

Program Report Card: Academic and Student Support Services - Connecticut Community Colleges

Quality of Life Result: Connecticut citizens can expect improved workforce opportunities, increased earnings, and a better quality of life for themselves and their families if they acquire the knowledge and skills demanded by the 21st century Knowledge Economy. The State of Connecticut offers a better quality of life for citizens and to attract business investment as a result of an educated workforce, an expanded tax base, and lower rates of social service dependency.

Contribution to Results: Academic and Student Support Services are essential to academic success, program completion, and continuing education for Connecticut students who suffer the largest achievement gaps in the nation. Instructional and support services help students to prepare for and succeed in educational programs, to transfer to advanced levels of education that will maximize their potential to learn and to earn by meeting the education and skill requirements of Connecticut's businesses and industries.

Total Program Funding: **Student & Academic Support Services – \$82.2m**
Sources: **GF: \$49.9m Tuition/Fees: \$18.7m Federal: \$6.9m State: \$3.1m Local/Private: \$3.6m**

Partners: College Regional Advisory Councils; Connecticut's businesses and industries; Four-year colleges and universities; PK-20 Council and the State Department of Education; The US Department of Labor; The Connecticut Department of Labor; The Connecticut Department of Economic and Community Development

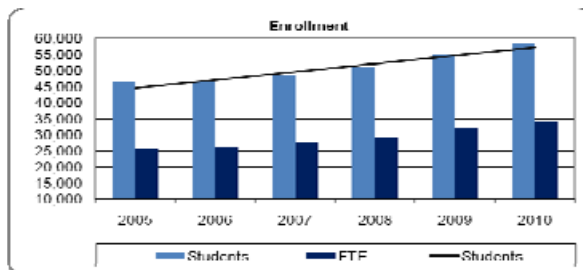
Performance Measure 1

Economic Growth and Investment Analysis

Measures the economic impact on the state and students of the Connecticut Community Colleges (EMSI, May 2008) that

- Students enjoy a **23%** annual return on their investment of time and money.
- For every \$1 students invest in Connecticut's Community Colleges, they receive a cumulative **\$8.10** in higher future income over the course of their working careers.
- Taxpayers see a real return of **9%** on their annual investments in the colleges.
- The State of Connecticut benefits from the collateral benefits of higher education, saving the public some **\$16.1 million** per year each year that students are in the work force.
- The Connecticut economy receives roughly **\$5.0 billion** in income each year due to the colleges and their students, or **2.3%** of the State's total annual income.

With enrollments breaking records for each of the last 7 years, more students benefit from higher education.



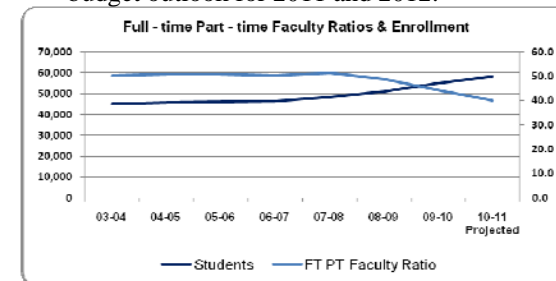
Story behind the baseline

Virtually all Community College students live, work, and remain in Connecticut. In addition to the higher wages earned by educated workers that contribute to the state's tax revenues, higher education also provides collateral benefits to the student and the state. Economic studies using public health, welfare, unemployment, and crime statistics reveal that increased education levels are related to:

- Better health habits, reduced smoking, drug and alcohol abuse.
- Reduced absenteeism, unemployment, and welfare dependence.
- Reduced costs for welfare, unemployment, and healthcare.
- Reduced crime, incarceration and criminal justice costs.

Proposed actions to turn the curve:

- Key to improving student success is “engaging” students in the learning process, as gauged by interaction with faculty, persistence in college programs, and investment of effort in their studies, and the use of services offered by the college that result in completion of degree and certificate programs that lead to employment.
- **Full-time Faculty Plan:** The current ratio of full-time to part-time faculty in the System is 44.3 percent despite plans to reach a 65percent target by 2015 according to the required biennial plan submitted to the General Assembly. The recently updated five-year plan apportionments needed increases in faculty numbers and costs to outlying years given the current budget outlook for 2011 and 2012.



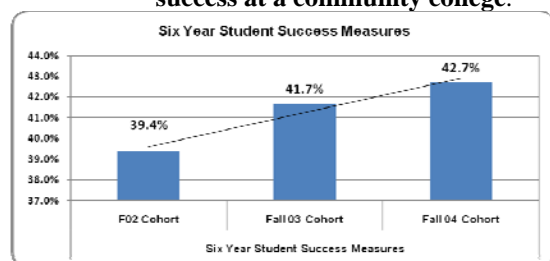
Program Report Card: Academic and Student Support Services

- Experiences with the national student success initiative, Achieving the Dream, and four US. DOL workforce grants which incorporate success strategies, such as dedicated advisors, technology-supported instruction, and intensive support services, suggest that **retention, persistence and completion would see considerable gains with the addition of student support staff as system employment statistics currently show a ratio of 1 counselor to 943 students.**

Performance Measure 2

Cohort Tracking

- Six-year longitudinal tracking of all students who enter our colleges each fall between 2000 and 2006, with successful outcomes considered - earning a certificate with and without transferring, earning a degree with and without transferring, transferring without an award, and continued enrollment having earned 30 or more credit hours:
 - Overall student success on these measures was **39.4%** for the fall 2002 cohort, **41.7%** for the fall 2003 cohort, and **42.7%** for fall 2004 cohort.
 - 33.4 percent** of this cohort left college without reaching these benchmarks but still achieved academic success as reflected in GPA. We consider these students who have left in good academic standing without transferring to have achieved success.
 - This equates to **75 percent of the cohort who achieved academic success at a community college.**



- Wage record matching from the **Connecticut State Department of Labor:**

- 78% of our occupational program graduates who reside in Connecticut are employed in Connecticut at the time of graduation.
- Approximately 91% of these graduates are still employed six months later with average earnings increasing by \$25,000 annually.
- Students in the degree programs targeted by the Nursing and Allied Health grant from the US DOL (Nursing, Respiratory Care, Physical Therapy Assistant, Radiologic Technician and Medical Assistant) increased from \$23,626 in 2005 to \$57,740 in 2008 – a 144 percent increase.

Source: *CT Dept. of Labor – 2009*

Bridges to Healthcare Report

Story behind the baseline

Student outcomes are tracked over a six-year timeframe for all cohorts entering our system and an electronic transfer of data to the CT Department of Labor tracks graduates of occupational programs, their employment status and earnings within six months of graduation.

Proposed actions to turn the curve

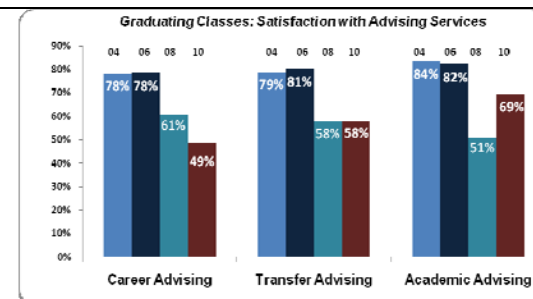
Continue and expand best practices to enhance student success and cohort tracking with the addition of longitudinal student data from primary grades through employment in partnership with SDE, CT DOL, neighboring states.

Performance Measure 3

Graduate Surveys

A survey of the class of 2008 reveals that:

- **61%** of graduates are satisfied/very satisfied with career advising & placement services;
- **58%** are satisfied or very satisfied with transfer advising services;
- **51%** are satisfied or very satisfied with the academic advising they received.



Story behind the baseline:

Satisfaction rates have declined since 2005 in each area from previous highs averaging in the 80% range despite the extensive involvement of Faculty, non-Faculty and non-Counseling college personnel in helping students navigate the college experience, to persist and complete their studies.

Proposed actions to turn the curve:

- Given fiscal constraints in terms of providing resources for counseling services, the Connecticut Community Colleges have been fortunate to receive four major federal grants from the United States Department of Labor for Nursing, Allied Health, Manufacturing and Alternative/Sustainable Energy. Each of these grants included funds for targeted counseling and advising to increase the probability of student success. Grant funding from the Department of Higher Education included specialized advising to promote success in Nursing, Allied Health and Early Childhood Education. Each initiative is showing gains in retention, completion, success in entering /retaining employment, realizing increased earnings.
- Continue partnering with PK-20 Council partners to align college success standards with high school standards to reduce the need for remediation and ensure that more high school graduates are better prepared to succeed in college and upon entering the State's workforce.