Background Materials for Meeting of the Planning Commission for Higher Education

Hartford, Ct
December 10, 2013
Percentage of Students Enrolling in Remedial Education, Connecticut Community Colleges - Fall 2009

![Pie Chart]

- **TOTAL Students**: 70.6%
  - Both Math & English: 36.2%
  - Math Only: 18.7%
  - English Only: 15.7%

- **Hispanic**
  - Both Math & English: 44.2%
  - Math Only: 17.2%
  - English Only: 17.3%
  - Total: 78.6%

- **Black, non-Hispanic**
  - Both Math & English: 49.3%
  - Math Only: 16.1%
  - English Only: 16.6%
  - Total: 82.1%

- **White, non-Hispanic**
  - Both Math & English: 29.9%
  - Math Only: 20.3%
  - English Only: 14.5%
  - Total: 64.7%

- **Asian**
  - Both Math & English: 19.8%
  - Math Only: 11.9%
  - English Only: 29.7%
  - Total: 61.4%

- **Two or More Races**
  - Both Math & English: 37.4%
  - Math Only: 22.3%
  - English Only: 10.1%
  - Total: 69.8%

- **Male**
  - Both Math & English: 33.0%
  - Math Only: 16.7%
  - English Only: 17.0%
  - Total: 66.6%

- **Female**
  - Both Math & English: 39.1%
  - Math Only: 20.6%
  - English Only: 14.6%
  - Total: 74.2%

- **Directly from High School (17-19 years old)**
  - Both Math & English: 37.5%
  - Math Only: 17.2%
  - English Only: 17.0%
  - Total: 71.6%

- **Age 25 and over**
  - Both Math & English: 28.8%
  - Math Only: 24.2%
  - English Only: 12.2%
  - Total: 65.2%

- **Other (20-24 years old)**
  - Both Math & English: 38.3%
  - Math Only: 21.0%
  - English Only: 13.2%
  - Total: 72.6%

- **Received Pell Grant (at entry)**
  - Both Math & English: 42.3%
  - Math Only: 19.2%
  - English Only: 15.5%
  - Total: 77.1%

*NCHEMS*
Attainment Gap Between Females and Males, 2011
At Least an Associate Degree

Source: U.S. Census Bureau, 2011 American Community Survey; Tables B15001 and C15001
Attainment by Gender, Ages 25-64, Connecticut, 2011

Source: U.S. Census Bureau, 2011 American Community Survey; Tables B15001 and C15001
CERTIFICATES - Compleions for Connecticut Institutions, 2011-12, Includes Less than 1 Year and One to Two Year Awards

- HEALTH PROFESSIONS AND RELATED PROGRAMS
- PERSONAL AND CULINARY SERVICES
- MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS
- TRANSPORTATION AND MATERIALS MOVING
- CONSTRUCTION TRADES
- ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED
- BUSINESS, MANAGEMENT, MARKETING, AND RELATED
- PRECISION PRODUCTION
- COMPUTER AND INFORMATION SCIENCES AND SUPPORT
- LEGAL PROFESSIONS AND STUDIES
- FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES
- PARKS, RECREATION, LEISURE, AND FITNESS STUDIES
- HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING
- VISUAL AND PERFORMING ARTS
- EDUCATION
- LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND
- AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED
- NATURAL RESOURCES AND CONSERVATION
- PUBLIC ADMINISTRATION AND SOCIAL SERVICE
- MULTI/INTERDISCIPLINARY STUDIES
- COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS
- LIBRARY SCIENCE
- ENGLISH LANGUAGE AND LITERATURE/LETTERS
- FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS
- SOCIAL SCIENCES
- ENGINEERING

CT State University
CT CCs
<2 Yr Public
Private Non-Prof 4Yr, 2Yr, <2Yr
Private For Profit 4Yr, 2Yr, <2Yr
ASSOCIATES - Completions for Connecticut Institutions, 2011-12, Includes Associates and 2-4 Year Awards
Emerging Themes/Goals
Themes Emerging From Analyses of Data

- Increase the postsecondary education attainment level of the 25-64 year-old population of the state
  - To at least 70% by 2025
- Work with the K-12 system to better align K-12 and PSE – increase college preparedness of high school graduates
  - Reduce by half the proportion of first-time community college students requiring remediation by 2025
- 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
  - Double the number by 2025
- Improve the education attainment levels of residents of cities’ urban cores
  - Bring attainment to current statewide average by 2025

(continued...)
Themes Emerging From Analyses of Data (continued)

• Better align degree production with the workforce needs of the state’s employers
  – By 2020 increase by 20% the production of degrees in fields identified as state priorities
    • STEM
    • Health
    • High value certificates – 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

• Improve the affordability of Connecticut higher education
  – Reduce the amount of the average student loan to the national average by 2020

• Increase the productivity of Connecticut’s public higher education institutions
  – By 2020, decrease cost per undergraduate degree in each public sector by at least 10%
Goals Established by HE Coordinating Council

- **College Readiness**
  - Prepare more high school graduates, GED graduates, and adults to enter college prepared for college-level work.

- **Student Success**
  - Graduate more people with the knowledge and skills to achieve their life and career goals.

- **Affordability and Sustainability**
  - Maximize access to higher education for students from all economic backgrounds.

- **Innovation and Economic Growth**
  - Create environments that emphasize innovation and prepare students for successful careers in a fast changing world.

- **Equity**
  - Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

Goals for the State System of Higher Education

• To ensure that no qualified person be denied the opportunity for higher education on the basis of age, sex, gender identity or expression, ethnic background or social, physical, or economic condition.
• To protect academic freedom.
• To provide opportunities for education and training related to the economic, cultural and educational development of the state.
• To assure the fullest possible use of available resources in public and private institutions of higher education.
• To maintain standards of quality ensuring a position of national leadership for state institutions of higher education.
• To apply the resources of higher education to the problems of society.
• To foster flexibility in the policies and institutions of higher education to enable the system to respond to changes in the economy, society, technology and student interests.
Goals Which HECC Accountability Measures Should Reflect

- Enhance student learning and promote academic excellence.
- Join with elementary and secondary schools to improve teaching and learning at all levels.
- Ensure access to and affordability of higher education.
- Promote the economic development of the state to help business and industry sustain strong economic growth.
- Respond to the needs and problems of society.
- Ensure the efficient use of resources.

Note: Sec. 10a-6b