



STILL LESS FOR MORE EXECUTIVE SUMMARY

THE WHY

When students invest in a Connecticut institution of higher education, they deserve to have experiences that are equitable and likely to set them up for success. But some of Connecticut's four-year colleges struggle to keep that promise, achieving low rates of completion at high costs to low-income families. When schools offer less—in terms of giving students the support needed to succeed—in exchange for more—a greater expense, we identify them as “less for more” schools.

In the short term, the findings in this report can help students making enrollment decisions to weigh their options.

In the longer-term, the findings shed light on a high-level of institutional need.

Of the schools that are offering students only “less for more,” many are themselves being offered less by way of state resources. This is especially true at the state's public institutions—which have the greatest potential to become vehicles of upward mobility because they serve a large share of students from low-income and diverse backgrounds at the most affordable prices.

As a matter of educational equity, Connecticut owes these schools and their students a state-level investment that will protect affordable postsecondary options here and fund institutional support systems that yield higher levels of student success.

THE HOW

This analysis uses the most recently available data from the United States Department of Education's Integrated Postsecondary Education Data System (IPEDS) to explore costs and outcomes in Connecticut colleges. Specifically, this study looks at three metrics: six-year completion rates, six-year completion rates for students of color,ⁱ and costs to students from the lowest-income families.ⁱⁱ

ⁱ We use the term “students of color” to include data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for the following racial categories: “American Indian or Alaska Native,” “Black or African American,” “Hispanic,” “Native Hawaiian or Other Pacific Islander,” “Asian,” and “Two or more races.”

ⁱⁱ We have deemed an average net price to be “high” when it falls above average for an institution's entire cohort. See our “Methodology” section for information about how cohorts of peers were developed.

FINDINGS ON CONNECTICUT'S FOUR-YEAR COLLEGES

1 school with a consistent **SIX-YEAR COMPLETION RATE \leq 50%:**

- University of Bridgeport

3 schools with a consistent **SIX-YEAR COMPLETION RATE \leq 50% FOR STUDENTS OF COLOR:**

- Central Connecticut State University
- Southern Connecticut State University
- University of Bridgeport



15 schools with high average net **PRICE TO STUDENTS FROM LOW-INCOME FAMILIES** in the 2020-21 school year, relative to peer institutions nationally:



- Albertus Magnus College
- Central Connecticut State University
- Connecticut College
- Eastern Connecticut State University
- Fairfield University
- Quinnipiac University
- Sacred Heart University
- Southern Connecticut State University
- University of Bridgeport
- University of Connecticut
- University of Hartford
- University of New Haven
- University of Saint Joseph
- Western Connecticut State University
- Yale University*

** Notably, Yale is incredibly affordable for students from low-income families; it is simply not as affordable as some of its national peers.*

3 schools on the **"LESS FOR MORE" LIST** - those that combine low rates of completion and high prices to students from low-income families:



- Central Connecticut State University
- Southern Connecticut State University
- University of Bridgeport