

2013 Program Report Card: Occupational Degree Programs (Board of Regents for Higher Education: Community Colleges)

Quality of Life Result: All Connecticut working age residents have jobs that provide financial self-sufficiency.

Contribution to the Result: Programs provide students with knowledge and skills that increase their career and life opportunities. Students with associate's degrees have a better chance for employment and/or advancement than those with just high school diplomas.

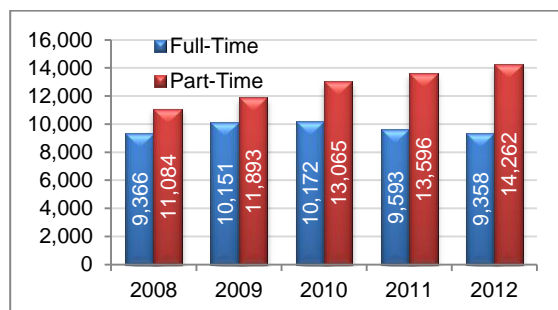
Program Expenditures (direct instructional costs only)	State Funding	Federal Funding	Other Funding	Total Funding
Actual FY 12	\$100.0	\$35.4	\$56.8	\$192.2
Estimated FY 13	\$95.0	\$36.5	\$58.6	\$190.1

Total funding based on occupational degree programs as 40.2% of credit enrollment. Disaggregation by funding source estimates funding source allocations based on proportion of total revenue. FY13 estimated based on 5% reduction in state funding, 3.2% increase in tuition and 3% increase in Pell grants.

Partners: Students (while students are also customers, they must participate as active partners in educational programs to achieve results), High Schools, Employers, 4-year Colleges

How Much Did We Do?

Fall Headcount Enrollment in Occupational Degree Programs



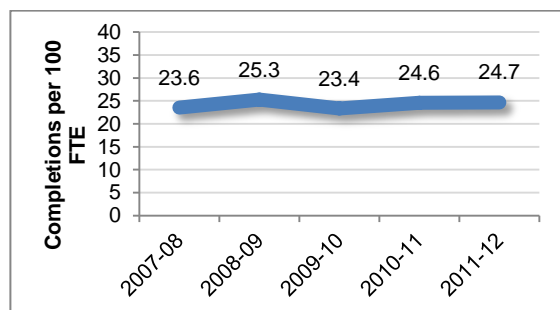
Story behind the baseline:

The number of full-time and part-time students enrolled in over 500 occupational degree programs has crested for full-time students but increased 29% for part-time students. Growth in part-time enrollments reflects both an increase in the younger population (ages 18-44) as well as increased unemployment during the economic downturn. The community colleges have also encouraged students to make full use of available financial aid to facilitate enrollment. Increased enrollments have strained faculty resources.

Trend: ▲

How Well Did We Do It?

Associate's Degrees Awarded in Occupational Fields and Completions per 100 FTE Students



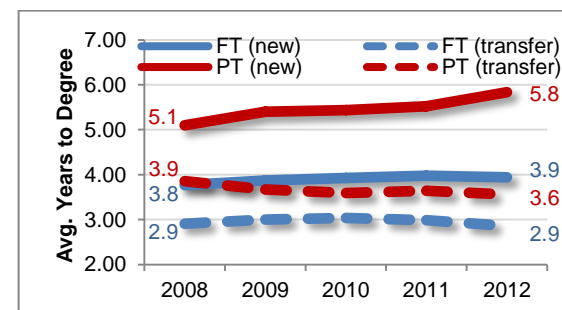
Story behind the baseline:

Associate's degrees awarded in occupational fields represented 61% of all AS completions in 2011-12, and the number of completions has increased 21% over the past five years, reflecting increases in enrollment. The number of completions per 100 FTE students, however, has remained stable, ranging between 23.4 and 25.2 during the period because completions are a function of enrollments. Graduation rates in 4 years for all associate's degree seekers have ranged from 7% for part-time students to 20% for transfer students. Barriers to improving this metric include student preparation and financial resources.

Trend: ◀▶

How Well Did We Do It?

Average Years to Completion of Occupational Degree Programs



Story behind the baseline:

The average time to degree has increased for new students (56% of completers) who entered full-time and part-time by six months and nine months respectively. Average time for students entering as transfer students has remained level during this period. Reasons for the increase and differences are speculative at present. Possible explanations include new students entering with greater needs for remediation, reduced availability of entry-level classes demanded more by new students than transfers, and financial difficulties. Barriers improving this metric also include student preparation and financial resources

Trend: ▲ ◀▶ [desired trend is down]

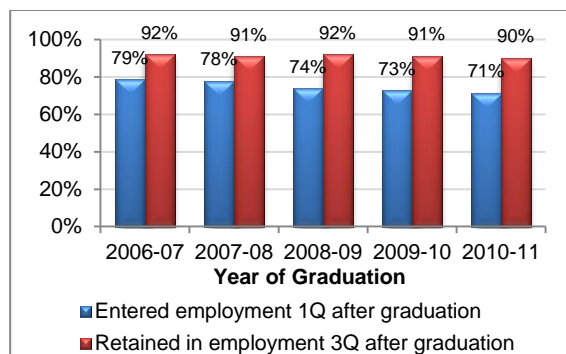
2013 Program Report Card: Occupational Degree Programs (Board of Regents for Higher Education: Community Colleges)

Quality of Life Result: All Connecticut working age residents have jobs that provide financial self-sufficiency.

Is Anyone Better Off?

Employment Rates

Community College Graduates Entering Employment in CT and Retained for 6 Months



Includes all degree and certificate completers who are CT residents (~96% of total). Percent retained in employment uses percent employed in Q1 as basis.

Story behind the baseline:

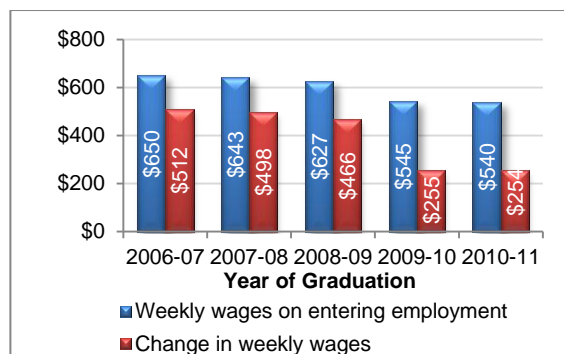
Across higher education sectors, employment rates of graduates tend to decrease as the statewide unemployment rate increases. The downward trend in the indicator reflects deterioration of economic conditions. The proportion of graduates retained in employment has remained stable in the 91-92% range, suggesting that once graduates find jobs, they stay in them at the same rate, despite changes in economic conditions. In conjunction with the significantly lower change in average weekly wages (see right), These data suggest that community college graduates are not immune from the economic downturn.

Trend: ▼

Is Anyone Better Off?

Average Earnings

Graduates' Avg. Weekly Wages upon Entering Employment and Change in Weekly Wages



Includes all degree and certificate completers who are CT residents (~96% of total).

Story behind the baseline:

Average weekly wages upon entering employment has also declined since 2006-07, as has change in weekly wages. Earlier studies of community college graduates by program have indicated average wages mask large differences by industry. Among the highest average quarterly salaries for the most recent group of graduates, those employed in utilities industries earned \$18,400 and those in manufacturing earned \$13,940. The lowest average quarterly salaries were in retail at \$5,795 and arts, entertainment, and recreation at \$4,765. Industry hiring and distribution of awards will affect the central tendency of this indicator.

Trend: ▼

Proposed Actions to Turn the Curve:

Improving the number of people who complete degrees and prompting more completions to occur closer to 100% of planned program time vs. over 200% of planned program time will be a priority for the new Board of Regents for Higher Education. Because the Board is still in its early stages of formation, it has not considered actions to address these results.

Actions to improve results include:

- 1) development of stronger partnerships between CCs and high schools to reduce college readiness deficits,
- 2) increased opportunities for online learning,
- 3) alignment with workplace competencies identified by employers, and
- 4) better articulation with four-year institutions in the state.

Data Development Agenda:

More effective means to gather data about student employment and earnings are needed as are ways to track students through other higher education systems. These should become more readily available through agreements between the Board of Regents and the Department of Labor allowable under new FERPA regulations that were finalized on December 1, 2011.

- 1) Identify employment outcomes at the unit-record level for completers and non-completers.
- 2) To isolate program effects from environmental effects, determine statistical controls for:
 - a. age/employment experience
 - b. the unemployment rate.