

## Overview: Distance Education and Workforce Development Reports

NC-SARA contracted with the National Center for Higher Education Management Systems (NCHEMS) to create a new Distance Education and Workforce Development Report for each SARA member state. The goal for these reports is to better help states identify how distance education can be used to meet workforce needs, as well as to identify gaps in state offerings.

These reports incorporate [NC-SARA data](#) on exclusively distance education enrollment and out-of-state learning placement activity, data from IPEDS on distance education programs offered, state educational attainment measures, and workforce development data provided by Lightcast (formerly Emsi Burning Glass). For questions about this report please contact NC-SARA at [data@nc-sara.org](mailto:data@nc-sara.org).

Please note that states may report figures other than those included in this report due to differing methodologies; please refer to the higher education system or state higher education agency for more information.

### Definition of Terms:

**Distance Education:** Education that uses one or more types of technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

**Distance Education Program:** A program for which all the required coursework for program completion can be completed entirely via distance education courses.

**Exclusively Distance Education Enrollment (EDEE):** Students who are solely taking coursework via distance education.

**Out-of-State Learning Placement (OOSLP):** Supervised field experiences such as, but not limited to, clinical rotations, internships, or student teaching, offered by SARA-participating institutions in locations outside their home state.

### About NC-SARA

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a nonprofit organization that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance learning programs.

Today, more than 2,400 institutions participate SARA across 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands all voluntarily participate in SARA.

### About NCHEMS

The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit 501(c)(3) organization whose mission is to improve strategic decision making in postsecondary education for states and institutions in the United States and abroad. Its work has touched on topics across a wide spectrum of public policy: strategic planning to finance and resource allocation to the development of new educational delivery models. Throughout its more than 50 years, NCHEMS has been a resource for turning data into usable knowledge for leaders and policymakers at all levels.

# Connecticut

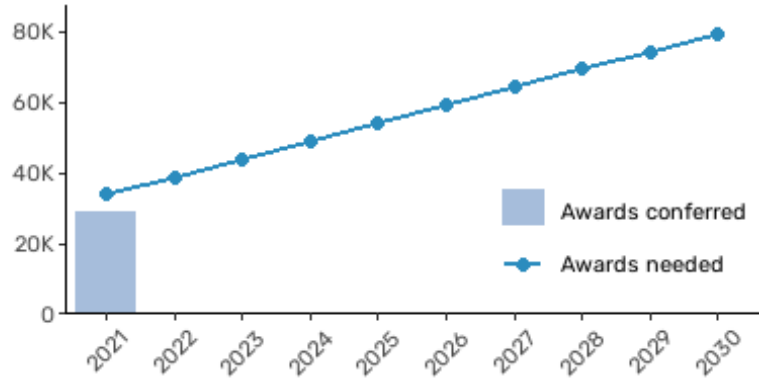
## Distance Education and Workforce Development

### Educational Attainment and the Workforce

Connecticut's goal is for 70 percent of the population aged 25 to 64 to possess at least an Associate's degree by the year 2025. In order to reach that goal by **2030**, awards from Connecticut institutions will need to increase by 10.7% annually.

The industries projected to be Connecticut's overall largest in 2030 are Health Care and Social Assistance, Government, and Finance and Insurance, and the ones projected to grow by the largest percentage are Transportation and Warehousing, Accommodation and Food Services, and Real Estate and Rental and Leasing. This document summarizes how distance education may contribute to meeting Connecticut's workforce needs.

**Award Production Needed to Meet Connecticut's Attainment Goal by 2030**



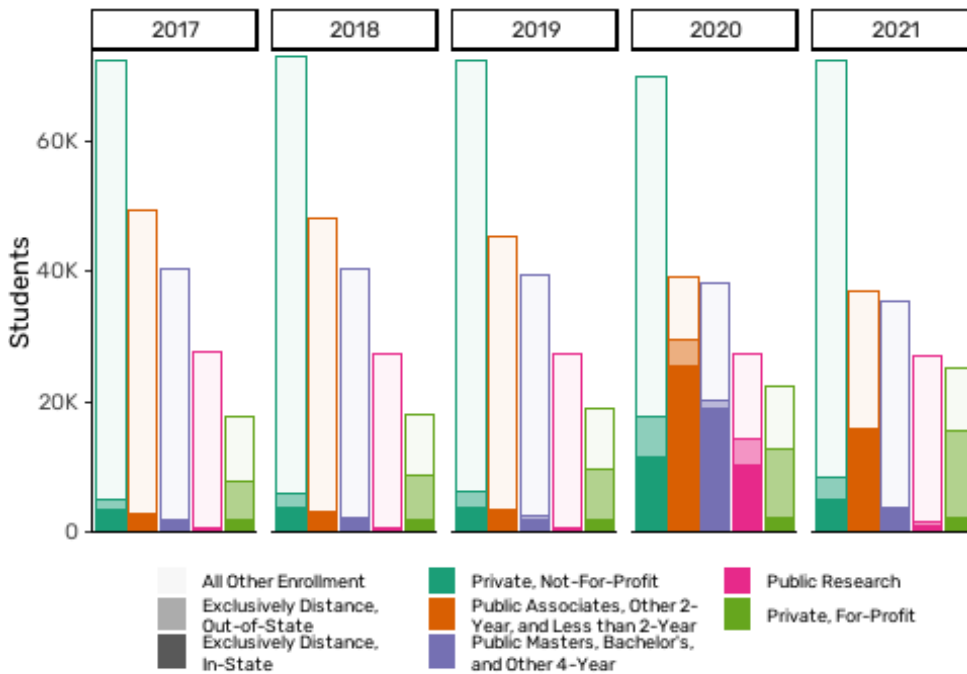
Sources: IPEDS, U.S. Census Bureau, Lumina Foundation, Georgetown Center for Education and the Workforce

### College Enrollment and Distance Education

How much exclusively distance education enrollment is taking place at Connecticut colleges and universities?

#### Connecticut Enrollment by Fall Term

Exclusively Distance Education Enrollment vs. Total Enrollment



In line with nationwide trends, overall college and university enrollment in Connecticut has declined; there were 10,450 fewer students in Fall 2021 compared to Fall 2017. The number of students attending exclusively via distance education, however, grew from 18,169 (9% of enrollment) in Fall 2017 to 22,232 (11% of enrollment) in Fall 2019. The pandemic accelerated this trend, and Fall 2021 exclusively distance education enrollment was 45,049 (23% of enrollment). Of those attending exclusively via distance education in Fall 2021, 60% were in-state students from Connecticut. This represents an increase from 2019, when the percentage was 51%.

In Fall 2021, the sector with the highest percentage of exclusively distance education students was Private, For-Profit, while Public Research was lowest.

Source: IPEDS

When reading the chart above, note that the darker bands represent exclusively distance education enrollments.

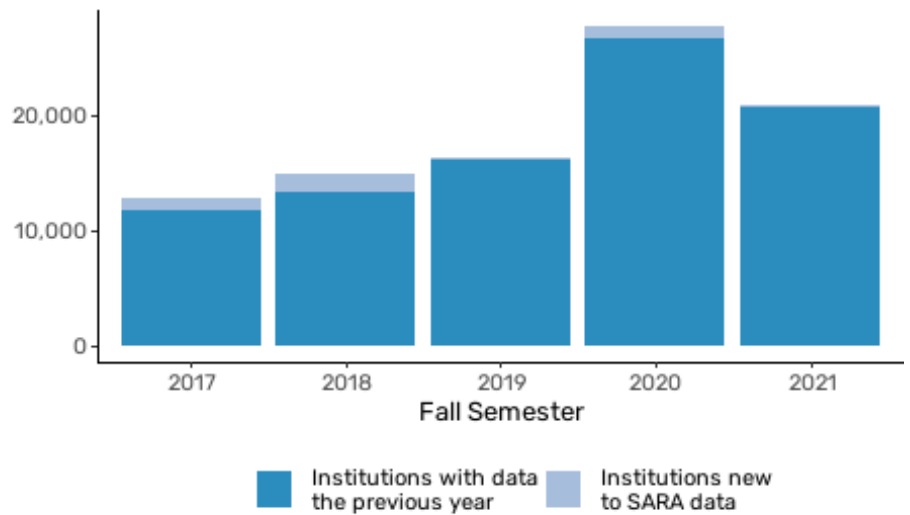
## How many Connecticut students are studying via distance education at out-of-state institutions?

The number of students from Connecticut who study at out-of-state institutions exclusively via distance education has also increased over time.

According to NC-SARA data, in Fall 2017, 12,781 Connecticut students were attending out-of-state institutions exclusively via distance education. In 2021, that number was 20,905, which was an increase of 64% over four years.

The NC-SARA data represents enrollments at over 2,300 institutions, or 67% of all postsecondary institutions that offer distance education. In the chart to the right, the light blue areas represent enrollments at institutions new to SARA participation – so any change is because of their inclusion, not an increase in students.

### Exclusively Distance Education Enrollment Connecticut Students at Non-Connecticut Institutions

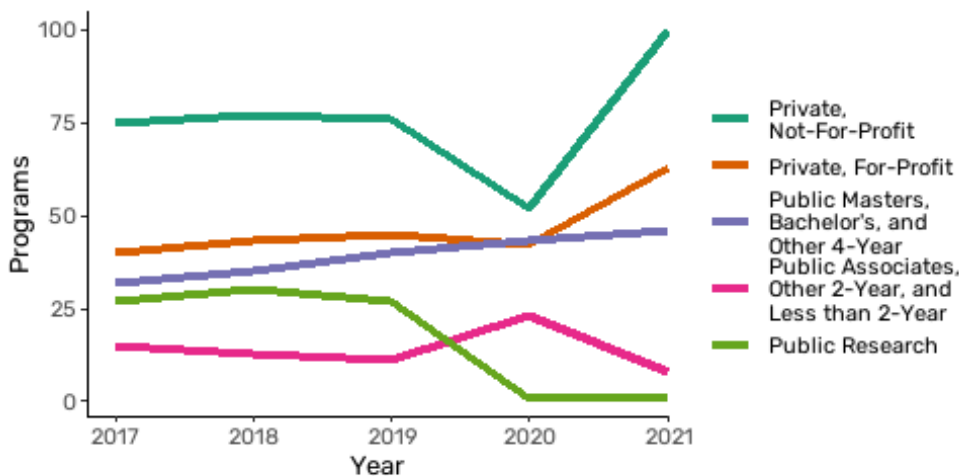


Source: NC-SARA

## What are the distance education offerings from Connecticut institutions?

### Distance Education Programs at Connecticut Institutions

Over Time For All Program Levels, by Sector



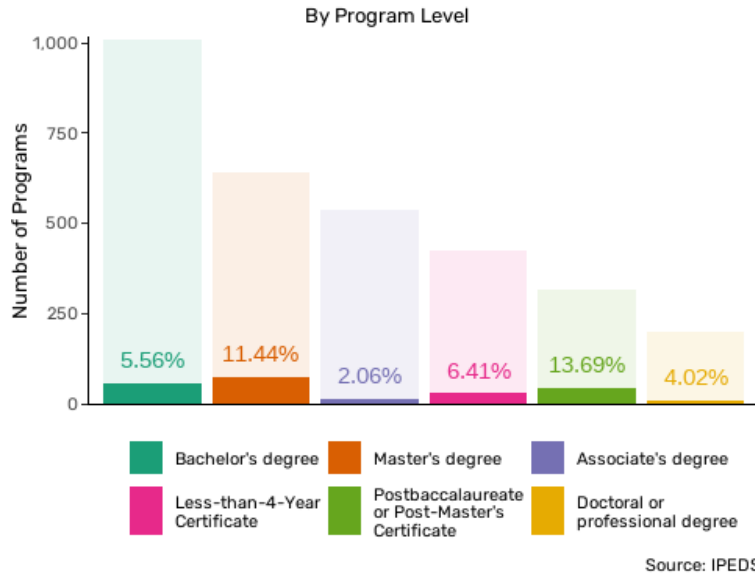
Source: IPEDS

Just as the number of distance education students has grown, the number of distance education programs has also grown, allowing students a wider variety of distance education options. A distance education program is defined as a program for which all the required coursework for program completion can be completed entirely via distance education courses.

In 2017, Connecticut colleges and universities offered 189 distance education programs. By 2021, that number had grown to 218, an increase of 15%. In 2021, the sector with the largest number of distance education programs was Private, Not-For-Profit, which offered 7% of its programs (100 programs) via distance education. Across all sectors, 39% of Connecticut institutions offered at least one program that could be completed entirely via distance education.

In 2021, Connecticut institutions offered distance education programs in 28 disciplines. These accounted for 7% of all programs offered by institutions in the state. The largest number of distance education programs were available at the Master's degree level; there were 73 such programs across 19 Connecticut institutions. The programs most commonly offered via distance education were in Business, Management, Marketing, and Related Support Services.

Connecticut Programs Available via Distance Education, 2021



Five most common distance education programs in Connecticut, 2021

Program Level	Discipline	Distance Education Programs
Master's degree	Business, Management, Marketing, and Related Support Services	19
Master's degree	Health Professions and Related Programs	14
Postbaccalaureate or Post-Master's Certificate	Business, Management, Marketing, and Related Support Services	13
Bachelor's degree	Business, Management, Marketing, and Related Support Services	10
Bachelor's degree	Health Professions and Related Programs	9
Master's degree	Education	9
Postbaccalaureate or Post-Master's Certificate	Education	9

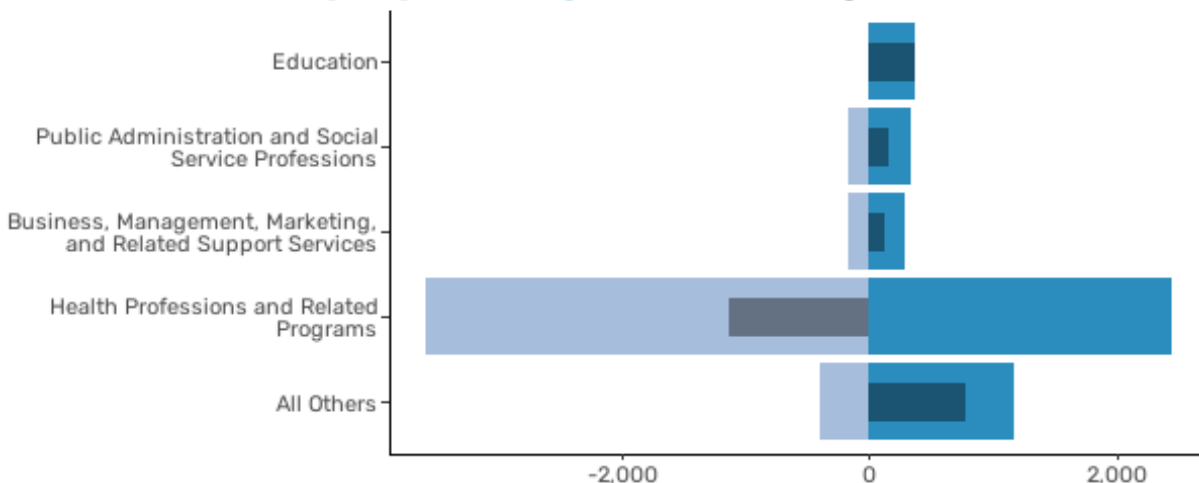
Source: IPEDS

## Out-of-State Learning Placements

These learning placements include supervised field experiences such as, but not limited to, clinical rotations, internships, or student teaching.

In 2021, 4,635 total incoming students (those attending institutions in other states) participated in learning placements in Connecticut, and 4,324 outgoing students attending Connecticut institutions participated in learning placements in other states. The higher number of incoming students may indicate that there are job opportunities for new college graduates in Connecticut. It could also be a sign that many Connecticut students are attending out-of-state institutions (either via distance education or in person) but doing their learning placements back at home.

Connecticut Outgoing, Incoming, and Net Learning Placements, 2021

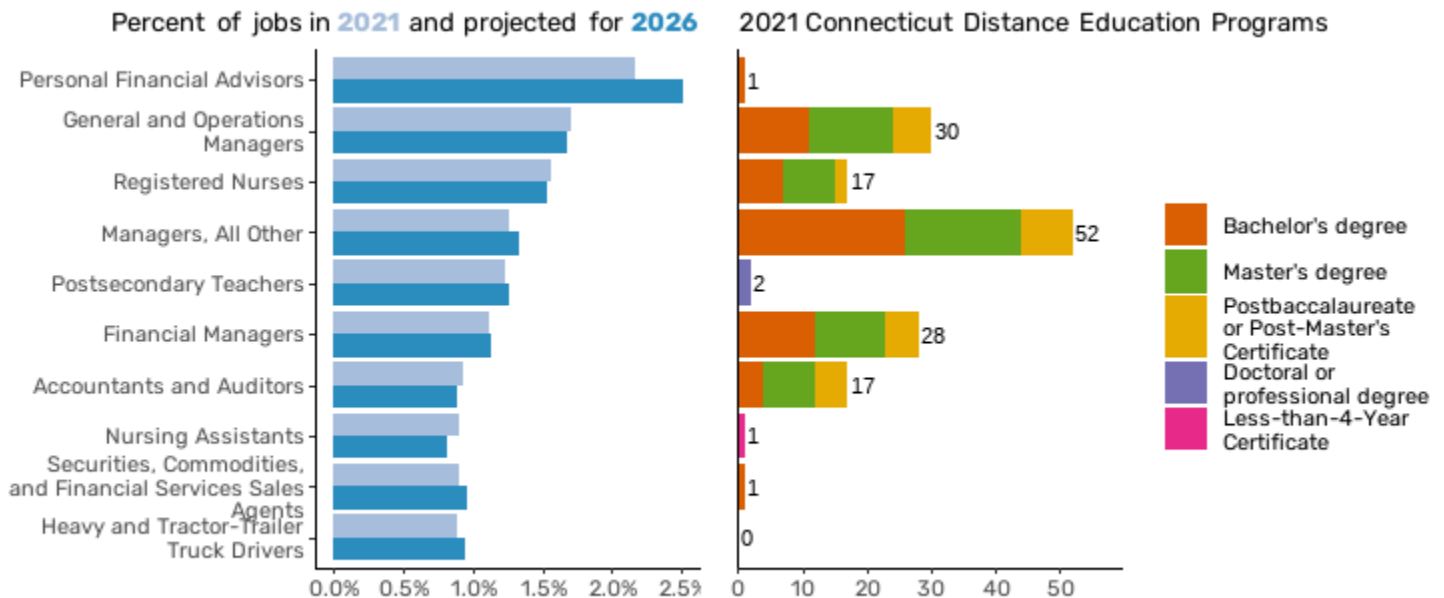


Source: NC-SARA

## Workforce Development

What are the top occupations in Connecticut that require a postsecondary credential or degree?

### Top Connecticut Occupations in That Require Some Postsecondary Education



Sources: Lightcast, IPEDS

Many of the largest occupations that require postsecondary education are expected to grow as shares of total employment over time, increasing the need for college-educated workers in Connecticut. Of these ten occupations, Connecticut colleges and universities offer distance education programs at the typical entry level of education, or one level higher, in nine of them.

The state's ten largest occupations requiring a postsecondary credential comprised 13% of Connecticut's total jobs in 2021. Among these occupations, the largest is Personal Financial Advisors, and the one expected to grow by the largest percentage from 2021 to 2026 is also Personal Financial Advisors.

## What skills are in demand?

Among jobs with higher education requirements, the skills in highest demand in Connecticut are the "common" skills of Communications, Management, and Leadership. Common skills are prevalent across many different industries and include personal attributes, behaviors, competencies, and learned skills. Among more job-specific specialized skills, those most in-demand in Connecticut, based on job posting language in 2022 that also mentioned a college degree, are Marketing, Finance, and Auditing.

### Top 10 In-Demand Specialized Skills in Connecticut

- Marketing
- Finance
- Auditing
- Accounting
- Nursing
- Computer Science
- Agile Methodology
- Data Analysis
- Project Management
- Workflow Management

Source: Lightcast

#### Data Details:

- Enrollment data include institutions that do not participate in Title IV financial aid.
- The five most common distance education programs may include more than five programs if there are ties.
- In the data on outgoing distance education students, please note that a small amount of the increase in students is due to an increase in the number of institutions participating in SARA and therefore reporting data.
- Outgoing distance education data exclude students studying at institutions in California, Northern Mariana Islands, Palau, Guam, Federated States of Micronesia, Marshall Islands and American Samoa.
- The out-of-state learning placements graph includes the top three programs, based on 2-digit CIP code, ranked by the number of incoming placements, the top three programs ranked by the number of outgoing placements, and the top three programs with the largest incoming vs. outgoing differences. In many cases, there is overlap in these lists. Data exclude incoming placements from institutions in California and the U.S. Territories listed above.
- The occupation graph includes the top 10 occupations that typically require a postsecondary credential or degree, based on 2021 data and 2026 projections. The top 10 for both time intervals are included, though there is significant overlap. Occupations are based on 6-digit SOC code and ranked by the number of jobs. All types of workers are counted, including those who are self-employed and those not covered by Unemployment Insurance. The distance education programs connected to these occupations are based on Lightcast's CIP-SOC crosswalk. Only programs at each occupation's typical entry level of education plus one level higher are included.