

Draft Metrics for Accountability & Monitoring Progress Toward Goals



Planning Commission for Higher Education
October 30, 2015



NCHEMS

National Center for Higher Education Management Systems
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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

Goal 1: Education Attainment

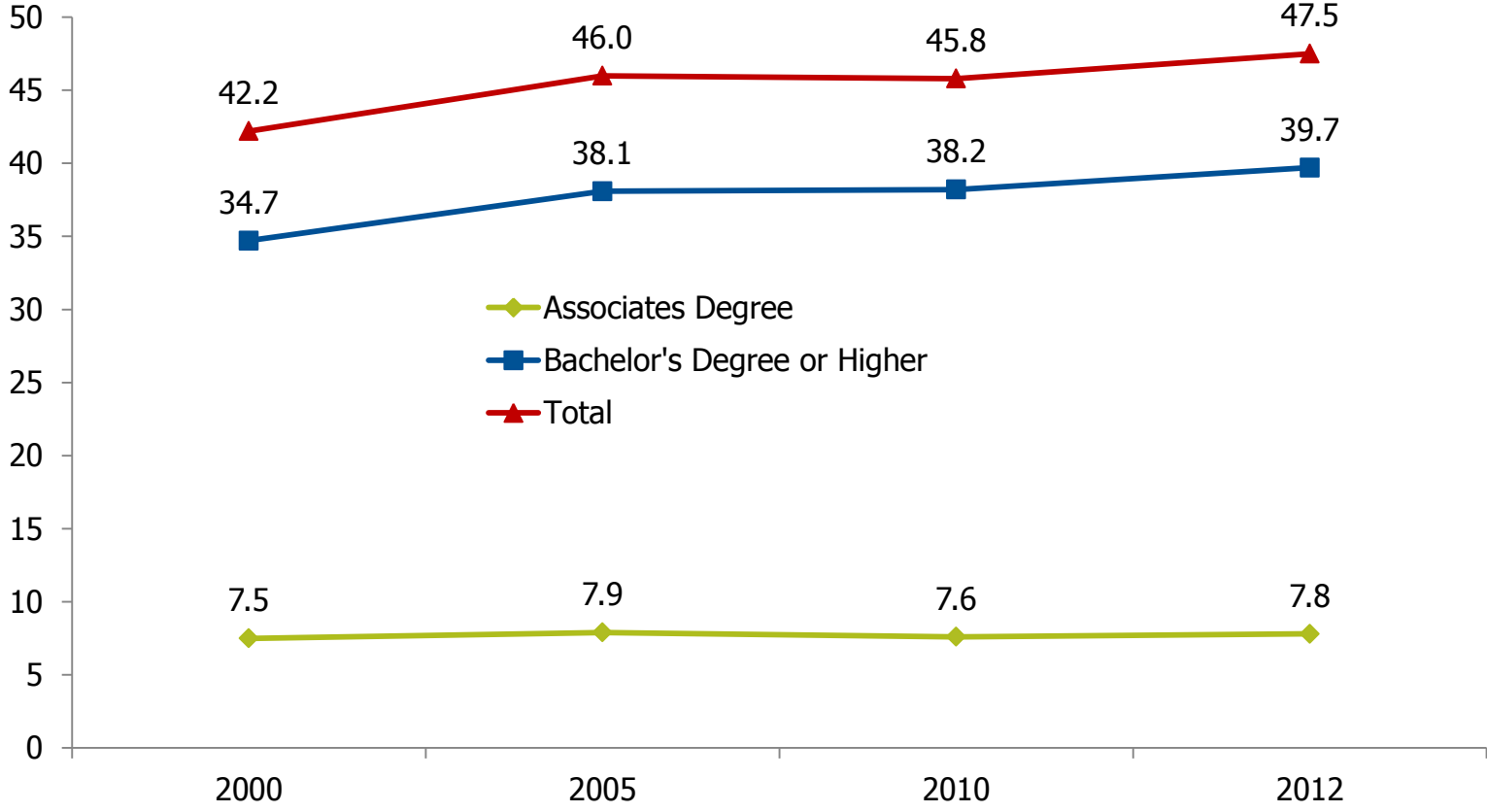
- Increase education attainment of the adult population of the state

Direct Measures

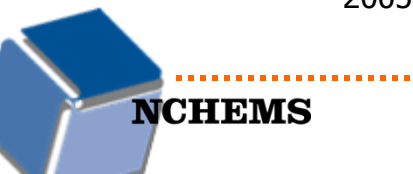
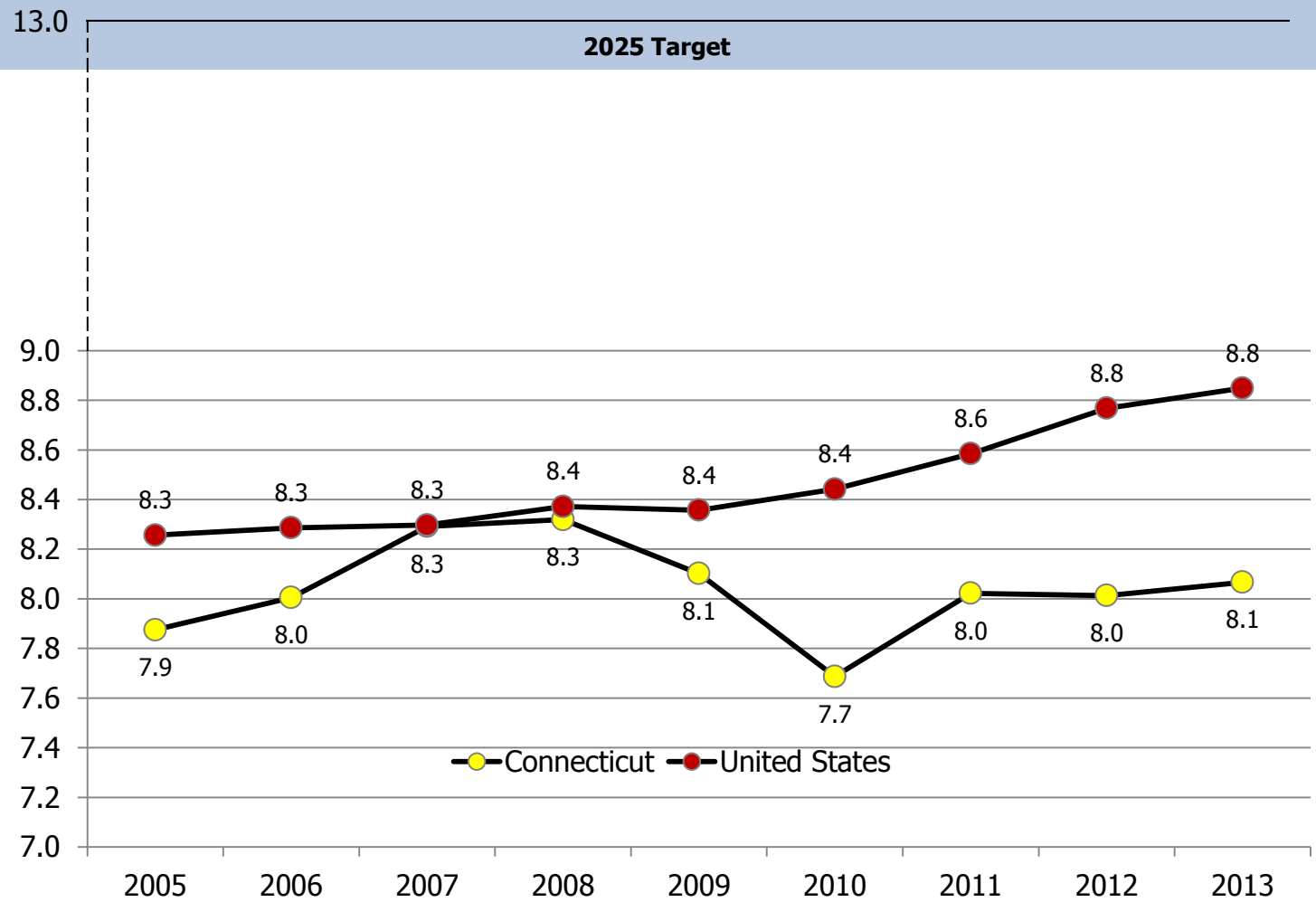
- Trends in proportion of population aged 25-64 with
 - An associate degree or higher
 - Associate degree only
 - Baccalaureate degree or higher
- Trends in the education attainment gap between whites and underrepresented minorities
 - 25-34 year-olds
 - 25-64 year-olds
- Trends in education attainment gaps between residents of cities' urban cores and the rest of the state
 - 25-34 year-olds
 - 25-64 year-olds

- * – Trends in quality of degrees awarded – extent to which degrees reflect deeper learning required in the workforce and by modern society

Connecticut Attainment, Adults Aged 25-64, 2000-2012

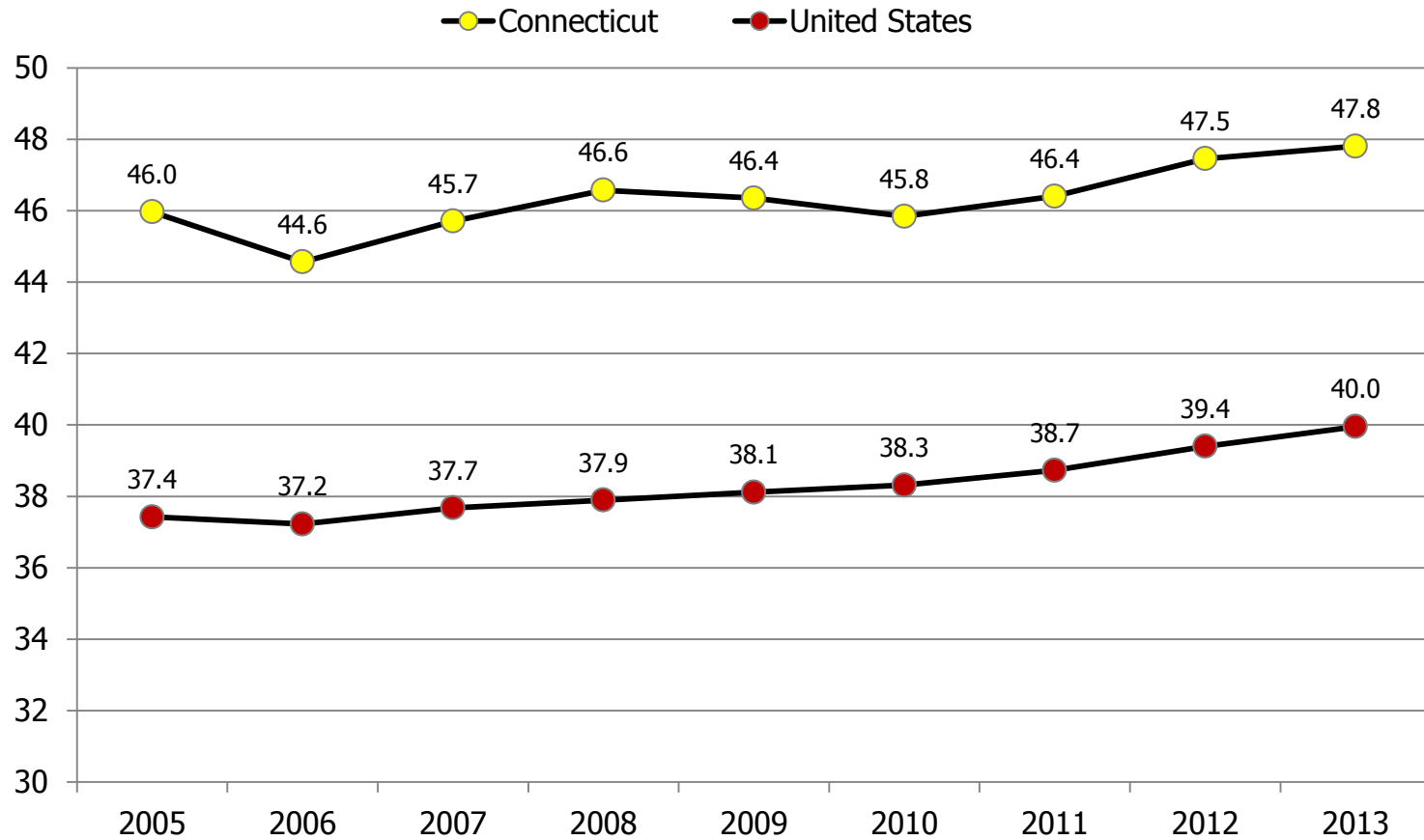


Percent of Population Age 25-64 with Just an Associates Degree, 2005-13

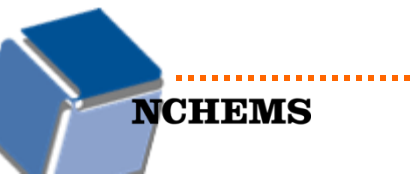
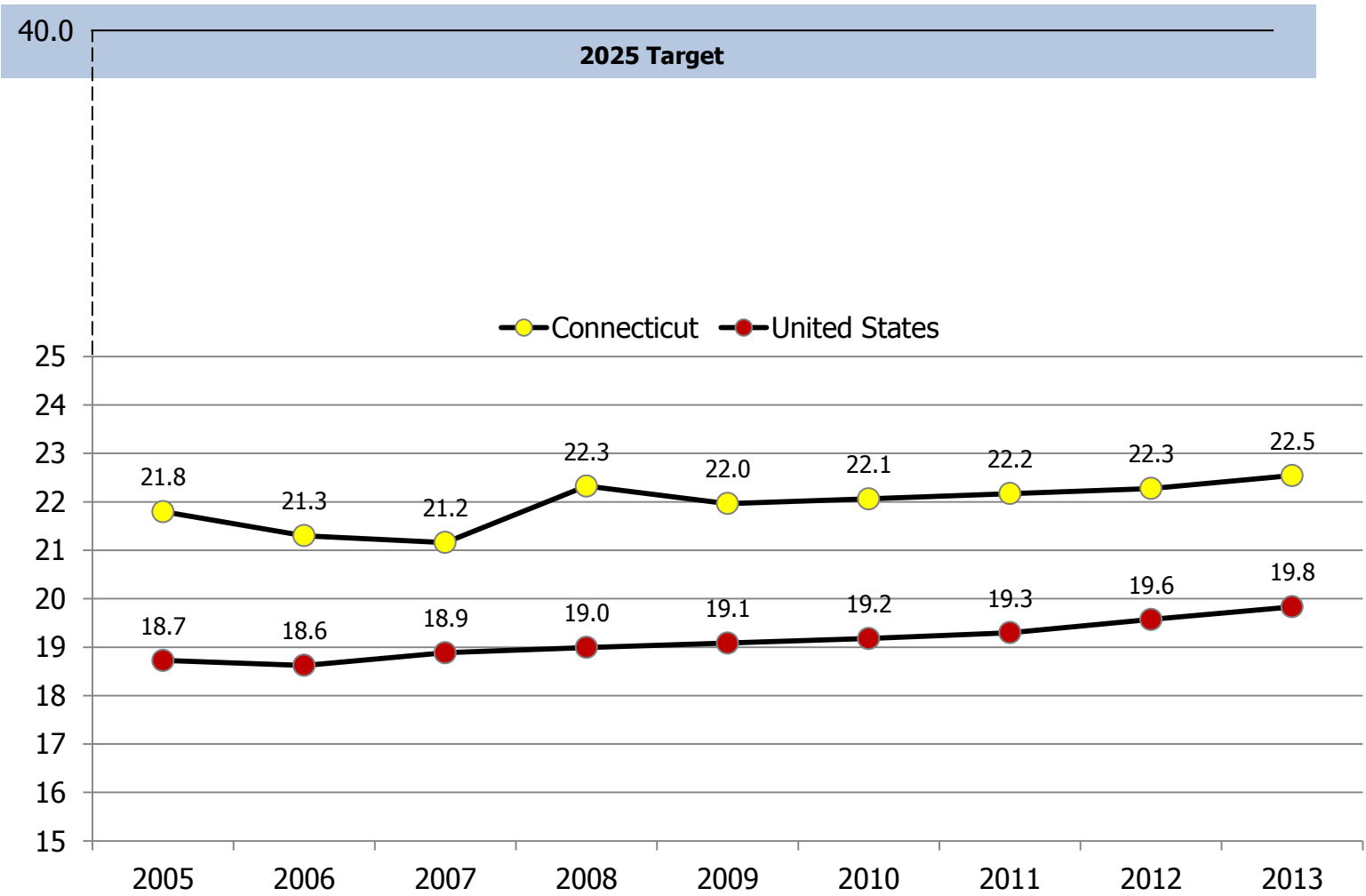


Source: U.S. Census Bureau, 2005-13 American Community Survey One-Year Estimates.

Percent of Population Age 25-64 with an Associates Degree or Higher, 2005-13

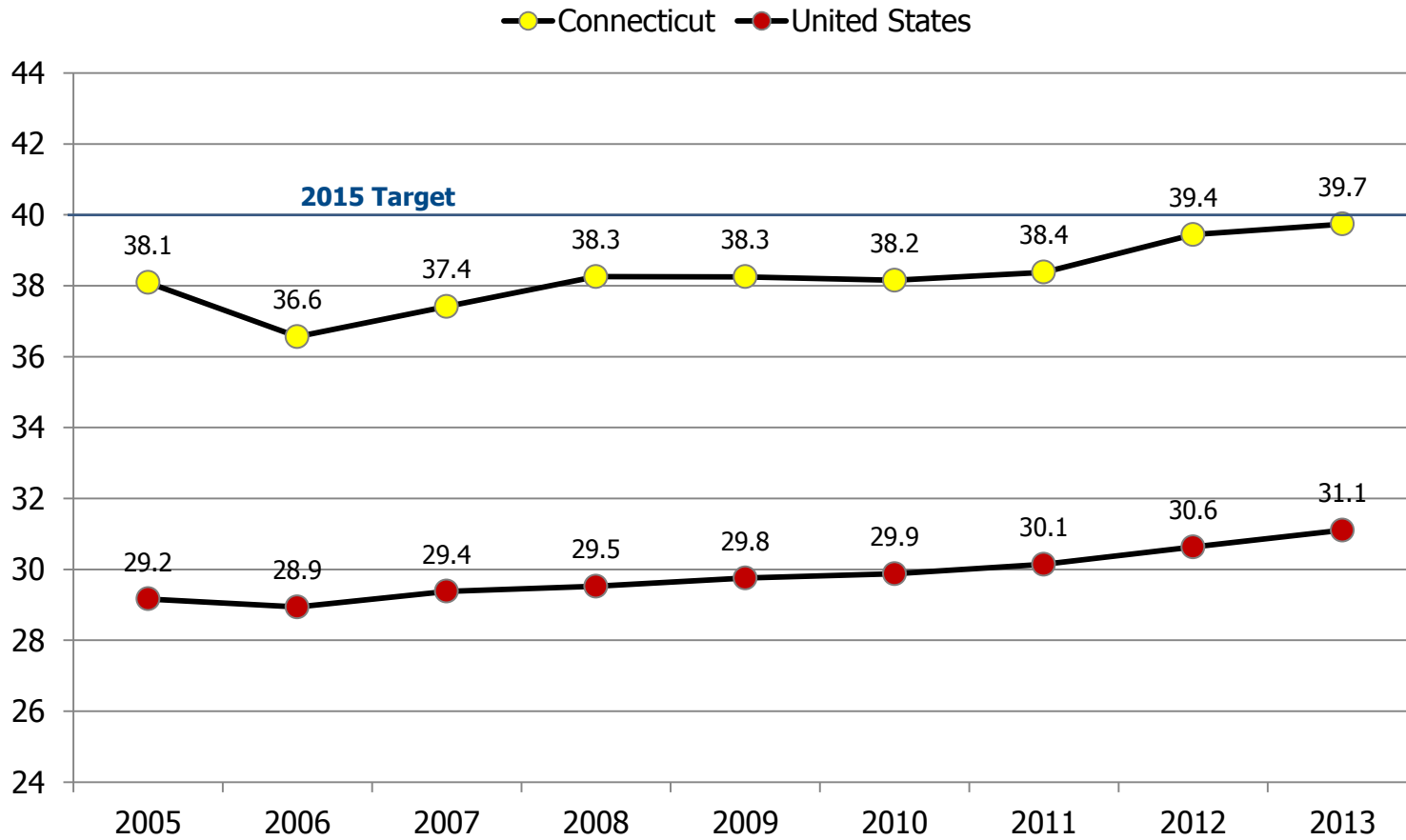


Percent of Population Age 25-64 with Just a Bachelors Degree, 2005-13

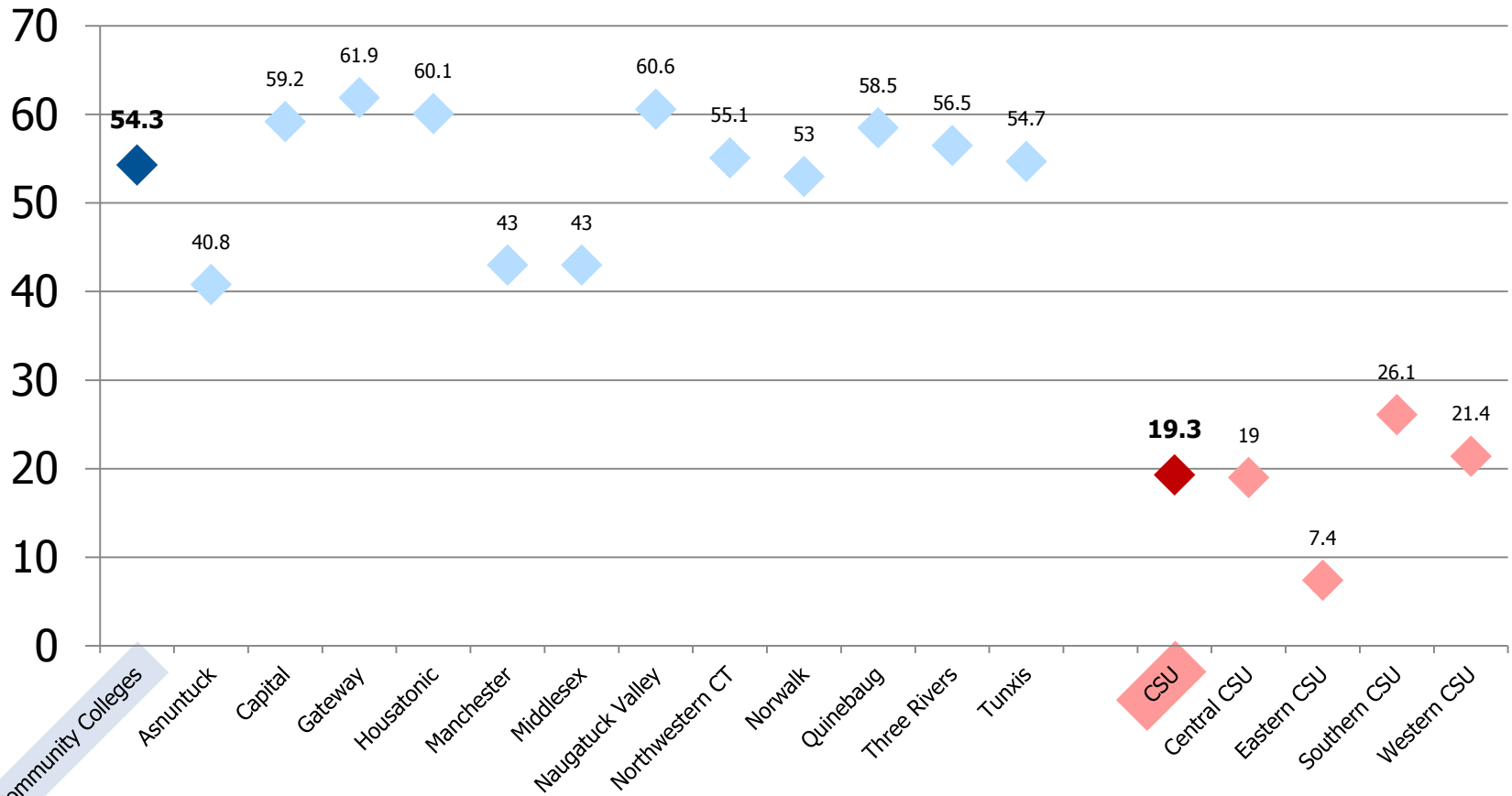


Source: U.S. Census Bureau, 2005-13 American Community Survey One-Year Estimates.

Percent of Population Age 25-64 with a Bachelor's Degree or Higher, 2005-13



Percent of Students Entering CSCU Requiring Remediation, 2010

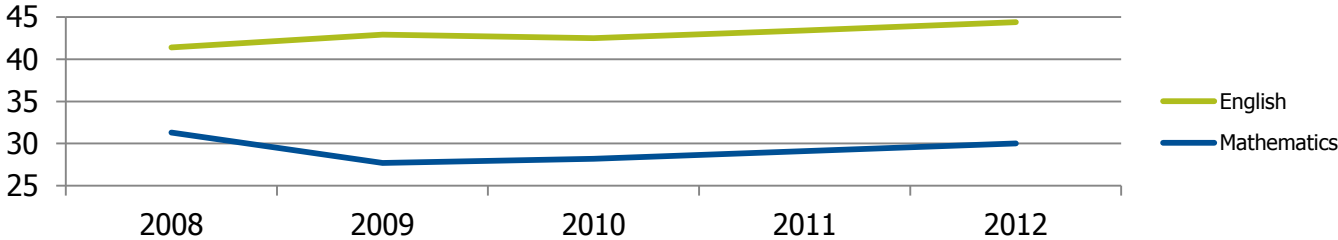


CT Community Colleges

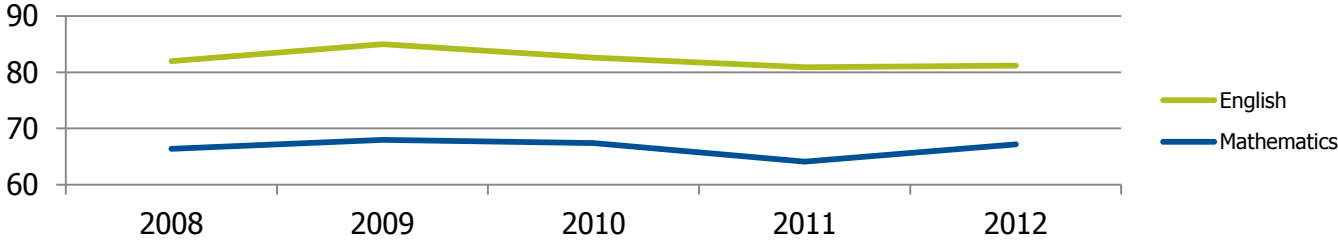
NCHEMS

Percent of Connecticut's Remedial Students Successfully Completing College-Level Courses

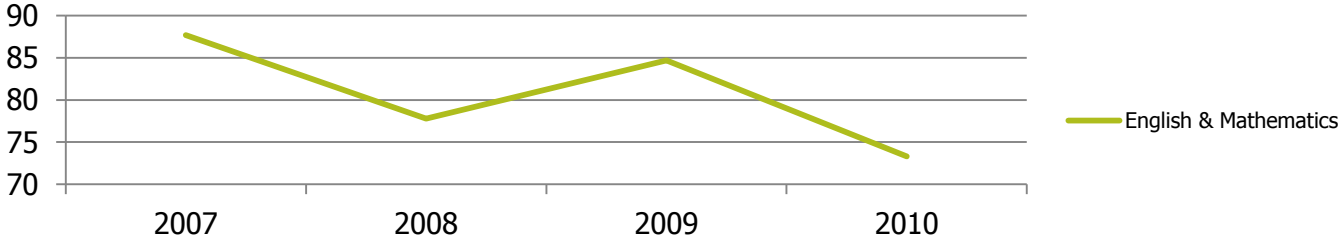
Connecticut Community Colleges



Connecticut State Universities

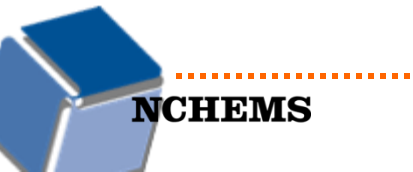
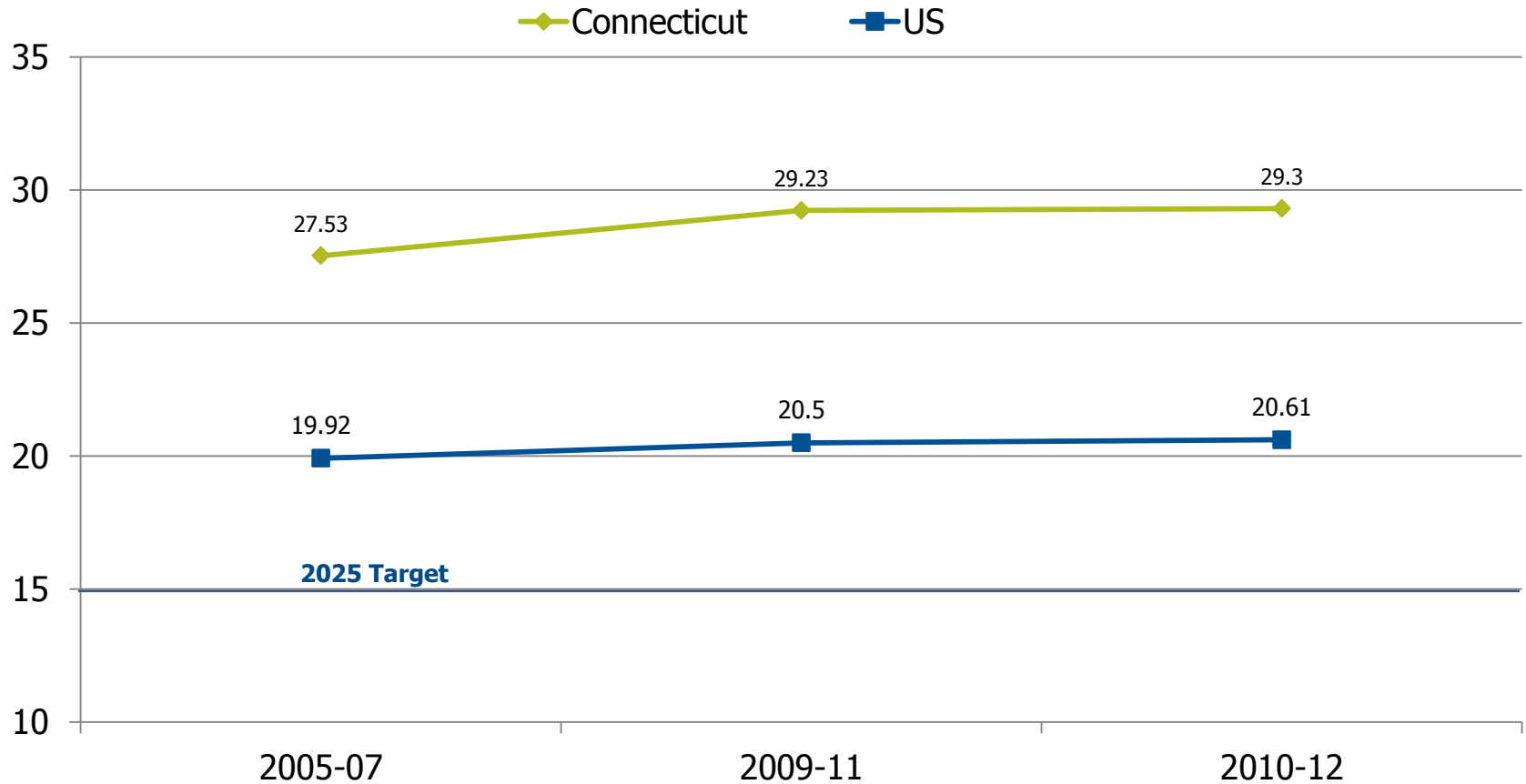


University of Connecticut (all campuses)



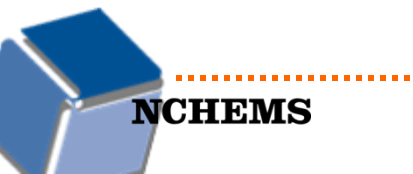
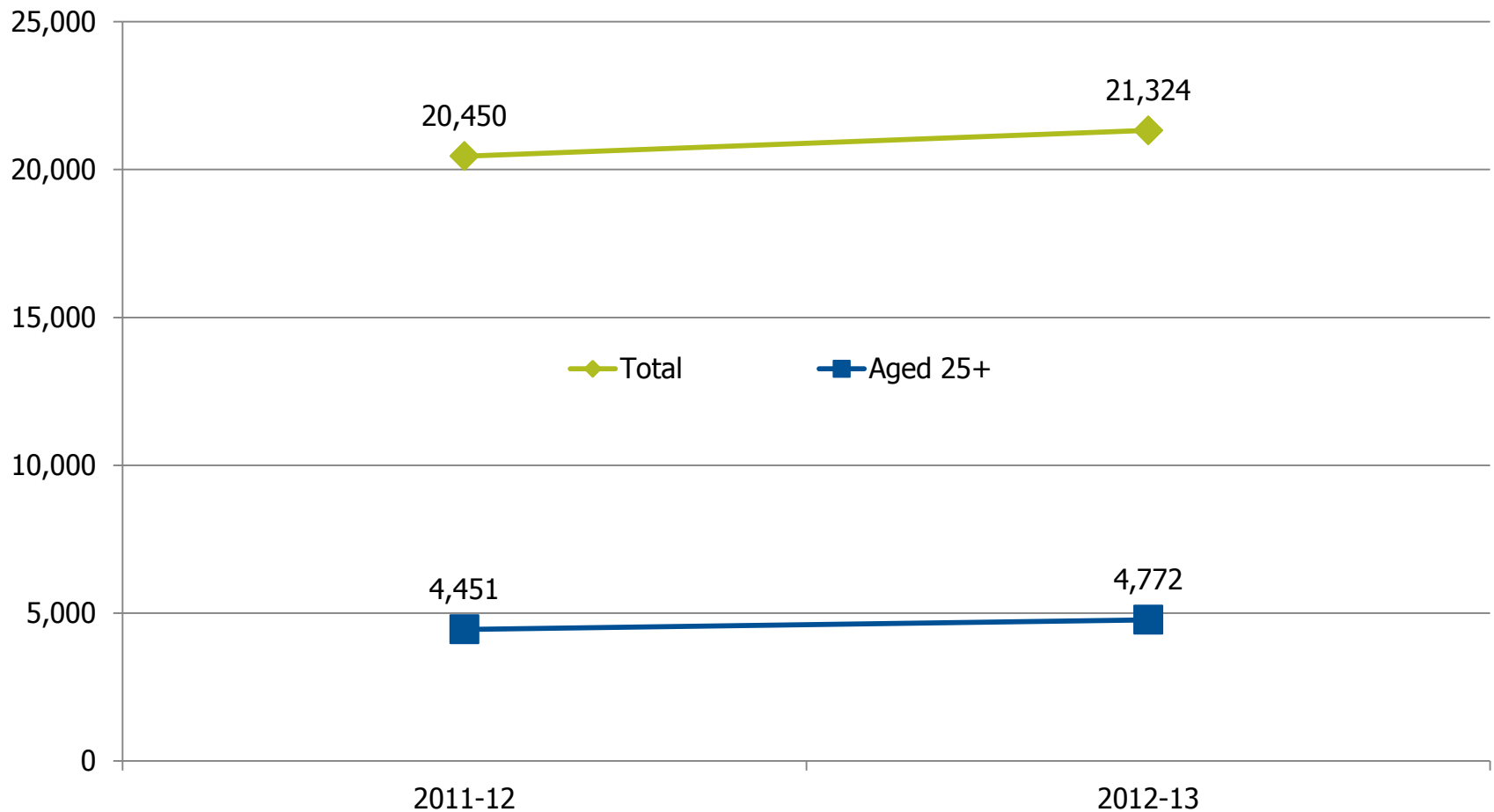
Source: HECC 2015 Accountability Report, Higher Education in Connecticut

Attainment Gap – Whites and Underrepresented Minorities (Black, Hispanic, Native American/Alaska Native), 2005-2012

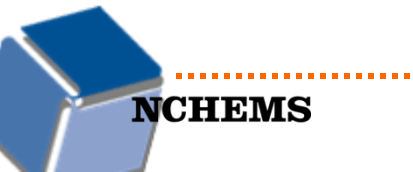
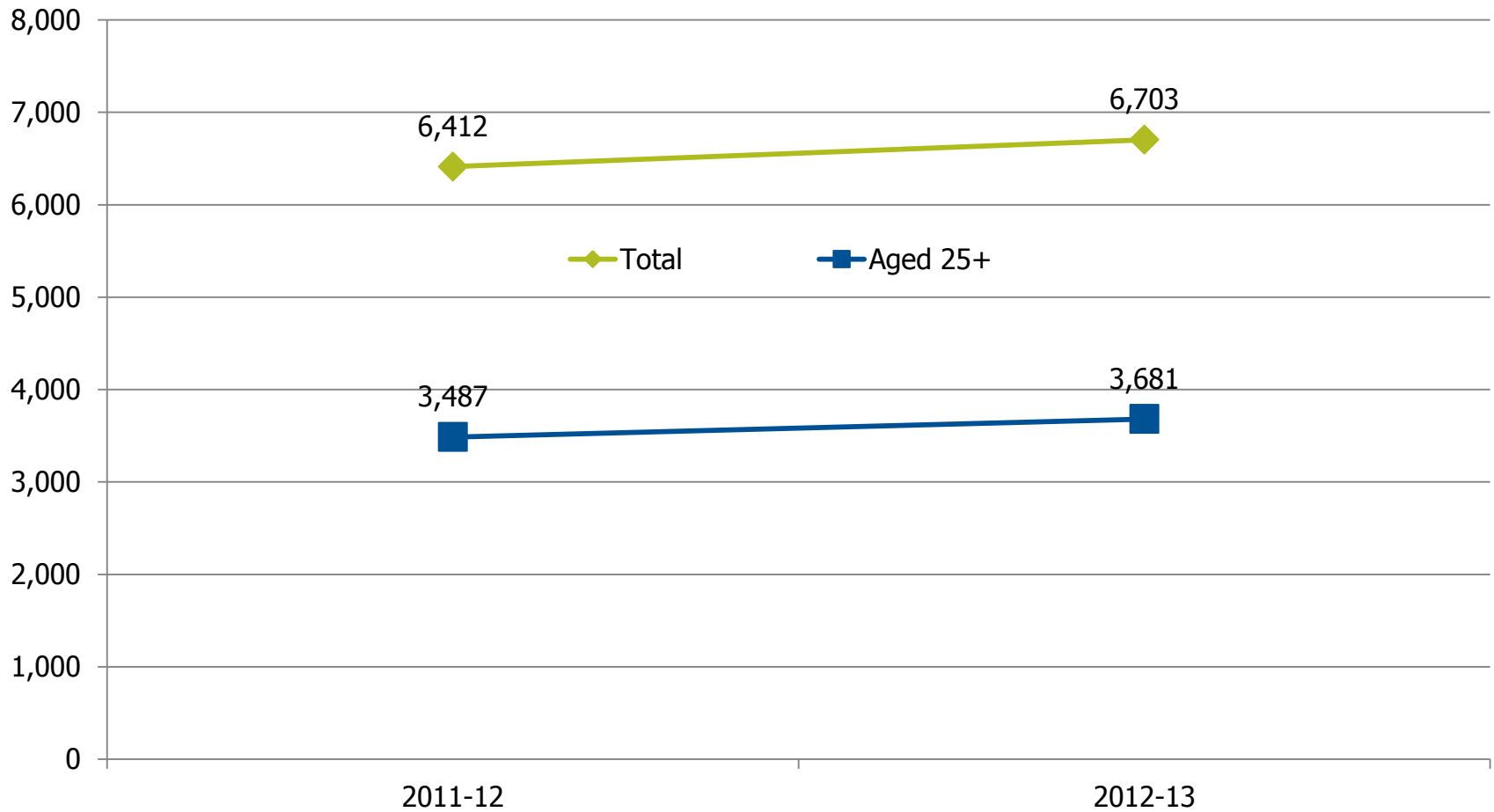


Source: U.S. Census Bureau, American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.

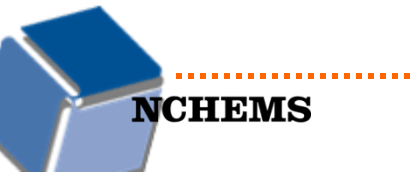
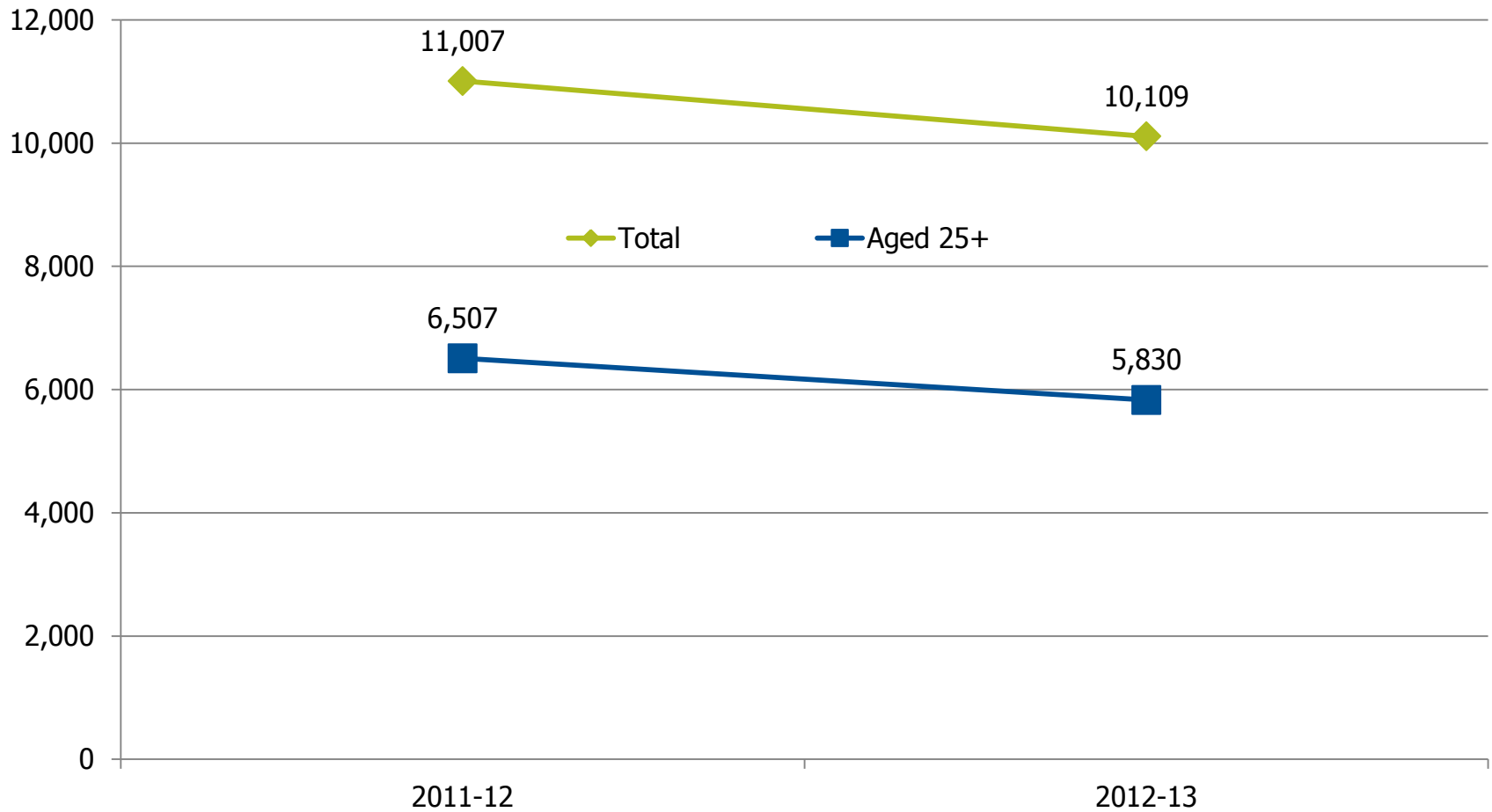
Baccalaureate Degrees Awarded, Connecticut



Associate Degrees Awarded, Connecticut

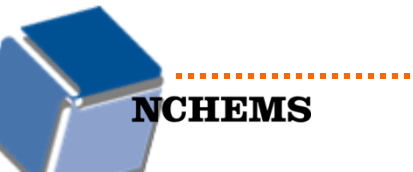
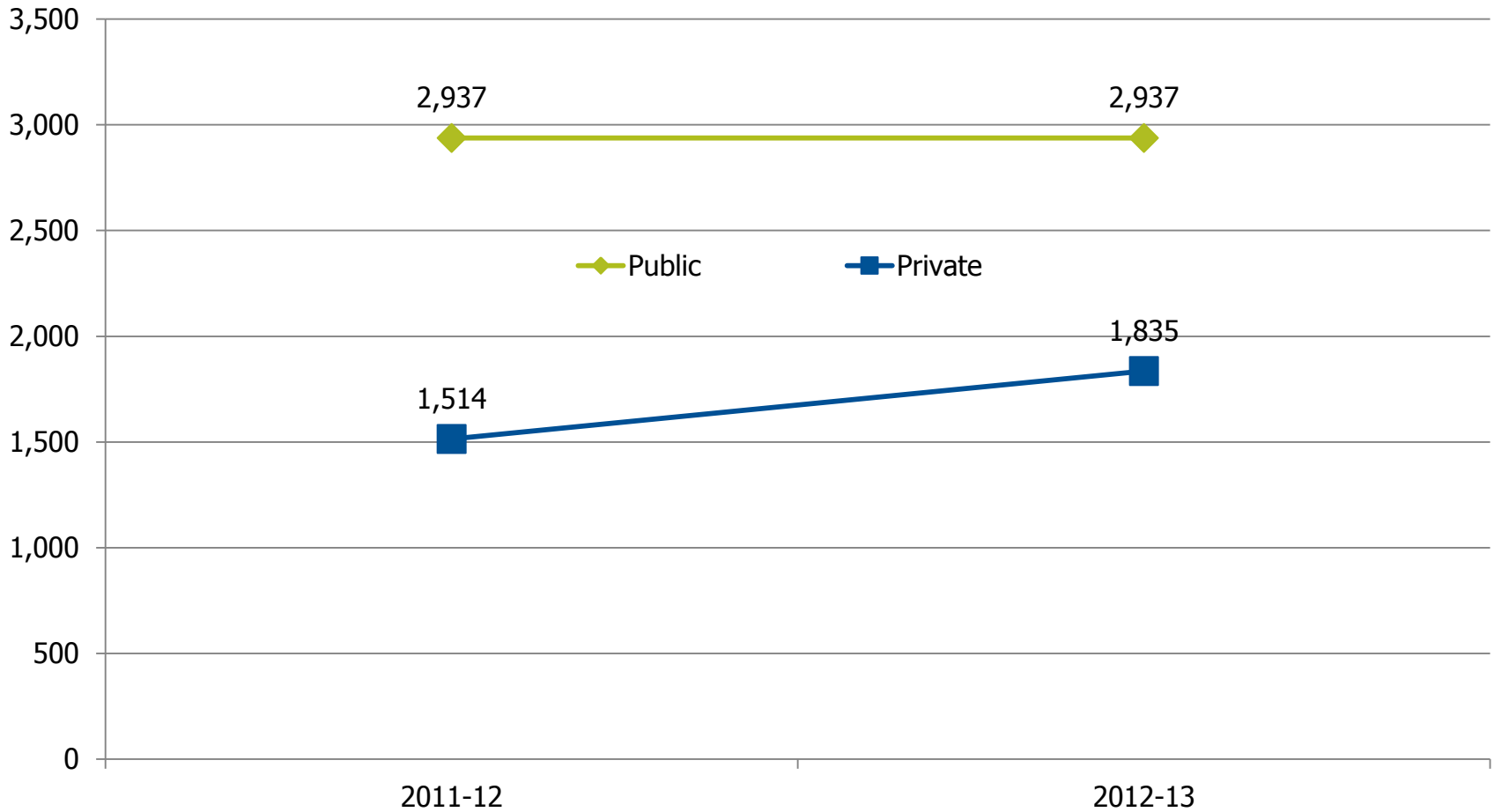


Certificates Awarded, Connecticut

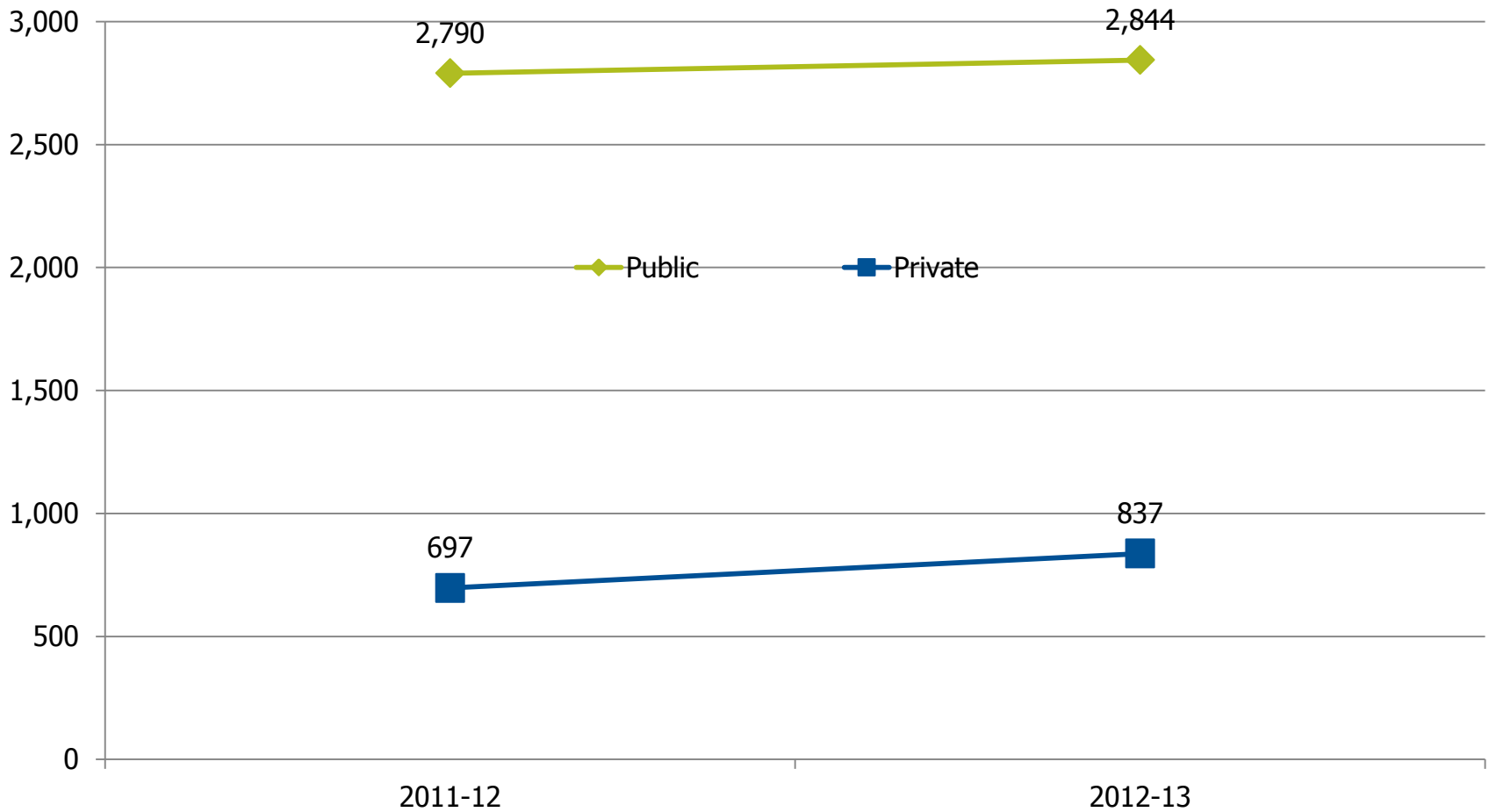


Baccalaureate Degrees Awarded to Individuals Aged 25+

Connecticut

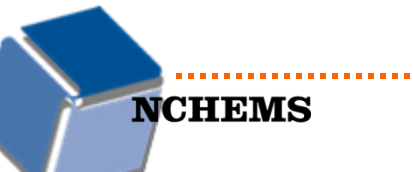
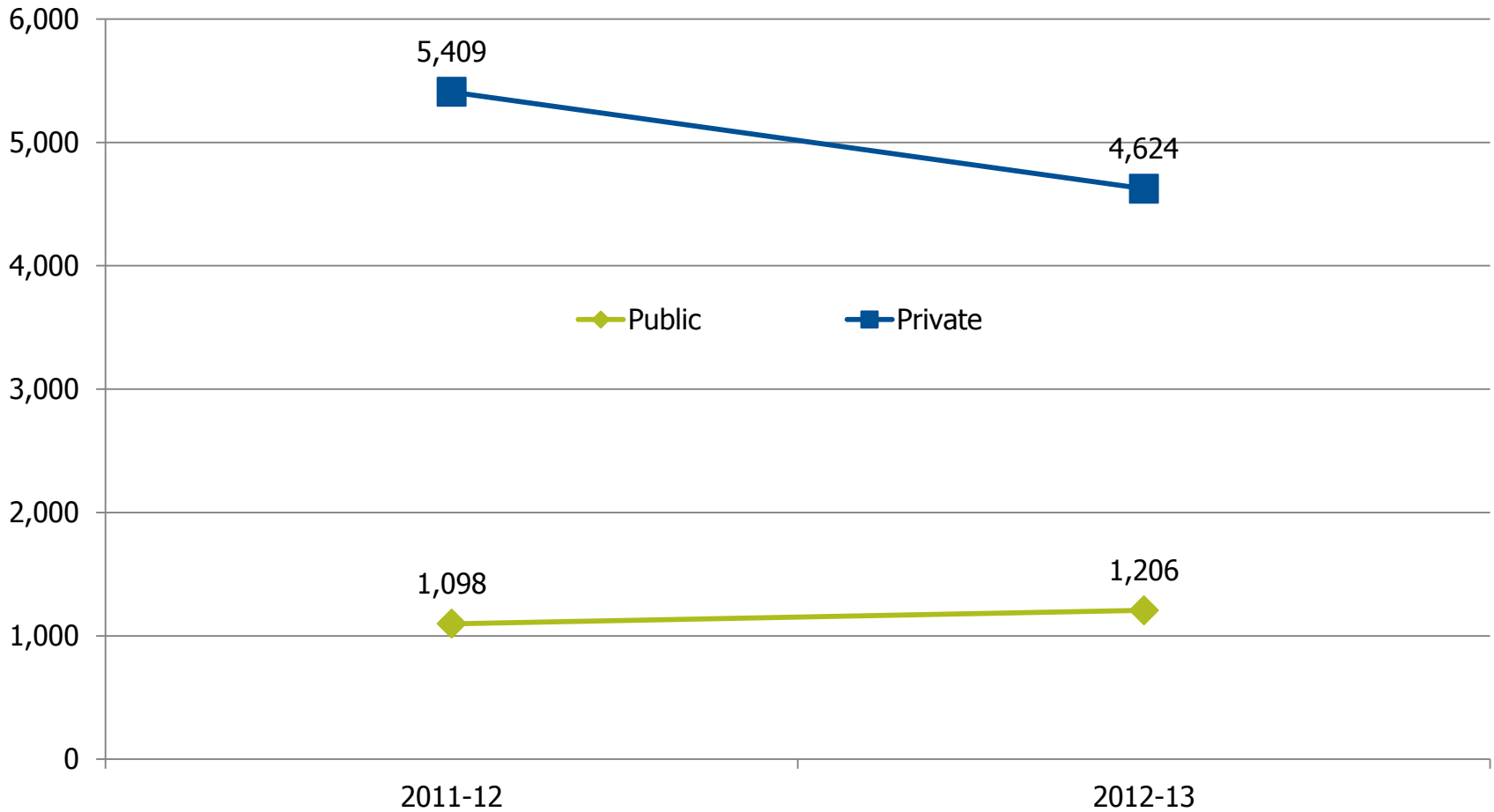


Associate Degrees Awarded to Individuals Aged 25+ Connecticut



Certificates Awarded to Individuals Aged 25+

Connecticut



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

Direct Measures

- Trends in numbers of degrees produced in fields identified as state priorities (STEM, health, digital media, high-value certificates – advanced manufacturing)
 - Doctoral degrees
 - Masters degrees
 - Baccalaureate degree
 - Associate degree
 - Certificates

Connecticut Goals

- **Goal 2: (continued)**

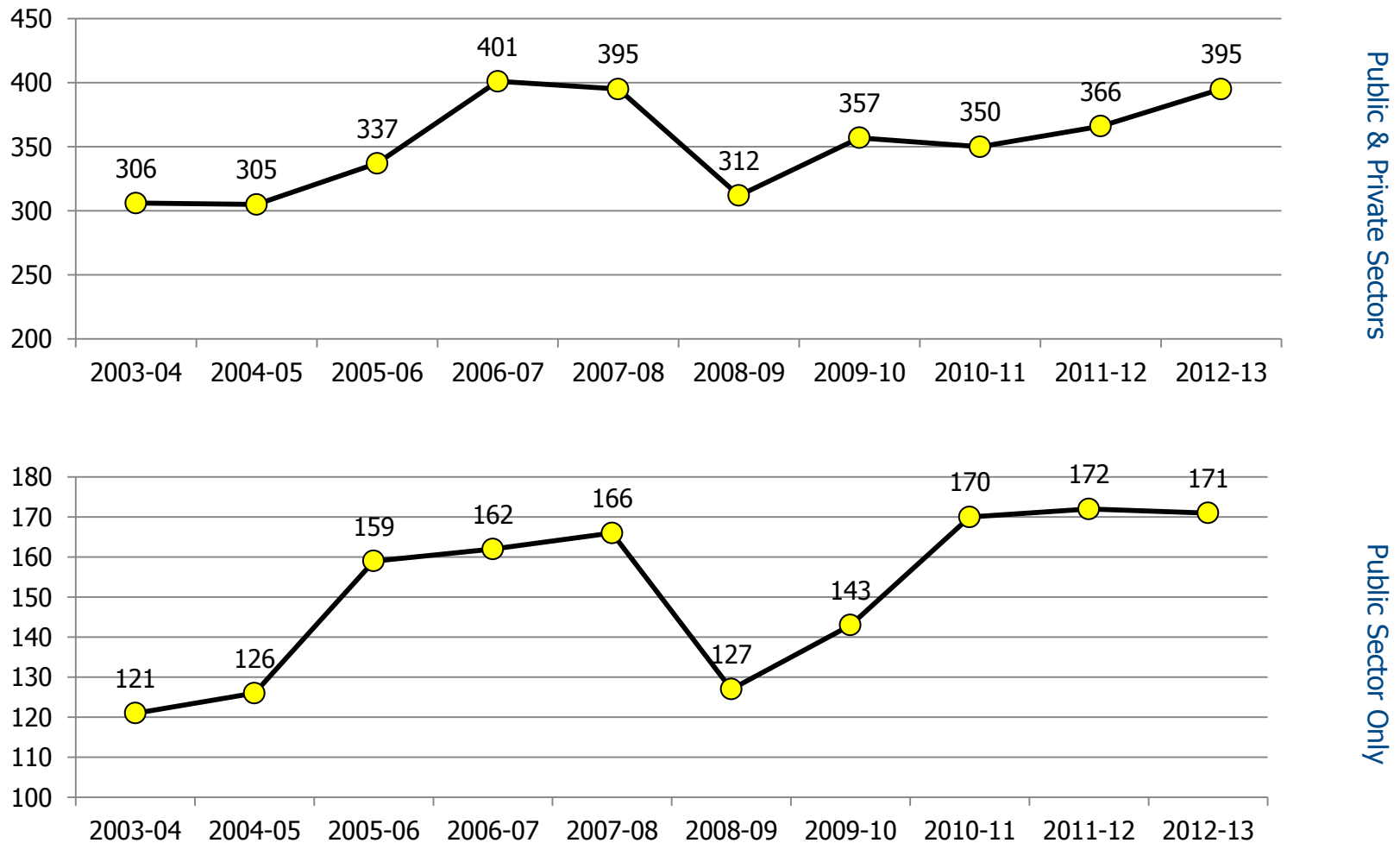
Direct Measures (continued)

- Business activity resulting from research
- Partnerships
- Students engaged in community service

Contextual/Related Measures

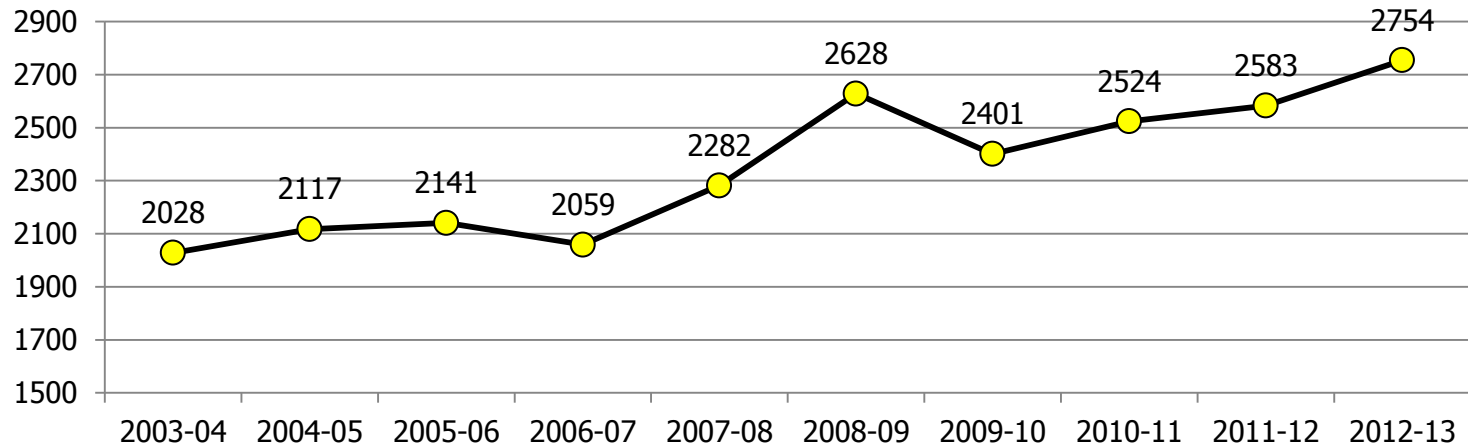
- Per capita income by county
- Annual net (in/out) migration of individuals with high wage jobs
- Percent of jobs, by county, that are living wage

Connecticut High Priority Doctoral Degrees Produced (Health, STEM, Digital Media), 2004 through 2013

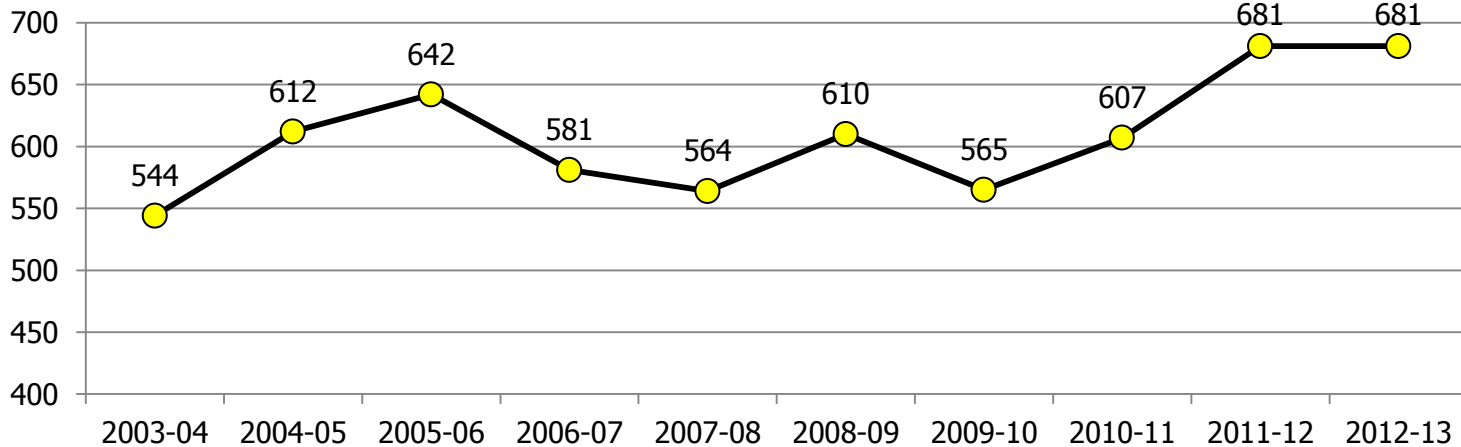


Source: NCES, IPEDS Completions Files 2004-2013.

Connecticut High Priority Masters Degrees Produced (Health, STEM, Digital Media), 2004 through 2013



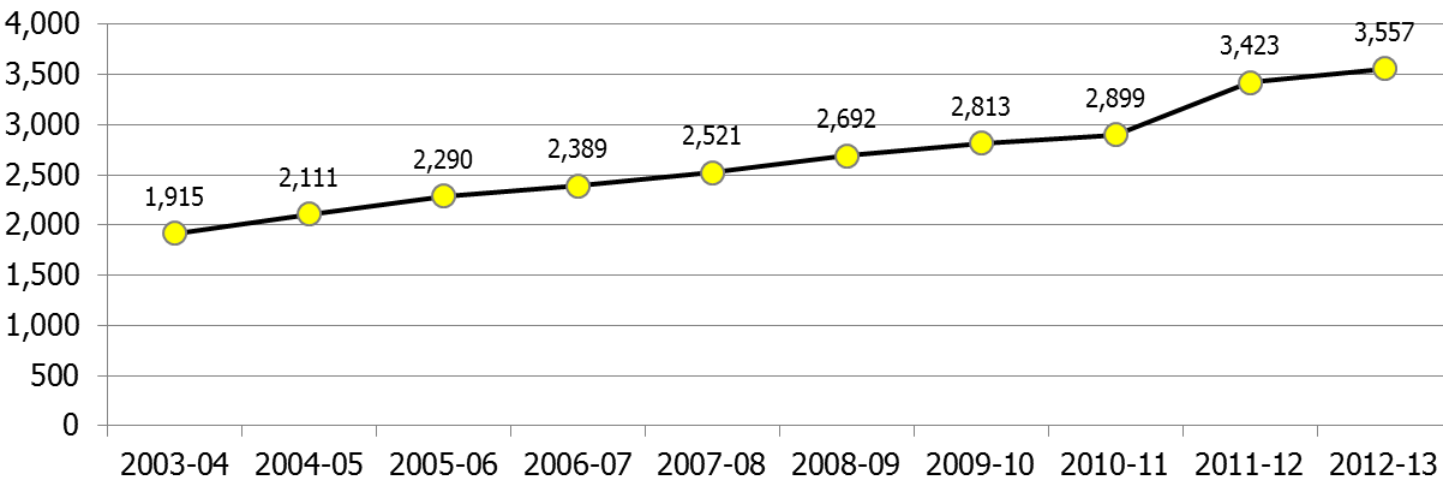
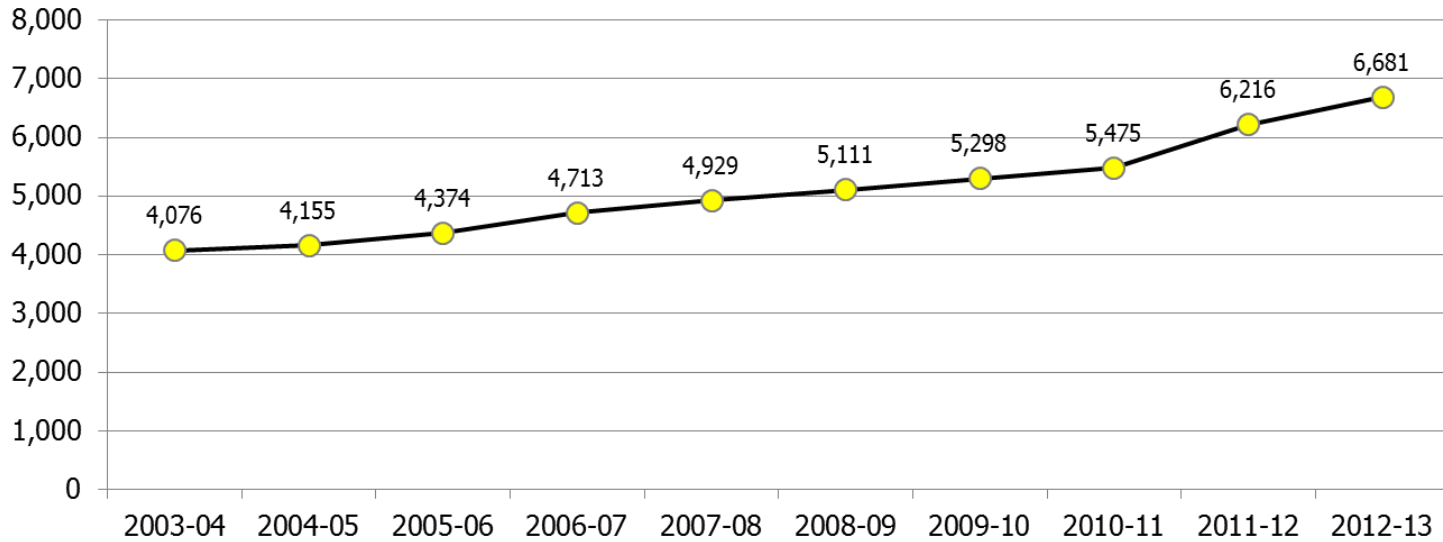
Public & Private Sectors



Public Sector Only

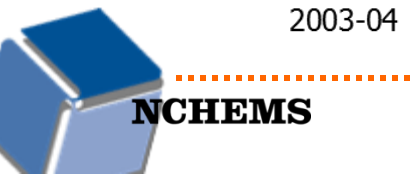


Connecticut High Priority Bachelor's Degrees Produced (Health, STEM, Digital Media), 2004 through 2013



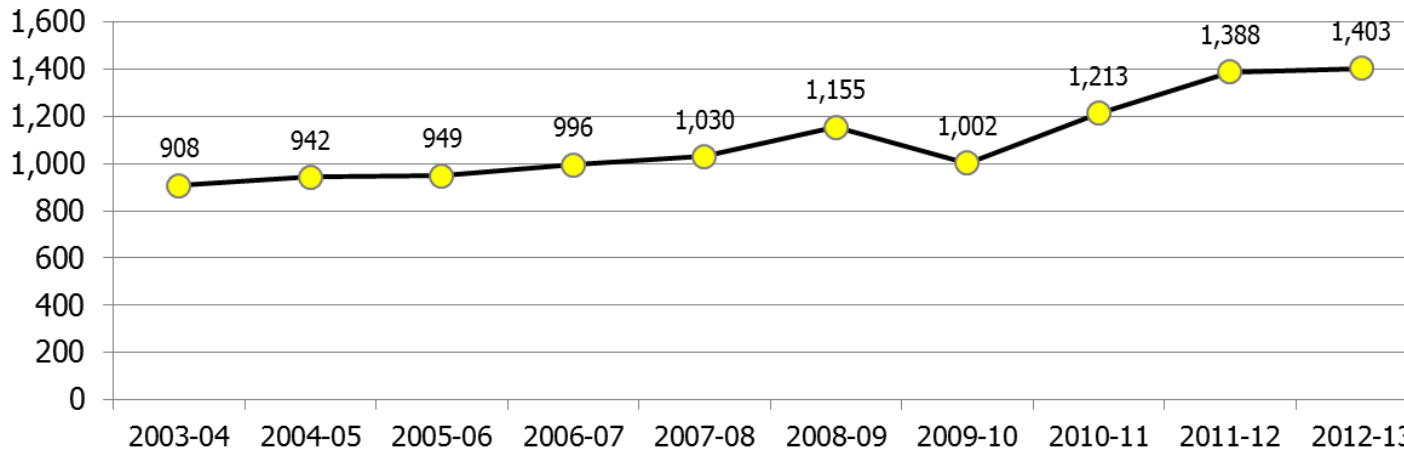
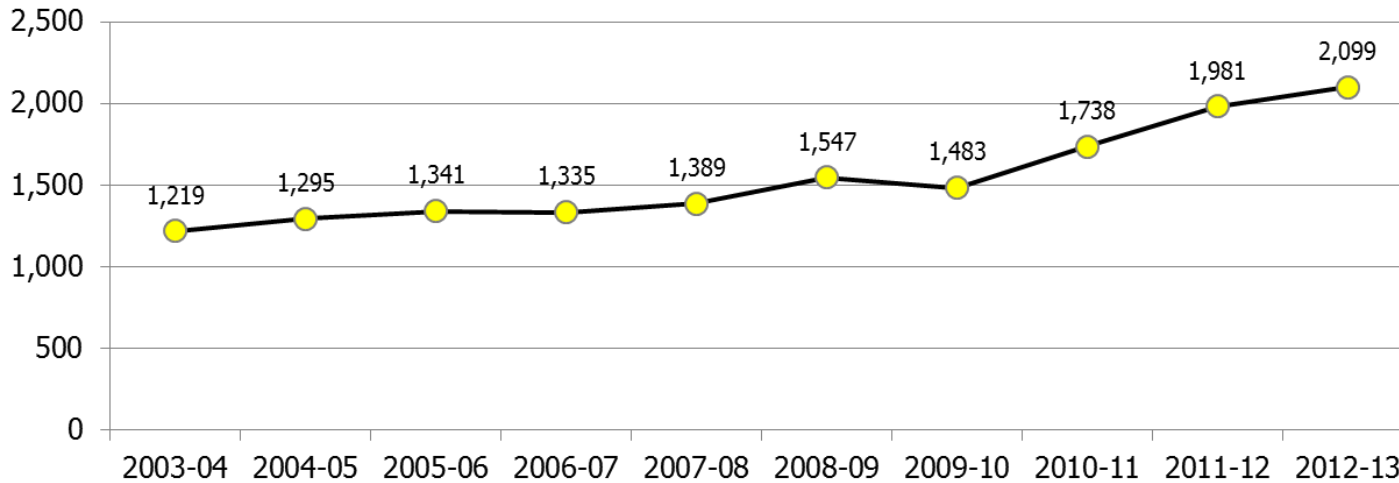
Public & Private Sectors

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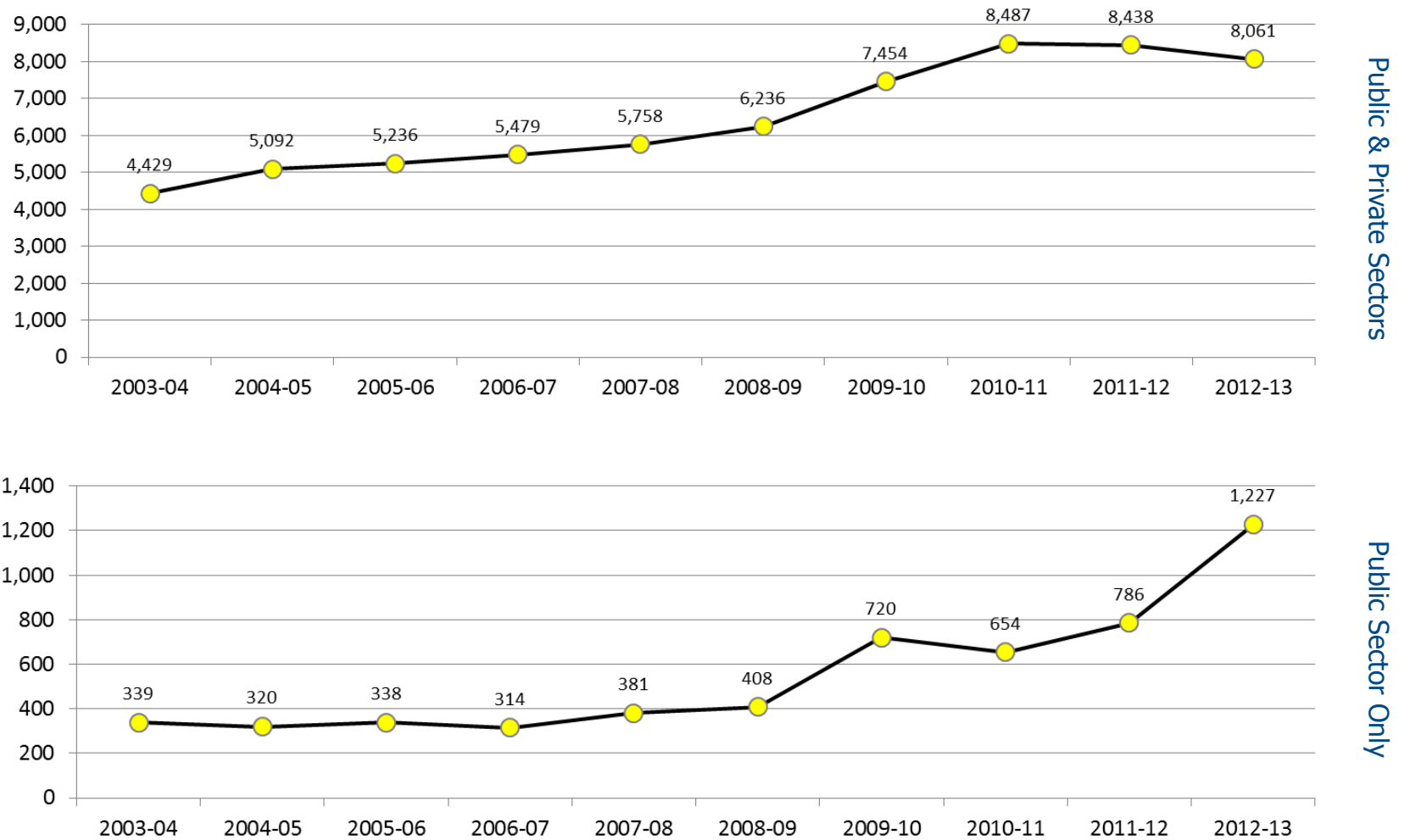


Source: NCES, IPEDS Completions Files 2004-2013.

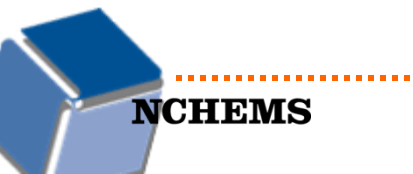
Connecticut High Priority Associates Degrees Produced (Health, STEM), Public & Private Sectors, 2004 through 2013



Connecticut High Value Undergraduate Certificates Produced (Health, Trades, Technical), 2004 - 2013

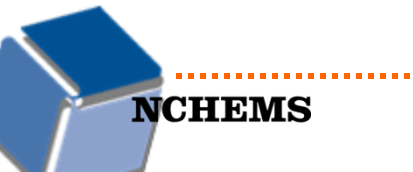


Source: NCES, IPEDS Completions Files 2004-2013.

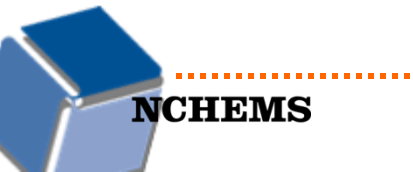


Business Activity Resulting from Research

- (data from UCONN)

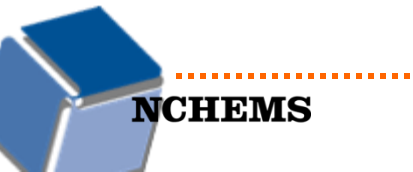


Metrics to be Developed Partnerships

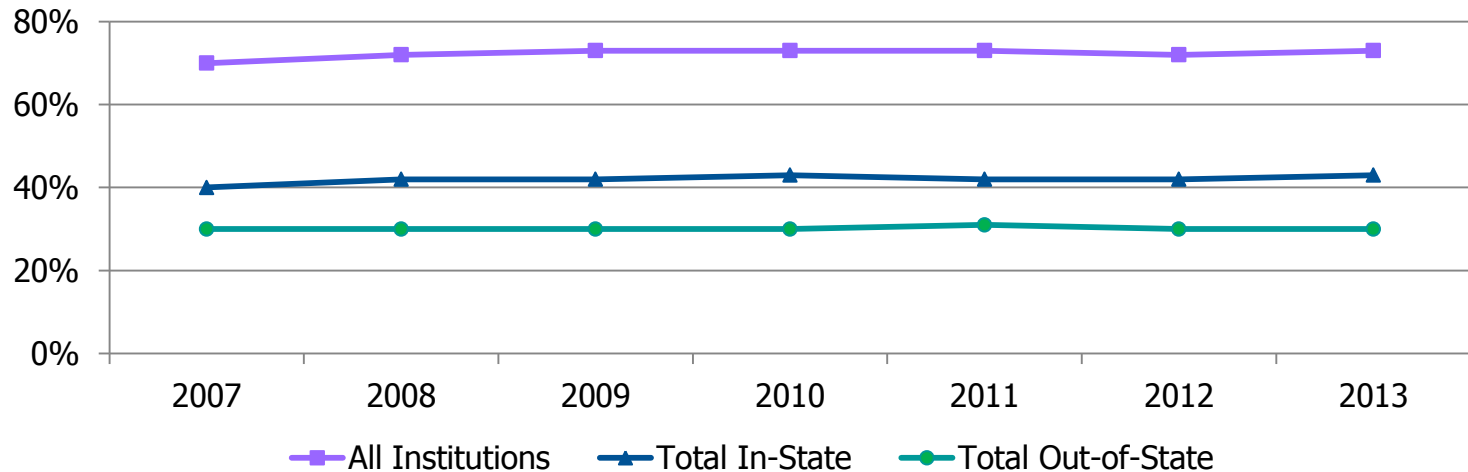
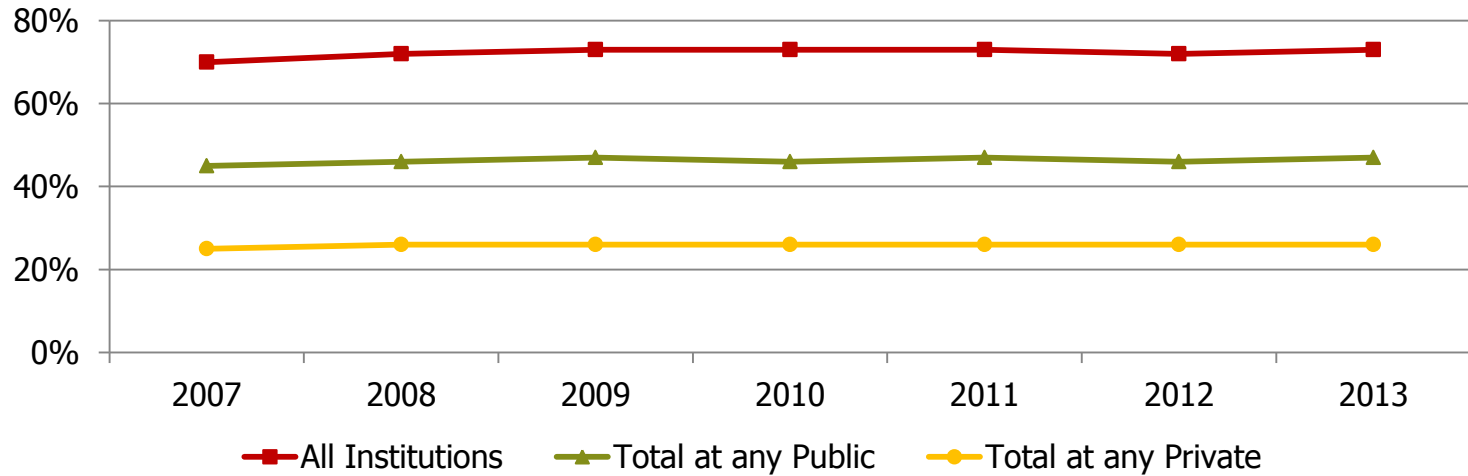




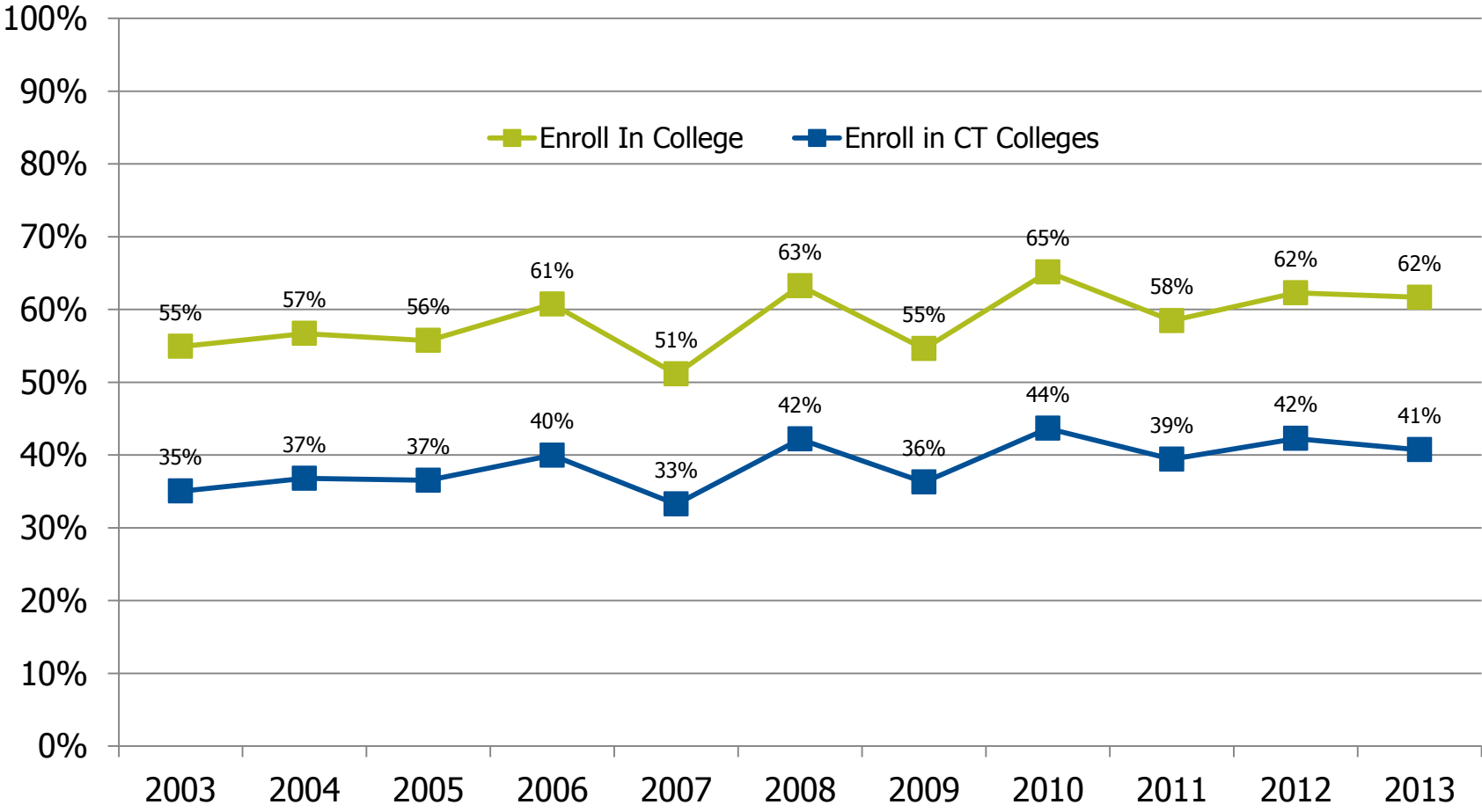
Metrics to be Developed
Students Engaged in Community Service



Percent of Connecticut Public High School Graduates Enrolled in College Anywhere and at Any Time During the 1st Year After High School

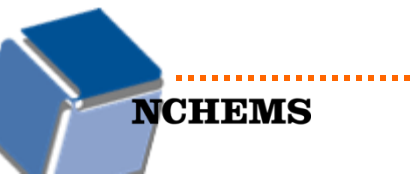
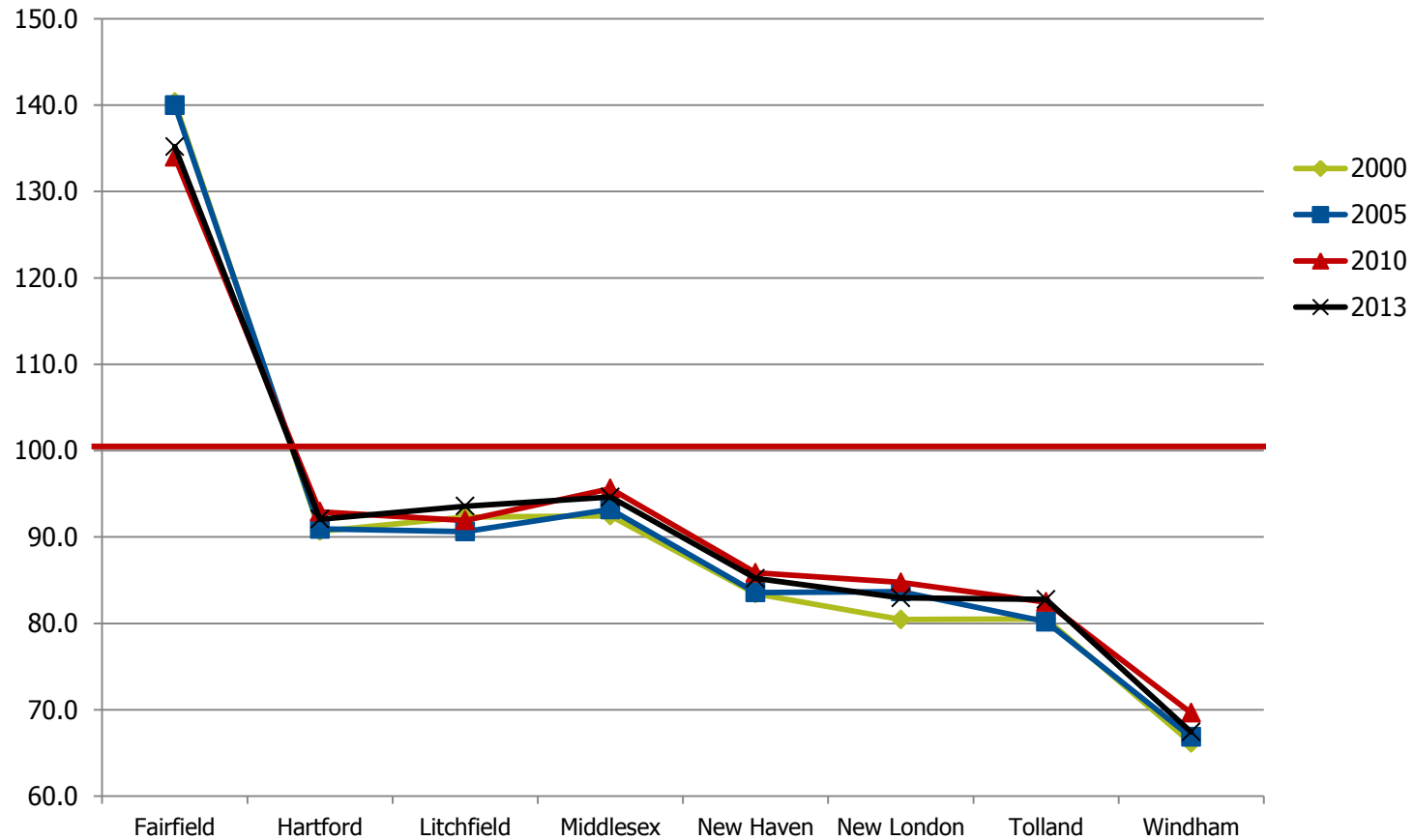


Proportion of Recent Connecticut High School Graduates Enrolling in Connecticut Institutions

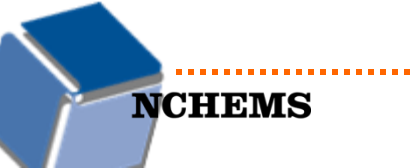
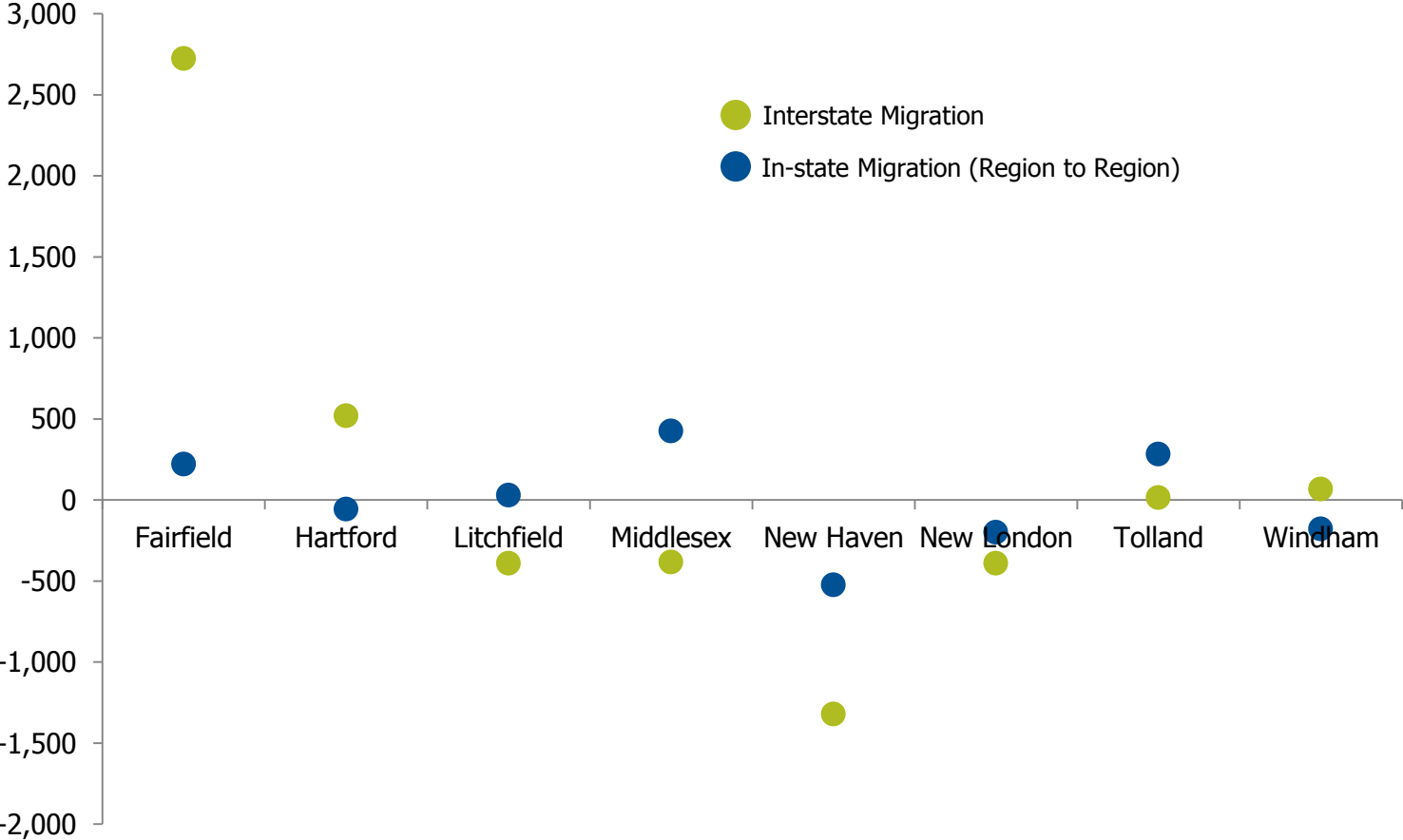


Source: NCHEMS NCES IPEDS Enrollment Survey, Part C, Fall 2003-2013; WICHE Knocking at the College Door, December 2012

Per Capita Income as a Percent of Statewide Per Capital Income

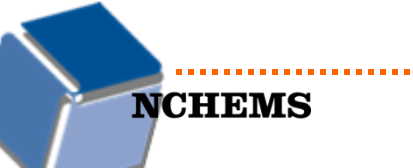
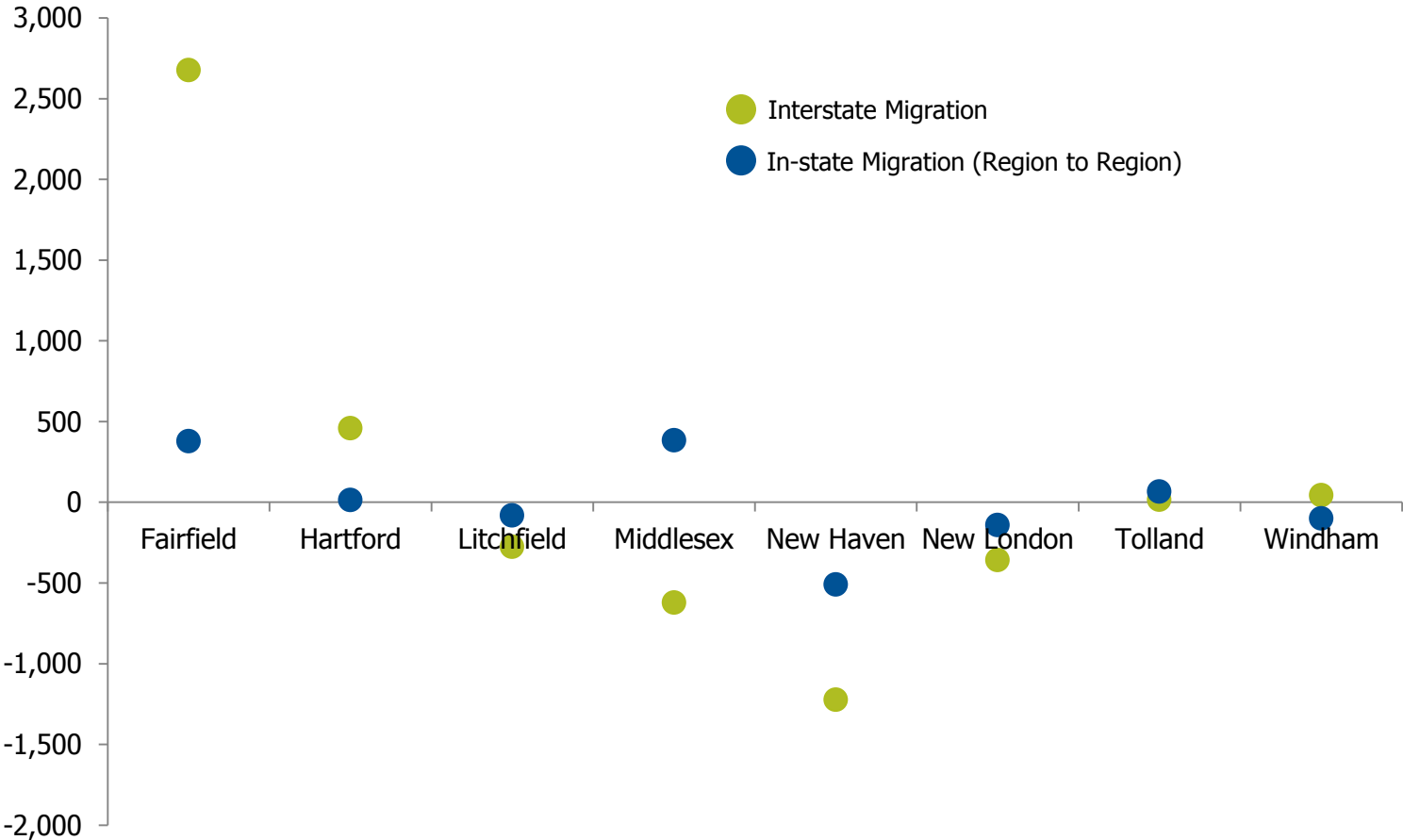


Connecticut Average Annual Net-Migration of Population Age 25-64 with at Least an Associate Degree Who have/had High Wage Jobs, 2011-13



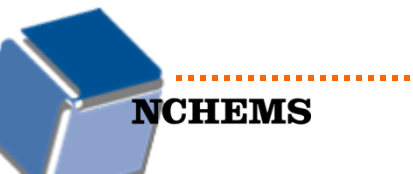
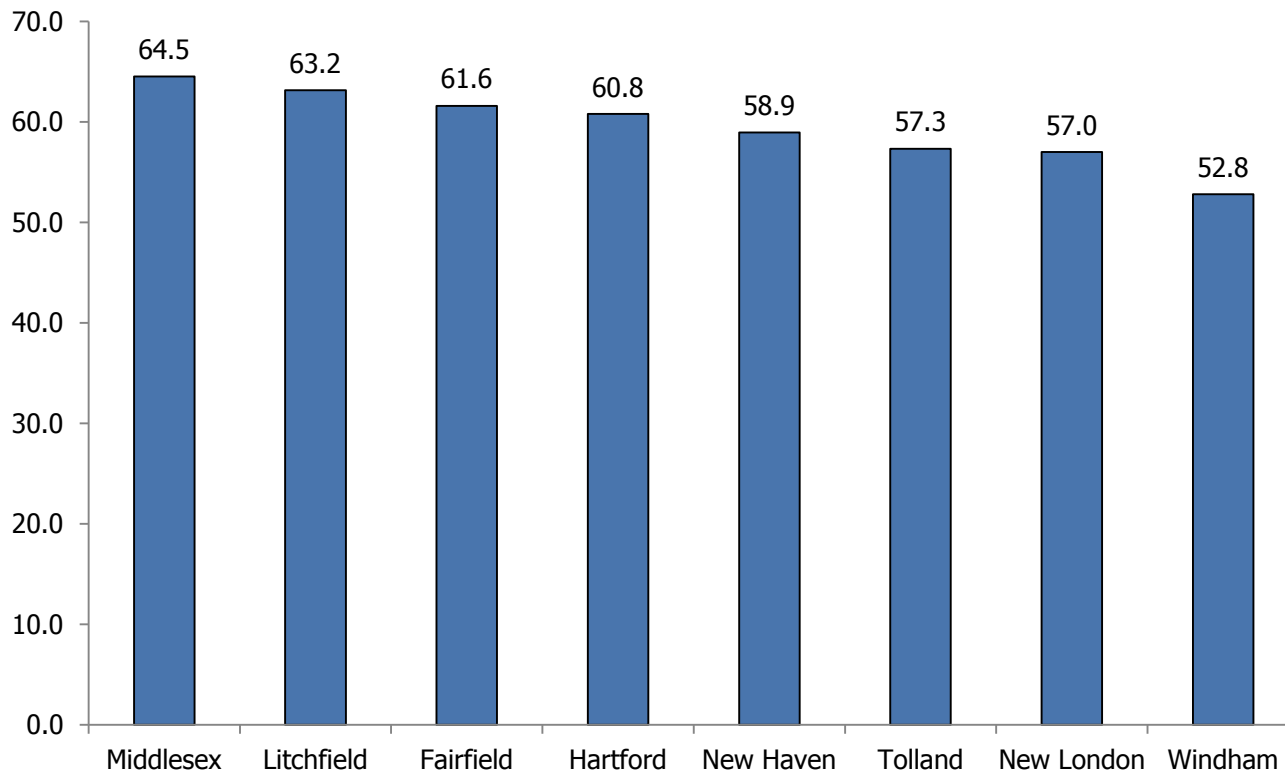
Source: U.S. Census Bureau, 2011-13 American Community Survey Three-Year Public Use Microdata Sample.

Connecticut Average Annual Net-Migration of Population Age 25-64 with at Least a Baccalaureate Degree Who have/had High Wage Jobs, 2011-13



Source: U.S. Census Bureau, 2011-13 American Community Survey Three-Year Public Use Microdata Sample.

Percent of Occupations that are "Living Wage" Occupations by County, 2011-13



Source: U.S. Census Bureau, 2011-13 American Community Survey Three-Year Public Use Microdata Sample.
Note: "Living Wage" defined as wages greater than the second wage income quintile for all Connecticut wage earners (\$28,474 and above). By definition, CT = 60%.

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

In-State Tuition & Fees at Connecticut Public Institutions

	08-09	09-10	10-11	11-12	12-13
UCONN	9,886	10,416	10,670	11,240	12,022
CT State U's	7,578	8,050	8,248	8,541	8,981
Chapter Oak	5,825	6,043	5,794	6,393	6,732
Community Colleges	3,200	3,400	3,490	3,598	3,786

Funding for Student Financial Aid (in 000's)

	09-10	10-11	11-12	12-13	13-14
Need-based	63,069	63,341	51,769	45,486	39,805
Non-need-based	276	270	310	339	268
Non-Grant Programs*	72,593	80,153	88,012	92,801	106,903
Total	135,938	143,765	140,091	138,626	146,976

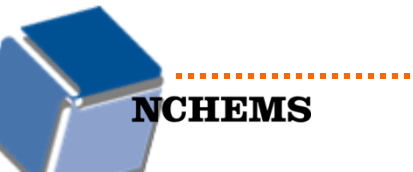
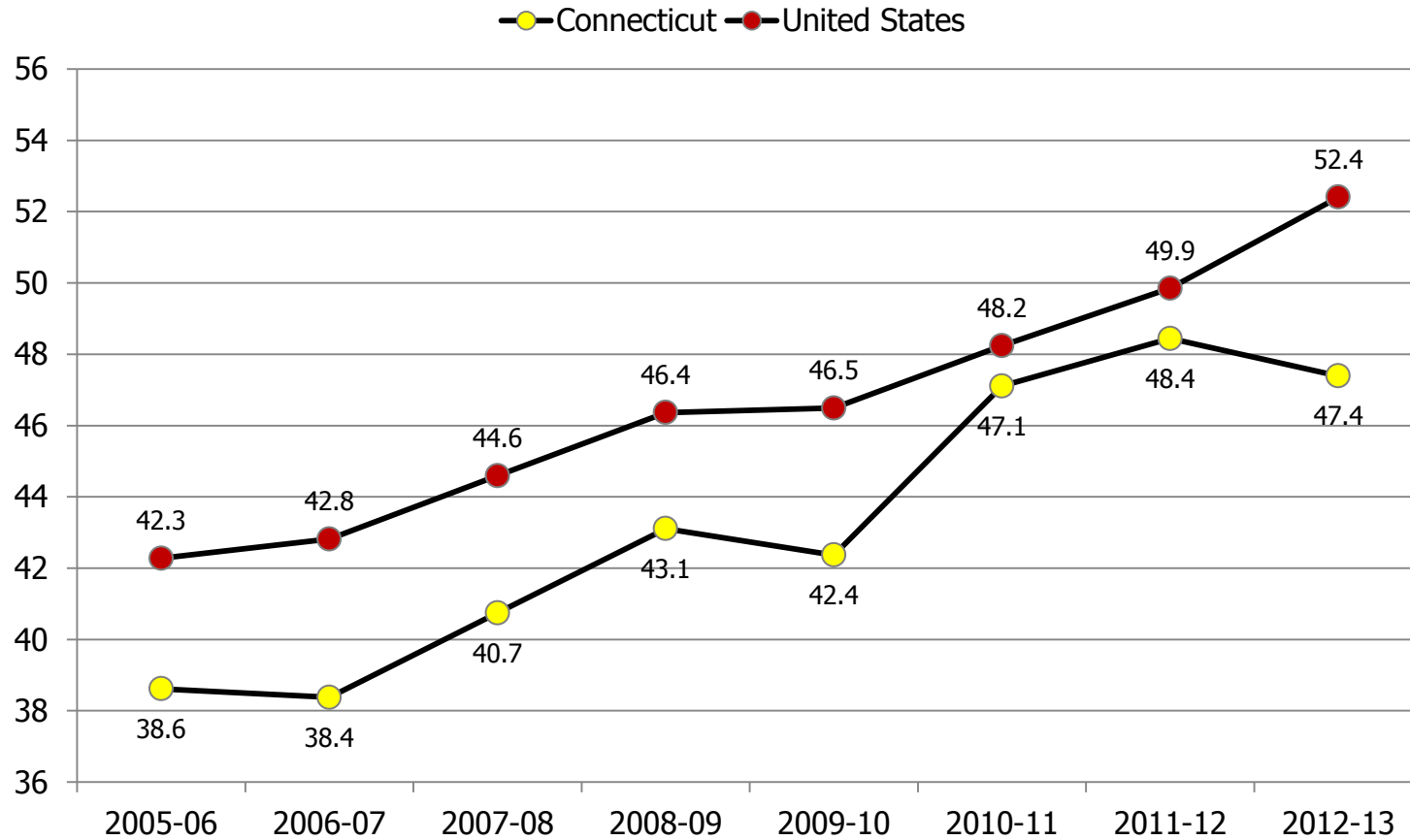
*Primarily institutional tuition waivers/reductions

State Grand Aid to First-time Full-time Students

	03-04	07-08	12-13
UCONN	3,568	5,600	1,362
CT State U's	2,959	3,985	1,247
Community Colleges	702	1,676	1,510
Private Not-for-Profit	5,369	6,075	3,335
Total	12,558	17,336	6,254

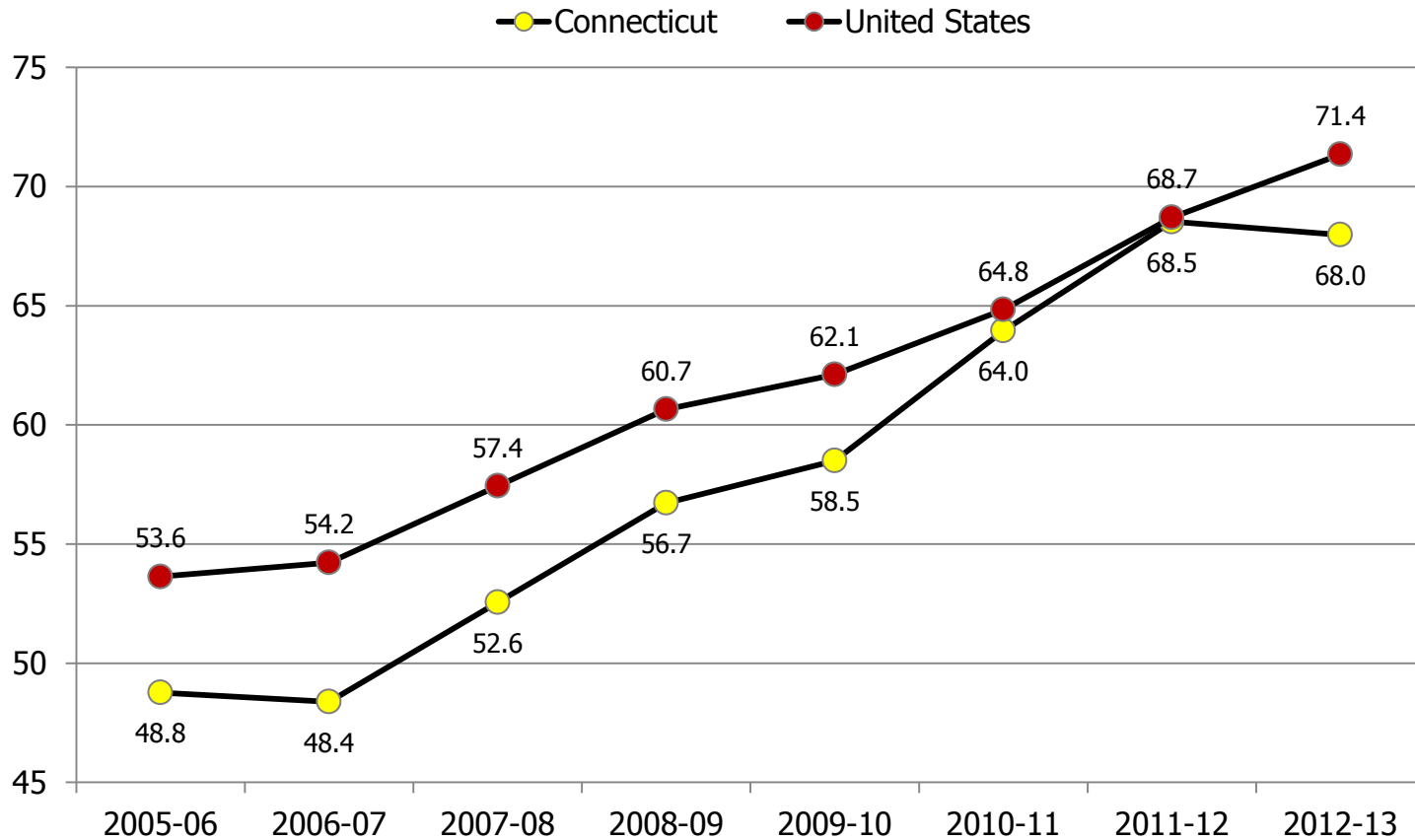
	03-04	07-08	12-13
UCONN	28%	32%	22%
CT State U's	24%	23%	20%
Community Colleges	6%	10%	24%
Private Not-for-Profit	43%	35%	53%
Total	100%	100%	100%

Public 2-Year Institutions - Net Cost for First-Time Full-Time Undergraduates as a Percent of Low Quintile Family Income, 2006 through 2013



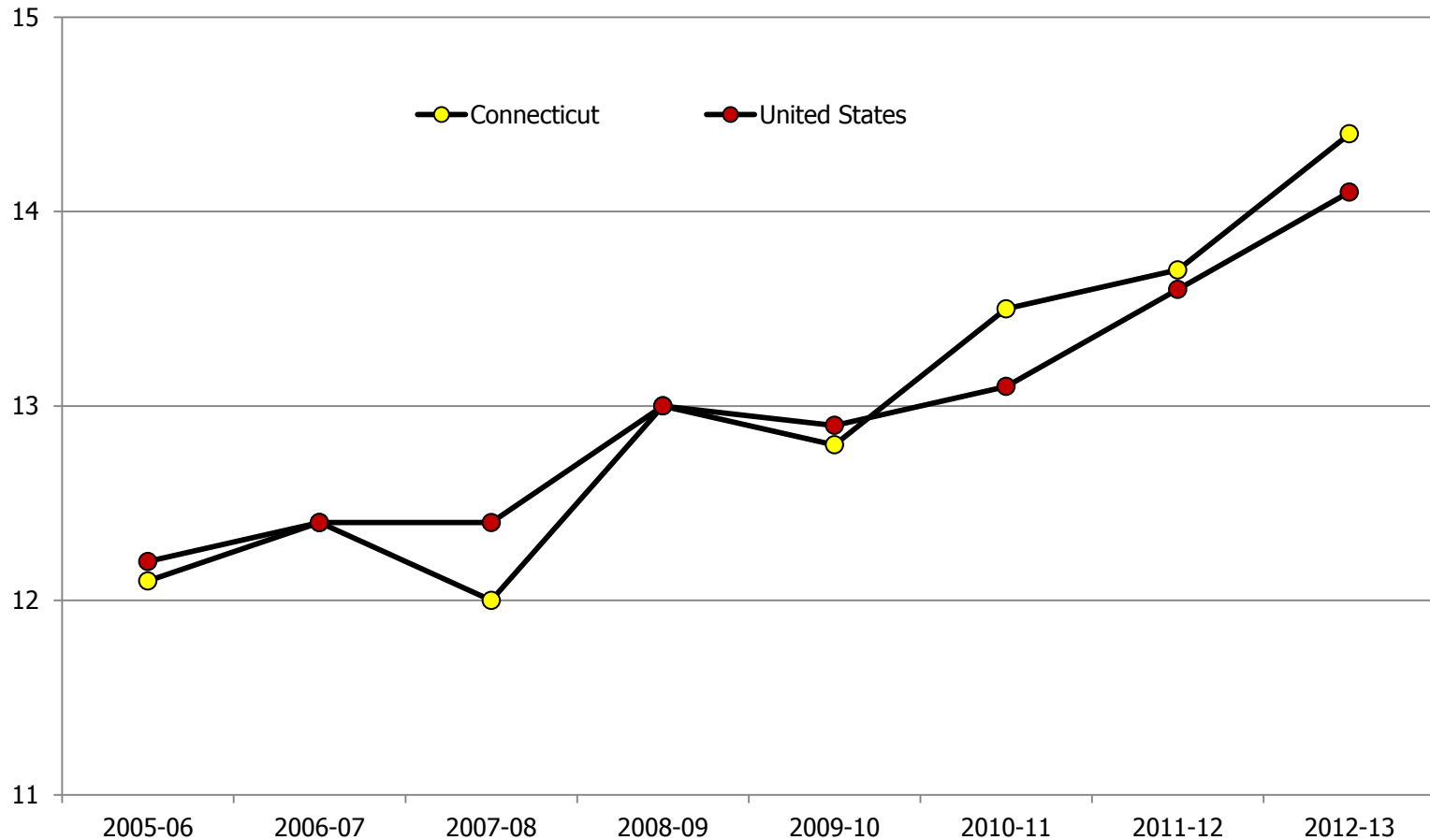
Source: NCES, IPEDS Institutional Characteristics, Fall Enrollments, Student Financial Aid Files 2005-2013.
U.S. Census Bureau American Community Survey One-Year Estimates.

Public 4-Year Institutions - Net Cost for First-Time Full-Time Undergraduates as a Percent of Low Quintile Family Income, 2006 through 2013



Source: NCES, IPEDS Institutional Characteristics, Fall Enrollments, Student Financial Aid Files 2005-2013.
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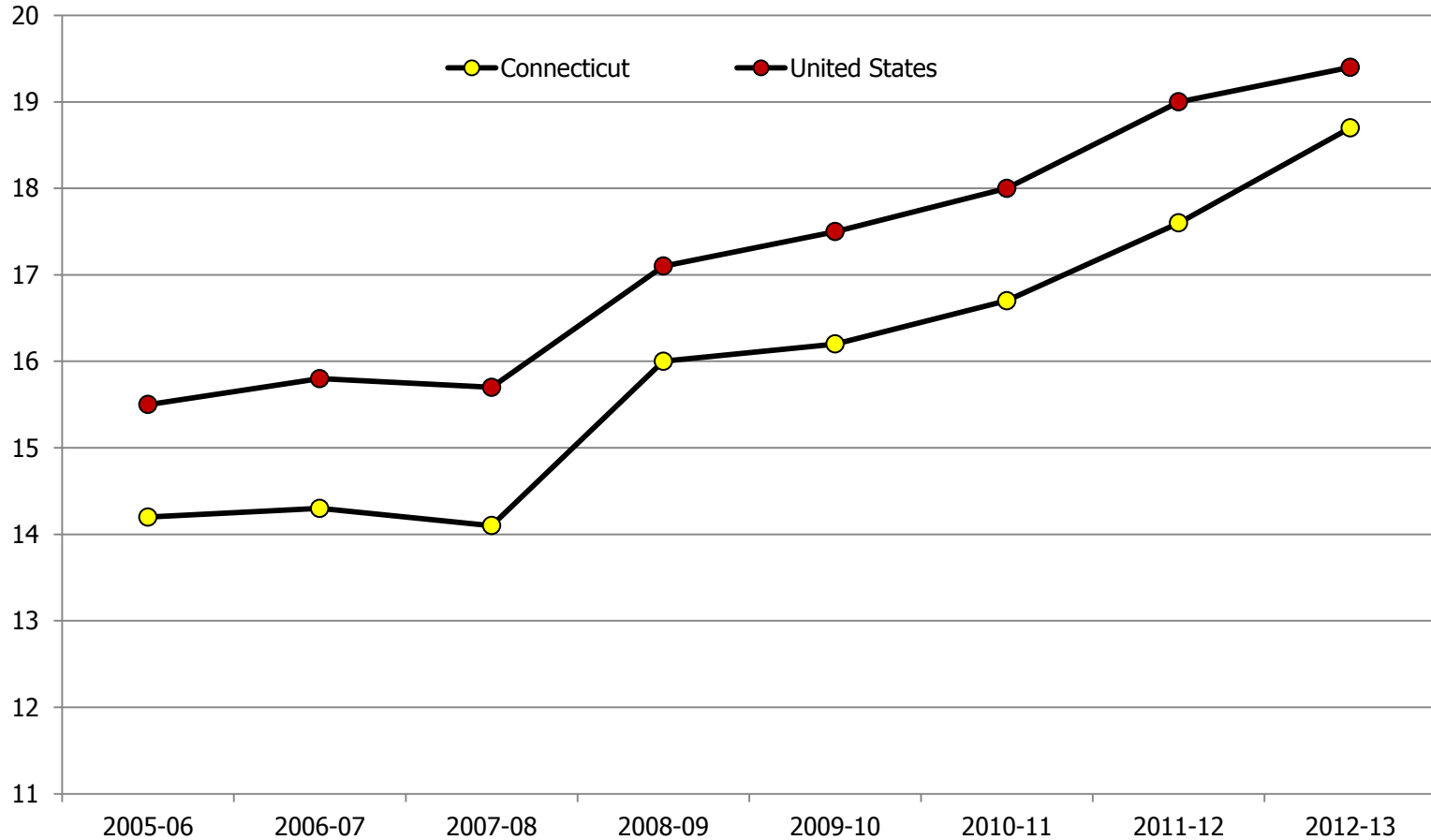
Public 2-Year Institutions - Net Cost for First-Time Full-Time Undergraduates as a Percent of Median Family Income, 2006 through 2013



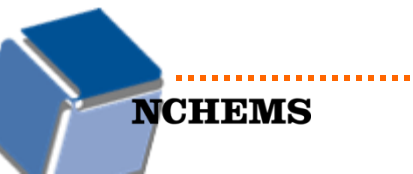
Sources: NCES, IPEDS Institutional Characteristics Files; hd2013 and ic2013_ay Provisional Release Data Files; NCES, IPEDS Fall 2012 Enrollment File; ef2012a Final Release Data File; NCES, IPEDS Academic Year 2012-13 Student Financial Aid File; sfa1213 Provisional Release Data File; U.S. Census Bureau, 2013 American Community Survey (ACS) One-Year Public Use Microdata Sample (PUMS) File.



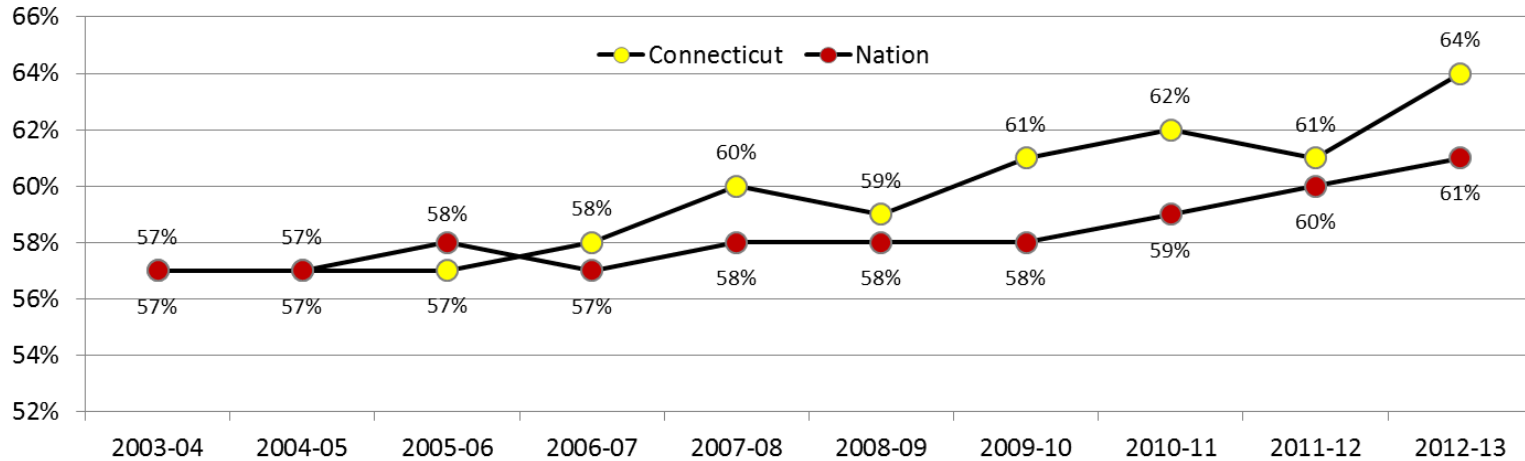
Public 4-Year Institutions - Net Cost for First-Time Full-Time Undergraduates as a Percent of Median Family Income, 2006 through 2013



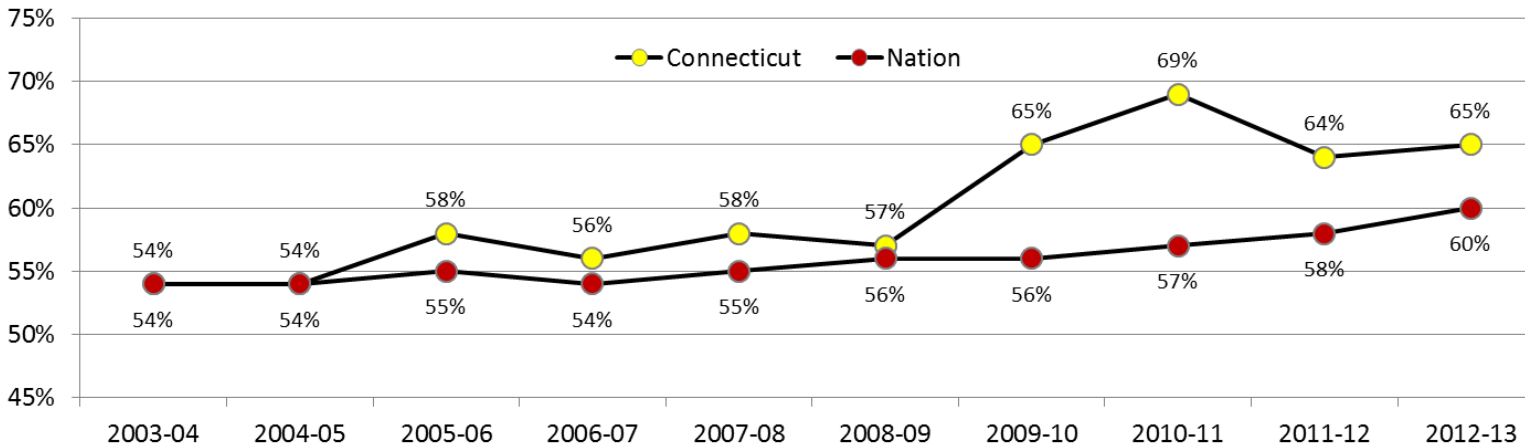
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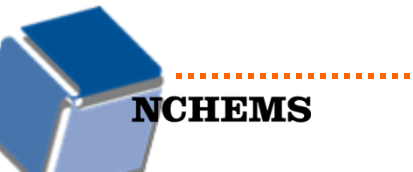
Connecticut Percent of Graduates with Student Loan Debt, 2004 - 2013



All Sectors



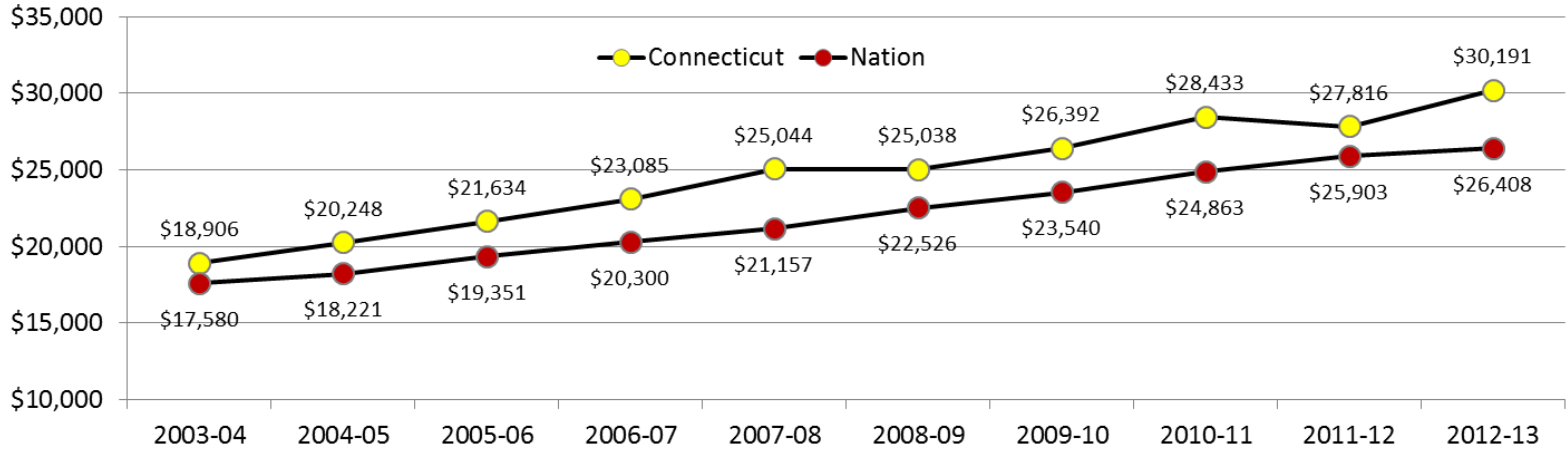
Public Sector Only



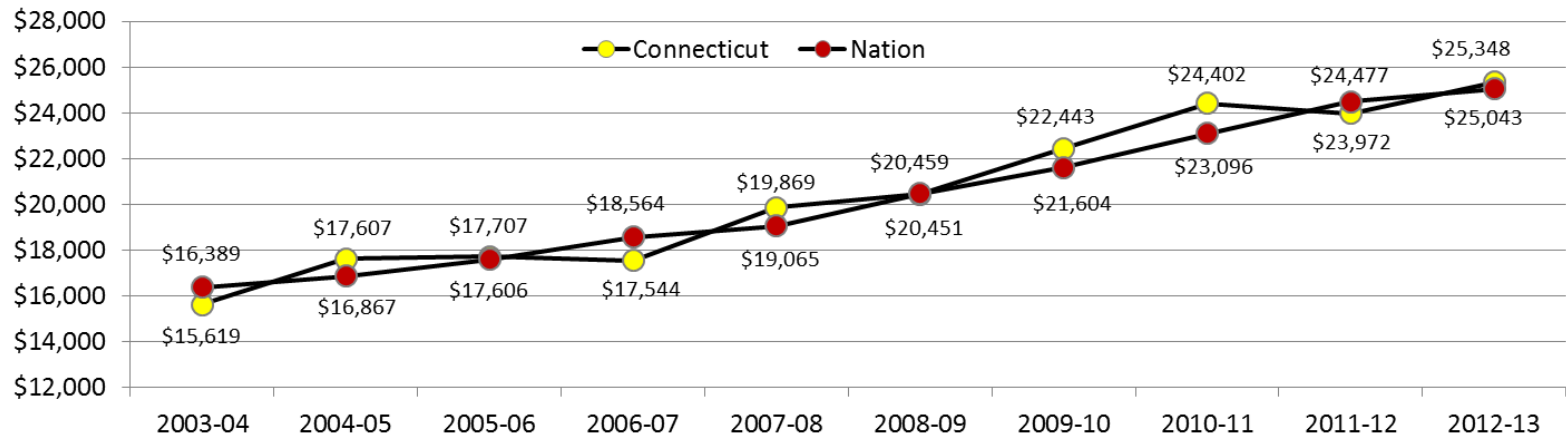
Percent of Students with Federal Loans

	08-09	09-10	10-11	11-12	12-13
UCONN	46	49	50	50	49
CT State U's	39	55	57	59	60
Chapter Oak	18	17	23	25	34
Community Colleges	5	5	4	4	5
CT Not-for-Profit	45	53	54	55	56
CT For-Profit	62	62	74	65	63

Connecticut Average Student Loan Debt of Graduates, 2004 - 2013



All Sectors



Public Sector Only



Average Size of Student Loans

	08-09	09-10	10-11	11-12	12-13
UCONN	5,516	6,522	6,567	6,603	6,798
CT State U's	6,100	6,860	6,806	7,677	7,182
Chapter Oak	4,504	5,183	5,108	8,573	8,692
Community Colleges	3,050	3,566	3,921	4,460	4,595
CT Not-for-Profit	7,608	7,610	7,444	7,227	7,203
CT For-Profit	8,125	8,973	8,532	8,347	8,873

Connecticut Per Capita Student Loan Debt of Graduates, 2004 - 2013

