DOCUMENT RESUME

ED 474 849 JC 030 198

AUTHOR	Coperthwaite, Corby A.
TITLE	The Value of a Community College Education: A Preliminary Report.
INSTITUTION	Connecticut Community Coll. System, Hartford.
PUB DATE	2002-01-28
NOTE	10p.; Specifications, testing, and instructions for data collection were completed by Tobi Krutt and Phyllis Perry.
AVAILABLE FROM	For full text: http://tunxis.commnet.edu/ir/Surveys/Value_Community_College_Education.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	College Graduates; *College Outcomes Assessment; Community Colleges; Salary Wage Differentials; Two Year Colleges; Vocational Education
IDENTIFIERS	*Community Technical Colleges of Connecticut

ABSTRACT

This document summarizes findings from an analysis of participants in Connecticut community college occupational programs conducted by the Department of Labor (DOL). The community colleges provided the DOL with files containing the social security numbers of all occupational program participants for an academic year. DOL then matched these files with employment and wage records to develop student profiles for the years 1998-1999 and 1999-2000. During the 1999-2000 academic year there were a total of 23,813 participants in credit occupational programs (20,965 of these students were continuing and 2,848 were graduates). Of the graduates, 82% were employed upon completion of their program. Analysis related to the earnings of graduates revealed that students who completed occupational degree or certificate programs generated increased wages in the amount of $26,585,593.84 with an average annual individual wage increase of $11,444.51. This average increase in annual wages does not reflect potential wage gains of liberal arts and general studies graduates, non-credit program completers, or those who study a series of skill courses without ever completing a program. According to these authors, these findings clearly provide evidence that Connecticut Community College education contributes to the social and economic well being of the state and its citizenry. (RC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 474 849

Connecticut
Community
Colleges

Education That Works For a Lifetime

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

R. A. Williams

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

The Value of a Community College Education
(A Preliminary Report)
January 28, 2002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Specifications, testing and instructions for data collection were completed by Tobi Krutt, Office of Academic Affairs and Phyllis Perry, Student Team. Technical assistance was provided by Dr. William Ritchie, Tunxis Community College

JC030198

Dr. Corby A, Coperthwaite
Office of Planning and Assessment
Board of Trustees
Connecticut Community-Technical Colleges
61 Woodland Street
Hartford, Connecticut 06105

Phone: (860) 725-6604
Fax: (860) 566-1308
CCoperthwaite@commnet.edu
www.commnet.edu/co/planning

BEST COPY AVAILABLE

Table of Contents

The Value of a Community College Education 1

Table of Contents 2

Executive Summary 3

Participants 4

Table 1: Participants 1999 - 2000 and 1998 - 1999 4

Employment 5

Table 2: Employment 1999-2000 5

Table 3: Employment 1998-1999 5

Wages 7

Table 4: Wages 1999-2000 7

Table 5: Wages 1998-1999 7

The Good News 9

Table 6: System Summary 9

Executive Summary

The Connecticut Employment and Training Commission (CETC) is required by statute to annually submit to both the Office of Policy and Management and the General Assembly "a report card" for occupational program providers emphasizing costs, enrollment, employment, and wages.

In cooperation with CETC, the Connecticut community colleges provide the Department of Labor (DOL) with files containing the social security numbers of all occupational program participants for an academic year. Students are identified as "in progress" or "completers". Using the social security number, DOL matches these files with employment and wage records. Presented are student profiles for the academic years 1998 - 1999 and 1999 - 2000. The data reported here are preliminary, but the final results are not expected to change significantly. This first year of reporting is a "data and programming learning opportunity" for DOL and the community college system.

During the 1999-2000 academic year there were a total of 23,813 "participants" (enrollments) in credit occupational programs across the system; 20,965 of these students were "in progress" (continuing) and 2,848 students were "completers" (graduates). Of the graduates, 82% (2,323) were employed upon completion of their program and 95% (2,196) of those were still employed six months later.

Connecticut community college students, completing occupational degree or certificate programs during the 1999-2000 academic year, generated increased wages in the amount of $26,585,593.84. The average annual individual wage increase was $11,444.51.

The results for 1998 -1999 are similar. There were a total of 22,334 "participants" (enrollments) in credit occupational programs across the system; 19,119 of these students were "in-progress" (continuing) and 3,215 students were "completers" (graduates). Of the graduates 82% (2651) were employed upon completion of their program and 93% (2468) of those were still employed six months later. Completers generated increased wages in the amount of $29,014,778.00. The average annual individual wage increase was 10,944.84.

As a system, over a two-year period, 4,974 Connecticut Community College students who completed credit degree or certificate programs were employed in Connecticut. The average annual wage increase for a Connecticut community college student was $11,178. This represents a total increase in wages over the two-year period of $55,600,770.

The $28 million dollar average increase in annual wages does not reflect potential wage gains of Liberal Arts and General Studies graduates, non-credit program completers, or those who study a series of skill courses without ever completing a program; however, the evidence is quite clear. A Connecticut Community College education provides a substantial contribution to the social and economic well being of the state and its citizenry.

Participants

The Connecticut Employment and Training Commission (CETC) is required by statute to annually submit to both the Office of Policy and Management and the General Assembly "a report card" for occupational program providers emphasizing costs, enrollment, employment, and wages. Occupational programs do not include Liberal Arts or General Studies (approximately 42% of Community College Students enroll in occupational programs).

In cooperation with CETC, the Connecticut community colleges provide the Department of Labor (DOL) with data files containing the social security numbers of all occupational program participants for an academic year. The students are identified as "in progress" or "completers". Using the social security number, DOL matches these data files with employment and wage records. In the pages that follow are profiles of these students for the academic years 1998-1999 and 1999-2000. The data reported here are preliminary, but the final results are not expected to change significantly. This first year of reporting is a "data and programming learning opportunity" for DOL and the Community College System.

During the 1998-1999 academic year there were a total of 22,334 "participants" (enrollments) in credit occupational programs across the system; 19,119 of these students were "in-progress" (continuing) and 3,215 students were "completers" (graduates).

During the 1999-2000 academic year there were a total of 23,813 "participants" (enrollments) in credit occupational programs across the system; 20,965 of these students were "in progress" (continuing) and 2,848 students were "completers" (graduates).

Table 1: Participants 1999 - 2000 and 1998 - 1999

	1999-2000			1998-1999		
College	Total In-Progress	Total Completers	Total Participants	Total In-Progress	Total Completers	Total Participants
Asnuntuck	427	119	546	402	115	517
Capital	1,114	245	1359	1,040	254	1,294
Gateway	2,232	286	2,518	1,933	375	2,308
Housatonic	2,396	198	2,594	2,155	197	2,352
Manchester	3220	404	3,624	2,971	507	3,478
Middlesex	624	113	737	563	160	723
Naugatuck	2806	391	3,197	2,623	470	3,093
Northwestern	917	159	1,076	838	201	1,039
Norwalk	2,466	284	2,750	2,294	308	2,602
Quinebaug	888	82	970	694	73	767
Three Rivers	1,760	270	2,030	1,748	277	2,025
Tunxis	2,115	297	2,412	1,858	278	2,136
System	**20,965**	**2,848**	**23,813**	**19,119**	**3,215**	**22,334**

Employment

During the 1999-2000 academic year 2,848 Connecticut community college students completed occupational degree or certificate programs; 82% were employed upon completion of their program and 95% of those were still employed six months later.

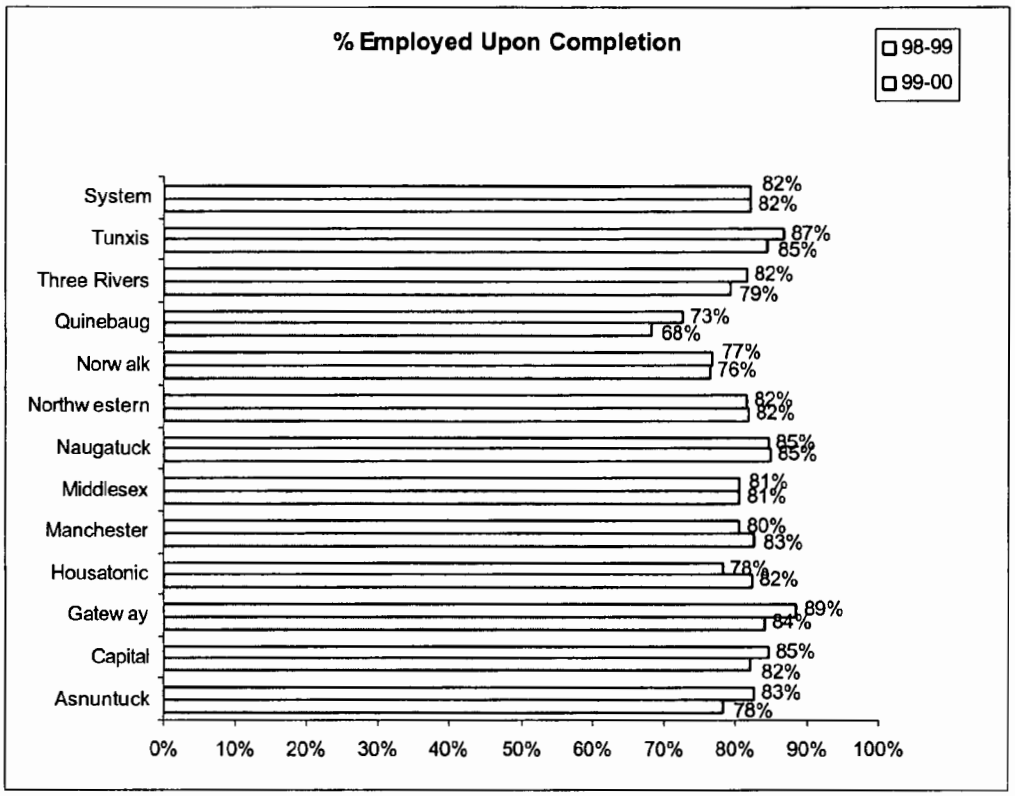
During the 1998-1999 academic year 3,215 Connecticut community college students completed occupational degree or certificate programs; 82% were employed upon completion of their program and 93% of those were still employed six months later.

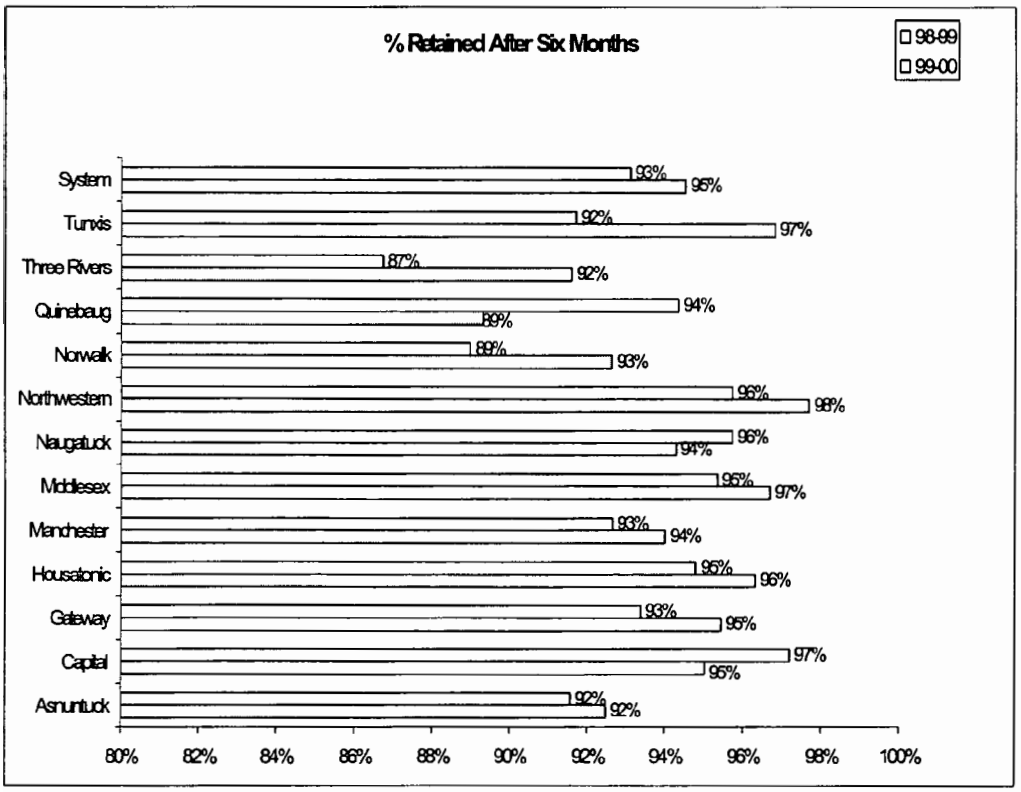
Table 2: Employment 1999-2000

1999-2000	Total Completers	Number Employed Upon Completion	Percent Employed Upon Completion	Number Retained After 6 Months	Percent Retained After 6 Months
Asnuntuck	119	93	78%	86	92%
Capital	245	201	82%	191	95%
Gateway	286	241	84%	230	95%
Housatonic	198	163	82%	157	96%
Manchester	404	334	83%	314	94%
Middlesex	113	91	81%	88	97%
Naugatuck	391	332	85%	313	94%
Northwestern	159	130	82%	127	98%
Norwalk	284	217	76%	201	93%
Quinebaug	82	56	68%	50	89%
Three Rivers	270	214	79%	196	92%
Tunxis	297	251	85%	243	97%
System	**2,848**	**2,323**	**82%**	**2,196**	**95%**

Table 3: Employment 1998-1999

1998-1999	Total Completers	Number Employed Upon Completion	Percent Employed Upon Completion	Number Retained After 6 Months	Percent Retained After 6 Months
Asnuntuck	115	95	83%	87	92%
Capital	254	215	85%	209	97%
Gateway	375	332	89%	310	93%
Housatonic	197	154	78%	146	95%
Manchester	507	408	80%	378	93%
Middlesex	160	129	81%	123	95%
Naugatuck	470	398	85%	381	96%
Northwestern	201	164	82%	157	96%
Norwalk	308	236	77%	210	89%
Quinebaug	73	53	73%	50	94%
Three Rivers	277	226	82%	196	87%
Tunxis	278	241	87%	221	92%
System	**3,215**	**2,651**	**82%**	**2,468**	**93%**





BEST COPY AVAILABLE

Wages

Connecticut community college students completing occupational degree or certificate programs during the 1999-2000 academic year generated increased wages in the amount of $26,585,593.84. Compared to their salaries prior to attending, the average annual wage increase for a Connecticut community college graduate was $11,444.68.

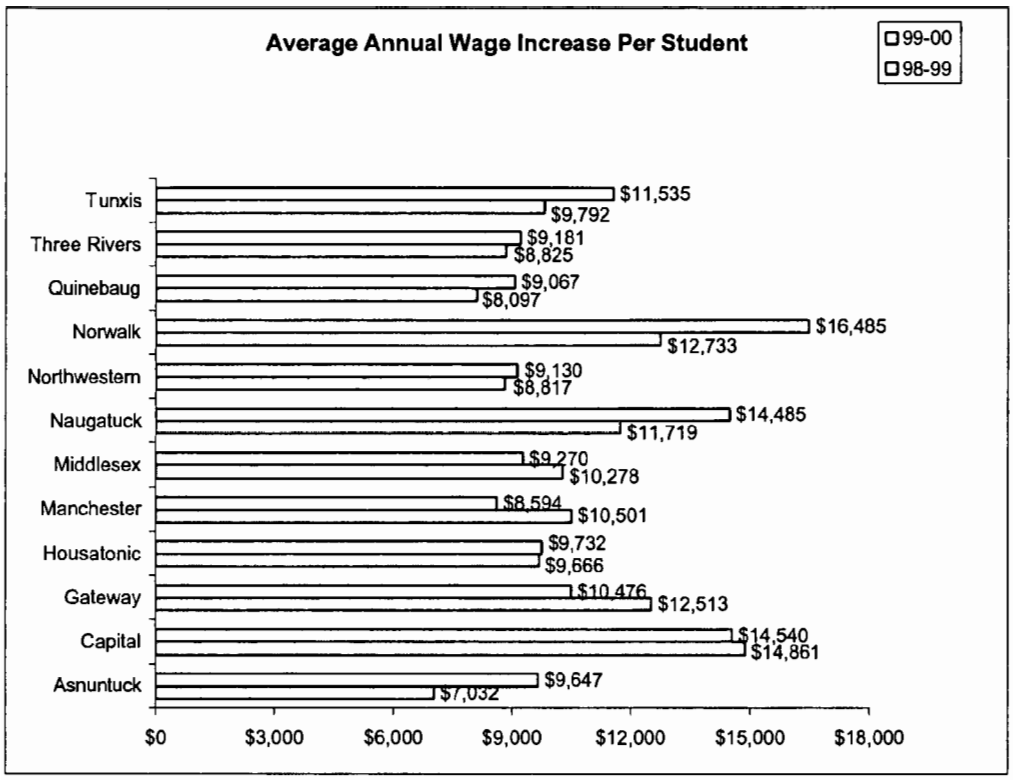
Connecticut community college students completing occupational degree or certificate programs during the 1998-199 academic year generated increased wages in the amount of $29,014,778.00. Compared to their salaries prior to attending, the average annual wage increase for a Connecticut community college graduate was $10,944.84.

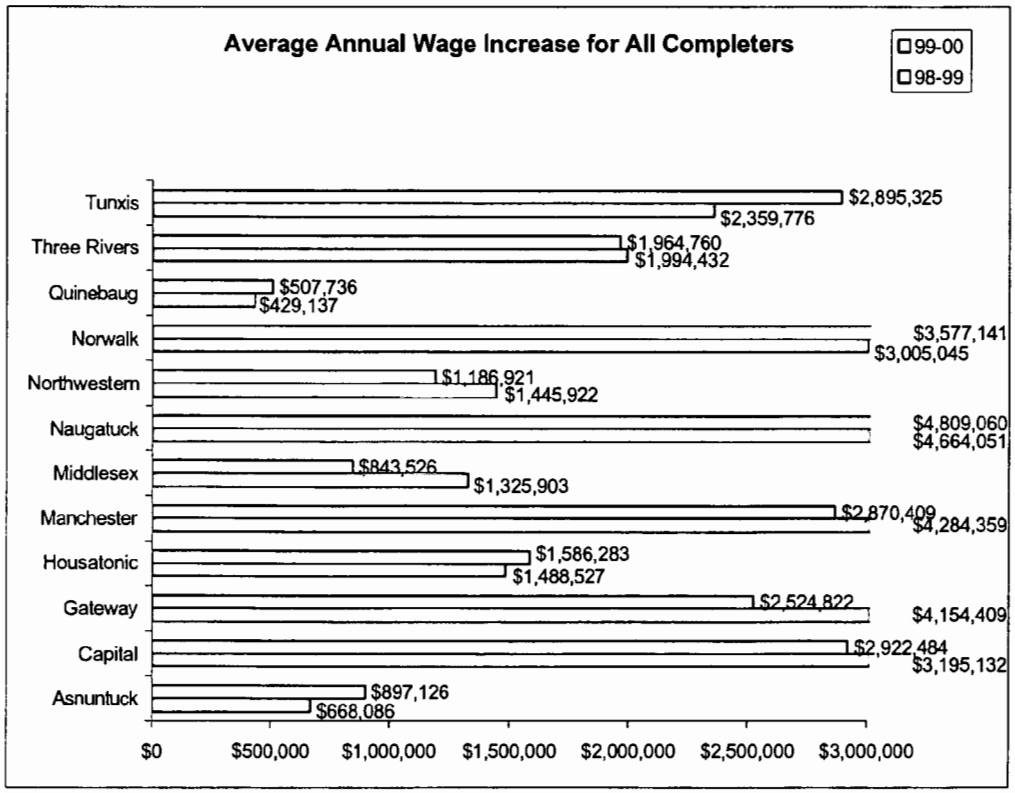
Table 4: Wages 1999-2000

1999-2000	Employed Completers	Avg Weekly Increase	Annual	Total Value
Asnuntuck	93	$185.51	$9,646.52	$897,126.36
Capital	201	$279.61	$14,539.72	$2,922,483.72
Gateway	241	$201.47	$10,476.44	$2,524,822.04
Housatonic	163	$187.15	$9,731.80	$1,586,283.40
Manchester	334	$165.27	$8,594.04	$2,870,409.36
Middlesex	91	$178.26	$9,269.52	$843,526.32
Naugatuck	332	$278.56	$14,485.12	$4,809,059.84
Northwestern	130	$175.58	$9,130.16	$1,186,920.80
Norwalk	217	$317.01	$16,484.52	$3,577,140.84
Quinebaug	56	$174.36	$9,066.72	$507,736.32
Three Rivers	214	$176.56	$9,181.12	$1,964,759.68
Tunxis	251	$221.83	$11,535.16	$2,895,325.16
System	**2,323**	**$220.09**	**$11,444.68**	**$26,585,593.84**

Table 5: Wages 1998-1999

1998-1999	Employed Completers	Avg Weekly Increase	Annual	Total Value
Asnuntuck	95	$135.24	$7,032.48	$668,085.60
Capital	215	$285.79	$14,861.08	$3,195,132.20
Gateway	332	$40.64	$12,513.28	$4,154,408.96
Housatonic	154	$185.88	$9,665.76	$1,488,527.04
Manchester	408	$201.94	$10,500.88	$4,284,359.04
Middlesex	129	$197.66	$10,278.32	$1,325,903.28
Naugatuck	398	$225.36	$11,718.72	$4,664,050.56
Northwestern	164	$169.55	$8,816.60	$1,445,922.40
Norwalk	236	$244.87	$12,733.24	$3,005,044.64
Quinebaug	53	$155.71	$8,096.92	$429,136.76
Three Rivers	226	$169.71	$8,824.92	$1,994,431.92
Tunxis	241	$188.30	$9,791.60	$2,359,775.60
System	**2,651**	**$210.48**	**$10,944.84**	**$29,014,778.00**





BEST COPY AVAILABLE

The Good News

During the two-year period 1998-1999 and 1999-2000, 4,974 Connecticut Community College students graduated from occupational credit programs and were employed in Connecticut. Graduates realized an average increase in wages of $215 per week or $11,178 per year. $55,600,770 worth of higher earnings can be attributed to graduates completing a Connecticut community college occupational credit program: $26,585,594 in 1999-2000 and $29,014,778 in 1998-1999.

The $28 million dollar average increase in annual wages does not reflect potential wage gains of Liberal Arts and General Studies graduates, non-credit program completers, or those who study a series of skill courses without ever completing a program; however, the evidence is quite clear. A Connecticut Community College education provides a substantial contribution to the social and economic well being of the state and its citizenry.

Table 6: System Summary

	Employed Completers	Avg Weekly Increase	Annual	Total Value
1998-1999	2,651	$210	$10,945	$29,014,778
1999-2000	2,323	$220	$11,445	$26,585,992
	4,974	$215	$11,178	$55,600,770

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").