Higher Education Coordinating Council

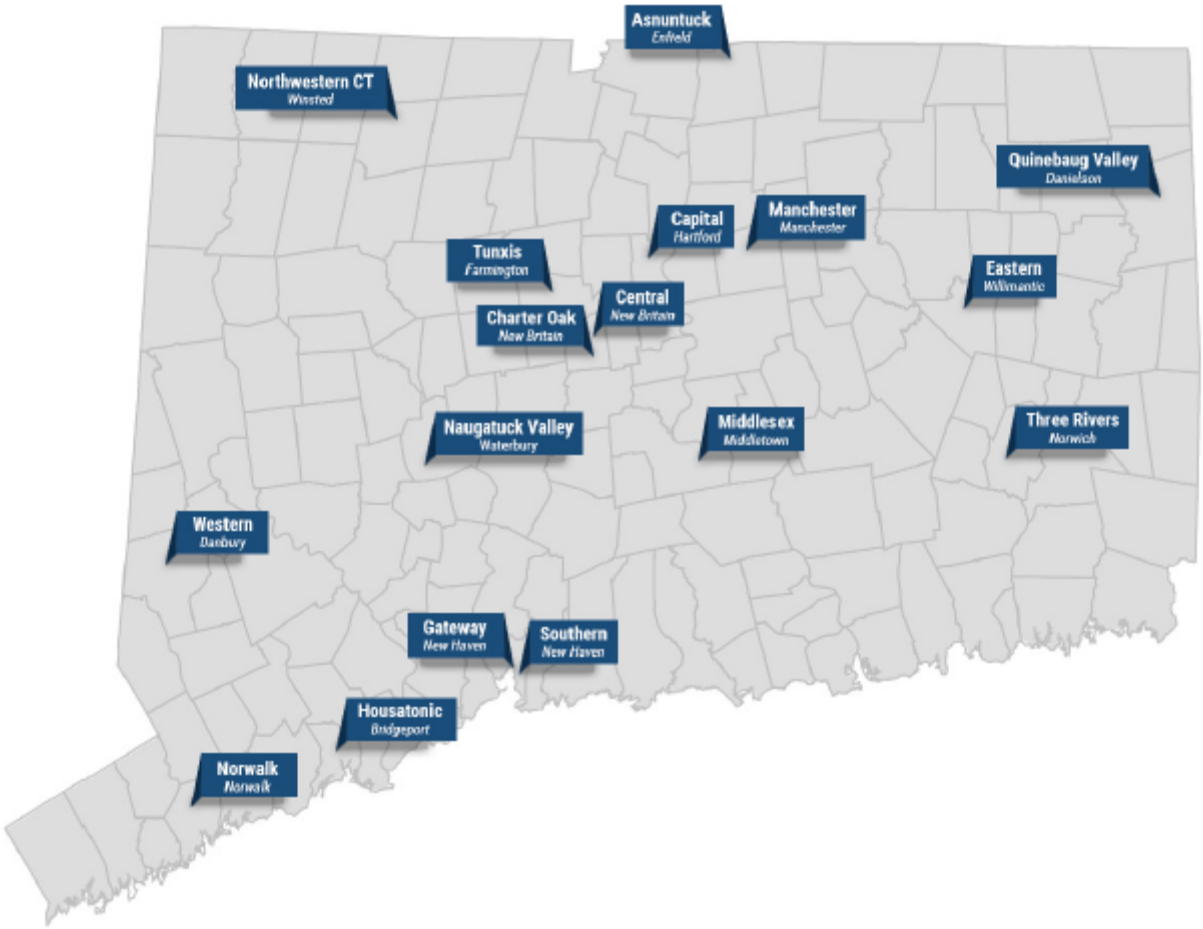
# 2016 Accountability Report

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

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# 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.

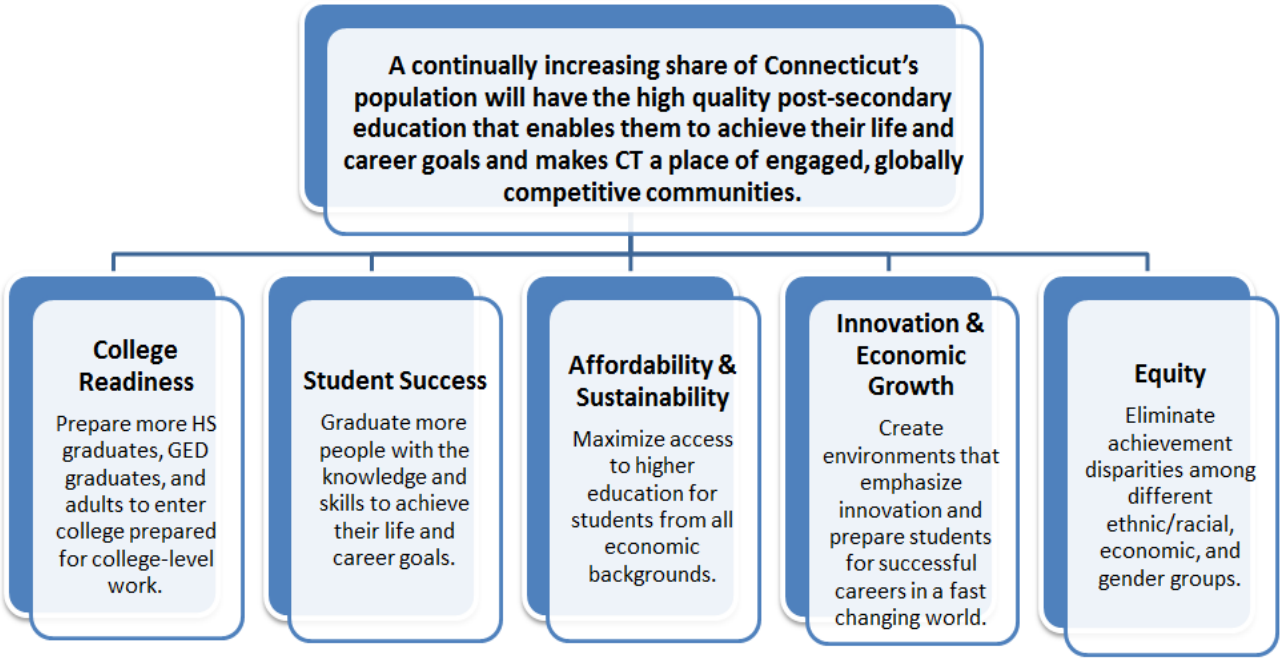
Higher education is as important if not more important than it has ever been before. The data in this report are not simply meant to answer questions or satisfy legislative statutes, but to generate more questions, because it is through thoughtful inquiry and self-reflection that the CSCU will continue 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).

# Executive Summary

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

# Executive Summary

***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.

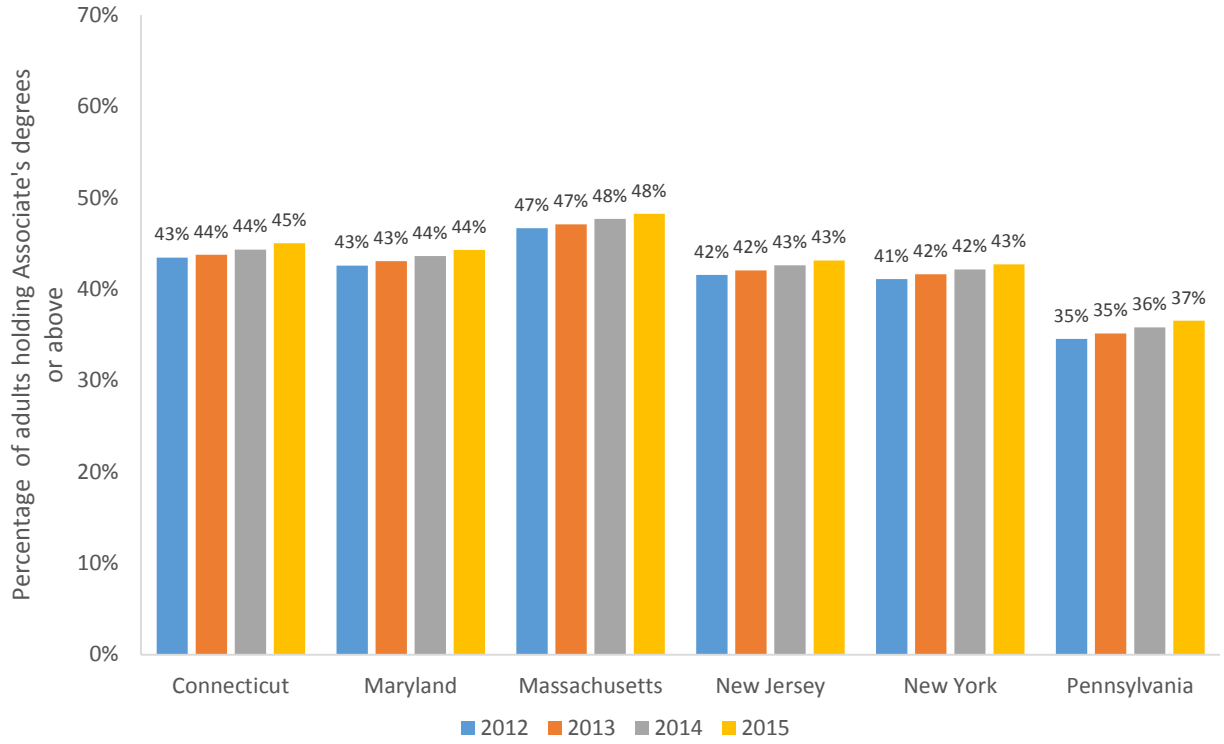
Indicators:

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

# Vision – Indicator 1
# 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.

*Figure 1*. Percentage of Adults who are 25 Years of Age or Older Holding Associate's degrees or Above, Connecticut and Regional States




**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.

# Vision – Indicator 2
# Connecticut Median Household Income

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*

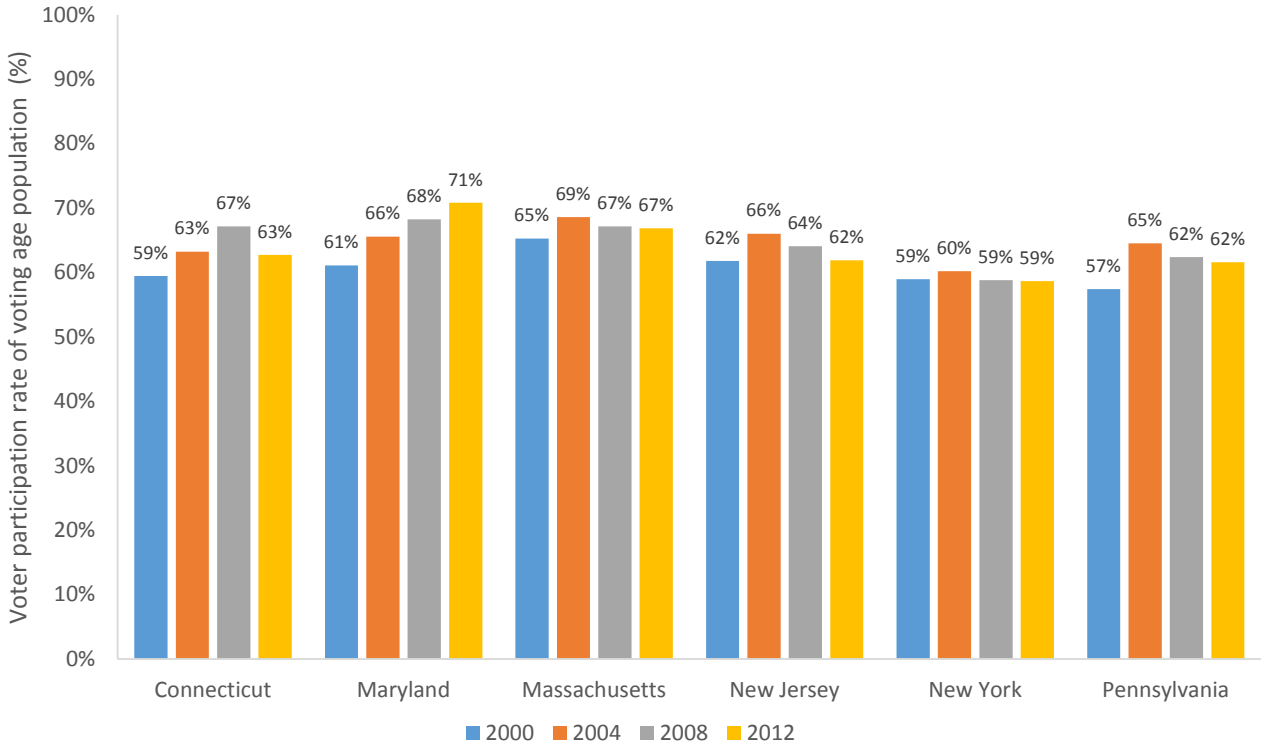
| State | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | % change, 2009 to 2015 |
|---|---|---|---|---|---|---|---|---|
| Connecticut | $67,721 | $67,740 | $69,243 | $69,519 | $69,461 | $69,899 | $70,331 | 3.9% |
| Maryland | $69,475 | $70,647 | $72,419 | $72,999 | $73,538 | $74,149 | $74,551 | 7.3% |
| 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

As student's status of "college-ready" was determined by whether or not a student enrolled in a developmental education course. If a student enrolled in a developmental education course in the fall of the same year in which s/he graduated from high school, that student was deemed as not ready for college-level work. The percentage of students who were identified as "college-ready" differs by institutional sector as well as institution, with a greater proportion of students enrolling in developmental education courses at the community colleges than at the state universities. As a sector, over the last five year period, between one-third and two-fifths of first-time college students were deemed college-ready, while roughly three-fourths of first-time state university students were ready for college-level work. Put another way, for those entering in the fall of 2016, three out of five community college students enrolled in a developmental course, while one in four students did so at the state universities. Though college-readiness varies across the years by institution, it has remained relatively stable by sector.[1]

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**

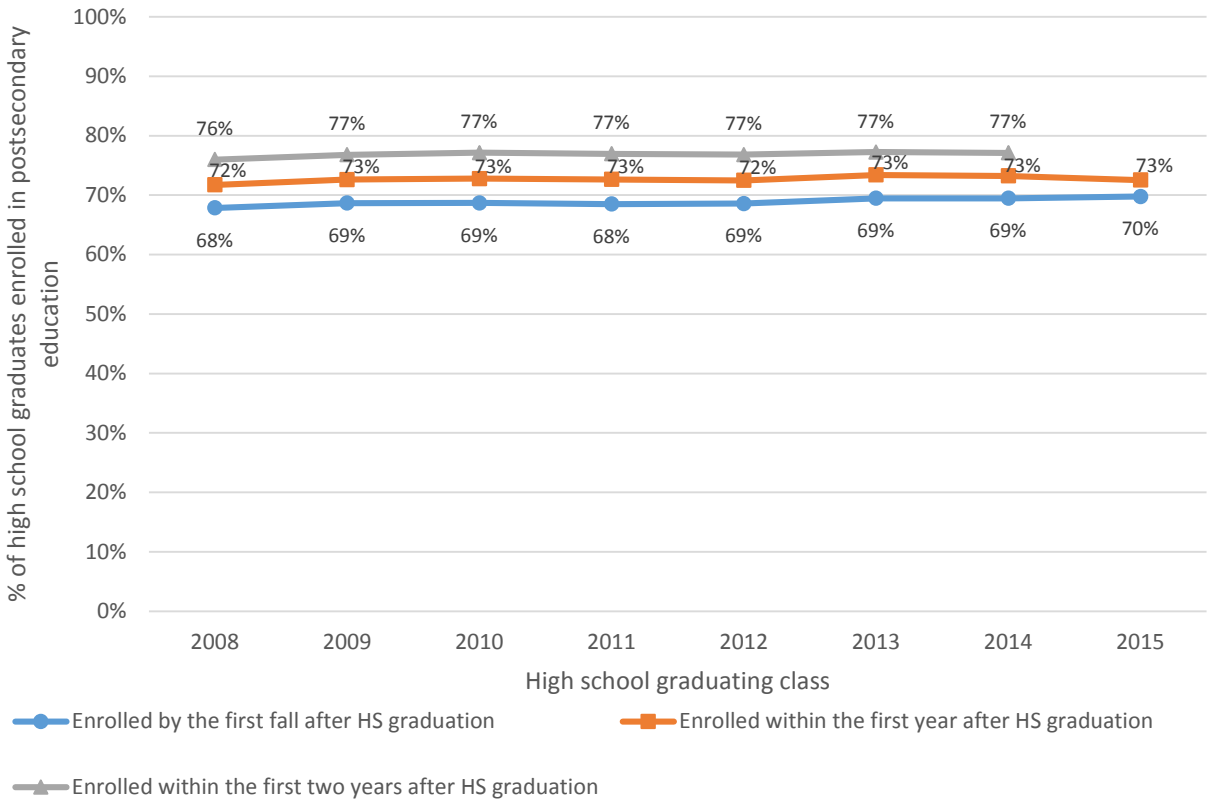
Sources: CSCU Institutional Research Database and IR Repository

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.

As seen in Figure 1.2, college-going rates of Connecticut public high school students have remained stable over the last nine years (high school graduates in the classes of 2008 through 2015). Over this time period, seven in 10 Connecticut high school graduates enrolled in postsecondary education—either in Connecticut or outside the state—in the fall immediately following their high school graduation.[1] When the period of postsecondary enrollment is expanded from the fall to the entire academic year following their high school graduation, the percentage increases to 73%. The percentage increases another four percentage points to 76%-77% when the enrollment period extends to two academic years after high school graduation.

*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.

The data below show the percentage of fall first-time degree- or certificate-seeking students who completed a college-level (or non-developmental) English course within their first two consecutive academic years at the community colleges and state universities. College-level English course completion differed by sector, with the state universities having greater proportions of students completing a college-level English course than at the community colleges. Given the distinct missions and populations of these students, this is not surprising. One in two first-time students who enrolled at a community college in the fall completed a college-level English course within two years, while nearly nine in ten state university students who enrolled in a given fall semester completed a non-developmental English course. These percentages have remained relatively stable in both sectors in the last five years, though there has been variation over the five-year time period at the institutional level.

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.

The data below show the percentage of fall first-time degree- or certificate-seeking students who completed a college-level Math course within two years of the beginning of their academic career for each of the CSCU institutions. Math college-level course completion lagged English college-level course completion at every institution across the five years, save for Eastern Connecticut State University, in which they were comparable. Math course completion percentages differed by sector, with the state universities having greater proportions of students completing a college-level Math course within two years than those at the community colleges; one-third of new students who enrolled at a community college in the fall completed a college-level Math course within two years, while eight in 10 state university students who enrolled in a given fall semester completed a college-level English course. Math course completion percentages have remained stable in both sectors, though there has been variation at the institutional level over the five-year period.

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

Community college students who begin their academic career as full-time students are considered on track if they complete 24 credits in their first academic year, while students who start as part-time students are considered on track if they complete 12 credits in their first academic year.[1] While both groups of students have demonstrated some improvement in this area, the percentage of students who were on track has remained stable in more recent years. Specifically, 28 percent of students in the last three fall community college cohorts who enrolled as full-time students were on track (see Table 1.4a below), while one-third of their part-time peers were on track (see Table 1.4b on subsequent page). At the institutional level, though, some "on track" percentages did exceed 50 percent for students who began as part-time.

***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

***Part-time students***

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

State university students who begin their academic career as full-time students are considered on track if they complete 24 credits in their first academic year, while students who start as part-time students are considered on track if they complete 12 credits in their first academic year.[1] In the last five years, at least seven in ten state university students who began as full-time students were on track to completing a Bachelor's degree in a timely manner. Their part-time peers' on track percentages were slightly lower and more volatile due to the small number of these students which make up the first-time student cohorts (see Table 1.4c below).

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

Completions per 100 Full-time equivalent (FTE) students is one way to measure certificate/degree productivity. The optimal completion productivity values for the four-year and two-year institutions are 25 and 50, respectively. The desired values for this indicator vary by institution type because the four-year institutions predominantly award Bachelor's degrees to undergraduates, while the two-year institutions award Associate's degrees or below to their students, which take half the time or less to complete. Put another way, the optimal values are derived based on the premise that at a four-year institution, approximately 25 percent of the student body is expected to graduate in a given year, while at a two-year institution, roughly half of the enrolled students could potentially graduate every year. As seen in the table below, over the six-year time period, all institutions—regardless of sector—have experienced gains in this measure. Charter Oak State College's values are higher because it serves predominantly transfer students who transfer in credits, shortening the time it takes to obtain a degree.

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%).

Table 2.2a. *Graduation rates, 2009 to 2013 Full-time, First-time Community College Cohorts*

| | 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.

Table 2.2b. *Transfer-out Rates, 2009 through 2013 Full-time, First-time Community College Cohorts*

| | 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.

Table 2.2d. *Six-year Graduation Rates, 2005 to 2010 Full-time, First-time State University Cohorts*

| | 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.

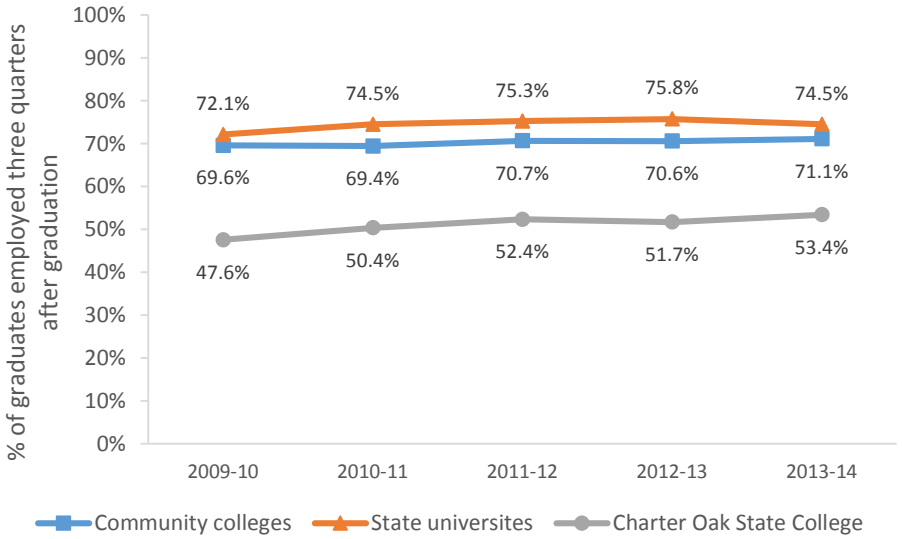
[1] The Student Achievement Measure (SAM) tracks students' enrollment across postsecondary institutions. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. Next year's Accountability Report will include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

***Employment of 2009-10 and 2013-14 Graduates from CSCU Institution***

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



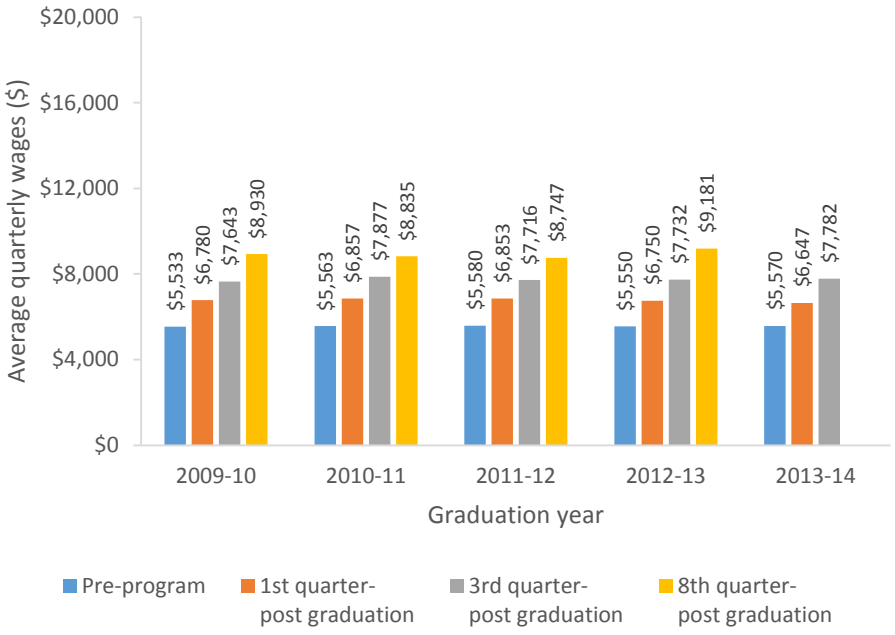

**Source:** 2016 P20 WIN CSCU Employment and Wages Report. The complete report can be found at the following web address: http://www.ct.edu/files/pdfs/P20_WIN_0006_SummaryReport-Final.pdf

[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.

***Wages of Students Who Graduated from CSCU Institutions between 2009-10 and 2013-14***

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

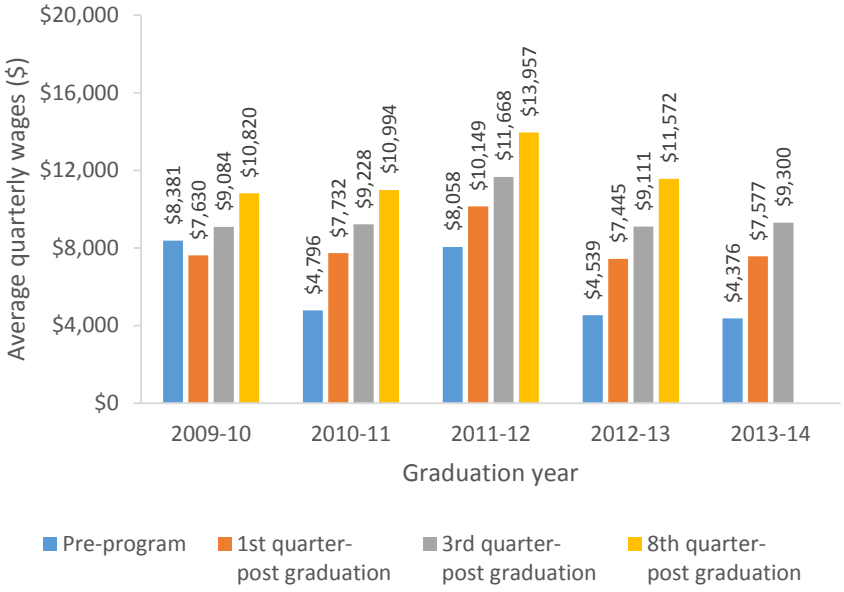
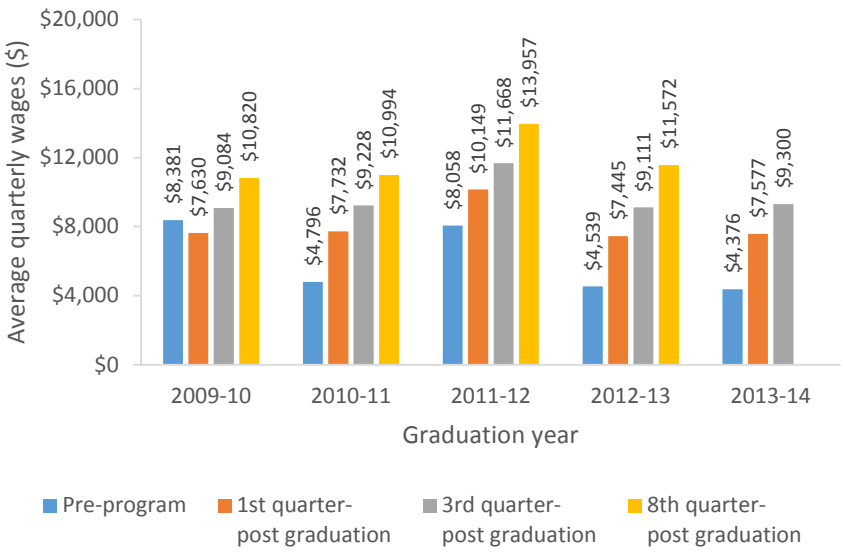



*Figure 2.3d*. Average Quarterly Wages of 2009-10 through 2013-14 Charter Oak State College Graduates over Time




**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

## *Community Colleges – Full-time Students*

As seen in the table below, the average time an Associate's degree recipient—who starts as a ***full-time, first-time student***—takes to earn the award is slightly under four years, with a few community colleges' averages being closer to three years. The average length of time to obtain an Associate's degree at the community colleges on the whole has been fairly consistent over the last five years; 2012 and 2016 graduates took 3.7 and 3.8 years to earn the award, respectively. The average credits earned at the institution toward that award has also been consistent; in 2012, Associate's degree recipients earned an average of 76 credits, and there has been little change in this indicator, with Associate's degree recipients in 2016 having earned an average of 74.5 credits. While the credits taken and average time to complete Associate's degree has been steady over the last five years, policies have been put in place to decrease the credits and time to the completion of an Associate's degree as well as a Bachelor's degree. By the fall of 2017, all CSCU programs for entering students leading to an Associate's degree may not exceed 60 earned credits. Similarly, the number of credits needed to obtain a Bachelor's degree cannot exceed 120 credits. Rare exceptions will be made on a case-by-case basis for Associate's or Bachelor's degree programs which fall above these respective credit thresholds.

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*

Compared to students who begin their academic career as full-time, first-time students, part-time first-time students take longer to obtain their Associate's degree and take slightly more credits on their way to earning that degree. The most recent cohort of Associate's degree recipients—who began as part-time students—took an average of five years to obtain their degree, more than one years longer than their full-time peers. Also, students whose status was part-time when they first enrolled at an institution took at least 77 credits, two to three more credits at their institution than their full-time peers upon graduation. Both the time taken and credits earned for this part-time population was steady over the last five years. It is important to note that a student who started as part-time could have been designated as a full-time student in a future semester, but their starting enrollment status was used to group them. When enrollment designation (full-time vs. part-time) is not taken into account, the average length of time to an Associate's degree is between four and four and a quarter years, while the average credits earned at their institution on their way to degree attainment is approximately 76 credits.

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*

In Academic Year 2016, Bachelor's degree recipients at the four state universities who started their academic careers as full-time students took slightly more than four and a half years to obtain their degree. In the same year, their peers who began as part-time students took more than five years to complete their degree. Part-time and full-time students take a similar average number of credits to obtain their Bachelor's degrees at the state universities with the exception of Central Connecticut State University. The majority of Central's students whose entry enrollment status was part-time began as non-degree seeking students and may have accumulated credits elsewhere used to fulfill degree requirements, leading to their average number of credits earned at the institution drastically lower than their full-time peers and their part-time peers at the other three universities. When entry enrollment status is not taken into account, the average time taken and credits earned to complete a Bachelor's degree are 4.6 years and 125 credits, respectively.

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*** |

**Source:** Community College Institutional Research Database and the National Student Clearinghouse.

[1] The first half of the academic year consists of the summer and fall terms, and enrollment at a four-year institution was not limited to within Connecticut.

**Notes:**

***Transfers*:** A community college student is said to have transferred if that student was enrolled in a given academic year and enrolled at four-year institution in the first half of the subsequent academic year. A student may have transferred, but then re-enrolled or continued their enrollment at their home two-year institution. Enrollment records were obtained from the National Student Clearinghouse.

***Fall Full-time Equivalent (FTE)**:* Using the NCES Statistics fall headcount formula for two-year public institutions, Undergraduate FTE = Full-time + Part-time*(.335737).

**Calculation: T**he number of transfers in an academic year was divided by the Fall FTE of the same academic year and multiplied by 100.

# 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%*** | - | - | - | - | - | - |

**Sources:**
***Tuition and fees:*** IPEDS Institutional Characteristics Survey.
***Connecticut median household income:*** American Community Survey 1-Year Estimates 2011-2015 (Household Income).
**Notes:** Income years are expressed as fiscal years, and tuition and fees years are expressed as academic years, meaning they are associated with the same time period.

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%.

**Source:** IPEDS Student Financial Aid Survey.

[1]Asnuntuck's policy change in financial aid packaging led to the significant increase in the percentage of its students who were awarded a federal loan. If Asnuntuck's AY 2015-16's data were similar to the previous year, the community college sector numbers would be on par with prior years.

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*** |

**Sources:** IPEDS Finance Survey and IPEDS 12-month Enrollment Survey.

[1]While this indicator examines state and local appropriations, zero dollars are received from local appropriations, and thus this indicator is a measure of state appropriations only. Local appropriations are amounts received from property or other taxes assessed directly by or for an institution below the state level.

[2]State appropriation amounts include fringe benefits.

**Calculation:**

The numerator is an institution's state appropriations amount reported on the IPEDS Finance Survey for a given fiscal year. The denominator is the 12-month enrollment based on an institution's instructional activity or generated credit hours in an academic year.

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*** |

**Sources:** IPEDS Finance Survey and IPEDS 12-month Enrollment Survey.
**Calculation:** The numerator is an institution's state appropriations amount reported on the IPEDS Finance Survey for a given fiscal year. The denominator is the 12-month enrollment based on an institution's instructional activity or generated credit hours in an academic year.

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*** |

**Sources:** IPEDS Finance Survey and IPEDS Completions Survey.
**Calculation*:*** The numerator is an institution's state appropriations amount reported on the IPEDS Finance Survey. The denominator are the number of completions (or degrees or certificates) awarded in an academic year. [1]Completions were weighted based on the length of time it normally takes to complete the degree or certificate using the following methodology: Less than 1-year certificates, Post-baccalaureate certificates, and Post-master's certificates = 0.125; 1-year, but less than 2-year certificates = 0.375; Associate's degrees and Master's degrees= 0.5; Bachelor's Degrees and Doctoral Degrees = 1.0.

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*** |

**Sources:** IPEDS Finance Survey and IPEDS 12-month Enrollment Survey.
**Calculation***:* The calculation for the **numerator** uses the methodology established by the Delta Cost Project: Education & related expenses = instruction + student services + (education_share*(academic support + institution support + operation/maintenance)) Where:: Education_share = (instruction + student services) / (instruction + student services + research + public service)[1]. The **denominator** is the 12-month enrollment based on an institution's instructional activity or generated credit hours in an academic year.

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*** |

**Sources:** IPEDS Finance Survey and IPEDS 12-month Enrollment Survey.
**Calculation***:* The calculation for the **numerator** uses the methodology established by the Delta Cost Project: Education & related expenses = instruction + student services + (education_share*(academic support + institution support + operation/maintenance)) Where: Education_share = (instruction + student services) / (instruction + student services + research + public service)[1]. The **denominator** is the 12-month enrollment based on an institution's instructional activity or generated credit hours in an academic year.

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*** |

**Sources:** IPEDS Finance Survey and IPEDS Completions Survey.
Note. Fiscal years and academic years cover the same time period.
**Calculation***:* The calculation for the **numerator** uses the methodology established by the Delta Cost Project: Education & related expenses = instruction + student services + (education_share*(academic support + institution support + operation/maintenance)) Where: Education_share = (instruction + student services) / (instruction + student services + research + public service). The completions **denominator** is the sum of all degree and certificate completions in a given academic year.
[1]Completions were weighted based on the length of time it normally takes to complete the degree or certificate using the following methodology: Less than 1-year certificates and Post-baccalaureate certificates = 0.125; Post-master's certificates = 0.25; 1-year, but less than 2-year certificates = 0.375; Associate's degrees and Master's degrees= 0.5; Bachelor's Degrees and Doctoral Degrees = 1.0.

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*** |

**Source** IPEDS Finance Survey.
**Calculation*:***
The numerator is the reported amount of expenditure on instruction (less depreciation, interest, operations and maintenance). The calculation for the numerator uses the methodology established by the Delta Cost Project: Education & related expenses = instruction + student services + (education_share*(academic support + institution support + operation/maintenance)) Where: Education_share = (instruction + student services) / (instruction + student services + research + public service)[1].

# Innovation and Economic Growth

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

Indicators:

1. Completions in fields with high workforce demand: STEM, health, 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.

Science, Technology, Engineering, and Mathematics (STEM), health, and education are fields of study identified as high workforce demand areas as they relate to the Connecticut labor market.[1] Table 4.1 below shows the percentage of completions in high workforce demand areas over the last three years for the 17 CSCU institutions.[2] At the sector level, in each of the last three years, two-fifths of community college completions were in Education, Health, or STEM, with a comparable proportion found at the state universities, while less than one in ten of Charter Oak's completions was in a high demand area (nearly all were in fields related to health). Given their distinct missions, there is much variation in the representation of high demand completions at the institutional level. For instance, in certain years, degrees or certificates in high demand fields have been the majority at some community colleges, even though as a sector, the overall proportion is lower. Also, even though institutions' overall percentage of completions in high demand areas are similar, the proportions associated with the sub-fields could vary. For instance, while Central and Eastern have comparable proportions of completions in high demand areas, Central's is due in large part to students attaining Education or STEM degrees, while Southern's is largely the result of students attaining Education or Health degrees.

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 below shows the amounts of Research and Development (R&D) expenditures reported by the CT state universities in recent years. These amounts are standardized by using the number of full-time faculty at an institution to allow for more appropriate institutional comparisons. Securing external funding helps an institution fund its operations, program, and initiatives and is evidence of an institution's research productivity. As a sector, these funding levels have been at their highest in the last two years of the seven-year period.

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*** |

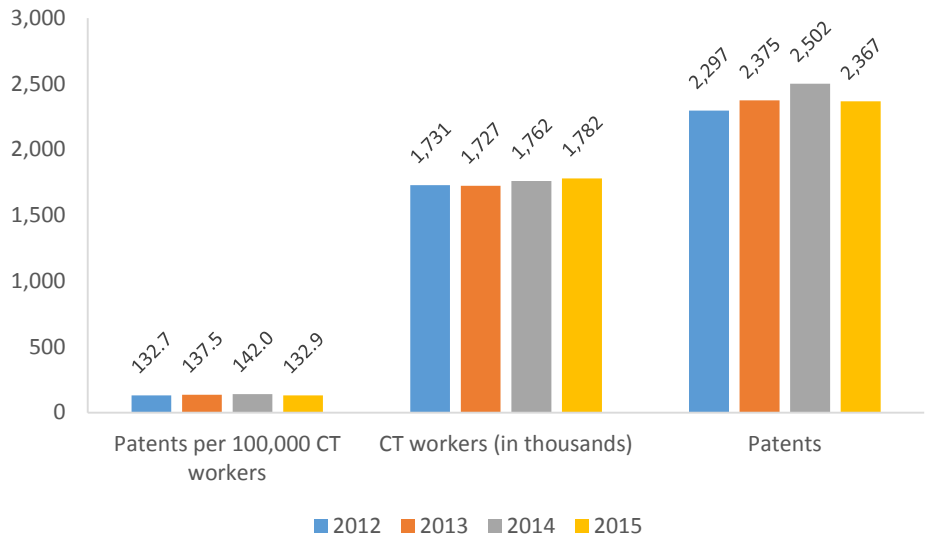
| | Total full-time faculty members | | | | | | |
|---|---|---|---|---|---|---|---|
| **Institution** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** |
| Central | $0.3 | $0.8 | $1.5 | $1.5 | $1.6 | $1.2 | $1.3 |
| Eastern | $0.0 | $0.0 | $0.2 | $0.0 | $0.0 | $1.5 | $1.1 |
| 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.

The table below shows the number of patents per 100,000 workers over the last four years in which data are available. The number of patents awarded per year to CT residents trended upward slightly between 2012 and 2014, and in 2015 dropped back to 2013 levels.

*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 4.4 below shows the percentage of fall CSCU students enrolled in distance education (meaning they enrolled in at least one distance education course) by student level. Across sectors and student level, the percentage of students who participated in distance education has trended upward. One fifth of community college undergraduates took at least one distance education course in the fall of 2016, while half as many undergraduates at the state universities took a distance education course. In the fall of 2016, graduate student participation in distance education courses was either on par or exceeded undergraduates at the state universities.

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 |

**Notes & Sources**

Sources: Community College Institutional Research Database.

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.

***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.

**Notes & Sources**

Sources: CSU Institutional Research 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.

### *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.

**Sources:** 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.

### *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.

**Sources:** 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.

### *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.

**Sources:** 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-seeking students in a given fall semester. Successful completion means a grade of C or better.

### *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.

**Sources:** 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-seeking students in a given fall semester. Successful completion means a grade of C or better.

***Sector level – Community College Full-time Students***

Table 5.1.4b. *Percentage of Associate's Degree-seeking Students who were On Track by Gender, Race/ethnicity, and Income Level, Fall 2011 through Fall 2015 First-time Student Cohorts who Began as 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***

Table 5.1.4b. *Percentage of Associate's Degree-seeking Students who were On Track by Gender, Race/ethnicity, and Income Level, Fall 2011 through Fall 2015 First-time Student Cohorts who Began as 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***

Table 5.1.4b. *Percentage of Bachelor's Degree-seeking Students who were On Track by Gender, Race/ethnicity, and Income Level, Fall 2010 through Fall 2015 First-time Student Cohorts who Began as 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***

Table 5.1.4b. *Percentage of Bachelor's Degree-seeking Students who were On Track by Gender, Race/ethnicity, and Income Level, Fall 2010 through Fall 2015 First-time Student Cohorts who Began as 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.

**Source:** Community College Institutional Research Database.
**Notes:** If a student's enrollment at the institution 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.

### *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.

**Source:** Community College Institutional Research Database.
**Notes:** If a student's enrollment at the institution 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.

### *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.

**Source:** State University Departments of Institutional Research.
**Notes:** If a student's enrollment at the institution 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.

### *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.

**Source:** State University Departments of Institutional Research.
**Notes:** If a student's enrollment at the institution 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.

***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 |

**Source:** IPEDS Completions Survey.

**Notes**. 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 State College 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.

### *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.

**Source:** IPEDS Completions Survey.

**Notes**. 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 State College 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.

***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.

**Source:** IPEDS Completions Survey.

**Notes**. 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 State College 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.

***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.

**Source:** IPEDS Completions Survey.

**Notes**. 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 State College 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.

***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.

**Source:** IPEDS Completions Survey.

**Notes**. 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 State College 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.

### *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.

**Source:** IPEDS Fall Enrollment Survey.
**Notes**. Degree-seeking status is only presented for the enrollments at the Community Colleges because the percentage of non-degree students at Charter Oak State College and the State Universities is only 5% and 3% of the total undergraduate population, respectively.

## *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.

**Source:** IPEDS Fall Enrollment Survey.
**Notes**. Degree-seeking status is only presented for the enrollments at the Community Colleges because the percentage of non-degree students at Charter Oak State College and the State Universities is only 5% and 3% of the total undergraduate population, respectively.

## *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.

**Source:** IPEDS Fall Enrollment Survey
**Notes**. Degree-seeking status is only presented for the enrollments at the Community Colleges because the percentage of non-degree students at Charter Oak State College and the State Universities is only 5% and 3% of the total undergraduate population, respectively.

### *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.

**Source:** IPEDS Fall Enrollment Survey.
**Notes**. Degree-seeking status is only presented for the enrollments at the Community Colleges because the percentage of non-degree students at Charter Oak State College and the State Universities is only 5% and 3% of the total undergraduate population, respectively.

## *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.

**Source:** Community College Institutional Research Database

**Notes**. The retention rate is calculated one year after the start of a student's first fall semester (e.g., the retention rate of the students who were part of the Fall 2013 cohort was based off of their enrollment status in Fall 2014.

### *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*** |

**Source:** IPEDS Fall Enrollment Survey.
**Notes**. The retention rate is calculated one year after the start of a student's first fall semester (e.g., the retention rate of the students who were part of the Fall 2013 cohort was based off of their enrollment status in Fall 2014.

### *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.

**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.

### *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.

**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.

### *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.

**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.

### *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.

**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.

### *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 |

**Source:** IPEDS Fall Enrollment Survey
**Notes**. Degree-seeking status is only presented for the enrollments at the Community Colleges because the percentage of non-degree students at Charter Oak State College and the State Universities is only 5% and 3% of the total undergraduate population, respectively.

## *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.

**Source:** IPEDS Fall Enrollment Survey

**Notes**. Degree-seeking status is only presented for the enrollments at the Community Colleges because the percentage of non-degree students at Charter Oak State College and the State Universities is only 5% and 3% of the total undergraduate population, respectively.

# Appendix

## Table A. Postsecondary Enrollment of High School Graduates, U.S. Digest of Education Statistics 2015

**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

Below are the two-digit Classification of Instructional Programs (CIP) Codes and their descriptions associated with Education, Health, and STEM fields of study.

Education
13 - Education

Health
51 - Health Professions and Related Programs

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

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

***Sector level – Community Colleges***

Table B. *Percentage of Completions in Fields with High Workforce Demand by Award Level, Community Colleges, 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** | **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*

Table B. *Percentage of Completions in Fields with High Workforce Demand by Award Level, Charter Oak State College, 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** | **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.

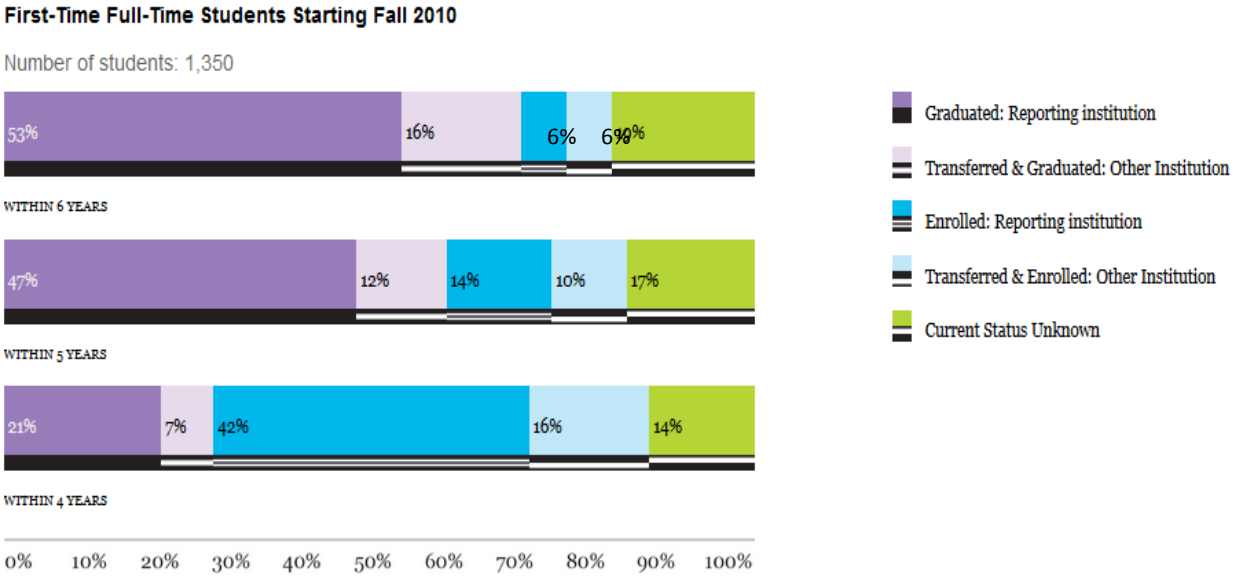
### *Sector level – State Universities*

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.

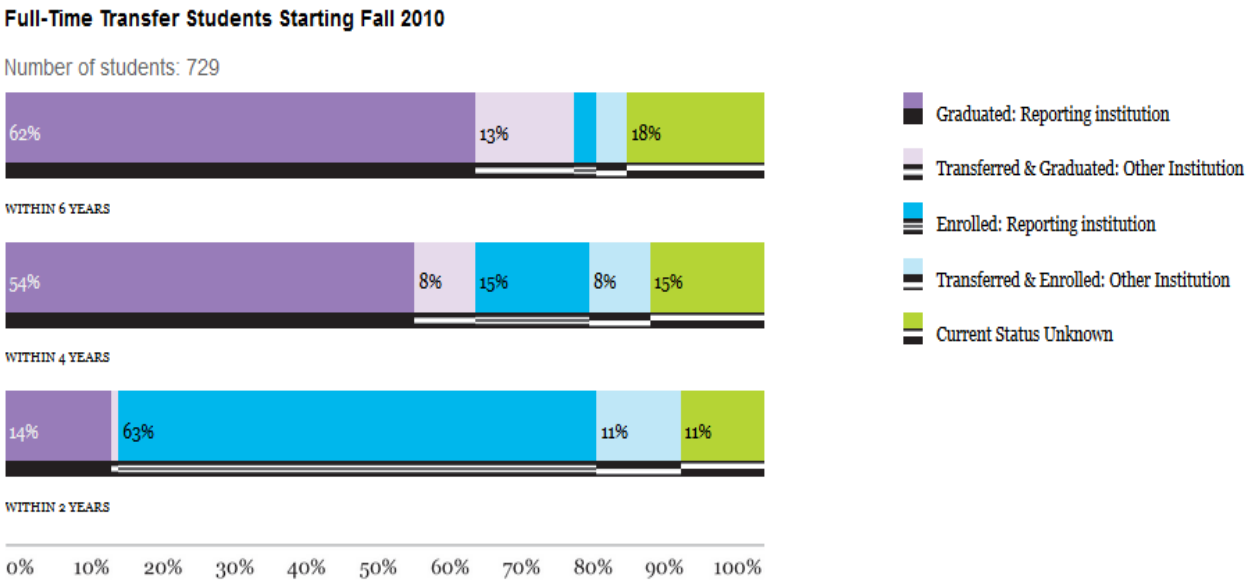
# Student Achievement Measure (SAM)
# Central Connecticut State University



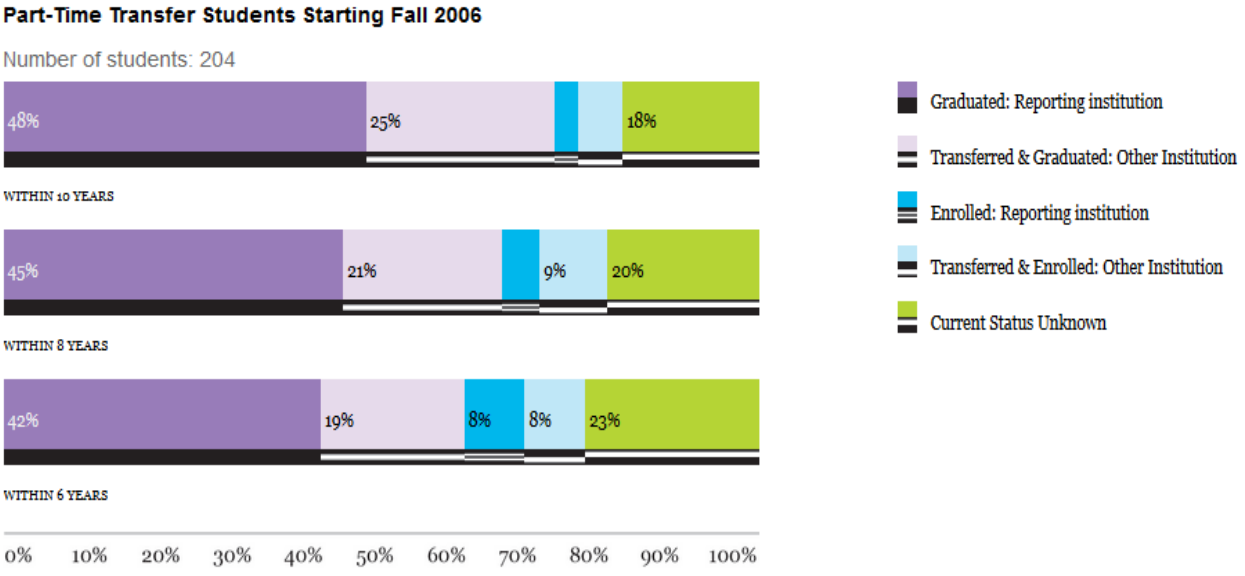

The Student Achievement Measure (SAM) tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the 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.

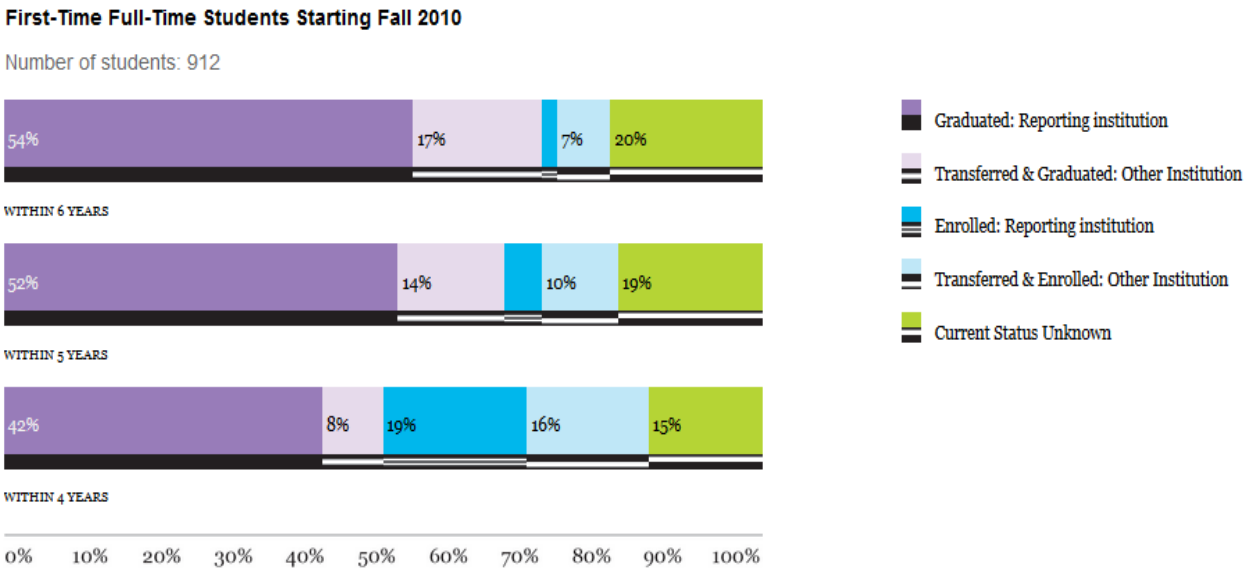
# Student Achievement Measure (SAM)
# Central Connecticut State University



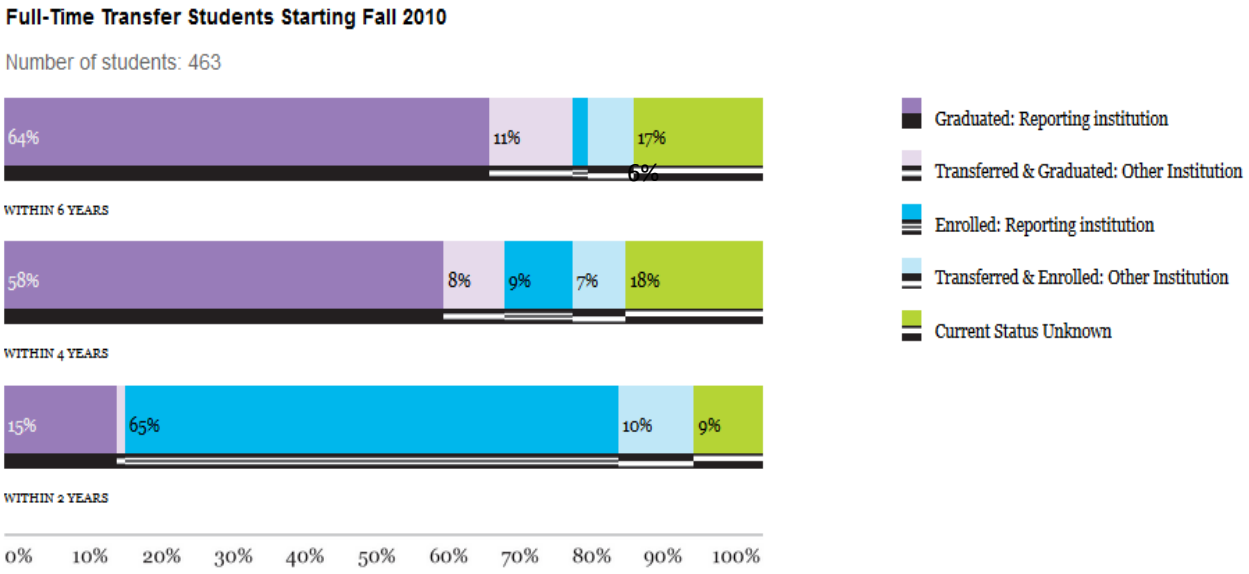
# Student Achievement Measure (SAM)
# Central Connecticut State University



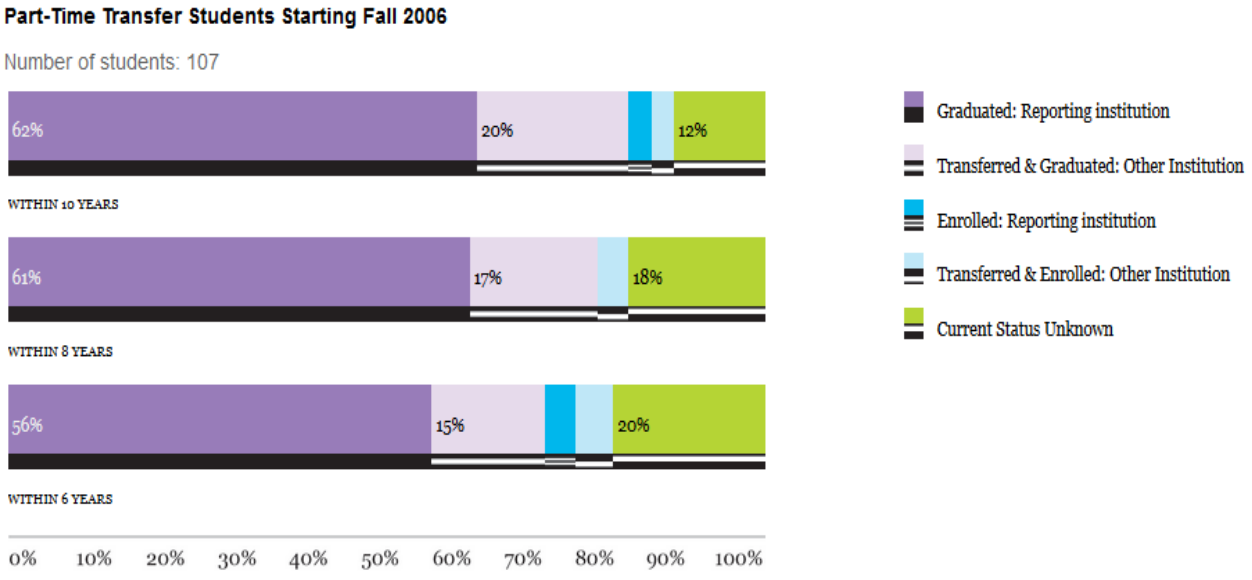
# Student Achievement Measure (SAM)
# Eastern Connecticut State University



# Student Achievement Measure (SAM)
# Eastern Connecticut State University



# Student Achievement Measure (SAM)
# Eastern Connecticut State University



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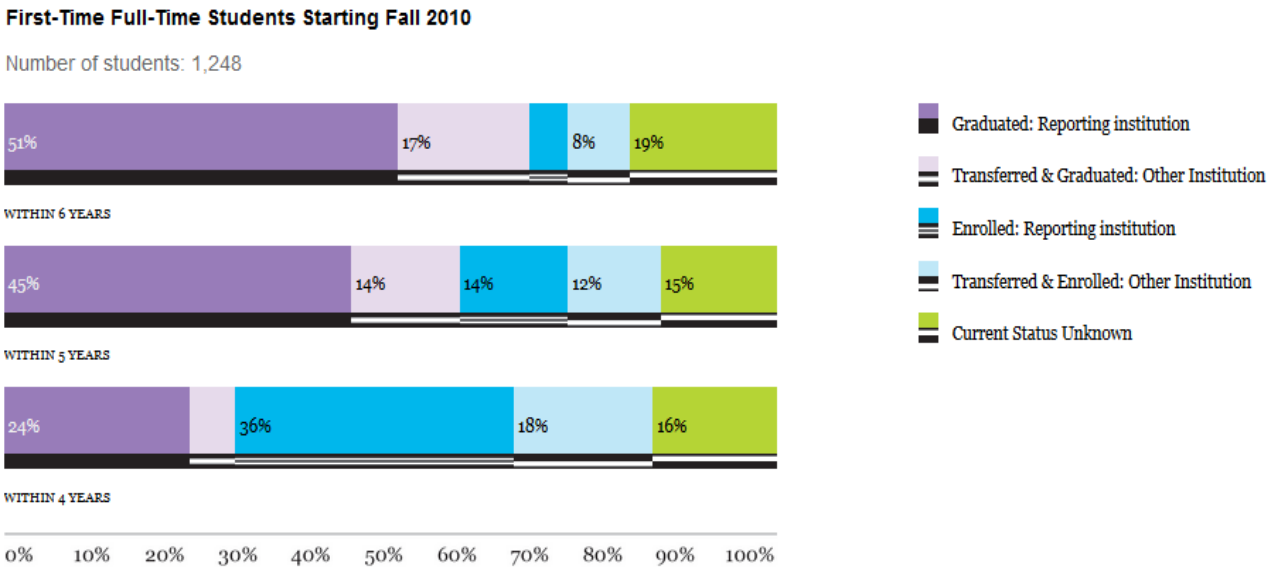
# Southern Connecticut State University



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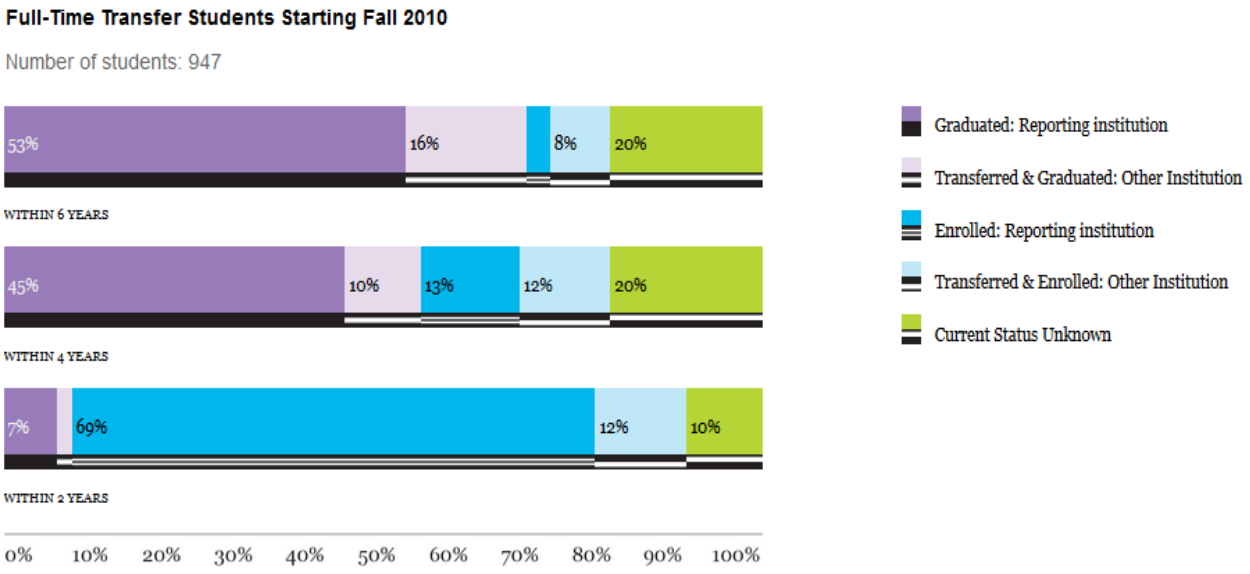
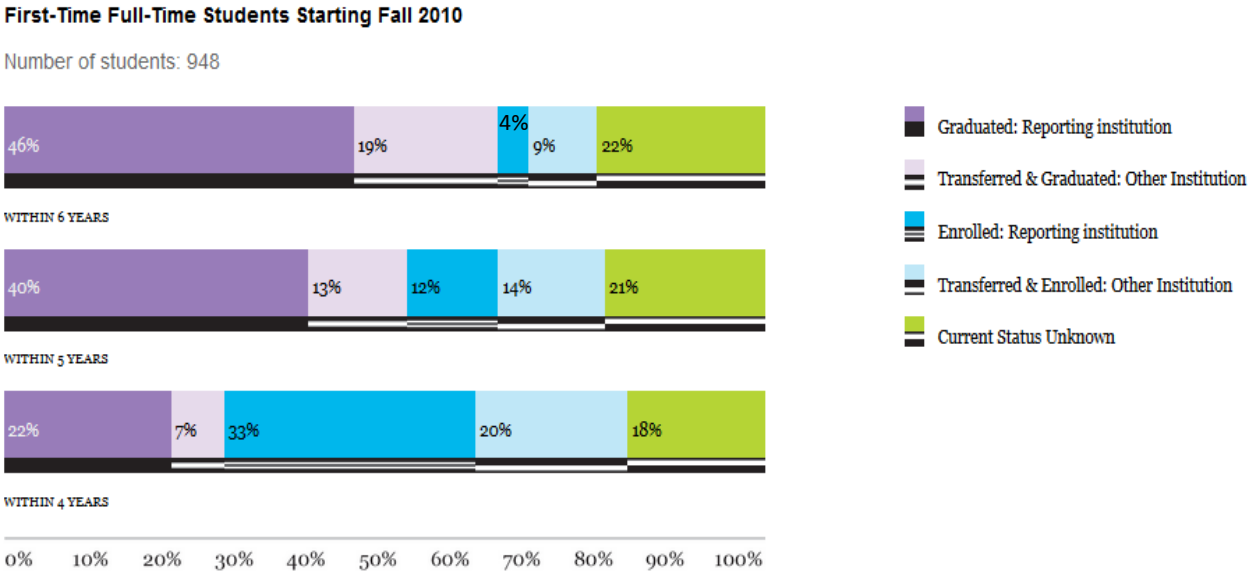
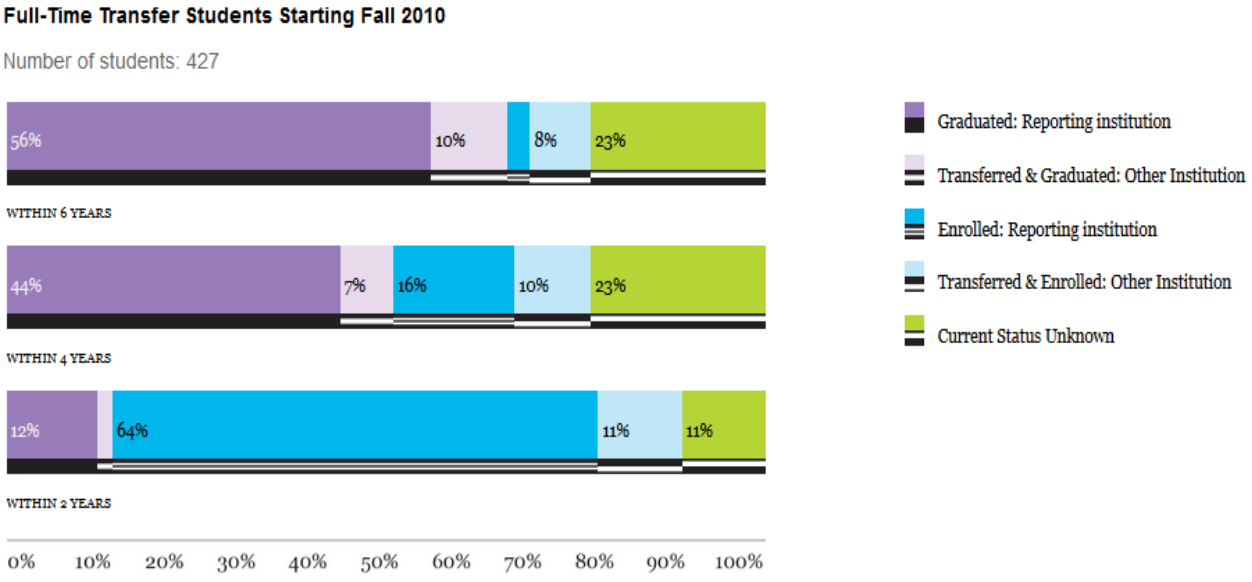
# Southern Connecticut State University



# Student Achievement Measure (SAM)
# Western Connecticut State University



# Student Achievement Measure (SAM)
# Western Connecticut State University



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