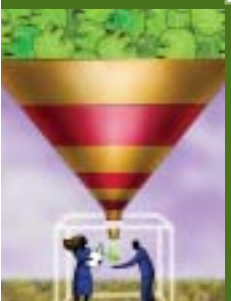
CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

Trends & Indicators in Higher Education 2004



VOLUME XVIII
NUMBER 5
SPRING 2004

Inside:

"How will you spend your tax refund this year?"

Consider investing in CollegeBound*fund*, a tax-advantaged 529 college savings plan that offers many benefits, including:

Tax-Free Withdrawals

Assets grow tax-free, and withdrawals for qualified higher education expenses* are also federal income-tax free. Additionally, some states also allow the earnings to grow state tax-free.

Flexibility

Assets can be used to pay for qualified expenses at any accredited higher education institution in the U.S., including undergraduate and graduate schools, most community colleges and vocational tech schools.

Choice of Investment Options

Choose from a wide variety of investment options including Age-Based Portfolios, Risk-Based Portfolios, a Stable Value Portfolio, or a Customized Portfolio of individual mutual funds.

Changing Beneficiaries

You can change the beneficiary of your account at any time to any other member of the former beneficiary's family.

Rather than using your tax refund for the newest electronic gadget, why not open a CollegeBound*fund* account and invest today for your child's education tomorrow.

Learn more by calling your financial advisor or by logging on to collegeboundfund.com.

CollegeBound*fund*℠

888 324-5057

collegeboundfund.com

AllianceBernstein℠
Investment Research and Management

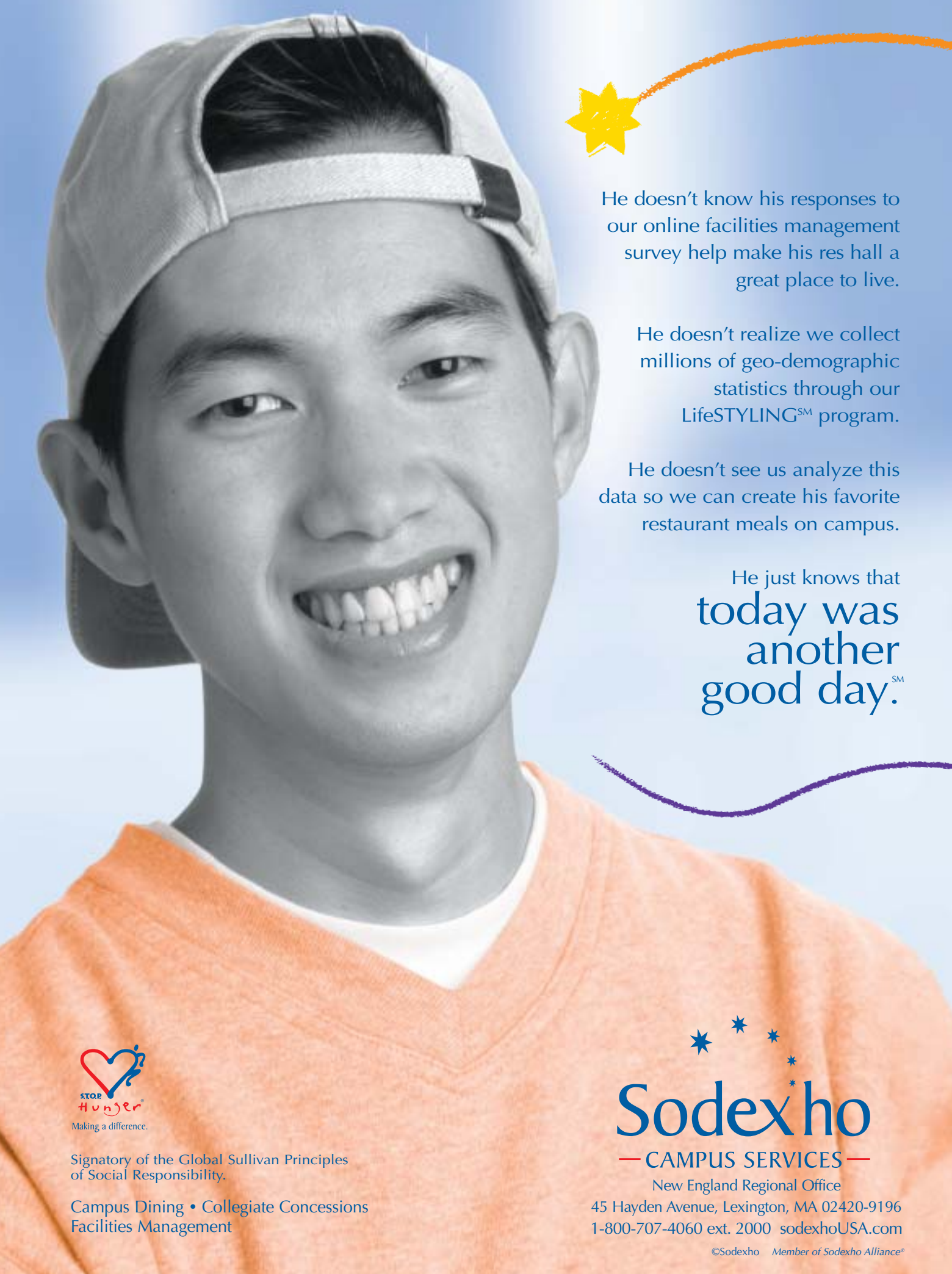
Paul J. Tavares
General Treasurer

William H. Hurry, Jr.
Executive Director

BabyMint® Earn Dollars toward your CollegeBound*fund* account with the BabyMint college savings accelerator.

*Qualified expenses include tuition, fees, room and board, books and other supplies required for attendance of a student at an institution of higher education. A 10% penalty or additional tax on the earnings withdrawn for non-qualified expenses will apply. Please see the Program Description for more specific information. Under a "sunset provision," the federal tax exemption for earnings on qualified withdrawals is scheduled to expire on December 31, 2010, unless extended by Congress. Check with your tax advisor to see how 529 plans are treated in your state for income tax purposes. If you are a Rhode Island resident, you receive the benefit of state income-tax-free earnings growth. As with any investment, the value of your account will fluctuate and, when withdrawn, may be worth more or less than its original cost. For more information, including a description of fees, expenses and risks, contact AllianceBernstein or your financial representative for a free Program Description. Read it carefully before investing or sending money. **AllianceBernstein Investment Research and Management, Inc.**, member of NASD. BabyMint, Inc. is not affiliated with AllianceBernstein, CollegeBoundfund or the State of Rhode Island. An investment in CollegeBoundfund is not required to take advantage of BabyMint, Inc. vendor discounts. Neither AllianceBernstein, the State of Rhode Island, nor CollegeBoundfund are responsible for the operation of the BabyMint, Inc. program.

Investment Products Offered | **Are Not FDIC Insured** | **May Lose Value** | **Are Not Bank Guaranteed**


He doesn't know his responses to our online facilities management survey help make his res hall a great place to live.
He doesn't realize we collect millions of geo-demographic statistics through our LifeSTYLING℠ program.
He doesn't see us analyze this data so we can create his favorite restaurant meals on campus.
He just knows that
today was another good day.℠
STOP Hunger®
Making a difference.
Signatory of the Global Sullivan Principles of Social Responsibility.
Campus Dining • Collegiate Concessions
Facilities Management
Sodexho
CAMPUS SERVICES
New England Regional Office
45 Hayden Avenue, Lexington, MA 02420-9196
1-800-707-4060 ext. 2000 sodexhoUSA.com
©Sodexho Member of Sodexho Alliance®

nelnet®

www.nelnet.net

It's not business. It's personal.

Nelnet's customer care has never been stronger. Every campus is served directly by a Campus Director and supported by Business Partner Support and Training teams, regional offices, walk-in centers, default prevention specialists, and toll-free access to loan advisors for borrowers.

Expect extraordinary. customer care

From coast to coast and everywhere in between, our people are going the extra mile to help make educational dreams possible. Our online solutions have revolutionized student lending and our people are central to our comprehensive support of financial aid offices.

How can we serve you? Let your Campus Director know how they can help.

Contact Nelnet today at 1.800.268.7256 or e-mail campussolutions@nelnet.net.

CONNECTION
THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

Volume XVIII, No. 5
Spring 2004

Cover collage by John O. Harney.

COVER STORIES

TRENDS & INDICATORS

COMMENTARY & ANALYSIS

DEPARTMENTS

Funds in 5 days or less and low interest rates too!

(who says your students can't have it all)

Day 1

Apply conveniently by web or phone.

Pre-approval email sent within minutes.

Day 2

Print, sign and fax the promissory note.

School certifies online or by fax.

Day 3

Final document review.

Day 4

Disbursement scheduled with lender.

Day 5

Loan disbursed to school.

TERI, the largest company dedicated solely to private education finance, offers loan funds in **5 days or less** and we have great rates, as low as Prime minus .50%. Since 1985, TERI has satisfied thousands of schools and nearly one million students. With all of those satisfied customers it's no wonder TERI has a loan product for any school, from part-time education to advanced graduate studies—we even have a loan for elementary and secondary education.

Visit TERI on the web at **www.TERI.org** or call **(800) TERI-FAO** for additional information and quality service.

TERI Education Loans

CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

CONNECTION: THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION is published five times a year by the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111-1325
Phone: 617.357.9620 Fax: 617.338.1577
Email: connection@nebhe.org

Vol. XVIII, No. 5 Spring 2004
ISSN 0895-6405

Publisher: David M. Bartley
Executive Editor: John O. Harney
Senior Director of Communications: Charlotte Stratton
NEBHE/CONNECTION Intern: Amanda Krupkoski
Design and Production: tpgcreative, Boston, MA

Director of Advertising Sales and Marketing: Myha Nguyen

Back Issues: Regular issues $3.95 each; annual directory issue $20.

Advertising rates are available upon request.

CONNECTION is printed in New England.

CONNECTION is indexed and abstracted in EBSCOhost's Academic Search Elite, Academic Search Premier and Professional Development Collection, and indexed in PAIS International and ERIC's Current Index to Journals in Education. A cumulative index of CONNECTION articles and abstracts of recent articles are also accessible on the World Wide Web at www.nebhe.org.

The New England Board of Higher Education is a nonprofit, congressionally authorized, interstate agency whose mission is to promote greater educational opportunities and services for the residents of New England. NEBHE was established by the New England Higher Education Compact, a 1955 agreement among the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

EDITOR'S MEMO

As Maine Goes …

Here's a trend: even as New England college enrollment nears a record 850,000, students from lower-income families continue to get knocked off the road to higher education at every turn.

First, they graduate from high school at lower rates than their higher-income counterparts. Then, those who do finish high school go on to college at lower rates. Finally, those who go to college are far less likely to complete degrees, due largely to inadequate preparation, competing claims on their time (read: work) and financial need.

All told, just 5 percent of U.S. students from the bottom quartile of family income earn bachelor's degrees by age 24, compared with 51 percent of students from the top quartile, according to Pell Institute Senior Scholar Thomas G. Mortenson.

There are plenty of reasons to believe the inequity is worsening. Squeezed by state budget cuts, public universities—once gateways for a state's neediest students—have taken to wooing high-income, out-of-state students who can pay more. And the impulse to award scholarships based not on financial need but on test scores threatens to divert scarce student aid funds to wealthy suburbanites who would go to college anyway. College prices have actually *decreased* as a share of that group's income.

In Maine, where six of every 10 ninth-graders eventually swerve off the road to a college degree, and shuttered mills attest to a shifting economy, there is a growing realization that low educational attainment could bring economic and civic disaster. A group of 33 education, business, government and community leaders have been meeting for the past year to confront the challenge head-on. Later this spring, their Maine Compact for Higher Education will propose a set of bold strategies aimed at preparing 39,500 additional degree-holders in Maine by 2019. *(Full disclosure: I helped write the compact's action plan.)*

The first strategy likely to emerge from the Maine compact is a special state scholarship program eliminating *all* unmet need and *all* education loans for eligible students from low-income households. Currently, even low-income students whose "expected family contribution" is determined by the federal government to be zero can expect aid packages several thousand dollars short of a proverbial full boat. And mounting war bills and tax cuts make any new federal spending on need-based student aid unlikely. What is likely to come out of Washington instead is a reallocation of federal Work Study funds and other campus-based aid away from New England to politically ascendant Sunbelt states—a change that could cost Maine half its federal campus-based aid dollars.

Another proposal will encourage every Maine high school to offer students a spectrum of "early college" experiences. These may range from Advanced Placement (AP) classes to single courses at a local community college to opportunities to graduate from high school with significant college credit—even a full associate degree. Importantly, this initiative focuses on the student "in the back of the class" who may see college as unattainable.

Two other likely strategies will focus on adults. Just as high school students need early college experiences to stay on the road to college, adults need transition programs to turn night courses, skills upgrading or GED programs into degree programs. So, the compact will promote pathways to college for adults who want to earn a degree but are underprepared for college work. Another strategy will help Maine employers devise forward-looking education policies for adult workers and provide a state tax credit for employers who help pay employees' tuition.

The compact and its partners also plan to target editorial pages, high school guidance offices and community meetings with what is, sad to say, a revolutionary message: a college education is the "Right and Responsibility" of all Maine residents.

Keep an eye on Augusta. As Maine goes, so may go New England.

***John O. Harney** is executive editor of CONNECTION.*

the signs of a healthier vermont.

When families are better informed about nutrition, these are signs of a healthier Vermont.

Blue Cross and Blue Shield of Vermont and its HMO affiliate The Vermont Health Plan announce Eat Smart Vermont,™ a new program designed to help Vermonters make healthy choices when they are at local restaurants. The program promotes restaurants carrying nutritious specials and other menu items, and helps those restaurants advertise their healthy selections. For a complete list of participating restaurants and more information about BCBSVT and TVHP's many health coverage options and community programs, visit www.bcbsvt.com.

BlueCross BlueShield of Vermont

THE VERMONT Health PLAN

Independent Licensees of the Blue Cross and Blue Shield Association.

Raise Loan Limits Now

Terry Hartle and Chris Simmons suggest that an adjustment in loan limits for student aid programs may not occur until the 2010 reauthorization of the Higher Education Act ["*Bill*ing Cycle," CONNECTION, Winter 2004].

While there are compelling arguments raised by many theorists that increasing limits could possibly raise the cost of tuition, there are far more compelling arguments that students have waited far too long for federal assistance programs to keep pace with skyrocketing costs. They simply cannot wait for another reauthorization bill to address this funding crisis.

Escalating costs, coupled with the current economic downturn, have put college out of reach for too many qualified students. In fact, the Congressional Advisory Committee on Student Financial Assistance reports that by the end of this decade, as many as 4.4 million college-qualified high school graduates will be unable to enroll in a four-year college, and 2 million will not go to college at all because of cost issues.

Since federal financial aid programs are based on making college accessible for all students, we should be the first to realize our responsibility in matching that commitment by increasing these loan limits. The time has come for Congress to act.

Congressman Michael H. Michaud
Democrat of Maine
U.S. House of Representatives

State Returns on Higher Ed

I couldn't agree more with the sentiments expressed in Blenda Wilson's article in the last issue of CONNECTION ["The *Public* Interest," CONNECTION, Winter 2004]. Higher education is not just a great investment for individuals, it is a great investment for states—although we have done a woeful job of expressing this to policymakers and the public. One can't help but wonder how much support there would be for higher education if the public knew the full magnitude of the benefits of higher education.

If one compares the average state appropriations per public four-year degree to the average additional state and local tax revenues per bachelor's degree over a 45-year working lifetime, the annual internal rate of return on state investments in public higher education is about 11 percent (above the rate of inflation). There are numerous reasons why this simple calculation overstates the rate of return to state investments in higher education. But there are even more important reasons why it understates the return. Among other things, it doesn't include fiscal benefits to states such as reduced expenditures for unemployment benefits, Medicaid, welfare, corrections and so on. Moreover, even if the actual return is half the rough estimate, how many of us would be thrilled to earn such a return on our own portfolios?

Philip Trostel
Professor of Economics
& Public Policy
University of Maine

The New England Board of Higher Education

wishes to thank the

John H. and H. Naomi Tomfohrde Foundation

for its recent three-year commitment to

CONNECTION: THE JOURNAL OF THE

NEW ENGLAND BOARD OF HIGHER EDUCATION

Bartley to Lead NEBHE


David M. Bartley

The New England Board of Higher Education named David M. Bartley, the recently retired president of Holyoke Community College and former Massachusetts House Speaker, to serve as its interim president.

Bartley succeeds Robert A. Weygand, a former Rhode Island congressman who led NEBHE for nearly three years before accepting the job of vice president for administration and finance at the University of Rhode Island, his alma mater.

In an era of short tenures among college presidents, Bartley led Holyoke Community College, his alma mater, for 28 years, from 1975 until his retirement from the post in January.

Under his leadership, the Bay State's oldest community college grew from 2,000 students and 11 degree programs to more than 6,500 students, 24 degree programs and 45 certificate programs. Bartley signed transfer articulation agreements with 27 colleges and universities, helping Holyoke post the highest transfer rate of any Massachusetts community college. He won support for key building projects, including a state-of-the-art business center slated to open in the fall of 2005.

Before assuming the presidency at Holyoke, Bartley served 13 years in the Massachusetts House of Representatives from 1963 to 1975 and was House speaker from 1969 to 1975. In 1982, he interrupted his tenure at Holyoke Community College to serve as executive secretary of administration and finance under then Massachusetts Gov. Edward King. His name can be found on landmark Massachusetts legislation of the day, including the Bartley-Fox Gun Act, which imposes a one-year prison sentence on anyone carrying a gun without a permit, and the Chapter 766 legislation mainstreaming special needs students into public schools.

Bartley was born and raised in Holyoke. He graduated in 1954 from Holyoke Junior College, which later became Holyoke Community College. He then transferred to the University of Massachusetts Amherst, where he received a bachelor's degree in government and was a standout on the basketball team. He received his master's in education and his doctorate from UMass as well.

D'Allesandro Becomes NEBHE Chair

New Hampshire state Sen. Lou D'Allesandro (D-Manchester) became NEBHE chair on Feb. 28.


Sen. Lou D'Allesandro

D'Allesandro is serving his third term in the New Hampshire Senate, where he is the deputy minority leader and chair of Ways and Means. He is also vice chair of the Capital Budget Committee and a member of the Rules and Enrolled Bills Committee, the Finance Committee, and the Fiscal Committee of the General Court.

A retired educator, D'Allesandro previously served three terms as a New Hampshire executive councilor and two as a state representative. He holds degrees from the University of New Hampshire, Rivier College and Harvard University as well as an honorary doctorate from Daniel Webster College.

D'Allesandro succeeds Middlesex Community College President Carole A. Cowan as NEBHE chair. Other past chairs include former New Hampshire Gov. Walter Peterson, former University of Maine System Chancellor Robert L. Woodbury and the late Eleanor McMahon, who was commissioner of higher education in Rhode Island.

Firehouse Learning

Firefighters in many places have a lot of down time between calls. So what better place to deliver online training than to local firehouses? That's the thinking behind a new partnership between the Massachusetts Division of Fire Services and Massachusetts Colleges Online, a consortium of the Bay State's 24 state colleges and community colleges that offers one-stop shopping for online education programs.

Established in 2001, the distance learning consortium was offering 583 courses and 26 programs by fall 2003.

Another consortium collaboration catches the "early college" wave, allowing students to earn college credits online while they are still in high school.

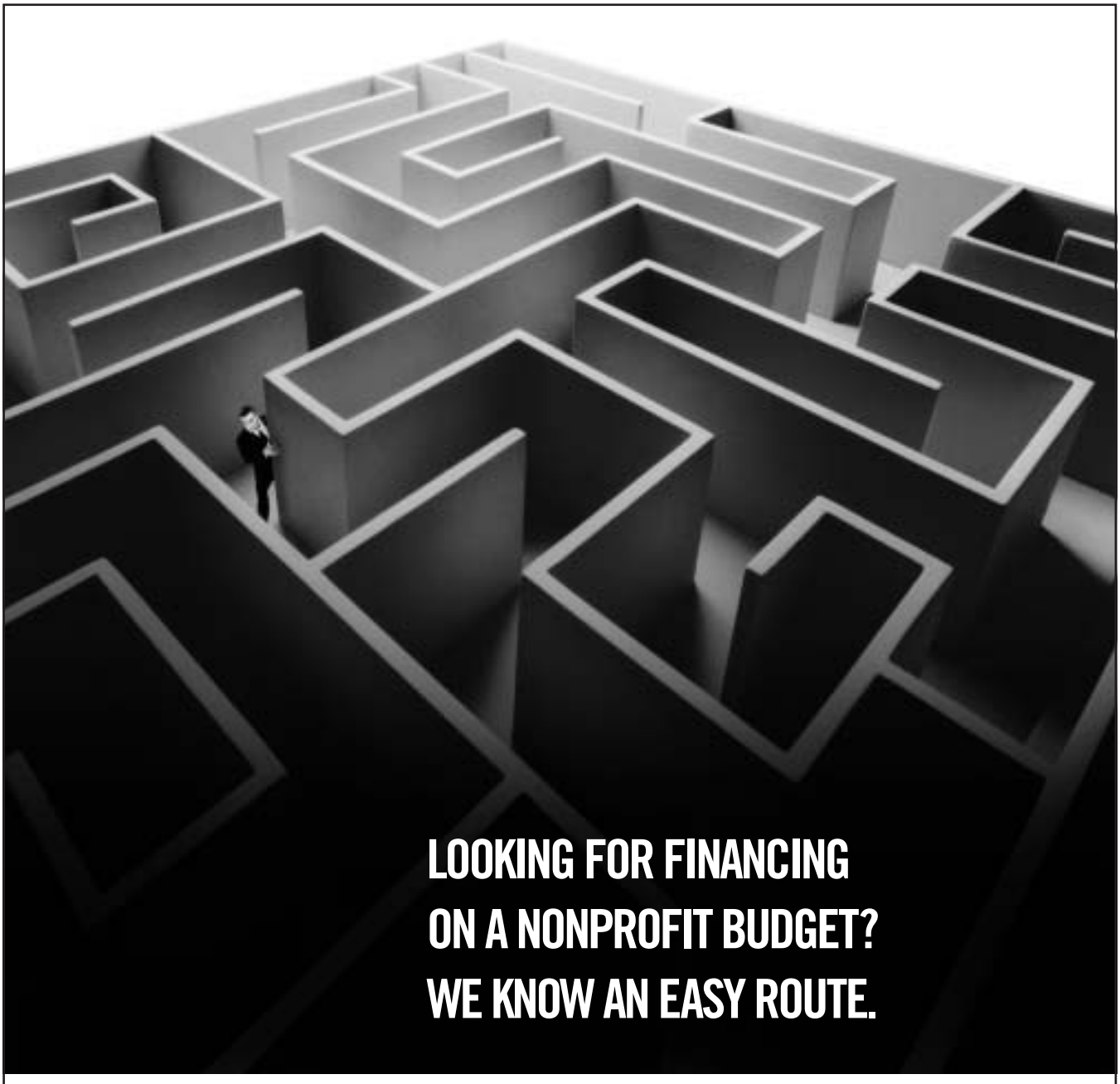
This semester, five Newburyport, Mass., high school students are taking Northern Essex Community College's Introduction to Sociology course online and earning both college and high school credit. Amesbury, Mass., students have taken online college courses in subjects ranging from English composition to flash animation. Consortium officials say the program improves upon a discontinued Massachusetts Dual Enrollment program in which high school students could take courses at the state's public colleges free of charge but had to make the time to get to them in the flesh.

Three O'Clock Shadow

As many as 15 million American children go home from school each day to an empty house—a time and place where, a growing body of research suggests, they are most likely to experiment with drugs and other risky behaviors.

Yet President Bush has proposed freezing funding on after-school programs, which offer some protection from those hazards while increasing academic achievement. Bush's budget would deprive an estimated 1.3 million children of after-school programs.

There is some good news on the after-school front. Lesley University is among those working to "professionalize" the field that has been marked by low pay and high turnover. Lesley and Boston-based Citizen Schools recently launched a teaching fellowship and master's degree program to



LOOKING FOR FINANCING ON A NONPROFIT BUDGET? WE KNOW AN EASY ROUTE.

MassDevelopment
The team that gets it done.

As a nonprofit institution, you make a significant contribution to the community. That difference can't always be measured in dollars. But when dollars are what you need for your next development project, look to MassDevelopment. We have innovative financial solutions, including bond financing and low-cost loans. Our experienced staff will navigate you through the process. To learn more, contact us at **800.445.8030** or visit **massdevelopment.com**.

75 FEDERAL STREET, BOSTON, MA 02110 | 800.445.8030 | MASSDEVELOPMENT.COM

develop leaders for the after-school field. Twenty-two educators are now working as teachers and team leaders at 10 Citizen Schools after-school programs in Boston while pursuing master's degrees in education at Lesley with concentrations in "out-of-school time."

The Citizen Schools also have developed 10-week programs in which Hub lawyers and other professionals volunteer as mentors to student "apprentices."

Skilled Dropouts

High school dropouts earned less than half of what bachelor's degree-holders earned in 2001 and were nearly three times as likely to be unemployed. With each additional level of degree attainment, the "earnings premium" rises. It's close to gospel: the higher your degree, the more you earn. But now a Brown University study suggests it's not only the degree that matters in the labor market; a student's aptitude counts too.

High school dropouts who scored higher on a standardized test earned more when they entered the labor market than high school dropouts with lower scores, according to a study by Brown assistant professor of education and economics John H. Tyler.

Tyler's research reinforces the idea that high school dropouts are at a severe economic disadvantage, which has gotten worse over the past two decades. But the findings also suggest that developing basic literacy and math skills has a payoff even for students who drop out before earning a high school diploma.

Social Engineers

Most people would not entrust their medical care to a doctor or their legal matters to a lawyer who didn't have a good seven or eight years of undergraduate and graduate education behind them. But they entrust their roads, bridges, buildings and drinking water systems to civil engineers with only four years of college.

Today's civil engineering graduates take at least 20 fewer college credits and a whole semester less of technical engineering courses than did their counterparts in the 1920s, reports the American Society of Civil Engineers.

Softer skills are also a problem. Employers have complained that engineers in various fields lack communication skills and an understanding of how their work relates to broader social and economic concerns. Engineering schools have tried to combat the problem by encouraging more integration between technical and liberal arts courses, but many students do not have time in their busy schedules for more classes.

The 150-year-old civil engineering society now says civil engineering education must be restructured to keep up with the increasingly complex field. Among other things, the society recommends that future civil engineers earn a graduate degree or the equivalent of 30 graduate credits and acquire some practical experience before sitting for the field's licensure exam and practicing professionally.

When Parity?

A little over 4 percent of African-Americans age 25 and older had completed four years of college in 1968, compared with 11 percent of whites, according to a new report by the nonprofit United for a Fair Economy. By 2002, 17 percent of African-Americans were college graduates, compared with 29 percent of whites. At that rate, the report notes, parity in four-year college completion will be reached in 2075—more than 200 years after the end of slavery.

Snippets

Free Higher Ed

"This campaign season offers a real wedge issue … for any politician bold enough to see its significance: free higher education. Make every public institution of higher education free for all who meet the admissions standards. No means testing, no service or work requirements, no minimum or maximum ages. Just make it free for all."

—Labor Party organizer Mark Dudzic and New School University political science professor Adolph Reed Jr., writing in The Nation of Feb. 23, 2004. Dudzic and Reed estimate that an additional $30 billion to $60 billion public investment would cover tuition for all U.S. public college students.

Reality Check

A Touch of Class: Dining Etiquette … How to Dress for Success in the Workplace … Home Sweet Home: Apartment Living After College … A Woman's Guide to Car Care … Living on Your Own: Budgeting, Benefits, and Understanding Your Salary … Personal Finance Fundamentals: The Right Start for Financial Fitness

—Workshops offered to Mount Holyoke College seniors during the January term's "Passport to Reality" series.

Specializing in Education Finance for 20 Years

Advest is a leading underwriter of Education Bond Issues in the Northeast and has acted as underwriter or financial advisor to over 75 colleges, universities and independent schools.

Advest's banking services include:

- Underwriting Bond Issues
- Financial Advisory Services
- Debt Capacity and Credit Analyses
- Evaluating Privatized Housing Options

Recent Transactions:

- $75,000,000 – University of Hartford (CT)
- $80,000,000 – University of Connecticut
- $24,250,000 – Springfield College (MA)
- $30,000,000 – Clark University (MA)
- $ 9,000,000 – Western New England College (MA)
- $17,000,000 – Connecticut College
- $25,000,000 – Rhode Island School of Design
- $30,000,000 – Massachusetts College of Pharmacy

Megan Sansons
Senior Vice President, Public Finance
(617) 348-2351
One Federal Street, Boston, MA 02110
megan.sansons@advest.com

Scott Gibson
Managing Director, Public Finance
(860) 509-2175
90 State House Square, Hartford, CT 06103
scott.gibson@advest.com

Advest
Serving Investors Since 1898

www.advest.com

Opportunity NOCs New England earns a *Seal* of Approval for Nonprofit Recruitment

New England's Source for Nonprofit Jobs

Finding a job is as difficult as finding the right person for a job. That's why we provide affordable recruitment advertising to help nonprofits in New England meet their staffing needs. The New England Aquarium has given us its seal of approval. Let us earn yours.

This service is provided by

Executive Service Corps

For more information contact Opportunity NOCs New England at

***NewEngland*Jobs.org**

Tunnel Vision

New England Higher Education Ignores Demographic Peril

HAROLD L. HODGKINSON

American higher education has a remarkable ability to ignore about 90 percent of the environment in which it operates. Colleges change admissions requirements without even informing high schools in their service areas. Community college graduates are denied access to four-year programs because of policy changes made only after it was too late for the students to adjust their studies accordingly.

Most important, the enormous shifts in pre-K-12 education caused by the No Child Left Behind Act are totally unknown to higher education's leaders. Yet if President Bush wins re-election in 2004, the imperious orders for accountability, cost control and standards that have come to states and 15,000 local school districts from the federal government (with virtually no additional funding) will surely be turned on higher education. Just one example: in the name of higher standards, almost every state has adopted an exit exam, which must be passed before a high school diploma can be awarded. It is only a matter of time before the feds will propose the same thing at the state level for the awarding of the bachelor's degree.

There are other examples. Because higher education studies everything except itself, there is no awareness of the decline of males in the student body, either in the United States (now about 6 million males to 8 million females) or in other industrialized countries, except for Japan, where a male bias persists.

In some states, meanwhile, 60 percent of 19-year-olds have graduated from high school and been admitted to a college. In others, only 27 percent have. Why this huge difference? Are the kids from the states with 60 percent smarter than those from the states with 27 percent? Obviously not.

It's also clear, thanks to the work of Iowa-based higher education policy analyst and Pell Institute senior scholar Thomas G. Mortenson, that the elite institutions of higher education, both public and private, have almost ceased to admit students who are in poverty. Pell Grants are the only federal mechanism for funding the education of poor students, and today, far more than half of Pell Grants go to community college students, suggesting that economic segregation is once again on the increase in higher education, as it is in the rest of society.

In admissions, we see more "legacy" admits, where an alumn, perhaps with a large check, gets a son or daughter admitted to his alma mater. We also see more tuition discounting, allowing extra student aid by simply saying that for everyone else, the tuition is $12,000, while the coveted student is charged only $10,000. Then there are the scandalous tactics used in recruiting future professional athletes, including the increased presence of major corporations as advertisers, donors and skybox owners, to the neglect of academic concerns.

We have no idea how long students maintain the wisdom that has been jammed into their heads at such pain and expense.

All the while, we dodge questions about one of higher education's most closely guarded secrets: we have no idea how long students maintain the wisdom that has been jammed into their heads at such pain and expense. With thousands of studies on learning, we have only a handful on forgetting. Where does knowledge go when we forget? How do we get it back? Is forgetting active or passive? Only Ralph Tyler, examiner for the University of Chicago, ever had the nerve to discuss it in the context of the value of college education. His work (never published) suggested that if you gave freshmen their end-of-term exams once again three months later, you would find they had forgotten more than half of what they learned earlier. What a comment on the award of the bachelor's degree at commencement! It's clear the degree does not mean all that knowledge is in graduates' heads; only that they have passed through the cathedral of learning. Further studies on the topic would be easy enough to do, but who wants to find out the truth?

New England migration

There are also several demographic factors that New Englanders keep ignoring. First and most important, three New England states do not have enough babies to maintain their current populations. Vermont records 48.6 births per 1,000 females in the childbearing years; Maine, 49.4; and New Hampshire, 52.2. Even Rhode

Island, with 58.1 births per 1,000, Massachusetts, with 59.2, and Connecticut, with 61.2, are way behind the national average of 67.5. Utah, on the other hand, has 94.5 births per 1,000 females in the childbearing years—almost twice the fertility rate of Vermont, Maine and New Hampshire. Unless young families of childbearing age start moving into New England in droves, the region's population will get older and smaller very quickly.

A second factor is the "net" of people moving in and out of a state. During the 1990s, four New England states saw more people move out than in. In Massachusetts, the net loss was 244,000. In Connecticut, it was 226,000. Rhode Island lost 63,000 and Maine lost 7,000. Vermont was about even, with 6,000 more people moving in than moving out, while New Hampshire netted 30,000 new people.

If you focus more carefully on adults who possess a bachelor's degree, you see a "brain drain" in five of the six states. Massachusetts ranked dead last nationally by this measure with a net loss of 16,093 bachelor's degree-holders in 2000. Rhode Island ranked 41st, losing 3,674. Vermont ranked 36th, losing 2,276. Connecticut and Maine ranked only a little better with losses of nearly 2,000 a piece. Only New Hampshire took in more bachelor's degree-holders than it lost—and only 836 more. By the way, No. 1 nationally was Florida with a net increase of 40,309 bachelor's degree-holders in 2000. No. 2 was Georgia with 19,000.

While New England was experiencing these out-migrations of bachelor's degree-holders, four of the six states had more students coming into the state than leaving to go to college. By this measure, Massachusetts ranked second nationally, with 7,886 more students coming in than leaving. Rhode Island ranked seventh with 5,310 more coming in for college than going out. Vermont ranked 20th with a net gain of 1,520, and New Hampshire, 30th, with a gain of 564. Two New England states, however, lost more students than they gained: Maine ranked 40th nationally with 945 more students going out than coming in, while Connecticut ranked 48th, with a net loss of 3,199.

Indicators of success?

How successful are New England's young people in securing a college education? Nationally, only 37 percent of 19-year-olds have graduated from high school and been admitted to college. Massachusetts ranks third nationally by this measure, with 52 percent of 19-year-olds admitted to colleges. All the other New England states are in the 40 percent range, except for Vermont, which is way down at 34 percent.

Some indicators suggest a bright New England future. The new National Assessment of Educational Progress data from November 2003 show all the New England states except Rhode Island scored above national norms for fourth- and eighth-grade reading. Per-capita income is high in New England, except in Maine and Vermont. And the region's percentage of youths in poverty is low; five of the six states rank among the 10 with the lowest youth poverty nationally, while Rhode Island ranks 27th.

However, New England doesn't do as well on the rating of children in "extreme poverty," that is, children whose family income is half the federal poverty level or less. On this measure, New Hampshire, Connecticut and Vermont do fairly well with proportionately far fewer extremely poor children than the nation as a whole. But Maine is right at the national average of 7 percent, and Massachusetts and Rhode Island are not much better at 6 percent.

All through New England, it's easy to ignore low-income and minority citizens because one seldom makes contact with them.

Racial minorities, meanwhile, are very scarce in New England. While 75 percent of all Americans are classified as white, Vermont, New Hampshire and Maine are over 90 percent white. Rhode Island is 85 percent white; Massachusetts, 84 percent; and Connecticut, 82 percent.

Because so many young people in New England are doing well, it's easy to ignore the smaller numbers who are struggling. In Connecticut, the wealthiest state in terms of per-capita income, the pockets of severe poverty in New Haven, Bridgeport and Hartford never seem to get any better. From these places and Boston, a few successful minorities escape to the suburbs, but only certain suburbs, for example, Quincy, Mass., more likely than Lincoln, Mass. And when those individuals leave, they deprive the inner cities of role models. All through New England, it's easy to ignore low-income and minority citizens (usually both in one person) because one seldom makes contact with them, and their numbers are too small to be politically important.

So New England is a region with very low birth rates and large numbers of people leaving. Many of New England's low-income and minority citizens are not participating in the American Dream, and the number of college-goers in the region known around the world as a center of higher education is lower than one would expect, especially in Vermont. You might think that New England—and especially the leaders of its educational systems, preschool to graduate school—would be thinking of some major changes in plans. But they are not.

After speaking before an audience last year in northern New England, I was asked: "What are the major population trends in our state?"

"There aren't any," I replied.

That, apparently, was music to the ears of my audience. In fact, the prospect of no changes inspired a standing ovation.

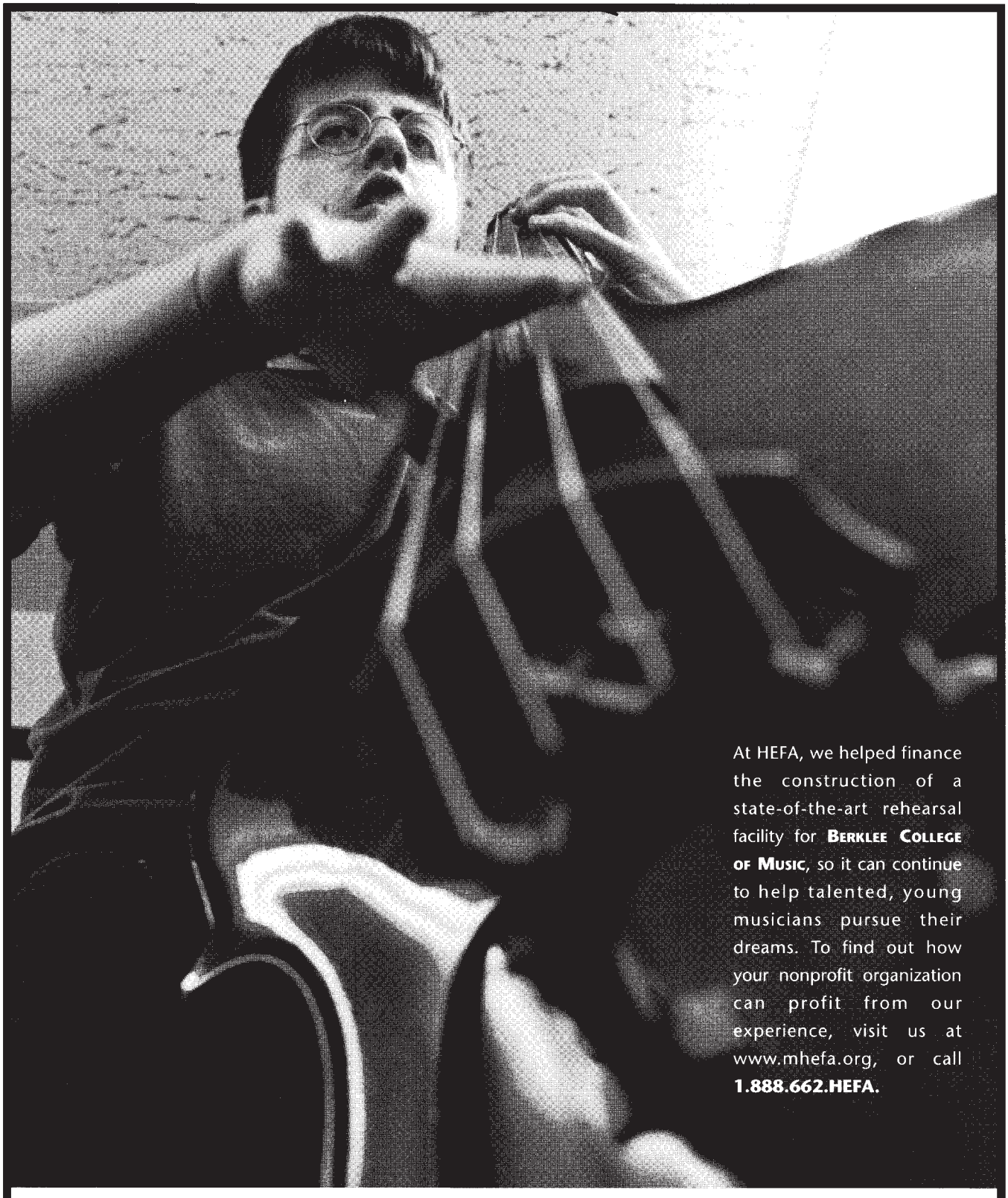
Harold L. Hodgkinson *is director of the Washington, D.C.-based Institute for Educational Leadership's Center for Demographic Policy.*

Join our widening circle of friends, and help build New England's higher education agenda.

Linda A. Acciardo
Terry Addison
Martin Ammer
Mark Andreozzi
Patricia Anziano
Wilder Baker
Linda Barrett
Tracey Barrett
Lee Berk
Gail Bessette
Donna Bird
Jeff Blodgett
Karen Boncias
Henry Bourgeois
Mariam Boyajian
Timothy Brennan
Brian Britton
Judith Burrows
Patrick M. Callan
Monica Calzolari
Kevin Carleton
Robert Carniaux
Candy Center
Tom Chmura
Michael Chmura
Michael Ciarlante
William Cibes
Kelly Clark
Brenda Collins
William Crenshaw
Kimberly Crone
Christine H. Daly
Kyle Davie
Peter K. Davis
J. Alan Day
Michael DeCicco
Francesca DeFabrizio
John L. DeLorey Jr.
Joanne DeMoura
Urbain DeWinter
Anne Diament
Rene Drouin
Rosanne Druckman
Pauline Duchesne
Donald Dunbar
David Duncan
Bernard Dupuis
Linda Dyndiuk
Maling Ebrahimpour
David Elderkin
Matthew K. Eynon
Frank Falcetta
Edna Farace Wilson
Larry Finkelstein
Douglas Fisher
Robert Floyd
James W. Fonseca
John R. Foran
Peter Francese
Kim Gazzola
George Georgenes
Scott Gibson
Marilyn Gittell
David Glenn-Lewin
Roger Goldstein
Debra Granatiero
Ernie Greenslade
JoAnn Griffin
Jay A. Halfond
Patricia Hansbury
Patrick J. Healy
Joyce B. Hedlund
Thomas R. Horgan
Thomas Hubbard
Judith Johnson
Richard Joly
Patrick Kandianis
Christopher Keating
J.J. Kilkelly
Michael R. Laliberte
Robert J. Larson
Joseph Lavin
Robert Lay
David E. Leveille
Arthur J. Lidsky
Bradley Lima
T.W. MacDermott
Ronald Machtley
James Magee
Deirdre Mageean
Paul Manzie
Edward Marth
William McCarthy
Joy McGuirl-Hadley
Sharon A. McLaughlin
James McManus
David M. Megquier
Julie Menendez
Sharon Merrill
Dana Mignogna
Kathleen Moore
Thomas G. Mortenson
Richard Murphy
Elizabeth Newman
Michael Noetzel
Sarah Parrott
Linda M. Ragosta
Yvonne Raia
Rosa Redonnett
Angela Renaud
Frank Resnick
Tom Richard
Harry Richards
Persis Rickes
Barbara Rubel
John Rubino
Robert Rue
Patricia Samson
Megan Sansons
Christine Sarkisian
Mary Scerra
Rick Schmidt
John C. Schneider
Paula Schumann
Andrew M. Scibelli
Jane Sjogren
Susan Somers
Donna Sorrentino
Judith Steinkamp
Robert Sturtevant
Walter W. Sussenguth
Stacy Sweeney
Donald Sweeney
Brian Tavares
Philip Trostel
Samuel Tyler
Charles Vohs
Deanna Yameen
Yaman Yener

NEW ENGLAND BOARD OF HIGHER EDUCATION · 1955 ·
MAINE
CONNECTICUT
NEW HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
VERMONT

For more information on how to become a Friend of NEBHE, please call us at 617.357.9620, ext. 103, or visit www.nebhe.org/friends.html



At HEFA, we helped finance the construction of a state-of-the-art rehearsal facility for **Berklee College of Music**, so it can continue to help talented, young musicians pursue their dreams. To find out how your nonprofit organization can profit from our experience, visit us at www.mhefa.org, or call **1.888.662.HEFA.**

Helping you win the battles worth fighting for.

MASSACHUSETTS hefa Health & Educational FACILITIES AUTHORITY

THE FINANCIAL ADVOCATE FOR NONPROFITS

Taking Diversity to a Higher Level

Minority Student Success on Campus

BLENDA J. WILSON AND JAY SHERWIN

The face of New England's public schools is changing. At Harding High School in Bridgeport, Conn., 52 percent of the students are Hispanic and 98 percent are minority; the numbers at Hartford Public High School are nearly identical. In Massachusetts, 20 school districts, including those of the state's five largest cities, have minority student enrollments that exceed 30 percent; smaller districts like Fitchburg, Marlborough and Southbridge serve significant numbers of students who don't speak English at home. At Lewiston, Maine's McMahon Elementary School, more than 50 students are from Somali immigrant families; the Lewiston Public Schools' English Language Learners program is seven times larger today than it was in 2000. Our region's public schools are experiencing a profound demographic and social transformation that will only accelerate in the next decade.

By contrast, the face of New England's four-year colleges and universities has changed little. With some notable exceptions, the region's public and private institutions of higher education admit and graduate a student population that is disproportionately white and middle-class. Of the nearly 85,000 bachelor's degrees awarded by New England institutions in 2000, black students received only 3,319, or 3.9 percent, while Latino students received 2,936, or 3.5 percent.

To produce a class of college graduates that reflects the diversity of our region, educational leaders and public policymakers must confront several major challenges. The first and most urgent challenge is the need to "expand the pipeline" by increasing the number of minority students who are academically well-prepared to succeed at four-year colleges. Second, federal and state governments must ensure that higher education remains affordable for low-income, middle-income and nontraditional students. Third, higher education institutions, bolstered by the U.S. Supreme Court ruling that affirmed their right to consider race in admissions decisions, should move forward to develop admissions and financial aid policies that include race and ethnicity as part of a multifaceted effort to create more diverse campus communities.

But the admissions process is the first step, not the last, for colleges committed to educating and graduating a diverse population of future leaders. Even those talented minority students who gain admission to competitive colleges face daunting challenges once they arrive on campus. Many have received inadequate high school preparation. Others have distracting family responsibilities or financial hardships. And many students of color feel unwelcome in the privileged confines or small-town surroundings of New England college campuses. In a recent *Boston Globe* story, a Latina college student explained that she felt invisible on a New England campus that "looked like Abercrombie and Fitch America."

College and university leaders, deeply concerned about the persistent minority achievement gap, are seeking ways to improve academic outcomes for the minority students they enroll. One promising example is the Consortium on High Achievement and Success (CHAS), a group of highly selective, private liberal arts colleges that was founded in 2000 to promote academic achievement, leadership and greater personal satisfaction among students of color on their campuses. Initially convened by Trinity College in Hartford and funded by the Nellie Mae Education Foundation, CHAS now includes 36 prestigious colleges, mostly in the New England and Middle Atlantic regions. Meeting in Boston last November, the presidents and provosts of the consortium's member colleges reaffirmed their commitment to help all students—but particularly minority students—to thrive academically and personally.

These academic leaders recognize that minority student underachievement and disenchantment are problems their institutions must confront together. To that end, CHAS has launched an effort to measure and compare the academic and personal experiences of minority students across their campuses. This Assessment Project will establish baseline measures and identify effective strategies and interventions that could be replicated on other campuses.

The consortium is also working to improve the teaching and learning environment on its campuses. CHAS supports opportunities for faculty members, administrators and students to meet, network and

establish campus-specific plans to improve the academic and social experience for minority students. CHAS also has launched a Gateway Course Project that seeks to transform entry-level courses that have been identified as major barriers to students, particularly in math and science, into gateways for minority student success. Seven institutions are piloting this project, which trains faculty members in effective mentoring techniques and supports intensive peer-led study groups. Early results show significant improvements in student grades and academic performance.

The admissions process is the first step, not the last, for colleges committed to educating and graduating a diverse population of future leaders.

The consortium is also developing a CHAS Scholars program, modeled on the Meyerhoff Scholars program at the University of Maryland, Baltimore County. The program will recruit minority students interested in science-related disciplines to participate in a pre-freshman summer institute and academic year support groups. The CHAS Scholars program will offer motivation, encouragement and a sense of community for students who too often feel isolated on their own campuses.

Just as the small liberal arts colleges in CHAS are confronting the minority achievement gap, so must New England's large public universities. These institutions are central to New England's capacity to educate an increasingly diverse population. But the large size and rural locations of many of the public university campuses—combined with the small minority student populations at most—create a sense of isolation and alienation for many students of color.

One promising program model, also supported by the Nellie Mae Education Foundation, is the Scholars of the 21st Century Program at the University of Massachusetts at Amherst. Freshman students of color in the Scholars program enroll in a two-semester course that includes independent research projects and small study groups led by doctoral students in the university's Afro-American Studies Department. By providing positive role models, rigorous academic expectations and a strong sense of belonging, the Scholars program has significantly increased the sophomore year retention rates and academic success of its students.

Our region's future sits today in the classrooms of Bridgeport, Fitchburg, Lewiston and many other rapidly changing communities. Those students must not only reach higher education, they must succeed there. That will require institutions of higher education to develop effective strategies to serve the needs of a multicultural student population. Here in New England, our colleges and universities can and must meet that challenge.

Blenda J. Wilson *is president and CEO of the Nellie Mae Education Foundation.* ***Jay Sherwin*** *manages the foundation's Minority High Achievement Initiative.*

All Net

A Meaningful Way to Look at College Prices

SANDY BAUM

Recent headlines about spiraling college prices combined with congressional proposals to penalize colleges and universities that increase their tuitions much faster than the rate of inflation could lead one to conclude that America faces an unprecedented crisis in college affordability. Closer examination of what students actually pay for college, however, reveals a different story.

It is true that tuition has increased rapidly at public colleges and universities over the past two years. At America's public four-year colleges, average tuition and fees (weighted by full-time enrollment levels) rose by 14 percent between 2002 and 2003, following an 8 percent increase the previous year. Over the decade from 1993 to 2003, tuition and fees rose by 47 percent at these institutions, after adjusting for inflation. During the same period, tuition and fees rose by 42 percent in real terms at *private* four-year colleges and universities.

But tuition actually grew more significantly in the preceding decade, when public four-year tuition rose by 54 percent and private four-year tuition rose by 50 percent in real terms. Likewise, this decade's 42 percent real increase at public two-year colleges compares with a 64 percent increase from 1983 to 1993. In other words, rapid increases in the price of attending college are not new.

In addition to putting the numbers into a historical context, it is important to consider some of the factors that complicate the issue of college affordability. One explanation for how so many students are managing to pay for college is that 25 percent of full-time students (and 43 percent of all students) attend two-year public colleges, where tuition and fees for state residents are low—averaging $1,905 nationally in 2003. Among full-time students enrolled in four-year colleges, almost 30 percent attend institutions that charge tuition under $4,000, according to the College Board. About 70 percent attend institutions that charge under $8,000.

National averages also conceal considerable geographical variations in college prices. In recent years, college tuition has grown less rapidly in New England than in other parts of the country—by 22 percent in inflation-adjusted dollars at public four-year institutions and 35 percent at private colleges over the decade. This does not mean that college is more affordable in New England, however, because the region's college prices were significantly higher than the national average to begin with. The $6,035 price tag for the average public four-year college student in New England is more than $1,300 higher than the U.S. average. Tuition in other sectors is also relatively high in New England. And despite New England's relatively high family incomes, public four-year college tuition represents a larger share of family income in four of the New England states than it does nationally. (The exceptions are the particularly high-income states of Massachusetts and Connecticut.)

Because of growth in grant aid, the *net price* paid by the average college student—tuition and fees after considering grants—has grown more slowly in every sector than has the published price.

While all this is important, it does not take into account the central role of financial aid in making college affordable for the majority of today's students. About 70 percent of full-time, first-time, degree-seeking undergraduates receive some form of financial aid, according to the National Center for Education Statistics. More than half receive grant aid. Although over half of all student aid is in the form of loans, grant aid per full-time equivalent (FTE) student has grown by 42 percent in real terms over the past five years—more rapidly than loans per student, according to College Board data. Because of this growth in grant aid, the *net price* paid by the average college student—tuition and fees after considering grants—has grown more slowly in every sector than has the published price, and has even declined in some years. It is the net price of college, the amount students and families actually pay—not the sticker price—that really determines affordability.

Understanding the role of grant aid in making college affordable is particularly important in the current political environment, with its focus on holding down published tuition levels. Student aid is the most rapidly growing component of costs in both the public

and private sectors. Severe restrictions on tuition growth would surely diminish the availability of institutional grant aid, actually causing the price paid by many students to increase. While the movement on the part of both states and institutions toward allocating grants on the basis of factors other than need is a serious problem in terms of access to college, the clear majority of aid dollars are still based on need. These grant dollars allow low-income students to pay lower net prices than more affluent students pay at the same institutions. Increasing need-based aid is a more effective way to make college affordable for low-income students than is moderating tuition growth, because the published tuition levels needed to generate adequate revenues for most colleges and universities will always be too high for large segments of the student population to afford.

Increasing need-based aid is a more effective way to make college affordable for low-income students than is moderating tuition growth.

All the New England states except Vermont increased their need-based grant aid for undergraduates more rapidly than the national average between 1996 and 2001. And Vermont still had the sixth highest need-based grant aid per resident college-age population in the country—and the highest in New England—at the end of this period. New Hampshire and Rhode Island, in contrast, provide significantly lower levels of grant aid than most states.

The amount of need-based grant aid available from federal and state governments and from colleges and universities, combined with tuition and fee levels and income levels, determines the affordability of higher education.

Increased access to quality college education should be near the top of the public agenda. Rapidly rising tuition levels are certainly a problem but the diminished focus on directing subsidies toward the students who need them most poses a more serious threat to access. Efforts to keep college affordable should focus on predictable and adequate public funding for institutions and on need-based aid, not on the more visible annual percentage increases in published tuition levels.

Sandy Baum *is a professor of economics at Skidmore College in New York and senior policy analyst at the College Board.*

A Matter of Degrees

How Undergraduate College Completions Shape Labor Supply

NEETA P. FOGG AND PAUL E. HARRINGTON

Perhaps more than any other measure of higher education, college completions provide a clear indication of the contributions of this important sector to the economy and to society at large. Measured by the number and kinds of degrees and certificates awarded during a given period, completions represent the output produced by colleges. Degree completions, particularly, allow for the assessment of a wide variety of issues pertaining to higher education, ranging from minority access and gender equity to the role of higher education in supplying the highly educated and skilled workers needed to sustain economic growth.

Since the mid-1980s, the U.S. Department of Education's Independent Postsecondary Education Data System (IPEDS) has collected information from colleges and universities on the number of degrees they confer each year. An analysis of the IPEDS undergraduate degree data from 1990 to 2002 sheds light on higher education's role in New England's social and economic development.

The number of undergraduate degrees awarded annually in the United States has increased considerably since 1990. The number of associate degrees rose from 469,100 in 1990 to 608,400 in 2002, an increase of nearly 30 percent in just 12 years. The number of bachelor's degrees awarded also grew by about 23 percent over the 12-year period. The nation's colleges and universities awarded more bachelor's degrees than associate's degrees. In 1990, higher education institutions in the nation awarded 45 associate degrees per 100 bachelor's degrees. By 2002, this proportion had increased to 47 associate degrees per 100 bachelor's degrees.

The increase in the number of degrees awarded nationally is the product of a variety of factors. These include growth in the "traditional" college-age population since the mid-1990s, a continued increase in enrollment rates of new high school graduates over much of the 1990s (though with some leveling off at the end of the decade) and continued growth in the labor market advantages—namely increased wages—that accrue to individuals with college degrees.

The forces that led to sizable increases in college completions nationally seem to have had widely different impacts in different places. Figure 1 reveals that higher education institutions in New England lagged far behind their counterparts in increasing the number of undergraduate degrees granted despite a strong regional economy that, by the end of the 1990s, had produced widespread labor shortages in many occupations that require college degrees.

Figure 1

Associate and Bachelor's Degrees Granted in the United States by Region: 1990 to 2002

	Change in Associate Degrees, 1990-2002		Change in Bachelor's Degrees, 1990-2002	
	Absolute Change	Percent Change	Absolute Change	Percent Change
New England	-2,349	-8.6%	1,658	2.0%
Mid Atlantic	10,732	13.6%	26,346	15.2%
East North Central	5,447	6.7%	28,503	14.8%
West North Central	13,119	37.6%	18,067	19.5%
South Atlantic	25,926	32.9%	55,954	34.4%
East South Central*	12,519	38.9%	16,345	29.3%
West South Central	11,799	31.8%	28,816	29.5%
Mountain	17,784	65.5%	27,603	47.1%
Pacific	44,322	62.5%	39,237	28.6%
United States*	139,299	29.7%	242,529	23.0%

** Data for the Community College of the Armed Forces was not reported in 2002. The institution awards about 13,800 degrees per year. We assigned 2001 values for its response. This impacts figures for both the East South Central region and the nation.*

At the bachelor's level, New England was able to increase the number of degrees granted by only 2 percent—less than one-tenth of the national rate. Some regions of the country registered growth in bachelor's degrees granted that was 14 to 23 times greater than New England's. Of the total increase of nearly 243,000 bachelor's degrees granted nationwide between 1990 and 2002, New England colleges conferred fewer than 1,700—a meager 0.7 percent of the total increase. As a result of this, New England employers began seeing a sharp shift in college-educated labor supply to other parts of the nation.

Dis-associated

During the 1990s, U.S. policymakers and educators placed renewed emphasis on associate degree pro-

grams. Some elected officials began to talk about the associate degree as the new minimum educational credential for success in the labor market. Most regions substantially expanded the number of associate degrees they granted. The major exception was New England, where the number of associate degrees granted actually declined by nearly 9 percent between 1990 and 2002. Meanwhile, colleges in the Rocky Mountain and Pacific regions increased the number of two-year degrees they granted by more than 60 percent from 1990 to 2002.

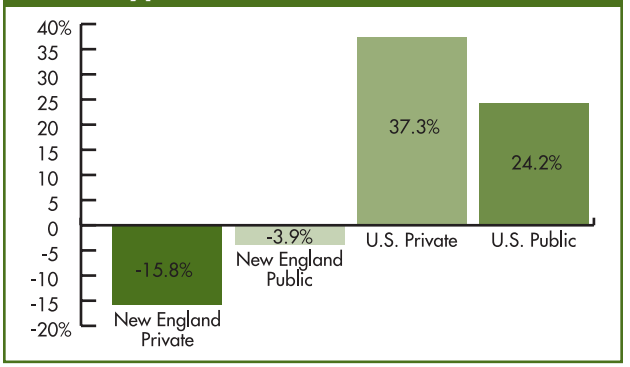
Most regions substantially expanded the number of associate degrees granted during the 1990s. The major exception was New England.

The decline in associate degrees in New England may be traced to both private and public colleges. Nationally, the number of two-year degrees granted by private colleges swelled by 37 percent between 1990 and 2002. In New England, the number granted by private colleges shrank by 16 percent.

Meanwhile, public sector two-year degree awards declined by about 4 percent in New England over the period. Virtually all this reduction occurred in Massachusetts, where the number of associate degrees granted by public colleges fell by about one-tenth.

Figure 2

Change in Associate Degrees Granted in the United States and New England by Type of Institution: 1990 to 2002



This reduction in the Bay State's public associate degree completions has occurred largely since the mid-1990s, even though funding of Massachusetts community colleges increased consistently from the end of the recession of the early 1990s through the early years of this decade.

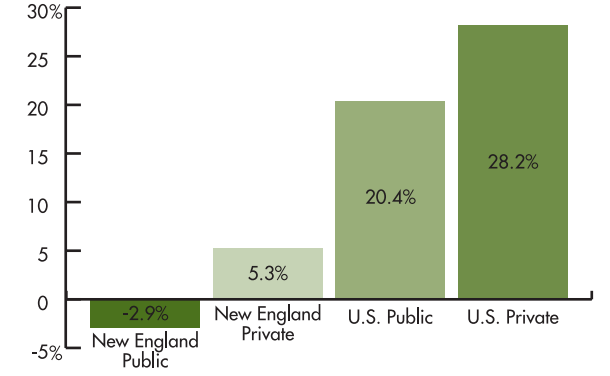
Bachelor party?

At the bachelor's level, New England's public colleges decreased the number of degrees they awarded by nearly 3 percent between 1990 and 2002, while public colleges nationally increased their output of bachelor's degrees by 20 percent. Again, the largest decline occurred in Massachusetts. The number of bachelor's degrees awarded by public institutions in the Bay State plunged by 11 percent or nearly 1,600 between 1990 and 2002.

New England's private colleges posted a 5 percent increase in the number of bachelor's degrees granted. This looks like an impressive performance compared with the region's public colleges, but it pales in comparison with the 28 percent growth in bachelor's degrees awarded by private colleges nationally over the period. This national increase was fueled by growth in both for-profit four-year institutions and the conversion of two-year colleges into four-year colleges.

Figure 3

Change in Bachelor's Degrees Granted in the United States and New England by Type of Institution: 1990 to 2002



Gender trends

In the 1960s, the rate of increase in the number of women earning undergraduate degrees began to outpace the rate of growth in men earning them, and by the early 1980s, rough equity was reached in the share of degrees earned by men and women. But the continued higher rate of growth in undergraduate degrees granted to women eventually gave women a disproportionate share. By 2002, 149 women nationally earned associate degrees for every 100 men. This disparity is even higher in New England, where in 2002, 156 women earned associate degrees for every 100 men. At the bachelor's level in 2002, both New England and the nation awarded degrees to 135 women for every 100 men.

Data in Figure 4 reveal that the size of the associate degree gender gap nationally increased considerably between 1990 and 2002. In sharp contrast, the gender gap at the associate level in New England declined over the same time period as the overall level of awards fell. More than three-quarters of the total decline in associate degree awards in New England were concentrated among women. And the ratio of associate degrees awarded to women fell from 165 per 100 men in 1990 to 156 per 100 men in 2002. So, the gender gap closed because the rate of decline was even greater for women

Figure 4

Associate Degrees Granted in the United States by Region and Gender: 1990 to 2002

	Males		Females	
	Absolute Change	Percent Change	Absolute Change	Percent Change
New England	-528	-5.1%	-1,821	-10.7%
Mid Atlantic	4,411	13.9%	6,321	13.4%
East North Central	901	2.7%	4,546	9.4%
West North Central	4,936	32.5%	8,183	41.6%
South Atlantic	9,511	30.6%	16,415	34.4%
East South Central	NA	NA	NA	NA
West South Central	2,605	15.0%	9,194	46.5%
Mountain	7,286	56.2%	10,498	74.1%
Pacific	16,090	53.0%	28,232	69.5%
United States	39,889	20.1%	85,641	31.7%

Figure 5

Bachelor's Degrees Granted in the United States by Region and Gender: 1990 to 2002

	Males		Females	
	Absolute Change	Percent Change	Absolute Change	Percent Change
New England	-1,446	-3.9%	3,104	6.8%
Mid Atlantic	3,416	4.2%	22,930	24.9%
East North Central	3,447	3.8%	25,056	24.8%
West North Central	3,962	9.0%	14,105	28.8%
South Atlantic	17,653	23.7%	38,301	43.3%
East South Central	4,525	17.8%	11,820	38.9%
West South Central	7,543	16.7%	21,273	40.6%
Mountain	9,606	32.1%	17,997	62.8%
Pacific	9,494	14.6%	29,743	41.4%
United States	58,200	11.8%	184,329	32.9%

than for men. This may be the result of the closing, downsizing or upscaling of New England's traditional two-year women's colleges.

The rise in the number of bachelor's degrees granted in the nation between 1990 and 2002 was heavily concentrated among women. Women accounted for 76 percent of the net increase in the number of bachelor's degrees awarded nationally over the period. The number of degrees earned by women grew at a pace that was nearly 2.8 times that of men. The result was that by 2002, 135 bachelor's degrees were awarded to women for every 100 men; up from 113 women per 100 men in 1990.

Nearly 53,000 Hispanic and black young adults in New England are disconnected—jobless and not enrolled in school.

In New England, the entire increase in bachelor's degrees granted occurred among women. In fact, the number of bachelor's degrees awarded to men declined by 4 percent. As a result, between 1990 and 2002, women accounted for 187 percent of the net increase in bachelor's degrees granted in New England, and the region's young men now lag far behind women in average educational attainment. Basic skills gaps, particularly in reading and writing, may account for the growing higher education gender gap. Boys had substantially lower pass rates than girls on the English language portion of the 2002-03 MCAS exam that Massachusetts 10th-graders must pass to graduate from high school (the two sexes maintained near parity on the math portion of the test). Lower basic skills, higher high school dropout rates, lower college-going rates and lower college retention rates all contribute to growing educational disparity between young men and women in New England and the nation.

Racial and ethnic trends

Demographic change has become a powerful force in New England—with much of the change coming from unexpected sources. The 1990s saw net out-migration of a substantial number of New Englanders to other regions of the United States. Despite this loss of population, New England's total population grew during the 1990s, albeit modestly, because of rapid increases in foreign immigration to the region.

Indeed, the total U.S. population measured by the 2000 census was much larger than expected because of the unexpectedly high volume of new foreign immigrants nationally. Most of these new immigrants were young adult members of racial and ethnic minorities, many of them poorly educated. The educational attainment of these new immigrants, however, varied considerably by country of origin.

During the second half of the 1990s, some shift in the racial and ethnic composition of college degree recipients did occur in New England, but the absolute overall size of the shift was quite small. Figure 6 examines trends in undergraduate degrees awarded to different racial and ethnic groups in New England between 1995 (when IPEDS began reporting reliable race/ethnicity data on the state level) and 2002. The number of white, non-Hispanic students receiving associate degrees declined by nearly 4,800, or about one-fifth, between 1995 and 2002, accounting for the entire decline in the number of two-year degrees granted in the region. This is likely associated with the declines in two-year degrees granted by private colleges, especially two-year women's colleges.

Partially offsetting the large declines in associate degrees granted to white students was a rapid increase in degrees awarded to black and Hispanic students at the two-year level. Between 1995 and 2002, the number of associate degrees awarded increased by 35 percent

The source for all figures in this article is: Northeastern University Center for Labor Market Studies analysis of U.S. Department of Education IPEDS data.

among black students and 41 percent among Hispanic students. While these growth rates appear very large, the total number of associate degrees granted to either group was small. Only 1,900 associate degrees were awarded to black students in 2002, while fewer than 1,100 were awarded to Hispanics.

Figure 6

Undergraduate Degrees Granted in New England by Race/Ethnicity: 1995 to 2002

Associate	1995	2002	Absolute Change	Relative Change
White, non-Hispanic	23,633	18,860	-4,773	-20.2%
Black, non-Hispanic	1,412	1,900	488	34.6%
Hispanic	767	1,083	316	41.2%
Asian or Pacific Islander	552	563	11	2.0%
International	514	698	184	35.8%
Unknown	2,396	1,910	-486	-20.3%
Total	29,274	25,014	-4,260	-14.6%
Bachelor's				
White, non-Hispanic	64,931	62,333	-2,598	-4.0%
Black, non-Hispanic	2,562	3,507	945	36.9%
Hispanic	2,036	2,987	951	46.7%
Asian or Pacific Islander	3,750	4,462	712	19.0%
International	3,441	4,115	674	19.6%
Unknown	4,693	7,188	2,495	53.2%
Total	81,413	84,592	3,179	3.9%

Extraordinarily large numbers of New England's black and Hispanic young adults have low levels of educational attainment and are "disconnected" from education and the labor market. Data from the 2000 decennial census reveal that nearly 53,000 Hispanic and black young adults in the region were disconnected—jobless and not enrolled in school. These numbers represent enormous social and economic costs for the region, and they have likely grown since 2000 due to continuing immigration and a recession that has caused substantial job losses.

While Asian-Americans received just 2.2 percent of New England associate degrees, their experience at the bachelor's level is very different. Indeed, Asian-Americans earn 127 bachelor's degrees for every 100 bachelor's degrees earned by black, non-Hispanic students and 149 degrees per 100 Hispanic bachelor's degree recipients. The number of Asian-American students receiving bachelor's degrees has increased by about 19 percent since 1995.

Surprisingly, international students—counted as a distinct "race-ethnic group" by IPEDS—received the second largest number of bachelor's degrees among all non-white race-ethnic groups. During 2002, more than 4,100 degrees were awarded to international students in New England, compared with fewer than 3,500 awarded to black students and under 3,000 to Hispanic students.

These findings make a compelling case for a serious examination of the ability of the region's two-year colleges to not only enroll, but to graduate minority students. Some well-funded New England community colleges graduate only a few hundred students per year—less than the output of a small high school. Two-year college presidents often point to other roles for their institutions besides the awarding of degrees. But the fact remains that the dominant currency in New England labor markets is a college degree—and over time, this currency is only likely to grow stronger relative to the alternatives.

Overall, black, Asian-American and Hispanic students accounted for about 13 percent of all bachelor's degrees conferred in New England in 2002, up from 10 percent in 1995. This increase has been fueled primarily by the rapid population growth among these groups. Yet black and Hispanic students are still sharply underrepresented in the distribution of bachelor's awards in New England.

This underrepresentation of blacks and Hispanics among college graduates is due in part to high shares of high school dropouts among blacks and Hispanics in the region. In 2000, more than one-fifth of all black and Hispanic young adults between ages 16 and 24 were dropouts.

In recent years, much of the emphasis on elementary and secondary education reform has relied on key measures of academic achievement such as reading and math test scores. While this is important, the region should not turn a blind eye on the dropout problem, especially in urban schools. With large numbers of poorly educated young immigrants entering the region and very high dropout rates in many school districts, it is not surprising to find underrepresentation of blacks and Hispanics among college graduates.

New England educational leaders should be asking tough questions about the role of higher education in serving New England's large and growing "disconnected youth" population. While the rhetoric of diversity is commonplace on New England's college campuses, the reality is that a large and growing number of black and Hispanic young adults—especially young men—are being closed out of the opportunities that a college degree provides.

Neeta P. Fogg *is a senior economist at Northeastern University's Center for Labor Market Studies.* ***Paul E. Harrington*** *is associate director of the center.*

CONNECTION'S TRENDS & INDICATORS IN HIGHER EDUCATION 2004

New England college prices keep surging forward, outpacing both family incomes and available student aid. Yet college enrollment is growing too—to record levels in the region. Meanwhile, despite much talk about the new college student profile, full-time undergraduates remain a force in New England. But they've changed. They are more likely to be Asian-American, African-American or Hispanic. And they are much more likely to be women.

Welcome to CONNECTION'S *Trends & Indicators in Higher Education, 2004,* featuring 60-plus charts and tables exploring the condition of New England higher education. It is the issue of CONNECTION where we ask: Where have we been? Where are we going?

This wealth of data is collected and analyzed annually by the New England Board of Higher Education's Department of Policy and Research. The data are drawn from a variety of sources, including the U.S. Department of Education, the National Science Foundation, the College Board and NEBHE's own Annual Survey of New England Colleges and Universities.

More comprehensive and detailed figures are available through the NEBHE Department of Policy and Research online at www.nebhe.org/research.

CONNECTION and the Department of Policy and Research welcome reader comments and suggestions on *Trends & Indicators.*

An Index of Figures appears on p. 47.

Tables and charts prepared by NEBHE Director of Research Michael Thomas and NEBHE Research Analyst Sue Klemer. Text by CONNECTION Executive Editor John O. Harney.

DEMOGRAPHY

New England continues to experience very slow population growth. Only New Hampshire registered double-digit growth over the decade of the 1990s.

Fig. 1: Total Population of New England States, 1990 to 2002

	1990	2000	2001	2002	% Change, 1990 to 2000	% Change, 2001 to 2002
Connecticut	3,289,056	3,411,956	3,434,602	3,460,503	5.2%	0.8%
Maine	1,231,296	1,277,284	1,284,470	1,294,464	5.1	0.8
Massachusetts	6,018,664	6,361,720	6,401,164	6,427,801	6.8	0.4
New Hampshire	1,111,831	1,240,472	1,259,359	1,275,056	14.7	1.2
Rhode Island	1,004,649	1,050,698	1,059,659	1,069,725	6.5	0.9
Vermont	564,526	609,952	612,978	616,592	9.2	0.6
New England	13,220,022	13,952,082	14,052,232	14,144,141	7.0	0.7
United States	248,710,000	282,177,754	285,093,813	287,973,924	15.8%	1.0%
New England as a % of U.S.	5.3%	4.9%	4.9%	4.9%		

Source: New England Board of Higher Education analysis of U.S. Census Bureau data.

For more trends and indicators, visit www.nebhe.org/research.

Fig. 2: Population of New England States by Race, 2002

	White Alone	Black or African-American Alone	American Indian and Alaska Native Alone	Asian Alone	Native Hawaiian and Other Pacific Islander Alone	Two or More Races	Total
Connecticut	2,959,926	346,397	11,275	97,350	2,438	43,117	3,460,503
Maine	1,256,973	7,812	7,291	10,605	467	11,316	1,294,464
Massachusetts	5,626,212	428,263	18,354	273,019	5,096	76,857	6,427,801
New Hampshire	1,229,961	11,298	3,213	18,864	480	11,240	1,275,056
Rhode Island	957,030	62,506	6,105	28,096	1,250	14,738	1,069,725
Vermont	597,699	3,634	2,492	6,095	170	6,502	616,592
New England	12,627,801	859,910	48,730	434,029	9,901	163,770	14,144,141

Note: The above categories reflect the U.S. Census Bureau Guidance on the Presentation and Comparison of Race and Hispanic Origin.

For additional information, see: www.census.gov/population/www/socdemo/compraceho.html

Source: New England Board of Higher Education analysis of U.S. Census Bureau data.

Fig. 3: Population of New England States by Ethnic Origin and Race, 2002

Not of Hispanic or Latino Origin	White Alone	Black or African-American Alone	American Indian and Alaska Native Alone	Asian Alone	Native Hawaiian and Other Pacific Islander Alone	Two or More Races	Total
Connecticut	2,658,843	315,163	7,620	95,626	1,208	36,619	3,115,079
Maine	1,248,015	7,254	7,048	10,444	400	11,005	1,284,166
Massachusetts	5,246,917	364,896	12,556	270,185	2,486	63,485	5,960,525
New Hampshire	1,210,083	9,858	2,860	18,664	393	10,719	1,252,577
Rhode Island	876,346	49,384	4,582	27,449	592	12,425	970,778
Vermont	592,555	3,392	2,370	6,017	151	6,294	610,779
Subtotal	11,832,759	749,947	37,036	428,385	5,230	140,547	13,193,904
Of Hispanic or Latino Origin	**White Alone**	**Black or African-American Alone**	**American Indian and Alaska Native Alone**	**Asian Alone**	**Native Hawaiian and Other Pacific Islander Alone**	**Two or More Races**	**Total**
Connecticut	301,083	31,234	3,655	1,724	1,230	6,498	345,424
Maine	8,958	558	243	161	67	311	10,298
Massachusetts	379,295	63,367	5,798	2,834	2,610	13,372	467,276
New Hampshire	19,878	1,440	353	200	87	521	22,479
Rhode Island	80,684	13,122	1,523	647	658	2,313	98,947
Vermont	5,144	242	122	78	19	208	5,813
Subtotal	795,042	109,963	11,694	5,644	4,671	23,223	950,237
Total New England Population	**12,627,801**	**859,910**	**48,730**	**434,029**	**9,901**	**163,770**	**14,144,141**

Note: The above categories reflect the U.S. Census Bureau Guidance on the Presentation and Comparison of Race and Hispanic Origin.

For additional information, see: www.census.gov/population/www/socdemo/compraceho.html

Source: New England Board of Higher Education analysis of U.S. Census Bureau data

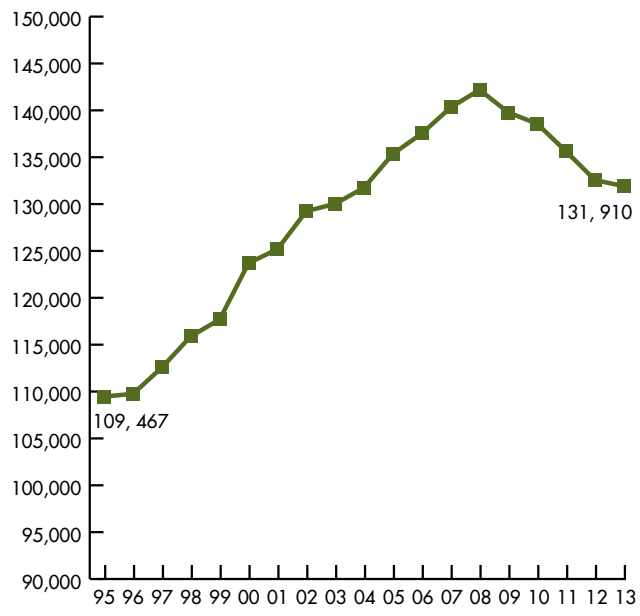
Fig. 4: Birth, Death and Migration Rates, 2003

	% of Population Under 65	Birth Rate Per 1,000 of Population	Death Rate Per 1,000 of Population	Rate of Natural Increase (Births minus Deaths)	Net International Migration Rate	Net Domestic Migration Rate	Net Migration Rate (International + Domestic)
Connecticut	86%	11.9	8.8	3.2	4.5	(0.4)	4.1
Maine	86	10.0	9.9	0.1	0.7	7.6	8.3
Massachusetts	87	12.6	9.0	3.6	5.2	(7.0)	(1.8)
New Hampshire	88	11.4	7.8	3.6	1.8	5.0	6.8
Rhode Island	86	11.5	9.3	2.2	3.6	1.7	5.3
Vermont	87	9.5	8.4	1.0	1.4	2.1	3.5
New England	87	11.9	8.9	3.0	4.0	(1.9)	2.1
United States	88%	13.8	8.5	5.3	4.4	NA	4.4

Source: New England Board of Higher Education analysis of U.S. Census data.

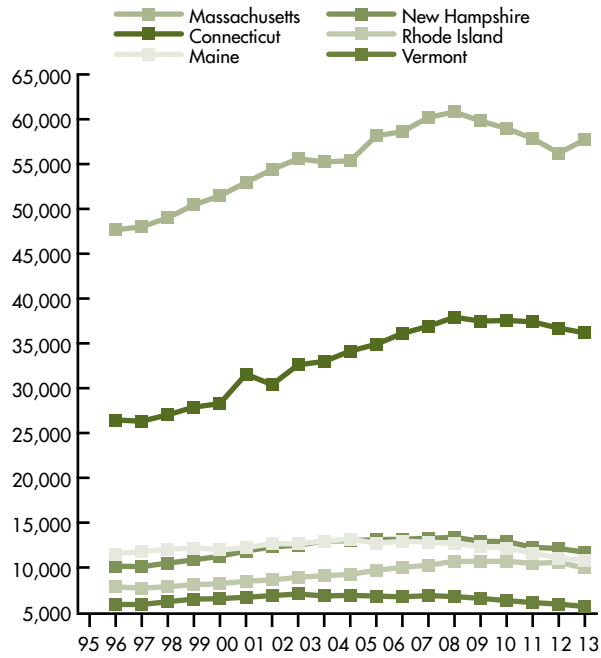
New England's high school graduating class will grow gradually until 2008, then decline steadily.

Fig. 5: Public High School Graduates in New England, 1995 to 2013



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 6: Public High School Graduates by State, 1995 to 2013



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

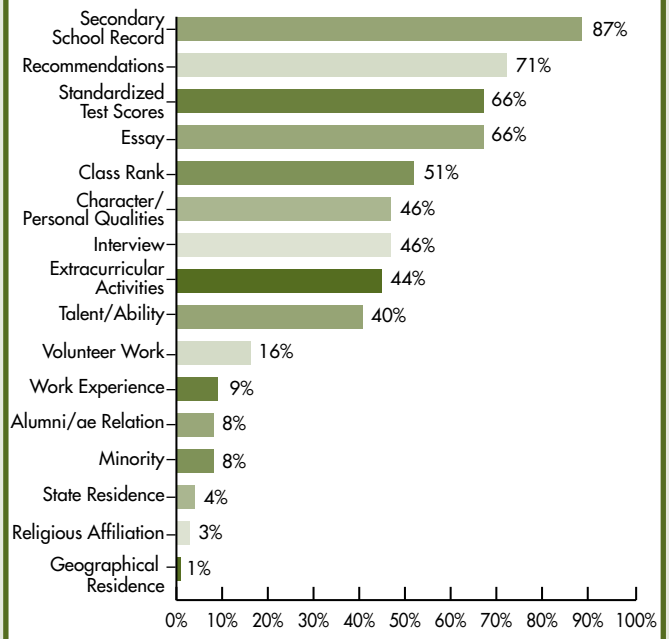
For more trends and indicators, visit www.nebhe.org/research.

ENROLLMENT

Few New England college admissions officers report that minority status or family connections are important factors in admissions decisions.

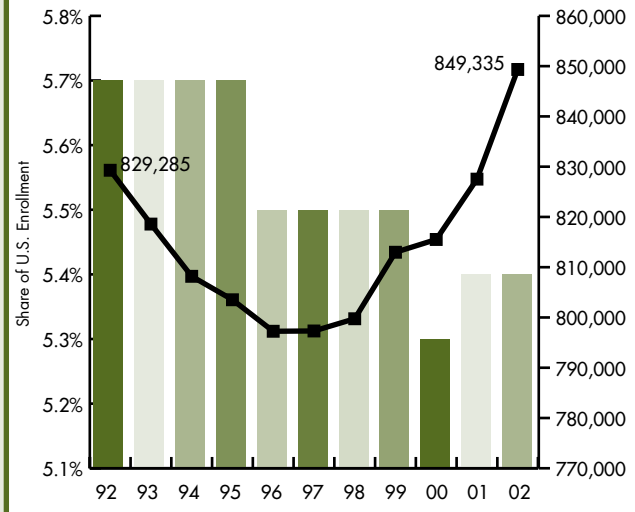
New England colleges and universities enroll nearly 850,000 full- and part-time undergraduate and graduate students.

Fig. 7: What Colleges Want: Percentage of New England Institutions that Consider the Following Admissions Criteria Important or Very Important, 2003



Source: New England Board of Higher Education analysis of data from the Annual Survey of Colleges of the College Board and Data Base, 2003-2004. Copyright © 2004 College Entrance Examination Board. All rights reserved.

Fig. 8: Total Enrollment at New England's Colleges and Universities and New England's Share of U.S. Enrollment, 1992 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 9: Higher Education Enrollment in New England by Type of Institution and Full-Time Status, 2002

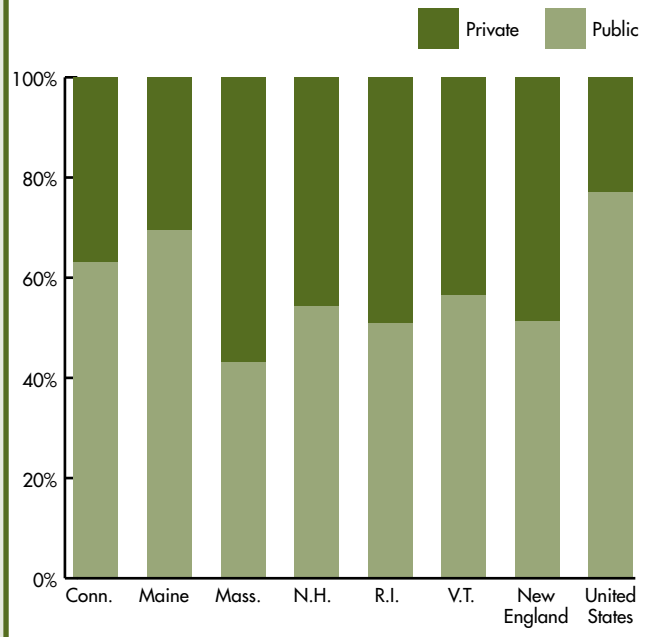
	All Institutions			Public Institutions			Private Institutions		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
Connecticut	171,699	103,235	68,464	109,350	56,820	52,530	62,349	46,415	15,934
Maine	63,334	37,119	26,215	44,850	24,772	20,078	18,484	12,347	6,137
Massachusetts	431,855	287,324	144,531	187,492	102,000	85,492	244,363	185,324	59,039
New Hampshire	68,565	44,552	24,013	40,958	23,626	17,332	27,607	20,926	6,681
Rhode Island	77,436	53,461	23,975	38,867	20,819	18,048	38,569	32,642	5,927
Vermont	36,446	26,089	10,357	21,238	13,631	7,607	15,208	12,458	2,750
New England	849,335	551,780	297,555	442,755	241,668	201,087	406,580	310,112	96,468
United States	15,608,000	9,281,000	6,327,000	11,986,000	NA	NA	3,622,000	NA	NA
New England as a % of United States	5.4%	5.9%	4.7%	3.7%	NA	NA	11.2%	NA	NA

Note: U.S. totals are projected by the U.S. Department of Education. Full-time and part-time breakdowns for public and private institutions were not available.

Source: New England Board of Higher Education analysis of U.S. Department of Education data.

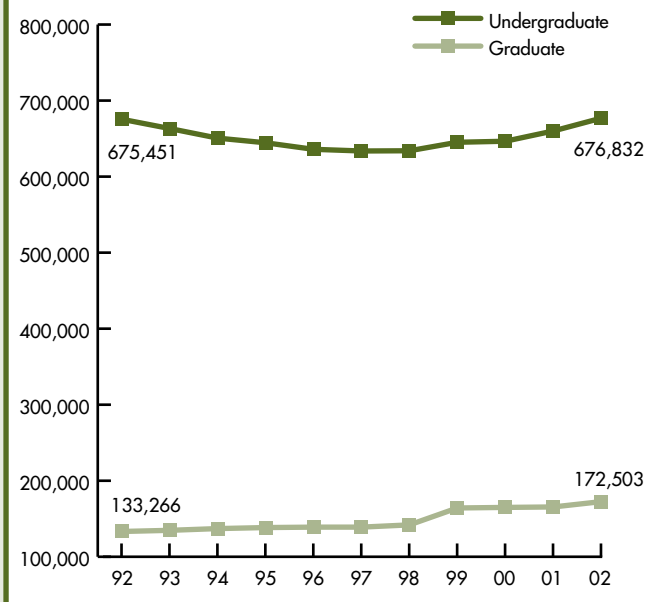
For more trends and indicators, visit www.nebhe.org/research.

Fig. 10: Distribution of Higher Education Enrollment, Public vs. Private, 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 12: Undergraduate vs. Graduate Enrollment in New England, 1992 to 2002

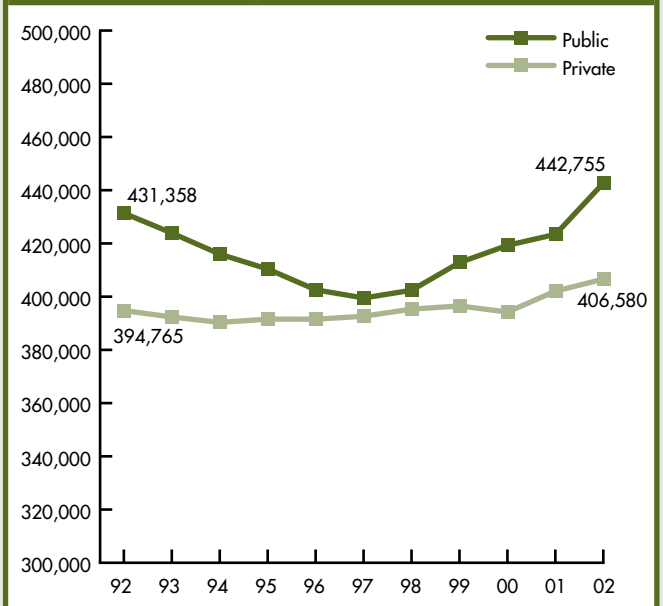


Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Despite the rise of the "nontraditional" working student, full-time college enrollment is larger and growing faster in New England than part-time enrollment.

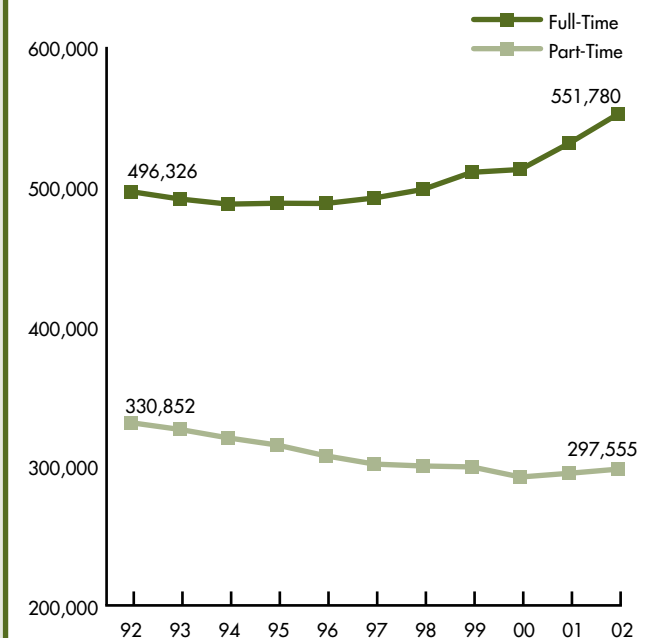
Enrollment has grown faster at New England's public colleges than at their private counterparts since the mid-1990s. But private campuses continue to account for a much larger share of total enrollment in New England than in any other region.

Fig. 11: Public vs. Private College Enrollment in New England, 1992 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

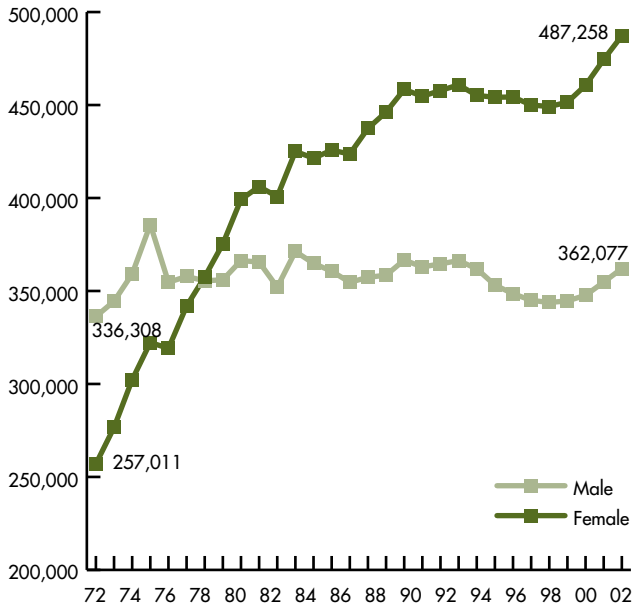
Fig. 13: Full-Time vs. Part-Time College Enrollment in New England, 1992 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

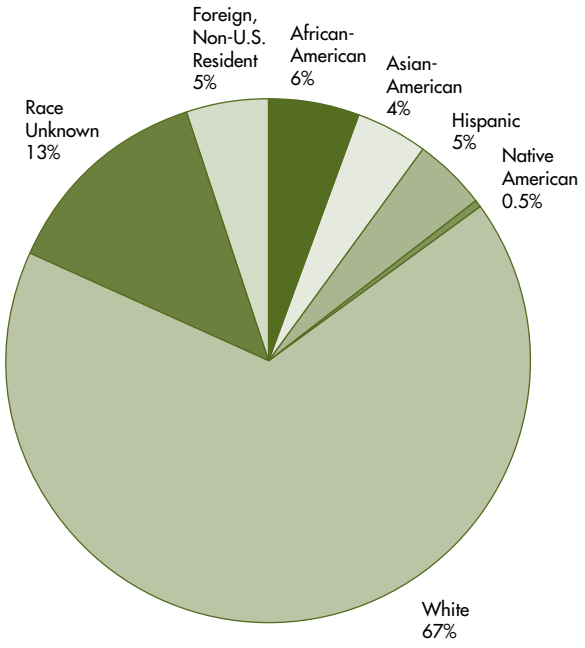
In 1979, women surpassed men for the first time as the majority on New England college campuses. Today, female students outnumber males on the region's campuses by 125,000, raising concerns about the "disappearing male college student."

Fig. 14: Total Higher Education Enrollment by Gender in New England, 1972 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 16: Enrollment at New England Colleges and Universities by Race and Ethnicity, 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 15: New England Institutions with the Largest Enrollments, Fall 2002

Institution	Full-time	Part-time	Total
Boston University	23,884	5,098	28,982
University of Connecticut	19,650	5,723	25,373
Harvard University	18,931	6,038	24,969
Northeastern University	16,941	7,560	24,501
University of Massachusetts Amherst	19,428	4,634	24,062
Community College of Rhode Island	5,329	10,600	15,929
Johnson & Wales University	13,489	1,452	14,941
Boston College	11,334	2,953	14,297
University of New Hampshire	11,669	2,579	14,248
University of Rhode Island	10,470	3,711	14,181
Central Connecticut State University	7,450	5,192	12,642
Southern Connecticut State University	7,161	5,058	12,219
University of Massachusetts Lowell	6,488	5,598	12,086
University of Massachusetts Boston	6,367	5,217	11,584
University of Southern Maine	5,709	5,673	11,382
University of Maine	8,157	2,978	11,135
Yale University	11,050	220	11,270
Massachusetts Institute of Technology	9,898	419	10,317
University of Vermont	8,331	1,983	10,314
Bridgewater State College	6,224	3,337	9,561
Tufts University	8,368	940	9,308
Salem State College	4,749	4,041	8,790
Rhode Island College	5,020	3,738	8,758
University of Massachusetts Dartmouth	6,345	1,777	8,122
Middlesex Community College	3,558	4,421	7,979
Brown University	7,435	457	7,892
Suffolk University	4,636	2,833	7,469
Bunker Hill Community College	2,643	4,568	7,211
Massasoit Community College	3,200	3,805	7,005
University of Hartford	4,935	2,063	6,998
Quinnipiac University	5,928	1,023	6,951
Rhode Island School of Design	2,204	4,684	6,888
Quinsigamond Community College	2,803	3,819	6,622
Northern Essex Community College	2,146	4,475	6,621
Lesley University	1,370	5,085	6,455

Note: May include students enrolled outside of New England.

Source: New England Board of Higher Education Annual Survey of New England Colleges and Universities, summer 2003.

Fig. 17: Minority Enrollment by State and Race/Ethnicity, 1992 and 2002

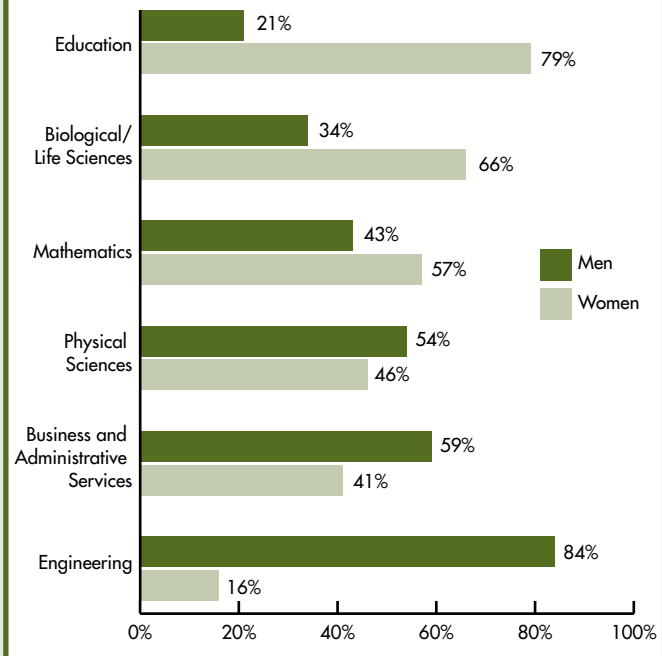
Percentages under whole numbers indicate share of all enrolled students in 1992 and 2002	1992	2002	As % of 18- to 24-Year-Old Population 2000	% Change in Enrollment 1992- 2002
Connecticut				
African-American	10,860	15,380	12%	42%
	6.6%	9.0%		
Asian-American	4,836	6,490	3%	34%
	3.0%	3.8%		
Hispanic	6,369	11,269	15%	77%
	3.9%	6.6%		
Native American	398	690	1%	73%
	0.2%	0.4%		
White	136,137	115,631	63%	-15%
	83.3%	67.3%		
Race Unknown	5,351	14,973	NA	180%
	3.3%	8.7%		
Maine				
African-American	652	647	1%	-1%
	1.1%	1.0%		
Asian-American	618	765	1%	24%
	1.1%	1.2%		
Hispanic	375	493	1%	31%
	0.7%	0.8%		
Native American	854	743	1%	-13%
	1.5%	1.2%		
White	54,348	53,654	95%	-1%
	94.5%	84.7%		
Race Unknown	11,007	5,703	NA	-48%
	19.1%	9.0%		
Massachusetts				
African-American	20,510	26,001	7%	27%
	4.8%	6.0%		
Asian-American	19,923	25,545	6%	28%
	4.7%	5.9%		
Hispanic	15,051	20,741	10%	38%
	3.6%	4.8%		
Native American	1,698	1,585	0.3%	-7%
	0.4%	0.4%		
White	343,515	262,869	71%	-23%
	81.1%	60.9%		
Race Unknown	47,429	65,954	NA	39%
	11.2%	15.3%		
New England				
African-American	36,189	47,557	7%	31%
	4.4%	5.8%		
Asian-American	29,727	37,596	4%	26%
	3.6%	4.6%		
Hispanic	25,453	38,256	10	50%
	3.1%	4.6%		
Native American	3,545	3,835	0.4%%	8%
	0.4%	0.5%		
White	694,917	566,979	74%	-18%
	84.9%	68.7%		
Race Unknown	82,069	111,942	NA	36%
	10.0%	13.6%		
New Hampshire				
African-American	717	1,022	1%	43%
	1.2%	1.5%		
Asian-American	1,530	1,322	2	-14%
	2.5%	1.9%		
Hispanic	916	1,235	1%	35%
	1.5%	1.8%		
Native American	230	340	1%	48%
	0.4%	0.5%		
White	57,253	50,859	93	-11%
	92.9%	74.2%		
Race Unknown	9,360	12,063	NA	29%
	15.2%	17.6%		
Rhode Island				
African-American	3,017	3,994	6%	32%
	3.8%	5.2%		
Asian-American	2,301	2,819	4%	23%
	2.9%	3.6%		
Hispanic	2,328	3,900	12%	68%
	2.9%	5.0%		
Native American	273	287	1%	5%
	0.3%	0.4%		
White	69,061	53,575	71%	-22%
	86.6%	69.2%		
Race Unknown	6,935	10,077	NA	45%
	8.7%	13.0%		
Vermont				
African-American	433	513	1%	18%
	1.2%	1.4%		
Asian-American	519	655	1%	26%
	1.4%	1.8%		
Hispanic	414	618	2%	49%
	1.1%	1.7%		
Native American	92	190	1%	107%
	0.2%	0.5%		
White	34,603	30,391	95%	-12%
	93.8%	83.4%		
Race Unknown	1,987	3,172	NA	60%
	5.4%	8.7%		
United States				
African-American	1,393,483	1,729,907	12%	24%
	10.7%	11.0%		
Asian-American	696,812	922,445	4%	32%
	5.3%	5.9%		
Hispanic	954,422	1,436,317	15%	50%
	7.3%	9.1%		
Native American	118,845	147,178	1%	24%
	0.9%	0.9%		
White	10,600,000	10,086,012	68%	-5%
	74.1%	64.2%		
Race Unknown	NA	NA	NA	NA

Note: Table does not include enrollment at military academies. African-American, Asian-American, Native American and White totals reflect non-Hispanic population. Does not include the category non-resident alien. United States data is provided by the U.S. Department of Education; 2001 is the most current data set available.

Source: New England Board of Higher Education analysis of U.S. Department of Education data.

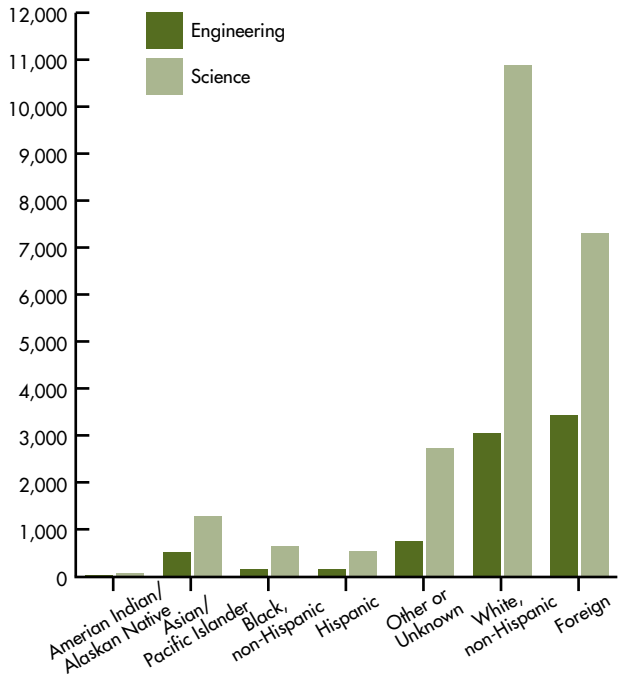
Enrollment in certain majors is lopsided in favor of either men or women. Women are dramatically underrepresented in engineering, for example, and overrepresented in education. In graduate science and engineering, meanwhile, foreign students far outnumber African-Americans and Hispanics.

Fig. 18: Enrollment by Full-Time Freshmen at New England Institutions in Selected Fields of Study by Gender, 2002



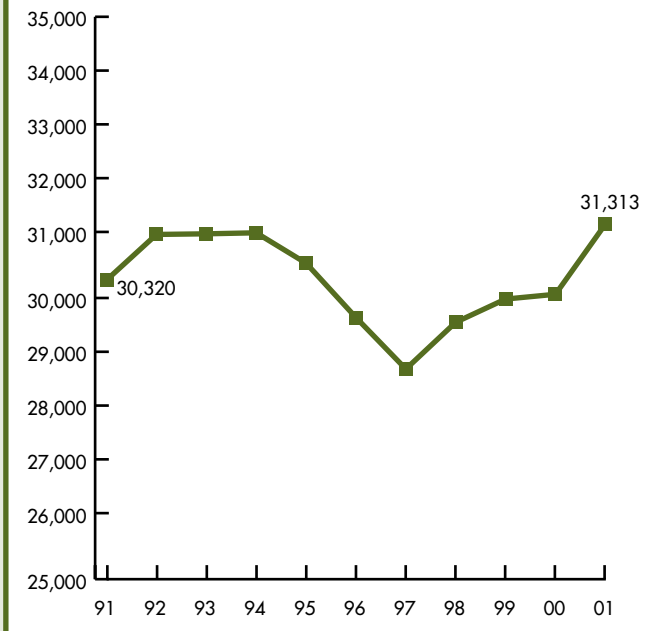
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 19: New England Enrollment in Science and Engineering by Race and Ethnicity, 2001



Source: New England Board of Higher Education analysis of National Science Foundation data.

Fig. 20: Graduate Science and Engineering Enrollment in New England, 1991 to 2001



Source: New England Board of Higher Education analysis of National Science Foundation data.

Fig. 21: Graduate Science and Engineering Enrollment in New England, 1996 and 2001

	1996	2001	5-Year % Change
Connecticut	5,811	6,937	19 %
Maine	666	605	-9
Massachusetts	19,693	20,191	3
New Hampshire	1,216	1,337	10
Rhode Island	1,662	1,646	-1
Vermont	599	597	-0.3
New England	29,647	31,313	6 %
United States	415,570	429,492	3 %
New England as a % of United States	7.1%	7.3%	

Source: New England Board of Higher Education analysis of National Science Foundation data.

For more trends and indicators, visit www.nebhe.org/research.

Fig. 22: Enrollment and Degrees Granted at For-Profit Institutions, 2002

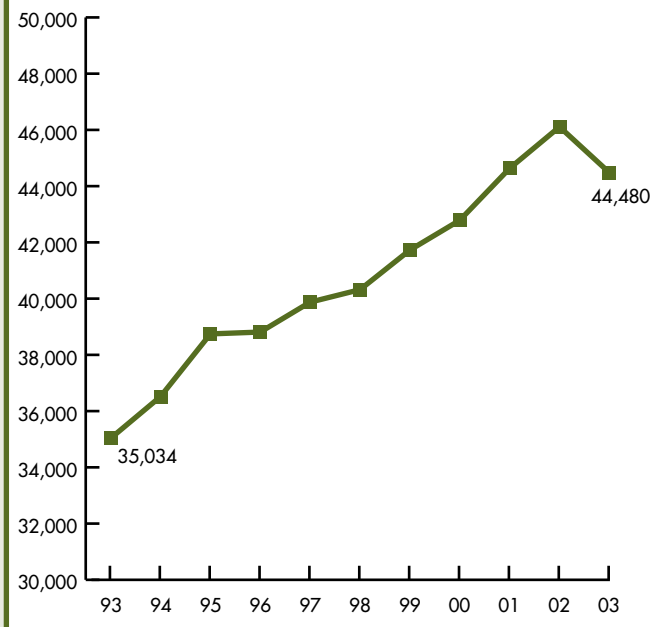
	Total Enrollment	Total FTE Enrollment	Total Degrees or Certificates Granted	% of Total Enrollment in Cosmetology
Connecticut	7,424	6,508	4,692	8%
Maine	2,011	1,808	619	15
Massachusetts	9,202	7,956	4,338	25
New Hampshire	4,521	3,835	1,776	10
Rhode Island	2,053	1,873	1,408	25
Vermont	613	608	326	3
New England	25,824	22,588	13,159	16%

Note: Includes only institutions eligible for federal financial aid programs under Title IV.

Source: New England Board of Higher Education analysis of U.S. Department of Education data.

New England's approximately 45,000 foreign students enrich the region culturally and economically. Last year, their numbers declined for the first time in memory, due perhaps to burdensome post-September 11 tracking rules.

Fig. 23: Foreign Enrollment in New England, 1993 to 2003



Source: New England Board of Higher Education analysis of Institute of International Education data.

Just 10 of New England's 270-plus colleges account for nearly half of the region's foreign enrollment.

Fig. 24: New England Institutions Enrolling More than 1,000 Foreign Students, 2003

Institution	Foreign Enrollment	Total Enrollment	Foreign Students as a % of Total Enrollment
Boston University	4,518	28,982	16%
Harvard University	3,459	24,969	14
Massachusetts Institute of Technology	2,819	10,317	27
Northeastern University	2,282	24,501	9
Yale University	1,995	11,270	18
University of Massachusetts Amherst	1,711	24,062	7
University of Bridgeport	1,387	3,173	44
Johnson & Wales University	1,106	14,941	7
Brown University	1,022	7,892	13
Berklee College of Music	1,006	3,519	29
Total of above institutions	21,305	153,626	14%
Total of all New England institutions	44,480	849,335	5%
Above institutions as a share of all New England institutions	48%	18%	

Source: New England Board of Higher Education analysis of Institute of International Education data.

Fig. 25: New England Institutions With More Than 300 Students Abroad, 2003

Institution	Students Abroad	Students Abroad as a % of Total Enrollment
Boston University	1,330	5 %
University of Massachusetts Amherst	912	4
Dartmouth College	649	12
Boston College	639	4
Tufts University	584	6
Brown University	536	7
Smith College	429	16
University of New Hampshire	423	3
University of Vermont	399	4
Middlebury College	383	17
Colby College	372	20
University of Connecticut	368	1
Johnson & Wales University	367	2
Wellesley College	331	14
Worcester Polytechnic Institute	320	8
Bentley College	317	6
Wesleyan University	304	10
Bates College	301	17 %

Source: New England Board of Higher Education analysis of Institute of International Education data.

GRADUATION RATES & DEGREES

Three-quarters of private four-year college students graduate within six years of starting, but less than half of public four-year college students do. Still, the full impact of low college graduation rates is complicated by student transfers and the new educational needs of nontraditional students.

Fig. 26: Graduation Rates by State, Race/Ethnicity and Type of Institution, 2002

	Foreign	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Race/Ethnicity Unknown	Total
Public Two-Year								
Connecticut	33 %	11 %	5 %	20 %	10 %	15 %	14 %	14 %
Maine	40	67	26	35	33	42	29	40
Massachusetts	17	11	12	12	9	20	12	17
New Hampshire	NA	0	100	31	25	48	12	39
Rhode Island	9	3	0	8	12	13	10	12
Vermont	NA	0	0	14	0	12	0	12
New England	27	12	15	17	11	23	13	20
Public Four-Year								
Connecticut	37	29	31	44	34	40	46	39
Maine	43	50	32	36	50	45	38	44
Massachusetts	41	34	50	47	30	46	45	45
New Hampshire	0	20	25	17	45	53	49	52
Rhode Island	41	38	0	29	32	46	46	44
Vermont	33	0	0	33	67	44	36	43
New England	40	32	35	44	32	45	44	44
Public Land Grant								
Connecticut	69	68	67	68	58	70	73	69
Maine	58	56	41	57	67	54	40	54
Massachusetts	60	42	33	58	52	63	60	61
New Hampshire	81	73	80	80	54	73	64	72
Rhode Island	80	44	100	58	44	59	57	58
Vermont	78	86	67	62	60	70	25	70
New England	67	51	48	62	53	65	62	64
Private Four-Year								
Connecticut	77	62	74	85	68	72	77	72
Maine	78	72	0	76	79	72	61	72
Massachusetts	71	64	66	81	71	73	70	73
New Hampshire	78	76	73	90	68	74	56	71
Rhode Island	83	74	67	89	78	76	86	78
Vermont	69	43	31	70	68	65	62	64
New England	73 %	65 %	63 %	82 %	72 %	73 %	68 %	73 %

Note: The graduation rate is the percentage of students who complete an associate degree (at two-year institutions only) within three years or a bachelor's degree (at four-year institutions) within six years.

For more trends and indicators, visit www.nebhe.org/research.

Fig. 27: Graduation Rates by State and Type of Institution, 2002

	Public Two-Year		Public Four-Year		Public Land Grant		Private Four-Year	
	% Graduating	% Transferring to other Institutions	% Graduating	% Transferring to other Institutions	% Graduating	% Transferring to other Institutions	% Graduating	% Transferring to other Institutions
Connecticut	14 %	9 %	39 %	3 %	69 %	NA	72 %	1 %
Maine	40	6	44	13	54	NA	72	11
Massachusetts	17	13	45	2	61	NA	73	3
New Hampshire	39	2	52	NA	72	NA	71	3
Rhode Island	12	20	44	NA	58	NA	78	NA
Vermont	12	NA	43	11	70	NA	64	3
New England	20 %	12 %	44 %	4 %	64 %	NA	73 %	3 %

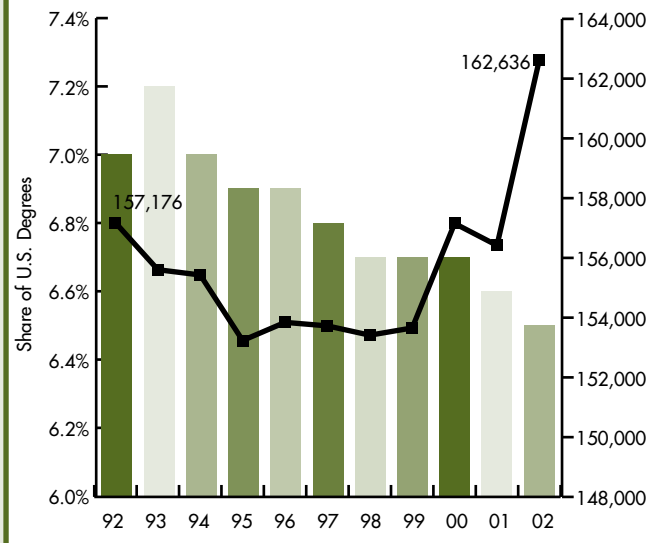
Note: The graduation rate is the percentage of students who complete an associate degree (at two-year institutions only) within three years or a bachelor's degree (at four-year institutions) within six years. Figures are based on cohorts entering in 1996 (four-year institutions) or 1999 (two-year institutions). The New England figures are based on the aggregate numbers of all institutions of a given type, rather than an average of the states' graduation rates.

Source: New England Board of Higher Education analysis of U.S. Department of Education data.

New England historically has granted a disproportionate share of college degrees, but its edge has eroded.

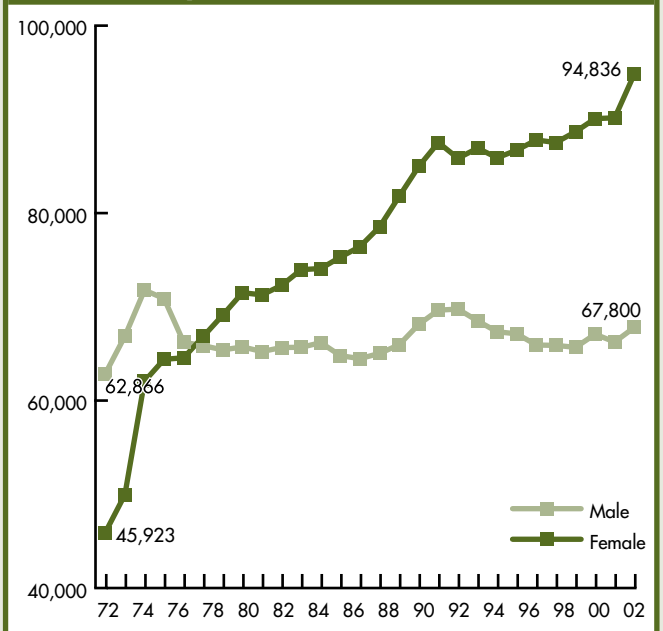
Women now earn more degrees than men at all levels except first-professional degrees and doctorates.

Fig. 28: Total Degrees Awarded at New England's Colleges and Universities and New England's Share of U.S. Degrees, 1992 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 29: Degrees Awarded in New England by Gender, 1972 to 2002



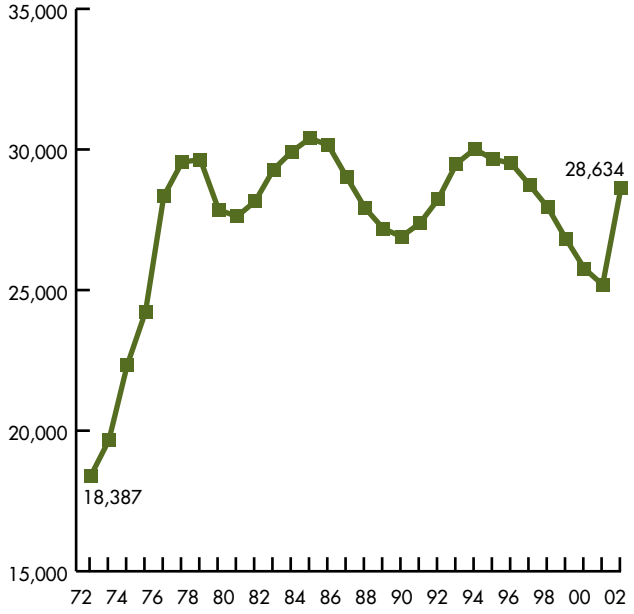
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 30: Associate Degrees Conferred on Men, Women, Minorities and Foreign Students, 2002

	Total	Men	Women	Foreign	African-American	Native American	Asian	Hispanic	White	Race Unknown
Connecticut	4,413	1,501	2,912	82	526	21	109	329	3,168	178
Maine	1,975	726	1,249	8	16	38	17	7	1,779	110
Massachusetts	14,251	5,133	9,118	1,070	1,414	46	592	578	9,543	1,008
New Hampshire	2,923	1,159	1,764	12	188	18	20	45	2,258	382
Rhode Island	3,557	1,705	1,852	110	278	14	86	169	2,718	182
Vermont	1,515	718	797	7	19	23	18	11	1,369	68
New England	28,634	10,942	17,692	1,289	2,441	160	842	1,139	20,835	1,928
% of New England Associate Degrees		38%	62%	5%	9%	1%	3%	4%	73%	7%

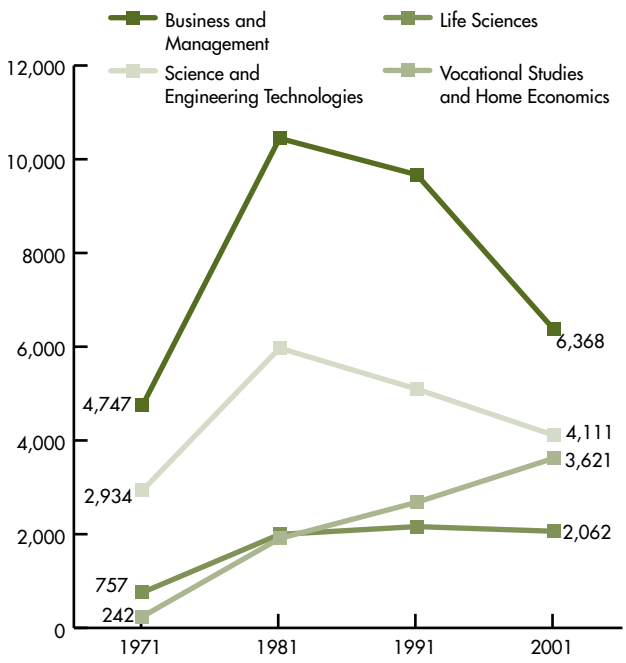
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 31: Associate Degrees Awarded in New England, 1972 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 32: Associate Degrees Awarded at New England Colleges and Universities in Selected Fields of Study, 1971 to 2001



Note: Disciplines not listed: Arts and Music, Education, Social Service Professions, Communication and Librarianship, Engineering, Psychology, Social Sciences, Geosciences, Law, Interdisciplinary or other Sciences, Physical Sciences, Architecture and Environmental Design, Humanites, Religion and Theology, Math and Computer Sciences and Unknown disciplines. These disciplines awarded a total of 9,026 degrees in 2001.

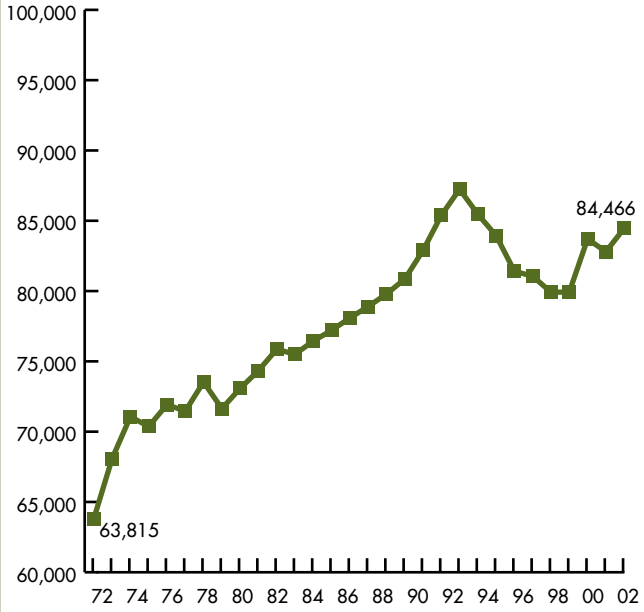
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 33: Bachelor's Degrees Conferred on Men, Women, Minorities and Foreign Students, 2002

	Total	Men	Women	Foreign	African-American	Native American	Asian	Hispanic	White	Race Unknown
Connecticut	14,809	6,235	8,574	583	868	47	638	705	11,019	949
Maine	5,793	2,427	3,366	345	53	52	104	47	4,988	204
Massachusetts	43,097	18,215	24,882	2,390	2,078	164	3,028	1,705	29,611	4,121
New Hampshire	7,249	3,059	4,190	162	102	36	167	110	5,934	738
Rhode Island	8,845	3,884	4,961	496	360	24	447	324	6,657	537
Vermont	4,673	2,054	2,619	117	44	28	75	92	4,030	287
New England	84,466	35,874	48,592	4,093	3,505	351	4,459	2,983	62,239	6,836
% of New England Bachelor's Degrees		42%	58%	5%	4%	0.4%	5%	4%	74%	8%

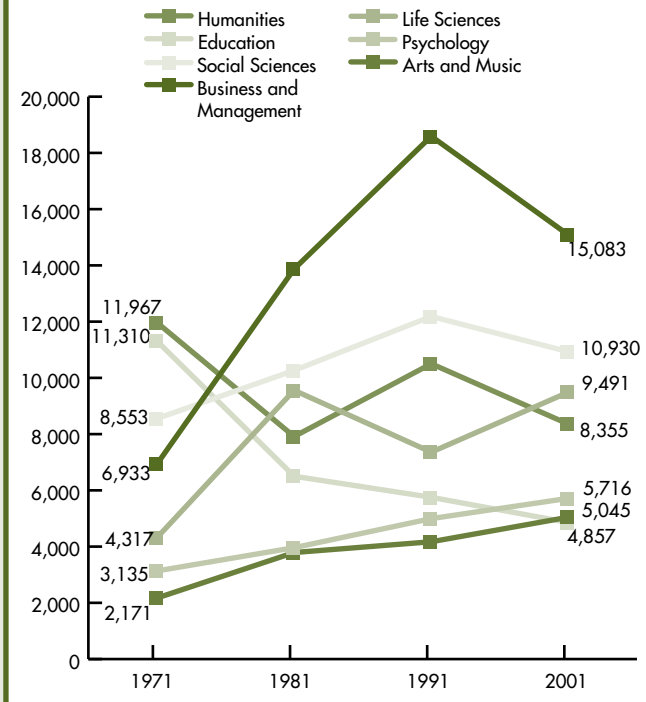
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 34: Bachelor's Degrees Awarded in New England, 1972 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 35: Bachelor's Degrees Awarded at New England Colleges and Universities in Selected Fields of Study, 1971 to 2001



Note: Disciplines not listed: Communication and Librarianship, Math and Computer Sciences, Engineering, Vocational Studies and Home Economics, Science and Engineering Technologies, Social Service Professions, Physical Sciences, Architecture and Environmental Design, Geosciences, Religion and Theology, Interdisciplinary or Other Science, Law and Unknown Disciplines. These disciplines awarded a total of 23,323 degrees in 2001.

Source: New England Board of Higher Education analysis of U.S. Department of Education data.

For more trends and indicators, visit www.nebhe.org/research.

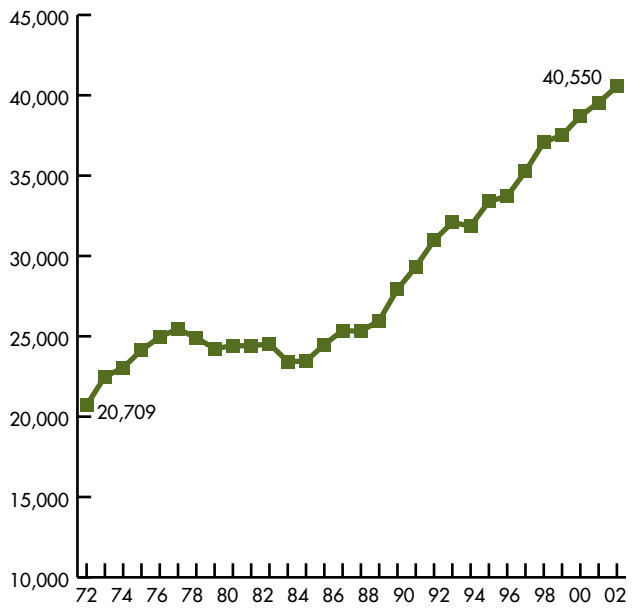
Foreign students earn more graduate degrees than native-born minority students.

Fig. 36: Master's Degrees Conferred on Men, Women, Minorities and Foreign Students, 2002

	Total	Men	Women	Foreign	African-American	Native American	Asian	Hispanic	White	Race Unknown
Connecticut	7,510	3,159	4,351	989	277	14	248	175	4,789	1,018
Maine	1,319	374	945	51	8	2	8	2	1,196	52
Massachusetts	25,884	10,384	15,500	4,242	1,281	88	1,155	656	13,928	4,534
New Hampshire	2,378	997	1,381	313	28	12	46	37	1,403	539
Rhode Island	2,079	856	1,223	376	41	5	37	45	1,368	207
Vermont	1,380	432	948	108	19	5	20	10	1,018	200
New England	40,550	16,202	24,348	6,079	1,654	126	1,514	925	23,702	6,550
% of New England Master's Degrees		40%	60%	15%	4%	0.3%	4%	2%	58%	16%

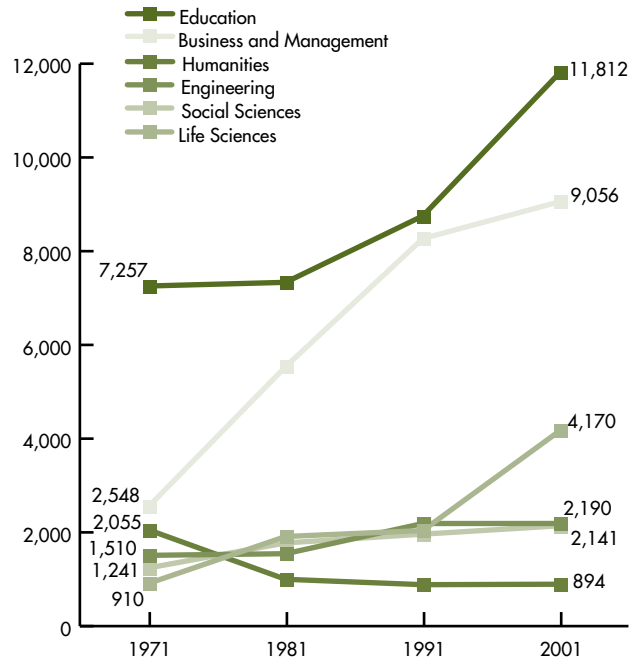
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 37: Master's Degrees Awarded in New England, 1972 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 38: Master's Degrees Awarded at New England Colleges and Universities in Selected Fields of Study, 1971 to 2001



Note: Disciplines not listed: Physical Science, Geosciences, Math and Computer Science, Psychology, Science and Engineering Technologies, Interdisciplinary or Other Sciences, Religion and Theology, Arts and Music, Architecture and Environmental Design, Communication and Librarianship, Law, Social Service Professions, Vocational Studies and Home Economics, Unknown Disciplines. These disciplines awarded a total of 9,287 degrees in 2001.

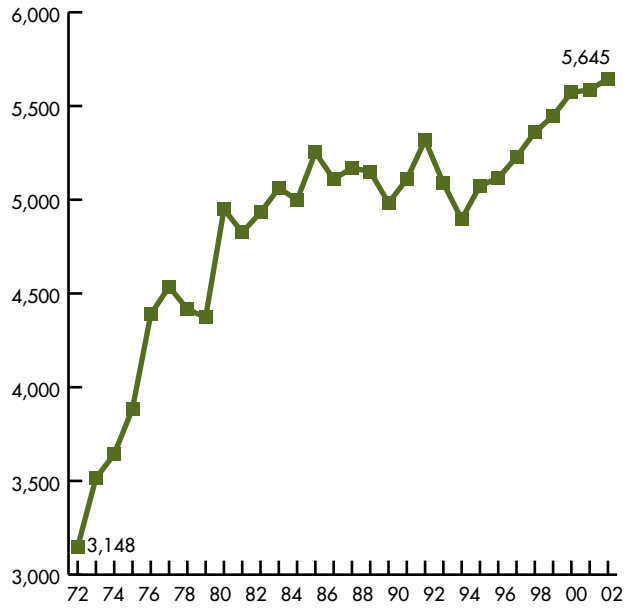
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 39: First-Professional Degrees Conferred on Men, Women, Minorities and Foreign Students, 2002

	Total	Men	Women	Foreign	African-American	Native American	Asian	Hispanic	White	Race Unknown
Connecticut	992	521	471	25	61	7	102	52	710	35
Maine	184	104	80	0	1	1	12	1	169	0
Massachusetts	3,793	1,898	1,895	137	181	10	454	151	2,479	381
New Hampshire	2,378	997	1,381	313	28	12	46	37	1,403	539
Rhode Island	249	110	139	3	10	1	39	2	184	10
Vermont	261	140	121	1	9	0	21	8	222	0
New England	5,645	2,866	2,779	176	268	22	640	222	3,888	429
% of New England First-Professional Degrees		51%	49%	3%	5%	0.4%	11%	4%	69%	8%

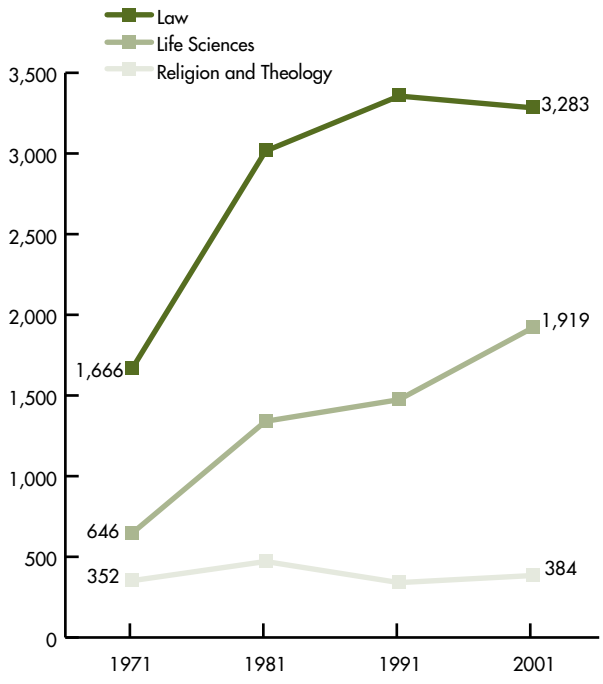
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 40: First-Professional Degrees Awarded in New England, 1972 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 41: First-Professional Degrees Awarded at New England Colleges and Universities by Field of Study, 1971 to 2001



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

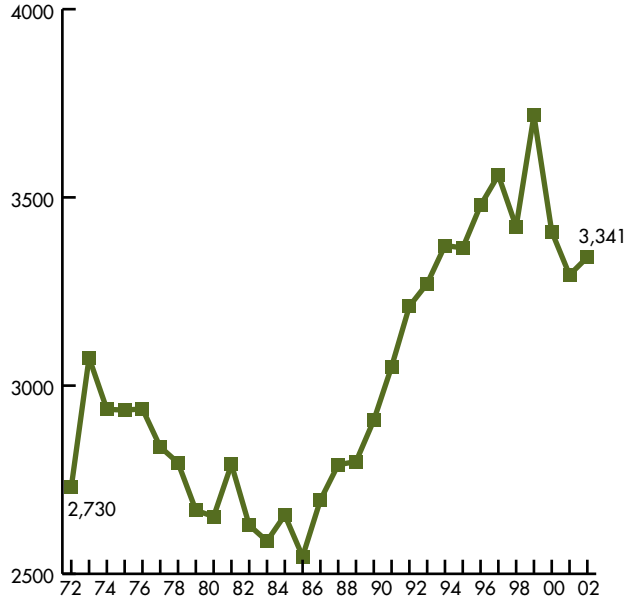
For more trends and indicators, visit www.nebhe.org/research.

Fig. 42: Doctorates Conferred on Men, Women, Minorities and Foreign Students, 2002

	Total	Men	Women	Foreign	African-American	Native American	Asian	Hispanic	White	Race Unknown
Connecticut	593	338	255	162	20	1	29	15	312	54
Maine	39	23	16	13	0	0	0	0	26	0
Massachusetts	2,287	1,315	972	663	62	7	106	65	1,085	299
New Hampshire	123	68	55	22	3	0	2	2	89	5
Rhode Island	242	148	94	70	6	1	5	8	145	7
Vermont	57	24	33	8	0	0	1	2	43	3
New England	3,341	1,916	1,425	938	91	9	143	92	1,700	368
% of New England Doctorates		57%	43%	28%	3%	0.3%	4%	3%	51%	11%

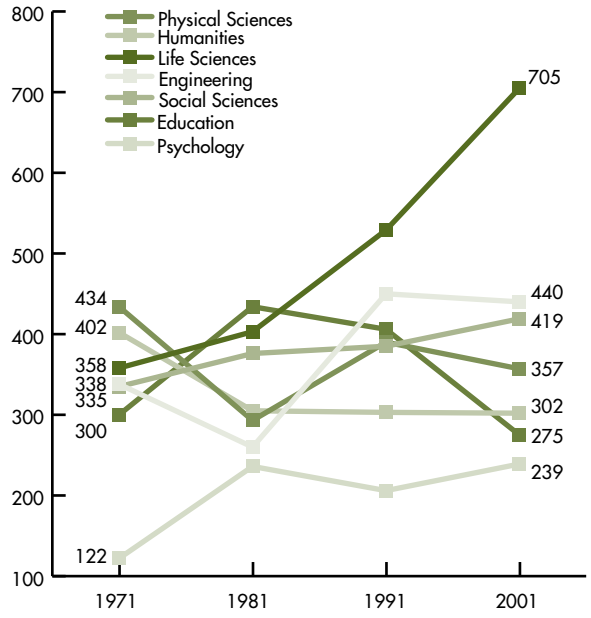
Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 43: Doctorates Awarded in New England, 1972 to 2002



Source: New England Board of Higher Education analysis of U.S. Department of Education data.

Fig. 44: Doctorates Awarded at New England Colleges and Universities in Selected Fields of Study, 1971 to 2001



Note: Disciplines not listed: Geosciences, Math and Computer Science, Science and Engineering Technologies, Interdisciplinary or Other Sciences, Religion and Theology, Arts and Music, Architecture and Environmental Design, Business and Management, Communication and Librarianship, Law, Social Service Professions, Vocational Studies and Home Economics, Unknown Disciplines. These disciplines awarded a total of 557 Degrees in 2001.

Source: New England Board of Higher Education analysis of U.S. Department of Education data.

For more trends and indicators, visit www.nebhe.org/research.

FINANCING HIGHER EDUCATION

New England's colleges, both public and private, are America's most expensive.

Fig. 45: Average Student Expenses, New England vs. United States, Academic Year 2003-04

	In-State Tuition & Fees	Additional Out-of-State Charges	Books & Supplies	Residents			Commuters		
				Room & Board	Resident Transportation	Other	Room & Board	Commuter Transportation	Other
New England									
Two-year public	$2,936	$4,788	$730	NA	NA	NA	$5,794	$1,098	$1,520
Four-year public	6,035	6,793	751	$6,460	$565	$1,385	5,904	899	1,625
Four-year private	25,093	NA	826	8,536	521	1,095	7,046	826	1,050
United States									
Two-year public	1,905	3,967	745	NA	NA	NA	5,681	1,083	1,567
Four-year public	4,694	7,046	817	5,942	743	1,637	5,796	1,052	1,900
Four-year private	$19,710	NA	$843	$7,144	$661	$1,183	$6,476	$990	$1,434

Note: Room and board costs for commuter students are average estimated living expenses for students living off-campus but not with parents.

Source: Table 4, Average Student Expenses, by College Board Region, 2003-2004 (Enrollment-Weighted). *Trends in College Pricing 2003*, (2003); 7. Copyright © 2003 College Entrance Examination Board. Reprinted with permission. All rights reserved. www.collegeboard.com.

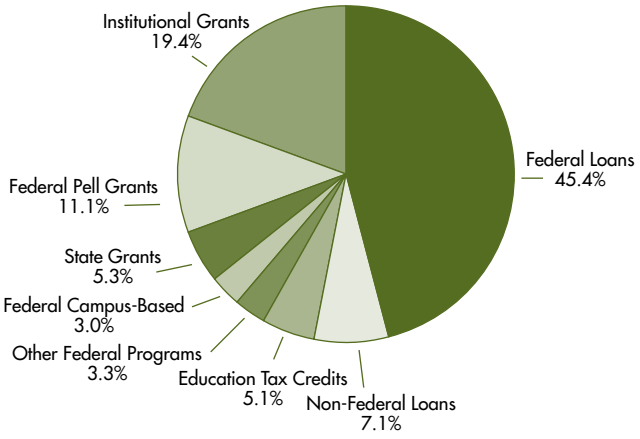
Fig. 46: Tuition & Mandatory Fees by Region, Academic Years 1993-94 to 2003-04

	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
New England											
Two-year public	$2,113	$2,204	$2,212	$2,299	$2,357	$2,302	$2,170	$2,150	$2,281	$2,620	$2,936
Four-year public	3,949	4,094	4,237	4,315	4,526	4,635	4,677	4,748	4,890	5,353	6,035
Four-year private	14,755	15,539	16,318	17,219	18,418	19,211	20,281	21,215	22,106	23,663	25,093
United States											
Two-year public	1,245	1,310	1,330	1,465	1,567	1,554	1,649	1,642	1,608	1,674	1,905
Four-year public	2,535	2,705	2,811	2,975	3,111	3,247	3,362	3,487	3,725	4,115	4,694
Four-year private	$11,007	$11,719	$12,216	$12,994	$13,785	$14,709	$15,518	$16,233	$17,272	$18,596	$19,710

Note: Figures for public institutions show in-state rates. All data are enrollment-weighted averages, intended to reflect the average costs that students face in various types of institutions. "NA" indicates a sample too small to provide meaningful data.

Source: Table 6a, Tuition and Fees by Region and Institution Type, in Current Dollars, 1993-1994 to 2003-2004 (Enrollment-Weighted). *Trends in College Pricing 2003*, (2003); 10. Copyright © 2003 College Entrance Examination Board. Reprinted with permission. All rights reserved. www.collegeboard.com

Fig. 47: Sources of Financial Aid



Sources of Student Financial Aid, U.S., Academic Year 2003-04 (Billions of Dollars)

Federal Loans	$47.7
Institutional Grants	20.4
Federal Pell Grants	11.7
Non-Federal Loans	7.5
State Grants	5.6
Education Tax Credit	5.4
Other Federal Programs	3.5
Federal Campus-Based	3.2
Total	$105.1

Source: *Trends in Student Aid 2003*, (2003); Copyright © 2003 College Entrance Examination Board. Reprinted with permission. All rights reserved. www.collegeboard.com.

The combination of a growing federal budget deficit and shifts in political power from New England to the Sunbelt jeopardizes New England's share of federal student aid allocations.

Fig. 48: Federal Student Financial Aid Programs, Total Expenditures or Allocations and Number of Recipients

	Pell Grants		College Work-Study		Perkins Loans		Supplemental Educational Opportunity Grants	
	2001-02 Expenditures	2002 Total Recipients	2003-04 Allocations	2002 Total Recipients	2003-04 Allocations	2002 Total Recipients	2003-04 Allocations	2002 Total Recipients
Connecticut	$60,506,726	29,351	$11,662,270	9,985	$1,155,879	7,858	$8,498,919	11,338
Maine	41,103,713	18,461	7,872,040	6,932	940,019	7,571	6,779,947	10,452
Massachusetts	138,372,936	63,883	45,752,788	38,154	4,912,937	34,309	29,669,297	36,842
New Hampshire	22,679,135	11,356	6,833,774	6,455	798,200	6,313	5,321,410	7,148
Rhode Island	25,828,980	12,075	8,483,768	6,792	838,262	9,423	7,760,385	12,126
Vermont	16,900,326	8,077	5,748,300	5,603	671,223	5,927	5,307,563	5,310
New England	305,391,816	143,203	86,352,940	73,921	9,316,520	71,401	63,337,521	83,216
United States	$9,975,092,340	4,340,879	$1,000,260,438	740,602	$99,297,889	660,899	$759,960,166	1,295,089
New England as a % of United States	3.1%	3.3%	8.6%	10.0%	9.4%	10.8%	8.3%	6.4%

Note: Spending on federal campus-based programs is reported as 2003-04 allocations. Spending on Pell Grants is reported as 2001-02 expenditures.

Source: New England Board of Higher Education analysis of U.S. Department of Education data.

The New England states historically have invested far less in public higher education and state aid programs than other states.

Fig. 49: State Grant Aid Awarded, 1997 to 2002

State	1997	1999	2002	3-Year % Change	5-Year % Change
Connecticut	$20,299,000	$33,117,000	$45,175,000	36 %	123 %
Maine	7,036,000	8,081,000	12,416,000	54	76
Massachusetts	57,477,000	92,172,000	114,600,000	24	99
New Hampshire	679,000	1,753,000	3,075,000	75	353
Rhode Island	5,699,000	5,717,000	6,077,000	6	7
Vermont	11,466,000	12,939,000	15,949,000	23	39
New England	102,656,000	153,779,000	197,292,000	28	92
United States	$3,090,074,000	$3,686,239,000	$5,140,499,000	39 %	66 %

Note: Figures may exclude aid funds provided through entities other than the principal state student aid agency.

Source: New England Board of Higher Education analysis of National Association of State Student Grant and Aid Programs (NASSGAP) 33rd Annual Survey Report.

Fig. 50: State Grant Dollars to Undergraduates Per Full-Time Equivalent Enrollment (FTE), 2001-02

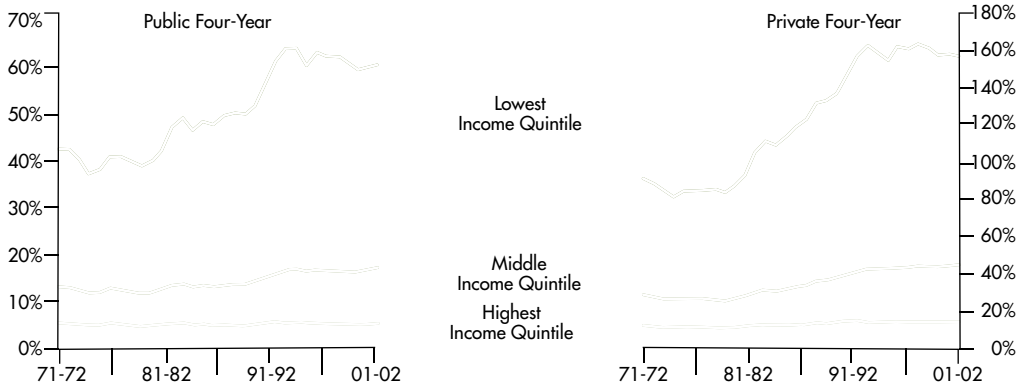
State	Total Undergraduate Grant Aid	Aid Per Undergraduate FTE	U.S. Rank	Undergraduate Need-Based Aid	Aid Per Undergraduate FTE	U.S. Rank
Connecticut	$45,175,000	$450.70	17th	$44,820,000	$447.16	9th
Maine	12,021,000	314.06	28th	12,021,000	314.06	16th
Massachusetts	114,600,000	441.05	20th	110,711,000	426.08	10th
New Hampshire	3,075,000	73.97	41st	3,066,000	73.76	37th
Rhode Island	6,077,000	112.35	37th	6,077,000	112.35	33rd
Vermont	15,636,000	615.46	11th	15,545,000	611.90	6th
New England	196,584,000	334.60		192,240,000	330.89	
United States	$5,034,648,000	$480.10		$3,826,038,000	$367.27	

Note: Full-time equivalent (FTE) figures are based on fall 2000 enrollment and may limit the validity of comparisons to prior years.

Source: New England Board of Higher Education analysis of National Association of State Student Grant and Aid Programs (NASSGAP) 33rd Annual Survey Report.

College tuition as a percentage of family income has become more unequal among socioeconomic groups due mostly to growing income inequality.

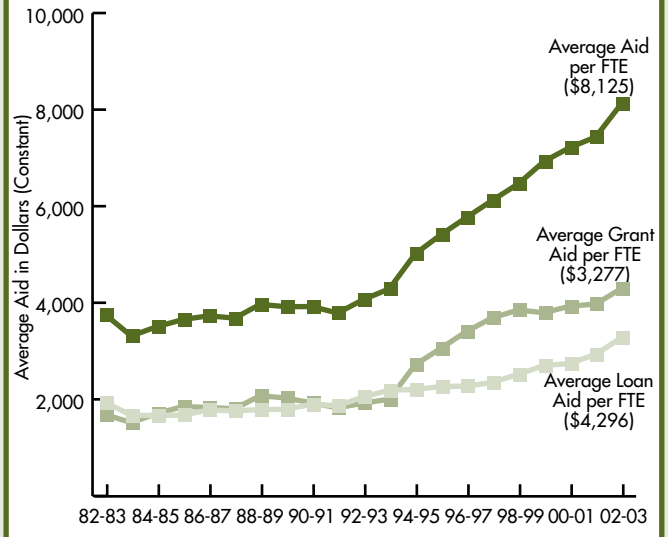
Fig. 51: Cost of Attendance as a Share of Family Income, 1971-72 to 2001-02



Note: Cost of attendance is defined as tuition and fees plus room and board.

Source: Annual Survey of Colleges, The College Board, New York, NY; pre-1987 tuition data are from Integrated Postsecondary Education Data System (IPEDS), for Education Statistics; income data from the U.S. Department of Commerce, Bureau of Labor Statistics.

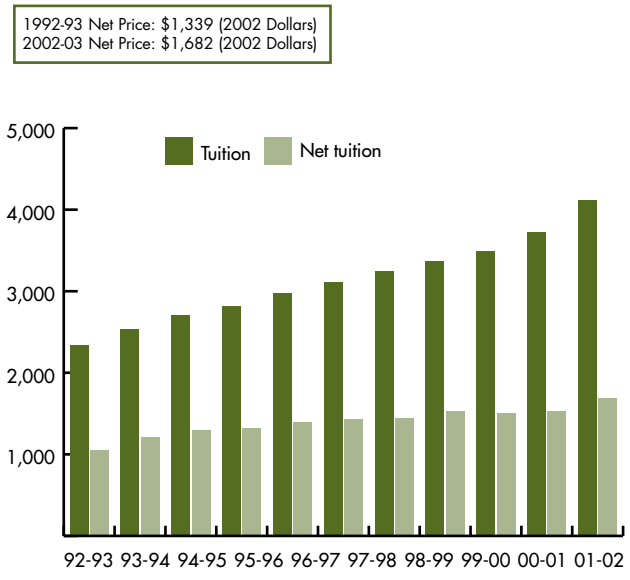
Fig. 52: Total Aid, Grant Aid, Loan Aid, and Tax Credits per Full-Time Equivalent (FTE), 1982-83 to 2002-03



Note: FTE data through 2000-02 are from Table 200, Digest of Education Statistics 2002. 2001-02 and 2002-03 data are based on middle alternative projections from Table 22, Projections of Education Statistics to 2012, NCES.

Source: Cost of Attendance Data is compiled from the College Board's Annual Survey and NCES. Income data was extracted from the U.S. Census Bureau web site (www.census.gov/hhes/income/histinc/f03.html)

Fig. 53: Net Price at Four-Year Public Institutions



Note: Net price equals published tuition and fees minus average grant per student.

Source: *Trends in College Pricing 2003,* (2003); Copyright © 2003 College Entrance Examination Board. Reprinted with permission. All rights reserved. www.collegeboard.com.

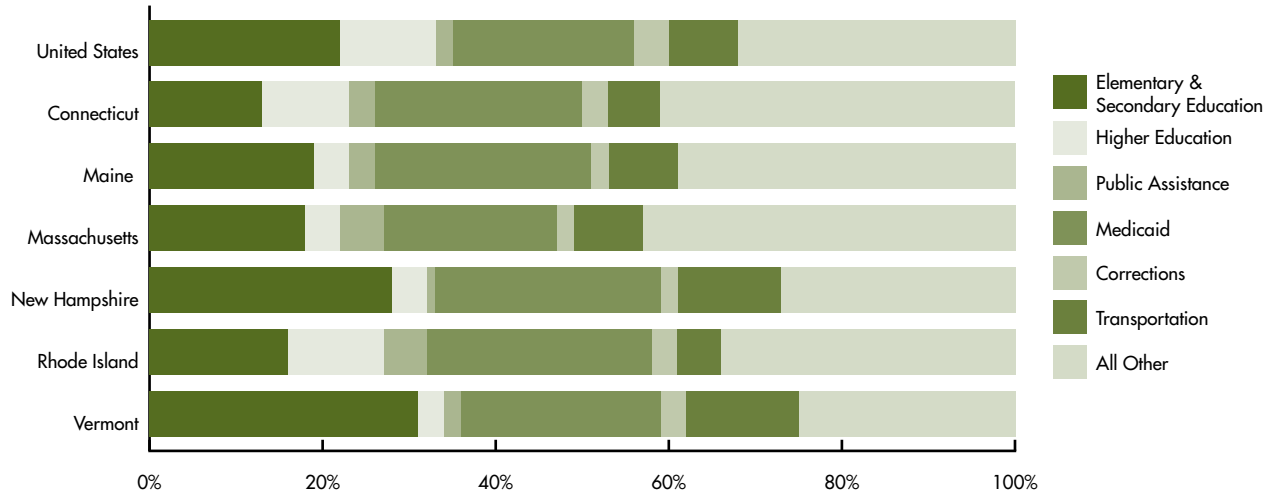
Fig. 54: Appropriations of State Tax Funds for Higher Education Operating Expenses, Fiscal 2004

	Appropriations	1-Year % Change	2-Year % Change	10-Year % Change	Per-Capita Appropriations	U. S. Rank 2004	Appropriations Per $1,000 of Personal Income	U.S. Rank 2004
Connecticut	$750,975,000	-1 %	-0.4 %	51 %	$215.59	23rd	$4.96	45th
Maine	239,110,000	1	0	39	183.12	35th	6.40	32nd
Massachusetts	783,207,000	-19	-23	-5	121.74	49th	3.09	49th
New Hampshire	112,532,000	1	5	40	87.39	50th	2.53	50th
Rhode Island	172,816,000	2	-1	53	160.59	42nd	5.05	42nd
Vermont	76,841,000	2	8	45	124.12	48th	4.10	47th
New England	2,135,481,000	-8	0	22	163.20		3.96	
United States	$60,293,002,000	-2 %	5 %	47%	$210.96		$6.83	

Note: 2003 population figures were used to calculate per-capita appropriations. 2003 personal income information was used to calculate appropriations per $1,000 of personal income.

Source: New England Board of Higher Education analysis of data from Illinois State University Center for Higher Education and Education Finance.

Fig. 55: State Spending by Function as a Share of Total State Expenditures, 2002



Source: New England Board of Higher Education analysis of National Association of State Budget Officers data.

Harvard's $18.8 billion endowment grew by nearly 10 percent last year. It is worth more than $7 billion more than its closest competitor's.

Fig. 56: New England's 25 Largest College Endowments, Fiscal 2003

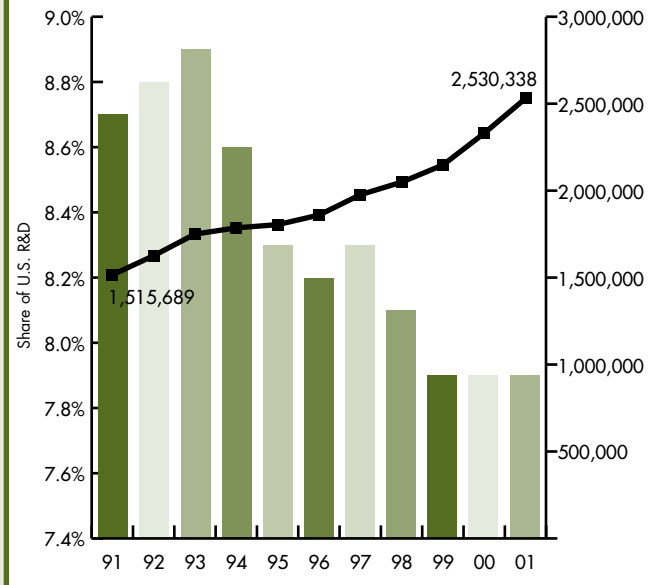
U.S. Rank	New England Rank	Institution	Market Value at End of Fiscal 2003	% Change from Fiscal 2002
1st	1st	Harvard University	$18,849,491,000	9.8 %
2nd	2nd	Yale University	11,034,600,000	4.9
6th	3rd	Massachusetts Institute of Technology	5,133,613,000	-4.2
20th	4th	Dartmouth College	2,121,183,000	-3.0
25th	5th	Brown University	1,461,327,000	3.5
37th	6th	Williams College	1,082,336,000	2.1
39th	7th	Wellesley College	1,043,476,000	1.1
42nd	8th	Boston College	968,511,000	0.4
48th	9th	Amherst College	877,151,000	2.0
53rd	10th	Smith College	823,915,000	-3.2
65th	11th	Tufts University	669,286,000	2.9
73rd	12th	Boston University	620,300,000	7.2
86th	13th	Middlebury College	536,386,000	-4.7
92nd	14th	Wesleyan University	472,251,000	-2.5
95th	15th	Bowdoin College	452,436,000	5.1
104th	16th	Northeastern University	410,691,000	-2.9
105th	17th	Brandeis University	407,824,000	6.1
119th	18th	Mount Holyoke College	357,704,000	0.5
124th	19th	College of the Holy Cross	346,278,000	2.9
126th	20th	Trinity College	340,832,000	1.4
132nd	21st	Colby College	321,584,000	-0.3
156th	22nd	Worcester Polytechnic Institute	254,570,000	-2.9
175th	23rd	Rhode Island School of Design	215,630,000	-2.3
185th	24th	University of Vermont	192,786,000	0.5
199th	25th	University of Massachusetts & Foundation	$171,144,000	6.1 %

Source: New England Board of Higher Education analysis of 2003 National Association of College and University Business Officers (NACUBO) Endowment Study.

UNIVERSITY RESEARCH

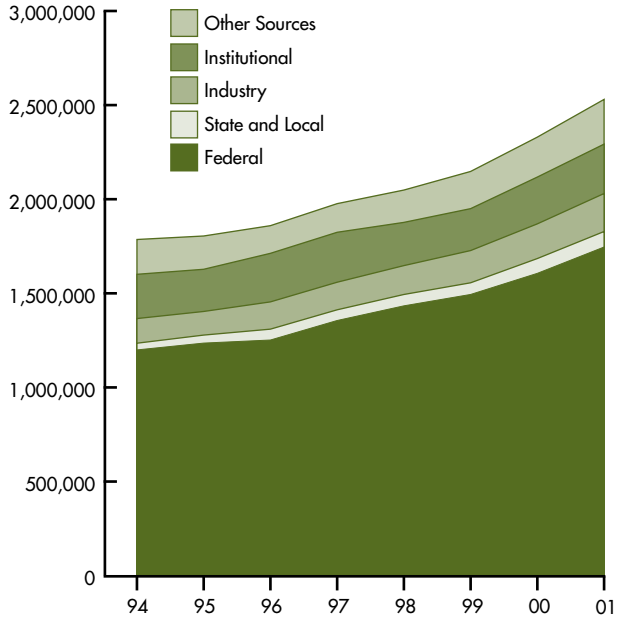
New England's university labs spent $2.5 billion last year on research and development (R&D). But New England's share of the all U.S. university R&D shrank from over 10 percent in 1983 to under 8 percent today.

Fig. 57: Research and Development Expenditures at New England's Doctorate-Granting Institutions and New England's Share of U.S. R&D Expenditures, 1991 to 2001



Source: New England Board of Higher Education analysis of National Science Foundation data.

Fig. 58: New England Research and Development Expenditures at Doctorate-Granting Institutions by Source of Funds, 1994 to 2001



Source: New England Board of Higher Education analysis of National Science Foundation data.

Fig. 59: Regional Comparison of Research and Development Expenditures at Doctorate-Granting Institutions, 1996 and 2001

	Total Expenditures		5-Year	Per-Capita Expenditures		Per-Capita U.S. Rank	
	1996	2001	% Change	1996	2001	1996	2001
East North Central	$3,240,867,000	$4,646,390,000	43.4 %	$73.84	$102.90	7th	7th
East South Central	932,162,000	1,369,501,000	46.9	57.10	80.45	9th	9th
Middle Atlantic	3,372,963,000	4,700,735,000	39.4	88.27	118.49	4th	3rd
Mountain	1,468,771,000	2,018,318,000	37.4	89.11	111.07	2nd	6th
New England	1,859,407,000	2,530,338,000	36.1	139.01	181.74	1st	1st
Outlying Areas	72,719,000	63,755,000	-12.3	NA	NA	NA	NA
Pacific	3,781,718,000	5,652,247,000	49.5	88.12	125.53	5th	2nd
South Atlantic	4,275,841,000	6,031,281,000	41.1	88.66	116.50	3rd	4th
West North Central	1,514,263,000	2,197,565,000	45.1	81.54	114.23	6th	5th
West South Central	2,137,021,000	3,003,460,000	40.5	72.12	95.52	8th	8th
United States	$22,655,732,000	$32,213,590,000	42.2 %	$84.65	$114.47		

Source: New England Board of Higher Education analysis of National Science Foundation data.

For more trends and indicators, visit www.nebhe.org/research.

Fig. 60: Research & Development Expenditures at New England Doctorate-Granting Institutions by Field, 2001

	Total	Engineering	Physical Sciences	Environ-mental Sciences	Math & Computer Sciences	Life Sciences	Psychology	Social Sciences	Other Sciences
Connecticut	$492,794	$35,868	$29,679	$11,346	$8,064	$382,913	$11,996	$10,766	$2,162
Maine	64,070	8,805	5,996	19,969	1,487	23,912	233	2,785	883
Massachusetts	1,558,338	247,298	195,824	123,006	83,564	738,923	24,913	86,000	58,810
New Hampshire	196,975	33,238	6,706	41,668	5,712	89,991	5,882	6,225	7,553
Rhode Island	142,564	19,694	10,165	29,744	12,613	51,425	7,079	5,964	5,880
Vermont	75,597	1,738	1,560	410	1,807	66,357	1,283	170	2,272
New England	2,530,338	346,641	249,930	226,143	113,247	1,353,521	51,386	111,910	77,560
United States	$32,213,590	$4,911,861	$2,721,442	$1,775,577	$1,264,231	$19,031,379	$563,284	$1,399,807	$546,009
New England as a % of U.S.	8%	7%	9%	13%	9%	7%	9%	8%	14%

Source: New England Board of Higher Education analysis of National Science Foundation data.

Fig. 61: Sponsored Research, Inventions, Patents, Licenses and Start-Ups at Top New England Institutions, 2001

	Licensing Income	Licenses and Options Executed	Start-Up Companies Formed	U.S. Patent Applications Filed	U.S. Patents Issued	Total Sponsored Research Expenditures
Massachusetts Institute of Technology	$26,346,992	122	23	465	134	$898,989,000
Harvard University	15,488,149	85	7	219	57	522,104,100
University of Massachusetts (all campuses)	14,851,000	19	1	74	13	293,039,000
Brown University Research Foundation	1,493,633	9	4	55	19	111,887,170
Boston University	1,098,794	17	2	100	21	246,885,705
Northeastern University	875,077	2	1	27	5	42,013,979
University of Rhode Island	860,052	4	0	14	5	50,783,000
Dartmouth College	794,729	5	1	32	5	127,332,193
University of Connecticut	625,020	9	1	49	10	142,799,746
Tufts University	499,859	15	0	52	14	112,199,056
Brandeis University	302,395	4	1	14	3	46,391,416
University of Vermont	214,803	6	0	19	7	85,100,000
University of New Hampshire	72,469	2	0	6	3	85,808,624
University of Maine	–	2	2	3	5	62,149
New England Total	63,522,972	301	43	1,129	301	2,765,395,138
U.S. Total	$959,027,454	3,739	364	10,632	3,109	$31,695,704,942

Note: Totals reflect institutions that participated in the AUTM survey, not all New England or U.S. institutions.
Yale University participated in the 2002 survey but asked AUTM not to list its responses; its data are included in the U.S. sample's total.

Source: New England Board of Higher Education analysis of Association of University Technology Managers data.

Demography

Enrollment

Graduation Rates and Degrees

Financing Higher Education

University Research

Widening the Funnel

Maine Looks to Put Students on the Path to College

COLLEEN J. QUINT

Many Maine students are "tracked" away from postsecondary education, either explicitly through the courses they are steered toward or implicitly with the messages sent by teachers and staff.

Maine faces a unique challenge. State residents earn high school diplomas at one of the highest rates in the nation. Yet the percentage of Maine adults who hold college degrees is below the national average. An "educational funnel" is at work.

Consider:

• 87 percent of Maine high school freshmen graduate from high school in four years;

• 67 percent of those graduates intend to go to college;

• 55 percent enroll in college the following fall;

• 23 percent of Maine's adults hold bachelor's degrees.

Maine loses kids at every step of the way as they move from high school into college. And, like many states, Maine faces significant challenges ensuring that those who do go on to college persist to their degree.

But Maine has also been developing some promising practices to open up that educational funnel, which could have applications elsewhere in New England as well.

For example, of the more than 750 Maine students awarded scholarships and other support by the Portland-based Senator George J. Mitchell Scholarship Research Institute during the last five years, fully 95 percent have stayed in college, despite their low levels of parental education and high levels of financial need.

One reason the program is successful is that, unlike private scholarships that are offered on a one-time basis upon graduation from high school, Mitchell Scholarships are paid out on a multiyear basis. That way, students and families don't get caught up each year trying to replace scholarships offered only to incoming freshmen. In addition, leadership development, career exploration and community service opportunities offered to Mitchell Scholars ensure rich experiences that most would not be able to access on their own. Perhaps most importantly, by assisting individual students with their individual needs—for example, helping them navigate the labyrinth of the transfer process, holding the scholarship for a year if a student takes a leave of absence and responding directly to emails with news of academic success or academic struggles—the institute provides the scaffolding that helps to ensure success.

Another Mitchell Institute initiative, the Great Maine Schools Project, provides support for professional development and innovative approaches to teaching and learning as part of an ambitious effort to graduate every Maine student "college-ready without remediation." Funded by a $10 million grant from the Bill & Melinda Gates Foundation, the initiative is now exploring new scheduling structures that allow for community-based and classroom learning. Some schools are creating "early college" programs, which expose students to collegiate experiences while they are still in high school. Others are developing high school experiences in which teachers help students make the connection between what they are learning now and how it can be used later. One high school has even decided to require all seniors to at least *apply* to college, in hopes of opening doors to possibilities students might not know exist.

Who me?

One of the greatest challenges we face is that too many Maine children lack the social capital to think we're talking to them when we start a conversation about postsecondary education. Their parents feel similarly disenfranchised. When York County Community College and Wells High School launched an early college program this past fall, the partners decided early on to focus on the student "in the back of the class." They identified students who lived in poverty and had low aspirations, but who they thought would benefit from a college-level learning experience while still in high school. When the parents of these students were invited to an information session, one parent asked: "Are you sure you didn't make a mistake? *My* kid has been selected to take classes in college?"

This is not surprising. Mitchell Institute research shows that many Maine students are "tracked" away from postsecondary education, either explicitly through the courses they are steered toward or implicitly with the messages sent by teachers and staff. This

tracking constitutes one of the most significant barriers to students going on to college, partly because it shortchanges them academically and partly because it reinforces low expectations held by students, parents and teachers. These students and their parents need to be convinced that they are capable of more than they think. But educators cannot reverse the tide of low educational attainment on their own.

Despite different perspectives and different constituencies, 30 or so individuals from across Maine's education, business, political and community spectrum have joined together in a statewide effort to develop ways to boost the number of Mainers holding college degrees. Their Maine Compact for Higher Education positions itself as a "do tank" rather than a "think tank." And their focus is on the student, whether "traditional" 18- to 24-year-olds or adults. The compact expects to announce later this spring several specific action strategies, including initiatives to boost financial resources for students and build a statewide early college system. It also expects to undertake a multiyear public information campaign designed to change perceptions, attitudes and, ultimately, behaviors about college-going in Maine.

Speaking with one voice

Though Maine faces unique challenges, all the New England states should be working to ensure that students are adequately prepared to enroll in college and persist through to earning degrees. And indeed, New England-wide conversations have begun about how the region can better prepare all students for college success.

At a recent conference titled *College Ready New England* and sponsored by the Nellie Mae Education Foundation, there was much discussion about preparation and transition—about focusing on students in the back of the class and about creating seamless Pre-K-16 systems. One Vermont legislator noted that education competes not only with health care and other high-priority items for legislative attention, but also with itself. The K-12 system competes with higher education for scarce resources. Within higher education, community college systems and university systems, and the campuses within each, all jockey for position. And private institutions clamor to remind everyone that they're there and they need help too. Their individual messages become muddled. As one legislator observed: "When you speak with one voice, I can hear you."

Given projected dramatic decreases in Maine's high school populations over the coming decades, colleges will be better served by working together to ensure seamless transitions for students and improvements in persistence than by fighting over scarce resources, whether dollars or students.

Wouldn't it be great if Maine were able to use the synergies created by these initiatives to reverse the trend in educational attainment—and set an example for other states at the same time? True commitment to kids … a focus on the students who need us the most. It just may be that simple.

Colleen J. Quint *is executive director of the Senator George J. Mitchell Scholarship Research Institute.*

True Leadership Springs from DIVERSITY

Tomorrow's pool of political, business and community leaders will likely come from today's higher education students. However, a recent survey of highly competitive colleges shows that graduation rates are over twenty points higher for white students than black students, and seven points higher for non-Hispanic white students than Hispanic students. This illustrates a significant achievement gap in higher education that could limit the development of a diverse group of future leaders - leaders we need to represent and reflect our increasingly diverse region.

The "Consortium on High Achievement and Success," initially convened by Trinity College in Hartford, is working on a solution. Now a collaboration of 35 highly selective private colleges, the Consortium is committed to promoting parity in academic achievement and satisfaction for students from all racial and ethnic groups. Funded through the Nellie Mae Education Foundation's Minority High Achievement initiative, this project confronts the problem of lower retention and graduation rates for minority students, and facilitates the sharing of strategies to promote minority student success. Ultimately, these efforts are designed to eliminate barriers to learning and enrich the campus experience for all students.

By working together, we can help assure that colleges create nurturing environments for a diverse group of students – including tomorrow's minority leaders. For more information on the Consortium on High Achievement and Success, visit the Consortium's website at www.trincoll.edu/depts/student-services/chas/ or contact Ms. Kidan Kassahun, project coordinator, at (860) 297-4173, or kidan.kassahun@trincoll.edu.

Nellie Mae Education Foundation

Opening Doors to Tomorrow

1250 Hancock Street, Suite 205N • Quincy, MA 02169-4331
Tel. 781-348-4200 • Fax 781-348-4299

BSC

BRIDGEWATER STATE COLLEGE

TECHNOLOGY

- Ranked one of the Top 50 Most Wired Colleges + Universities in the nation by *Yahoo! Internet Life* magazine

STUDENTS + ALUMNI

- 11th largest college or university in Massachusetts for undergraduate enrollment and the 15th largest for graduate enrollment
- Approximately 9,500 undergraduate and graduate students
- The largest state college in the Massachusetts Public Higher Education system
- Approximately 43,000 living undergraduate and graduate alumni

CAMPUS

- Situated on 235 acres in the center of Bridgewater, located in the geographic heart of Southeastern Massachusetts

Provides a broad range of degree programs through its three schools

- School of Education and Allied Studies
- School of Arts and Sciences
- School of Management and Aviation Science

FOR MORE INFORMATION

Undergraduate Admissions
508.531.1237

Graduate and Continuing Education
508.531.1300

General
508.531.1100

Web site
www.bridgew.edu

Cambridge College

Cambridge College has provided access to excellent higher education for a diverse adult student population for more than 32 years.

- Quality programs for working adults
- Convenient evening and weekend schedule
- Flexible transfer credit policy
- Programs in Education, Management, and Counseling Psychology
- Unique adult learning and teaching model
- Undergraduate, Graduate, and Post-graduate degrees

"Cambridge College had a great impact on my thinking as I first contemplated the transition from teaching to administration."

Larry Rosenstock, Principal and CEO
High Tech High—San Diego, California

Accredited by the New England Association of Schools and Colleges

1000 Massachusetts Ave.
Cambridge, MA 02138
(800) 877-4723
www.cambridgecollege.edu
admit@cambridgecollege.edu

Troubles

Joseph M. Cronin

Catholic Higher Education in Protestant America, Kathleen A. Mahoney, The Johns Hopkins University Press, $42.95

Boston College and Holy Cross "were at war" with Harvard in 1893.

That year, Harvard Law School issued a list of colleges whose degrees would be honored for admissions. None of the nation's then 100 Catholic colleges (28 of them Jesuit) were on Harvard's list.

Was it anti-Catholic bigotry? Harvard President Charles William Eliot explained the disconnection: Jesuit colleges required an ancient classical curriculum, while Harvard had installed a free elective system, liberating higher education from the Middle Ages. Eliot detonated the old Harvard curriculum, and felt that the traditional Jesuit *Ratio Studiorum* lacked the free inquiry, science and modernity to be worthy of transfer credit beyond sophomore standing to Harvard.

The real crisis was that Catholic parents had begun seeking more choices for their children. By 1893, 8,600 Catholics enrolled at state or secular universities while 3,400 enrolled at Catholic colleges. Harvard enrolled more Catholic undergraduates (300) than any Catholic college.

In *Catholic Higher Education in Protestant America*, Kathleen Mahoney turns her University of Rochester dissertation into a fascinating documentary on the struggles between "descendants of Luther and the sons of Loyola" (founder of the Jesuit order).

Mahoney, president of the New York City-based Humanitas Foundation, explains how the creation of modern secular universities forced Catholic colleges to adapt or languish. Jesuits had stoutly defended the *Ratio Studiorum*, a coherent course of study, but over time dropped the required philosophy course in Latin and the required Greek courses. Science, mathematics, modern languages and even commercial studies flourished. In time, the *Ratio Studiorum* was shelved and Jesuit universities taught subjects such as social work, teacher education, business and dentistry.

Today 200,000 students attend Catholic colleges, and 40 percent of Boston College students are not Catholic, with considerable choice as to which religion to study.

Of course, theological orthodoxy remains a major Vatican concern as evidenced by *Ex corde Ecclesiae*, the papal decree of 1990 that requires Catholic Colleges to register their theologians with the bishop of the diocese and promise doctrinal loyalty to the Vatican canon.

Mahoney doesn't quite reveal the ironic finale—the story of how Eliot's elective system was modified by successors to include a core curriculum and a required concentration (an academic major).

More recently, the former president of Notre Dame, Father Theodore Hesburgh, chaired Harvard's Board of Overseers, and a Catholic served as dean of Harvard's Divinity School. American universities today, with few exceptions, live under what might be called a denominational truce. Thank God.

Dreamy

Joseph M. Cronin

Refinancing the College Dream: Access, Equal Opportunity, and Justice for Taxpayers, Edward St. John, The Johns Hopkins University Press, 2003, $44.95

Could a student financial aid system be devised that would satisfy both political liberals and conservatives?

Indiana University policy scientist Edward St. John attempts to answer this question in a thorough critique of the past four decades of higher education assistance programs.

He begins *Refinancing the College Dream* by applying John Rawls's theory of justice to the challenge of balancing equity for the poor and fairness to taxpayers. He recounts how in recent years, progressive grants for low-income students have been overtaken by tuition tax credits, most of which benefit middle-class parents. He respects conservative assertions that low-income students, above all, require a rigorous academic preparation, which Congress and the states now mandate.

St. John recommends a two-tiered financing system that should command attention from New England policymakers who increasingly rely on high tuition and fees, even for in-state students, to finance public universities. First, a basic federal grant would cover half the average price of a public college. Then, a second tier of federal incentives (30 percent of college costs) would stimulate state or institutional grants to subsidize the rest of college costs for qualified low-income students, with a cost containment cap.

St. John would also increase Federal Work Study hourly wage rates. He does not rule out merit factors, although he disapproves of "merit only" grants which tilt toward the middle class.

St. John's presentation is that of a cautious academic, heavy on citations and always recommending more research. He has studied two states carefully, neither one in the Northeast.

He reads widely and publishes profusely (44 articles, studies and books in the past 15 years) but somehow missed Sandy Baum's three Nellie Mae-financed studies on the impact of student loans, which would help answer his questions.

An excellent statistical appendix by his colleague Eric Asker shows how much the opportunity gap has narrowed for black students while Hispanic students still need major help. All in all, St. John's book is a brave attempt to reconcile the progressive zeal for access and the conservative pressure for academic accountability.

Joseph M. Cronin *is dean of education at Lesley University and president of Edvisors, a consulting firm. He is the former president of Bentley College and former president of the Massachusetts Higher Education Assistance Corp.*

Lyndon State College Vermont

Experience it!

earlier EXPERIENCES

better EXPERIENCES

more EXPERIENCES

The experiences make the education.

1› Be part of a multi-award-winning television news team. 2› Get your hands dirty and your feet wet. Our campus is a great natural laboratory. 3› Work to make the world a better place — one child at a time. 4› Learn alongside the nation's top student meteorologists. 5› Know your dingbats from your dot gain. 6› Carve turns or ride single-track at Burke Mountain — only 10 minutes from campus.

Have a life-changing Lyndon experience of your own.
Call us at **1-800-225-1998** or visit us online at **www.lyndonstate.edu**

programs

Accounting
Adventure-Based Programming/ Outdoor Recreation
Athletic Training (4+2)
Business Administration
Computer Information Systems
Design & Graphic Communications
Digital Media
Early Childhood Education
Elementary Education
English Journalism & Writing
English Literature
Environmental Science
Exercise Science
GIS Mapping & Planning/ Natural Resources
Health Science
Human Services
Liberal Studies
Mathematics
Meteorology
Natural Science
Nursing
Physical Education
Physical Therapy (3+3)
Psychology
Secondary Education
Ski Resort Management
Small Business Management & Entrepreneurship
Social Science
Special Education
Sports Management
Television Studies

LYNDON STATE COLLEGE VERMONT LSC Experience it!

HIGHLIGHTED DEGREE PROGRAMS ARE NEBHE ELIGIBLE. CONTACT US FOR DETAILS.

ADMISSIONS OFFICE | PO BOX 919, LYNDONVILLE, VT 05851 | 802 626-6413 OR 1-800-225-1998 | WWW.LYNDONSTATE.EDU

DATA CONNECTION

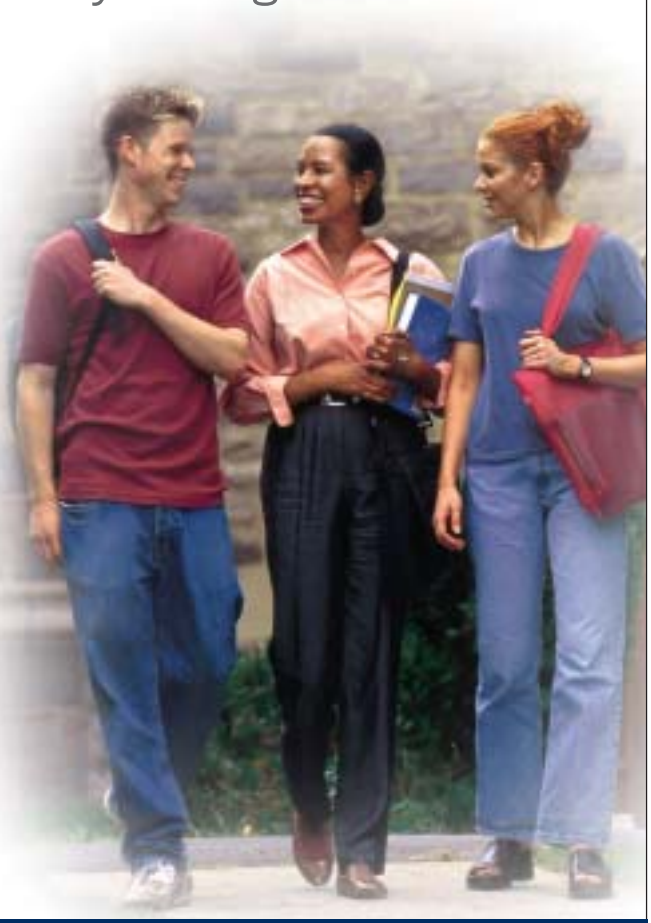
- Change in enrollment at Connecticut *public* higher education institutions, 1990-2000: **-8%**
- Change at California public higher education institutions during the same period: **+21%**
- At Colorado public higher education institutions: **+9%**
- Change in enrollment at Connecticut *private* higher education institutions, 1990-2000: **+2%**
- Change at California private higher education institutions during the same period: **+54%**
- At Colorado private higher education institutions: **+74%**
- Approximate increase in total applications to the University of Vermont since 1997: **59%**
- Approximate increase in total applications to the University of Vermont from Vermont residents since 1997: **28%**
- Number of Americans who filed initial unemployment claims in the second quarter of 2003: **415,316**
- Women as a percentage of initial claimants in the second quarter: **52%**
- Women as a percentage of initial claimants during the same period in Connecticut: **73%**
- In Rhode Island: **80%**
- Number of years since Rhode Island College began allowing women to wear slacks: **39**
- Percentage of women science and engineering faculty who say balancing work and family is their biggest challenge: **63%**
- Percentage of women science and engineering faculty who are married to scientists and engineers: **62%**
- Chance that a drug approved by the U.S. Food and Drug Administration in 2003 was developed by a Massachusetts company: **1 in 3**
- Average debt of 2003 graduates of Harvard Medical School: **$91,000**
- Average household income in the town of Weston, Mass., in 2000: **$243,534**
- Average household income in the city of Chelsea, Mass: **$42,504**
- Number of the 10 wealthiest cities and towns in Greater Boston where average household income at least doubled between 1990 and in 2000: **10**
- Number of the 10 poorest cities and towns in Greater Boston where average household income doubled: **0**
- Reduction in Massachusetts state spending on education and local aid to cities and towns since September 2002: **$531,000,000**
- Percentage of Haverhill, Mass., teachers who have left and not been replaced since 2002: **20%**
- Projected annual growth in U.S. K-12 "assessment" market, including testing and test preparation services: **9%**

Sources: 1,2,3,4,5,6 Massachusetts Technology Collaborative analysis of U.S. Department of Education data; 7,8 University of Vermont; 9,10,11,12 Bureau of Labor Statistics; 13 Rhode Island College; 14,15 Georgia Institute of Technology; 16 Massachusetts Biotechnology Council; 17 Harvard University; 18,19,20,21 University of Massachusetts Boston analysis of U.S. Census Bureau data; 22,23 Massachusetts Municipal Association; 24 Eduventures

The successful financial management of a college or university involves an intricate balance of products and services. Since no two higher education institutions are the same, your strategy should take into account your unique business practices, environment and management structure. **Banknorth Higher Education Group is your path to success.**

- Cash Management
- Investment Management†
- Insurance†
- Deposit and lending services

A Banknorth relationship manager will meet with you to review your needs, recommend key strategies and customize a suite of financial products to help you achieve your goals. It's nice knowing you have an insightful, experienced partner in your community. **Begin by meeting with a local advisor.** Call 800 833-2098.



Banknorth
Higher Education Group

Divisions of Banknorth, N.A.: Peoples, Bank of New Hampshire, Banknorth Massachusetts, Banknorth Vermont, Banknorth Connecticut, Evergreen Bank

†Investment and insurance products: not a deposit; not FDIC insured; not insured by any federal government agency; not guaranteed by the bank or any affiliate; and, may be subject to investment risk, including the possible loss of value. Insurance products are offered through Banknorth, N.A., Banknorth Insurance Group, or their state licensed agency subsidiaries.

Bank deposits FDIC insured.

CONNECTION
THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

New England Board of Higher Education
45 Temple Place, Boston, MA 02111-1305

Nonprofit
U.S. Postage
PAID
Hanover, NH 03755
Permit No. 91