

# Annual Report

March 2006

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 2006

61 Woodland Street  
Hartford, Connecticut  
06105-2326

(860)947-1833  
[www.ctdhe.org](http://www.ctdhe.org)

## BOARD OF GOVERNORS FOR HIGHER EDUCATION

**Harry H. Penner, Jr., *Chair***

**Frank W. Ridley, *Vice Chair***

William Aniskovich

William A. Bevacqua

Dorothea E. Brennan

Brian J. Flaherty

Dr. James H. Gatling

Jean E. Reynolds

Albert Vertefeuille

Patricia McCann Vissepó

Valerie F. Lewis  
Commissioner of Higher Education

## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	3
BACKGROUND OF THE STRATEGIC PLAN .....	5
EXPANDING THE EDUCATION PIPELINE.....	16
ACHIEVING PARITY AMONG PROFESSIONAL STAFF.....	19
APPENDIX .....	26



## 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 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 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 2005 continues a 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 2005, minorities numbered 23,537 or 24.9 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 eighth consecutive year. According to the latest U. S. Census report, these groups comprise 20.7 percent of the state's population. From fall 1996 to fall 2005, the number of minority students enrolled at public institutions grew from 15,289 to 23,537 (54 percent), or a factor of 1.54. The average annual growth rate in the enrollment of underrepresented minority students at the undergraduate level in Connecticut's public higher education in the nine-year span from 1996 to 2005 has been 4.9 percent. However, in recent years the growth rate has slowed somewhat. For instance, from fall 2004 to fall 2005, there was a 3.3 percent increase in the number of minority undergraduate students enrolled in the state's public institutions of higher education.
- During the 2004-05 academic year, minority students received 2,202 or 17.9 percent of all undergraduate degrees (associate and bachelor's degrees) conferred by the state's public colleges and universities. From 1995-96 to the 2004-05, the number of minority students receiving undergraduate degrees at the public institutions increased from 1,453 to 2,202 (52 percent), or a factor of 1.52. The average annual increase for this nine-year span is nearly 4.7 percent. From 2003-04 to 2004-05, there was only a 1.6 percent increase in the number of minority degree recipients.
- Among full-time professionals employed by the state's public institutions of higher education, 1,564 or 17.8 percent were minority group members at the end of 2005. The professional workforce consists of those individuals employed as administrators/officials, faculty or

professional staff members. From 1983 to 2005, the number of minorities employed as professionals in the public institutions grew from 440 to 1,564 (255 percent), a factor of 3.55. The average annual increase has been more than 5.9 percent. From 2004 to 2005, there was an extraordinary 21.3 percent increase in the number of minority professionals, while the total size of the professional workforce at the state's public colleges and universities increased by 10.3 percent.

Despite impressive growth over the course of the past 22 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.
- 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.

There is evidence of crucial disparity – the underrepresentation of Hispanic/Latino and African American students at four-year public universities – unless continued attention is given to reducing the gap. In fact, these gaps are apparent at the pre-school level and widen during each subsequent year of schooling. The Board of Governors has held that equal access to opportunities to learn must be achieved if the state is to meet its challenge of opportunity for each individual to reach full potential.

In initiating the *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education*, the Board of Governors was primarily concerned with issues related to social equity. However, the state's changing demographics make it an economic imperative that the state increase the number of Hispanic/Latino and African-American students going to college and succeeding in getting degrees. As noted in the November 2005 edition of *Policy Alert* from the **National Center for Public Policy and Higher Education**:

State policymakers in Connecticut must be aware of the social and economic costs resulting from demographic shifts and disparities in the education of the state's residents. Connecticut's opportunities to develop a strong state workforce that can compete effectively in a global, knowledge-based economy rest on its ability to raise the level of education of all its residents, particularly its Hispanic/Latino and African-American populations.

This report summarizes the activities and progress achieved in 2005 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 the plan’s 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-based 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. 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). 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* to the Department's Office of Educational Opportunity. Within these plans, the institutions established student diversity goals for the enrollment, retention and graduation for each of the four underrepresented minority groups as prescribed the three perimeters discussed in the proceeding paragraph.

## SUCCESS IN ACHIEVING STUDENT GOALS

Connecticut's public colleges and universities are becoming more diverse every year, and 2005 was a continuation of a long-standing trend. The numbers of students and graduates from minority groups are higher than ever, although overrepresentation of Hispanic/Latinos and African American students at community colleges and their underrepresentation at universities remain troubling.

## MINORITY ENROLLMENT

Data regarding student enrollment and graduation are forwarded annually by the institutions to the Department of Higher Education. This data demonstrates that Connecticut's public colleges and universities are becoming more diverse every year, and 2005 was a continuation of a long-standing trend. The numbers of students and graduates from minority groups are higher than ever. Retention data, aggregated by racial and ethnic groupings, are not compiled as frequently. The Appendix contains tables summarizing: (1) institutions' levels of goal attainment in minority enrollment and graduation for the most recent reporting period and (2) projections of goal attainment in those two domains at the end of the five-year plan period. These projections, summarized below in Table 1, are based solely upon institutional performances in Year One through Year Three in comparison to the base year (2002) of the institutions' five-year strategic plans.

Minority Group	Enrollment		Graduation	
	Goal Has Been Or Will Be Achieved	Not Likely Goal Will Be Achieved	Goal Has Been Or Will Be Achieved	Not Likely Goal Will Be Achieved
Hispanic/Latino	12	6	9	9
African American	15	3	14	4
Asian American	17	1	16	2
Native American	18	0	18	0
TOTAL	62	10	57	15



In the area of enrollment, out of 72 possible instances - 18 institutions multiplied by four minority groups - only 10 situations are problematic. Of those instances where projections indicate that an institution's enrollment goal will not be achieved by the end of the five-year plan period, nine involve Hispanic/Latino or African American students – all at four-year institutions. As for graduation goals, 15 are problematic – 13 of which involve Hispanic/Latino or African American students with most (10) occurring at four-year institutions.

Last fall, the state's public colleges and universities enrolled 94,679 undergraduate students of whom 23,537 or 24.9 percent were members of the four underrepresented minority groups. The change in minority enrollment is an increase of 758 or 3.3 percent over fall 2004. Since the fall of 1995, minority enrollment has grown by 52.7 percent – an average annual growth rate of slightly more than 4.3 percent. Comparatively, from fall 1984 to fall 1994, the number of minority students enrolled in the public institutions grew from 8,084 to 15,327 or 89.6 percent - an average annual increase of more than 6.6 percent. Thus, there has been a continuous deceleration in the growth of minority enrollment at the state's public institutions of higher education in recent years. Nevertheless, the 2005 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. This data is disaggregated below in Table 2.

<u>Minority Group</u>	<u># of Students</u>	<u>% of All Students</u>
Hispanic/Latino	8,733	9.2
African American	10,788	11.4
Asian American	3,657	3.9
Native American	359	0.4
Underrepresented Minorities	23,537	24.9
All Students	94,679	100.0

As illustrated in Table 3 on the following page, Hispanic/Latino is the only minority group whose enrollment level does not exceed its population percentage for public higher education as a whole. Asian American and Native American students have achieved representative parity in their enrollment levels at each of the state's higher education systems. Hispanic/Latino and African American students have achieved representative parity at the Community College system, and for the first time in the fall 2005, African American students achieved parity in their enrollment at the Connecticut State University system.

Table 3  
 Minority Undergraduate Enrollment and Degree Recipients  
 Connecticut Public Higher Education  
 (percentages are rounded to nearest tenth)

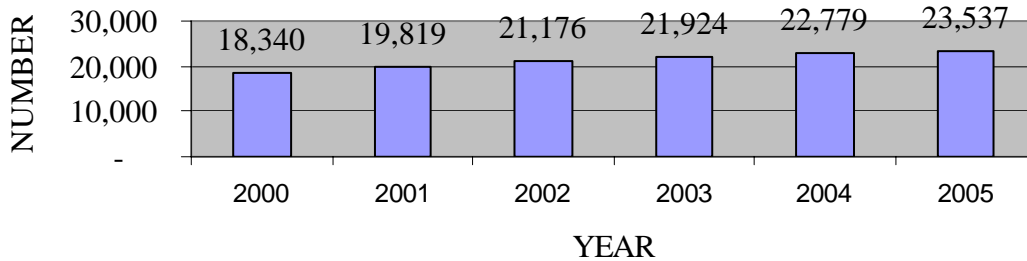
	<u>Population %</u>	<u>Fall 2005 Enrollment %</u>	<u>2004-05 Degree %</u>
Total Minority .....	20.7	24.9	17.9
<b>By Group</b>			
Hispanic/Latino .....	9.4	9.2	5.9
African American .....	8.7	11.4	8.0
Asian American .....	2.4	3.9	3.6
Native American .....	0.2	0.4	0.4
<b>By System</b>			
<b>University of Connecticut</b> .....	20.7	18.8	15.2
Hispanic/Latino .....	9.4	5.4	4.5
African American .....	8.7	5.9	4.3
Asian American .....	2.4	7.1	5.9
Native American .....	0.2	0.4	0.4
<b>Connecticut State University</b> .....	20.7	17.5	14.3
Hispanic/Latino .....	9.4	5.9	4.2
African American .....	8.7	8.8	7.4
Asian American .....	2.4	2.5	2.4
Native American .....	0.2	0.4	0.3
<b>Community Colleges</b> .....	20.7	32.0	24.8
Hispanic/Latino .....	9.4	12.9	9.3
African American .....	8.7	15.4	12.4
Asian American .....	2.4	3.2	2.8
Native American .....	0.2	0.4	0.4

NOTE: the highlighted data indicates representative parity has been achieved.

Hispanic/Latino – the state’s largest minority group – has experience the most growth in enrollment since the fall of 1984. During that time, the enrollment of Hispanic/ Latino students at the state’s public institutions of higher education has grown from 1,964 to 8,733 or 345 percent. According to the 2000 Census, the Hispanic/Latino population in the state grew by 50 percent from 1990 to 2000. In contrast, the state’s overall population grew by four percent through the 1990s. From 1990 to 2000, the enrollment of Hispanic/Latino students grew by 80 percent. In the half-decade since 2000, the enrollment of Hispanic/Latino students has grown by 35 percent.

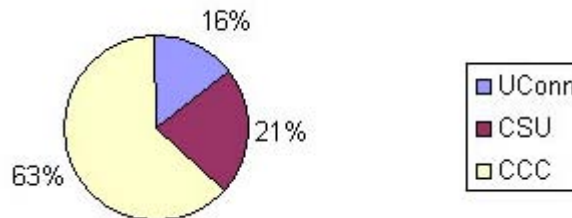
As depicted in Graph 1 on the following page, minority enrollment has risen by 5,197 students or 28.3 percent over the course of the past five years. In contrast, non-minority enrollment grew only 7.2 percent over the same period.

Graph 1  
 Minority Undergraduate Enrollment  
 Connecticut Public Higher Education  
 Fall 2000 - Fall 2005



The presence of minority students within each system of the public higher education sector, however, varies greatly and does not exemplify representative distribution (Graph 2). Among the minority students attending the state's public institutions, nearly 63 percent of all minorities enroll in the Connecticut Community College system (CCC), about 21 percent attend Connecticut State University (CSU) campuses and 16 percent matriculate at the University of Connecticut (UConn). In contrast to these figures, among non-minority students attending the state's public colleges and universities in fall 2005, 44 percent attend CCC campuses, 32 percent attend CSU and 23 percent attend UConn.

Graph 2  
 Fall 2005 Minority Undergraduate Enrollment by  
 Institutional Systems  
 Connecticut Public Higher Education



While there have been significant numerical changes in the total number of minority students attending public institutions over the past six years, there has been little shifting in the distribution of minority students among the three public higher education systems. From 1995 to 2005, the proportion of all minority students enrolled in public institutions who are enrolled at UConn moved from 14.2 percent to 16.4 percent; at CSU from 24.1 percent to 20.8 percent and at CCC from 61.7 percent to 62.8 percent. Over the past ten years, the Community College system experienced the largest increase in the number of enrolled minority students – an increase of 5,255 students or 55.2 percent. Numerically, the UConn system experienced an increase of 1,682 or 77.0 percent. CSU experienced an increase of 1,189 or 32.0 percent.

### *Degrees Conferred to Minority Students*

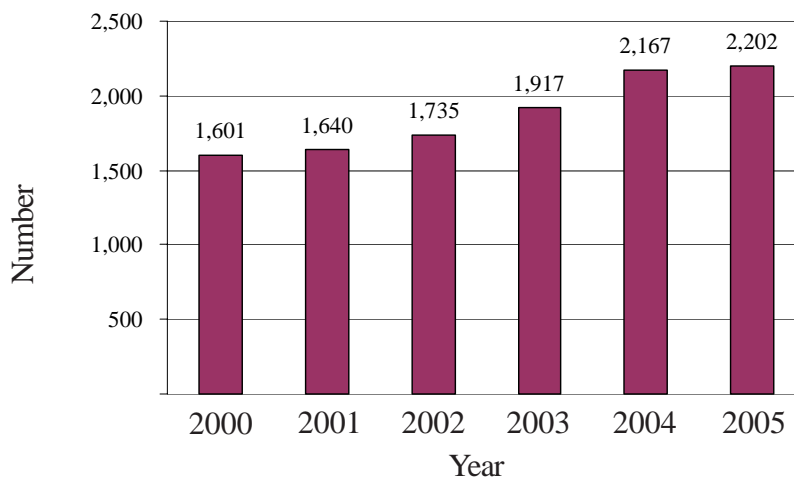
The number of minority students who received associate and bachelor's degrees grew to 2,202 or 17.9 percent of all undergraduate degrees during the 2004-05 academic year. While the number of minority degree recipients is an all-time high, the proportion of minority degree recipients actually declined from an all-time high of 18.5 percent achieved the previous year. The number of minority undergraduates receiving degrees increased by 35 or 1.6 percent from the 2003-04 academic year (see Graph 3 below). From the 1984-85 academic year through the 2003-04 academic year, the average annual growth in the number of minority undergraduates receiving degree was more than 5.8 percent.

<u>Minority Group</u>	<u># of Students</u>	<u>% of All Students</u>
Hispanic/Latino	721	5.9
African American	986	8.0
Asian American	446	3.6
Native American	49	0.4
Underrepresented Minorities	2,202	17.9
All Students	12,301	100.0

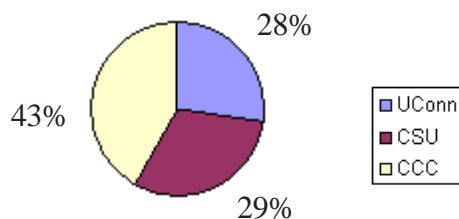
Source: Department of Higher Education – 2004-05 Graduation Report

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 102 degrees awarded by Charter Oak State College, the CCC system conferred the largest number at 907 or 43 percent of all degrees conferred to minority group members. The CSU system was next with 610 degrees, or 29 percent. Nearly 28 percent or 583 were awarded by UConn. In comparison, ten years ago the CCC conferred 48 percent of all undergraduate degrees conferred to minorities, 30 percent by the CSU system and 22 percent by UConn. This distribution is depicted in Graph 4.

Graph 3  
Degrees Awarded to Minority Undergraduates  
Connecticut Public Higher Education  
2000-2005



Graph 4  
Graduation of Minority Students:  
Distribution by Sector  
Connecticut Public Higher Education  
2004-05



The data depicted in Graphs 2 and 4 are disaggregated by the four underrepresented minority groups in Graphs 5 and 6 at the end of this narrative.

As depicted above in Table 3, Asian American and Native American students have achieved representative parity in their graduation levels within public higher education as a whole and at each of the state's higher education systems. African American students have achieved representative parity at the CCC system and Hispanic/Latinos students are very close to achieving that distinction.

Each of the minority groups is overrepresented among CCC students. 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 (65.0 percent in fall of 2005) of all minority students attending community college typically 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 nearly two-thirds (65.4 percent) of the associate's degrees conferred to minority students by the community colleges during the 2004-05 academic year.

### *Gap between Minority Enrollment and Graduation*

As shown above in Table 3, only Asian Americans 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. However, sharp differences continue to exist between population proportion, enrollment and degrees conferred for both Hispanic/Latino and African American students. These two minority groups are overrepresented in their enrollment at two-year institutions and underrepresented at four-year colleges and universities. Furthermore, the data indicates that their enrollment-through-graduation rates are much lower than other student groups. As a whole, African Americans, while ahead on the enrollment front, are below parity in their share of degree recipients. Most troubling is the performance of Hispanic/Latino students with only 4.4 percent of all undergraduate degrees awarded by the four-year institutions compared to their 9.4 percent presence in the population as a whole.

These realities are depicted in Graphs 5 and 6. While it may not be scientifically valid to compare enrollment and graduation data, doing so illustrates problematic areas. If one computes ratios of the total enrollment percentage to the total graduation percentage for each group, the lowest ratios would be for Hispanic/Latino and African American students. Ironically, for all groups, including non-minority students, the higher ratios occur at the university level, meaning university students are more likely to receive a degree. This phenomenon illustrates a paradox of higher education resulting from the hierarchical structure of the nation's higher education institutions and their differential selectivity – the more difficult it is for one to gain admission to an institution of higher education, the greater the likelihood one will graduate. Students attending the state's public community colleges are least likely to complete the requirements for degrees and other certifications. Of course, these institutions attract many capable and talented students. But in fulfilling their mission of open access to higher education, the state's community colleges admit a large number of students who need remediation to achieve success in obtaining a college degree. Thus, for a state desirous of increasing the number of Hispanic/Latino and African-American students acquiring an undergraduate degree, it is problematic when most of those students enroll in community colleges.

It is encouraging to witness the continuous progress the State of Connecticut has experienced in the enrollment and graduation of underrepresented minority students within public higher education. However, it should be of great concern to policymakers to annually observe the seemingly intractable underrepresentation of the state's two largest minority groups, Hispanic/Latinos and African Americans at the state's public four-year universities. It is instructive to note that stylized projections (see Appendix C) over the course of the next 20 years based upon growth of the past five years indicate that:

- Hispanic/Latinos will experience growing gaps between their population proportion and their proportion of public university enrollment.
- Hispanic/Latinos will experience growing gaps between their population proportion and their proportion of public undergraduate degrees.

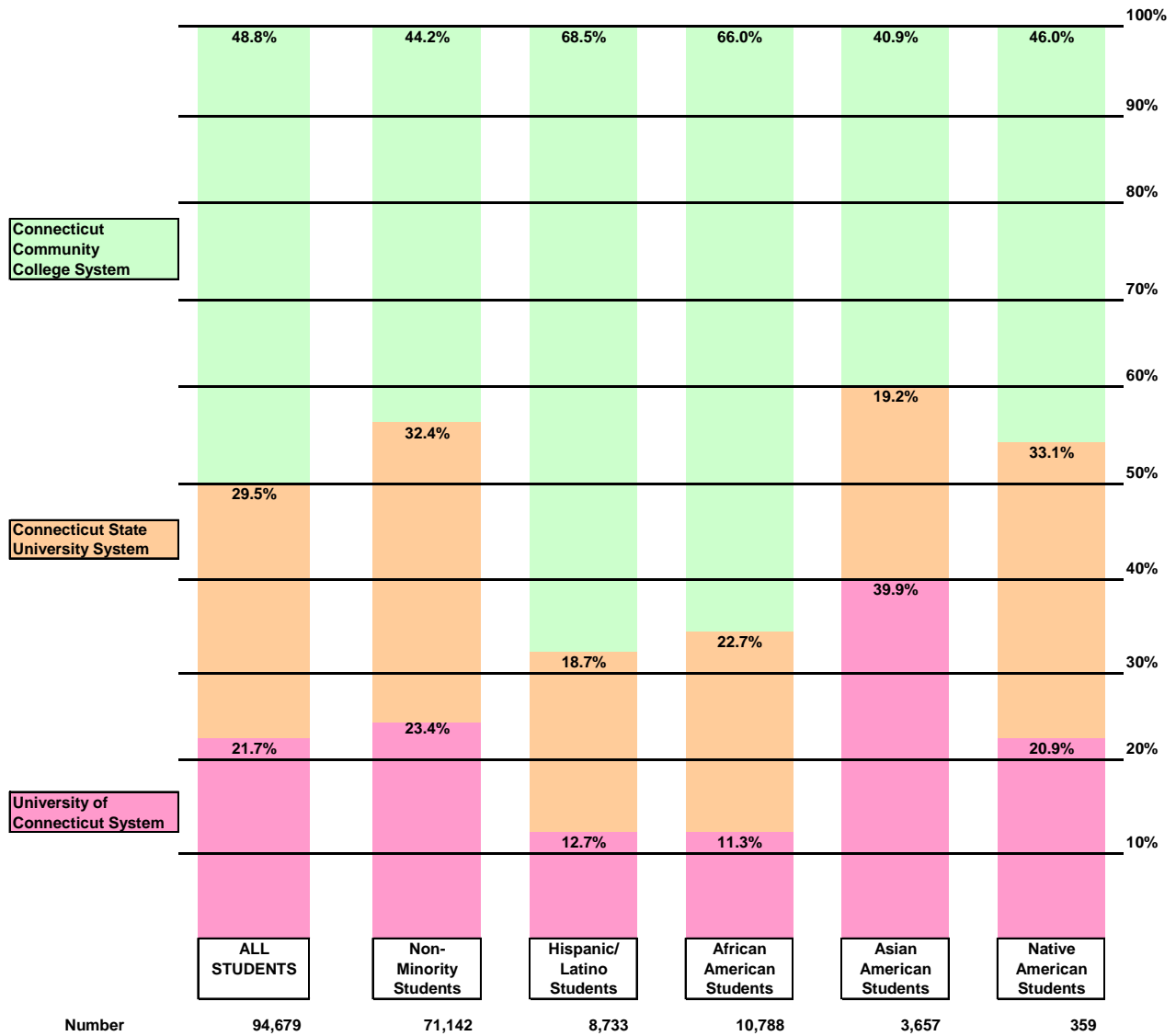
- African Americans will continue to experience a gap between their population proportion and their proportion of public university enrollment.
- African Americans will continue to experience a gap between their population proportion and their proportion of public undergraduate degrees.

Of course these projections are based upon all other significant factors remaining constant. Such a scenario is highly unlikely. For example:

1. The state's white population is simultaneously declining and aging – resulting in fewer white residents among university-going cohorts of students following the end of a mini-boomlet in 2008.
2. As the cost of attending college rises, Hispanic/Latino and African American students desirous of going to college will be adversely impacted as they are disproportionately from poor and other low-income families.

It is clear that the enrollment and graduation of Hispanic/Latino and African American students at public universities will continue to grow, albeit slowly, for some time unless there is substantial intervention(s), such as increasing high school graduation rates, improving academic preparation for college success and eliminating the bottleneck occurring at community colleges.

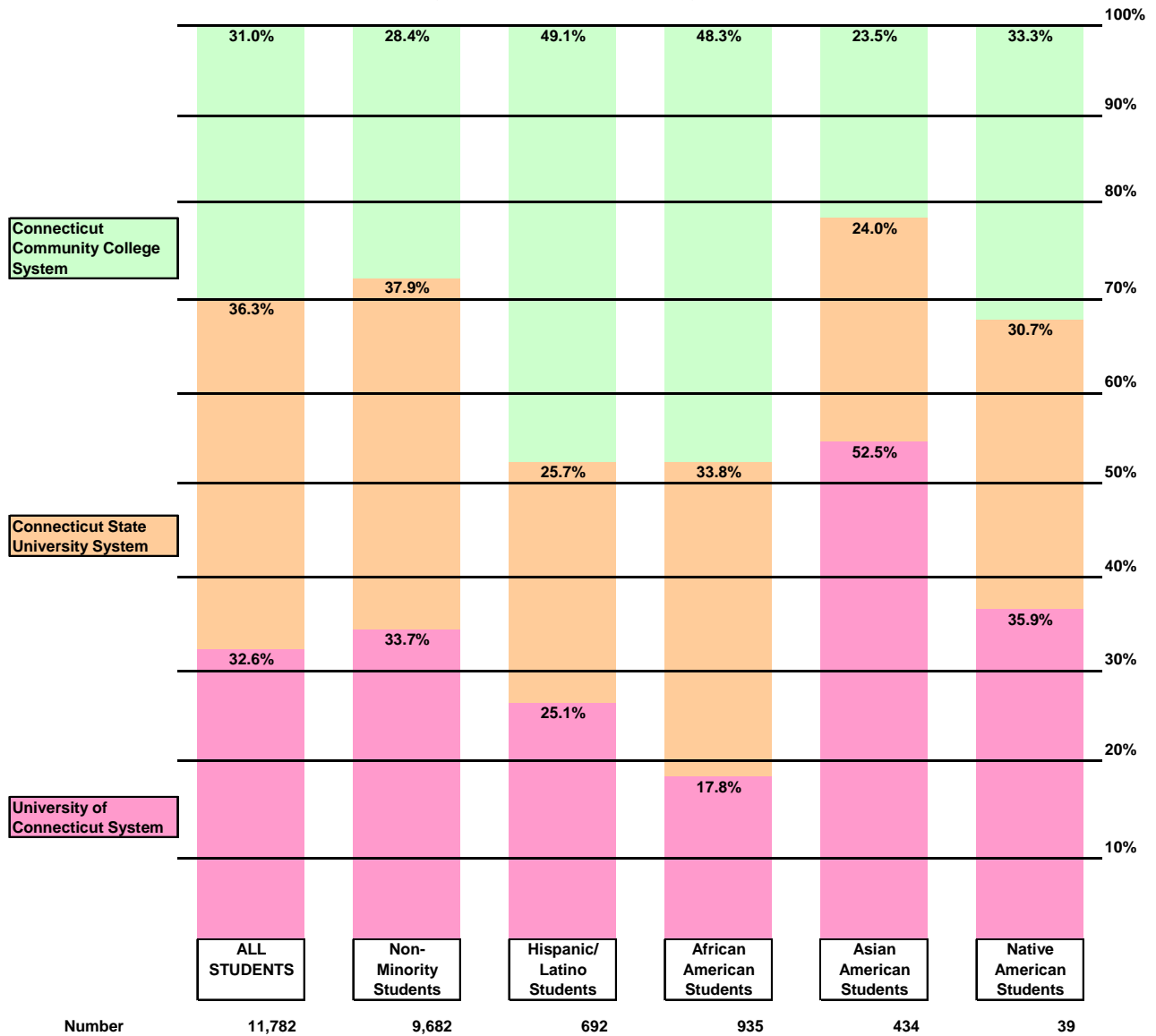
Graph 5  
 The Distribution of Underrepresented Undergraduate Students  
 Enrolled in the Public Higher Education Systems  
 (Fall 2005)



NOTE: Charter Oak State College students are also enrolled at other institutions including the other state public colleges and universities.



Graph 6  
 The Distribution of Underrepresented Undergraduate Degree Recipients  
 Awarded by the Public Higher Education Systems  
 (2004-05 Academic Year)



NOTE: Charter Oak State College's 519 graduates are excluded from this analysis.

---

## 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 2005-06 program year, the Department awarded \$635,500 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. Nine of the grants were awarded to smaller institutions for general outreach and retention activities. The larger grants were awarded to the remaining eight 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. Among the 287 who participated in ConnCAS-supported summer 2003 transitional programming, 186 or 64.8 continued their enrollment during the spring semester of 2005 – the 4<sup>th</sup> semester since this cohort entered college in fall 2003. It is instructive to note that the first year of college enrollment is the most critical, especially for marginal students.

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 2005-06 program year is Year 4 of a five-year funding cycle for ConnCAP programs. For Year 4, the Department awarded ConnCAP programs nearly \$1.8 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 2004-05 program year, the ConnCAP programs served 1,105 students. The individual programs, their service areas and student populations are listed on the following page.

**Table 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<br>(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 .....	120
Central Connecticut State University .....	New Britain .....	131
CPEP, Inc. ....	12 Urban Areas .....	282
Eastern Connecticut State University .....	New London and Norwich .....	73
Eastern Connecticut State University .....	Windham .....	36
Naugatuck Valley Community College .....	Waterbury .....	114
Southern Connecticut State University .....	New Haven .....	120
University of Bridgeport .....	Bridgeport .....	45
University of Connecticut .....	Hartford .....	47
University of Connecticut Health Center .....	Statewide .....	47
Wesleyan University .....	Middletown, Meriden, Portland .....	50
Western Connecticut State University .....	Danbury .....	50
<b>Total .....</b>		<b>1,115</b>

Among the 1,105 students were 232 seniors, of whom 227 (97.8 percent) graduated from high school in June 2005. Of the high school graduates, 189 or 83.3 percent planned to enter college in fall 2005 or spring 2006.

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, 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, 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 need is documented by low student performance levels on state assessment tests at its target schools in Bridgeport and New Haven. This documentation of students' need to improve their level of academic performance aligns the Project with the needs of target school districts and target schools, all of which have been designated as "in need of improvement."

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. 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 this past June. A total of 241 members of the Project's Class of 2005 received four-year college scholarships. Previously, from fall of 2000 through spring 2005, a total of 417 participants in ConnCAP, ConnCAS and other pre-college programs received \$4,298,408 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.

In recent years each public college and university has submitted 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. Those forms have been utilized to aggregate the professional employment of minority group members in public higher education in the state. However, this aggregated data, presented in this annual report and previous editions, does not portray attainment of staff diversity goals. During 2005 for the first time, new statistical data based upon the U. S. Census of 2000 was employed by the institutions to develop their annual affirmative action plans. Beginning in December 2006, each institution will be required to submit summations of Utilization Analysis for the three professional occupational categories from its most recent affirmative action plan. This documentation will allow the Department to analyze and report the degree to which each institution has achieved its staff diversity goals.

### SUCCESS IN ACHIEVING STAFF GOALS

Among the 8,779 individuals within the three professional workforce categories, there were 1,564 minority group members at the end of 2005, a very large increase of 21.3 percent over the previous year. At this level of employment, minority group members represent 17.8 of the professional workforce. The growth in the number of professional minority group members was more than twice the growth in the size of the total professional workforce which grew by 10.3 percent.

Table 6  
 Minority Full-Time Professionals  
 in Connecticut Public Higher Education: 2004

	Administrators/ Officials	Faculty	Professionals	Total	% State Population
<b>Hispanic/Latino</b>					
Number	12	131	178	321	
Percent	2.3	3.6	3.9	3.7	9.4
<b>African American</b>					
Number	60	184	348	592	
Percent	11.4	5.0	7.6	6.7	8.7
<b>Asian American</b>					
Number	9	306	312	627	
Percent	1.7	8.3	6.8	7.1	2.4
<b>Native American</b>					
Number	0	14	10	24	
Percent	0.0	0.4	0.2	0.3	0.2
<b>Total</b>					
Number	81	635	848	1,564	
Percent	15.4	17.2	18.6	17.8	20.7

Source: "2005 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 Hispanic/Latino across the three professional categories at 3.7 percent is much lower than their 9.4 percent representation in the state's population. African Americans comprise 8.7 percent of the state's population and 6.7 percent of professionals. The percentage of Asian Americans among the professional workforce at 7.1 percent is nearly triple their representation in the state's general population which is 2.4 percent. The percentage of Native Americans among the professional workforce is 0.3 percent, slightly more than their 0.2 percent population proportion.

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 11.4 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. In future reports, a more appropriate measurement of institutional performances will be presented.

Despite the shortcomings of population proportions as a measure of racial/ethnic parity; it is instructive to note that the overall percentage of minorities employed as professionals at five of the state's 18 public colleges and universities at the end of 2005 exceeded their proportion in the general population. Those institutions were: Capital Community College, Eastern Connecticut State University, Gateway Community College, Manchester 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 at seven institutions, Asian Americans at 14 institutions and Native Americans at eight 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>	<u>Each Professional Category</u>
Hispanic/Latino	3	1	3	0
African American	14	3	8	2
Asian American	5	9	13	5
Native American	0	9	4	0

The tables on the following pages present minority professional employment by institution for 2005 for each of the three professional workforce categories and for the professional workforce as a whole.

Table 8A  
 2005 Minority Employment  
 Connecticut Public Higher Education  
 Officials/Administrators

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
<b>University of Connecticut</b>	<b>1</b>	<b>0.4</b>	<b>17</b>	<b>6.6</b>	<b>4</b>	<b>1.6</b>	<b>0</b>	<b>0.0</b>	<b>22</b>	<b>8.5</b>
UConn, Storrs	1	1.1	12	13.2	3	3.3	0	0.0	16	17.6
UConn Health Center	0	0.0	5	3.0	1	0.6	0	0.0	6	3.6
<b>Connecticut State University</b>	<b>6</b>	<b>4.5</b>	<b>21</b>	<b>15.8</b>	<b>3</b>	<b>2.3</b>	<b>0</b>	<b>0.0</b>	<b>30</b>	<b>22.6</b>
Central	0	0.0	6	18.2	1	3.0	0	0.0	7	21.2
Eastern	4	10.8	4	10.8	1	2.7	0	0.0	9	24.3
Southern	0	0.0	6	17.6	1	2.9	0	0.0	7	20.6
Western	2	6.9	5	17.2	0	0.0	0	0.0	7	24.1
<b>Community Colleges</b>	<b>5</b>	<b>3.7</b>	<b>22</b>	<b>16.3</b>	<b>2</b>	<b>1.5</b>	<b>0</b>	<b>0.0</b>	<b>29</b>	<b>21.5</b>
Asnuntuck	0	0.0	1	16.7	0	0.0	0	0.0	1	16.7
Capital	0	0.0	4	36.4	0	0.0	0	0.0	4	36.4
Gateway	1	5.9	3	17.6	0	0.0	0	0.0	4	23.5
Housatonic	0	0.0	3	30.0	0	0.0	0	0.0	3	30.0
Manchester	1	5.9	2	11.8	0	0.0	0	0.0	3	17.6
Middlesex	2	22.2	1	11.1	2	22.2	0	0.0	5	55.6
Naugatuck Valley	0	0.0	2	12.5	0	0.0	0	0.0	2	12.5
Northwestern CT	0	0.0	1	14.3	0	0.0	0	0.0	1	14.3
Norwalk	0	0.0	1	7.7	0	0.0	0	0.0	1	7.7
Quinebaug Valley	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0
Three Rivers	0	0.0	3	33.3	0	0.0	0	0.0	3	33.3
Tunxis	0	0.0	1	10.0	0	0.0	0	0.0	1	10.0
<b>Total</b>	<b>12</b>	<b>2.3</b>	<b>60</b>	<b>11.4</b>	<b>9</b>	<b>1.7</b>	<b>0</b>	<b>0.0</b>	<b>81</b>	<b>15.4</b>



Table 8B  
 2005 Minority Employment  
 Connecticut Public Higher Education  
**Faculty Members**

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
<b>University of Connecticut</b> .....	<b>60</b>	<b>3.5</b>	<b>58</b>	<b>3.4</b>	<b>202</b>	<b>11.9</b>	<b>5</b>	<b>0.3</b>	<b>325</b>	<b>19.1</b>
UConn, Storrs .....	47	3.8	44	3.5	124	9.9	3	0.2	218	17.5
UConn Health Center .....	13	2.6	14	2.8	78	15.6	2	0.4	107	21.4
<b>Connecticut State University</b> .....	<b>49</b>	<b>4.2</b>	<b>73</b>	<b>6.2</b>	<b>87</b>	<b>7.4</b>	<b>3</b>	<b>0.3</b>	<b>212</b>	<b>18.0</b>
Central .....	20	5.1	26	6.7	33	8.5	0	0.0	79	20.3
Eastern .....	12	6.6	13	7.1	15	8.2	2	1.1	42	23.1
Southern .....	9	2.2	27	6.7	24	5.9	1	0.2	61	15.1
Western .....	8	4.0	7	3.5	15	7.5	0	0.0	30	15.0
<b>Community Colleges</b> .....	<b>22</b>	<b>2.9</b>	<b>53</b>	<b>7.0</b>	<b>17</b>	<b>2.2</b>	<b>6</b>	<b>0.8</b>	<b>98</b>	<b>12.9</b>
Asnuntuck .....	0	0.0	2	8.0	0	0.0	0	0.0	2	8.0
Capital .....	7	11.1	8	12.7	1	1.6	0	0.0	16	25.4
Gateway .....	4	4.5	7	8.0	7	8.0	1	1.1	19	21.6
Housatonic .....	2	2.9	4	5.8	1	1.4	2	2.9	9	13.0
Manchester .....	2	2.1	9	9.4	5	5.2	0	0.0	16	16.7
Middlesex .....	1	2.6	3	7.7	2	5.1	0	0.0	6	15.4
Naugatuck Valley .....	2	2.1	5	5.3	0	0.0	0	0.0	7	7.4
Northwestern CT .....	0	0.0	3	10.3	0	0.0	0	0.0	3	10.3
Norwalk .....	2	2.0	6	6.1	1	1.0	0	0.0	9	9.1
Quinebaug Valley .....	0	0.0	1	4.3	0	0.0	1	4.3	2	8.7
Three Rivers .....	1	1.4	3	4.1	0	0.0	1	1.4	5	6.8
Tunxis .....	1	1.6	2	3.2	0	0.0	1	1.6	4	6.3
<b>Total</b> .....	<b>131</b>	<b>3.6</b>	<b>184</b>	<b>5.0</b>	<b>306</b>	<b>8.3</b>	<b>14</b>	<b>0.4</b>	<b>635</b>	<b>17.2</b>

Table 8C  
 2005 Minority Employment  
 Connecticut Public Higher Education  
**Professional Staff Members**

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
<b>University of Connecticut</b> .....	<b>106</b>	<b>3.1</b>	<b>224</b>	<b>6.6</b>	<b>265</b>	<b>7.0</b>	<b>7</b>	<b>0.2</b>	<b>602</b>	<b>17.7</b>
UConn, Storrs .....	56	3.1	109	6.0	89	4.9	6	0.3	260	14.4
UConn Health Center .....	50	3.1	115	7.2	176	11.1	1	0.1	342	21.5
<b>Connecticut State University</b> .....	<b>40</b>	<b>6.4</b>	<b>60</b>	<b>9.6</b>	<b>28</b>	<b>4.5</b>	<b>0</b>	<b>0.0</b>	<b>128</b>	<b>20.6</b>
Central .....	17	9.0	14	7.4	6	3.2	0	0.0	37	19.6
Eastern .....	8	6.3	16	12.5	5	3.9	0	0.0	29	22.7
Southern .....	10	5.1	23	11.6	8	4.0	0	0.0	41	20.7
Western .....	5	4.7	7	6.5	9	8.4	0	0.0	21	19.6
<b>Community Colleges</b> .....	<b>32</b>	<b>5.9</b>	<b>64</b>	<b>11.7</b>	<b>19</b>	<b>3.5</b>	<b>3</b>	<b>0.5</b>	<b>118</b>	<b>21.6</b>
Asnuntuck .....	1	4.0	1	4.0	2	8.0	0	0.0	4	16.0
Capital .....	5	11.6	11	25.6	2	4.7	0	0.0	18	41.9
Gateway .....	3	6.5	7	15.2	1	2.2	0	0.0	11	23.9
Housatonic .....	2	4.3	9	19.6	2	4.3	1	2.2	14	30.4
Manchester .....	8	11.9	8	11.9	2	3.0	1	1.5	19	28.4
Middlesex .....	2	4.8	3	7.1	3	7.1	0	0.0	8	19.0
Naugatuck Valley .....	2	4.7	1	2.3	1	2.3	0	0.0	4	9.3
Northwestern CT .....	0	0.0	2	5.3	2	5.3	0	0.0	4	10.5
Norwalk .....	4	5.6	12	16.7	4	5.6	0	0.0	20	27.8
Quinebaug Valley .....	3	9.7	1	3.2	0	0.0	0	0.0	4	12.9
Three Rivers .....	2	5.1	4	10.3	0	0.0	0	0.0	6	15.4
Tunxis .....	0	0.0	5	9.1	0	0.0	1	1.8	6	10.9
<b>Total</b> .....	<b>178</b>	<b>3.9</b>	<b>348</b>	<b>7.6</b>	<b>312</b>	<b>6.8</b>	<b>10</b>	<b>0.2</b>	<b>848</b>	<b>18.6</b>

Table 8D  
 2005 Minority Employment  
 Connecticut Public Higher Education  
**ALL PROFESSIONALS**

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
<b>University of Connecticut</b> .....	<b>167</b>	<b>3.1</b>	<b>299</b>	<b>5.5</b>	<b>471</b>	<b>8.7</b>	<b>12</b>	<b>0.2</b>	<b>949</b>	<b>17.6</b>
UConn, Storrs .....	104	3.3	165	5.2	216	6.9	9	0.3	494	15.7
UConn Health Center .....	63	2.8	134	5.9	255	11.3	3	0.1	455	20.2
<b>Connecticut State University</b> .....	<b>95</b>	<b>4.9</b>	<b>154</b>	<b>8.0</b>	<b>118</b>	<b>6.1</b>	<b>3</b>	<b>0.2</b>	<b>370</b>	<b>19.2</b>
Central .....	37	6.0	46	7.5	40	6.5	0	0.0	123	20.1
Eastern .....	24	6.9	33	9.5	21	6.1	2	0.6	80	23.1
Southern .....	19	3.0	56	8.8	33	5.2	1	0.2	109	17.1
Western .....	15	4.5	19	5.7	24	7.1	0	0.0	58	17.3
<b>Community Colleges</b> .....	<b>59</b>	<b>4.1</b>	<b>139</b>	<b>9.6</b>	<b>38</b>	<b>2.6</b>	<b>9</b>	<b>0.6</b>	<b>245</b>	<b>17.0</b>
Asnuntuck .....	1	1.8	4	7.1	2	3.6	0	0.0	7	12.5
Capital .....	12	10.3	23	19.7	3	2.6	0	0.0	38	32.5
Gateway .....	8	5.3	17	11.3	8	5.3	1	0.7	34	22.5
Housatonic .....	4	3.2	16	12.8	3	2.4	3	2.4	26	20.8
Manchester .....	11	6.1	19	10.6	7	3.9	1	0.6	38	21.1
Middlesex .....	5	5.6	7	7.8	7	7.8	0	0.0	19	21.1
Naugatuck Valley .....	4	2.6	8	5.2	1	0.6	0	0.0	13	8.4
Northwestern CT .....	0	0.0	6	8.1	2	2.7	0	0.0	8	10.8
Norwalk .....	6	3.3	19	10.3	5	2.7	0	0.0	30	16.3
Quinebaug Valley .....	4	6.3	2	3.1	0	0.0	1	1.6	7	10.9
Three Rivers .....	3	2.5	10	8.3	0	0.0	1	0.8	14	11.6
Tunxis .....	1	0.8	8	6.3	0	0.0	2	1.6	11	8.6
<b>Total</b> .....	<b>321</b>	<b>3.7</b>	<b>592</b>	<b>6.7</b>	<b>627</b>	<b>7.1</b>	<b>24</b>	<b>0.3</b>	<b>1,564</b>	<b>17.8</b>

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	DESIRED GOAL LEVEL	STUDENT ENROLLMENT		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 3 of 5 Fall 2005	
Asnuntuck Community College	3.4	3.9	3.0	Will achieve goal
Capital Community College	27.9	23.7	25.3	Will achieve goal
Gateway Community College	9.5	12.2	12.6	Continue goal attainment
Housatonic Community College	12.7	20.3	21.0	Continue goal attainment
Manchester Community College	5.7	8.8	10.1	Continue goal attainment
Middlesex Community College	7.1	6.9	8.3	Will achieve goal
Naugatuck Valley Community College	9.5	8.9	11.3	Will achieve goal
Northwestern CT Community College	2.1	3.2	3.3	Continue goal attainment
Norwalk Community College	10.1	16.1	17.9	Continue goal attainment
Quinebaug Valley Community College	8.0	6.9	9.4	Will achieve goal
Three Rivers Community College	5.0	4.9	7.3	Will achieve goal
Tunxis Community College	8.4	7.8	9.5	Will achieve goal
Charter Oak State College	9.4	4.7	5.9	Will not achieve goal
Central Connecticut State University	9.4	5.2	5.7	Will not achieve goal
Eastern Connecticut State University	9.4	3.5	4.8	Will not achieve goal
Southern Connecticut State University	9.4	5.9	6.6	Will not achieve goal
Western Connecticut State University	9.4	5.3	5.9	Will not achieve goal
University of Connecticut	9.4	5.1	5.4	Will not achieve goal

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

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.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	DESIRED GOAL LEVEL	Student Enrollment		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 3 of 5 Fall 2005	
Asnuntuck Community College	4.3	9.6	5.2	Continue goal attainment
Capital Community College	22.8	35.8	38.4	Continue goal attainment
Gateway Community College	16.1	23.4	24.5	Continue goal attainment
Housatonic Community College	11.4	27.5	29.1	Continue goal attainment
Manchester Community College	6.4	12.2	11.7	Continue goal attainment
Middlesex Community College	4.0	7.0	7.4	Continue goal attainment
Naugatuck Valley Community College	5.6	7.4	8.1	Continue goal attainment
Northwestern CT Community College	1.0	2.1	1.7	Continue goal attainment
Norwalk Community College	8.2	17.7	18.2	Continue goal attainment
Quinebaug Valley Community College	2.0	1.3	1.9	Will achieve goal
Three Rivers Community College	4.8	7.0	6.7	Continue goal attainment
Tunxis Community College	3.4	5.5	5.7	Continue goal attainment
Charter Oak State College	8.7	9.5	9.7	Continue goal attainment
Central Connecticut State University	8.7	6.9	8.0	Will achieve goal
Eastern Connecticut State University	8.7	7.0	7.2	Will not achieve goal
Southern Connecticut State University	8.7	12.2	12.5	Continue goal attainment
Western Connecticut State University	8.7	6.0	5.6	Will not achieve goal
University of Connecticut	8.7	5.0	5.9	Will not 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	DESIRED GOAL LEVEL	Student Enrollment		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 3 of 5 Fall 2005	
Asnuntuck Community College	1.3	1.9	1.7	Continue goal attainment
Capital Community College	2.5	3.9	4.0	Continue goal attainment
Gateway Community College	3.1	2.9	3.4	Will achieve goal
Housatonic Community College	2.3	3.0	2.4	Continue goal attainment
Manchester Community College	3.2	4.0	3.8	Continue goal attainment
Middlesex Community College	1.7	2.3	3.2	Continue goal attainment
Naugatuck Valley Community College	2.3	2.1	2.5	Will achieve goal
Northwestern CT Community College	1.0	1.6	2.0	Continue goal attainment
Norwalk Community College	3.8	4.7	4.7	Continue goal attainment
Quinebaug Valley Community College	1.1	1.5	1.2	Continue goal attainment
Three Rivers Community College	1.9	2.4	3.5	Continue goal attainment
Tunxis Community College	1.8	2.8	2.9	Continue goal attainment
Charter Oak State College	2.4	2.0	2.3	Will achieve goal
Central Connecticut State University	2.4	3.0	2.6	Continue goal attainment
Eastern Connecticut State University	2.4	1.4	1.5	Will not achieve goal
Southern Connecticut State University	2.4	2.5	2.2	Will achieve goal
Western Connecticut State University	2.4	3.3	3.6	Continue goal attainment
University of Connecticut	2.4	6.3	7.1	Continue goal attainment

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

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	DESIRED GOAL LEVEL	Student Enrollment		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 3 of 5 Fall 2005	
Asnuntuck Community College	0.2	0.3	0.3	Continue goal attainment
Capital Community College	0.2	0.2	0.3	Continue goal attainment
Gateway Community College	0.2	0.4	0.2	Continue goal attainment
Housatonic Community College	0.2	0.1	0.2	Will achieve goal
Manchester Community College	0.2	0.4	0.2	Continue goal attainment
Middlesex Community College	0.2	0.4	0.1	Continue goal attainment
Naugatuck Valley Community College	0.2	0.4	0.4	Continue goal attainment
Northwestern CT Community College	0.2	0.1	0.3	Will achieve goal
Norwalk Community College	0.1	0.1	0.2	Continue goal attainment
Quinebaug Valley Community College	0.4	0.7	0.8	Continue goal attainment
Three Rivers Community College	0.9	1.9	1.3	Continue goal attainment
Tunxis Community College	0.1	0.5	0.4	Continue goal attainment
Charter Oak State College	0.2	2.8	1.0	Continue goal attainment
Central Connecticut State University	0.2	0.4	0.5	Continue goal attainment
Eastern Connecticut State University	0.2	0.9	0.6	Continue goal attainment
Southern Connecticut State University	0.2	0.2	0.4	Continue goal attainment
Western Connecticut State University	0.2	0.3	0.1	Continue goal attainment
University of Connecticut	0.2	0.3	0.4	Continue goal attainment

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

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.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	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 3 of 5 04-05	
Asnuntuck Community College	3.4	0.0	0.7	Will not achieve goal
Capital Community College	27.9	12.1	20.7	Will achieve goal
Gateway Community College	9.5	11.6	11.1	Continue goal attainment
Housatonic Community College	12.7	18.3	19.7	Continue goal attainment
Manchester Community College	5.7	6.2	6.3	Continue goal attainment
Middlesex Community College	7.1	3.2	6.5	Will achieve goal
Naugatuck Valley Community College	9.5	5.8	4.8	Will not achieve goal
Northwestern CT Community College	2.1	0.0	0.8	Will achieve goal
Norwalk Community College	10.1	13.0	14.9	Continue goal attainment
Quinebaug Valley Community College	8.0	0.0	6.2	Will achieve goal
Three Rivers Community College	5.0	0.4	4.2	Will achieve goal
Tunxis Community College	8.4	4.3	4.7	Will not achieve goal
Charter Oak State College	9.4	4.2	5.6	Will not achieve goal
Central Connecticut State University	9.4	5.0	4.5	Will not achieve goal
Eastern Connecticut State University	9.4	5.0	2.6	Will not achieve goal
Southern Connecticut State University	9.4	4.5	5.1	Will not achieve goal
Western Connecticut State University	9.4	6.6	3.6	Will not achieve goal
University of Connecticut	9.4	5.1	4.5	Will not achieve goal

**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

**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	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 3 of 5 04-05	
Asnuntuck Community College	4.3	2.6	3.6	Will achieve goal
Capital Community College	22.8	34.9	33.0	Continue goal attainment
Gateway Community College	16.1	18.8	21.2	Continue goal attainment
Housatonic Community College	11.4	24.6	23.2	Continue goal attainment
Manchester Community College	6.4	9.0	9.2	Continue goal attainment
Middlesex Community College	4.0	2.8	4.5	Will achieve goal
Naugatuck Valley Community College	5.6	6.0	7.5	Will achieve goal
Northwestern CT Community College	1.0	0.8	1.6	Will achieve goal
Norwalk Community College	8.2	14.2	12.6	Continue goal attainment
Quinebaug Valley Community College	2.0	0.9	0.8	Will achieve goal
Three Rivers Community College	4.8	5.7	6.2	Will achieve goal
Tunxis Community College	3.4	3.0	6.9	Will achieve goal
Charter Oak State College	8.7	6.9	9.8	Will achieve goal
Central Connecticut State University	8.7	5.8	6.1	Will not achieve goal
Eastern Connecticut State University	8.7	5.5	6.4	Will not achieve goal
Southern Connecticut State University	8.7	7.7	10.8	Will achieve goal
Western Connecticut State University	8.7	6.0	5.5	Will not achieve goal
University of Connecticut	8.7	4.4	4.3	Will not achieve goal

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

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.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	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 3 of 5 04-05	
Asnuntuck Community College	1.3	1.3	2.2	Continue goal attainment
Capital Community College	2.5	3.7	3.3	Continue goal attainment
Gateway Community College	3.1	3.2	1.4	Continue goal attainment
Housatonic Community College	2.3	2.5	1.8	Continue goal attainment
Manchester Community College	3.2	4.8	2.7	Continue goal attainment
Middlesex Community College	1.7	3.7	3.5	Continue goal attainment
Naugatuck Valley Community College	2.3	1.4	3.8	Will achieve goal
Northwestern CT Community College	1.0	0.8	0.0	Will not achieve goal
Norwalk Community College	3.8	4.0	5.0	Continue goal attainment
Quinebaug Valley Community College	1.1	2.6	1.5	Will achieve goal
Three Rivers Community College	1.9	0.2	3.1	Will achieve goal
Tunxis Community College	1.8	1.3	1.8	Will achieve goal
Charter Oak State College	2.4	2.7	2.3	Continue goal attainment
Central Connecticut State University	2.4	2.7	3.0	Continue goal attainment
Eastern Connecticut State University	2.4	2.4	1.4	Will not achieve goal
Southern Connecticut State University	2.4	1.3	2.8	Will achieve goal
Western Connecticut State University	2.4	2.3	1.9	Will achieve goal
University of Connecticut	2.4	5.3	5.9	Continue goal attainment

**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

**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	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 3 of 5 04-05	
Asnuntuck Community College	0.2	0.0	0.0	Will achieve goal
Capital Community College	0.2	0.0	0.0	Will achieve goal
Gateway Community College	0.2	0.0	0.2	Will achieve goal
Housatonic Community College	0.2	0.4	0.0	Will achieve goal
Manchester Community College	0.2	0.5	0.2	Continue goal attainment
Middlesex Community College	0.2	0.5	0.0	Will achieve goal
Naugatuck Valley Community College	0.2	0.2	0.2	Continue goal attainment
Northwestern CT Community College	0.2	0.0	0.0	Will achieve goal
Norwalk Community College	0.1	0.0	0.2	Will achieve goal
Quinebaug Valley Community College	0.4	0.0	0.8	Will achieve goal
Three Rivers Community College	0.9	0.6	2.0	Will achieve goal
Tunxis Community College	0.1	1.3	0.4	Continue goal attainment
Charter Oak State College	0.2	0.8	1.9	Continue goal attainment
Central Connecticut State University	0.2	0.3	0.1	Continue goal attainment
Eastern Connecticut State University	0.2	1.7	0.7	Continue goal attainment
Southern Connecticut State University	0.2	0.0	0.3	Will achieve goal
Western Connecticut State University	0.2	0.3	0.0	Continue goal attainment
University of Connecticut	0.2	0.3	0.4	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 C.1  
Connecticut Population Projections by  
Racial/Ethnic Groups

(numbers are in thousands)

Racial/Ethnic Group	2000		2005		2015		2025	
	number	percent	number	percent	number	percent	number	percent
White	2,602	79.2%	2,554	77.0%	2,542	72.5%	2,557	68.4%
Black	286	8.7%	307	9.3%	352	10.0%	404	10.8%
Hispanic	308	9.4%	352	10.6%	468	13.3%	596	15.9%
Indian	8	0.2%	8	0.2%	10	0.3%	11	0.3%
Asian	80	2.4%	96	2.9%	134	3.8%	171	4.6%
TOTAL	3,284	100.0%	3,317	100.0%	3,506	100.0%	3,739	100.0%

Appendix Table C.2  
Projections of Student Diversity Goals Achievement  
Hispanic/Latino Students

(figures are in percentages)

Year	Projected Population Proportion	Projected Public University Enrollment	Population/ Enrollment Gap	Projected Public University Graduation*	Population/ Graduation Gap
2000	9.4	5.0	-4.4	4.0	-5.4
2005	10.6	5.7	-4.9	4.3	-6.3
2010	12.0	6.5	-5.5	4.6	-7.4
2015	13.3	7.5	-5.8	5.0	-8.3
2020	14.6	8.5	-6.1	5.4	-9.2
2025	15.9	9.7	-6.2	5.8	-10.1

\*Undergraduate degrees only

Appendix Table C.3  
Projections of Student Diversity Goals Achievement  
African American Students

(figures are in percentages)

Year	Projected Population Proportion	Projected Public University Enrollment	Population/ Enrollment Gap	Projected Public University Graduation*	Population/ Graduation Gap
2000	8.7	7.2	-1.5	6.1	-2.6
2005	9.3	7.6	-1.7	5.9	-3.4
2010	9.7	8.0	-1.7	6.6	-3.1
2015	10.0	8.5	-1.5	7.1	-2.9
2020	10.4	9.0	-1.4	7.6	-2.8
2025	10.8	9.5	-1.3	8.1	-2.7

\*Undergraduate degrees only



STATE OF CONNECTICUT