

Annual Report

March 2004

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut



Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education 2004

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EXECUTIVE SUMMARY

Representative parity of minority groups at Connecticut's public colleges and universities is a 20-year goal of the Board of Governors for Higher Education, as first outlined in its 1983 *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education*. The minority groups defined by the plan are: Hispanic/Latino, African American, Asian American and Native American – listed in order of their current size in the state's population. Subsequently, the Board's *Strategic Plan* was enacted by the state legislature which since 1986 has provided the Board with an annual allocation to promote achievement of the plan's diversity goals. Although the plan mandates no numeric goals, it holds campuses to the ideal that the racial and ethnic make-up of their students, graduates and staff should reflect the diversity of the state's citizenry.

Since the enactment of the *Strategic Plan*, Connecticut's public colleges and universities have become more racially and ethnically diverse and 2003 continues a trend of annual incremental progress. In fact, the overall numbers and proportions of minority group members among enrolled students, graduates and professional employees reached record levels this past year.

The overall trends:

- In fall 2003, minorities numbered 21, 924 or 23.9 percent of all undergraduate students enrolled in the state's public institutions of higher education, exceeding their presence in the state's population for the sixth consecutive year. According to the latest Census Bureau report, these groups comprise 20.7 percent of the state's population. From fall 1984 to fall 2003, the number of minority students enrolled in public colleges grew from 8,084 by 171.2 percent, an average annual growth rate of 5.3 percent. From fall 2002 to fall 2003, there was a 3.5 percent increase.
- During the 2002-03 academic year, minority students received 1,917 or 17.0 percent of all undergraduate degrees (associate and bachelor's degrees) conferred by the state's public colleges and universities. From the 1984-85 academic year to the 2002-03 academic year, the number of minority students receiving undergraduate degrees at the public institutions increased from 737 by 160.1 percent at an average annual increase of approximately 5.5 percent. From the 2001-02 academic year to the 2002-03 academic year, there was a 10.5 percent increase in the number of degree recipients – the largest year-to-year increase to date.
- Among the full-time professionals employed by the state's public institutions of higher education, 1,303 or 16.6 percent were minority group members at the end of 2003. The professional workforce consists of those individuals employed as administrators/officials, faculty or professional staff members. From 1983 to 2003, the number of minorities employed as professionals in the public institutions grew from 440 by 196.1 percent, an average annual increase of nearly 5.6 percent. From 2002 to 2003, there was a 1.0 percent increase, despite a nearly 4 percent reduction in the total size of the professional workforce at the state's public colleges and universities during 2003.

- Asian American and Native American students have achieved or exceeded representative parity in their enrollment levels at each of the state's higher education systems.

Despite impressive growth over the course of the past 20 years, disproportional levels of achievement in minority enrollment, graduation and employment persist. Persistent areas of racial/ethnic disparity in Connecticut public higher education include the following:

- Hispanic/Latinos are the only minority group whose overall enrollment level has not reached its proportion of the state's population.
- Hispanic/Latino and African American students are overrepresented in their enrollment at community colleges and underrepresented at universities.
- Disproportionate numbers of Hispanic/Latino and African American students who enroll in college fail to attain undergraduate degrees.
- The employment of Hispanic/Latinos within each of the professional occupational categories has not reached levels of at least one-half of their population percentage.

In response to the continuing need for more effective efforts to promote campus diversity and to achieve progress on the issues cited above, the Board of Governors refashioned its **Minority Advancement Program** – the funding programs and programmatic initiatives undertaken to advance the attainment of the state's diversity goals for public higher education – to promote systemic reform and systematic approaches at the institutional level. This report summarizes the activities and progress achieved in 2003 to ensure that Connecticut's public colleges and universities are representative of the state's racial and ethnic diversity.

BACKGROUND OF THE STRATEGIC PLAN

Creation of a *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education* was among the original statutory mandates assigned to the Board of Governors of Higher Education by its 1982 enabling legislation. As stated in statute, the purpose of the plan is to “ensure that students, faculty, administrators and staff at each public institution are representative of the racial and ethnic diversity of the total population of the state.”

Adopted in 1983, the Board’s *Strategic Plan* requires each public college and university to develop its own annual approach for expanding diversity among students based on the following goals:

- **to enroll** African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group’s representation in the college’s service area.
- **to retain** African American, Hispanic/Latino, Asian American and Native American students in proportions equal to the rate achieved by the college’s student body as a whole.
- **to graduate** African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group’s representation in the college’s student population.

In 1996, the Board of Governors reaffirmed these goals when it revised its original *Strategic Plan* following an extensive assessment of its effectiveness. As a result, each public college and university is now required to have:

- **measurable objectives** consistent with diversity goals and strategies to achieve them,
- **an action plan** for systemic implementation of strategies to attain goals and
- **an evaluation plan** to document progress toward meeting objectives and to inform decision-making about needed alterations and new directions.

A college may demonstrate progress toward the attainment of their student diversity goals by: (1) maintaining a representative level of goal attainment, (2) reaching its representative level of goal attainment, or (3) by closing by one-half the existing gap between the representative level of goal attainment and the college’s current level of goal attainment. Portions of the Minority Advancement Program (MAP) funds are distributed to reward and support public institutions for their efforts to meet their goals. In fact, the MAP component known as the Connecticut College Access and Success (ConnCAS) Program is Connecticut higher education’s only performance-funded grant program.

In fall 2002, the Commissioner of Higher Education issued a Request-For-Plans to each of the state’s public institutions of higher education. This request required the institutions to submit five-year plans known as the *Strategic Plan to Promote the College Access and Success of Underrepresented Minority Students*. Within these plans, the institutions established student diversity goals for the enrollment, retention and graduation for each of the four underrepresented minority groups.

Data regarding student enrollment and graduation are forwarded by the institutions to the Department of Higher Education annually. Presented in the appendix to this report are tables summarizing: (1) institutions' current levels of goal attainment and (2) projections as to goal attainment at the end of the five-year plans. These projections are based solely upon institutional performances in Year 1 in comparison to the base year of the institutions' five-year strategic plans. While they are informative for the process of institutions revising their plans, projections that a particular goal may not be achieved at the end of the five-year period are not necessarily cause for concern at this time.

SUCCESS IN ACHIEVING STUDENT GOALS

Connecticut's public colleges and universities are becoming more diverse every year, and 2003 was a continuation of a long-standing trend. The numbers of students and graduates from minority groups are higher than ever, although distinct concentrations of underrepresentation at certain levels of study remain troubling.

MINORITY ENROLLMENT

Last fall, the state's public colleges and universities enrolled 91,923 undergraduate students; of whom 21,924 or 23.9 percent were members of the four underrepresented minority groups. The change in minority enrollment is an increase of 748 or 3.5 percent over fall 2002. In comparison to fall 1998, minority enrollment has grown by 37.8 percent – an average annual growth rate of 6.6 percent. From fall 1984 to fall 2003, the number of minority students enrolled in the public institutions grew from 8,084 by 13,840 or 171.2 percent - an average annual increase of more than 5.3 percent. Thus, not only was the annual increase in 2003 not as large as other recent years, the increase was significantly less than the long-term growth over the course of the past 19 years.

Nevertheless, the 2003 minority enrollment percentage exceeds the representation of these groups in the state's general population which stands at 20.7 percent based on the 2000 U.S. Census, and continues a trend begun in 1997. See Table 1 below.

<u>Minority Group</u>	<u># of Students</u>	<u>% of All Students</u>
Hispanic/Latino	7,970	8.7
African American	10,202	11.1
Asian American	3,380	3.7
Native American	372	0.4
Underrepresented Minorities	21,924	23.9
All Students	91,923	100.0

Chart 1
Minority Undergraduate Enrollment
Connecticut Public Higher Education
Fall 1998 - Fall 2003

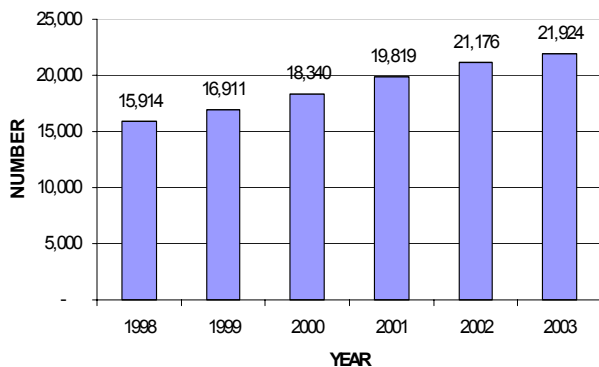
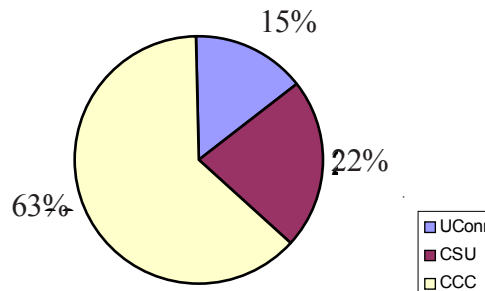


Chart 2
Minority Undergraduate 2003
Enrollment Distribution By Sector
Connecticut Public Higher Education



As illustrated in Table 2 on the next page, Hispanic/Latinos comprise the only minority group whose enrollment level does not exceed its population percentage. However, Hispanic/Latinos – now the state’s largest minority group – experienced the most growth in enrollment over the past 20 years. Since fall 1984, the enrollment of Hispanic/Latino students enrolled in the state’s public institutions of higher education has grown by more than 269 percent. According to the 2000 Census, the Hispanic/Latino population in the state grew from 1990 to 2000 by 50 percent. In contrast, the state’s overall population grew by 4 percent through the 1990s.

As depicted in Chart 1 above, minority enrollment has risen by 6,010 students or 37.8 percent over the course of the past five years. In contrast, non-minority enrollment grew only 9.9 percent over the same period. It is apparent that more minority students are pursuing a college education. It is also clear that college efforts to attract a more diverse student body are succeeding.

The presence of minority students within each system of the public higher education sector, however, varies greatly and does not exemplify representative distribution (Chart 2). Among the minority students attending the state’s public institutions, more than 63 percent of all minorities are enrolled in at the Community Colleges (CCC), about 22 percent attend Connecticut State University (CSU) and only 15 percent are matriculated at the University of Connecticut (UConn). In contrast to these figures, among all white students attending the state’s public colleges and universities in fall 2002, 45 percent attend CCC campuses, 33 percent attend CSU and 23 percent attend UConn.

While there have been significant numerical changes in the total number of minority students attending the public institutions over the course of the past five years, there has been little shifting in the distribution of minority students among the three public higher education systems. From 1998 to 2003, the proportion of all minority students enrolled in public institutions enrolled at UConn has grown by 4.1 percent, declined by 13.7 percent at CSU and increased by 4.6 percent at CCC. Over the past five year, the community college system experienced the largest growth in the number of enrolled minority students – an increase of 4,260 students or 44.3 percent. Numerically, the UConn system experienced an increase of 1,010 or 43.1 percent. CSU experienced an increase of 740 or 18.7 percent.

Table 2
Minority Undergraduate 2003 Enrollment and Degrees Conferred
Connecticut Public Higher Education

	<u>Population %¹</u>	<u>Enrollment %</u>	<u>Degree %</u>
Total Minority	20.7	23.9	17.0
By Group			
Hispanic/Latino	9.4	8.7	5.9
African American	8.7	11.1	7.3
Asian American	2.4	3.7	3.3
Native American	0.2	0.4	0.4
By System			
University of Connecticut	20.7	17.4	14.6
Hispanic/Latino	9.4	5.1	4.3
African American	8.7	5.4	4.1
Asian American	2.4	6.5	5.9
Native American	0.2	0.3	0.3
Connecticut State University	20.7	17.1	14.0
Hispanic/Latino	9.4	5.6	4.1
African American	8.7	8.4	6.9
Asian American	2.4	2.7	2.6
Native American	0.2	0.4	0.4
Community Colleges	20.7	30.7	23.2
Hispanic/Latino	9.4	12.1	8.9
African American	8.7	15.2	11.3
Asian American	2.4	3.1	2.7
Native American	0.2	0.4	0.3

¹U.S. Census Bureau 2000 Census Data

Asian American and Native American students have achieved or exceeded representative parity in their enrollment levels at each of the state's higher education systems. African American students have achieved representative parity only at the Community College system.

Degrees Conferred to Minority Students

The number of minority students who received associate and bachelor's degrees grew to 1,917 or 17.0 percent of all undergraduate degrees during 2002-03. Both figures are all-time highs. Minority undergraduates receiving degrees increased by 182 or 10.5 percent from the 2001-02 academic year. During the previous five years, the number of undergraduate degrees awarded to minorities grew by an average of 102.2 each year, an annual growth rate of nearly 6.4 percent.

Table 3
Undergraduate Degree Recipients
in Public Higher Education by Racial/Ethnic Group
2002-03 Academic Year
(percentages are rounded to the nearest tenth)

Minority Group	# of Students	% of All Students
Hispanic/Latino	629	5.6
African American	835	7.4
Asian American	412	3.7
Native American	41	0.4
Underrepresented Minorities	1,917	17.0
All Students	11,253	100.0

Mirroring overall enrollment patterns, the number of degrees awarded to minorities was not distributed proportionately among the state’s public higher education systems. Minus the 68 degrees awarded by Charter Oak State College, the Community Colleges conferred the largest number at 788, nearly 43 percent of all degrees conferred to minority group members. Connecticut State University system was next with 551 degrees, or nearly 30 percent. Almost 28 percent or 510 were awarded by the University of Connecticut. In comparison, five years ago the community colleges conferred 44 percent of all undergraduate degrees to minorities, 31 percent by the CSU system and 25 percent by UConn. Over the past five years, the Community College system experienced the largest increase in the number of graduating minority students – an increase of 176 students or 28.8 percent. Numerically, the UConn system experienced an increase of 174 or 51.8 percent. CSU experienced an increase of 134 or 32.1 percent.

Chart 3
Degrees Awarded to Minority Undergraduates
Connecticut Public Higher Education
1998-2003

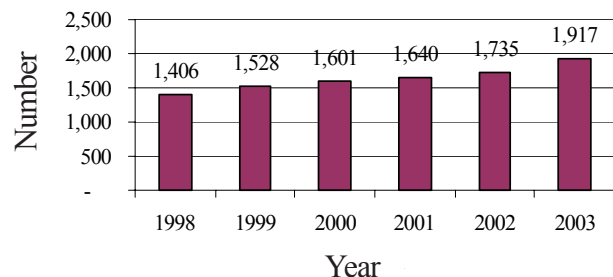
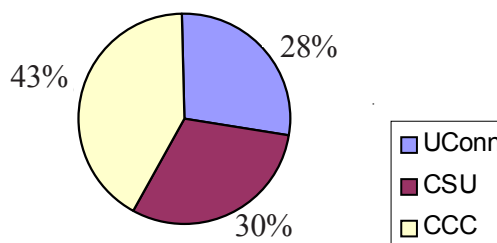


Chart 4
Graduation of Minority Students:
Distribution by Sector
Connecticut Public Higher Education
2002-03



As depicted above in Table 2, Asian American and Native American students have achieved representative parity in their graduation levels at each of the state’s higher education systems. African American students have achieved representative parity at the Community Colleges. Hispanic/ Latinos have yet to achieve representative parity at any of the higher education systems.

Gaps Between Minority Enrollment and Graduation

Although not a perfect barometer of persistence of enrollment and graduation, comparing minority enrollment and degree production patterns against state population figures illustrates areas in need of improvement. Sharp differences continue to exist between population proportion, enrollment and degrees conferred for both Hispanic/Latino and African American students, indicating that these minority groups are underrepresented among enrolled students and further that their enrollment rates through graduation are much lower than other student groups.

As shown in Table 2, only Asians and Native Americans exceeded their population proportion in both enrollment and degree production. This observation is true when examining the overall data as well as figures for each of the state's higher education systems. African Americans, while ahead on the enrollment front, are below parity in their share of degree recipients. More troubling is the performance of Hispanic/Latino students with only 5.9 percent of all degrees compared to their 9.4 percent presence in the population as a whole. This pattern is evident throughout the public systems. In fact, the likelihood that students will eventually graduate with a degree is much greater for those students enrolled in the state's universities than its community colleges. This phenomenon is illustrated by contrasting Chart 2 and Chart 4. However, it is encouraging to observe that over the past five years, the rate of growth for minority graduates has outpaced that for all students at each public higher education system.

Each of the minority groups is overrepresented among students attending the Community Colleges. This finding is neither surprising nor troubling given the unique mission of the Community Colleges and their open admission policies. It is also instructive to note that nearly two-thirds of all minority students attending community college do so at four of the system's 12 institutions – Capital, Gateway, Housatonic and Norwalk – all situated within the state's urban cities with large minority populations. These institutions also awarded nearly 63 percent of all the associate degrees conferred to minority students by the Community College system during the 2002-03 academic year. Nevertheless, the fact that the state's two largest minority groups, Hispanic/Latinos and African Americans, are so appreciably underrepresented at the public four-year universities continues to be of considerable concern within the Department of Higher Education. The Department, however, is encouraged by a number of converging factors to counteract this trend. Those factors include:

- heightened concern and action in various segments of the society regarding societal and personal needs to prepare greater numbers of minority students for success in obtaining a college education,
- a growing awareness among Hispanic/Latino and African American students regarding the importance of a college education and programming to support better preparation, and
- emergent career opportunities with high demands for personnel and low-to-median projections regarding the availability of individuals with the prerequisite skills, education or training.

EXPANDING THE EDUCATION PIPELINE

To help public colleges and universities meet statewide goals and bolster their own campus-led activities, the Department of Higher Education conducts the **Minority Advancement Plan (MAP)** which consists of three initiatives.

The first initiative – the **Connecticut College Access and Success (ConnCAS) Program** – provides incentive grants to public institutions of higher education to support outreach, admission and retention activities and otherwise assist them in the implementations of their *Strategic Plan to Promote the College Access and Success of Underrepresented Minority Students*. During the 2003-04 program year, the Department awarded \$659,000 in ConnCAS Grants to 18 public colleges and universities. The size of the individual institutional grants is based upon institutional performance in the enrollment and graduation of underrepresented students.

The second and largest state-funded component of MAP is the **Connecticut Collegiate Awareness and Preparation (ConnCAP) Program**. This program is designed to build linkages between public and independent colleges and targeted school districts that will motivate and better prepare middle school and high school youths who are under-achievers and who come from low-income families and/or where neither parent holds a bachelor's degree. The Department awards ConnCAP Grants to eligible partnerships on a competitive basis. The 2003-04 program year is Year 2 of a five-year funding cycle for ConnCAP programs. For Year 2, the Department awarded ConnCAP programs more than \$1.7 million to provide various services to participating students.

ConnCAP programs typically provide students with six weeks summer of intensive instruction in English, mathematics, natural sciences, social sciences and foreign languages. Supplemental activities may include study and life skills and cultural activities. During the school year, ConnCAP helps students through tutoring, counseling and career exploration. High school seniors and parents receive special help with college and financial aid applications.

For the 2002-03 program year, the ConnCAP programs served **1,364** students. Among these students, 196 were high school seniors. Of these seniors, 189 or 96.4 percent graduated from high school; and 176 or 93.1 percent of the graduates were accepted for college admission. See Table 4.

The ConnCAP college-going rate is significantly higher than that of the state as a whole – the state's rate has been approximately 75 percent in recent years. Typically, more than 75 percent of ConnCAP graduates attend Connecticut colleges and universities, for the Class of 2003 the rate was 69.1 percent. In contrast, less than 55 percent of the state's college-going students attend in state higher education institutions. ConnCAP students frequently cite the advice and support of program staff members and the recognition of their need for continued support at the college level as key reasons for their decisions to attend college within the state.

Table 4
Connecticut Collegiate Awareness and Preparation Program (ConnCAP)
Graduating Class of 2003

	Senior Students	Graduated High School	High School Graduation %	Accepted/ Enrolled in College	College- Going %
Capital Community College	16	15	93.8	15	100.0
Central CT State University	17	16	94.1	13	81.3
CPEP, Inc.	34	30	88.2	29	96.7
Eastern CT State University	16	16	100.0	12	75.0
Eastern CT State University	9	8	88.9	7	87.5
Naugatuck Valley Comm. College	25	25	100.0	25	100.0
Southern CT State University	15	15	100.0	13	86.7
University of Bridgeport	6	6	100.0	6	100.0
University of Connecticut	21	21	100.0	20	95.2
Wesleyan University	26	26	100.0	25	96.2
Western CT State University	11	11	100.0	11	100.0
Total	196	189	96.4	176	93.1

Augmenting these pipeline-building efforts is a six-year \$13 million grant from the U.S. Department of Education to support the **Connecticut State GEAR UP Project** – the third component of MAP. Launched in 1999, GEAR UP prepares low-income, educationally disadvantaged students for college, beginning when the students are in the 7th grade and continuing through high school graduation.

GEAR UP provides publications, developmental and enrichment services to some 12,000 middle school and high school students in Bridgeport, Hartford and New Haven. Equally important, GEAR UP serves as a catalyst to promote systemic school change. Its focus on mathematics as a barrier to student success in obtaining a college education has prompted districts to make adjustments in their professional development activities, course offerings and counseling services. The most extensive student service program implemented by the Connecticut State GEAR UP Project is The MAAX – **M**aximizing **A**dolescent **A**cademic **e**Xcellence. The MAAX is a positive youth development program designed to support students in their pursuit of academic excellence and encourage their interest in college as a viable option for their future.

The premise of The MAAX is that young people who are successful in school feel good about themselves are confident in their academic ability. Building upon research conducted by The SEARCH Institute, The MAAX is an innovative and engaging curriculum developed for the Connecticut State GEAR UP Project by The Consultation Center in New Haven. The curriculum, implemented in schools by guidance counselors, teachers and/or interns emphasizes strengthening students' internal assets by promoting the development of their psychosocial, emotional and intellectual abilities. Curriculum modules feature interactive workshop activities and exercises that highlight college awareness. Curriculum modules include:

- Establishing a Positive Identity
- Exploring College
- Enhancing Social Competencies
- Managing Important School Transitions
- Exploring and Clarifying Values
- Commitment to Learning
- Strengthening Community Connections

In addition, **GEAR UP awarded more than \$1 million in scholarships during the 2003-04 academic year to 262 low-income youths.** The GEAR UP Connecticut College Scholarships component is intended to wholly or partially fill the gap between financial aid packages and colleges costs. In some instances, the GEAR UP Connecticut College Scholarship displaces student loans. To date, 400 students have received these scholarships totaling \$3,750,000. The average scholarship award for 2003-04 was \$3,900. Scholarships are renewable through the term of the five-year federal grant, as long as recipients attend college full-time and remain in good academic standing. Of the 354 students eligible to continue their scholarship award, 216 or 61 percent did so in 2003-04 for a fourth, third or second year.

Of the GEAR UP Scholarship recipients for 2003-2004, 149 were ConnCAP or ConnCAS participants and 94 participated in the federal government's pre-college programs. Sixty-seven attend the University of Connecticut, 51 are at Connecticut State University institutions, 12 are enrolled at community colleges and 48 attend the state's independent colleges and universities.

Chart 5
Connecticut Collegiate Awareness and Preparation Program (ConnCAP) Programs
July 1, 2003 – June 30, 2004

General Programming: Grantee implements Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines. Curriculum and activities are generalized, stressing preparation for college.

- | | |
|---|---|
| 1. Capital Community College | 5. Naugatuck Valley Community College |
| 2. Central Connecticut State University | 6. University of Connecticut |
| 3. Eastern Connecticut State University
(New London and Norwich) | 7. Wesleyan University |
| 4. Eastern Connecticut State University (Windham) | 8. Western Connecticut State University |

Special Emphasis Programming: Grantee places a special emphasis upon a curriculum area(s) or preparation for a specific career area(s). Grantee does not implement both Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines or does not do so for all participants.

1. CPEP, Inc. – engineering, mathematics and science
2. University of Connecticut Health Center – pre-medical, pre-dental, allied health

General/Special Emphasis Programming: Grantee places a special emphasis upon a curriculum area(s) or preparation for a specific career area(s). Grantee implements Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines.

1. Southern Connecticut State University – teacher preparation
2. University of Bridgeport – engineering, mathematics and science

ConnCAP Service Areas & Student Served

<u>Institution</u>	<u>Service Area</u>	<u># of Students</u>
Capital Community College	Bloomfield, East Hartford	
.....	Windsor	80
Central Connecticut State University	New Britain	144
CPEP, Inc.	12 Urban Areas	373
Eastern Connecticut State University	New London and Norwich	60
Eastern Connecticut State University	Windham	45
Naugatuck Valley Community College	Waterbury	127
Southern Connecticut State University	New Haven	113
University of Bridgeport	Bridgeport	80
University of Connecticut	Hartford	51
University of Connecticut Health Center	Statewide	75
Wesleyan University	Middletown, Meriden, Portland	120
Western Connecticut State University	Danbury	96
Total		1,364

ACHIEVING PARITY AMONG PROFESSIONAL STAFF

In a manner similar to its student diversity goals, the Board of Governors' *Strategic Plan* seeks to ensure that officials/administrators, faculty members, and professional staff members are representative of the racial and ethnic composition of the state's population as a whole.

The Board of Governors requires that each public college and university develop plans to employ Hispanic/Latinos, African Americans, Asian Americans and Native Americans among the institutions' full-time professional occupational categories (officials/administrators, faculty and professional staff) in proportions reflective of each group's representation in the institution's availability pool. Each institution must have:

- measurable objectives consistent with staff diversity goals,
- an action plan for implementing appropriate strategies, and
- an evaluation plan to document progress and to inform decision-making.

Each institutional plan includes 12 measurable goals (four racial/ethnic groups times three occupational categories) and strategies to achieve them. Goals may be achieved by:

- maintaining current levels of goal attainment if parity has been achieved,
- achieving the prescribed level of goal attainment, or
- closing by one-half the existing gap between the desired level of goal attainment and the institution's current level of goal attainment.

Members of the Board of Governors' Strategic Plan Peer Review Committee review initial institutional plans which are then assessed annually by the Department of Higher Education. The state's public institutions of higher education are scheduled to develop and submit for approval five-year staff diversity plans during the 2003-04 fiscal year.

SUCCESS IN ACHIEVING STAFF GOALS

Among the three professional workforce categories (officials/administrators, faculty and professional staff), the number of minority group members reached 1,303 at the end of 2003, up 13 from the previous year. Their share of the professional workforce is 16.6 percent, up from 15.8 percent for the year before. The record number and proportion of minorities among professionals occurred during a year when the public colleges and universities experienced a collective reduction in this workforce of nearly four percent.

Table 5
 Minority Full-Time Professionals
 in Connecticut Public Higher Education: 2003

	Administrators/ <u>Officials</u>	<u>Faculty</u>	<u>Professionals</u>	<u>Total</u>	<u>% State Population</u>
Hispanic/Latino					
Number	13	106	153	272	
Percent	2.4	3.2	3.8	3.5	9.4
African American					
Number	57	162	312	531	
Percent	10.6	4.9	7.9	6.8	8.7
Asian American					
Number	5	264	215	484	
Percent	0.9	7.9	5.4	6.1	2.4
Native American					
Number	0	8	8	16	
Percent	0.0	0.2	0.2	0.2	0.2
Total					
Number	75	540	688	1,303	
Percent	13.9	16.2	17.3	16.6	20.7

Source: "2003 Staff Diversity in Full-Time Employment" reports to DHE-OEO by institutional affirmative action officers

The minority composition of the professional workforce is below their representation of 20.7 percent in the state's general population. On the whole, the percentage of Asian Americans across the three professional categories at 6.1 percent is more than double their representation in the state's general population which is 2.4 percent. The percentage of Native Americans among the professional workforce is 0.2 percent, the same as their population proportion. African Americans comprise 8.7 percent of the state's population and 6.8 percent of professionals. Hispanic/Latinos make up 3.5 percent of the professional workforce and 9.4 percent of the state's population.

Within the three professional categories, wide differences exist across minority groups, ranging from a low of 0.0 percent for Native Americans among administrators/officials to a high of 10.6 percent for African Americans among that occupational category. However, population proportions are not the most appropriate standards to assess the diversity of the professional workforce. A more suitable measure of staff diversity is the availability pool – a complex amalgamation of data that defines the degree to which individuals from various racial/ethnic/ gender groupings are available to be employed in specific occupational categories. Five-year institutional goals utilizing such an approach will be presented in next year's report.

Despite the shortcomings of population proportions as a measure of racial/ethnic parity, it is instructive to note that the percentage of minorities employed as professionals at four of the state's 18 public colleges and universities at the end of 2003 exceeded their proportion in the general population. Those institutions were: Capital Community College, Eastern Connecticut State University, Gateway Community College and Middlesex Community College. Disaggregated by institution and minority group, this analysis reveals that Hispanic/Latinos achieved or exceeded parity in professional employment at none of the state institutions, African Americans and Native Americans at 7 institutions each and Asian Americans at 15 institutions. Further disaggregation of this data by professional occupational category is depicted below in Table 6.

<u>Minority Group</u>	<u>Officials/ Administrators</u>	<u>Faculty</u>	<u>Professional Staff</u>
Hispanic/Latino	2	0	2
African American	14	3	10
Asian American	3	12	13
Native American	0	6	3

The tables on the following pages present minority professional employment by institution for 2003.

Table 7A
 2003 Minority Employment
 Connecticut Public Higher Education
 Officials/Administrators

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	3	1.1	15	5.7	2	0.7	0	0.0	20	7.6
UConn, Storrs	3	2.6	11	9.4	2	1.7	0	0.0	16	13.7
UConn Health Center	0	0.0	4	2.8	0	0.0	0	0.0	4	2.8
Connecticut State University	6	4.3	18	12.9	2	1.4	0	0.0	26	18.7
Central	0	0.0	4	11.4	0	0.0	0	0.0	4	11.4
Eastern	3	7.7	6	15.4	1	2.6	0	0.0	10	25.6
Southern	1	3.0	4	12.1	1	3.0	0	0.0	6	18.2
Western	2	6.3	4	12.5	0	0.0	0	0.0	6	18.8
Community Colleges	4	2.9	24	17.3	1	0.7	0	0.0	29	20.9
Asnuntuck	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Capital	0	0.0	2	22.2	0	0.0	0	0.0	2	22.2
Gateway	1	7.7	2	15.4	0	0.0	0	0.0	3	23.1
Housatonic	0	0.0	4	40.0	0	0.0	0	0.0	4	40.0
Manchester	1	6.3	2	12.5	0	0.0	0	0.0	3	18.7
Middlesex	1	11.1	2	22.2	1	11.1	0	0.0	4	44.4
Naugatuck Valley	0	0.0	2	14.3	0	0.0	0	0.0	2	14.3
Northwestern CT	0	0.0	3	25.0	0	0.0	0	0.0	3	25.0
Norwalk	0	0.0	3	17.6	0	0.0	0	0.0	3	17.6
Quinebaug Valley	1	12.5	0	0.0	0	0.0	0	0.0	1	12.5
Three Rivers	0	0.0	3	33.3	0	0.0	0	0.0	3	33.3
Tunxis	0	0.0	1	8.3	0	0.0	0	0.0	1	8.3
Total	13	2.4	57	10.6	5	0.9	0	0.0	75	13.9

Table 7B
 2003 Minority Employment
 Connecticut Public Higher Education
Faculty Members

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	45	2.9	45	2.9	170	10.9	2	0.1	262	16.8
UConn, Storrs	36	3.3	36	3.3	108	10.0	2	0.2	182	16.9
UConn Health Center	9	1.9	9	1.9	62	12.8	0	0.0	80	16.5
Connecticut State University	44	3.9	72	6.4	76	6.8	3	0.3	195	17.4
Central	18	4.9	28	7.7	27	7.4	0	0.0	73	20.0
Eastern	12	7.0	12	7.0	13	7.6	2	1.1	39	22.7
Southern	8	2.0	25	6.3	23	5.8	1	0.3	57	14.4
Western	6	2.8	7	3.8	13	6.1	0	0.0	26	14.1
Community Colleges	17	2.6	45	6.9	18	2.7	3	0.5	83	12.7
Asnuntuck	0	0.0	1	5.0	0	0.0	0	0.0	1	5.0
Capital	2	3.8	7	13.5	2	3.8	0	0.0	11	21.2
Gateway	4	5.5	7	9.6	3	4.1	0	0.0	14	19.2
Housatonic	3	5.5	1	1.8	1	1.8	1	1.8	6	10.9
Manchester	0	0.0	5	7.2	3	4.3	0	0.0	8	11.6
Middlesex	2	5.0	3	7.5	2	5.0	0	0.0	7	17.5
Naugatuck Valley	2	2.1	7	7.2	3	3.1	0	0.0	12	12.3
Northwestern CT	0	0.0	3	10.7	0	0.0	0	0.0	3	10.7
Norwalk	2	2.2	6	6.6	2	2.2	0	0.0	10	11.0
Quinebaug Valley	0	0.0	1	6.3	0	0.0	1	6.3	2	12.5
Three Rivers	1	1.7	3	5.1	0	0.0	1	1.7	5	8.5
Tunxis	1	1.8	1	1.8	2	3.6	0	0.0	4	7.1
Total	106	3.2	162	4.9	264	7.9	8	0.2	540	16.2

Table 7C
 2003 Minority Employment
 Connecticut Public Higher Education
Professional Staff Members

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	93	3.2	190	6.6	171	6.0	6	0.2	460	16.0
UConn, Storrs	47	2.9	105	6.4	116	7.1	6	0.4	274	16.8
UConn Health Center	46	3.7	85	6.9	55	4.4	0	0.0	186	15.0
Connecticut State University	29	5.1	56	9.9	26	4.6	0	0.0	111	19.6
Central	12	6.7	15	8.3	3	1.7	0	0.0	30	16.7
Eastern	3	2.7	15	13.4	6	5.4	0	0.0	24	21.4
Southern	9	4.9	20	10.0	9	4.9	0	0.0	38	20.7
Western	5	5.5	6	6.6	8	8.8	0	0.0	19	20.9
Community Colleges	31	5.7	66	12.2	18	3.3	2	0.4	117	21.6
Asnuntuck	0	0.0	3	12.0	2	8.0	0	0.0	5	20.0
Capital	7	14.0	13	26.0	2	4.0	0	0.0	22	44.0
Gateway	3	5.4	9	16.1	1	1.8	1	1.8	14	25.0
Housatonic	2	4.4	9	18.8	2	4.4	1	2.2	14	29.2
Manchester	9	16.1	4	7.1	1	1.8	0	0.0	14	25.0
Middlesex	2	3.9	5	9.8	3	5.9	0	0.0	10	19.6
Naugatuck Valley	3	5.2	1	1.7	1	1.7	0	0.0	5	8.6
Northwestern CT	0	0.0	3	9.4	1	3.1	0	0.0	4	12.5
Norwalk	2	3.6	10	18.2	2	3.6	0	0.0	14	25.5
Quinebaug Valley	2	7.7	1	3.8	1	3.8	0	0.0	4	15.4
Three Rivers	1	2.7	3	8.1	1	2.7	0	0.0	5	13.5
Tunxis	0	0.0	5	10.6	1	2.1	0	0.0	6	12.8
Total	153	3.8	312	7.9	215	5.4	8	0.2	688	17.3

Table 7D
 2003 Minority Employment
 Connecticut Public Higher Education
ALL PROFESSIONALS

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	141	3.0	250	5.3	343	7.3	8	0.2	742	15.8
UConn, Storrs	86	3.0	152	5.4	226	8.0	8	0.2	472	16.7
UConn Health Center	55	2.9	98	5.3	117	6.0	0	0.0	270	14.5
Connecticut State University	79	4.3	146	8.0	104	5.7	3	0.2	332	18.2
Central	30	5.2	47	8.1	30	5.2	0	0.0	107	18.4
Eastern	18	5.6	33	10.2	20	6.2	2	0.6	73	22.6
Southern	18	2.9	49	8.0	33	5.4	1	0.2	101	16.4
Western	13	4.2	17	5.5	21	6.8	0	0.0	51	16.6
Community Colleges	52	3.9	135	10.1	37	2.8	5	0.4	229	17.2
Asnuntuck	0	0.0	4	7.5	2	3.8	0	0.0	6	11.3
Capital	9	8.1	22	19.8	4	3.6	0	0.0	35	31.5
Gateway	8	5.6	18	12.7	4	2.8	1	0.7	31	21.8
Housatonic	5	4.4	14	12.3	3	2.7	2	1.8	24	21.2
Manchester	10	7.1	11	7.8	4	2.8	0	0.0	25	17.7
Middlesex	5	5.0	10	10.0	6	6.0	0	0.0	21	21.0
Naugatuck Valley	5	3.0	10	5.9	4	2.4	0	0.0	19	11.2
Northwestern CT	0	0.0	9	12.5	1	1.4	0	0.0	10	13.9
Norwalk	4	2.5	19	11.7	4	2.5	0	0.0	27	16.6
Quinebaug Valley	3	6.0	2	4.0	1	2.0	1	2.0	7	14.0
Three Rivers	2	1.9	9	8.6	1	1.0	1	1.0	13	12.4
Tunxis	1	0.9	7	6.1	3	2.6	0	0.0	11	9.6
Total	272	3.5	531	6.8	484	6.1	16	0.2	1,303	16.6

Appendix Table A.1
 Institutional Student Diversity Goals
 Strategic Plan's Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of Hispanic/Latino Students
 (Headcount - Enrollment levels by percentages)

INSTITUTION	STUDENT ENROLLMENT		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	3.9	2.6	(-) 33.3%	Will not achieve goal
Capital Community College	23.7	24.1	(+) 1.7%	Will not achieve goal
Gateway Community College	12.2	13.0	(+) 6.6%	Continue goal attainment
Housatonic Community College	20.3	21.5	(+) 5.9%	Continue goal attainment
Manchester Community College	8.8	8.8	(no change)	Continue goal attainment
Middlesex Community College	6.9	7.6	(+) 10.1%	Will achieve goal
Naugatuck Valley Community College	8.9	8.6	(-) 3.4%	Will not achieve goal
Northwestern CT Community College	3.2	2.7	(-) 15.6%	Will not achieve goal
Norwalk Community College	16.1	16.9	(+) 5.0%	Continue goal attainment
Quinebaug Valley Community College	6.9	7.6	(+) 10.1%	Will achieve goal
Three Rivers Community College	4.9	6.0	(+) 22.4%	Will achieve goal
Tunxis Community College	7.8	8.3	(+) 6.4%	Will achieve goal
Charter Oak State College	4.7	4.3	(-) 8.5%	Will not achieve goal
Central Connecticut State University	5.2	5.6	(+) 7.7%	Will achieve goal
Eastern Connecticut State University	3.5	3.9	(+) 11.4%	Will not achieve goal
Southern Connecticut State University	5.9	6.4	(+) 8.5%	Will achieve goal
Western Connecticut State University	5.3	5.9	(+) 11.3%	Will achieve goal
University of Connecticut	5.1	5.1	(no change)	Will not achieve goal

Institutional Strategic Plan's Goal Statement	Maintain/exceed current performance level which equals/exceeds representative level of enrollment
	Achieve the representative level of enrollment by the end of the plan period
	Close by 1/2 the existing gap between current performance level and representative level of enrollment
Color Codes for Year 1 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Insignificant or No Change
	Satisfactorily toward Goal Attainment
	Continuous Performance at or above Goal

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table A.2
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of African American Students
 (enrollment levels by percentages)

INSTITUTION	STUDENT ENROLLMENT		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	9.6	5.8	(-) 39.6%	Will not achieve goal
Capital Community College	35.8	35.2	(-) 1.7%	Continue goal attainment
Gateway Community College	23.4	24.9	(+) 6.4%	Continue goal attainment
Housatonic Community College	27.5	27.0	(-) 1.8%	Continue goal attainment
Manchester Community College	12.2	11.8	(-) 3.3%	Will not achieve goal
Middlesex Community College	7.0	7.3	(+) 4.3%	Continue goal attainment
Naugatuck Valley Community College	7.4	7.6	(+) 2.7%	Continue goal attainment
Northwestern CT Community College	2.1	2.5	(+) 19.0%	Continue goal attainment
Norwalk Community College	17.7	17.9	(+) 1.1%	Continue goal attainment
Quinebaug Valley Community College	1.3	2.2	(+) 69.2%	Will achieve goal
Three Rivers Community College	7.0	7.6	(+) 8.6%	Continue goal attainment
Tunxis Community College	5.5	6.5	(+) 18.2%	Continue goal attainment
Charter Oak State College	9.5	9.9	(+) 4.2%	Continue goal attainment
Central Connecticut State University	6.9	7.5	(+) 8.7%	Will achieve goal
Eastern Connecticut State University	7.0	6.4	(-) 8.6%	Will not achieve goal
Southern Connecticut State University	12.2	12.2	(no change)	Continue goal attainment
Western Connecticut State University	6.0	5.8	(-) 3.3%	Will not achieve goal
University of Connecticut	5.0	5.4	(+) 8.0%	Will achieve goal

Institutional Strategic Plan's Goal Statement	Maintain/exceed current performance level which equals/exceeds representative level of enrollment
Color Codes:	Achieve the representative level of enrollment by the end of the plan period
	Close by 1/2 the existing gap between current performance level and representative level of enrollment
Color Codes for Year 1 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Satisfactorily toward Goal Attainment
	Insignificant or No Change
	Continuous Performance at or above Goal

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table A.3
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of Asian American Students
 (enrollment levels by percentages)

INSTITUTION	STUDENT ENROLLMENT		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	1.9	2.3	(+) 21.1%	Continue goal attainment
Capital Community College	3.9	3.6	(-) 7.7%	Continue goal attainment
Gateway Community College	2.9	2.9	(no change)	Will not achieve goal
Housatonic Community College	3.0	2.9	(-) 3.3%	Continue goal attainment
Manchester Community College	4.0	3.5	(-) 12.5%	Will not achieve goal
Middlesex Community College	2.3	2.8	(+) 21.7%	Continue goal attainment
Naugatuck Valley Community College	2.1	2.4	(+) 14.3%	Will achieve goal
Northwestern CT Community College	1.6	1.6	(no change)	Continue goal attainment
Norwalk Community College	4.7	4.8	(+) 2.1%	Continue goal attainment
Quinebaug Valley Community College	1.5	1.0	(-) 33.3%	Will not achieve goal
Three Rivers Community College	2.4	2.9	(+) 20.8%	Continue goal attainment
Tunxis Community College	2.8	2.9	(+) 3.6%	Continue goal attainment
Charter Oak State College	2.0	1.8	(-) 10.0%	Will not achieve goal
Central Connecticut State University	3.0	2.8	(-) 6.7%	Will not achieve goal
Eastern Connecticut State University	1.4	1.3	(-) 7.1%	Will not achieve goal
Southern Connecticut State University	2.5	2.6	(+) 4.0%	Continue goal attainment
Western Connecticut State University	3.3	3.8	(+) 15.2%	Continue goal attainment
University of Connecticut	6.3	6.5	(+) 3.1%	Continue goal attainment
Institutional Strategic Plan's Goal Statement	Maintain/exceed current performance level which equals/exceeds representative level of enrollment			
Color Codes:	Achieve the representative level of enrollment by the end of the plan period			
	Close by 1/2 the existing gap between current performance level and representative level of enrollment			
Color Codes for Year 1 Performance Level and Progress/Projection	Problematic for Goal Attainment	Satisfactorily toward Goal Attainment		
	Insignificant or No Change	Continuous Performance at or above Goal		

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table A.4
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of Native American Students
 (enrollment levels by percentages)

INSTITUTION	STUDENT ENROLLMENT		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	0.3	0.1	<p>Given this context wherein wide variations occur due to the presence or absence of small numbers, no "Progress toward Goal Attainment" and "Projection to end of Plan period" were developed. Instead, Plan Year 1 performance levels have been color coded in the same manner as the baseline performances.</p>	
Capital Community College	0.2	0.2		
Gateway Community College	0.4	0.3		
Housatonic Community College	0.1	0.2		
Manchester Community College	0.4	0.5		
Middlesex Community College	0.4	0.3		
Naugatuck Valley Community College	0.4	0.3		
Northwestern CT Community College	0.1	0.3		
Norwalk Community College	0.1	0.2		
Quinebaug Valley Community College	0.7	0.6		
Three Rivers Community College	1.9	1.8		
Tunxis Community College	0.5	0.4		
Charter Oak State College	2.8	2.2		
Central Connecticut State University	0.4	0.3		
Eastern Connecticut State University	0.9	0.9		
Southern Connecticut State University	0.2	0.3		
Western Connecticut State University	0.3	0.3		
University of Connecticut	0.3	0.3		

Institutional Strategic Plan's Goal Statement Color Codes:	Maintain/exceed current performance level which equals/exceeds representative level of enrollment
	Achieve the representative level of enrollment by the end of the plan period
	Close by 1/2 the existing gap between current performance level and representative level of enrollment

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table B.1
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: Hispanic/Latino Students
 (performance levels by percentage of total)

INSTITUTION	STUDENT GRADUATION		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	0.0	1.0	(can not compute)	Will achieve goal
Capital Community College	12.1	19.3	(+) 59.5%	Will achieve goal
Gateway Community College	11.6	9.6	(-) 17.2%	Will not achieve goal
Housatonic Community College	18.3	17.8	(-) 2.7%	Continue goal attainment
Manchester Community College	6.2	7.5	(+) 21.0%	Continue goal attainment
Middlesex Community College	3.2	7.4	(+) 131.2%	Will achieve goal
Naugatuck Valley Community College	5.8	7.0	(+) 20.7%	Will achieve goal
Northwestern CT Community College	0.0	2.4	(can not compute)	Will achieve goal
Norwalk Community College	13.0	14.9	(+) 14.6%	Continue goal attainment
Quinebaug Valley Community College	0.0	7.6	(can not compute)	Will achieve goal
Three Rivers Community College	0.4	2.9	(+) 625.0%	Will achieve goal
Tunxis Community College	4.3	5.6	(+) 30.2%	Will achieve goal
Charter Oak State College	4.2	4.0	(-) 4.8%	Will not achieve goal
Central Connecticut State University	5.0	3.9	(-) 22.0%	Will not achieve goal
Eastern Connecticut State University	5.0	2.7	(-) 46.0%	Will not achieve goal
Southern Connecticut State University	4.5	5.2	(+) 15.6%	Will achieve goal
Western Connecticut State University	6.6	3.9	(-) 40.1%	Will not achieve goal
University of Connecticut	5.1	4.3	(-) 15.7%	Will not achieve goal

Institutional Strategic Plan's Goal Statement	Maintain/exceed current performance level which equals/exceeds representative level of graduation
Color Codes:	Achieve the representative level of graduation by the end of the plan period
	Close by 1/2 the existing gap between current performance level and representative level of graduation
Color Codes for Year 1 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Satisfactorily toward Goal Attainment
	Insignificant or No Change
	Continuous Performance at or above Goal

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area

Appendix Table B.2
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: African American Students
 (performance levels by percentage of total)

INSTITUTION	STUDENT GRADUATION		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	2.6	3.5	(+) 34.6%	Will achieve goal
Capital Community College	34.9	31.9	(-) 8.6%	Continue goal attainment
Gateway Community College	18.8	19.2	(+) 8.7%	Continue goal attainment
Housatonic Community College	24.6	25.9	(+) 5.3%	Continue goal attainment
Manchester Community College	9.0	10.1	(+) 12.2%	Continue goal attainment
Middlesex Community College	2.8	5.3	(+) 89.3%	Will achieve goal
Naugatuck Valley Community College	6.0	3.7	(-) 38.3%	Will not achieve goal
Northwestern CT Community College	0.8	1.6	(+) 100.0%	Will achieve goal
Norwalk Community College	14.2	15.4	(+) 8.5%	Continue goal attainment
Quinebaug Valley Community College	0.9	0.8	(-) 11.1%	Will not achieve goal
Three Rivers Community College	5.7	4.0	(-) 29.8%	Will not achieve goal
Tunxis Community College	3.0	6.0	(+) 100.0%	Will achieve goal
Charter Oak State College	6.9	9.0	(+) 30.4%	Will achieve goal
Central Connecticut State University	5.8	4.6	(-) 20.7%	Will not achieve goal
Eastern Connecticut State University	5.5	6.9	(+) 25.5%	Will achieve goal
Southern Connecticut State University	7.7	10.2	(+) 32.5%	Will achieve goal
Western Connecticut State University	6.0	4.7	(-) 21.7%	Will not achieve goal
University of Connecticut	4.4	4.1	(-) 6.8%	Will not achieve goal
Institutional Strategic Plan's Goal Statement	Maintain/exceed current performance level which equals/exceeds representative level of graduation			
Color Codes:	Achieve the representative level of graduation by the end of the plan period			
	Close by 1/2 the existing gap between current performance level and representative level of graduation			
Color Codes for Year 1 Performance Level and Progress/Projection	Problematic for Goal Attainment		Satisfactorily toward Goal Attainment	
	Insignificant or No Change		Continuous Performance at or above Goal	

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service a

Appendix Table B.3
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: Asian American Students
 (performance levels by percentage of total)

INSTITUTION	STUDENT GRADUATION		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	1.3	0.5	(-) 61.5%	Will not achieve goal
Capital Community College	3.7	3.9	(+) 5.4%	Continue goal attainment
Gateway Community College	3.2	4.1	(+) 28.1%	Continue goal attainment
Housatonic Community College	2.5	3.2	(+) 28.0%	Continue goal attainment
Manchester Community College	4.8	4.7	(-) 2.1%	Continue goal attainment
Middlesex Community College	3.7	0.5	(-) 86.5%	Will not achieve goal
Naugatuck Valley Community College	1.4	1.8	(+) 28.6%	Will achieve goal
Northwestern CT Community College	0.8	0.0	(-) 100.0%	Will not achieve goal
Norwalk Community College	4.0	3.6	(-) 10.0%	Will not achieve goal
Quinebaug Valley Community College	2.6	0.8	(-) 69.2%	Will not achieve goal
Three Rivers Community College	0.2	2.6	(+) 1200.0%	Will achieve goal
Tunxis Community College	1.3	3.0	(+) 130.8%	Will achieve goal
Charter Oak State College	2.7	1.9	(-) 29.6%	Will not achieve goal
Central Connecticut State University	2.7	3.0	(+) 5.3%	Continue goal attainment
Eastern Connecticut State University	2.4	1.2	(-) 50.0%	Will not achieve goal
Southern Connecticut State University	1.3	2.3	(+) 76.9%	Will achieve goal
Western Connecticut State University	2.3	4.5	(+) 95.7%	Will achieve goal
University of Connecticut	5.3	5.9	(+) 11.3%	Continue goal attainment
Institutional Strategic Plan's Goal Statement	Maintain/exceed current performance level which equals/exceeds representative level of graduation			
Color Codes:	Achieve the representative level of graduation by the end of the plan period			
	Close by 1/2 the existing gap between current performance level and representative level of graduation			
Color Codes for Year 1 Performance Level and Progress/Projection	Problematic for Goal Attainment		Satisfactorily toward Goal Attainment	
	Insignificant or No Change		Continuous Performance at or above Goal	

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area

Appendix Table B.4
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: Native American Students
 (performance levels by percentage of total)

INSTITUTION	STUDENT GRADUATION		Progress toward Goal Attainment	Projection to end of Plan period
	Baseline Fall 2002	Plan Year 1 of 5 Fall 2003		
Asnuntuck Community College	0.0	0.0		<p style="text-align: center;">Given this context wherein wide variations occur due to the presence or absence of small numbers, no "Progress toward Goal Attainment" and "Projection to end of Plan period" were developed. Instead, Plan Year 1 performance levels have been color coded in the same manner as the baseline performances.</p>
Capital Community College	0.0	0.0		
Gateway Community College	0.0	0.3		
Housatonic Community College	0.4	0.0		
Manchester Community College	0.5	0.4		
Middlesex Community College	0.5	0.0		
Naugatuck Valley Community College	0.2	0.2		
Northwestern CT Community College	0.0	0.0		
Norwalk Community College	0.0	0.0		
Quinebaug Valley Community College	0.0	0.0		
Three Rivers Community College	0.6	1.1		
Tunxis Community College	1.3	0.4		
Charter Oak State College	0.8	1.2		
Central Connecticut State University	0.3	0.4		
Eastern Connecticut State University	1.7	0.7		
Southern Connecticut State University	0.0	0.1		
Western Connecticut State University	0.3	0.5		
University of Connecticut	0.3	0.3		

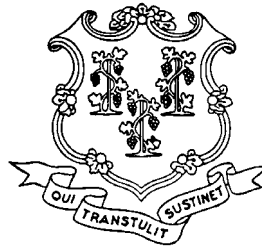
**Institutional
Strategic Plan's
Goal Statement
Color Codes:**

Maintain/exceed current performance level which equals/exceeds representative level of graduation

Achieve the representative level of graduation by the end of the plan period

Close by 1/2 the existing gap between current performance level and representative level of graduation

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service a



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