

APPENDIX D

HIGHER EDUCATION STRUCTURE

**DRAFT STATEMENT
REGARDING THE ROLE OF SYSTEM ADMINISTRATION:
FOR NEASC SELF-STUDIES**

Public Act 89-260 joined Connecticut's community and technical colleges in a single two-year college system under the jurisdiction of the Board of Trustees of Community-Technical Colleges which is now responsible for governance of both community and technical colleges. Some of the major objectives of the change in governance included enabling community and technical colleges to respond more effectively to the need to expand access to technical education as well as to the need to expand the range of programming in technical education at the postsecondary level. The composition of the Board includes members of the former Board of Trustees of Regional Community Colleges and the former Board of Trustees of State Technical Colleges as well as several new members. Consisting of twenty-four members as of spring 1991, the membership of the Board is scheduled by statute to decrease in number to twenty effective in July 1991. Prior to the enactment of Public Act No. 89-260, the primary responsibilities of the Regional Community Colleges and the State Technical Colleges were separately mandated by Connecticut General Statutes and incorporated into mission statements adopted by the Board of Trustees of Regional Community Colleges and the Board of Trustees of State Technical Colleges and approved by the Board of Governors for Higher Education.

Also required by Public Act 89-260 was a re-examination of the mission statements of the community and technical colleges. During 1990, the missions were revised in accord with the legislative mandate with the approval of the Board of Trustees and the Board of Governors.

The revision of the mission of the technical colleges reflects the original mission's thrust; however, the revised document emphasizes some of the aspects of the original mission, e.g., outreach to the college service regions and a more pronounced emphasis on providing student support services, which will give greater focus to the colleges' future efforts to respond to the changing demographic environment. The revised mission statement indicates that the technical colleges are the principal, though not the exclusive, providers of technical education.

The legislation expressly called for the development of a strategic plan for technical colleges and identified ten areas which the strategic plan must address. These areas include: 1) professional development activities for the faculties and staffs of the technical colleges, 2) academic and other support services for students in technical education programs, 3) increased participation of women, minorities and persons with disabilities in technical education, 4) equipment and other resources needed to support technical education programs, 5) articulation with the regional vocational-technical schools, comprehensive high schools and four-year institutions of higher education, 6) the transfer of course credits, 7) program enhancement initiatives and diversification to meet technical and technological employment needs and to strengthen and broaden technical education opportunities, 8) linkages and partnerships with business and industry, 9) procedures for the assessment and evaluation of technical education programs and 10) outreach and public information about technical colleges and efforts to stimulate student interest in technical education. The Strategic Plan for Technical Education was completed and approved in November 1990 and forwarded to the Board of Governors for Higher Education and the Education Committee of the General Assembly; copies of the plan are available to evaluation team members.

With regard to the community college mission statement, the one substantive change made provides that when there is no technical college in a community college's service region, or when technical education needs are not being met or cannot be met by a technical college, community colleges may provide programs with a defined technical component. This modification will help to ensure that unmet needs in technical education in any service region can be met by a college in the system. Since much discussion in the 1989 legislative session suggested an unmet need in mid- and low-technology, it is anticipated that the community colleges may be able to respond in these areas.

OPERATIONS AND COMMUNICATIONS

The Board of Trustees of Community-Technical Colleges establishes policy and takes other action as needed with respect to development and maintenance of the educational programs and services of the Community-Technical College System. The Executive Director, the chief agent of the Board of Trustees, is responsible for providing for proper functioning of the Board and its committees and for assuring system compliance with the Board actions. A central office staff member in the appropriate area assists each committee and is responsible to the Executive Director.

A series of systemwide "councils" provides for frequent communication among community and technical college administrators in meetings featuring both joint and separate sessions. Below the level of the Council of Presidents, which is chaired by the Executive Director, are the Councils of Academic Deans/Vice Presidents, Deans of Student Affairs, Deans of Community Services and Deans of Administration. A central office staff member in the most appropriate area is assigned as liaison to each council.

Councils of deans forward to the Council of Presidents and the Executive Director their recommendations regarding their own council deliberations, as well as their reactions to recommendations generated by affiliate councils. Through the Executive Director, the Council of Presidents forwards to the appropriate Board committee recommendations concerning its own deliberations as well as reactions to recommendations forwarded by councils of deans. Finally, the Executive Director offers recommendations to the Board of Trustees, or its committees, which may or may not concur with those offered by the Council of Presidents or by other systemwide councils.

Community college professional employees are represented by the Congress of Connecticut Community Colleges. Both teaching and non-teaching faculty, as well as administrative personnel who are not excluded as part of management are combined within a single union. The technical college teaching faculty, counselors and librarians are included in a bargaining unit represented by the American Federation of Teachers. The remaining professional employees, with the exception of the presidents and vice presidents, are represented by the American Federation of State, County and Municipal employees.

Copies of current collective bargaining agreements are available to evaluation team members.

ACADEMIC PLANNING AND REVIEW

The Board of Trustees has established specific procedures for system coordination of the planning and development of new academic programs. These procedures are consistent with the Connecticut General Statutes and current Board of Governors for Higher Education Regulations for Licensure and Accreditation.

Generally, new program plans are initiated by the individual institution. A college's regional advisory council can provide valuable assistance in all phases of program planning. However, the Board of Trustees, in concert with the Board of Governors for Higher Education, is responsible for system planning, coordination and review. The Board of Trustees may, as needed, initiate new programs or alter existing programs.

As a necessary part of planning, implementation and operation, each community or technical college program is scrutinized in several ways and in several forums. Employment projections provide an important basis for program decisions throughout both the preliminary development and operational stages of program planning.

Each program is subject to several separate stages of review. Program information is compiled and reviewed for the following purposes:

Purpose:

Review/Action By:

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| 1. System Approval | Board of Trustees |
| 2. Licensure (as appropriate) | Board of Governors for Higher Education |
| 3. Accreditation (as appropriate) accrediting agencies | Board of Governors for Higher Education; other specialized |
| 4. Evaluation | Board of Trustees |

In order to sustain viable occupational programs, each institution in the system attempts to maintain communication with evolving career areas and with new developments in existing career areas. One avenue for such communication is provided by the System for Evaluation of Occupational Programs; a copy of this system is available for review. This evaluation system was established by the Board of Trustees in 1976 as a mechanism for continual assessment of how well a program actually meets its own stated objectives as well as how it responds to identified state, system and institutional objectives and needs. Amended in 1978, the system is now in its fifteenth year of operation.

It requires a comprehensive self-study report prepared by college staff, a visit by an evaluation team reflecting the expertise of employers, graduates, specialists and other competent evaluators, and a final evaluation report prepared by the team. Final evaluation reports include recognition of program strengths as well as recommendations reflecting the judgment of the evaluation teams with respect to how the programs should be improved.

Each year, in accord with this system, each community college evaluates twenty percent of its occupational program offerings from the following perspectives:

Program Objectives: relationship to college and system objectives and to past, present and projected program opportunities

Program Process: effectiveness of instructional process with respect to program objectives and perceptions of students

Program Operations: adequacy of staff, support, facilities, equipment and materials, in relationship to program objectives and college and system priorities

Program Output: consideration of information regarding enrollment, graduates, placements and employer reaction

The System for the Evaluation of Occupational Programs provides valuable information to assist the colleges and the Board of Trustees in all aspects of occupational program planning and decision making. The results of a program evaluation may suggest, for example, that a given program should be continued as is or with modifications, completely revised, expanded, limited, merged with similar programs, or even terminated.

A significant portion of community college curricula exist apart from the occupational program areas. In order to provide for a mechanism to facilitate reviewing and improving such instructional operations, the Board of Trustees adopted in 1985 the System for Evaluation of Special Areas. The special areas evaluation system supplements the Board's System for Evaluation of Occupational Programs and provides for more comprehensive regular assessment of community college operations such as, e.g., English/ Communications, English as a Second Language, Social Science,

Science, Math, Music, Art, Interdisciplinary courses and non-occupational degree or certificate programs.

RELATION TO STATE GOVERNMENT

As an agency of the state, the Community-Technical College System works with, and counts upon the support of, a variety of other state agencies. The State Board of Governors for Higher Education has responsibility for the overall coordination of all public higher education. The State Department of Administrative Services through its Division of Personnel concerned with classified state employees, and the Department of Public Works concerned with facilities development, provide many services to assist the system in its operations. From time to time, the system and the individual colleges may have occasion to work with other state agencies depending on the nature of an issue that may arise.

The Community-Technical College System is funded by appropriations made by the General Assembly of Connecticut as part of the state budgetary process. Each year, the Executive Director, working with the Council of Presidents, develops system guidelines for preparing a budget request for the ensuing fiscal year. The system guidelines, which address both systemwide needs and individual campus needs, are responsive to state guidelines established by the Office of Policy and Management and the Board of Governors for Higher Education; system guidelines are then recommended by the Executive Director and the presidents to the Board of Trustees for adoption.

The budget request is developed by the Central Office of the Board of Trustees and includes the use of formulas in the areas of instruction, library, physical plant operations and maintenance. All other areas of the budget are developed by function and program based upon priority needs identified by each college consistent with system guidelines. The budget document includes the development of the current services budget along with budget options to provide enhanced educational services. When approved by the Board of Trustees, the formal budget request is forwarded to the State Board of Governors for Higher Education which has overall responsibility for recommending to the Governor and the legislature Connecticut's public higher education budget.

When the legislative process is completed, appropriations are made to the Board of Trustees, which in turn has the responsibility of allocating funds among the colleges in the system. The allocation of funds is based on a resource allocation model which provides for an equitable distribution of the funds available to the system. To develop a resource allocation plan for the system, the Executive Director holds a series of meetings with individual college presidents and their staff members to assess the financial circumstances of each institution. Each college receives funds in recognition of mandatory expenses for plant operation, leases of physical facilities, if any, and contracts with medical or related facilities for clinical experience for students in health related curricula. Funds are allocated for personnel and other operating expenses based upon what is required to continue the current level of operations in accordance with the system's resource allocation model. Any additional funds that may be available are allocated to colleges on an individual basis in accordance with priorities established by the Board of Trustees with regard to enrollment expansion, new program development and quality improvement.

The Executive Director's budget plan is reviewed with each individual college and with the Council of Presidents and is then recommended to the Board of Trustees for adoption. Once allocations have been made, each college has significant discretion in the management of its budget within the specific categories of personnel, equipment and other operating expenses. Specifically, the 1984 session of the General Assembly enacted legislation creating a tuition fund. All tuition revenue collected is retained by the system and is budgeted for expenditure to provide services as colleges determine necessary within Board policy. The tuition fund provides greater flexibility, allowing adjustments to be made between budget categories during the fiscal year and revenue to be carried over beyond the fiscal year.

Further, student fees collected to support auxiliary college services are retained by each college and expended as the college determines to provide such services within Board policy.

RESPONSE TO THE MISSION

Responding quickly and creatively to changing educational mandates and to challenges presented by the needs of students or the local service area is an underlying principle in system planning. To be excellent, programs have not only to possess internal coherence and integrity but must respond to external necessity. Community and technical colleges act as barometers which evaluate change and recognize need.

In response to their missions, community and technical colleges collectively strive

- . to provide associate degree and certificate programs of occupational, vocational and technical education to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state needs
- . to promote general programs, including but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals
- . to provide programs that facilitate transfer to or continuation in other degree programs
- . to provide community service programs
- . to provide student support services including, but not limited to admissions, counseling, testing, placement, individualized instruction and efforts to serve nontraditional students and students with special needs

Marking the twenty-fifth anniversary of Connecticut's public two-year colleges in 1990, the Community-Technical College System served a total of 44,581 students in college credit courses in Fall 1990. The colleges are determined to serve all ages and racial and ethnic groups, to remove barriers to educational opportunity and to discover and develop individual talent at low cost and easy access. More than sixty-eight percent of community college students were women, and seventy-seven percent were part-time. Of the total technical college enrollment, eighteen percent were women, and sixty-three percent were part-time. Sixty-six percent of the Black and Hispanic students enrolled in Connecticut's public institutions attend community or technical colleges.

The total number of community college degrees awarded in 1989-1990 to graduates of occupational programs was 1,972, or 67.5 percent of the total degrees awarded in the system. The total number of degrees awarded to general studies program graduates was 693, or 22.3 percent of the total degrees awarded. Degrees awarded to transfer program graduates in 1989-1990 totalled 318, or 10.2 percent of the system total. During 1989-1990, 728 degrees were awarded to technical college graduates.

Consistently, system research indicates a very high percentage of these students were satisfied with the education and services provided by these institutions.

The overarching goals in Towards 2000, the community colleges' long-range plan (approved by the Board of Trustees July 25, 1988), is consistent with the community college mission and with the goals established in the Board of Governors Strategic Plan for Higher Education.

Included in the plan are the system's pledge to provide high quality academic programs and services; to offer, within the context of the mission, comprehensive programming; to improve basic skills assessment and placement; to improve the quality of preparatory programs; to increase minority enrollment and retention; to improve prospective student awareness of financial aid availability; to ensure appropriate representation of women and minorities in the workforce; to continue to meet emerging state and service area needs; to gain adequate resources; to manage resources efficiently and effectively; to improve facilities; to provide opportunities for staff development and growth; and to increase public awareness of the strengths of a community college education. The plan sets direction for the system and the community colleges and, in so doing, articulates specific strategic goals and operational objectives and identifies indicators of progress to measure the achievement of those goals and objectives. Similarly, The Strategic Plan for Technical Education provides a significant part of the system's response to its legislative mandate to provide greater access to technical education.

Together, these major system planning documents help to position the system for the challenges it will face in the 1990's.

FORECAST OF MAJOR TRENDS IN THE NEXT FIVE OR TEN YEARS

The Connecticut Community-Technical College System can anticipate many opportunities and challenges during the next five to ten years. Constantly changing state needs will often require rapid changes in the way the institutions serve people. The system will continue to make every effort to maintain and strengthen its ability to adapt quickly, to be flexible and to inform its diverse publics of its value as an efficient and economical state resource.

The decade of the 1990's will be a period of adjustment as the colleges seek to provide responses to the efforts of increasing numbers of nontraditional students to change, through learning, their lives and their work. The system can anticipate increased demands which it will strive to meet creatively without the expectation of additional resources. The colleges will continue to develop creative, cooperative, arrangements with other educational institutions, businesses, industries, and public and private organizations and agencies for the joint delivery of programs and services.

At a May 1989 regional conference of the Association of Community College Trustees in Hartford, Mr. Stephen B. Heintz, Commissioner of Economic Development, noted that the two-year institutions "have the ability to foster the cooperative efforts between state and local governments and the partnerships between the public and private sectors recognized as critical to progressive economic development."

Cited in the July 22, 1990 Hartford Courant, David Kidwell, dean of the University of Connecticut School of Business Administration, projected that the Connecticut economy will lag behind the national economy for the next five to seven years as it changes to accommodate important new technology. The Courant article further noted:

So this downturn is not just a blip and it will not be business as usual in two years. It'll be a seven or eight or nine year restructuring. All of which means loss of jobs. . . . And as increased emphasis is placed on service and technology, the jobs that will be available in the future will require different skills than many workers possess today. . . . That means education and retraining will be critically important to the future.

A major area of importance to economic development is the community and technical college curriculum. As the nation's and Connecticut's economy changes, careers will change, and new careers will emerge. Employees will constantly need to learn new skills, and community and technical colleges will have to develop or adapt their programs in response to state, service area and student needs.

There are four major workforce issues facing business and industry today:

- . rapidly changing technology
- . the decline in basic skills of the workforce
- . increasing competitive pressure, and
- . changing demographics

As technology changes and becomes increasingly complex, a greater number of jobs will require a higher level of worker skills. Whereas 40% of today's jobs require limited skills, it is predicted that only 27% of jobs in the year 2000 will require limited skills. The average number of years of education required for employment will rise to 13.5, with most jobs requiring workers to have formal education and training beyond a high school diploma. Jobs will require more technical knowledge and problem-solving abilities than in the past. Changing technology will require workers to be more flexible, adaptable, and able to acquire new skills throughout their working lives. Strong cognitive skills, including the ability to conceptualize and organize material, will also be essential.

The demographic makeup of the workforce is also changing. Demographic studies project declining population growth. This foretells an older workforce and a declining number of young workers. Eighty percent of new entrants into the workforce will be women, minorities and immigrants. In Connecticut, these projections are quickly becoming reality. These changes mean that an older, less adaptable workforce faces a job market that requires increasingly flexible skills. Traditionally, less skilled groups and underutilized populations bring fewer language and basic skills to the workforce. These factors are contributing to a serious shortage of skilled workers necessary to sustain Connecticut's economy.

The Business and Industry Services Network of the Community-Technical College system will continue to address these workforce needs by providing on-site, customized training to business and industry. However, it is generally larger business enterprises that are equipped and willing to make investments in the education and training of their current and prospective workforce. Yet, only approximately 20% of all jobs in Connecticut's economy are in the areas of big business. It is the smaller enterprises--small business--which provide approximately 80% of all jobs. And, small business is not oriented to, and generally not capable of, providing its own employment training.

An adequately trained and educated workforce is an essential resource to the continued economic vitality of Connecticut. When business and industry, small and large, cannot obtain that resource, then those companies cannot continue to grow and prosper in Connecticut. Of those that stay, many will not be able to continue to grow and expand, and the state economy will suffer. State government can play the central role in avoiding that outcome by making the necessary investments in the capacity of institutions like community and technical colleges to ensure the education and training of Connecticut's citizens to meet the workforce needs of the state's economy.

During the decade of the 1990's, the system will systematize efforts to identify, measure and assess needs and interests in order to inform decisions about program development and will, on the basis of these findings, continue to develop programs which address the educational, training and retraining needs of business and industry, as well as those of the general public.

Existing resources of the system, as they are currently committed or as they may be reallocated in appropriate opportunities, as well as expanded resources which may become available, will be directed in support of long-range efforts to implement the goals of the Board of Trustees, which are rooted in the themes of excellence, access and responsiveness.