

THE COMMUNITY COLLEGE SYSTEM MISSION

Subject to statewide policy and guidelines, the Board of Trustees of Community-Technical Colleges administers the publicly supported Connecticut Community-Technical Colleges and is responsible for planning for the expansion and development of the institutions within its jurisdiction.

STATUTORY MANDATE

The primary responsibilities of the Community-Technical Colleges are delineated by the Connecticut General Assembly in Public Act 92-126, which created twelve comprehensive Community-Technical Colleges with a mission broader in scope and content and including greater access to expanded opportunities in technical education and student support services.

The legislative mandate for Community-Technical Colleges, as provided in public act 92-126, section 27(a) states:

(a) The primary responsibilities of the regional Community-Technical Colleges shall be (1) to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs; (2) to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals; (3) to provide programs of study for college transfer representing the first two years of baccalaureate education; (4) to provide community service programs as defined in subsection (b) of this section and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs, (b) As used in this section, "community service programs" means educational, cultural, recreational and community-directed services which a Community-Technical College may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to, (1) activities designed to enrich the intellectual, cultural and social life of the community, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of community problems and (4) utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

The Board of Trustees, cognizant of its responsibility to the citizens of the state, also recognizes that it is imperative for Community-Technical Colleges to be assured that they will have the flexibility and the resources needed to permit them to express through positive change their commitment to continuous improvement and to fulfill the various responsibilities included in their mandate.

STUDENTS SERVED

Connecticut has no asset more valuable than its human resources. The Board of Trustees believes that it is essential that the State of Connecticut invest in its human capital by adequately supporting high quality Community-Technical College education and training programs which permit citizens to reach their full potential and which produce a highly skilled, productive and flexible work force. Through their open door policy, Connecticut Community Colleges offer maximum development of the state's human potential by providing lifelong access to educational opportunities.

Connecticut Community Colleges have recognized and responded to dramatic shifts from full-time to part-time students and from younger to older students. Approximately three quarters of the students who enroll in Community Colleges attend on a part-time basis; more than half are twenty-five years old or older, and more than three fifths are women. Nearly two thirds of Black and Hispanic

undergraduates who enroll in Connecticut public institutions of higher education enroll in Community Colleges.

Many Community College students have earned baccalaureate degrees and seek additional skills for a new career or job advancement. Rapid technological changes have eliminated job opportunities for many who, in the past, had little or no chance for postsecondary education and are now confronted with an employment picture that demands more education and training.

The ability to respond to the individual needs of students who wish to attend Community Colleges is dependent upon the availability of extensive instructional and student support services designed to assess and accommodate individual levels of competence.

Admission to Community Colleges

The admissions policies established by the Board of Trustees insure that needed educational opportunities are available, within budget limits, to all who meet the minimal requirements of graduation from high school or the achievement of a high school equivalency certificate. Efforts to reach older and/or educationally disadvantaged students are facilitated by the fact that formal admissions requirements may be waived in appropriate circumstances.

These open door policies thus enable students to enter Community Colleges and to initiate their learning experiences at appropriate and realistic levels.

Admission to Specialized Programs

Admission to a specific program of study is not automatic or guaranteed. Certain specialized associate degree programs require specific prior preparation and thus have established entrance requirements. Admission to these specialized programs is possible after such requirements have been met.

INSTRUCTIONAL AND STUDENT SUPPORT SERVICES

Community Colleges strive to provide instructional and student support services within an environment that promotes academic excellence, civic responsibility, cultural appreciation and international understanding.

The Board of Trustees is committed to providing to a broad student clientele a comprehensive array of relevant and timely programs and services which vary in substance, scope and depth in response to the ever-changing needs of individual students and of the state's economy.

Each Community College is unique with regard to certain individual efforts, emphases and priorities. However, the twelve institutions provide a wide variety of high quality technical, career, general and liberal arts and sciences courses of study which may lead to associate degrees, certificates, transfer to four-year institutions or simply to the short-term acquisition of specific skills.

At any Community College, it is possible for qualified students who wish to do so to limit their enrollment to a few courses focusing on special interests or on certain specialized job skills.

However, Community College associate degree programs are alike in that each includes a general education component to provide students who enroll in such programs with a broader educational experience.

The Connecticut General Statutes authorize Community Colleges to award associate degrees and certificates appropriate to their curricula.