



STATE OF CONNECTICUT  
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FOR HIGHER EDUCATION

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Robert A. Kennedy  
*President*

November 10, 2011

The Honorable Beth Bye  
The Honorable Juan Candelaria  
Co-Chairpersons, Higher Education Consolidation Committee  
Legislative Office Building, Room 1800  
Hartford, CT 06106

Dear Senator Bye and Representative Candelaria:

Per your request, the following is information for the November 10, 2011 meeting of the Higher Education Consolidation Committee.

We will be happy to answer any questions at that time.

Sincerely,

Robert A. Kennedy  
President





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*President*

## Enrollment Trends

Headcount enrollment across all twelve community colleges was 57,674 in Fall 2011, down 1% from the historic high reached in Fall 2010, but still 4.6% above the previous historic high in Fall 2009. Almost two out of three (64.8%) of students were enrolled part-time and two out of three (59.5%) were women. The state's community colleges continued to enroll more students from underrepresented racial/ethnic groups than other public sectors of higher education in the state.

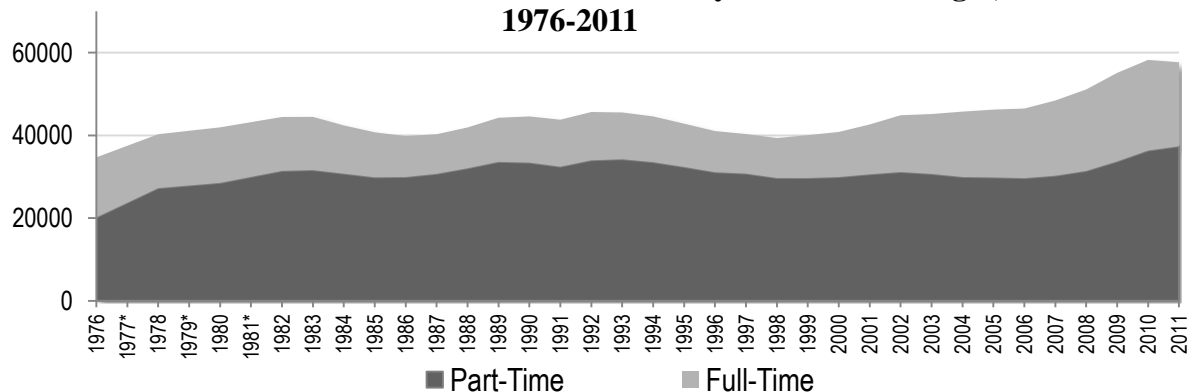
### Fall Headcount Enrollment, 2001-2011 by College

Institution Name	Fall											Change		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	1-year	5-year	10-year
Asnuntuck	1,723	1,724	1,476	1,504	1,483	1,638	1,792	1,769	1,808	1,836	1,687	-8.1%	3.0%	-2.1%
Capital	3,129	3,476	3,381	3,436	3,573	3,550	3,726	3,989	4,280	4,518	4,512	-0.1%	27.1%	44.2%
Gateway	4,724	5,328	5,587	5,595	5,739	5,824	5,965	6,471	6,847	7,328	7,261	-0.9%	24.7%	53.7%
Housatonic	4,247	4,515	4,678	4,701	4,471	4,431	4,475	5,081	5,609	6,197	5,975	-3.6%	34.8%	40.7%
Manchester	5,405	5,561	5,717	5,906	6,135	6,094	6,484	6,649	7,366	7,540	7,499	-0.5%	23.1%	38.7%
Middlesex	2,320	2,440	2,400	2,354	2,286	2,474	2,623	2,624	2,914	2,952	2,876	-2.6%	16.2%	24.0%
Naugatuck Valley	5,223	5,315	5,155	5,514	5,667	5,659	5,966	6,128	6,725	7,195	7,361	2.3%	30.1%	40.9%
Northwestern CT	1,609	1,633	1,543	1,516	1,569	1,544	1,632	1,721	1,711	1,832	1,701	-7.2%	10.2%	5.7%
Norwalk	5,569	5,717	6,047	5,790	6,036	6,040	6,231	6,266	6,685	6,740	6,807	1.0%	12.7%	22.2%
Quinebaug Valley	1,501	1,501	1,571	1,721	1,714	1,779	1,846	1,947	2,110	2,288	2,101	-8.2%	18.1%	40.0%
Three Rivers	3,472	3,624	3,622	3,764	3,660	3,793	3,858	4,132	4,561	5,161	5,154	-0.1%	35.9%	48.4%
Tunxis	3,720	4,035	3,983	3,942	3,894	3,663	3,836	4,328	4,496	4,666	4,740	1.6%	29.4%	27.4%
<b>Total</b>	<b>42,642</b>	<b>44,869</b>	<b>45,160</b>	<b>45,743</b>	<b>46,227</b>	<b>46,489</b>	<b>48,434</b>	<b>51,105</b>	<b>55,112</b>	<b>58,253</b>	<b>57,674</b>	<b>-1.0%</b>	<b>24.1%</b>	<b>35.3%</b>

#### Fall 2011 Enrollment Characteristics

64.8% Part-Time	0.2% American Indian or Alaskan Native
59.5% Women	3.1% Asian
	15.0% Black or African American
	18.3% Hispanic (of any race)
	0.1% Native Hawaiian or Other Pacific Islander
	53.3% White
	1.9% Two or More Races
	0.6% Non-Resident Alien
	7.5% Race/ethnicity unknown

### Fall Headcount Enrollment for Community-Technical Colleges, 1976-2011



Data Sources: CT Department of Higher Education Enrollment Database, and preliminary report from institutions for 2011. Data for odd years between 1976 and 1982 are interpolated as the average of the adjacent years. Figures from 1992 and earlier include the former technical colleges; these data are merged with the community colleges in 1993 with the consolidation of the two systems.

## **ii. Infrastructure**

### **a. Status of Projects**

(See Attachment 1)

### **b. Project Management**

In terms of managing projects, Section 4b-51 and 52 of the Connecticut General Statutes allows the Community Colleges (and the Connecticut State University System) to manage capital projects involving alternations, repairs or additions under \$2 million and Department of Construction Services manages any projects over \$ 2 million. In the case of both the CSUS and CCCs, agency administered projects include oversight of their respective System Offices.

## **iii. Articulation Agreements**

### **a. Summary of master agreement with Connecticut State University System**

The Transfer Compact Agreement between the Connecticut State University System and its four universities and the Connecticut Community College System and its 12 colleges was signed in February 2009. Specifically, the Transfer Compact is directed at students who identify early in their college career at a Connecticut Community College that they wish to earn a bachelor degree at one of the Connecticut State Universities after completing an associate degree at one of the community colleges. Participation in the Transfer Compact allows for early identification of students interested in pursuing bachelor degrees, guaranteed admission to the Connecticut State University upon successful completion of the associate degree; smooth transition from the community college to a student-designated Connecticut State University; acceptance of 60 credits minimum in transfer with an earned associate degree; and joint personalized academic advisement by the community college and the state university advisors to ensure maximum transfer of credits to satisfy bachelor degree requirements. Students are made aware that admission to the Connecticut State University does not guarantee admission to any specific program or major. Students intending to enroll in a specific major at a Connecticut State University System are informed as to specific courses and other requirements community colleges students must complete to gain admission to the specific program.

## **b. Summary of master agreement with the University of Connecticut**

Recognizing the importance of a strong coordinated system of higher education to the State of Connecticut and to students within the state, the University of Connecticut and the Connecticut Community College system collaborated to form a guaranteed admissions partnership beginning in 2004. This Guaranteed Admission Agreement reflected three goals shared by the University and the Community Colleges: to strengthen the partnership among Connecticut's higher education institutions; to facilitate accessibility to public higher education resources in the state and to provide a seamless transition from the associate degree to the bachelor's degree. The latest agreement, which was signed in 2009, covers the conditions related to guaranteed admission to the College of Liberal Arts and Sciences, the College of Agriculture and Natural Resources, and the School of Business at all campuses of the University of Connecticut from all 12 Connecticut Community Colleges. Students who identify early in their college career at a Community College as to interest in making application for the Guaranteed Admissions Program are advised as to specific requirements which must be completed at the community college to be eligible for acceptance into the specific school at the University of Connecticut. In terms of selection of an individual major within a given school, the same rules and procedures apply to Community College transfer students graduating under the Guaranteed Admission program as for native students at the University of Connecticut.

There are also numerous agreements which individual colleges have with the Connecticut State Universities. These agreements cover specific schools, majors and courses. However, given that these agreements are specific to relationships which exist between partner University and Community Colleges, we do not track them at a system level. Technology Studies at all Community Colleges, under the College of Technology, which was developed with Central Connecticut State University, has been expanded to include Eastern Connecticut State University. There are signed agreements in Nursing between the Connecticut Community College Nursing Program and Southern and Western Connecticut State Universities. The agreement in Nursing with Central Connecticut State University is pending.

With respect to the University of Connecticut, there is an agreement in Engineering Science at all Community Colleges under the College of Technology. Finally specific agreements exist at certain Community Colleges covering degrees at the University of Connecticut in Business and Technology, Horticulture, Animal Science and Natural Resources. A proposed agreement in Nursing is under consideration at the University of Connecticut.

**(See Attachments 2 and 3 for copies of the Agreements)**



## Ratios of Adjuncts vs. Full-Time Faculty

Across all twelve community colleges, there were 3,119 part-time faculty members and 810 full-time faculty members for a ratio of 3.9 to 1, as of the pay period ending September 8, 2011.

### Fall 2011 Ratio of Part-Time Faculty to Full-Time Faculty (as of pay period ending September 8, 2011)

Community College	Part-Time Faculty	Full Time Faculty	Ratio of Part-Time to Full-Time Faculty
Asnuntuck	112	22	5.1 to 1
Capital	231	70	3.3 to 1
Gateway	433	103	4.2 to 1
Housatonic	352	69	5.1 to 1
Manchester	439	99	4.4 to 1
Middlesex	168	40	4.2 to 1
Naugatuck Valley	372	108	3.4 to 1
Northwestern Connecticut	3	25	0.1 to 1
Norwalk	372	100	3.7 to 1
Quinebaug Valley	140	30	4.7 to 1
Three Rivers	236	78	3.0 to 1
Tunxis	261	66	4.0 to 1
Total	3,119	810	3.9 to 1

### Faculty Load

The load carried by faculty members is set forth in contracts between the CTC Board of Trustees and (a) the Congress of Connecticut Community Colleges and (b) the Federation of Technical College Teachers (AFT). For both groups, work load of full-time teaching faculty during the academic years requires faculty to:

1. teach twenty-four contact/credit hours and perform related duties as provided by other portions of their respective contracts; and
2. perform additional responsibilities equivalent to the preparation and teaching of an additional three contact/credit course or an average of nine hours per week for each semester within the appointment year or teach an additional three contact/credit hours each semester or combine additional responsibilities with additional contact/credit hours as provided by other portions of their respective contracts.

#### Sources:

**Ratio of Part-Time to Full-Time Faculty:** Connecticut Community Colleges (2011); data provided to CT Office of Fiscal Analysis in October 2010. Faculty on payroll for pay period ending 9/8/11; figures will differ from numbers of budgeted positions. Includes direct teaching faculty only – no counselors, librarians, or other non-instructional types; durational, part-time “clinical educational assistants” are excluded, who while coded to Function 1 (Instruction) are not considered “faculty” in terms of their position/union classification. Numbers will differ from data reported to the federal government in IPEDS, which require the number of individuals on payroll as of November 1.

**Faculty Load:** CCCC Collective Bargaining Agreement, Article X, Section 3(A); FTCT Collective Bargaining Agreement, Section 8.3.1.



## Remediation

Almost three out of four (73%) of students who entered community colleges directly from high school in Fall 2010 placed into developmental mathematics, English or both upon entry. Just under one out of five (18%) were not recommended for developmental courses based on their placement scores, and about one out of ten (9%) had incomplete placement information.

Students who needed to take even one developmental course in college have been less likely to earn a degree or transfer within four years of entry than their counterparts who did not need remediation.

### Students Graduating from High School in Fall 2010 Enrolled at Community Colleges by Recommendation for Remedial or Developmental Coursework

College	Total CT public high school graduates enrolled (N)	Students not recommended for developmental courses	Students with incomplete placement information	Students recommended for developmental math, English or both			
				Students placed in developmental English	Students placed in developmental math	Students placed in both developmental English and math	Total
Asnuntuck	180	21%	19%	18%	11%	31%	60%
Capital	298	4%	8%	21%	2%	65%	89%
Gateway	792	9%	5%	12%	11%	63%	86%
Housatonic	707	15%	8%	16%	12%	49%	77%
Manchester	1,243	22%	12%	21%	17%	29%	67%
Middlesex	377	17%	31%	11%	10%	32%	53%
Norwalk	676	14%	10%	17%	13%	45%	76%
Naugatuck Valley	916	22%	5%	18%	16%	40%	73%
Northwestern CT	198	24%	4%	18%	16%	39%	73%
Quinebaug Valley	314	17%	18%	17%	16%	32%	65%
Three Rivers	720	25%	2%	18%	17%	37%	72%
Tunxis	630	19%	5%	22%	8%	46%	76%
Total	7,051	18%	9%	18%	13%	42%	73%

**Defining who is counted:** For Connecticut Community Colleges, these data show the number of students who were recommended for developmental coursework. The recommendation for developmental coursework is determined primarily by the students' scores on the Accuplacer Placement Exam. For Connecticut State Universities, these data show the number of students who were enrolled in any remedial or developmental math or English course in their first fall of enrollment. The University of Connecticut does not offer remedial or developmental courses but may address skill deficiencies in other ways, and therefore is not represented here.

**Defining Remedial & Developmental:** At the Connecticut Community Colleges, "developmental" is used to describe courses that do not count toward a degree or certificate and are designed to improve students' basic skills so that they can be successful in courses that count toward a degree.