

# Connecticut

## Alliance of States

For 30 years after World War II, Connecticut benefited from an economy that valued brains over brawn, and its demographics reflected that preference, as the state has traditionally been among the nation's highest-ranked in income and education attainment.

For more information on Connecticut's leadership in improving college completion, see:

<http://www.ctdhe.org/>

However, after three decades of growth, Connecticut hit a plateau. Education and income trend lines have turned downward: The percentage of the state's young adults holding baccalaureate degrees was 34 percent in 1993; by 2020 the percentage is expected to be 30 percent.

Connecticut state leaders, including Gov. M. Jodi Rell, recognize the problem this poses for the state and its place in the national and global economy.

### **Big goals, strong leadership, and early successes**

In the last year, the governor created a P-20 council to bring together educators from all levels, business, and philanthropy to talk and agree upon what students should know and be able to do as they move through their schooling. This council is seen as an extremely positive development as it is the first time in a decade that college professors and teachers from middle and high school are talking about shared efforts and common solutions.

Connecticut has a fine example of how completion rates can be pushed higher through engaged partnerships among colleges and public school districts. Western Connecticut University, in Danbury, has for several years been engaged in a "Bridges" program with two local high schools.

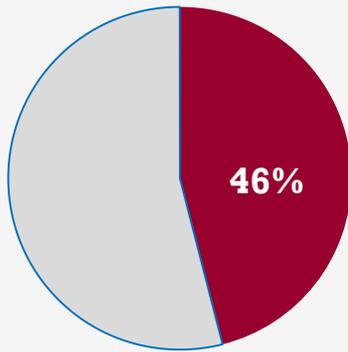
The program aims to decrease the number of students needing remediation in college by providing high school students with a clear idea of college expectations, and by building relationships between the English and mathematics faculty in the university and high schools.

After two years, students who participated in the Bridges program needed writing remediation at a rate of 13 percent compared to non-Bridges students who needed remediation at a rate of 61 percent. Currently – after five years – only 6 percent of students in the Bridges program needed remediation in writing.

The Bridges program's success is now being duplicated in Connecticut's three other large regional colleges, Central, Southern and Eastern universities.

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By the end of this decade, more than 60% of jobs will require college education.<sup>1</sup>



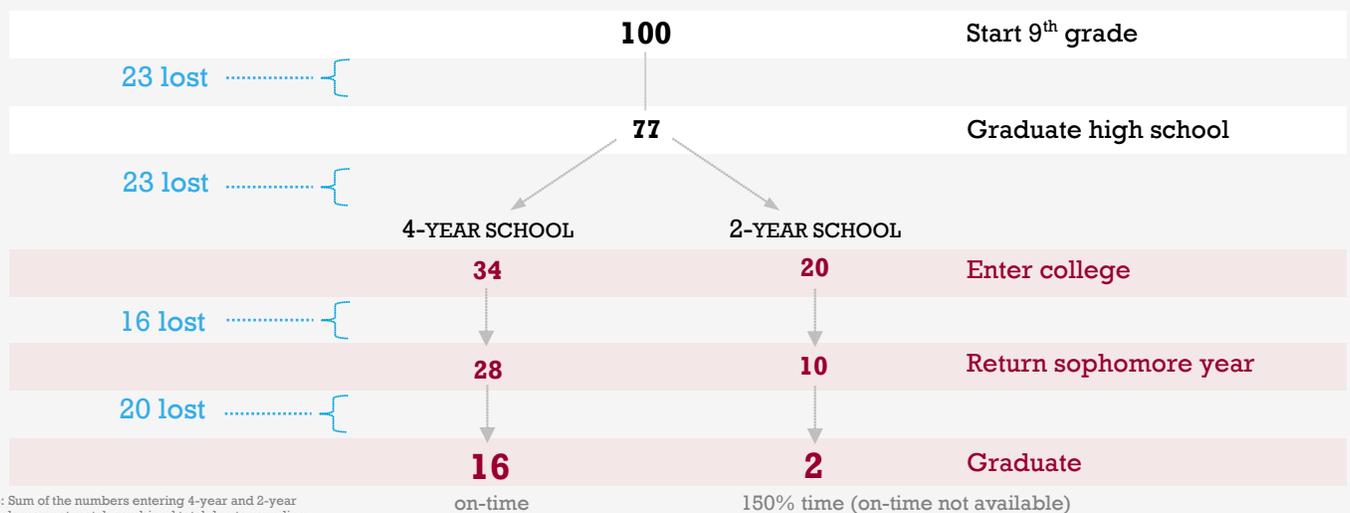
Today, 46% of Connecticut's adults aged 25-34 have a college degree.<sup>2</sup>

### Job growth across the U.S., 2010-2020:

High-growth jobs	Required education
Dental hygienist	Associate degree
Computer software engineer	Bachelor's degree
HVAC/refrigeration mechanic	Certificate
Physical therapist assistant	Associate degree
Network systems analyst	Bachelor's degree
Licensed practical nurse	Certificate

## Too many students get lost along the way, hindering Connecticut's economic growth.<sup>3</sup>

(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)



Note: Sum of the numbers entering 4-year and 2-year schools may not match combined total due to rounding.

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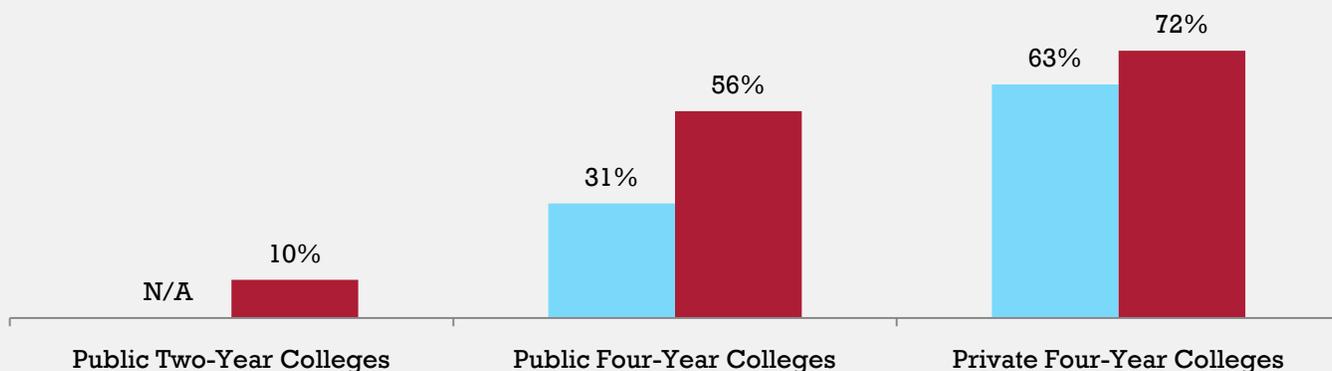
## Graduation Rates

Connecticut must raise completion rates overall and place extra focus on closing the college attainment gap for underrepresented students.<sup>4</sup>

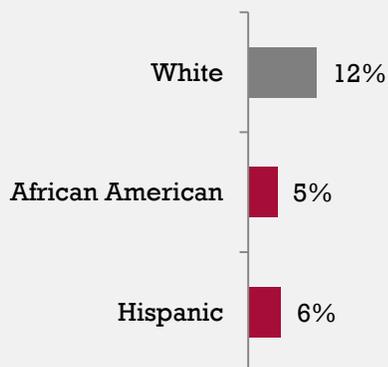
### Graduation Rates by Institution Type

On-Time

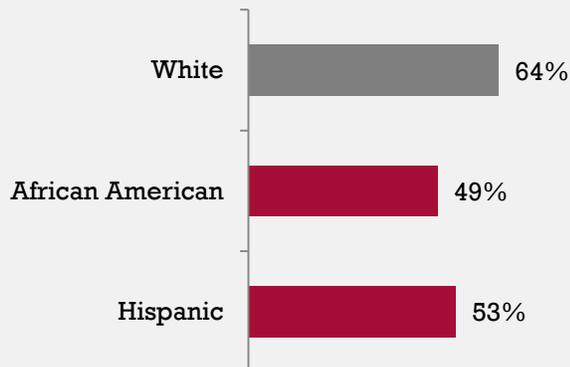
150% time



### Graduation Rates by Race/Ethnicity: Public 2-Year Colleges (150% time)



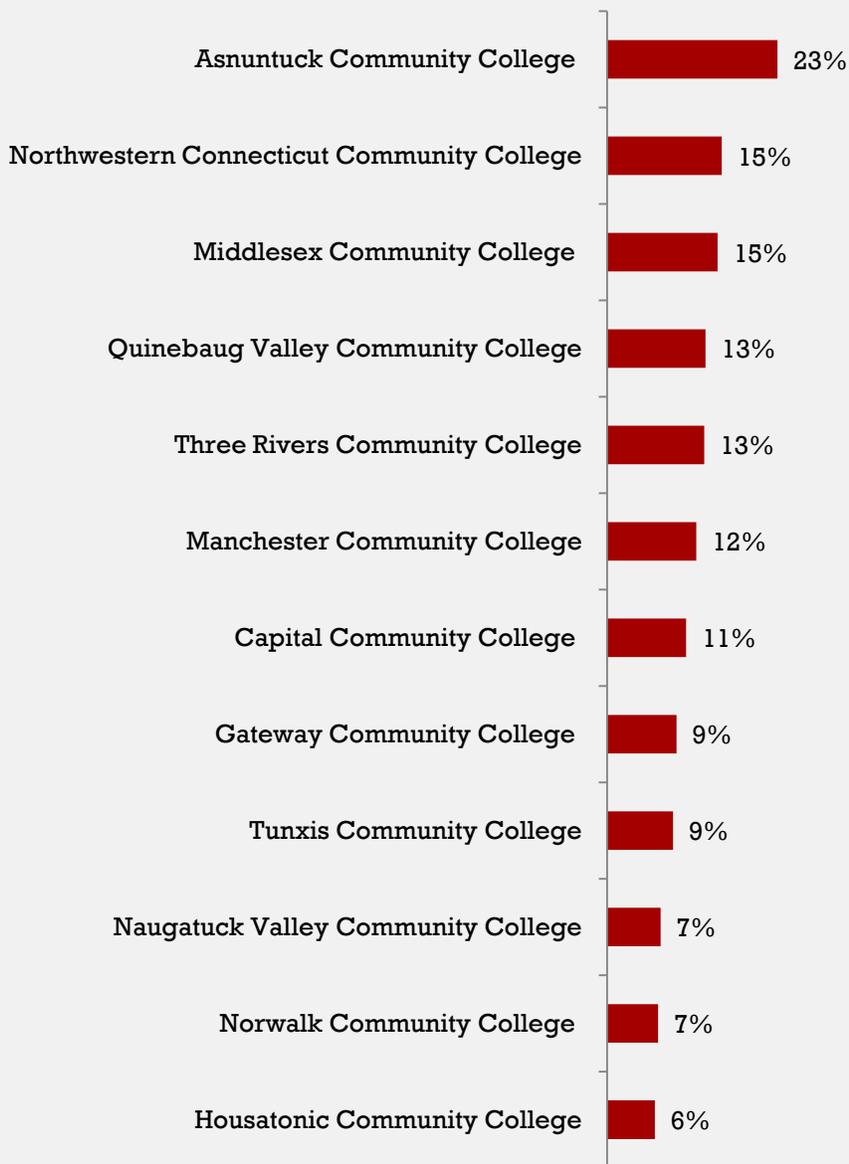
### Graduation Rates by Race/Ethnicity: Public & Private 4-Year Colleges (150% time)



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## Graduation Rates by Campus

### Public Two-Year Colleges (150% time)

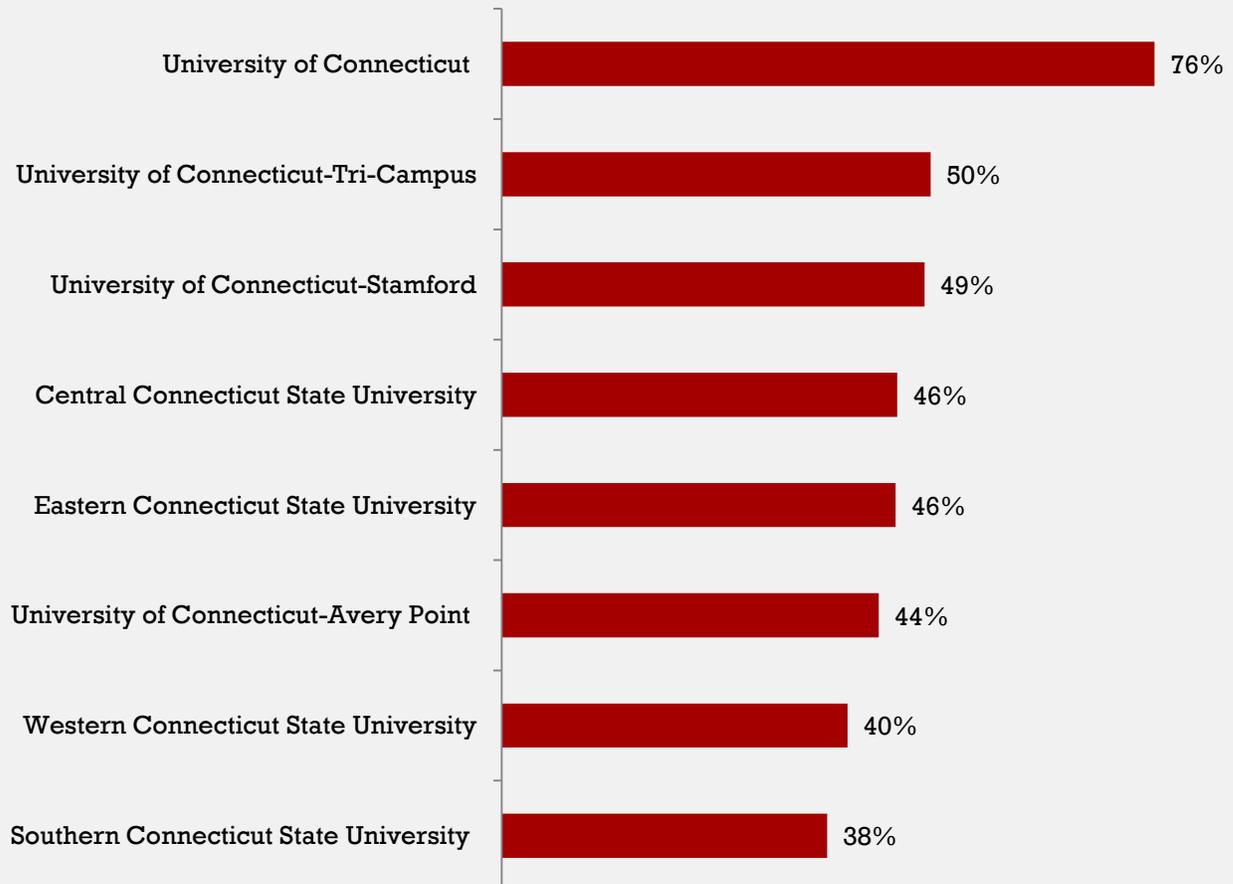


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing certificate or degree within 150% of normal program time. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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## Graduation Rates by Campus

### Public Four-Year Colleges (150% time)

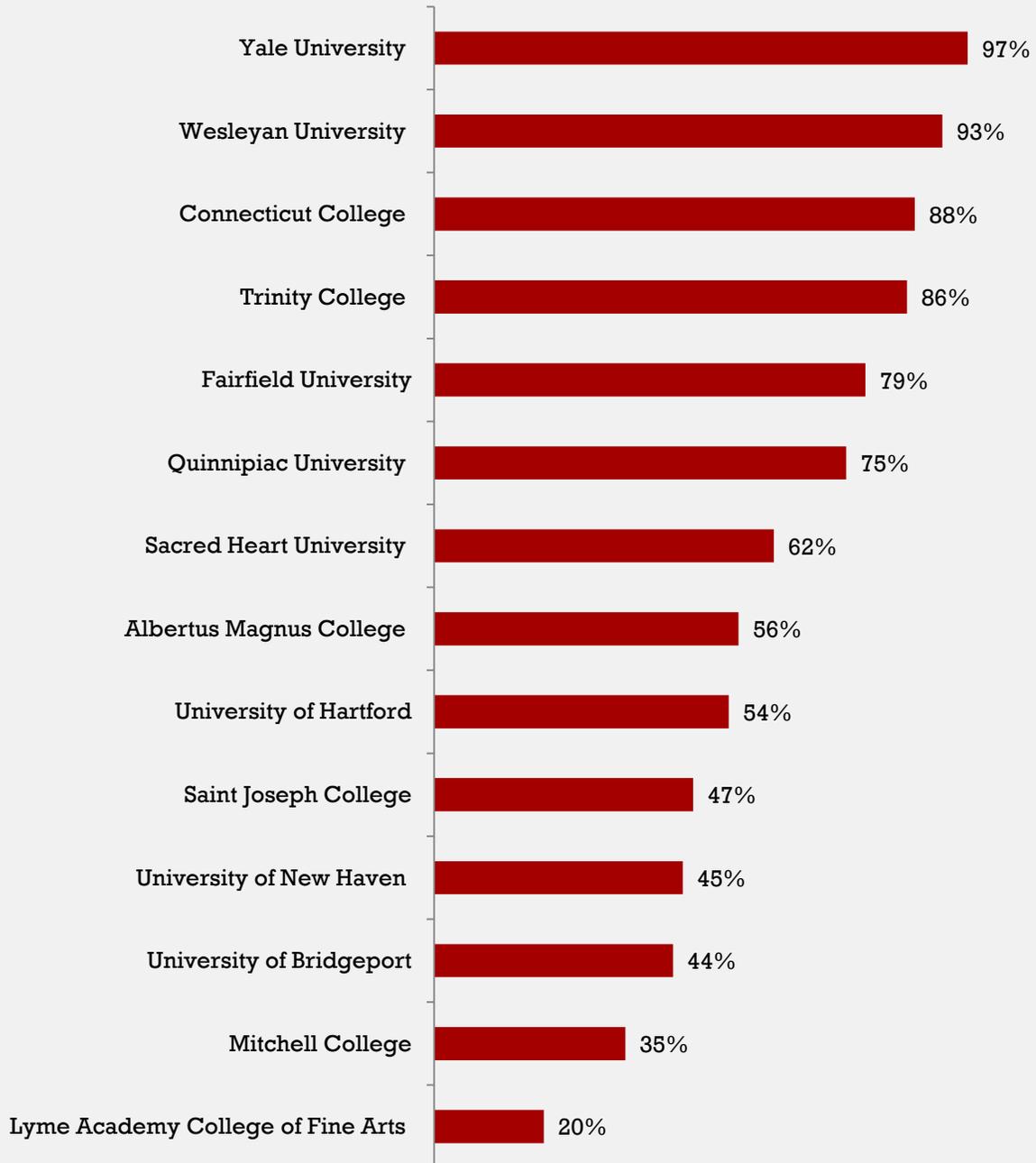


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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## Graduation Rates by Campus

### Private Four-Year Colleges (150% time)



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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## A Note about Graduation Rates

The graduation rates presented here are based on data reported by institutions to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). These rates reflect the percentage of first-time, full-time students who complete within 150% of normal program time. (Graduation rates for part-time students are typically much lower.) These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students.

The IPEDS data are presented here because they are the only nationally available and comparable graduation rates. Complete College America believes that states should make the improvement of data systems to more accurately measure completion rates—and the annual public reporting of those rates—a top priority.

## ENDNOTES

<sup>1</sup> Carnevale, T., Georgetown University Center on Education and the Workforce, 2009. High-growth fields based on national projections of total new and replacement jobs. <http://cew.georgetown.edu/research/jobs/79012.html>

<sup>2</sup> "College degree" means an associate degree, bachelor's degree, or higher. National Center for Higher Education Management Systems (NCHEMS), 2008 (from U.S. Census Bureau, 2008 American Community Survey Public Use Microdata Sample File.) <http://www.higheredinfo.org/>

<sup>3</sup> **The pipeline is a model for illustrative purposes and is not based on longitudinal data.** Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates (using the most recent data available for each metric). For the high school graduation rate, NCHEMS uses NCES Common Core Data and divides high school graduates into 9<sup>th</sup> graders four years earlier. Future revisions will incorporate the cohort-based HS graduation rates that conform to the definitions of the NGA Graduation Compact (for states where those data are available), which are more accurate than the current ratio. The pipeline represents the number of students who graduate from high school within four years, enter college the immediate following fall, return for their sophomore year the following year, and graduate from college. Two-year college graduation rates reflect credentials earned within 150% of expected program time, and include certificates awarded for programs of less than two years; two years but less than four years; and associate degrees. Four-year graduation rates reflect **on-time completers** of bachelor's or equivalent degrees (**within four years**). The data do not account for transfers across institutions. <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

<sup>4</sup> Aggregated by NCHEMS from IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File, downloaded 11-05-09. Graduation rates are reported by institutions to NCES based on adjusted cohort of first-time, full-time students. Two-year graduation rates include certificates completed within 150% of normal program time in addition to associate degrees completed within three years. IPEDS does not report two-year (or "on-time") completion rates for two-year colleges. Graduation rates by race aggregated by NCHEMS from IPEDS 2006-07 Graduation Rate File. Graduation rates for Asian/Pacific Islander and American Indian/Alaska Native students are included only if those populations represent greater than 5% of the adjusted cohort. Disaggregated graduation rates are excluded for populations with an adjusted revised cohort size of less than 30, even if that cohort represents greater than 5% of the total entering cohort. Note that 2008 overall graduation rates may be higher than rates reflected in the disaggregated data from 2007 based on differences in graduation rates between years. In each instance, "Private" refers to private not-for-profit institutions only. Graduation rates by campus are presented for Title IV, degree-granting institutions with an adjusted revised cohort greater than 30.