



State of Connecticut  
Department of Higher Education

# *Annual Report*

## Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education 2009

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## **2009 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 2008 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 2008, minorities numbered 27,162 or 26.7 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 eleventh consecutive year. According to the latest U. S. Census estimates, these groups comprise 24.2 percent of the state's population.
- During the 2007-08 academic year, minority students received 2,663 or 19.2 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, 1,505 or 16.7 percent were minority group members at the end of 2008.

Despite aggregate growth over the course of the past 25 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/Latinos are the only minority group whose overall undergraduate 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 an undergraduate degree.
- Hispanic/Latino employment levels among the professional workforce at public colleges and universities are low – far less than their proportion in the state’s population.

This report summarizes the activities and progress achieved in 2008 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 2008-09 program year, ConnCAS programs are implementing Year 1 of their most recent five-year institutional strategic plans. The ConnCAP programs are in Year 2 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 2008 was a continuation of a long-standing trend. The numbers of students and graduates from minority groups are higher than ever.

In fall 2008, the state's public colleges and universities enrolled 101,740 undergraduate students of whom 27,162 or 26.7 percent were members of the four underrepresented minority groups. The change in minority enrollment is an increase of 1,911 or 7.6 percent over fall 2007. From fall 1998 through fall 2008, minority enrollment has grown by 70.7 percent – an average annual growth rate of slightly more than 5.5 percent. The fall 2008 data is disaggregated by minority group below in Table 1.

During the 2007-08 academic year, the state's public colleges and universities awarded 13,866 undergraduate degrees, of which 2,663 or 19.2 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 96 or 3.7 percent from the previous academic year. From 1997-98 through 2007-08, minority graduation has grown by 89.4 percent – an average annual growth rate of nearly 6.6 percent. The 2007-08 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 2008**

(percentages are rounded to nearest tenth)

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percentage of all Students</b>
Hispanic/Latino	10,768	10.7
African American	11,952	11.7
Asian American	4,083	4.0
Native American	286	0.3
<i>Underrepresented Minorities</i>	<i>27,162</i>	<i>26.7</i>
All Students	101,740	100.0

Source: Department of Higher Education – Fall 2008 Enrollment Report

**Table 2  
Undergraduate Degree Recipients  
in Public Higher Education by Racial/Ethnic Group  
2007-08 Academic Year**

(percentages are rounded to nearest tenth)

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percentage of all Students</b>
Hispanic/Latino	955	6.9
African American	1,103	8.0
Asian American	531	3.8
Native American	74	0.5
<i>Underrepresented Minorities</i>	<i>2,663</i>	<i>19.2</i>
All Students	13,866	100.0

Source: Department of Higher Education – 2007-08 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.

Hispanic/Latino is the only minority group whose enrollment level does not exceed its population percentage for public higher education as a whole. However, given the pace at which their overall enrollment has increased in recent years, this discrepancy could soon be rectified – perhaps as early as fall 2009.

In any event, of paramount concern to the Department of Higher Education are the low levels of enrollment and graduation at the state's public universities for both Hispanic/Latino and African American students. 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. While there has been significant growth in the enrollment and graduation of Hispanic/Latino students at the baccalaureate level, this growth has been surpassed by their growth in the state's population. For African American students, their graduation numbers and percentages at public universities actually declined during the 2007-08 academic year.

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. It is also instructive to note that nearly two-thirds (64.0 percent in fall of 2008) 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 (68.1 percent) of the associate degrees conferred to Hispanic/Latino and African American students by the community colleges during the 2007-08 academic year.

What is disturbing 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. Its data collection and analysis of this matter has led the Department of Higher Education to conclude that aspirations 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. We know 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)

<b>Race/Ethnicity</b>	<b>Population Percentage</b>	<b>Fall 2008 Enrollment Percentage</b>	<b>2007-08 Academic Year Degree Percentage</b>
Total Minority	24.2	26.7	19.2
By Minority Group			
Hispanic/Latino	11.2	10.7	6.3
African American	9.5	11.7	8.0
Asian American	3.3	4.0	3.8
Native American	0.2	0.3	0.5
By Public Higher Education System			
University of Connecticut			
All Minorities	24.2	20.3	16.3
Hispanic/Latino	11.2	6.3	5.0
African American	9.5	5.9	4.6
Asian American	3.3	7.8	6.2
Native American	0.2	0.3	0.6
Connecticut State University			
All Minorities	24.2	18.7	15.6
Hispanic/Latino	11.2	6.6	5.8
African American	9.5	9.1	7.1
Asian American	3.3	2.7	2.4
Native American	0.2	0.3	0.4
Connecticut Community Colleges			
All Minorities	24.2	34.0	26.9
Hispanic/Latino	11.2	14.8	10.8
African American	9.5	15.7	12.6
Asian American	3.3	3.2	3.0
Native American	0.2	0.2	0.5

**NOTE:** **HD** 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. A small number of instructive illustrations are presented below:

### High School Achievement Assessments

The Connecticut Academic Performance Test (CAPT) is conducted by the State Department of Education to measure the achievement levels of grade 10 students throughout the state. The CAPT assess critical knowledge and skills needed for success in advanced studies and the workplace. According to the State Department of Education, CAPT results are reported on high school transcripts so that prospective colleges and employers can review them. A comparison of CAPT scores from the 2007-08 school year is presented below:

<b>Table 4: 2008 Connecticut Academic Performance Test – Grade 10</b>			
<b>State of Connecticut</b>			
<b>(percent of students meeting the state's scoring goal)</b>			
	<b>RACIAL/ETHNIC GROUP</b>		
<b>SUBJECT AREA</b>	<b>White</b>	<b>Hispanic/Latino</b>	<b>African American</b>
Mathematics	63.1	18.2	14.6
Science	58.9	15.9	13.0
Reading across Disciplines	56.7	18.0	15.1
Writing across Disciplines	69.2	28.3	28.9
<b>SOURCE:</b> State Department of Education Web Site: <i>Data Interaction for Connecticut Academic Performance Test</i>			

Moreover, there is a growing body of research pointing to the importance of academic achievement that students attain by eighth grade. Eighth grade academic attainment is deemed to have a bigger impact on whether or not students are ready for college and career by the time they graduate from high school than any other single factor examined, including courses taken and grades earned in high school and demographic characteristics such as gender, race and household income. According to Cynthia B. Schmeiser, president and chief operating officer of ACT's Education Division; “Eighth grade is a critical defining point for students in the college and career planning process. If students are not on target for colleges and career readiness by the time they reach this point, the impact may be nearly irreversible.”

The Connecticut Mastery Test (CMT) was developed by the State Department of Education to provide an accurate assessment of how well students statewide are meeting the

standards of achievement that have been established by the State Board of Education, in mathematics, reading and writing. Science was added to this assessment in 2008. Presently, students are tested at the 3<sup>rd</sup> through 8<sup>th</sup> grade levels. A comparison of 8<sup>th</sup> grade CMT scores from the 2007-08 school year is presented below:

<b>Table 5: 2008 Connecticut Mastery Test – Grade 8</b>			
<b>State of Connecticut</b>			
<b>(percent of student meeting the state’s scoring goal)</b>			
<b>RACIAL/ETHNIC GROUP</b>			
<b>SUBJECT AREA</b>	<b>White</b>	<b>Hispanic/Latino</b>	<b>African American</b>
Mathematics	73.8	30.5	28.3
Reading	77.0	34.4	36.1
Writing	74.6	35.4	35.3
Science	72.8	25.9	24.8

**SOURCE:** State Department of Education Web Site: *Data Interaction for Connecticut Mastery Test*

### College Admission Tests

The nation’s college admission testing services provide institutions that are selective in their admission decisions with tests scores that indicate the extent to which students are prepared for college work. Only the ACT reports benchmark scores that are indicative of a student’s readiness for college work. A comparison of ACT scores for the high school graduation class of 2008 is presented below:

<b>Table 6: ACT High School Profile - Graduating Class of 2008</b>			
<b>State of Connecticut</b>			
<b>(percent of students ready for college-level academic work)</b>			
<b>RACIAL/ETHNIC GROUP</b>			
<b>TEST</b>	<b>White</b>	<b>Hispanic/Latino</b>	<b>African American</b>
English	87	68	49
Mathematics	63	41	26
Reading	70	55	35
Science	41	23	11
<b>ALL FOUR</b>	35	18	9

**SOURCE:** *ACT High School Profile Report – The Graduating Class of 2008: Connecticut*

Although the SAT does not equate its scores with readiness for college academics, it is the college admission test taken by most of Connecticut’s students. Thus, a comparison of recent SAT scores by racial and ethnic groups presented below is instructive for this discussion.

<b>Table 7: Mean SAT Scores of College Bound Seniors by Race/Ethnicity</b>			
<b>State of Connecticut – Class of 2008</b>			
	<b>RACIAL/ETHNIC GROUP</b>		
<b>TEST</b>	<b>White</b>	<b>Hispanic/Latino</b>	<b>African American</b>
Critical Reading	528	449	430
Mathematics	537	442	426
Writing	518	449	424
<b>SOURCE: <i>Profile of SAT Takers in the Class of 2008, (The College Board)</i></b>			

## 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, as presented in Table 8 below: among the 512 student who participated in ConnCAS-supported summer 2006 transitional programming, 428 or 83.6 percent continued their enrollment during the fall semester of 2007. It is instructive to note that the first year of college enrollment is the most critical, especially for students admitted to college with marginal levels of academic preparation. Among the 2006 cohort of ConnCAS students, 323 or 63.1 percent continued their enrollment in the fall of 2008 at the sponsoring institutions.

ConnCAS and related programs have also proven to be very effective in graduating their students. For example, at the University of Connecticut the most recent graduating class – the Class of 2008 – experienced a four-year graduation rate of 56 percent. At the same time, the ConnCAS Program at UConn achieved a graduation rate of 66 percent. It should be noted that the ConnCAS Program at UConn is operated in conjunction with the federally-supported Student Support Services Project – the model for the design of ConnCAS. Institutional funds are also utilized to administer this initiative.

**Table 8: Participation and Matriculation of Summer Program Cohort  
Connecticut College Access and Success (ConnCAS) Program**

<b>INSTITUTION</b>	<b>Summer Program 2006 Number</b>	<b>Matriculation Fall 2006</b>		<b>Matriculation Fall 2007</b>		<b>Matriculation Fall 2008</b>	
		<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Capital Community College	38	24	63.2%	23	60.5%	16	42.1%
Central Ct. State University	54	52	96.3%	49	90.7%	16	29.6%
Eastern Ct. State University	82	77	93.9%	68	82.9%	59	72.0%
Gateway Community College	22	20	90.9%	14	63.6%	8	36.4%
Manchester Community College	27	22	81.5%	21	77.8%	18	66.7%
Middlesex Community College	17	16	94.1%	10	58.8%	5	29.4%
Norwalk Community College	26	10	38.5%	10	38.5%	12	46.2%
Southern Ct. State University	71	65	91.5%	60	84.5%	41	57.7%
University of Connecticut	160	159	99.4%	158	98.8%	135	84.4%
Western Ct. State University	15	15	100.0%	15	100.0%	13	86.7%
<b>TOTAL</b>	<b>512</b>	<b>460</b>	<b>89.8%</b>	<b>428</b>	<b>83.6%</b>	<b>323</b>	<b>63.1%</b>

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 2008-09 program year is Year 2 of a five-year funding cycle for ConnCAP programs. For Year 2, 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 2008-09 program year, the ConnCAP programs serve nearly 900 students. Among the 159 ConnCAP students who entered the 2007-08 school year as high school seniors, 154 or 96.9 percent graduated from high school in June 2008. A total of 145 or 94.2 percent of this ConnCAP cohort entered college in the fall of 2008.

The individual programs and their service areas are listed below:

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

***Program Service Areas and Population***

<b>Organization</b>	<b>Service Area(s)</b>
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, 2007 – June 30, 2008**

***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 8<sup>th</sup> 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 7<sup>th</sup> 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's Class of 2007 and the Class of 2008 were awarded 100 college scholarships each. Through the fall of 2008, the Connecticut State GEAR UP Project has distributed nearly \$4M in college scholarships to the attending colleges of the four 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 \$4,312,413 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. This data for the year 2008 is reported in the following table comparing minority representation in the professional workforce categories 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 proportion at each of the three systems of public higher education and in public higher education as a whole at levels exceeding their population proportion. African Americans are employed as officials/administrators at levels that exceed their population proportion at the Connecticut State University system, the Connecticut Community Colleges system and public higher education as a whole.

**Table 9: 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
<b>University of Connecticut</b>				
All Minorities	24.2	10.5	20.6	13.8
Hispanic/Latino	11.2	1.4	4.0	3.0
African American	9.5	6.4	3.3	6.1
Asian American	3.3	2.7	13.1	4.6
Native American	0.2	0.0	0.2	0.0
<b>Connecticut State University</b>				
All Minorities	24.2	21.9	17.5	18.5
Hispanic/Latino	11.2	5.7	4.0	5.7
African American	9.5	14.3	5.8	9.8
Asian American	3.3	1.9	7.1	2.9
Native American	0.2	0.0	0.6	0.0
<b>Connecticut Community Colleges</b>				
All Minorities	24.2	22.4	13.8	21.8
Hispanic/Latino	11.2	4.8	2.7	5.9
African American	9.5	16.3	6.8	11.1
Asian American	3.3	1.4	3.6	4.7
Native American	0.2	0.0	0.7	0.2
<b>TOTAL</b>				
All Minorities	<b>24.2</b>	<b>15.9</b>	<b>18.1</b>	<b>15.6</b>
Hispanic/Latino	11.2	3.1	3.7	3.8
African American	9.5	10.6	4.9	7.3
Asian American	3.3	2.2	9.0	4.4
Native American	0.2	0.0	0.4	0.0

**NOTE:** highlighted data indicates representative parity has been achieved

## Success in Achieving Staff Diversity Goals

However, a more appropriate gauge for the employment of minority group members by the public institutions is a comparison of their availability for employment opportunities and their actual employment levels. When constructing their annual affirmative action plans, the institutions conduct analyses to determine whether or not racial/ethnic-gender groupings are “fully and fairly” represented in their workforce. Each institution computes the availability of eight racial/ethnic-gender groupings employing a number of informational and data sources. These availability figures are then compared to actual employment (utilization) of the racial/ethnic-gender groups.

Although they are not perfect, the comparisons discussed below are more practical indicators of the degree to which minority group members are “fully and fairly” represented in the institution’s professional workforce.

In an aggregated sense, the minority groups are:

- overrepresented among administrators/ officials,
- underrepresented among faculty members and
- underrepresented as professional staff members.

When the data is disaggregated by minority group:

Hispanic/Latinos are:

- at parity in their employment among administrators/officials,
- underrepresented among faculty members and
- underrepresented as professional staff members.

African Americans are:

- overrepresented among administrators/officials,
- underrepresented among faculty members and
- overrepresented as professional staff members.

Others (a term utilized in the state’s affirmative action plans for the combination of Asian and Native Americans) are:

- underrepresented among administrators/officials,
- overrepresented among faculty members and
- underrepresented as professional staff members.

When the comparative data is disaggregated by institutional system:

At the University of Connecticut system, minority group members are:

- underrepresented among administrators/officials,
- underrepresented among faculty members and
- underrepresented as professional staff members

At the Connecticut State University system, minority group members are

- overrepresented among administrators/officials,
- underrepresented among faculty members and
- overrepresented as professional staff members.

At the Connecticut Community College system, minority group members are

- overrepresented among administrators/officials,
- underrepresented among faculty members and
- overrepresented as professional staff members.

Tables 10A through 108D on the following pages present the employment data disaggregated by minority group and by institutional systems and individual institutions.

**Table 10A  
2008 Minority Employment  
Connecticut Public Higher Education  
Officials/Administrators**

INSTITUTION	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES		TOTAL Number
	#	%	#	%	#	%	#	%	#	%	
<b>University of Connecticut</b>	<b>4</b>	<b>1.4%</b>	<b>19</b>	<b>6.4%</b>	<b>8</b>	<b>2.7%</b>	<b>0</b>	<b>0.0%</b>	<b>31</b>	<b>10.5%</b>	<b>295</b>
University of Connecticut	3	3.0%	11	10.9%	5	5.0%	0	0.0%	19	18.8%	101
UConn Health Center	1	0.5%	8	4.1%	3	1.5%	0	0.0%	12	6.2%	194
<b>Connecticut State University</b>	<b>6</b>	<b>5.7%</b>	<b>15</b>	<b>14.3%</b>	<b>2</b>	<b>1.9%</b>	<b>0</b>	<b>0.0</b>	<b>23</b>	<b>21.9%</b>	<b>105</b>
Central Connecticut State University	1	5.9%	2	11.8%	0	0.0%	0	0.0%	3	17.6%	17
Eastern Connecticut State University	5	13.9%	2	5.6%	1	2.8%	0	0.0%	8	22.2%	36
Southern Connecticut State University	0	0.0%	6	18.2%	1	3.0%	0	0.0%	7	21.2%	33
Western Connecticut State University	0	0.0%	5	26.3%	0	0.0%	0	0.0%	5	26.3%	19
<b>Connecticut Community Colleges</b>	<b>7</b>	<b>4.8%</b>	<b>24</b>	<b>16.3%</b>	<b>2</b>	<b>1.4%</b>	<b>0</b>	<b>0.0%</b>	<b>33</b>	<b>22.4%</b>	<b>147</b>
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	5.9%	4	23.5%	0	0.0%	0	0.0%	5	29.4%	17
Housatonic Community College	1	9.1%	2	18.2%	0	0.0%	0	0.0%	3	27.3%	11
Manchester Community College	1	5.3%	3	15.8%	0	0.0%	0	0.0%	4	21.1%	19
Middlesex Community College	1	11.1%	2	22.2%	1	11.1%	0	0.0%	4	44.4%	9
Naugatuck Valley Community College	2	11.1%	2	11.1%	1	5.6%	0	0.0%	5	27.8%	18
Northwestern CT Community College	0	0.0%	1	8.3%	0	0.0%	0	0.0%	1	8.3%	12
Norwalk Community College	0	0.0%	2	13.3%	0	0.0%	0	0.0%	2	13.3%	15
Quinebaug Valley Community College	1	9.1%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	11
Three Rivers Community College	0	0.0%	3	50.0%	0	0.0%	0	0.0%	3	50.0%	6
Tunxis Community College	0	0.0%	1	8.3%	0	0.0%	0	0.0%	1	8.3%	12
<b>TOTAL</b>	<b>17</b>	<b>3.1%</b>	<b>58</b>	<b>10.6%</b>	<b>12</b>	<b>2.2%</b>	<b>0</b>	<b>0.0%</b>	<b>87</b>	<b>15.9%</b>	<b>547</b>

**Table 10B  
2008 Minority Employment  
Connecticut Public Higher Education  
Faculty Members**

INSTITUTION	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES		TOTAL Number
	#	%	#	%	#	%	#	%	#	%	
<b>University of Connecticut</b>	<b>68</b>	<b>4.0%</b>	<b>57</b>	<b>3.3%</b>	<b>223</b>	<b>13.1%</b>	<b>3</b>	<b>0.2%</b>	<b>351</b>	<b>20.6%</b>	<b>1,704</b>
University of Connecticut	52	4.3%	41	3.4%	137	11.3%	0	0.0%	230	18.9%	1,214
UConn Health Center	16	3.3%	16	3.3%	86	17.6%	3	0.6%	121	24.7%	490
<b>Connecticut State University</b>	<b>53</b>	<b>4.0%</b>	<b>77</b>	<b>5.8%</b>	<b>95</b>	<b>7.1%</b>	<b>8</b>	<b>0.6%</b>	<b>233</b>	<b>17.5%</b>	<b>1,331</b>
Central Connecticut State University	20	4.7%	26	6.1%	25	5.8%	4	0.9%	75	17.5%	428
Eastern Connecticut State University	13	6.1%	14	6.6%	22	10.4%	3	1.4%	52	24.5%	212
Southern Connecticut State University	11	2.5%	28	6.3%	30	6.7%	1	0.2%	70	15.7%	445
Western Connecticut State University	9	3.7%	9	3.7%	18	7.3%	0	0.0%	36	14.6%	246
<b>Connecticut Community Colleges</b>	<b>22</b>	<b>2.7%</b>	<b>55</b>	<b>6.8%</b>	<b>29</b>	<b>3.6%</b>	<b>6</b>	<b>0.7%</b>	<b>112</b>	<b>13.8%</b>	<b>809</b>
Asnuntuck Community College	0	0.0%	2	8.3%	0	0.0%	0	0.0%	2	8.3%	24
Capital Community College	6	10.2%	7	11.9%	2	3.4%	0	0.0%	15	25.4%	59
Gateway Community College	3	2.9%	8	7.8%	7	6.8%	1	1.0%	19	18.4%	103
Housatonic Community College	2	2.7%	5	6.8%	1	1.4%	2	2.7%	10	13.7%	73
Manchester Community College	2	1.9%	11	10.5%	6	5.7%	0	0.0%	19	18.1%	105
Middlesex Community College	1	2.3%	3	7.0%	6	14.0%	0	0.0%	10	23.3%	43
Naugatuck Valley Community College	3	2.9%	7	6.8%	1	1.0%	0	0.0%	11	10.7%	103
Northwestern CT Community College	0	0.0%	2	6.9%	0	0.0%	0	0.0%	2	6.9%	29
Norwalk Community College	2	2.0%	5	5.0%	1	1.0%	0	0.0%	8	8.0%	100
Quinebaug Valley Community College	1	3.2%	1	3.2%	1	3.2%	1	3.2%	4	12.9%	31
Three Rivers Community College	1	1.3%	3	4.0%	2	2.7%	2	2.7%	8	10.7%	75
Tunxis Community College	1	1.6%	1	1.6%	2	3.1%	0	0.0%	4	6.3%	64
<b>TOTAL</b>	<b>143</b>	<b>3.7%</b>	<b>189</b>	<b>4.9%</b>	<b>347</b>	<b>9.0%</b>	<b>17</b>	<b>0.4%</b>	<b>696</b>	<b>18.1%</b>	<b>3,844</b>

**Table 10C  
2008 Minority Employment  
Connecticut Public Higher Education  
Professional Staff Members**

INSTITUTION	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES		TOTAL Number
	#	%	#	%	#	%	#	%	#	%	
<b>University of Connecticut</b>	<b>99</b>	<b>3.0%</b>	<b>201</b>	<b>6.1%</b>	<b>153</b>	<b>4.6%</b>	<b>0</b>	<b>0.0%</b>	<b>453</b>	<b>13.8%</b>	<b>3,294</b>
University of Connecticut	47	2.6%	95	5.2%	75	4.1%	0	0.0%	217	12.0%	1,815
UConn Health Center	52	3.5%	106	7.2%	78	5.3%	0	0.0%	236	16.0%	1,479
<b>Connecticut State University</b>	<b>43</b>	<b>5.7%</b>	<b>74</b>	<b>9.8%</b>	<b>22</b>	<b>2.9%</b>	<b>0</b>	<b>0.0%</b>	<b>139</b>	<b>18.5%</b>	<b>753</b>
Central Connecticut State University	16	6.5%	24	9.7%	7	2.8%	0	0.0%	47	19.0%	247
Eastern Connecticut State University	9	5.5%	16	9.8%	4	2.5%	0	0.0%	29	17.8%	163
Southern Connecticut State University	9	3.9%	28	12.3%	7	3.1%	0	0.0%	44	19.3%	228
Western Connecticut State University	9	7.8%	6	5.2%	4	3.5%	0	0.0%	19	16.5%	115
<b>Connecticut Community Colleges</b>	<b>35</b>	<b>5.9%</b>	<b>66</b>	<b>11.1%</b>	<b>28</b>	<b>4.7%</b>	<b>1</b>	<b>0.2%</b>	<b>130</b>	<b>21.8%</b>	<b>595</b>
Asnuntuck Community College	0	0.0%	3	10.0%	3	10.0%	0	0.0%	6	20.0%	30
Capital Community College	7	15.2%	10	21.7%	3	6.5%	0	0.0%	20	43.5%	46
Gateway Community College	5	9.4%	6	11.3%	2	3.8%	0	0.0%	13	24.5%	53
Housatonic Community College	1	1.9%	9	16.7%	3	5.6%	1	1.9%	14	25.9%	54
Manchester Community College	9	12.7%	12	16.9%	3	4.2%	0	0.0%	24	33.8%	71
Middlesex Community College	1	2.2%	3	6.5%	3	6.5%	0	0.0%	7	15.2%	46
Naugatuck Valley Community College	1	2.0%	1	2.0%	1	2.0%	0	0.0%	3	6.1%	49
Northwestern CT Community College	1	2.9%	1	2.9%	1	2.9%	0	0.0%	3	8.6%	35
Norwalk Community College	6	7.4%	12	14.8%	5	6.2%	0	0.0%	23	28.4%	81
Quinebaug Valley Community College	3	12.0%	0	0.0%	1	4.0%	0	0.0%	4	16.0%	25
Three Rivers Community College	1	2.2%	4	8.9%	2	4.4%	0	0.0%	7	15.6%	45
Tunxis Community College	0	0.0%	5	8.3%	1	1.7%	0	0.0%	6	10.0%	60
<b>TOTAL</b>	<b>177</b>	<b>3.8%</b>	<b>341</b>	<b>7.3%</b>	<b>203</b>	<b>4.4%</b>	<b>1</b>	<b>0.0%</b>	<b>722</b>	<b>15.6%</b>	<b>4,642</b>

**Table 10D  
2008 Minority Employment  
Connecticut Public Higher Education  
ALL PROFESSIONALS**

INSTITUTION	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES		TOTAL Number
	#	%	#	%	#	%	#	%	#	%	
<b>University of Connecticut</b>	<b>171</b>	<b>3.2%</b>	<b>277</b>	<b>5.2%</b>	<b>384</b>	<b>7.3%</b>	<b>3</b>	<b>0.1%</b>	<b>835</b>	<b>15.8%</b>	<b>5,293</b>
University of Connecticut	102	3.3%	147	4.7%	217	6.9%	0	0.0%	466	14.9%	3,130
UConn Health Center	69	3.2%	130	6.0%	167	7.7%	3	0.1%	369	17.1%	2,163
<b>Connecticut State University</b>	<b>102</b>	<b>4.7%</b>	<b>166</b>	<b>7.6%</b>	<b>119</b>	<b>5.4%</b>	<b>8</b>	<b>0.4%</b>	<b>395</b>	<b>18.0%</b>	<b>2,189</b>
Central Connecticut State University	37	5.3%	52	7.5%	32	4.6%	4	0.6%	125	18.1%	692
Eastern Connecticut State University	27	6.6%	32	7.8%	27	6.6%	3	0.7%	89	21.7%	411
Southern Connecticut State University	20	2.8%	62	8.8%	38	5.4%	1	0.1%	121	17.1%	706
Western Connecticut State University	18	4.7%	20	5.3%	22	5.8%	0	0.0%	60	15.8%	380
<b>Connecticut Community Colleges</b>	<b>64</b>	<b>4.1%</b>	<b>145</b>	<b>9.3%</b>	<b>59</b>	<b>3.8%</b>	<b>7</b>	<b>0.4%</b>	<b>275</b>	<b>17.7%</b>	<b>1,557</b>
Asnuntuck Community College	0	0.0%	5	8.2%	3	4.9%	0	0.0%	8	13.1%	61
Capital Community College	13	11.3%	21	18.3%	5	4.3%	0	0.0%	39	33.9%	115
Gateway Community College	9	5.2%	18	10.4%	9	5.2%	1	0.6%	37	21.4%	173
Housatonic Community College	4	2.9%	16	11.6%	4	2.9%	3	2.2%	27	19.6%	138
Manchester Community College	12	6.2%	26	13.3%	9	4.6%	0	0.0%	47	24.1%	195
Middlesex Community College	3	3.1%	8	8.2%	10	10.2%	0	0.0%	21	21.4%	98
Naugatuck Valley Community College	6	3.5%	10	5.9%	3	1.8%	0	0.0%	19	11.2%	170
Northwestern CT Community College	1	1.3%	4	5.3%	1	1.3%	0	0.0%	6	7.9%	76
Norwalk Community College	8	4.1%	19	9.7%	6	3.1%	0	0.0%	33	16.8%	196
Quinebaug Valley Community College	5	7.5%	1	1.5%	2	3.0%	1	1.5%	9	13.4%	67
Three Rivers Community College	2	1.5%	10	7.6%	4	3.0%	2	1.5%	18	13.6%	132
Tunxis Community College	1	0.7%	7	5.1%	3	2.2%	0	0.0%	11	8.1%	136
<b>TOTAL</b>	<b>337</b>	<b>3.7%</b>	<b>588</b>	<b>6.5%</b>	<b>562</b>	<b>6.2%</b>	<b>18</b>	<b>0.2%</b>	<b>1,505</b>	<b>16.7%</b>	<b>9,039</b>