

# 2013 Program Report Card: Degree & Certificate Programs (Board of Regents for Higher Education: State Universities)

**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 degrees and certificates have a better chance for employment, further education, and/or advancement than those with just high school diplomas.

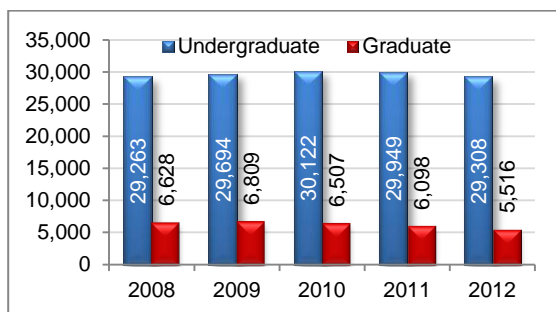
Program Expenditures (in millions)	State Funding	Federal Funding	Other Funding	Total Funding
Actual FY 12	\$239.9	\$45.0	\$280.8	\$565.8
Estimated FY 13	\$227.9	\$46.4	\$289.8	\$564.1

Total funding excludes expenses for research, public service, and auxiliary enterprises. 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?

Full-Time Equivalent (FTE) Enrollment in Undergraduate and Graduate Programs



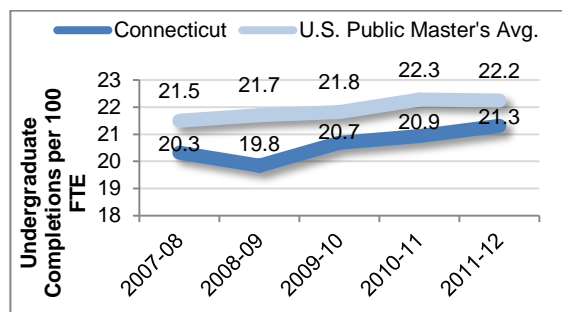
### Story behind the baseline:

Following a gradual increase in undergraduate enrollment in the 2000s, undergraduate enrollment has crested and begun a decline, largely as a result of fewer graduates emerging from Connecticut high schools. Graduate enrollments are at their lowest point in decades and exhibited a 9% drop alone in the past year. These changes amount to a reduction of more than \$6 million in revenue from tuition and fees. The Board of Regents has contracted with Maguire and Associates to assist with enrollment management and planning for all 17 institutions to ensure long-term sustainability for the institutions.

**UG Trend:** ◀▶ **UG Trend:** ▼

## How Well Did We Do It?

Undergraduate Completions per 100 FTE Degree-/ Certificate-Seeking Undergraduates



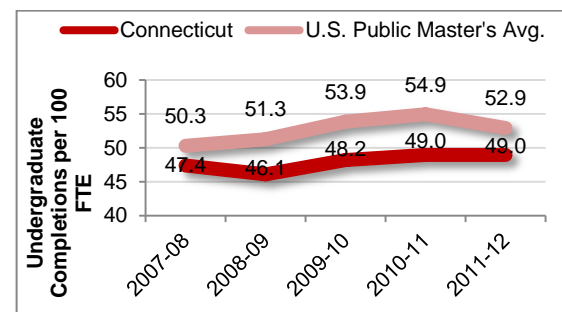
### Story behind the baseline:

Undergraduate degrees and certificates awarded by the state universities have increased 27% over the past decade mirroring the enrollment increase. In recent years, the number of undergraduate completions per 100 FTE degree- or certificate-seeking undergraduate students has increased modestly, although still remains below the national average for similar institutions. Connecticut's ranking on this measure was #26 out of the 45 states that have public master's institutions. By comparison, Maryland ranked #4 (26.7), New Jersey ranked #7 (25.5), and Massachusetts ranked #24 (21.6).

**Trend:** ▲

## How Well Did We Do It?

Graduate Degree or Certificate Completions per 100 FTE Graduate Students



### Story behind the baseline:

[NOTE: graduate and undergraduate completions per 100 FTE are not comparable]

Completions of graduate degrees and certificates per 100 FTE graduate students have also risen over the past five years, indicating improvement in student success. This increase among the state universities, has mirrored the improvement of the sector overall. Connecticut's ranking on this measure in 2012 was #30 out of the 45 states that have public master's institutions. By comparison, Maryland ranked #14 (56.9), Massachusetts ranked #23 (51.7), and New Jersey Ranked #29 (50.3)

**Trend:** ▲

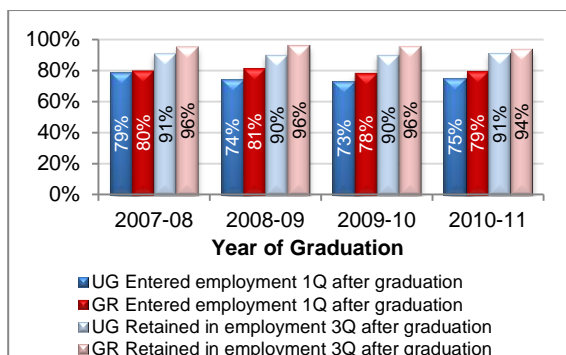
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*Quality of Life Result:* All Connecticut working age residents have jobs that provide financial self-sufficiency.

## Is Anyone Better Off?

### Employment Rates

Completers Entering Employment in CT and Retained for 6 Months



Percent retained in employment uses percent employed in Q1 as basis. Students employed out-of-state or pursuing further study are not included

### Story behind the baseline:

The slight downward trend in the indicator for undergraduates reflects deterioration of economic conditions. Individuals completing graduate awards exhibit slightly higher and more stable rates of employment in Connecticut. The proportion of completers retained in employment has remained stable in the 90-91% range for undergraduates and 94-96% for graduates, suggests that once students find jobs, they stay in them at the reasonably high rates. Large proportions of undergraduate and graduate students work while they are completing their studies, and so these figures may simply represent continuation in employment while in school.

UG Trend: ▼ GR Trend: ◀▶

## Is Anyone Better Off?

### Average Earnings

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



Change in wages is measured from prior to entry into program. Average undergraduate completion time is roughly 5 years for first time students and 3 for transfers.

### Story behind the baseline:

Average weekly wages upon entering employment has declined for undergraduates but risen for graduates. Because most undergraduates were not working full-time prior to entry, the change in wages largely reflects entry wages. By contrast, students completing graduate awards typically have careers prior to entry and have substantial earnings. It is not clear from the way the data are measured the extent to which salaries of graduate students rise over the course of their program as opposed to sharply rising following program completion.

UG Trend: ▼ GR 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) focus on enrollment management strategies that not only attract students likely to success but also provide support to encourage their success
- 3) better articulation with two-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.