		Undergrad Completed			6		11		18				7		30	57	54	0	
		Undergrad Employed			6		8		11						23	46	37	0	
32	Basic Skills & Dev/Remedial Ed	All Completed				1			25	26								3	
		All Employed				0			11	13									
		Grad Completed																	
		Grad Employed																	
		Undergrad Completed				1				25	26								3
		Undergrad Employed				0				11	13								
38	Philosophy & Religious Studies	All Completed												3	0	9	0		
		All Employed													0	0	0	0	
		Grad Completed													0	0	0	0	
		Grad Employed													0	0	0	0	
		Undergrad Completed													3	0	9	0	
		Undergrad Employed													0	0	0	0	
40	Physical Sciences	All Completed			4					17				20	22	35	15		
		All Employed								13				11	13	24	10		
		Grad Completed												0	0	3	3		
		Grad Employed												0	0	0	0		
		Undergrad Completed			4						17				20	22	32	12	
		Undergrad Employed									13				11	13	0	0	
41	Science Technologies/ technicians	All Completed																21	
		All Employed																	14
		Grad Completed																	
		Grad Employed																	
		Undergrad Completed																	21
		Undergrad Employed																	14
42	Psychology	All Completed													160	100	172	94	
		All Employed													135	67	132	66	
		Grad Completed													9	0	33	0	
		Grad Employed													6	0	24	0	
		Undergrad Completed													151	100	139	94	
		Undergrad Employed													129	67	108	66	
43	Security & Protective Svces	All Completed	12	23	1	40	87	21	33	47	15	5	22	35	7	0	0	109	
		All Employed	9	22		31	67	19	23	38	12		17	29		0	0	0	82

Source: P20 Win data sharing consortium

Table 4.2: Employment in CT Three Quarters post-Credential by School, Program and Enrollment Level among Graduates from the 2014-15 Academic Year

CIP2	Program Description1	ACC	CCC	GCC	HCC	MCC	MxCC	NCC	NVCC	NWCCC	QVCC	TRCC	TxCC	CCSU	ECSU	SCSU	WCSU	
43	Security & Protective Svces	Grad Completed												7	0	0	0	
		Grad Employed													0	0	0	
		Undergrad Completed	12	23	1	40	87	21	33	47	15	5	22	35	0	0	0	109
		Undergrad Employed	9	22		31	67	19	23	38	12		17	29		0	0	82
44	Public Administration & Soc Svces	All Completed		64			21							54	44	139	32	
		All Employed		49			17							47	30	109	22	
		Grad Completed												0	0	66	0	
		Grad Employed												0	0	58	0	
		Undergrad Completed		64			21							54	44	73	32	
		Undergrad Employed		49			17							47	30	51	22	
45	Social Sciences	All Completed												255	96	87	46	
		All Employed												202	73	52	35	
		Grad Completed												7	0	11	0	
		Grad Employed													0		0	
		Undergrad Completed												248	96	76	46	
		Undergrad Employed													73		35	
47	Mechanics & Repair	All Completed			26	4			52									
		All Employed			18				31									
		Grad Completed																
		Grad Employed																
		Undergrad Completed			26	4			52									
		Undergrad Employed			18				31									
48	Precision Production	All Completed	83			39		8	99		20							
		All Employed	58			32		7	82		16							
		Grad Completed																
		Grad Employed																
		Undergrad Completed	83			39		8	99		20							
		Undergrad Employed	58			32		7	82		16							
49	Transportation & Mat Moving	All Completed							1									
		All Employed							0									
		Grad Completed																
		Grad Employed																
		Undergrad Completed							1									
		Undergrad Employed							0									
50	Visual And Performing Arts	All Completed		1	5	24	41	6	29	15	19	15	7	41	100	53	49	86
		All Employed				18	25		16	9	16	11		29	83	41	36	61
		Grad Completed												6	0	0	6	
		Grad Employed												6	0	0		
		Undergrad Completed		1	5	24	41	6	29	15	19	15	7	41	94	53	49	80
		Undergrad Employed				18	25		16	9	16	11		29	77	41	36	
51	Health Professions & Related	All Completed	20	166	288	88	113	111	143	216	92	39	113	101	164	1	357	115
		All Employed	16	152	231	76	90	93	105	196	80	28	92	81	121		273	97
		Grad Completed												87	0	123	5	
		Grad Employed												62		96		
		Undergrad Completed	20	166	288	88	113	111	143	216	92	39	113	101	77	1	234	110
		Undergrad Employed	16	152	231	76	90	93	105	196	80	28	92	81	59		177	
52	Business, Mgmt & Related	All Completed	69	66	106	136	122	61	119	190	7	47	86	145	575	167	255	258
		All Employed	44	49	73	111	90	48	73	145		30	62	108	468	134	193	203
		Grad Completed												45	13	40	16	
		Grad Employed												29	11	30	11	
		Undergrad Completed	69	66	106	136	122	61	119	190	7	47	86	145	530	154	215	242
		Undergrad Employed	44	49	73	111	90	48	73	145		30	62	108	439	123	163	192
54	History	All Completed												85	45	64	31	
		All Employed												67	29	50	13	
		Grad Completed												21	0	14	3	
		Grad Employed												14	0	13		
		Undergrad Completed												64	45	50	28	
		Undergrad Employed												53	29	37		

Source: P20 Win data sharing consortium

Table 5.1: Fall Enrollment by Sector, Demographic and Enrollment Year

					2013	2014	2015	2016	2017
CCC	Race/ Ethnicity	American Indian or Alaska Native	Graduates	Fall Students					
				Share of Fall Enrollment					
			Undergrads	Fall Students	137	123	104	114	107
				Share of Fall Enrollment	0.2%	0.2%	0.2%	0.2%	0.2%
		Asian	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	1,969	2,010	1,944	1,926	1,877
				Share of Fall Enrollment	3.5%	3.6%	3.7%	3.8%	3.8%
		Black or African American	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	9,400	9,520	8,946	8,556	8,584
				Share of Fall Enrollment	16.5%	17.3%	17.0%	16.9%	17.4%
		Hispanic/Latino	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	11,832	11,996	11,998	12,315	12,526
				Share of Fall Enrollment	20.8%	21.8%	22.7%	24.4%	25.4%
		Native Hawaiian or other Pacific Islander	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	86	82	78	66	72
				Share of Fall Enrollment	0.2%	0.1%	0.1%	0.1%	0.1%
		Nonresident alien	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	266	232	233	259	262
				Share of Fall Enrollment	0.5%	0.4%	0.4%	0.5%	0.5%
		Race/ethnicity unknown	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	2,748	2,513	2,323	2,185	1,702
				Share of Fall Enrollment	4.8%	4.6%	4.4%	4.3%	3.4%
	Two or more races	Graduates	Fall Students						
		Share of Fall Enrollment							
		Undergrads	Fall Students	1,015	1,131	1,139	1,133	1,372	
			Share of Fall Enrollment	1.8%	2.1%	2.2%	2.2%	2.8%	
	White	Graduates	Fall Students						
		Share of Fall Enrollment							
		Undergrads	Fall Students	29,524	27,547	25,996	23,994	22,878	
			Share of Fall Enrollment	51.8%	49.9%	49.3%	47.5%	46.3%	
	Gender	Men	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	23,577	22,821	22,085	21,285	20,730
				Share of Fall Enrollment	41.4%	41.4%	41.9%	42.1%	42.0%
	Women	Graduates	Fall Students						
		Share of Fall Enrollment							
		Undergrads	Fall Students	33,400	32,333	30,676	29,263	28,650	
			Share of Fall Enrollment	58.6%	58.6%	58.1%	57.9%	58.0%	
Charter Oak	Race/ Ethnicity	American Indian or Alaska Native	Graduates	Fall Students					
				Share of Fall Enrollment					
			Undergrads	Fall Students				10	
				Share of Fall Enrollment				0.7%	
		Asian	Graduates	Fall Students					
			Share of Fall Enrollment						
			Undergrads	Fall Students	26	25	20	21	26
				Share of Fall Enrollment	1.7%	1.3%	1.2%	1.4%	1.8%
	Black or African American	Graduates	Fall Students					19	
		Share of Fall Enrollment						26.4%	

Sources: IPEDS Data Center; CSCU IPEDS Fall Enrollment Surveys

Table 5.1: Fall Enrollment by Sector, Demographic and Enrollment Year

					2013	2014	2015	2016	2017	
Charter Oak	Race/ Ethnicity	Black or African American	Undergrads	Fall Students	254	323	286	252	231	
				Share of Fall Enrollment	16.2%	16.8%	16.5%	16.5%	16.4%	
	Hispanic/Latino	Graduates	Undergrads	Fall Students	166	237	227	221	215	
				Share of Fall Enrollment	10.6%	12.3%	13.1%	14.4%	15.2%	
	Native Hawaiian or other Pacific Islander	Graduates	Undergrads	Fall Students						
				Share of Fall Enrollment						
	Nonresident alien	Graduates	Undergrads	Fall Students	11	12	12	15	9	
				Share of Fall Enrollment	0.7%	0.6%	0.7%	1.0%	0.6%	
	Race/ethnicity unknown	Graduates	Undergrads	Fall Students	138	161	170	129	118	
				Share of Fall Enrollment	8.8%	8.4%	9.8%	8.4%	8.4%	
	Two or more races	Graduates	Undergrads	Fall Students	22	48	39	36	44	
				Share of Fall Enrollment	1.4%	2.5%	2.3%	2.4%	3.1%	
	White	Graduates	Undergrads	Fall Students				33	53	
				Share of Fall Enrollment				100.0%	73.6%	
					Fall Students	955	1,115	977	847	767
					Share of Fall Enrollment	60.8%	58.0%	56.4%	55.3%	54.4%
	Gender	Men	Graduates	Undergrads	Fall Students				26	34
					Share of Fall Enrollment				52.0%	40.5%
					Fall Students	542	629	559	498	451
					Share of Fall Enrollment	34.3%	32.6%	32.2%	32.5%	31.9%
		Women	Graduates	Undergrads	Fall Students				24	50
					Share of Fall Enrollment				48.0%	59.5%
					Fall Students	1,038	1,300	1,179	1,035	965
					Share of Fall Enrollment	65.7%	67.4%	67.8%	67.5%	68.1%
CSU	Race/ Ethnicity	American Indian or Alaska Native	Graduates	Fall Students					10	
				Share of Fall Enrollment					0.2%	
				Undergrads	Fall Students	62	65	66	61	60
					Share of Fall Enrollment	0.2%	0.2%	0.2%	0.2%	0.2%
	Asian	Graduates	Undergrads	Fall Students	141	142	144	147	155	
				Share of Fall Enrollment	2.6%	2.6%	2.8%	2.8%	2.9%	
					Fall Students	847	909	1,005	1,062	1,050
					Share of Fall Enrollment	3.0%	3.2%	3.5%	3.8%	3.8%
	Black or African American	Graduates	Undergrads	Fall Students	404	431	439	452	498	
				Share of Fall Enrollment	7.6%	7.8%	8.4%	8.5%	9.3%	
					Fall Students	3,215	3,347	3,603	3,461	3,516
					Share of Fall Enrollment	11.2%	11.7%	12.7%	12.4%	12.7%
	Hispanic/Latino	Graduates	Undergrads	Fall Students	304	314	297	370	422	
				Share of Fall Enrollment	5.7%	5.7%	5.7%	6.9%	7.9%	
					Fall Students	3,280	3,541	3,601	3,872	4,128
					Share of Fall Enrollment	11.4%	12.4%	12.7%	13.9%	14.9%
	Native Hawaiian or other Pacific Islander	Graduates	Undergrads	Fall Students						
				Share of Fall Enrollment						
					Fall Students	29	25	22	23	21
					Share of Fall Enrollment	0.1%	0.1%	0.1%	0.1%	0.1%

Sources: IPEDS Data Center; CSU IPEDS Fall Enrollment Surveys

Table 5.1: Fall Enrollment by Sector, Demographic and Enrollment Year

					2013	2014	2015	2016	2017	
CSU	Race/ Ethnicity	Nonresident alien	Graduates	Fall Students	83	88	151	118	81	
				Share of Fall Enrollment	1.6%	1.6%	2.9%	2.2%	1.5%	
			Undergrads		Fall Students	207	235	268	256	209
					Share of Fall Enrollment	0.7%	0.8%	0.9%	0.9%	0.8%
		Race/ethnicity unknown	Graduates		Fall Students	302	323	304	282	263
					Share of Fall Enrollment	5.6%	5.9%	5.8%	5.3%	4.9%
	Undergrads			Fall Students	1,452	1,531	1,673	1,397	1,236	
				Share of Fall Enrollment	5.1%	5.4%	5.9%	5.0%	4.5%	
	Two or more races	Graduates		Fall Students	66	79	70	89	106	
				Share of Fall Enrollment	1.2%	1.4%	1.3%	1.7%	2.0%	
		Undergrads		Fall Students	591	645	624	782	891	
				Share of Fall Enrollment	2.1%	2.3%	2.2%	2.8%	3.2%	
	White	Graduates		Fall Students	4,048	4,129	3,795	3,866	3,834	
				Share of Fall Enrollment	75.7%	75.0%	73.0%	72.6%	71.4%	
		Undergrads		Fall Students	19,016	18,287	17,578	16,939	16,550	
				Share of Fall Enrollment	66.3%	64.0%	61.8%	60.8%	59.8%	
Gender	Men	Graduates		Fall Students	1,591	1,694	1,678	1,659	1,673	
				Share of Fall Enrollment	29.7%	30.7%	32.2%	31.1%	31.1%	
		Undergrads		Fall Students	13,320	13,446	13,263	12,946	12,912	
				Share of Fall Enrollment	46.4%	47.0%	46.6%	46.5%	46.7%	
	Women	Graduates		Fall Students	3,772	3,822	3,534	3,675	3,699	
				Share of Fall Enrollment	70.3%	69.3%	67.8%	68.9%	68.9%	
	Undergrads		Fall Students	15,379	15,139	15,177	14,907	14,749		
			Share of Fall Enrollment	53.6%	53.0%	53.4%	53.5%	53.3%		

Sources: IPEDS Data Center; CSCU IPEDS Fall Enrollment Surveys

Table 5.2: First-time, Full Time Students, Completers and Transfer-outs by Sector, Demographic and Enrollment Year

				2007	2008	2009	2010	2011	2012	2013	2014
CCC	Race/ Ethnicity	American Indian or Alaska Native	Cohort				19	18	10	20	
			Graduates								
			Transfer-outs								
	Asian	Cohort				173	176	196	191	164	
		Graduates				35	18	42	35	28	
		Transfer-outs				43	55	42	45	39	
	Black or African American	Cohort				1,068	1,101	984	1,012	1,004	
		Graduates				59	59	78	73	70	
		Transfer-outs				244	242	216	206	218	
	Hispanic/Latino	Cohort				1,501	1,487	1,518	1,545	1,541	
		Graduates				141	146	152	176	151	
		Transfer-outs				271	254	225	282	254	
	Native Hawaiian or Other Pacific Islander	Cohort				10	11				
		Graduates									
		Transfer-outs									
	Nonresident alien	Cohort				21			20		11
		Graduates									
		Transfer-outs									
	Race/ethnicity unknown	Cohort				406	300	243	205	186	
		Graduates				47	39	29	20	22	
		Transfer-outs				71	57	51	47	31	
	Two or more races	Cohort				133	136	148	157	158	
		Graduates				12		16	27	22	
		Transfer-outs				14		31	31	33	
	White	Cohort				3,924	3,447	3,398	3,250	2,900	
		Graduates				579	563	627	656	629	
		Transfer-outs				829	768	696	697	544	
	Gender	Men	Cohort				3,612	3,305	3,327	3,216	2,986
			Graduates				405	389	501	496	460
			Transfer-outs				719	621	601	588	504
Women		Cohort				3,643	3,378	3,197	3,179	2,994	
		Graduates				474	448	449	496	467	
		Transfer-outs				763	789	666	729	622	
CSU	Race/ Ethnicity	American Indian or Alaska Native	Cohort				19	10			
			Graduates								
			Transfer-outs								
	Asian	Cohort		94	81	92	98	79			
		Graduates		41	42	46	57	43			
		Transfer-outs									
	Black or African American	Cohort		404	380	348	411	520			
		Graduates		165	173	149	170	216			
		Transfer-outs									
	Hispanic/Latino	Cohort		339	350	370	419	510			
		Graduates		146	147	165	193	207			
		Transfer-outs									
	Native Hawaiian or Other Pacific Islander	Cohort									
		Graduates									
		Transfer-outs									
	Nonresident alien	Cohort		22	22	29	23	13			
		Graduates		13	12	13	12				
		Transfer-outs									

Sources: IPEDS Data Center; CCC & CSU IPEDS Graduation Surveys

Table 5.2: First-time, Full Time Students, Completers and Transfer-outs by Sector, Demographic and Enrollment Year

				2007	2008	2009	2010	2011	2012	2013	2014	
CSU	Race/ Ethnicity	Race/ethnicity unknown	Cohort	195	198	158	152	164				
			Graduates	71	77	91	64	77				
			Transfer-outs									
	Two or more races	Cohort	33	27	68	99	145					
		Graduates	19	17	35	47	70					
		Transfer-outs										
	White	Cohort	3,433	3,385	3,373	3,263	3,026					
		Graduates	1,782	1,814	1,894	1,756	1,599					
		Transfer-outs										
	Gender	Men	Cohort	2,047	2,066	1,983	2,064	2,032				
			Graduates	903	965	969	966	915				
			Transfer-outs									
Women		Cohort	2,482	2,389	2,476	2,411	2,435					
		Graduates	1,338	1,323	1,433	1,337	1,306					
		Transfer-outs										

Sources: IPEDS Data Center; CCC & CSU IPEDS Graduation Surveys