



March 2010

State of Connecticut
Department of Higher Education

Annual Report

Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education 2010

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2010 ANNUAL REPORT

STRATEGIC PLAN TO ENSURE RACIAL AND ETHNIC DIVERSITY IN CONNECTICUT PUBLIC HIGHER EDUCATION

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Executive Summary

Increasing the participation of minority groups at public colleges and universities is a longstanding 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 proportional presence 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 a small, symbolic 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 professional staff should reflect the diversity of the state's residents.

Since enactment of the *Strategic Plan*, students attending and graduating from Connecticut's public colleges and universities have become more racially and ethnically diverse and 2009 continues a historic trend of year-to-year incremental progress. The number of minority group members among both enrolled students and degree recipients at the undergraduate level reached record levels. There has also been a steady increase in the number of minority group members employed as professionals at public institutions.

The overall trends:

- In fall 2009, minorities numbered 28,483 or 26.8 percent of all undergraduate students enrolled in the state's public institutions of higher education, exceeding their proportional presence in the state's population for the twelfth consecutive year. According to the latest U. S. Census estimates, these groups comprise 24.2 percent of the state's population.
- During the 2008-09 academic year, minority students received 2,907 or 20.4 percent of all undergraduate degrees (associate and bachelor's degrees) conferred by the state's public colleges and universities.
- Among full-time professionals employed by the state's public institutions of higher education, 1,522 or 17.5 percent were minority group members at the end of 2009.

Despite aggregate growth over the course of the past 26 years, disproportional levels of achievement in minority enrollment, graduation and employment persist. Persistent areas of racial/ethnic disparity in Connecticut's public higher education include:

- 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 an undergraduate degree.

- Hispanic/Latino employment levels among the professional workforce at public colleges and universities are low, in an aggregated sense – less than one-half of their proportion in the state’s population.

This report summarizes the activities and progress achieved in 2009 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 and modified in 1996, the Board’s *Strategic Plan* requires each public college and university to develop and submit five-year plans known as the institution’s *Strategic Plan to Promote the College Access and Success of Underrepresented Minority Students* to the Department’s Office of Educational Opportunity. The state’s public institutions of higher education include 12 two-year colleges (collectively known as the Connecticut Community College system) and 6 four-year institutions (the University of Connecticut, the four campuses of the Connecticut State University system and Charter Oak State College). These plans present each institution’s approach to achieve and/or maintain student diversity per 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 constructing its plan, each public college and university is required to specify:

- **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.

The public colleges and universities are required to set and strive to achieve 12 prescribed student diversity goals at one of three measurable levels. The goal attainment levels are:

- (1) maintaining a representative level of goal attainment,
- (2) reaching its representative level of goal attainment, or

- (3) closing by one-half the existing gap between the representative level of goal attainment and the college's current level of goal attainment.

As specified by legislative statute, in each biennium, the state's governor and legislature set a line item budget - Minority Advancement Program (MAP) - within the total budget for the Department of Higher Education, to advance achievement of the *Strategic Plan's* goals. Portions of the 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's only performance-based grant program within budgeting for public higher education. Approximately two-thirds of MAP funds are utilized to fund the pre-college component of MAP known as the Connecticut Collegiate Awareness and Preparation (ConnCAP) Program. During the 2009-10 program year, ConnCAS programs are implementing Year 2 of their most recent five-year institutional strategic plans. The ConnCAP programs are in Year 4 of a five-year funding cycle.

Success in Achieving Student Diversity Goals

Data regarding student enrollment and graduation are forwarded annually by each public institution to the Department of Higher Education. This data demonstrates that Connecticut's public colleges and universities are becoming more diverse every year, and 2009 was a continuation of a long-standing trend. The numbers of students and graduates from minority groups are higher than ever.

In fall 2009, the state's public colleges and universities enrolled 106,302 undergraduate students of whom 28,483 or 26.8 percent were members of the four underrepresented minority groups. The change in minority enrollment is an increase of 1,321 or 4.9 percent over fall 2008. From fall 1999 through fall 2009, minority enrollment has grown by 68.4 percent – an average annual growth rate of nearly 5.5 percent. The fall 2009 data is disaggregated by minority group below in Table 1.

During the 2008-09 academic year, the state's public colleges and universities awarded 14,247 undergraduate degrees, of which 2,907 or 20.4 percent were conferred upon members of the four underrepresented minority groups. Undergraduate degrees include both associate and bachelor's degrees. The number of minority students receiving undergraduate degrees increased by 244 or 9.2 percent from the previous academic year. From 1998-99 through 2008-09, minority graduation has grown by 90.2 percent – an average annual growth rate of nearly 6.7 percent. The 2008-09 academic year data is disaggregated by minority group below in Table 2.

**Table 1: Undergraduate Student Enrollment
in Public Higher Education by Racial/Ethnic Group
Fall 2009**

(percentages are rounded to nearest tenth)

| Race/Ethnicity | Number | Percentage of all Students |
|------------------------------------|---------------|---------------------------------------|
| Hispanic/Latino | 12,016 | 11.3 |
| African American | 11,921 | 11.2 |
| Asian American | 4,235 | 3.9 |
| Native American | 311 | 0.3 |
| <i>Underrepresented Minorities</i> | 28,483 | 26.8 |
| All Students | 106,302 | 100.0 |

Source: Department of Higher Education – Fall 2009 Enrollment Report

**Table 2
Undergraduate Degree Recipients
in Public Higher Education by Racial/Ethnic Group
2008-09 Academic Year**

(percentages are rounded to nearest tenth)

| Race/Ethnicity | Number | Percentage of all Students |
|------------------------------------|---------------|---------------------------------------|
| Hispanic/Latino | 1,054 | 7.4 |
| African American | 1,186 | 8.3 |
| Asian American | 609 | 4.3 |
| Native American | 58 | 0.4 |
| <i>Underrepresented Minorities</i> | 2,907 | 20.4 |
| All Students | 14,247 | 100.0 |

Source: Department of Higher Education – 2008-09 Graduation Report

As illustrated in Table 3 below, Asian American and Native American students have achieved representative parity in both their enrollment and graduation levels in public higher education as a whole. Additionally, Native Americans have done so at each of the state's higher

education systems. Were it not for their overrepresentation at the University of Connecticut, Asian American students would more than likely achieve parity in their enrollment and graduation at each of the state's systems of public higher education as well. For the first time, they did achieve parity in their graduation at the Community College system.

As predicted in the previous annual report, for the first time, Hispanic/Latino joins the other minority groups with their enrollment level exceeding its population percentage for public higher education as a whole during this reporting period. Among all racial/ethnic groupings, Hispanic/Latino students have experienced the largest growth in both enrollment and graduation in Connecticut's public higher education over the course of the past ten years.

However, the low levels of enrollment and graduation at the state's public universities for both Hispanic/Latino and African American students remains of paramount concern to the Department of Higher Education. Hispanic/Latinos and African Americans are the state's largest minority groups, constituting 21 percent of the state's population and 85 percent of the state's minority population.

It is not surprising that Hispanic/Latino and African American students are overrepresented at the state's community college system given the unique mission of the community colleges and their open admission policies. In the fall of 2009, for the first time, the enrollment of both Hispanic/Latino and African American students at each of the community colleges equaled or exceeded their proportions in the general population of their respective service areas. It is also instructive to note that nearly two-thirds (62.6 percent in fall of 2009) of all Hispanic/Latino and African American students attending community college do so at four of the system's 12 institutions – Capital Community College, Gateway Community College, Housatonic Community College and Norwalk Community College – all situated within or near urban cities with large minority populations. These institutions also awarded more than two-thirds (71.9 percent) of the associate degrees conferred to Hispanic/Latino and African American students by the community colleges during the 2008-09 academic year.

What is troubling to the Department is the fact that insufficient numbers of Hispanic/Latino and African American students in the state of Connecticut are enrolling and graduating from its public universities at the baccalaureate level. The Department of Higher Education concludes that aspiration to obtain a college education is not a significant factor in the disparities among students attending and graduating from the state's public colleges and universities, based upon its collection and analysis of data. Surveys and other measures demonstrate that Hispanic/Latino and African American students aspire to higher education at levels comparable to those of white students. However, Hispanic/Latino and African American students are overrepresented among students enrolled at the state's public community colleges where they gain access through open admission policies. The relatively low levels of graduation at community colleges on the part of Hispanic/Latino and African American students and their failure to achieve admission at the selective, public universities point to a dominant reason for the racial and ethnic disparities among students enrolling and graduating from the state's public institutions of higher education.

**Table 3: Representative Parity -
Minority Undergraduate Enrollment and Degree Recipients
Connecticut Public Higher Education**

(percentages are rounded to nearest tenth)

| Race/Ethnicity | Population Percentage | Fall 2009 Enrollment Percentage | 2008-09 Academic Year Degree Percentage |
|-----------------------------------|------------------------------|--|--|
| Total Minority | 24.2 | 26.8 | 20.4 |
| By Minority Group | | | |
| Hispanic/Latino | 11.2 | 11.3 | 7.4 |
| African American | 9.5 | 11.2 | 8.3 |
| Asian American | 3.3 | 3.9 | 4.3 |
| Native American | 0.2 | 0.3 | 0.4 |
| By Public Higher Education System | | | |
| University of Connecticut | | | |
| All Minorities | 24.2 | 20.9 | 18.1 |
| Hispanic/Latino | 11.2 | 6.6 | 5.4 |
| African American | 9.5 | 6.0 | 4.7 |
| Asian American | 3.3 | 8.0 | 7.5 |
| Native American | 0.2 | 0.3 | 0.5 |
| Connecticut State University | | | |
| All Minorities | 24.2 | 18.7 | 16.6 |
| Hispanic/Latino | 11.2 | 6.6 | 6.4 |
| African American | 9.5 | 9.0 | 7.5 |
| Asian American | 3.3 | 2.7 | 2.4 |
| Native American | 0.2 | 0.4 | 0.4 |
| Connecticut Community Colleges | | | |
| All Minorities | 24.2 | 33.5 | 27.1 |
| Hispanic/Latino | 11.2 | 15.7 | 10.7 |
| African American | 9.5 | 14.4 | 12.8 |
| Asian American | 3.3 | 3.1 | 3.3 |
| Native American | 0.2 | 0.2 | 0.3 |

NOTE: highlighted data indicates representative parity has been achieved.

In Connecticut, the racial and ethnic disparities among students of institutions of higher education is a direct consequence of the academic achievement gaps between whites and the state's two large minority groups – Hispanic/Latino and African Americans. The term “achievement gap” is commonly utilized to describes a number of disparate levels of academic achievement between white students and Hispanic/Latino and African American students at the PK -12 level. It is an indisputable fact that Hispanic/Latino and African American students do not possess adequate levels of academic preparations for the rigor of college-level work to the same degree as white students. There are a number of measurements of academic achievement that attests to the existence and extent of these achievement gaps. In last year's report, we presented data of students' test performance on the Connecticut Mastery Test for 8th graders, the Connecticut Academic Performance Test for 10th graders and the SAT and ACT – college admission tests – by racial/ethnic groups as illustrations of the achievement gaps.

These and other databases have been disaggregated by the Center for Evaluation & Education Policy in its *Mind the (Other) Gap!* report which concludes that in Connecticut, the achievement gaps among high-achieving students is widening and is actually larger than the overall achievement gap. Moreover, it appears that the proportion of Hispanic/Latino and African American students who score at the highest levels of achievement actually declines during secondary years of schooling. These observations are quite significant in that high-achieving students are far more likely to enroll and graduate from college at the baccalaureate level than low-achieving students.

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 in the implementations of their respective *Strategic Plan to Promote the College Access and Success of Underrepresented Minority Students*. During the 2008-09 program year, the Department awarded more than \$780,000 in ConnCAS Grants to 17 public colleges and universities. The size of the institutional grants is based upon performance in the enrollment and graduation of underrepresented students. Seven of the grants were awarded to smaller institutions for general outreach and retention activities. The larger grants were awarded to ten institutions with large underrepresented minority populations for specialized transitional and retention activities for specific students.

Students enrolled in ConnCAS-supported programs marginally meet the institutions' admission criteria. Providing such students with a transitional summer program affords them opportunities to become integrated into the social and academic life of the institution. Students in such programs typically take at least one credit-bearing, introductory college-level course. Combined with supportive services, including tutoring and counseling during the regular school year, these activities greatly increase the students' retention and the likelihood that they will

graduate. These programs have proven to be very effective in retaining their students. For example, among the 415 students who participated in the Summer of 2007 ConnCAS bridge programs, 382 or 92.0 percent matriculated in the fall of 2007 and 256 or 61.7 percent were enrolled in the fall of 2009,

The second and largest state-funded component of MAP is the **Connecticut Collegiate Awareness and Preparation (ConnCAP) Program**. This program is designed to stimulate 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 2009-10 program year is Year 3 of a five-year funding cycle for ConnCAP programs. For Year 3, the Department awarded ConnCAP programs a total of more than \$1.6 million.

ConnCAP programs typically provide students with six weeks of summer 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 2009-10 program year, the ConnCAP programs serve nearly 900 students. Among the 200 ConnCAP students who entered the 2008-09 school year as high school seniors, 196 or 98.0 percent graduated from high school in June 2009. A total of 181 or 92.3 percent of this ConnCAP cohort declared their intention to enter college. See Table 4 on the following page. The individual programs and their service areas are listed thereafter:

Table 4: ConnCAP Student Outcomes
Connecticut Collegiate Awareness and Preparation Program
Graduating Class of 2009

| Program | Senior Students | Graduated High School | High School Graduation Rate | Accepted/Enrolled in College | College-Going Rate |
|---|------------------------|------------------------------|------------------------------------|-------------------------------------|---------------------------|
| Central Connecticut State University | 23 | 23 | 100.0% | 23 | 100.0% |
| Goodwin College | 1 | 1 | 100.0% | 1 | 100.0% |
| Naugatuck Valley Community College | 24 | 24 | 100.0% | 23 | 95.8% |
| Norwalk Community College | 27 | 27 | 100.0% | 22 | 81.5% |
| Southern Connecticut State University | 23 | 23 | 100.0% | 23 | 100.0% |
| University of Bridgeport | 15 | 15 | 100.0% | 13 | 86.7% |
| University of Connecticut | 12 | 12 | 100.0% | 12 | 100.0% |
| University of Connecticut Health Center | 23 | 23 | 100.0% | 18 | 78.3% |
| Wesleyan University | 38 | 36 | 94.7% | 35 | 97.2% |
| Western Connecticut State University | 14 | 12 | 85.7% | 11 | 91.7% |
| TOTAL | 200 | 196 | 98.0% | 181 | 92.3% |

**Connecticut Collegiate Awareness and Preparation Program
(ConnCAP)**

Program Service Areas and Population

| Organization | Service Area(s) |
|---|-------------------------------|
| Central Connecticut State University | New Britain |
| Goodwin College | Hartford |
| Naugatuck Valley Community College | Waterbury |
| Norwalk Community College | Norwalk |
| Southern Connecticut State University | New Haven |
| University of Bridgeport | Bridgeport |
| University of Connecticut | Hartford |
| University of Connecticut Health Center | Statewide |
| Wesleyan University | Middletown, Meriden, Portland |
| Western Connecticut State University | Danbury |

Connecticut Collegiate Awareness and Preparation Program (ConnCAP) Programs

**Type of Programming
July 1, 2008 – June 30, 2009**

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) Central Connecticut State University
- 2) Goodwin College
- 3) Naugatuck Valley Community College
- 4) Norwalk Community College

- 5) University of Connecticut
- 6) Wesleyan University
- 7) 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.

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, Math & Science

In August 2005, the Department of Higher Education received a six-year \$18 million from the U.S. Department of Education to continue implementation of its **Connecticut State GEAR UP Project**. Initially launched in September 1999, the GEAR UP Project is administered by the Department's Office of Educational Opportunity as the third component of the Minority Advancement Program.

GEAR UP is a federal discretionary grant program designed to increase the number of low-income students prepared to enter and succeed in postsecondary education. GEAR UP initiatives supplement school reform efforts, offer services that promote academic preparation and understanding of college costs, and provide professional development of teachers and administrators at high-poverty middle and high schools.

During its initial six-year funding cycle, from September 1999 to August 2005; the Connecticut State GEAR UP Project focused on mathematics, based on research showing that students who take upper level math courses in high school are better prepared and more likely to graduate from college. The Project's principle goal was to increase the number of 8th graders taking and successfully completing Algebra I, expecting that these students would subsequently take advanced math courses. Project outcomes included substantial curriculum change, including elimination of low-level math courses in both middle and high schools, and the establishment of new graduation requirements. During the second funding period – September 2005 to August 2011, the Project will continue to emphasize math but broader focus will be

placed on academic rigor to improve student achievement. Research has identified the rigor of high school curriculum as the strongest factor associated with students enrolling and graduating from college.

The Project's staff, in partnership with school district and school staff will implement an array of 30 student or parent activities and systemic change activities as elements the target schools' improvement plans. Increasing the number of students taking Advanced Placement, college courses for credit and other rigorous courses are among the Projects' objectives. It is expected that this partnership will further the development of a college-going culture at the target schools and have a positive, enduring influence upon students' academic performance and parental involvement.

Additionally, the Connecticut State GEAR UP Projects awards \$1 million annually in college scholarships to low-income students in the target areas. The scholarship 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. The Project's first cohort of students - who were 7th graders during the 1999-2000 school year - graduated in June 2005. A total of 241 members of the Project's Class of 2005 received four-year college scholarships. For the Project's Class of 2006, college scholarship funds were awarded to 63 participants. The recipients will share a pool of \$1M over a five-year period. Their scholarship awards are renewable for four academic years. Likewise, the Project awarded 100 college scholarships each to its high school graduating classes of 2007, 2008 and 2009.

. Through the fall of 2009, the Connecticut State GEAR UP Project has distributed nearly \$5.6M in college scholarships to the attending colleges of the five classes of GEAR UP graduates. Previously, from fall of 2000 through spring 2005, a total of 421 participants in ConnCAP, ConnCAS and other pre-college programs received \$4.3M in college scholarships from the Connecticut State GEAR UP Project.

Achieving Parity among Professional Workforce

In a manner similar to its student diversity goals, the Board of Governors' *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education* seeks to ensure that (1) officials/administrators, (2) faculty members, and (3) professional staff members employed by the state's public colleges and universities are representative of the racial and ethnic composition of the state's population as a whole. Individuals employed in those occupational categories are regarded as the institutions' professional workforce.

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 workforce in proportions reflective of each group's representation in the institution's availability pool. Since state statutes require each institution to develop annual affirmative action plan with similar objectives, those plans are accepted by the Board of Governors as meeting this requirement.

At the end of the year, each public college and university submits a **Staff Diversity in Full-Time Employment** form to the Department of Higher Education's Office of Educational Opportunity at the end of the calendar year. These forms are utilized to document the aggregated professional employment of minority group members in public higher education in the state. Among the 8,684 individuals employed by the public higher educational institutions in the three professional occupational categories at the end of 2009, 1,522 or 17.5 percent were members of the minority groups. This data for the year 2009 is reported on Table 5 comparing minority representation in the professional workforce with the minority proportions in the general population.

The data indicates that both Asian Americans and Native Americans are employed as faculty members at levels that exceed their population proportion at each of the three systems of public higher education and in public higher education as a whole. Asian Americans are also employed as members of the professional staff at such proportions at each of the three systems of public higher education and in public higher education as a whole. Native Americans are employed as members of the professional staff at such proportions at the University of Connecticut, the Connecticut Community College system and in public higher education as a whole. African Americans are employed as officials/administrators at levels that exceed their population proportion at the Connecticut State University system, the Connecticut Community College system and public higher education as a whole. African Americans are also employed as professional staff members at levels that exceed their population proportion at the Connecticut State University system, the Connecticut Community College system and public higher education as a whole.

Table 6A through Table 6D in the Appendix beginning on page 19 present the employment data disaggregated by minority group, by institutional systems and by individual institutions.

**Table 5: Representative Parity -
Minority Employment among Professional Staff
Connecticut Public Higher Education**

(percentages are rounded to nearest tenth)

| Public Higher Education System | Population Percentage | Professional Categories | | |
|---------------------------------------|-----------------------|------------------------------|--------------------|-----------------------|
| | | Administrators/ Officials | Faculty Members | Professional Staff |
| University of Connecticut | | | | |
| All Minorities | 24.2 | 10.2 | 21.3 | 14.6 |
| Hispanic/Latino | 11.2 | 0.8 | 4.0 | 3.4 |
| African American | 9.5 | 7.6 | 3.7 | 6.4 |
| Asian American | 3.3 | 1.9 | 13.3 | 4.6 |
| Native American | 0.2 | 0.0 | 0.3 | 0.2 |
| Connecticut State University | | | | |
| All Minorities | 24.2 | 20.6 | 18.3 | 19.6 |
| Hispanic/Latino | 11.2 | 7.4 | 4.2 | 6.3 |
| African American | 9.5 | 11.0 | 6.2 | 9.7 |
| Asian American | 3.3 | 2.2 | 7.5 | 3.6 |
| Native American | 0.2 | 0.0 | 0.3 | 0.0 |
| Connecticut Community Colleges | | | | |
| All Minorities | 24.2 | 25.0 | 13.8 | 24.3 |
| Hispanic/Latino | 11.2 | 5.5 | 2.6 | 6.4 |
| African American | 9.5 | 18.0 | 6.8 | 12.0 |
| Asian American | 3.3 | 1.6 | 3.5 | 5.4 |
| Native American | 0.2 | 0.0 | 0.8 | 0.5 |
| TOTAL | | | | |
| All Minorities | 24.2 | 16.5 | 18.8 | 16.7 |
| Hispanic/Latino | 11.2 | 3.6 | 3.8 | 4.2 |
| African American | 9.5 | 11.0 | 5.1 | 7.6 |
| Asian American | 3.3 | 1.9 | 9.4 | 4.5 |
| Native American | 0.2 | 0.0 | 0.4 | 0.2 |

NOTE: highlighted data indicates representative parity has been achieved

Table 6A
2009 Minority Employment
Connecticut Public Higher Education
Officials/Administrators

| INSTITUTION | Hispanic/ Latino | | African American | | Asian American | | Native American | | ALL MINORITIES | | GRAND TOTAL # |
|---------------------------------------|---------------------|-------------|---------------------|--------------|-------------------|-------------|--------------------|-------------|-------------------|--------------|---------------------|
| | # | % | # | % | # | % | # | % | # | % | |
| University of Connecticut | 2 | 0.8% | 20 | 7.6% | 5 | 1.9% | 0 | 0.0% | 27 | 10.2% | 264 |
| University of Connecticut | 1 | 1.1% | 10 | 11.5% | 4 | 4.6% | 0 | 0.0% | 15 | 17.2% | 87 |
| UConn Health Center | 1 | 0.6% | 10 | 5.6% | 1 | 0.6% | 0 | 0.0% | 12 | 6.8% | 177 |
| Connecticut State University | 10 | 7.4% | 15 | 11.0% | 3 | 2.2% | 0 | 0.0% | 28 | 20.6% | 136 |
| Central Connecticut State University | 2 | 5.9% | 3 | 8.8% | 0 | 0.0% | 0 | 0.0% | 5 | 14.7% | 34 |
| Eastern Connecticut State University | 6 | 17.6% | 2 | 5.9% | 1 | 2.9% | 0 | 0.0% | 9 | 26.5% | 34 |
| Southern Connecticut State University | 0 | 0.0% | 4 | 14.3% | 1 | 3.6% | 0 | 0.0% | 5 | 17.9% | 28 |
| Western Connecticut State University | 2 | 5.0% | 6 | 15.0% | 1 | 2.5% | 0 | 0.0% | 9 | 22.5% | 40 |
| Connecticut Community Colleges | 7 | 5.5% | 23 | 18.0% | 2 | 1.6% | 0 | 0.0% | 32 | 25.0% | 128 |
| Asnuntuck Community College | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 7 |
| Capital Community College | 0 | 0.0% | 4 | 40.0% | 0 | 0.0% | 0 | 0.0% | 4 | 40.0% | 10 |
| Gateway Community College | 1 | 7.1% | 3 | 21.4% | 0 | 0.0% | 0 | 0.0% | 4 | 28.6% | 14 |
| Housatonic Community College | 1 | 10.0% | 2 | 20.0% | 0 | 0.0% | 0 | 0.0% | 3 | 30.0% | 10 |
| Manchester Community College | 1 | 6.3% | 3 | 18.8% | 0 | 0.0% | 0 | 0.0% | 4 | 25.0% | 16 |
| Middlesex Community College | 1 | 12.5% | 2 | 25.0% | 1 | 12.5% | 0 | 0.0% | 4 | 50.0% | 8 |
| Naugatuck Valley Community College | 2 | 15.4% | 2 | 15.4% | 1 | 7.7% | 0 | 0.0% | 5 | 38.5% | 13 |
| Northwestern CT Community College | 0 | 0.0% | 1 | 16.7% | 0 | 0.0% | 0 | 0.0% | 1 | 16.7% | 6 |
| Norwalk Community College | 0 | 0.0% | 2 | 13.3% | 0 | 0.0% | 0 | 0.0% | 2 | 13.3% | 15 |
| Quinebaug Valley Community College | 1 | 10.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 10.0% | 10 |
| Three Rivers Community College | 0 | 0.0% | 3 | 27.3% | 0 | 0.0% | 0 | 0.0% | 3 | 27.3% | 11 |
| Tunxis Community College | 0 | 0.0% | 1 | 12.5% | 0 | 0.0% | 0 | 0.0% | 1 | 12.5% | 8 |
| TOTAL | 19 | 3.6% | 58 | 11.0% | 10 | 1.9% | 0 | 0.0% | 87 | 16.5% | 528 |

Table 6B
2009 Minority Employment
Connecticut Public Higher Education
Faculty Members

| INSTITUTION | Hispanic/ Latino | | African American | | Asian American | | Native American | | ALL MINORITIES | | GRAND TOTAL # |
|---------------------------------------|---------------------|-------------|---------------------|-------------|-------------------|--------------|--------------------|-------------|-------------------|--------------|---------------------|
| | # | % | # | % | # | % | # | % | # | % | |
| University of Connecticut | 69 | 4.0% | 63 | 3.7% | 228 | 13.3% | 5 | 0.3% | 365 | 21.3% | 1715 |
| University of Connecticut | 53 | 4.3% | 46 | 3.7% | 144 | 11.6% | 2 | 0.2% | 245 | 19.7% | 1245 |
| UConn Health Center | 16 | 3.4% | 17 | 3.6% | 84 | 17.9% | 3 | 0.6% | 120 | 25.5% | 470 |
| Connecticut State University | 50 | 4.2% | 73 | 6.2% | 89 | 7.5% | 4 | 0.3% | 216 | 18.3% | 1180 |
| Central Connecticut State University | 19 | 4.9% | 26 | 6.7% | 25 | 6.4% | 0 | 0.0% | 70 | 18.0% | 389 |
| Eastern Connecticut State University | 10 | 4.8% | 13 | 6.3% | 22 | 10.6% | 3 | 1.4% | 48 | 23.2% | 207 |
| Southern Connecticut State University | 12 | 3.1% | 26 | 6.8% | 29 | 7.6% | 1 | 0.3% | 68 | 17.8% | 383 |
| Western Connecticut State University | 9 | 4.5% | 8 | 4.0% | 13 | 6.5% | 0 | 0.0% | 30 | 14.9% | 201 |
| Connecticut Community Colleges | 20 | 2.6% | 52 | 6.8% | 27 | 3.5% | 6 | 0.8% | 105 | 13.8% | 763 |
| Asnuntuck Community College | 0 | 0.0% | 2 | 11.1% | 0 | 0.0% | 0 | 0.0% | 2 | 11.1% | 18 |
| Capital Community College | 6 | 11.8% | 5 | 9.8% | 1 | 2.0% | 0 | 0.0% | 12 | 23.5% | 51 |
| Gateway Community College | 3 | 3.1% | 9 | 9.2% | 7 | 7.1% | 1 | 1.0% | 20 | 20.4% | 98 |
| Housatonic Community College | 1 | 1.6% | 5 | 8.1% | 1 | 1.6% | 1 | 1.6% | 8 | 12.9% | 62 |
| Manchester Community College | 2 | 1.9% | 11 | 10.5% | 6 | 5.7% | 0 | 0.0% | 19 | 18.1% | 105 |
| Middlesex Community College | 1 | 2.6% | 3 | 7.7% | 5 | 12.8% | 0 | 0.0% | 9 | 23.1% | 39 |
| Naugatuck Valley Community College | 2 | 2.1% | 5 | 5.3% | 2 | 2.1% | 0 | 0.0% | 9 | 9.6% | 94 |
| Northwestern CT Community College | 0 | 0.0% | 1 | 4.2% | 0 | 0.0% | 0 | 0.0% | 1 | 4.2% | 24 |
| Norwalk Community College | 2 | 1.8% | 4 | 3.7% | 1 | 0.9% | 0 | 0.0% | 7 | 6.4% | 109 |
| Quinebaug Valley Community College | 1 | 3.4% | 1 | 3.4% | 1 | 3.4% | 1 | 3.4% | 4 | 13.8% | 29 |
| Three Rivers Community College | 1 | 1.3% | 5 | 6.4% | 1 | 1.3% | 3 | 3.8% | 10 | 12.8% | 78 |
| Tunxis Community College | 1 | 1.8% | 1 | 1.8% | 2 | 3.6% | 0 | 0.0% | 4 | 7.1% | 56 |
| TOTAL | 139 | 3.8% | 188 | 5.1% | 344 | 9.4% | 15 | 0.4% | 686 | 18.8% | 3658 |

Table 6C
2009 Minority Employment
Connecticut Public Higher Education
Professional Staff Members

| INSTITUTION | Hispanic/ Latino | | African American | | Asian American | | Native American | | ALL MINORITIES | | GRAND TOTAL # |
|---------------------------------------|---------------------|-------------|---------------------|--------------|-------------------|-------------|--------------------|-------------|-------------------|--------------|---------------------|
| | # | % | # | % | # | % | # | % | # | % | |
| University of Connecticut | 108 | 3.4% | 203 | 6.4% | 146 | 4.6% | 7 | 0.2% | 464 | 14.6% | 3187 |
| University of Connecticut | 58 | 3.3% | 87 | 5.0% | 66 | 3.8% | 7 | 0.4% | 218 | 12.6% | 1736 |
| UConn Health Center | 50 | 3.4% | 116 | 8.0% | 80 | 5.5% | 0 | 0.0% | 246 | 17.0% | 1451 |
| Connecticut State University | 45 | 6.3% | 70 | 9.7% | 26 | 3.6% | 0 | 0.0 | 141 | 19.6% | 718 |
| Central Connecticut State University | 17 | 7.6% | 26 | 11.6% | 8 | 3.6% | 0 | 0.0% | 51 | 22.8% | 224 |
| Eastern Connecticut State University | 10 | 5.8% | 17 | 9.8% | 5 | 2.9% | 0 | 0.0% | 32 | 18.5% | 173 |
| Southern Connecticut State University | 9 | 4.5% | 23 | 11.5% | 6 | 3.0% | 0 | 0.0% | 38 | 19.0% | 200 |
| Western Connecticut State University | 9 | 7.4% | 4 | 3.3% | 7 | 5.8% | 0 | 0.0% | 20 | 16.5% | 121 |
| Connecticut Community Colleges | 38 | 6.4% | 71 | 12.0% | 32 | 5.4% | 3 | 0.5% | 144 | 24.3% | 593 |
| Asnuntuck Community College | 1 | 3.7% | 3 | 11.1% | 0 | 0.0% | 0 | 0.0% | 4 | 14.8% | 27 |
| Capital Community College | 5 | 12.5% | 8 | 20.0% | 3 | 7.5% | 0 | 0.0% | 16 | 40.0% | 40 |
| Gateway Community College | 5 | 9.1% | 9 | 16.4% | 2 | 3.6% | 0 | 0.0% | 16 | 29.1% | 55 |
| Housatonic Community College | 4 | 6.6% | 12 | 19.7% | 3 | 4.9% | 1 | 1.6% | 20 | 32.8% | 61 |
| Manchester Community College | 7 | 10.1% | 11 | 15.9% | 3 | 4.3% | 0 | 0.0% | 21 | 30.4% | 69 |
| Middlesex Community College | 1 | 2.4% | 3 | 7.1% | 3 | 7.1% | 0 | 0.0% | 7 | 16.7% | 42 |
| Naugatuck Valley Community College | 1 | 2.3% | 1 | 2.3% | 1 | 2.3% | 0 | 0.0% | 3 | 6.8% | 44 |
| Northwestern CT Community College | 2 | 5.7% | 1 | 2.9% | 2 | 5.7% | 0 | 0.0% | 5 | 14.3% | 35 |
| Norwalk Community College | 6 | 7.2% | 15 | 18.1% | 3 | 3.6% | 0 | 0.0% | 24 | 28.9% | 83 |
| Quinebaug Valley Community College | 3 | 8.3% | 0 | 0.0% | 9 | 25.0% | 1 | 2.8% | 13 | 36.1% | 36 |
| Three Rivers Community College | 3 | 6.8% | 3 | 6.8% | 2 | 4.5% | 1 | 2.3% | 9 | 20.5% | 44 |
| Tunxis Community College | 0 | 0.0% | 5 | 8.8% | 1 | 1.8% | 0 | 0.0% | 6 | 10.5% | 57 |
| TOTAL | 191 | 4.2% | 344 | 7.6% | 204 | 4.5% | 10 | 0.2% | 749 | 16.7% | 4498 |

**Table 6D
2009 Minority Employment
Connecticut Public Higher Education
ALL PROFESSIONALS**

| INSTITUTION | Hispanic/ Latino | | African American | | Asian American | | Native American | | ALL MINORITIES | | GRAND TOTAL # |
|---------------------------------------|---------------------|-------------|---------------------|-------------|-------------------|-------------|--------------------|-------------|-------------------|--------------|---------------------|
| | # | % | # | % | # | % | # | % | # | % | |
| University of Connecticut | 179 | 3.5% | 286 | 5.5% | 379 | 7.3% | 12 | 0.2% | 856 | 16.6% | 5166 |
| University of Connecticut | 112 | 3.7% | 143 | 4.7% | 214 | 7.0% | 9 | 0.3% | 478 | 15.6% | 3068 |
| UConn Health Center | 67 | 3.2% | 143 | 6.8% | 165 | 7.9% | 3 | 0.1% | 378 | 18.0% | 2098 |
| Connecticut State University | 105 | 5.2% | 158 | 7.8% | 118 | 5.8% | 4 | 0.0 | 385 | 18.9% | 2034 |
| Central Connecticut State University | 38 | 5.9% | 55 | 8.5% | 33 | 5.1% | 0 | 0.0% | 126 | 19.5% | 647 |
| Eastern Connecticut State University | 26 | 6.3% | 32 | 7.7% | 28 | 6.8% | 3 | 0.7% | 89 | 21.5% | 414 |
| Southern Connecticut State University | 21 | 3.4% | 53 | 8.7% | 36 | 5.9% | 1 | 0.2% | 111 | 18.2% | 611 |
| Western Connecticut State University | 20 | 5.5% | 18 | 5.0% | 21 | 5.8% | 0 | 0.0% | 59 | 16.3% | 362 |
| Connecticut Community Colleges | 65 | 4.4% | 146 | 9.8% | 61 | 4.1% | 9 | 0.6% | 281 | 18.9% | 1484 |
| Asnuntuck Community College | 1 | 1.9% | 5 | 9.6% | 0 | 0.0% | 0 | 0.0% | 6 | 11.5% | 52 |
| Capital Community College | 11 | 10.9% | 17 | 16.8% | 4 | 4.0% | 0 | 0.0% | 32 | 31.7% | 101 |
| Gateway Community College | 9 | 5.4% | 21 | 12.6% | 9 | 5.4% | 1 | 0.6% | 40 | 24.0% | 167 |
| Housatonic Community College | 6 | 4.5% | 19 | 14.3% | 4 | 3.0% | 2 | 1.5% | 31 | 23.3% | 133 |
| Manchester Community College | 10 | 5.3% | 25 | 13.2% | 9 | 4.7% | 0 | 0.0% | 44 | 23.2% | 190 |
| Middlesex Community College | 3 | 3.4% | 8 | 9.0% | 9 | 10.1% | 0 | 0.0% | 20 | 22.5% | 89 |
| Naugatuck Valley Community College | 5 | 3.3% | 8 | 5.3% | 4 | 2.6% | 0 | 0.0% | 17 | 11.3% | 151 |
| Northwestern CT Community College | 2 | 3.1% | 3 | 4.6% | 2 | 3.1% | 0 | 0.0% | 7 | 10.8% | 65 |
| Norwalk Community College | 8 | 3.9% | 21 | 10.1% | 4 | 1.9% | 0 | 0.0% | 33 | 15.9% | 207 |
| Quinebaug Valley Community College | 5 | 6.7% | 1 | 1.3% | 10 | 13.3% | 2 | 2.7% | 18 | 24.0% | 75 |
| Three Rivers Community College | 4 | 3.0% | 11 | 8.3% | 3 | 2.3% | 4 | 3.0% | 22 | 16.5% | 133 |
| Tunxis Community College | 1 | 0.8% | 7 | 5.8% | 3 | 2.5% | 0 | 0.0% | 11 | 9.1% | 121 |
| TOTAL | 349 | 4.0% | 590 | 6.8% | 558 | 6.4% | 25 | 0.3% | 1522 | 17.5% | 8684 |