

**Testimony by Dr. Braden Hosch**  
Board of Regents for Higher Education  
Connecticut State Colleges & Universities  
Before the Program Review and  
Investigations Committee  
October 3, 2013

Thank you Senator Kissel, Representative Mushinsky and members of the committee. My name is Dr. Braden Hosch, and I am the Director of Policy and Research, as well as the Interim Director of Academic Affairs, for the Board of Regents for Higher Education which governs four state universities, 12 community colleges, and Charter Oak State College, the state's only public, fully-online institution. The Board also holds broad responsibilities for state policy for public higher education under Section 10a-6 of the Connecticut General Statutes.

Public and private higher education in Connecticut principally and historically serves a younger demographic—preparing those young people to excel in the job markets of the future. Typically, we service students who leave our programs of study in their 20s and enter Connecticut's workforce. In fact, 95 percent of our graduates go on to live and work in Connecticut and they generate years of tax and social benefits for the state and their communities.

Of the over 180,000 undergraduates enrolled in Connecticut institutions in 2011 credit programs, only 5,899 (3.3 percent) were age 50 or older. Over half of these students were attending the Connecticut Community Colleges, accounting for 5.6 percent of total community college enrollment.

We have seen a steady rise in these numbers—from 2,538 in 1991 to 2,915 in 2001 to 3,250 in 2011—representing over 700 students and a 28 percent change over 20 years. While notable, the rise in participation by the 50 and older demographic is dwarfed by the increase in students under 25 years old. In 2001 we had 20,320 25-and-under students, which rose to 34,042 in 2011. This represents an increase of 68 percent, almost 14,000 new 25-and-under students.

Among the almost 36,000 graduate students across all the ConnSCU institutions in the state, only 2,303, or 6.4 percent, are age 50 or older. This is a modest uptick for older students, but is not likely to be a barometer for future growth.

Essentially, what these data show is that only a small fraction of the higher education system is used by individuals over age 50 to pursue credit-based degree and certificate programs. As always, we are cognizant that this could change given anticipated changes in retirement patterns.

Non-credit programs and enrollments, especially at the community colleges, are where we see higher participation rates by older students. Non-credit programs do not lead to formal awards, so students are not eligible for federal financial aid programs through Title IV of the Higher Education Opportunity Act. Outside of this statutory and regulatory framework surrounding financial aid, institutions have had broad flexibility to meet local needs. Through the CCC Board Policy Manual (6.5.2.III.B) the Community College Board granted Colleges the authority to set appropriate fees and costs in these programs. In many instances, programs are developed to meet specific needs in local workforce areas, but they also offer opportunities for personal enrichment.

Among the community colleges, in 2011 31,067 students participated in non-credit coursework. Of these, 6,840, or 22 percent, were age 55 and older, and another 6,020, or 19.4 percent, were age 45-54.

It is reasonable to estimate that about 30 percent of this group also falls in the 50 or older range within the scope of the PRI study.

In 2013, the Board of Regents spent approximately \$5 million on non-credit, vocationally-based program offerings. The courses are varied, ranging from personal development to federally-funded, workforce specific programs. Due to the diffuse nature of these offerings, data are only available for a small subset of the total student population. However, we are seeing declining trends in the participation of non-credit programs. Decreasing state appropriations have caused an increase in the cost to a student population that is not eligible for federal Title IV financial aid. These growing costs are likely contributing to declining enrollment.

The colleges and universities are continually engaged in efforts to ensure that the non-credit coursework meets the demands of the modern workforce and employers. Working closely with organizations including Workforce Investment Boards, the Department of Labor, the Department of Economic and Community Development, CBIA, CCAT and others' help, the Colleges and Universities make coursework relevant to real world opportunity .

These outreach efforts have led to some notable successes. For example, Asnuntuck Community College, in partnership with United Technologies Corp. (UTC), developed a special seven-week, 280-hour program with the express mission of retraining 60 current UTC employees, many over 50-years-old, who were at risk of losing their employment in the absence of updated skills. These workers received intensive training in CNC machining, metrology, mathematics, and blueprint reading. Graduates of the program were then reassigned within UTC, and able to continue working.

Also, between 2011 and 2013, the Manufacturing Technology Center enrolled 92 individuals over 50 who were seeking certificates. Of these students, 79 received certificates, and 69 have been placed with employers related to their course of study. Thanks to the Legislature's investment, the Board of Regents has been able to expand this model program to Quinebaug Valley, Housatonic, and Naugatuck Community Colleges to serve even more students.

There are further opportunities to capitalize on expanding successful programs. Data from the Department of Labor and the Department of Economic and Community Development detail the expectation for future growth in five career clusters: advanced manufacturing, allied health, hospitality, financial services, and information technology. While the Asnuntuck manufacturing program has been exported to other colleges, the Board is currently examining its current offerings in the other four areas as it encourages community colleges to refocus on their critical workforce development missions.

Examples like the partnership with UTC for worker retraining show that direct employer-college relationships benefit both employer and student, and as part of the long-term planning process in which the board is currently engaged, we will be seeking private-sector business partners for specific programs in these clusters. This will lead to a higher level of confidence on the part of the college that it is offering relevant programming, a higher level of confidence on the part of the student that he or she is being adequately prepared for the specific needs of employers, and a higher level of confidence on the part of the employer that it will receive job-candidates ready to immediately contribute. This process and renewed emphasis on career training will open additional opportunities to the 50+ population.

Finally, I want to stress the role that Charter Oak State College plays in providing opportunities for the target population. From 2009-2013, Charter Oak awarded 2,870 degrees and certificates. Fifteen percent, or 435, of these went to students over 50 years old. Charter Oak's programs are competency-based thereby giving older students an opportunity to parlay their years of career training and life experience into course credit. We expect that Charter Oak will continue to expand its portfolio of offerings in conjunction with the Board of Regents' long-term strategic planning process, which is currently under way.

Thank you again for the opportunity to speak here today. I welcome any questions you may have at this time.

**Connecticut State Colleges & Universities (ConnSCU) Non-Credit Unduplicated Headcount by Age, 2011-12**

Sector / Institution	Unduplicated Headcount by Age (N)										Unduplicated Headcount by Age (Percent)*					Total	Age	
	Under 25	25-34	34-45	45-55	55+	Unknown	Under 25	25-34	34-45	45-55	55+	Unknown	55+	Unknown	Age			
<b>Community Colleges (may be 2010-1)</b>	<b>6,978</b>	<b>5,878</b>	<b>4,720</b>	<b>6,020</b>	<b>6,840</b>	<b>631</b>	<b>22.9</b>	<b>19.3</b>	<b>15.5</b>	<b>19.8</b>	<b>22.5</b>	<b>31,067</b>						
Asnuntuck	239	232	253	381	320	23	16.8	16.3	17.8	26.7	22.5	1,448						
Capital	575	506	317	313	167	43	30.6	26.9	16.9	16.7	8.9	1,921						
Gateway	367	443	288	342	237	19	21.9	26.4	17.2	20.4	14.1	1,696						
Housatonic	114	117	69	73	48	34	27.1	27.8	16.4	17.3	11.4	455						
Manchester	1,060	910	821	1,214	1,446	48	19.4	16.7	15.1	22.3	26.5	5,499						
Middlesex	360	207	184	352	699	80	20.0	11.5	10.2	19.5	38.8	1,882						
Naugatuck Valley	948	673	507	635	478	15	29.3	20.8	15.6	19.6	14.7	3,256						
Northwestern Connecticut	259	184	167	240	235	9	23.9	17.0	15.4	22.1	21.7	1,094						
Norwalk	1,573	915	648	670	1,426	164	30.1	17.5	12.4	12.8	27.3	5,396						
Quinebaug Valley	356	436	310	324	570	32	17.8	21.8	15.5	16.2	28.6	2,028						
Three Rivers	291	228	205	300	475	76	19.4	15.2	13.7	20.0	31.7	1,575						
Tunxis	836	1,027	951	1,176	739	88	17.7	21.7	20.1	24.9	15.6	4,817						
Charter Oak State College (2011-12)	2	10	32	50	26	4	1.7	8.3	26.7	41.7	21.7	124						
<b>State Universities</b>																		
Central																		
Eastern																		
Southern																		
Western																		
<b>Grand Total</b>																		

\*Individuals of unknown age are excluded from percentage calculations to illustrate comparable percentages across institutions.  
 Prepared by the CT Board of Regents Office of Policy and Research, August 2013

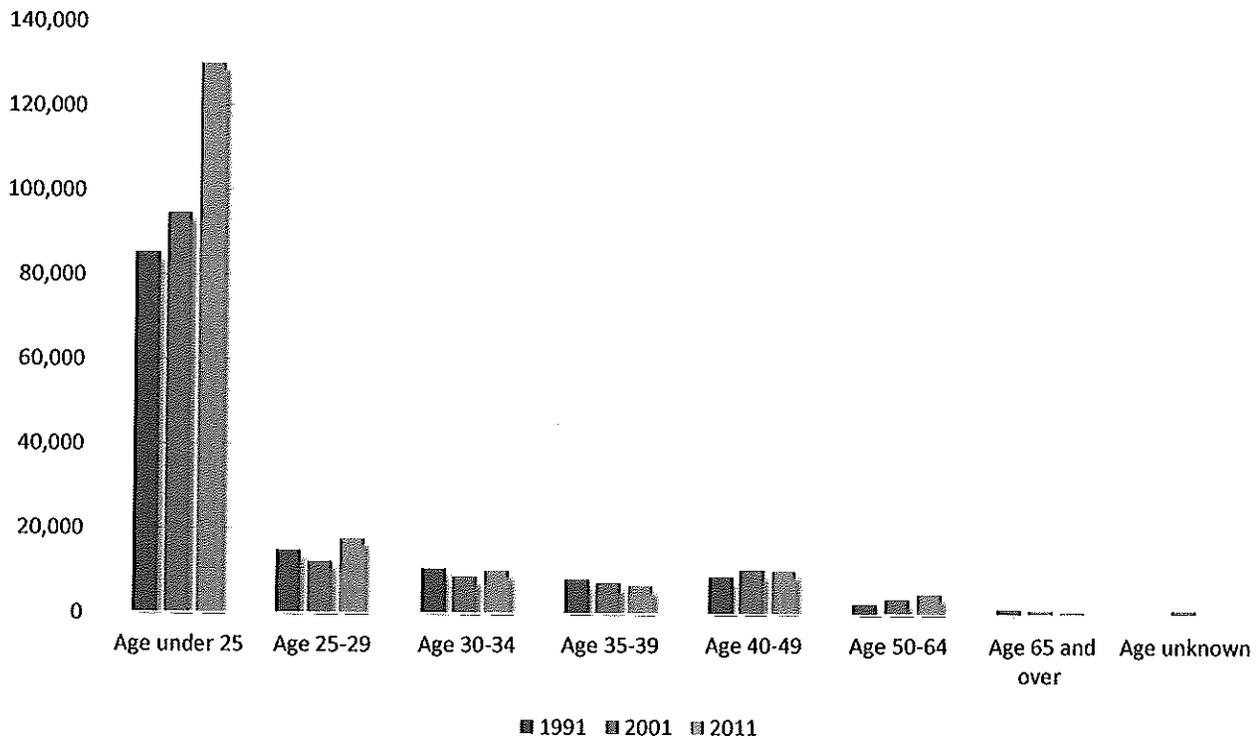
**About these data**

Reporting of data about non-credit offerings is not required by the U.S. Department of Education nor the State of Connecticut. A Technical Review Panel for Collecting Data on Noncredit Instructional Activity was conducted in August 2008, but these data standards were not adopted (see [https://edsurveys.ri.org/IPEDS\\_TRP/documents/TRP\\_22\\_Collecting\\_Data\\_on\\_Noncredit\\_Instructional\\_Activity.pdf](https://edsurveys.ri.org/IPEDS_TRP/documents/TRP_22_Collecting_Data_on_Noncredit_Instructional_Activity.pdf)). As a result, enrollments may be processed and recorded differently among and even within institutions. Data should be interpreted with caution. In this particular report, students are unduplicated within institutions, but individuals who enrolled in more than one institution will be counted in each institution attended.

# Connecticut Undergraduate Fall Headcount Enrollment by Age 1991 - 2011

Undergraduates	1991	2001	2011
Age under 25	85,275	94,671	130,042
Age 25-29	14,878	12,364	17,694
Age 30-34	10,773	8,854	10,261
Age 35-39	8,111	7,378	6,692
Age 40-49	8,869	10,394	10,325
Age 50-64	2,492	3,549	5,013
Age 65 and over	1,383	994	886
Age unknown	2	1,141	184
<b>Total</b>	<b>131,783</b>	<b>139,345</b>	<b>181,097</b>

CT Undergraduate Fall Headcount Enrollment  
by Age 1991 - 2011



Data Source: IPEDS Data Center

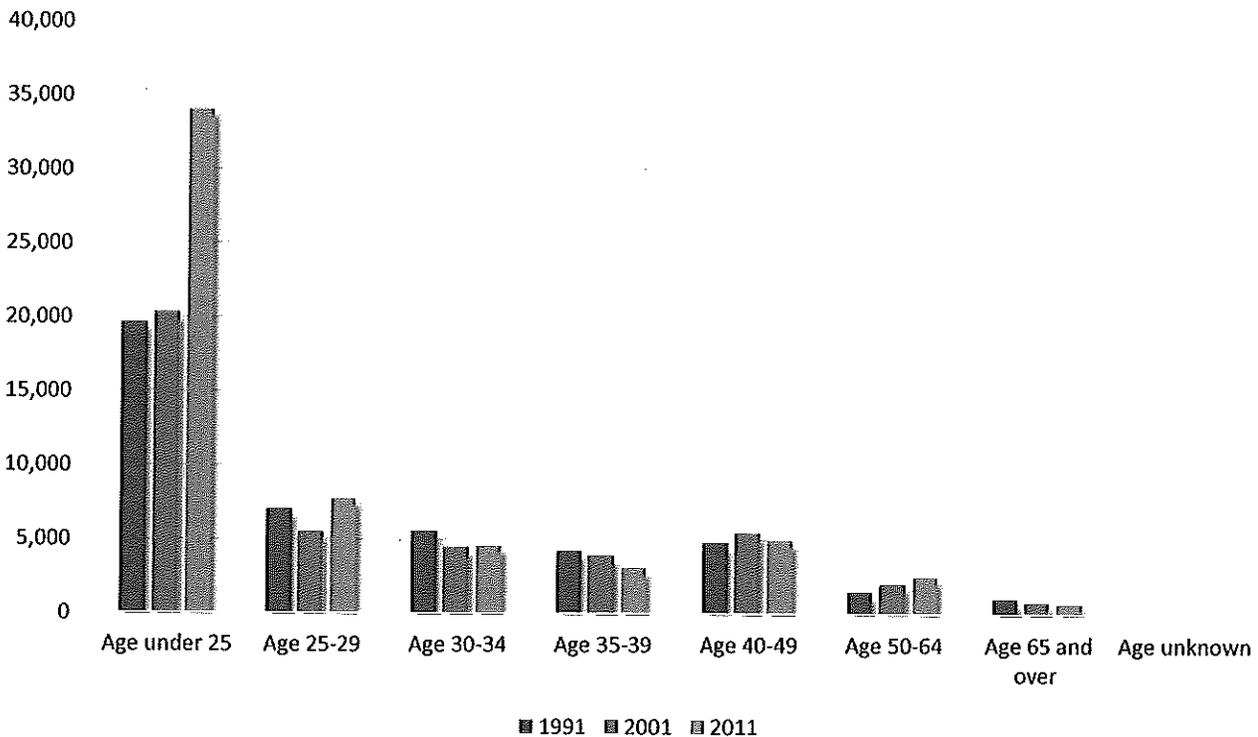
Data are panel data from 1991, 2001, and 2011 respectively and include institutions no longer in operation or combined (e.g. technical colleges are included separately in 1991)

Prepared by the CT Board of Regents for Higher Education, Office of Policy & Research, 10/01/2013

## CT Community-Technical Colleges Fall Headcount Enrollment by Age 1991 - 2011 (Credit Students)

Undergraduates	1991	2001	2011
Age under 25	19,632	20,320	34,042
Age 25-29	7,029	5,497	7,754
Age 30-34	5,552	4,486	4,581
Age 35-39	4,229	3,910	3,087
Age 40-49	4,808	5,462	4,959
Age 50-64	1,515	2,087	2,535
Age 65 and over	1,023	828	715
Age unknown	0	52	1
Total	43,778	42,642	57,674

CT Community-Technical Colleges Fall Headcount Enrollment  
by Age 1991 - 2011



Data Source: IPEDS Data Center

Data are panel data from 1991, 2001, and 2011 respectively and include institutions no longer in operation or combined (e.g. technical colleges are included separately in 1991)

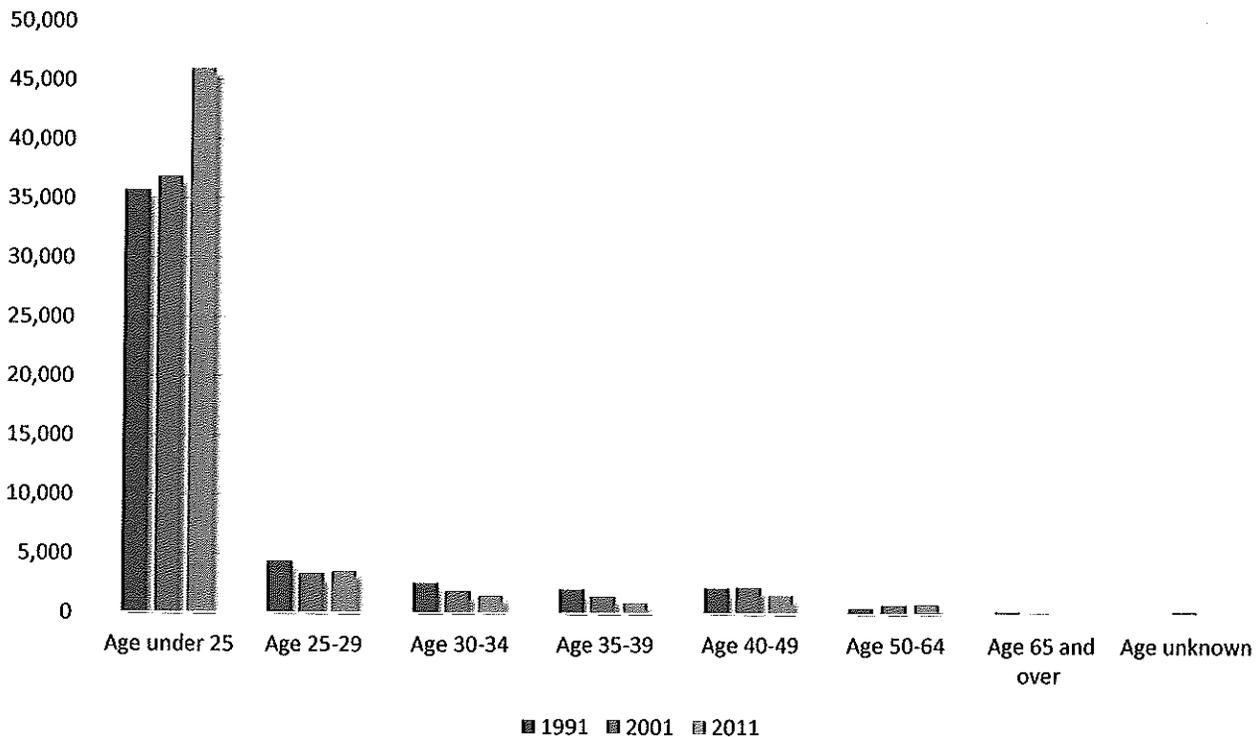
Prepared by the CT Board of Regents for Higher Education, Office of Policy & Research, 10/01/2013

# CT Public 4-Year Undergraduate Fall Headcount Enrollment by Age 1991 - 2011

(Excludes the U.S. Coast Guard Academy)

Undergraduates	1991	2001	2011
Age under 25	35,700	36,880	46,006
Age 25-29	4,432	3,353	3,597
Age 30-34	2,613	1,889	1,550
Age 35-39	2,047	1,483	933
Age 40-49	2,157	2,299	1,564
Age 50-64	530	781	879
Age 65 and over	275	114	84
Age unknown	0	292	49
Total	47,754	47,091	54,662

CT Public 4-Year Undergraduate Fall Headcount Enrollment  
by Age 1991 - 2011



Data Source: IPEDS Data Center

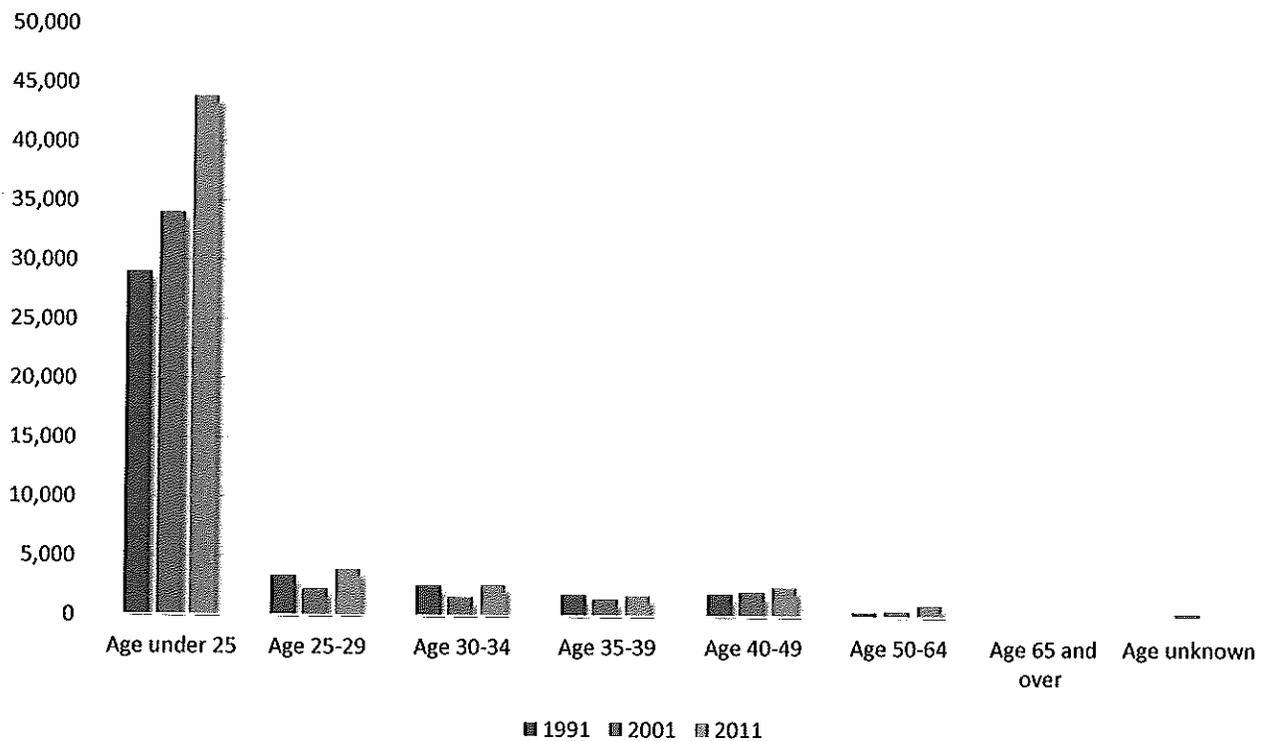
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# CT Private 2 & 4-Year Undergraduate Fall Headcount Enrollment by Age 1991 - 2011

Undergraduates	1991	2001	2011
Age under 25	29,021	34,012	43,831
Age 25-29	3,415	2,313	3,936
Age 30-34	2,608	1,597	2,652
Age 35-39	1,835	1,490	1,772
Age 40-49	1,904	2,106	2,521
Age 50-64	447	522	1,039
Age 65 and over	85	45	76
Age unknown	2	365	89
<b>Total</b>	<b>39,317</b>	<b>42,450</b>	<b>55,916</b>

CT Private 2 & 4-Year Undergraduate Fall Headcount Enrollment by Age 1991 - 2011



Data Source: IPEDS Data Center

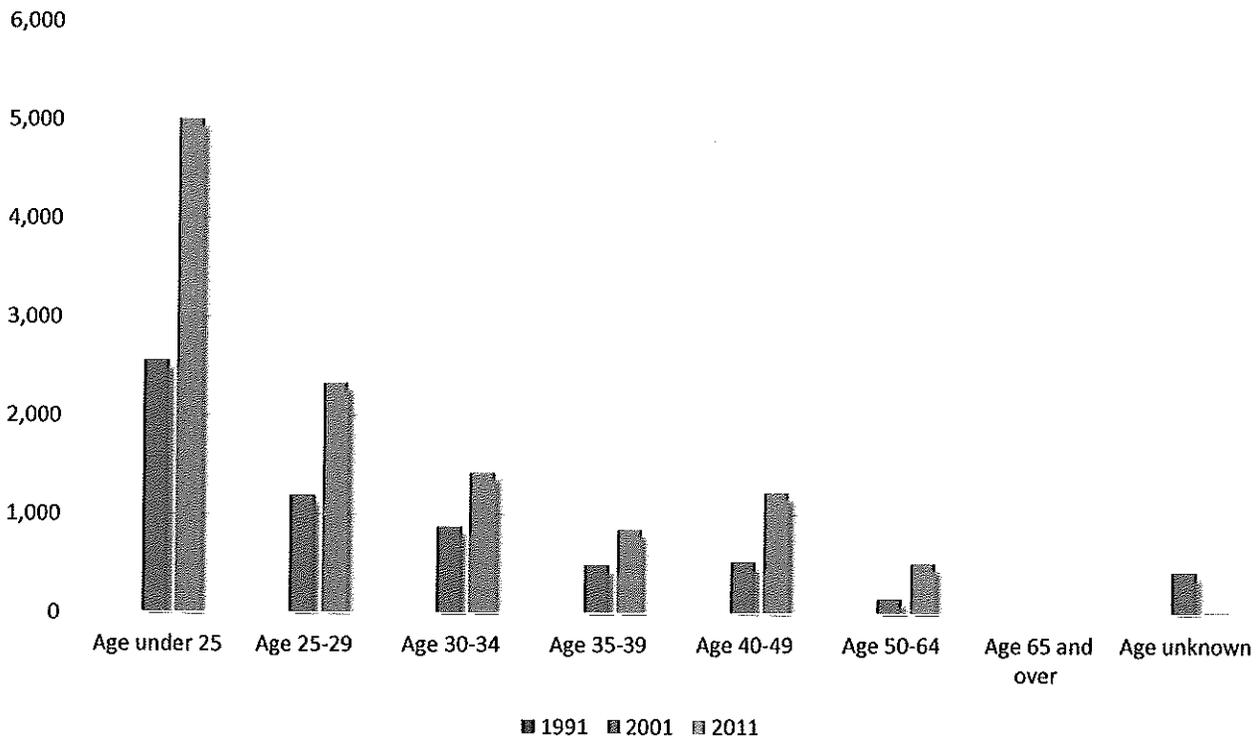
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## CT Private Less Than 2-Year Fall Headcount Enrollment by Age 2001 - 2011

Undergraduates	1991	2001	2011
Age under 25	0	2,564	5,003
Age 25-29	0	1,199	2,336
Age 30-34	0	882	1,432
Age 35-39	0	495	856
Age 40-49	0	527	1,229
Age 50-64	0	159	519
Age 65 and over	0	7	9
Age unknown	0	432	27
Total	0	6,265	11,411

CT Private Less Than 2-Year Fall Headcount Enrollment  
by Age 1991 - 2011



Data Source: IPEDS Data Center

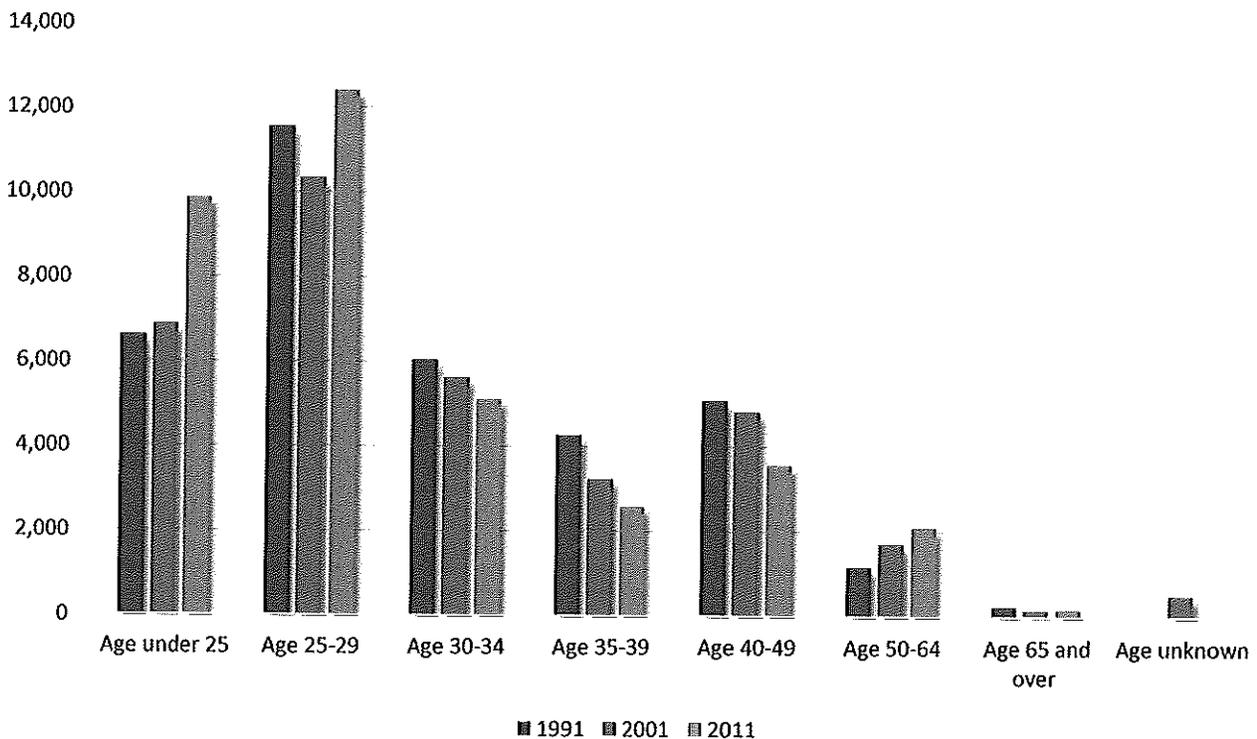
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# Connecticut Graduate Student Fall Headcount Enrollment by Age 1991 - 2011

Undergraduates	1991	2001	2011
Age under 25	6,629	6,887	9,879
Age 25-29	11,553	10,342	12,416
Age 30-34	6,039	5,640	5,123
Age 35-39	4,275	3,254	2,601
Age 40-49	5,094	4,833	3,579
Age 50-64	1,180	1,724	2,107
Age 65 and over	254	156	196
Age unknown	1	516	42
Total	35,025	33,352	35,943

CT Graduate Student Fall Headcount Enrollment  
by Age 1991 - 2011



Data Source: IPEDS Data Center

Data are panel data from 1991, 2001, and 2011 respectively and include institutions no longer in operation or combined (e.g. technical colleges are included separately in 1991)

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