

# Baseline Year Accountability Report to be Produced by Planning Commission



Hartford, Connecticut  
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**NCHEMS**

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## Goal 1: Education Attainment

- Increase education attainment of the adult population of the state

# Education Attainment Targets

- The 70% attainment goal be interpreted as consisting of
  - 40% with baccalaureate degrees
  - 30% with associate degrees and certificates (about 17% certificates and 13% associate degrees)
- Align standards and assessments for K-12 and adult education with clear statewide expectations for college and career readiness.
- Reduce by half the proportion of first-time community college students requiring remediation by 2025
- Increase the proportion of students who initially fail to meet the basic threshold for college-readiness who gain the basic skills necessary for entry into credit-bearing certificate-level courses.
- Reduce the education attainment gaps between whites and minorities by half – from 29% to 15% by 2025
- Increase the number of adults being awarded undergraduate degrees or certificates of value (those that prepare individuals for jobs that pay a living wage and provide a pathway for further education): double the number by 2025
- Improve the education attainment levels of residents of cities' urban cores: bring attainment to current statewide average by 2025

# Metrics for Goal 1

- Trends in Connecticut attainment, 25-64, 2000-12
  - Associates
  - Baccalaureate or higher
  - TotalCompared to the US
- Trends in attainment gaps between whites and URMS
  - Connecticut vs. US
    - 25-34
    - 25-64
- Trends in attainment gaps between residents of cities' urban cores and state average
  - 25-34
  - 25-64
  - By major city
- Trends in students entering CSCU assessed at "remedial" level
  - 4-year
  - 2-year
  - By institution

# Metrics for Goal 1

(continued)

- Percent of remedial students successfully completing college-level courses
  - English and math
  - Separately for
    - Community colleges
    - Connecticut State Universities
    - UCONN (all campuses)
- Trends in degrees awarded to adults
  - Age 25+ vs. totals
  - By type of award
    - Baccalaureate
    - Associates
    - Certificates
  - Public vs. Private
    - Baccalaureate
    - Associates
    - Certificates

# Competitive Workforce, Regions & Communities Targets

- Align degree production with the workforce needs of the state's employers: By 2025 increase by 20% the production of degrees in fields identified as state priorities (e.g., STEM, health, digital media, high value certificates – e.g., advanced manufacturing)
- Contribute to expansion and diversification of the state's economy through research and innovation: Double the new business activity resulting from research by 2025
- Establish partnerships in every region focused on how higher education can contribute to sustainable communities engaging higher educational institutions (public and independent) with business, civic and cultural leaders
- Increase the number of students engaged in community service, internships and other workplace-based learning activities, not only as a way to provide academic and economic benefits to students, but also as a means for strengthening students' ties to communities and increasing the likelihood of their remaining in the state after graduation.

# Connecticut Goals

- **Goal 2: Competitive workforce, regions and communities**
  - Increase higher education's contributions to a globally competitive economy and workforce and sustainable regions and communities

# Metrics for Goal 2

- Trends in numbers of degrees/certificates produced in fields identified as state priorities (STEM, health, digital media, advanced manufacturing)
  - All institutions and public sector only
  - By level of award
    - Doctoral degrees
    - Masters degrees
    - Baccalaureate degree
    - Associate degree
    - Certificates
- Trends in per capita income relative to statewide average, by county
- Annual net migration – 25-64 population by county
  - At least associate degrees and with high-wage jobs
  - At least baccalaureate degrees and with high-wage jobs
  - Interstate vs. intrastate (region to region)
- Percent occupations that are living wage, by county
- Attractiveness to students
  - Proportion of recent high school graduates who enroll in college
    - Anywhere in the US
    - In Connecticut





# Connecticut Goals

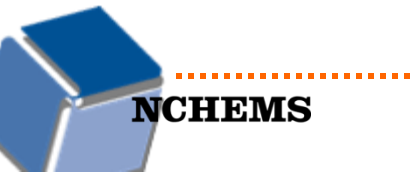
- **Goal 3: Affordability**
  - Ensure that higher education is affordable for Connecticut residents

## Affordability Targets

- Narrow the gap between cost-of attendance and family income. The net cost (tuition and fees minus grant aid) of attending public two-year and four-year institutions relative to low-income families (low quintile incomes) will be no more than the national average by 2025
- Reduce the amount of the average student loan to the national average by 2025
- Increase the proportion of Connecticut recent high school graduates who enroll in Connecticut institutions of higher education by 5% by 2025

# Metrics for Goal 3

- In-state tuition and fees at Connecticut public institutions
  - UCONN
  - Connecticut State Universities
  - Charter Oak
  - Community Colleges
- Trends in funding for student financial aid
  - Need-based
  - Non-need-based
  - Non-grant (institutional aid)
- Trends in grand aid to the first-time, Full-time students
  - UCONN
  - Connecticut State Universities
  - Community Colleges
  - Private
- Net cost of attendance (total cost less grant aid)
  - Public 2-year and Public 4-year separately
    - Relative to low quintile family income
    - Relative to median quintile family income



# Metrics for Goal 3

(continued)

- Trends in percent of graduating students with student loan debt
  - Connecticut vs. U.S.
  - All sectors and public sector only
- Percent of students with federal loans
  - By institutional sector
- Trends in average student loan debt of graduates
  - All sectors and public sector only
  - Connecticut vs. U.S.
- Trend in average size of student loans
  - By institutional sector

# Unfinished Business

- Goal 1
  - Trends in quality of degrees awarded – extent to which degrees reflect deeper learning required in the workforce and by modern society
- Goal 2
  - Business activity resulting from research
  - Partnerships
  - Students engaged in community service

# Final Questions

(for *this* time)

- Who publishes?
- What is the timeline?
- What's the process that gets us from here to there?

