



Board of Governors for Higher Education  
Department of Higher Education  
State of Connecticut

# PROTOTYPE REPORT

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## Higher Education Counts:

## Accountability Measures for the New Millennium

**October 1, 2000**

**Public Act 99-285 & 00-220**

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## **Board of Governors for Higher Education**

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## Preamble

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively:

- ensure access for all qualified Connecticut residents both geographically and financially,
- encourage individual growth and development,
- meet the workforce needs of the State's economy,
- are cost-effective, and
- demonstrate unequivocal high performance

To accomplish these goals, Connecticut relies upon an abundant array of public and independent institutions. The public sector is composed of four separate constituent units that offer a wide array of programs and services ranging from short-term certificate and associate degree to professional and doctoral degree programs. Each of these constituent units has a distinct mission and makes a unique contribution to the state's citizenry:

The *University of Connecticut* is a land and sea grant public research university that strives to be one of the best public universities in the nation. As such, it offers a wide range of undergraduate and graduate curricula. It has sole responsibility for offering doctoral degree programs in all fields and for post-baccalaureate professional degree programs in areas such as agriculture, dentistry, engineering, law, medicine and pharmacy. Research and service to enhance social and economic well-being are major activities of the university in a broad range of fields such as medicine and dentistry; physical, chemical and biological sciences; humanities; and applied professional programs.

The *Connecticut State University* consists of four comprehensive state universities located in four geographic regions of the state. Its mission is to educate students of all ages and all socio-economic backgrounds through affordable and accessible baccalaureate and selected master's and sixth year degree and certificate programs. It has special responsibility for teacher training and professional development.

The *Community-Technical College System* consists of twelve community colleges that are located in every area of the state and serve as active and responsive partners in the academic, economic and cultural lives of their respective communities. The colleges provide occupational, vocational, technical, and technological and career education; community service programs; and programs of general study for college transfer including, but not limited to, general education, remediation and adult education, that represent the first two years of baccalaureate education.

The *Charter Oak State College* is a nontraditional college designed to provide adults with an alternative means of earning degrees that of equivalent quality

and rigor to those earned at other institutions of higher education. Currently, the College awards four degrees at the associate and baccalaureate levels. It also provides and promotes educational sound learning through a variety of means such as electronically and computer-mediated instruction, and video. In particular, it operates the Connecticut Distance Learning Consortium that provides a single point of presence for distance education and a high quality technology infrastructure for web-based delivery of courses and programs.

It is because of these special and, in many cases, unique roles that comparisons among these constituent units on measures of accountability are unwise and inappropriate, and should be avoided whenever possible. The Board of Governors, instead, has endorsed a more fitting approach to gauging the performance of our public institutions by requiring an approved set of comparable or “peer” institutions that have similar missions, roles and characteristics. As noted in the report that follows, the first accountability reports due to the Education Committee in February, 2001 will not include comparisons among constituent units, but will provide comparisons to an appropriate set of peers where possible.

## **Introduction**

On February 1, 2000, the Commissioner of Higher Education transmitted to the Education Committee a progress report on the development and implementation of accountability measures as required under Public Act 99-285. This report, entitled “Higher Education Counts: Accountability Measures for the New Millennium,” identified some 180 accountability measures for higher education developed by the Higher Education Coordinating Council (HECC) and approved by the Board of Governors for Higher Education. A copy of the executive summary of that report can be found in *Attachment A*.

Subsequent to the review of this report, the General Assembly enacted new legislation under Public Act 00-220 that requires the Board of Governors to review and approve an accountability report prototype developed by the Commissioner, in concurrence with the HECC. The prototype report must be submitted to the Education Committee by October 1, 2000. The report herein constitutes this submission.

The new law also requires the constituent units to submit their first accountability report using this prototype to the Commissioner by January 1, 2001. The Commissioner then must transmit the first consolidated accountability report for the state system of higher education to the Education Committee by February 1, 2001.

## **Development of the Accountability Report Prototype**

The development of the accountability measures and the accountability prototype has been accomplished for the most part through the work of the Board of Governors’ Performance Measures Task Force (PMTF). Established in the summer of 1998, the group consists of representatives from each of the constituent units, Connecticut independent colleges and the Department. A current membership list can be found on *Attachment B*.

The PMTF has invested numerous hours to ensure that the measures are appropriate, sound and reliable. One of the group’s primary concerns throughout this process has been to ensure that information contained in the higher education accountability reports is used to foster a better understanding of higher education’s contributions to the state, spotlight successes and promote continued improvement in student learning and service. It is precisely because of this underlying commitment to quality and appropriateness that the HECC is able to move forward with what it believes will be an invaluable information resource and evaluation tool for legislators, the Governor, institutions, and other interested parties. The Commissioner would like to take this opportunity to thank these devoted participants for their hard work and exceptional contributions.

## **Approved Measures to be Included in the First-Round Report**

Public Act 00-220 also asks the Commissioner to determine whether or not appropriate data collection mechanisms exist for the approved measures, and to identify those measures that will be reported in the first round of accountability reports due in January. The PMTF spent much of the last six months honing in on measure definitions, reviewing data sources, and evaluating reporting capabilities.

In identifying the measures to be reported in the first-round report, several of the constituents units requested modifications to measures and/or measure reporting context. These requests emanated from internal unit discussions about how best to portray information about the unit and from concerns over the ability to obtain the necessary data to meet the pending reporting deadlines.

From the outset, all involved partners, including the PMTF, the HECC and the Board of Governors have viewed the accountability reporting process as a dynamic venture. While the overall goal of reporting meaningful information about higher education outcomes and performance remain, each party has recognized the necessity to refine and change some measures or reporting focus to reflect both the realities of reporting capabilities and/or current strategic policy directions. In this spirit, the Commissioner has accepted several modifications to the original list of accountability measures for all units. The University of Connecticut (UConn), for example, has asked for a merger of the Health Center with the rest of the University, and to report measures under a single University umbrella. This means that there would not be separated reports for the University's Storrs-based and the Health Center as originally envisioned. This is explained in more detail below. In addition, the Community-Technical College System has requested some measure substitutions in several instances where data for the original measure is not currently available.

In asking for reconsideration of its reporting context, UConn administrative officials offered the following explanation:

*Originally, the University of Connecticut presented one set of performance measures for its Health Center and another set for the Storrs and other UConn facilities. After careful review of the fundamental nature of the measures for the Health Center and the other UConn units, the administration concluded that the overlap in the measures was profound. It also became apparent that the most accurate depiction of performance for a number of key measures could only be achieved by combined unit data. It is more productive to combine the measures for the various units and segregate report data, as appropriate, rather than have separate substantially similar measures. The data that will be presented in the UConn reports will vary somewhat depending on the nature of the exact measure. For some measures, Health Center data will not be relevant; for others, it will be relevant but segregated out in the report; and the data may also be presented as a total, if that most accurately depicts overall*

*institutional performance. The University of Connecticut recognizes that these data may be very helpful to State policy makers. They are not a substitute for the real decisions that prospective students and their families make in the competitive higher education market place, and the factors they consider in making their decisions.*

The lists contained in **Attachment C** represent those measures that the Commissioner believes each respective constituent unit can and will report on in January, based on the recommendations of the PMTF and discussions with the HECC. As will be discussed in the report prototype section later, the first reports will include historical baseline data and comparable peer data where available for each of these measures.

### **Measures to be Reported at a Later Date**

As was the expectation when the first list of measures were identified last February, there are a number of measures approved by the Board of Governors and submitted to the Education Committee that will not be reported as part of the first, baseline data report. For the most part, this is due because there currently are no appropriate data collection mechanisms yet in place.

In particular, the Board of Governors and the HECC are still committed to developing better accountability mechanisms to measure student learning outcomes. Such measures should provide consistent and reliable ways to determine whether students have demonstrable competence in their ability to think critically, write effectively, communicate well orally, use scientific and quantitative skills and acquire new skills and knowledge on their own. However, the system will not be ready to report in this area for at least another year.

Another example is the system measure “Percent Employer Satisfaction With System.” The Department of Higher Education had requested funding of \$150,000 to conduct a biennial survey of employer satisfaction with the overall higher education system as part of the FY 1999-2001 biennial operating budget. Because funding was not provided, the Department cannot move forward with a standardized, system-level assessment of how our graduates are doing in the working world. However, the Board of Governors believes that such an assessment is critical to understanding and improving the performance of our graduates.

**Attachment D** provides a comprehensive list of those measures that will not be part of the first, baseline report. A timeline for implementation of these measures or for substituted more reliable measures will be included as part of the February 1 report.

## Draft Outline of Accountability Report

As recommended by the PMTF, the Board of Governors, with the concurrence of the HECC, has agreed on the overall form of the first baseline accountability report. Most importantly, the report will be a comprehensive document that will begin with the reporting of system level measures, and followed by separate sections for each constituent unit. Within each constituent unit section, institutional data will be reported as appropriate and required.

Each unit section will include a brief overview that will:

- provide some basic facts about the constituent unit such as enrollment, size of budget and names and locations of campuses within the unit;
- include a brief summary of strategic priorities over the reporting period; and
- offer an explanation of the report, including references to selected peer group, measurement caveats, and other comments.

After the overview section, each measure will be reported by goal area beginning with Goal 1: “Enhance Student Learning and Promote Academic Excellence” and ending with Goal 6: “Ensure the Efficient Use of Resources.” This may be followed by a supplemental measures report for some units, where applicable.

The first accountability reports will include baseline data for each measure. The goal is to include at least five-years worth of trend data where ever possible. In some cases, data for the 1999-2000 academic year will be the most recent data available; in others, older data may have to be included. In addition, comparable peer group data will be displayed as appropriate and available.

Each measure will be reported in a standard format as recommended by the PMTF. *Attachment E* contains three samples of the measures report design. As envisioned, each measure report will be limited to one page, except in those cases where institution by institution data is reported. ***Please note that the samples are not intended to be real reports and contain mock data for illustrative purposes only.*** The inclusion of these prototypes is to give the Education Committee and other interested readers a sense of what the reports will look like and the kind of information they can expect to be reported on a consistent basis in the February reports.

**Sample 1** provides a mock-up of the *Real Price to Students* measure under “Goal 3: To Ensure Access to and Affordability of Higher Education” for a state university system with multiple institutions.

**Sample 2** provides a mock-up of the *Graduation Rate* measure under “Goal 6: To Ensure the Efficient Use of Resources” for a state research university with only one institution.

**Sample 3** provides a mock-up of narrative-type report for *Distance Education Opportunities* measure under “Goal 3: To Ensure Access to and Affordability of Higher Education” for a community college system with multiple institutions.



## ATTACHMENT A

### *Executive Summary*<sup>1</sup>

Connecticut's public higher education system is a vital public enterprise that, like other systems across the nation, has multiple purposes, goals and expectations. These include, among other things, the education and training of students for future success; research, development and dissemination of new knowledge; public service in the form of cultural events, community assistance and outreach.

Importantly, Public Act 99-285 clarifies the major goals and expectations that Connecticut citizens have for their public system of higher education. In some respects, this is the first time that Connecticut, through the action of its legislature, has endeavored to codify its desires by identifying six priority state level goals. Specifically, these goals are to:

- 1. enhance student learning and promote academic excellence;**
- 2. join with elementary and secondary schools to improve teaching and learning at all levels;**
- 3. ensure access to and affordability of higher education;**
- 4. promote the economic development of the state to help business and industry sustain strong economic growth;**
- 5. respond to the needs and problems of society; and**
- 6. ensure the efficient use of resources**

The act charges the Higher Education Coordinating Council (HECC) with developing accountability measures for each constituent unit and each public institution of higher education that must be approved by the Board of Governors for Higher Education (Board of Governors).

This document represents the Commissioner of Higher Education's progress report on developing and implementing the accountability measures. The first iteration of measures, approved by the Board of Governors on January 26<sup>th</sup>, 2000, is contained in Section II of the report. These measures should be viewed as positive steps in the right direction, but with the recognition that additional work needs to be done.

The HECC has committed itself to pursuing better outcome measures, particularly in the area of assessing student learning. It will consider both qualitative and quantitative measures, and has not ruled out the possibility of adopting the use of some standardized testing. It is in the process of identifying a set of peer institutions to compare and benchmark performance, and establishing performance goals on many of the measures. In addition, the Board of Governors has asked that the measures be improved and

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<sup>1</sup> Board of Governors for Higher Education, *Higher Education Counts: Accountability Measures for the New Millennium Progress Report*, February 1, 2000.

expanded upon, with particular attention given to making the information understandable to the public, evaluating distance learning opportunities, assessing technology learning and literacy, and ensuring more consistency among constituent units. A preliminary timeline for addressing these and other development issues is contained in Attachment D.

Despite the many real and perceived impediments to accountability measurement in higher education, the measurement products contained in this report demonstrate that consistent commitment from state policymakers does make a difference. Higher education has gained significant momentum in focusing its efforts on performance improvement. To promote the further advancement of these efforts, the Commissioner recommends the following additional incentives and a sustained focus on performance improvement, as explained further in Section VII of the report:

- 1. Create a performance incentive pool for implementation in the first year of the next biennium that provides incentive funds to institutions based on progress in demonstrating performance and meeting performance goals.**
- 2. Refocus consolidated biennial budget request to emphasis performance improvement, incorporating results of accountability reports.**
- 3. Link the review of these reports with biennial budgeting process**
- 4. Eliminate the statutory biennial assessment report requirement and replace it with annual accountability measurement reports**

## ATTACHMENT B

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## ATTACHMENT C

### Performance Indicators to be Reported in the First-Round Report

#### University of Connecticut and UConn Health Center

**Goal 1: To enhance student learning and promote academic excellence**

	<b>Performance Indicator</b>	<b>Data Provided for:</b>
1.1	Proportion of graduating undergraduates completing university requirements for demonstrating written communication and quantitative analysis skills	Storrs+
1.2	Passing rates in licensure and certification examinations	Storrs+ and HC
1.4	Total research expenditures	Storrs, HC and Total
1.7	Percent of Freshmen who are CT residents	Storrs+ and HC

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

	<b>Performance Indicator</b>	<b>Data Provided for:</b>
2.1	Percent of graduates employed as teachers	Storrs+
2.2	Percentage of CT superintendents and principals of schools who have degrees from UConn	Storrs+
2.3	Collaborative activities and programs supported by UConn in CT public schools	Storrs, HC and Total

**Goal 3: To ensure access and affordability of higher education**

	<b>Performance Indicator</b>	<b>Data Provided for:</b>
3.1	Real price to students	Storrs+ and HC
3.2	Percent of operating expenditures from state support	Storrs, HC and Total
3.3	Percent of financial aid from state support	Storrs+
3.4	The amount of aid per undergraduate and graduate student	Storrs+ and HC
3.5	Minority enrollment (numbers and proportion) at UConn compared to state minority population by ethnic group, including women	Storrs+ and HC
3.6	Total enrollment in non-degree and non-credit courses and workshops	Storrs+ and HC
3.7	Total funding for graduates students	Storrs+ and HC
3.8	Total amount of merit based aid	Storrs+ and HC
3.9	Percent of tuition income devoted to all forms of financial aid	Storrs+ and HC

**Goal 4: To promote the economic development of the state and to help business and industry sustain strong economic growth**

	<b>Performance Indicator</b>	<b>Data Provided for:</b>
4.2	Total research income	Storrs+, HC and Total

**Goal 5: To respond to the needs and problems of society**

	<b>Performance Indicator</b>	<b>Data Provided for:</b>
5.6	Publications that support the public good	Storrs+
5.8	Provision of Patient/Client Services	Storrs+ (partial) and HC

**Goal 6: To ensure the efficient use of resources**

	<b>Performance Indicator</b>	<b>Data Provided for:</b>
6.1	Percent of operating expenditures for instruction, academic support and student services	Storrs, HC and Total
6.4	Graduation rates: a. in six years for undergraduates b. in four years for master's students c. in eight years for doctoral students	Storrs, HC and Total
6.5	The number of transfer students from the CTC System who graduate from UConn , by specific CCC	Storrs+
6.6	Percent of total institutional budget generated from non-state general fund sources	Storrs, HC and Total

Storrs+ = The Storrs campus, plus all other UConn sites except the Health Center

HC = UConn Health Center

Total = Combined data for both Storrs+ and Health Center

## Connecticut State University

**Goal 1: To enhance student learning and promote academic excellence**

1.3	Percent of graduates who report their education enhanced their ability to: <ul style="list-style-type: none"> <li>• Think critically, analytically and logically</li> <li>• Write effectively</li> <li>• Communicate well orally</li> <li>• Use scientific and quantitative skills</li> <li>• Acquire new skills and knowledge their own</li> </ul>
1.4	Percent of freshmen who are Connecticut residents

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

2.3	Number of partnerships or formal relationships with K-12 schools
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**Goal 3: To ensure access and affordability of higher education**

3.1	Real price to students
3.2	Percent of operating expenditures from state support
3.3	Percent of students whose financial aid needs are not met
3.4	Percentage of student financial aid from state support
3.5	Minority enrollment (numbers and proportion) in CSU System compared to state minority population by ethnic group

**Goal 5: To respond to the needs and problems of society**

5.2	Percent of graduates who participated in community service, service learning, internships, cooperative education, practica, etc.
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**Goal 6: To ensure the efficient use of resources**

6.1	Percent of operating expenditures for instruction, academic support and student services
6.3	Retention rate
6.4	Graduation rate
6.5	Real cost per student

## Community-Technical College System

**Goal 1: To enhance learning and promote academic excellence**

1.2	Pass rates on licensure and certification exams one year after graduation
1.3	Fall semester completion rates

*The following are additional new measures:*

1.4	Headcount of graduates by program
1.5	Headcount of graduates by ethnic group
1.6	Headcount of graduates by age group
1.7	Headcount of graduates by gender

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

2.1	High School articulation
2.2	Innovative projects with K-12

**Goal 3: To ensure access and affordability of higher education**

3.1	Real price to students
3.2	Percent of operating expenditures from state support
3.3	Financial aid from federal support
3.4	Distance education opportunities
3.5	Fall headcount by ethnic group

*The following are additional new measures:*

3.6	Fall headcount by age group
3.7	Fall headcount by gender

**Goal 4: To promote the economic development of the state and to help business and industry sustain economic growth**

4.1	Headcount (duplicated) of non-credit students – <i>narrative only for first report</i>
4.2	Number of companies served through customized job training programs annually – <i>narrative only for first report</i>

*The following two measures are now further refined:*

4.3	Graduates of career and technical degree and certificate programs
4.4	Enrollment in career and technical degree and certificate programs

**Goal 5: To respond to the needs and problems of society**

*The following three measures are now further refined:*

5.3	Duplicated annual headcount of community service students – <i>narrative only for first report</i>
5.4	Duplicated annual headcount of continuing education students – <i>narrative only for first report</i>
5.5	Fall headcount by credit program

**Goal 6: To ensure the efficient use of resources**

6.1	Percent current fund expenditures for instruction, public/community services, academic support, student services, scholarships and fellowships
6.2	Faculty productivity in workload units – <i>narrative only for first report</i>
6.4	Graduation Rate

## Charter Oak State College

**Goal 1: To enhance student learning and promote academic excellence**

1.1	Graduate preparedness for employment
1.2	Graduate preparedness for continuing education or advanced degree program
1.3	Percent of graduates passing licensure examinations
1.4	Percent of graduates who report their education greatly enhanced their ability to: <ul style="list-style-type: none"> <li>• Think analytically and logically</li> <li>• Write effectively</li> <li>• Use quantitative skills</li> </ul>

**Goal 3: To ensure access and affordability of higher education**

3.1	Minority enrollment (numbers and proportion) at COSC compared to state minority population by ethnic group
3.3	Percentage of operating expenditures from state support

**Goal 4: To promote the economic development of the state and to help business and industry sustain economic growth**

4.1	Percent business employers satisfied with competence of graduates
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**Goal 5: To respond to the needs and problems of society**

5.1	Percent of non-business employers who are satisfied with competence of graduates
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**Goal 6: To ensure the efficient use of resources**

6.1	Total expenditures per student
6.2	Level of student satisfaction with programs, policies and services
6.3	Persistence rates
6.4	Graduation rates

## Department of Higher Education - System

**Goal 1: To enhance student learning and promote academic excellence**

1.1	Percent of CT high school graduates (public) enrolled in CT higher education
1.2	Number of students enrolled in CT institutions of higher education per 100,000 residents, age 18 and older
1.5	Percent of freshmen who are CT residents

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

2.1	College enrollment rate of ConnCap participants
2.2	Employment rate of Alternate Route to Certification participants

**Goal 3: To ensure access and affordability of higher education**

3.1	Trends in state ranking of tuition and fees
3.2	Real price of students – <i>measure will not be reported as System measure but will be reported by each constituent unit individually</i>
3.3	Change in the value of unmet financial aid need
3.4	Increase in minority enrollment and retention – <i>only enrollment will be reported at this time</i>
3.5	Minority enrollment (numbers and proportion) in higher education compared to state minority population by ethnic group
3.6	Percent of operating budget from state support

**Goal 4: Promote the economic development of the state to help business and industry sustain strong economic growth**

4.1	Annual degrees conferred per 100,000 population compared to national average
4.2	Trends in degrees conferred by cluster areas
4.3	Education and Employment Information Center inquiries per 100,000 population

**Goal 5: To respond to the needs and problems of society**

5.1	Percent of E&G budget devoted to public service
5.2	Increase in National Service member hours served has been modified since data is not available to number of citizens served by the National Service Program

**Goal 6: To ensure the efficient use of resources**

6.1	Educational costs per FTE student
6.2	Average faculty salaries compared to peer institutions by constituent unit
6.3	Total private funds raised under the Higher Education Matching Grant Program
6.4	Student/faculty ratio compared to national average (two year and four year)

## ATTACHMENT D

### Performance Indicators to be Reported at a Later Date

#### University of Connecticut and UConn Health Center

**Goal 1: To enhance student learning and promote academic excellence**

1.3	Student satisfaction a. Self-reports of the quality of the educational experience b. With instruction
1.5	Number of annual publications per faculty member
1.6	Proportion of graduating undergraduate and graduate students whose education has included a research experience

UConn Health Center

1.2	Residency program or job placement
1.6	Library materials
1.7	List and description of initiatives relative to this goal and assessments of them

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

2.4	UConn professional volunteer contributions to Connecticut public schools
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UConn Health Center

2.1	List and description of initiatives relative to this goal and assessments of them
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**Goal 4: To promote the economic development of the state and to help business and industry sustain strong economic growth**

4.1	Percent of business employers satisfied with competence of graduates
4.3	Number of patents and inventions
4.4	Contracts and grants leading to licenses of intellectual property
4.5	The number of collaborations and partnerships that lead to enhanced opportunities for development with business partners; and small businesses served annually

UConn Health Center

4.3	List and description of initiatives relative to this goal and assessments of them
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**Goal 5: To respond to the needs and problems of society**

5.1	Number of internships, cooperative experiences and clinical placements by students; and of community services activities by students and/or student organizations
5.2	Percent of non-business employers satisfied with competence of graduates
5.3	Instances of professional public service by UConn professional staff
5.4	Service to entrepreneurial activities, and societal and health issues
5.5	Instances of public officials' training and education
5.7	Contributions to Connecticut cultural and recreational life

UConn Health Center

5.1	Utilization of patient services
5.2	Attendance of CT health education presentations
5.3	List and description of initiatives relative to this goal and assessments of them

**Goal 6: To ensure the efficient use of resources**

6.2	Faculty workload, productivity, faculty time
6.3	First and second year retention rates for undergraduates
6.7	Percent of budget expended on administrative, academic and other functions
6.8	Ratio of administrators to total staff
6.9	Return on State's Investment

UConn Health Center

6.3	Faculty salaries
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## Connecticut State University

**Goal 1: To enhance student learning and promote academic excellence**

1.1	Percent of graduates demonstrating indepth understanding of an area of knowledge
1.2	Percent of graduates demonstrating competence in an ability to: <ul style="list-style-type: none"> <li>• Think critically, analytically and logically</li> <li>• Write effectively</li> <li>• Communicate well orally</li> <li>• Use scientific and quantitative skills</li> <li>• Acquire new skills and knowledge their own</li> </ul>
1.5	Percent of students needing remediation who meet outcome standards upon completion of remediation

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

2.1	Percentage of graduates from teacher preparation programs employed as teachers
2.2	Percent of programs using assessment feedback to revise curriculum

**Goal 4: To promote the economic development of the state and to help business and industry sustain strong economic growth**

4.1	Percent of business employers satisfied with competence of graduates
4.2	Number of persons served by conferences, seminars, institutes, etc., produced or sponsored by CSU universities for business and corporations
4.3	Percent of business related programs utilizing external feedback in curricular assessment

**Goal 5: To respond to the needs and problems of society**

5.1	Percent of faculty and staff engaged in community service activities
5.3	Percent of non-business employers satisfied with competence of graduates
5.4	Percent of non-business programs utilizing external feedback in curricular assessment

**Goal 6: To ensure the efficient use of resources**

6.2	Faculty instructional productivity
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## Community-Technical College System

**Goal 1: To enhance student learning and promote academic excellence**

1.1	Evidence of graduate's grasp of written, oral, reading and critical thinking skills
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**Goal 5: To respond to the needs and problems of society**

5.1	Basic skills reading, writing and English
5.2	Basis skills in mathematics

**Goal 6: To ensure the efficient use of resources**

6.3	Retention rate – <i>Measure 1.3 – Fall semester completion rate included as an interim measure for first round report</i>
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## Charter Oak State College

**Goal 3: To ensure access and affordability of higher education**

3.2	Financial assistance
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## Department of Higher Education - System

**Goal 1: To enhance student learning and promote academic excellence**

1.3	Percent of employer satisfaction with system
1.4	Value of deferred maintenance liability in public higher education

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

2.3	Percent of CT colleges with formal feedback mechanisms to K-12 school systems
2.4	Percent of CT public four-year institutions that use CAP test in admissions process

**Goal 3: To ensure access and affordability of higher education**

3.4	Increase in minority enrollment and retention – <i>retention will be reported at a later date</i>
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**Goal 4: Promote the economic development of the state to help business and industry sustain strong economic growth**

4.4	Non-credit enrollment
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Measure Name

# REAL PRICE TO STUDENTS

Key words indicating legislative goal to which the measure refers.

## Performance Indicator

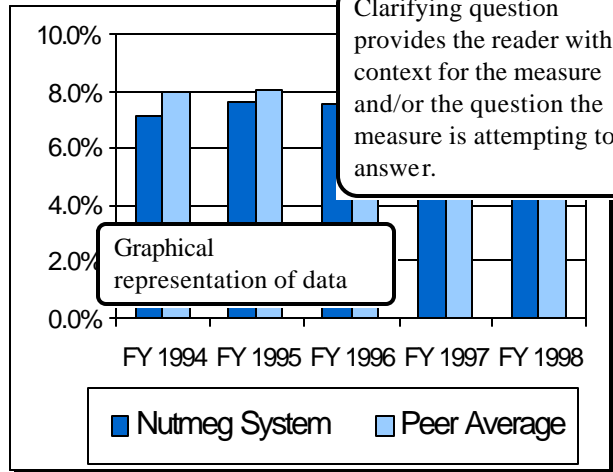
Total In-State Undergraduate Tuition and Mandatory Fees as a percentage of median household income for the State compared to peer institutions...

Definition of Performance Indicator

**Is public higher education at Nutmeg State University System remaining affordable for state residents relative to median household income?**

## Baseline Data Analysis

Over the five-year period from FY 1994 to FY 1998, the average cost of tuition and mandatory fees at the Nutmeg System (Nutmeg) represented a smaller percentage of the median household income (MHI) than its combined peer group. While Nutmeg continues to maintain its price advantage over its peers, it has become somewhat less affordable for Connecticut residents as the rate of tuition and fee increases has outpaced the increase in MHI. The percentage for Nutmeg has grown from a low of 7 percent in FY 1994 to 7.8 percent in FY 1998. Tuition and fees have increased about 24 percent both within Nutmeg and among the 29 peer institutions from FY 1994 to FY 1998. In addition, the peers' MHI has grown 1.5 times faster than Connecticut's median household income.



Clarifying question provides the reader with the context for the measure and/or the question the measure is attempting to answer.

Baseline data is an objective analysis to provide the reader with an explanation and assessment of the data trends depicted, and their implication as seen by the institution or constituent unit.

household income. Nutmeg should continue to maintain its position relative to its... peers with... help of

	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	% Change
Nutmeg System	\$2,912	\$3,075	\$3,194	\$3,500	\$3,601	23.7%
Peer Average	2,950	3,097	3,362	3,490	3,649	23.7%
Connecticut Median Household Income	41,097	40,243	42,119	43,437	43,883	6.2%
Peer Average Median Household Income	36,909	38,304	40,386	41,837	43,883	18.9%

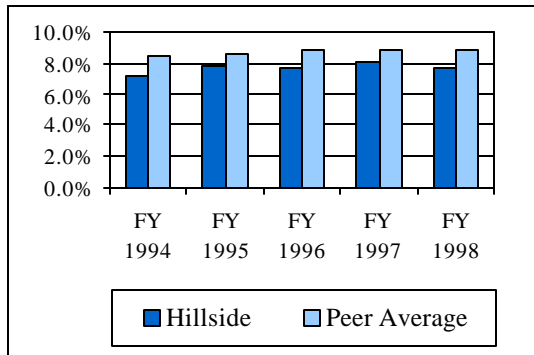
Tabular representation of data

Sources:

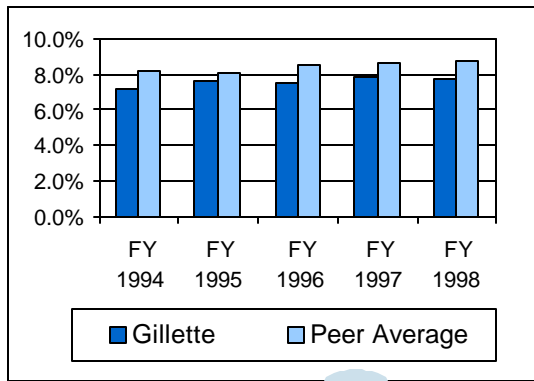
DHE Tuition and Fee Reports, IPEDS Institutional Characteristics Surveys, U.S. Census, Bureau of

Constituent unit name

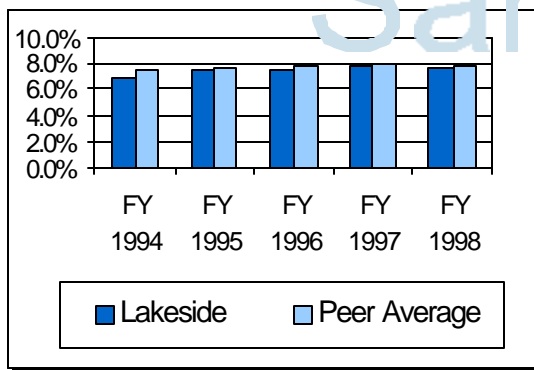
## REAL PRICE TO STUDENTS – INSTITUTIONAL DATA



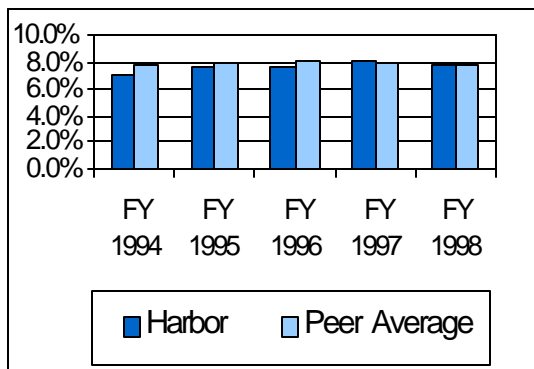
	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	%
Hillside	\$2,950	\$3,090	\$3,202	\$3,486	\$3,550	20.3%
% MHI	7.2%	7.8%	7.8%	8.0%	7.8%	
Peer Aver-	3,115	3,273	3,547	3,685	3,845	23.4%
Peer % MHI	8.4%	8.6%	8.8%	8.9%	8.9%	



	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	%
Gillette	\$2,946	\$3,084	\$3,202	\$3,486	\$3,594	22.0%
% MHI	7.2%	7.7%	7.6%	7.9%	7.7%	
Peer Aver-	3,013	3,148	3,467	3,639	3,863	28.2%
Peer % MHI	8.2%	8.1%	8.5%	8.7%	8.7%	



	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	%
Lake-side	\$2,838	\$3,032	\$3,140	\$3,444	\$3,568	25.7%
% MHI	6.9%	7.5%	7.5%	7.8%	7.7%	
Peer Aver-	2,902	3,064	3,305	3,429	3,586	23.6%
Peer % MHI	7.5%	7.7%	7.8%	7.9%	7.9%	



	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	%
Harbor	\$2,887	\$3,036	\$3,168	\$3,528	\$3,626	25.6%
% MHI	7.0%	7.5%	7.5%	8.0%	7.8%	
Peer Aver-	2,771	2,902	3,130	3,207	3,303	19.2%
Peer % MHI	7.8%	7.8%	8.1%	7.8%	7.8%	

## GRADUATION RATE

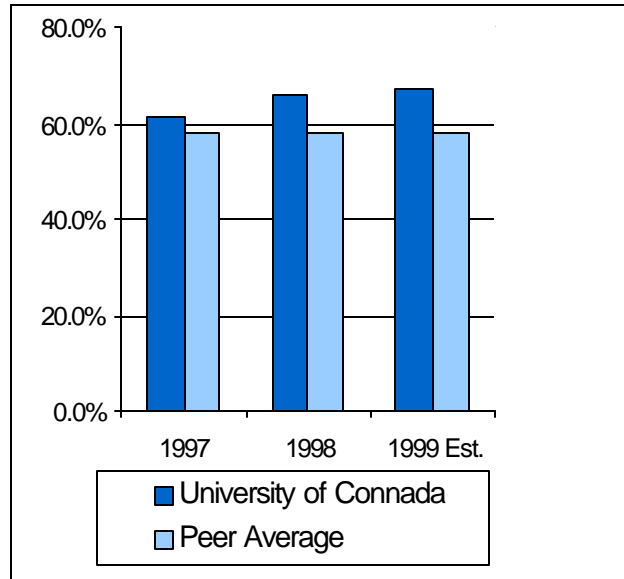
### Performance Indicator

Six-year completion rate. The percentage of undergraduate students completing degree requirements within six years compared to peer group.

*Are undergraduate students graduating in a timely manner?*

### Baseline Data Analysis

The sixth-year graduation rate at University of Connada consistently exceeds that of its peer group. In 1998, for example, its rate of 66% was 8 percentage points higher than the peer average of 58%. 1997 was the first year that consistently defined graduation rate reports were required by the federal government. The 1997 figures are based on the cohort of full-time degree-seeking students entering school in 1991; the 1998 figures on 1992 full-time enrollees. Because of recent efforts to enhance the undergraduate experience, particularly at the freshman level, University of Connada expects its graduation rate to gradually improve.



# Sample 2

	FY 1997	FY 1998	FY 1999
University of Connada	61.0%	66.0%	67.0%
Peer Average	58.0%	58.0%	58.0%

*Sources:*  
IPEDS Peer Analysis System

# Sample 2

**DISTANCE EDUCATION OPPORTUNITIES**

**Performance Indicator**

A description of distance education opportunities at each campus with an emphasis on asynchronous online learning.

***What are the River Valley Community Colleges doing to extend access?***

**Baseline Narrative**

**River Valley Community College System**

- The cost of an online course is the same as an onground course.
- An asynchronous online course offers students the flexibility of anytime anywhere learning opportunities.
- Member of the Distance Learning Consortium
- The community college system of 7 campuses is offering 60 courses in Fall 2000 at 5 of its campuses.

**Farmington Community College**

- The college is offering 25 courses in the fall 2000 semester.
- The college has 525 students enrolled in these courses.
- The college offers online library services through its distance learning program.
- The college has developed an innovative online tutoring program for

**Shoreline Community College**

- The college is an active member in the DLC.
- The college is offering 20 online course in fall 2000.
- The college was the first in the system to develop a complete Associates Degree Program online. The program is in Criminal Justice.
- The college was the first in the system to broadcast its graduation ceremony over the internet and will hold a virtual graduation for its

**Sharpe Hill Community College**

- Currently, the college does not have any online course offerings.
- The college is working with faculty members to develop several online courses for the spring 2001 semester.
- The college anticipates submitting three courses to the DLC course

## DISTANCE EDUCATION OPPORTUNITIES

### Baseline Narrative Continued

- Maple Community College**
- The college is offering its first course in fall 2000 which was developed through a grant from the DLC. The course is Latin I.

- Cove Community College**
- The college is offering 4 non-credit course in the fall 2000.
  - The college has enrolled 100 students in these courses.
  - Over 20 percent of the students enrolled in these course reside in rural section of the State are located over 30 miles from the nearest higher education institution.
  - These courses all involve workforce training in information

- Sherwood**
- The college is offering its first two course online this semester.

- Crestwood**
- The college is an active member in the DLC.

# Sample 3