Mapping the Landscape: A Regional and National Perspective on Higher Education in Connecticut

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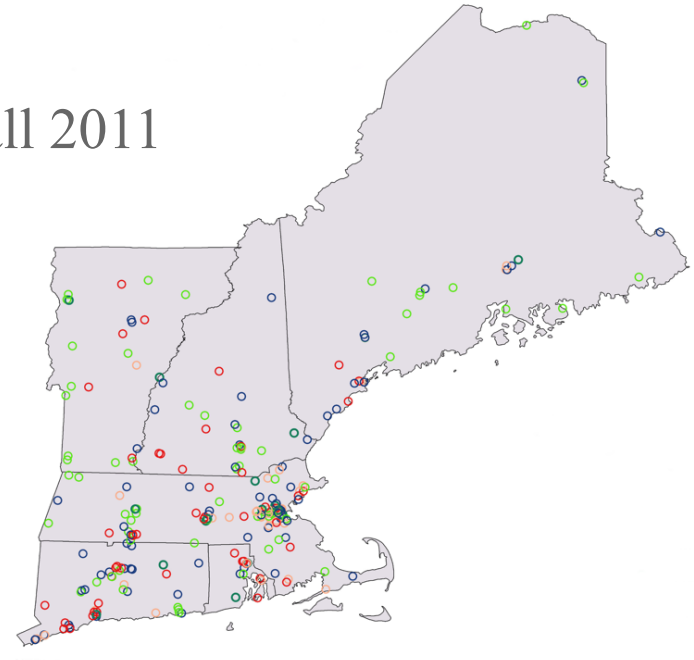
New England at a Glance

- New England is home to 260 non-profit postsecondary institutions…
- Contribute an estimated $100 billion annually in overall impact (Source: Unpublished NEASC estimates for AY2009-10)
- Employ over 200,000 people—almost 230,000 when including medical staff as of Fall 2011
- Enrolled almost 970,000 students in Fall 2011
- Grant over 200,000 degrees annually



Source: IPEDS, unless indicated otherwise

About NEBHE

- Mission: Expand educational opportunities and resources
- Interstate agency, chartered by New England Governors in 1955
- Key areas:
  - Cost savings & affordability
  - College readiness & success
  - Higher education's link to local and regional economic development

About NEBHE

- Regional Student Program "Tuition Break"
- Issue-oriented Conferences & Annual Excellence Awards
- Professional & Curriculum Development in STEM fields
- *The New England Journal of Higher Education (formerly Connection)*
- Policy & Research Reports, including "Trends & Indicators"
- Master Property Insurance Cost-saving Collaborative

Regional Perspective

- Overall, New England states provide lower state appropriations for public higher education

Educational Appropriations per FTE, FY12	
U.S.	$5,906
Connecticut	$7,354
Maine	$6,071
Massachusetts	$5,259
New Hampshire	$1,583
Rhode Island	$5,226
Vermont	$2,512

Source: SHEEO, *State Higher Education Finance FY2012*; NEBHE, *New England Tuition and Fees*

Regional Perspective

- Higher than average public tuition and fees at both two- and four-year institutions

Figure 1: 2012-13 Public Four-Year In-State Tuition and Fees, by state

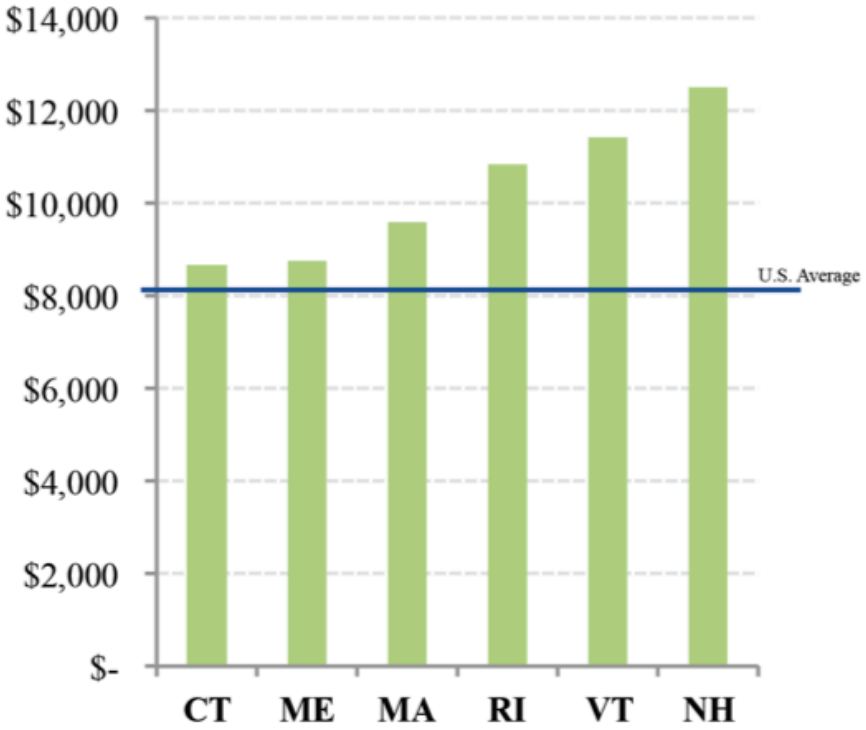
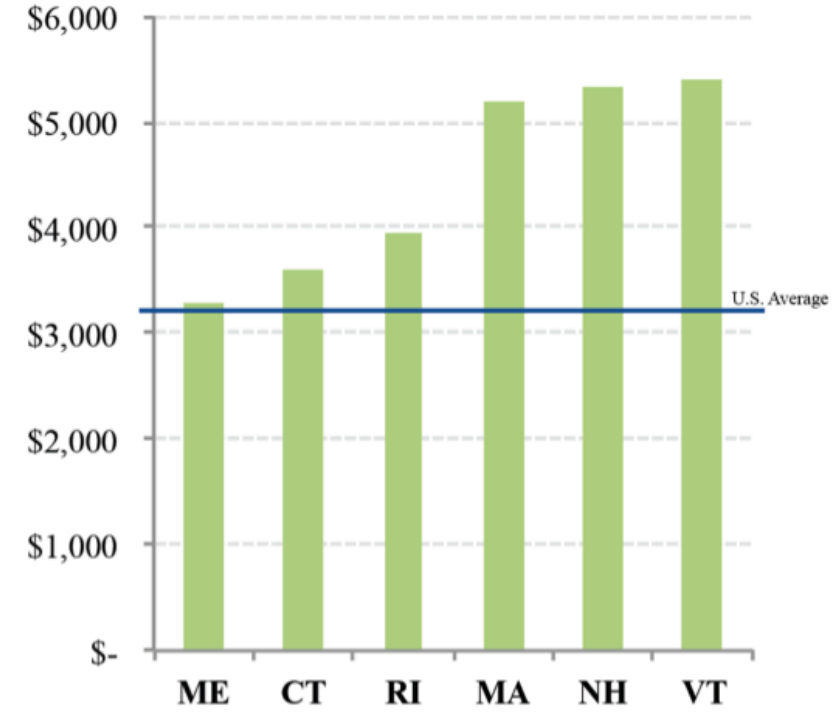


Figure 3: 2012-13 Public Two-Year In-State Tuition and Fees, by state



Source: NEBHE, *New England Tuition and Fees*

Regional Perspective

- Large inflows (and outflows) of college students from outside the region
- Higher than average degree attainment rates
- Slower projected economic and employment growth

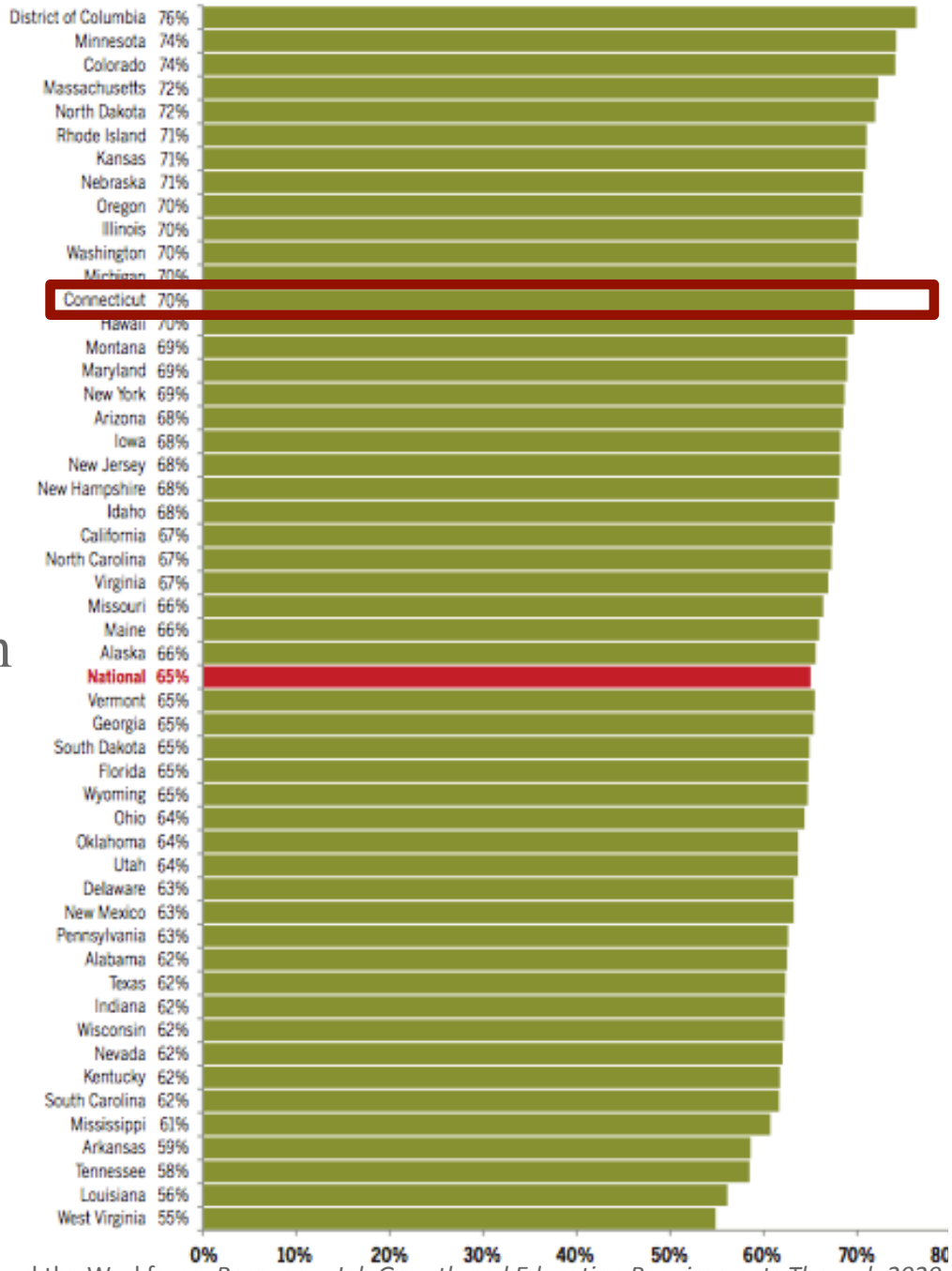
2011 Degree Attainment Rates	
U.S.	38.7%
Connecticut	46.4%
Maine	40.0%
Massachusetts	50.8%
New Hampshire	45.8%
Rhode Island	43.2%
Vermont	46.2%

Rates are for adults ages 25-64 with an Associates Degree or higher.

Source: Federal Reserve Bank of Boston; NCHEMS Information Center; New England Economic Partnership (NEEP)

In Connecticut…

- Modest recovery forecasted by NEEP, with employment growth slower than the expected national expansion.
- Anticipated high demand for postsecondary education with 70% of jobs requiring some postsecondary education by 2020.



Source: Georgetown Center for Education and the Workforce, *Recovery: Job Growth and Education Requirements Through 2020*

Higher Education's Role in the State Economy

In 2007…

Figure 19.

Ability to Produce College Graduates vs. Ability to Retain and Attract College Graduates

Sources: U.S. Census Bureau, 2005 American Community Survey, Public Use Microdata Samples; National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) 2004-05 Completions Survey.

Source: NCHEMS, *Emerging Policy Triangle*

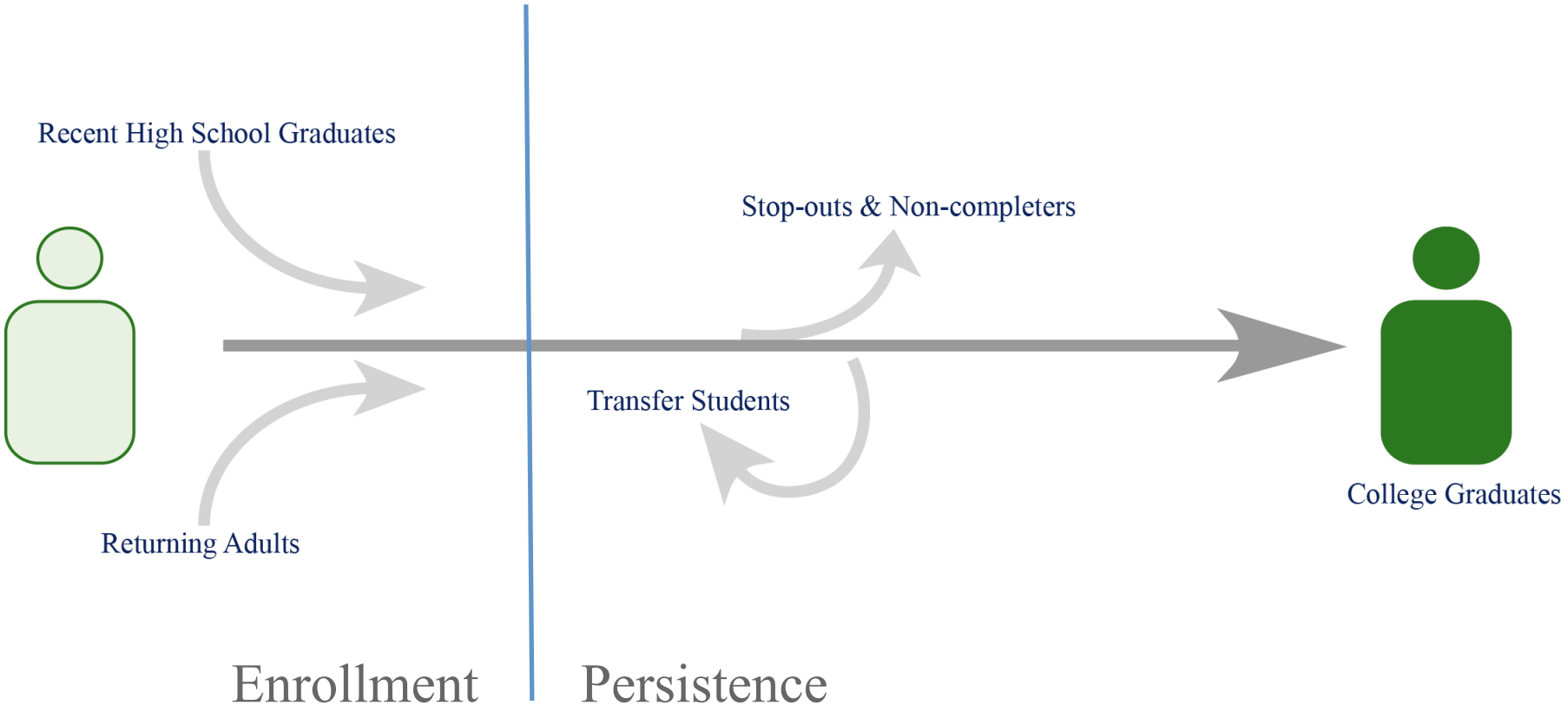
Higher Education's Role in the State Economy

Two potential planning frameworks:

- Boost degree completion (workforce)
- Increase entrepreneurship and economic development (workplace)

Source: NCHEMS, *Emerging Policy Triangle*

Boosting Degree Completion



Boosting Degree Completion: 2010-11 Enrollment

	Undergraduate	Graduate	Number of Instns
Public, 4-year or above	63,425	18,253	10
Private not-for-profit, 4-year or above	52,267	25,258	19
Private for-profit, 4-year or above	8,729	1,162	4
Public, 2-year	82,197	N/A	14
Private not-for-profit, 2-year	721	N/A	3
Private for-profit, 2-year	4,477	N/A	6

Source: IPEDS Trend Generator

Boosting Degree Completion: Fall 2011 Enrollment

	Full Time	Part Time
Public, 4-year or above	53,151	16,707
Private not-for-profit, 4-year or above	51,647	15,366
Private for-profit, 4-year or above	3,487	3,562
Public, 2-year	20,370	37,375
Private not-for-profit, 2-year	84	658
Private for-profit, 2-year	2,386	458

Source: IPEDS Trend Generator

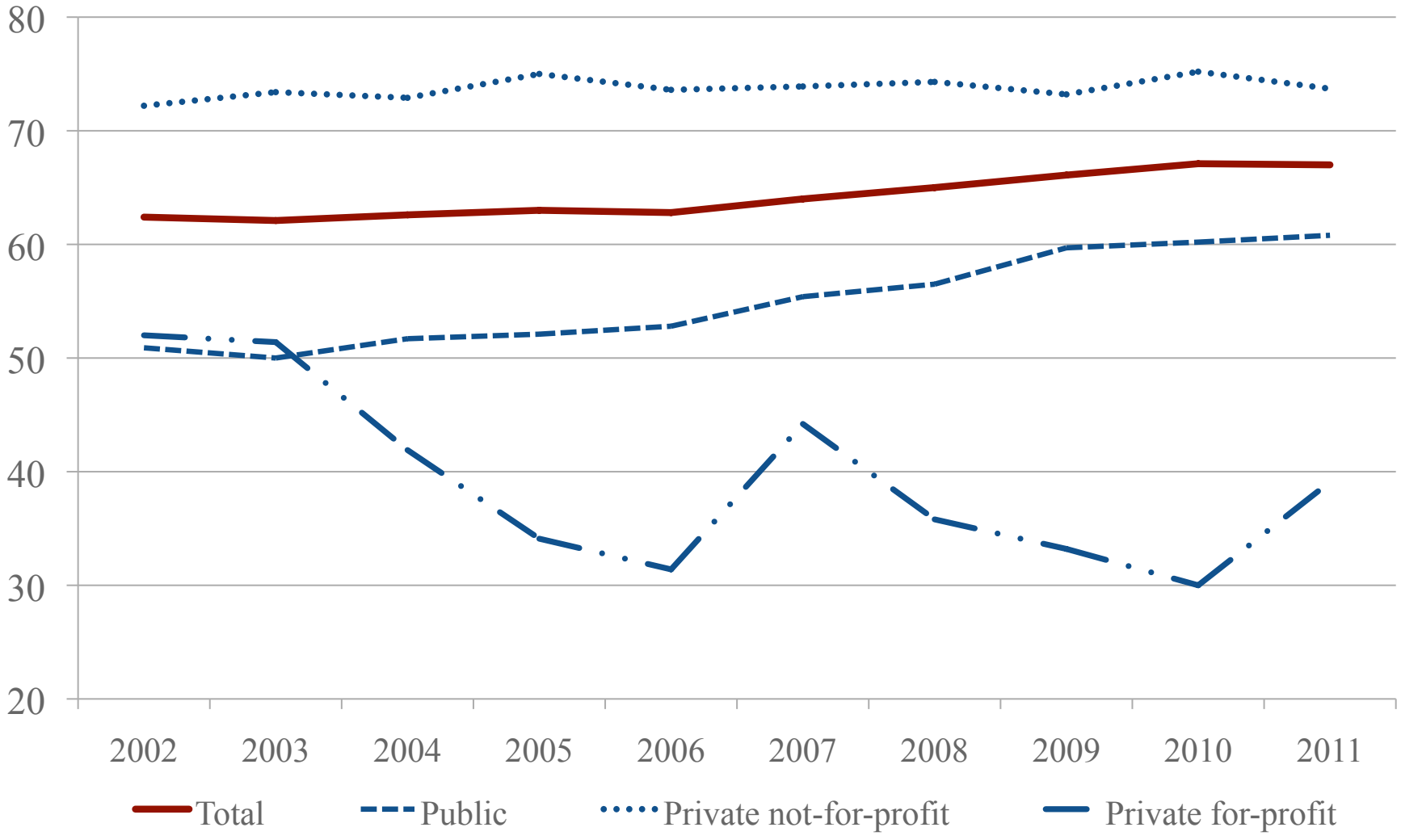
Boosting Degree Completion: Enrollment of Low-Income Students

Estimated Low-Income College Participation (2010-11)		
	Participation Rate	Gap (Number of Students)
U.S.	**38.8%**	**5,692,780**
Connecticut	**46.7%**	**40,377**
Maine	49.0%	15,918
Massachusetts	53.6%	58,581
New Hampshire	67.9%	5,622
Rhode Island	44.8%	14,981
Vermont	53.4%	5,612

Source: Postsecondary Education Opportunity

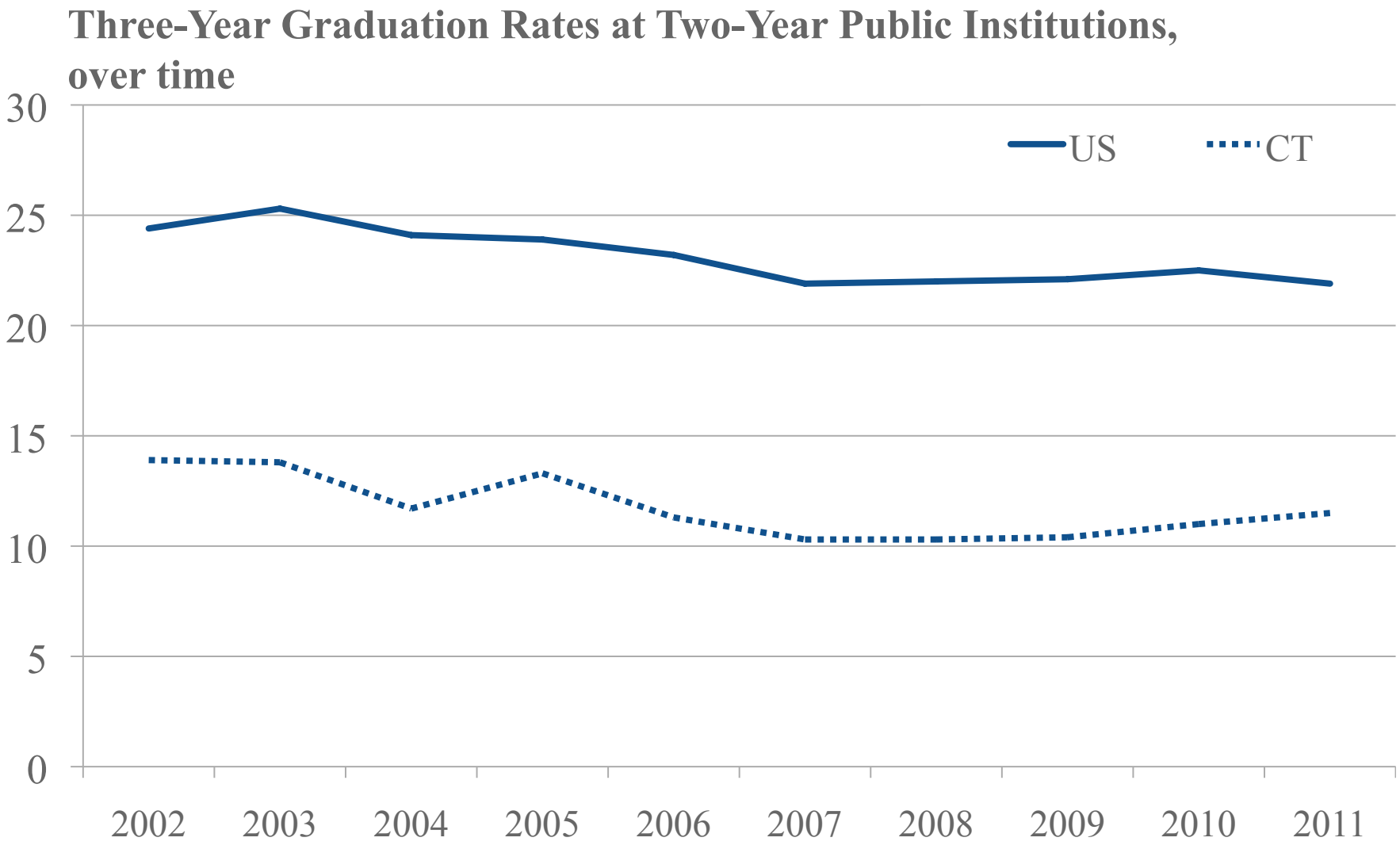
Boosting Degree Completion: Persistence

Six-Year Graduation Rates for Bachelor's Degree Seekers at Connecticut Four-Year Postsecondary Institutions, over time



Source: IPEDS Trend Generator

Boosting Degree Completion: Persistence



Source: IPEDS Trend Generator

Boosting Degree Completion: Persistence

Factors affecting persistence

- Student characteristics
- Student pathways

Boosting Degree Completion: Persistence

Students from the top income quartile are 7x more likely to have earned a bachelor's degree by age 24 than students from the top income quartile.

Students Seeking Associate's Degrees at Entry (Community Colleges), Fall 2006 Cohort

		Graduation Rate (percent)		
Entry Status		100% normal time	150% normal time	200% normal time
Full-Time, First-Time				
	No Pell	3.3	11.3	16.7
	Pell	2.6	9.7	14.2

Students Seeking Bachelor's Degrees at Entry (State Universities), Fall 2004 Cohort

		Graduation Rate (percent)		
Entry Status		100% normal time	150% normal time	200% normal time
Full-Time, First-Time				
	No Pell	20.2	47.0	NA
	Pell	15.2	42.3	NA

Source: Postsecondary Education Opportunity; Connecticut Board of Regents

Boosting Degree Completion: Persistence

Students' postsecondary pathways can wind across institutions and vary in enrollment intensity. Part-time students and transfer students often aren't included in discussions of persistence.

Another look at completion in CT

Starting Institution	Total Completion	Completion after Transfer
Public, 4-year	69%	13%
Public, 2-year	30%	8%

Source: National Student Clearinghouse

Boosting Degree Completion: Persistence

Any connection in student persistence with cost?

- New England institutions are tuition-dependent.

	Public Four-Year	Private Four-Year	Public Two-Year
Net tuition revenue as a % of Education and Related (E&R) expenses, FY2010	47%	82%	33%

- National analysis suggests 89% of private colleges and 34% of public colleges charge students with family incomes of $30,000 or less an average net price over $10,000.

Source: NEBHE analysis of Delta Cost Project data;
New America Foundation, *Undermining Pell*

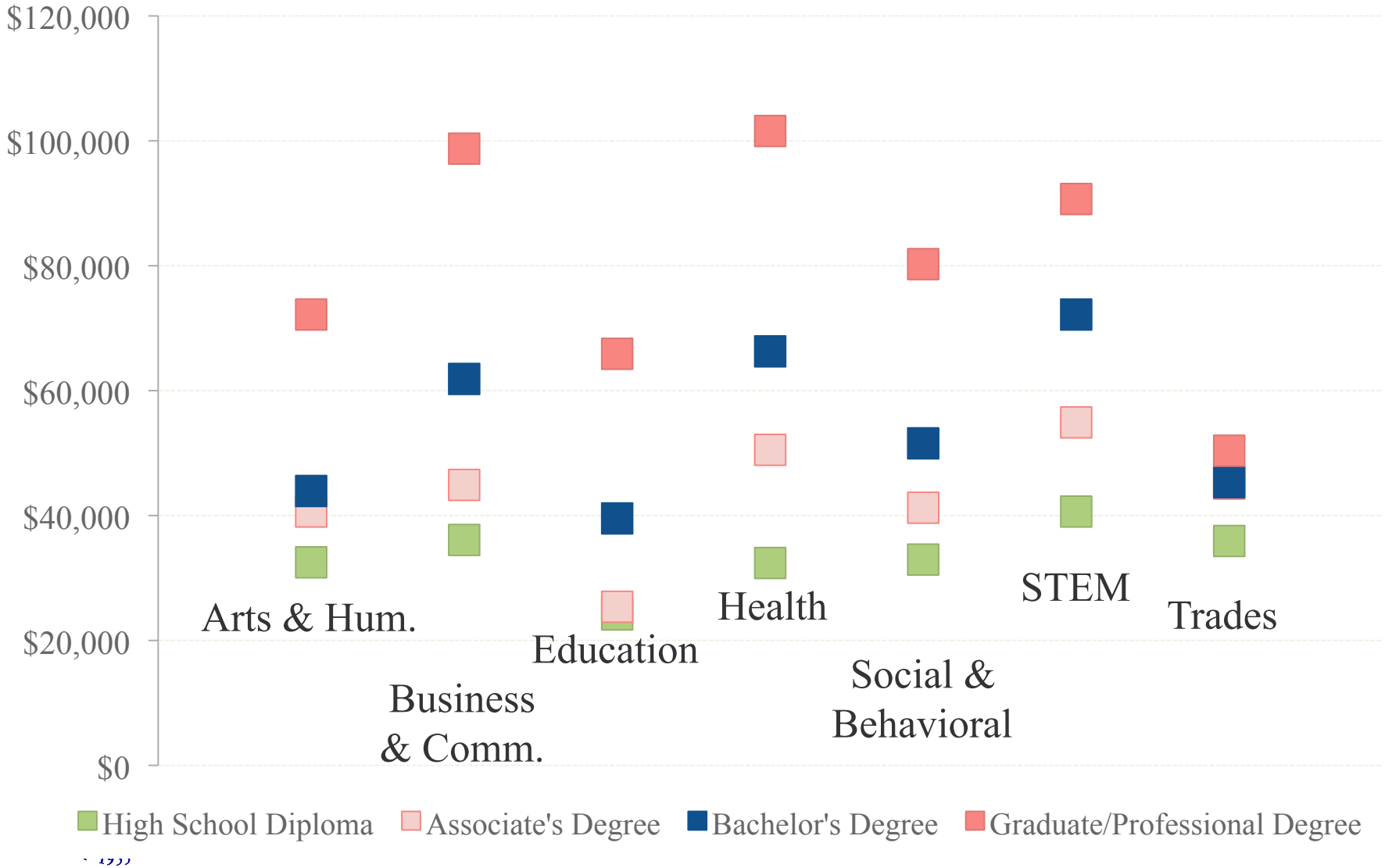
Entrepreneurship & Economic Development

Higher Education as a Workplace Developer

- Across sectors
- New partnership models

Sector Matters

Median Wage/Salary by Educational Attainment in CT, 2006-2010



Source: SHEEO, *The Economic Benefit of Postsecondary Degrees*

Entrepreneurship & Economic Development

New Partnership Models

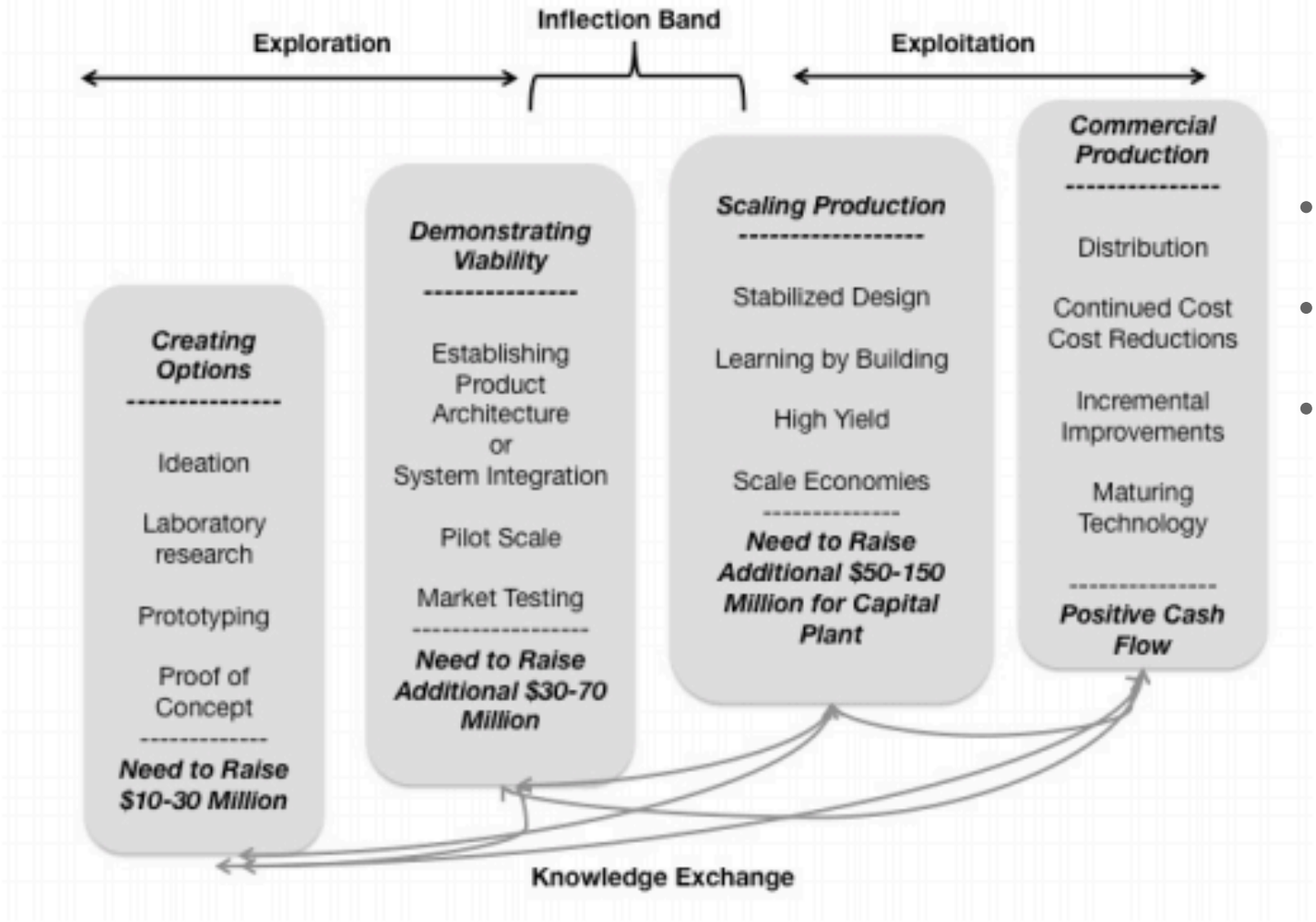
- Traditional Research and Technology Transfer/ Commercialization

	Total R&D at Universities
Connecticut	$945,705,000
Maine	140,046,000
Massachusetts	2,949,264,000
New Hampshire	359,839,000
Rhode Island	459,321,000
Vermont	137,303,000
New England	**4,991,478,000**
United States	**$65,073,411,000**

Source: MIT Industrial Performance Center, preliminary report *Production in the Innovation Economy;* NEBHE, *Trends & Indicators*, www.nebhe.org/trends

Entrepreneurship & Economic Development

New Partnership Models



- Convening
- Coordinating
- Managing risk

Source: MIT Industrial Performance Center, preliminary report *Production in the Innovation Economy*

Higher Education's Role in the State Economy

- Boost degree completion (workforce)
  - Examine the relationship between state and institutional aid, tuition and fees, and state appropriations
    - What type of financing policies might work for CT?
    - Is there coordination among decision-makers?
- Increase entrepreneurship and economic development (workplace)
  - Target specific sectors
    - What partnership roles might work for CT business and higher education sectors?

Questions & Comments

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