

Annual Report

April 2008

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 2008

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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 2007 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:

- ã In fall 2007, minorities numbered 25,251 or 25.8 percent of all undergraduate students enrolled in the state's public institutions of higher education, exceeding their proportional presence in the state's population for the tenth consecutive year. According to the latest U. S. Census estimates, these groups comprise 24.2 percent of the state's population in 2006. From fall 1997 to fall 2007, the number of minority students enrolled at public institutions grew from 15,716 by 61 percent. The average annual growth rate in the enrollment of underrepresented minority students at the undergraduate level in Connecticut's public higher education in the ten-year span from 1997 to 2007 has been nearly 4.9 percent. However, the growth rate in minority enrollment has been decelerating in recent year – the numbers are still increasing, but at a much slower rate of growth than in the past. For instance, from fall 2006 to fall 2007, there was a 4.0 percent increase in the number of minority undergraduate students enrolled in the state's public institutions of higher education. Conversely, at the height of growth during this ten-year span, there was an 8.5 percent increase from fall 1999 to fall 2000.
- ã During the 2006-07 academic year, minority students received 2,567 or 19.3 percent of all undergraduate degrees (associate and bachelor's degrees) conferred by the state's public colleges and universities. Minority students' graduation rate is considerably lower than both their enrollment rate and their collective proportion of the state's population. However, in recent years, the growth rate in undergraduate degree recipients for minority students has exceeded their growth in enrollment. From 1996-97 to 2006-07, the number of minority students receiving undergraduate degrees at the public institutions increased from 1,445 by 77 percent. The average annual increase for this ten-year span is greater than 5.9 percent. From 2004-05

to 2005-06, there was an unusually large (12.4 percent) increase in the number of minority degree recipients – the largest year-to-year increase during this ten-year span. From 2005-06 to 2006-07, there was a 3.7 percent increase in the number of undergraduate degrees awarded to minority students by the state’s public institutions of higher education.

- ã Among full-time professionals employed by the state’s public institutions of higher education, 1,473 or 16.7 percent were minority group members at the end of 2007. The professional workforce consists of those individuals employed as administrators/officials, faculty or professional staff members. Instead of a percentage comparison between their presence in the professional workforce and their presence in the general population, a more appropriate gauge for the employment of minority group members by the public institutions is their availability for employment opportunities. When constructing their annual affirmative action plans, state agencies conduct analyses to determine whether or not each racial/ethnic-gender groupings is “fully and fairly” represented in their workforce. Each institution computes the availability of eight racial/ethnic-gender groups employing a number of demographic, labor market and other informational and data sources. These availability figures are then compared to actual employment (utilization) of the racial/ethnic-gender groups. In an aggregated sense, the minority groups are overrepresented among administrators/officials, underrepresented among faculty and underrepresented as professional staff members.

Despite impressive growth over the course of the past 23 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:

- ã Hispanic/Latinos are the only minority group whose overall undergraduate enrollment level has not reached its proportion of the state’s population.
- ã Hispanic/Latino and African American students are overrepresented in their enrollment at community colleges and underrepresented at universities.
- ã Disproportionate numbers of Hispanic/Latino and African American students who enroll in college fail to attain an undergraduate degree.

This report summarizes the activities and progress achieved in 2007 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:

- ã **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.
- ã **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.
- ã **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:

- ã **measurable objectives** consistent with diversity goals and strategies to achieve them,
- ã **an action plan** for systemic implementation of strategies to attain goals and
- ã **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.

The current five-year plan period for the institutional strategic plans ends June 30, 2008. In December 2007, the Commissioner of Higher Education issued a Request-For-Plans to each of the state's public institutions of higher education, requiring them to develop and submit new five-year plans for the July 1, 2008 through June 30, 2013 period. The grant award process for the 2008-09 through 2013-14 plan period will place greater emphasis upon institutional attainment of retention and graduation goals.

SUCCESS IN ACHIEVING STUDENT 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 2007 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 the enrollment of each group of minority students through the end of the current plan period; and (2) projections as to goal attainment in the graduation of minority students at the end of the current five-year plan period based on institutional performances in Year 1 through Year 4 in comparison to baseline data (year 2002) of the institutions' five-year strategic plans. The goal attainment levels and projections are summarized below in Table 1.

<u>Race/Ethnicity</u>	<u>Enrollment</u>		<u>Graduation</u>	
	<u>Goal Has Been Or Will Be Achieved</u>	<u>Not Likely Goal Will Be Achieved</u>	<u>Goal Has Been Or Will Be Achieved</u>	<u>Not Likely Goal Will Be Achieved</u>
	Hispanic/Latino	12	6	11
African American	14	4	14	4
Asian American	17	1	15	3
Native American	17	1	18	0
TOTAL	60	12	58	14

For the goal area of enrollment, out of 72 possible instances - 18 institutions multiplied by 4 minority groups - only 12 situations are problematic. Of those instances where analysis indicate that an institution's enrollment goal was not achieved at the end of the five-year plan period, ten involve Hispanic/Latino or African American students - all at four-year institutions. As for graduation goals, projections indicate that 14 are problematic - 11 of which involve Hispanic/Latino or African American students with most (8) occurring at four-year institutions. It is anticipated that 7 of the 12 community colleges will achieve their goals for both the enrollment and graduation of each minority group by the end of their current five-year strategic plans. At the other 5 community colleges, the enrollment goal has been achieved at each campus, and graduation is problematic for 1 of the 4 minority groups at two campuses and for 2 of the 4 groups at three campuses.

MINORITY ENROLLMENT

In fall 2007, the state's public colleges and universities enrolled 97,844 undergraduate students of whom 25,251 or 25.8 percent were members of the four underrepresented minority groups. The change in minority enrollment is an increase of 973 or 4.0 percent over fall 2006. From fall 1997 through fall 2007, minority enrollment has grown by 6.7 percent – an average annual growth rate of slightly more than 4.9 percent. Comparatively, from fall 1986 to fall 1996, the number of minority students enrolled in the public institutions grew by 74.7 percent - an average annual increase of more than 5.6 percent. After a tremendous surge in the number of minority students enrolled in the public institutions during the early years of the *Strategic Plan*, there has been a continuous, for the most part, increase in their enrollment numbers but in recent years the rate of growth has been lower than the period of the late 1980s through the early 1990s. Table 2 below depicts period of growth in minority enrollment.

<u>Year</u>	<u>Percentage</u>	<u>Number</u>	<u>Percent Change in Number Between Five-Year Intervals</u>
2007	25.8	25,251	19.2
2002	23.1	21,176	34.7
1997	19.6	15,716	13.6
1992	15.2	13,830	

Nevertheless, the 2007 minority enrollment percentage exceeds the representation of these groups in the state's general population which stands at 24.2 percent based upon U.S. Census estimates for 2006, and continues a trend begun in 1997. This data is disaggregated below in Table 3.

<u>Race/Ethnicity</u>	<u># of Students</u>	<u>% of All Students</u>
Hispanic/Latino	9,768	10.0
African American	11,260	11.5
Asian American	3,890	4.0
Native American	333	0.3
Underrepresented Minorities	25,251	25.8
All Students	97,844	100.0

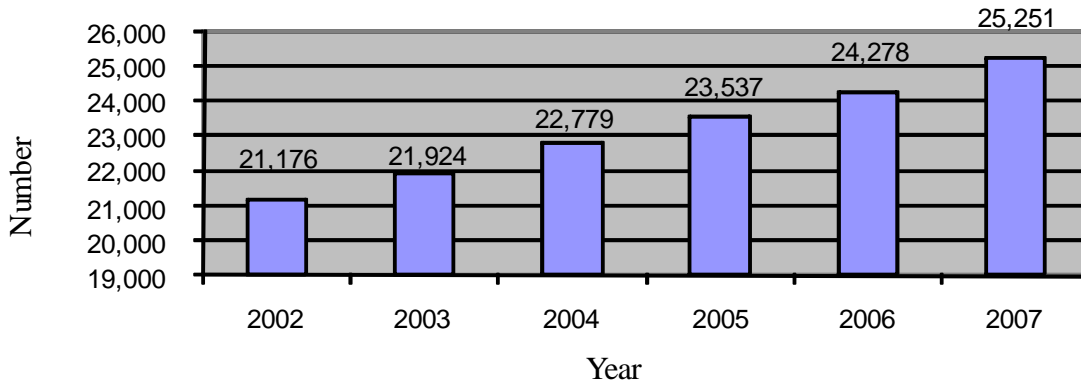
As illustrated in Table 4 below, Hispanic/Latino is the only minority group whose enrollment level does not exceed its population percentage, for public higher education as a whole. Native American students have achieved representative parity in their enrollment levels at each of the state's higher education systems. Asian American students have achieved representative parity in their enrollment in public higher education as a whole due to their relatively large numbers at the University of Connecticut. Hispanic/Latino and African American students have achieved representative parity only at the Community College system.

	<u>Population %</u>	<u>Fall 2007 Enrollment %</u>	<u>2006-07 Graduation %</u>
Total Minority	24.2	25.8	18.9
By Group			
Hispanic/Latino	11.2	10.0	6.3
African American	9.5	11.5	8.4
Asian American	3.3	4.0	4.2
Native American	0.2	0.3	0.4
By System			
University of Connecticut	24.2	19.5	17.1
Hispanic/Latino	11.2	6.0	4.7
African American	9.5	5.9	5.5
Asian American	3.3	7.2	6.7
Native American	0.2	0.4	0.2
Connecticut State University	24.2	18.0	15.9
Hispanic/Latino	11.2	6.2	5.1
African American	9.5	8.7	7.3
Asian American	3.3	2.6	3.1
Native American	0.2	0.3	0.4
Community Colleges	24.2	33.2	25.5
Hispanic/Latino	11.2	13.9	9.3
African American	9.5	15.6	13.0
Asian American	3.3	3.4	2.7
Native American	0.2	0.3	0.4

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

As depicted in Graph 1 below, minority enrollment has risen by 4,075 students or 19.2 percent over the course of the past five years. In contrast, non-minority enrollment grew only by 2.8 percent over the same period.

Graph 1
 Minority Undergraduate Enrollment
 Connecticut Public Higher Education
 Fall 2002 - Fall 2007



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 64 percent of all minorities are enrolled in the Connecticut Community College system (CCC), about 20 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 2007, 45 percent attend CCC campuses, 32 percent attend CSU and 23 percent attend UConn – see Graph 5, page 13.

Graph 2
 Fall 2007 Minority Undergraduate Enrollment by
 Institutional Systems Connecticut Public Higher
 Education

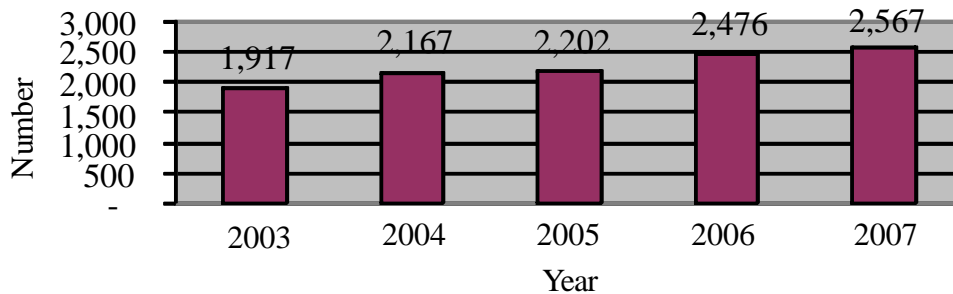


While there have been significant numerical changes in the total number of minority students attending public institutions over the past five years, there has been little shifting in the distribution of minority students among the three public higher education systems. From 2002 to 2007, the proportion of all minority students enrolled in public institutions who are enrolled at UConn moved from 14.7 percent to 16.1 percent; at CSU from 21.9 percent to 20.3 percent and at CCC from 63.3 percent to 63.6 percent. Over this five-year period, the Community College system experienced the largest increase in the number of enrolled minority students – an increase of 2,644 students or 19.7 percent. Numerically, the UConn system experienced an increase of 947 or 30.4 percent. CSU experienced an increase of 484 or 10.4 percent. The proportional increase at UConn exceeded that of CCC and CSU combined.

DEGREES CONFERRED TO MINORITY STUDENTS

The number of minority students who received associate and bachelor's degrees grew to 2,567 or 19.3 percent of all undergraduate degrees during the 2006-07 academic year. The number of minority undergraduates receiving degrees increased by 91 or 3.7 percent from the 2005-06 academic year. In contrast to the enrollment trends discussed above where minority group members have experienced the greatest growth in the earlier years of the *Strategic Plan* period, graduation rates for minority group members have grown to a greater degree in recent years. From the 2001-02 academic year through the 2006-07 academic year, the average annual growth in the number of minority undergraduates receiving degree was 4.0 percent. Improved academic preparation and/or more effective efforts to assist minority group members to persist through graduation may explain this development.

Graph 3
Degrees Awarded to Minority Undergraduates
Connecticut Public Higher Education
2003-2007



The lowest levels of annual growth occurred during the 1995-96 academic year through the 2000-01 academic year when the average was 2.0 percent. Table 5 below depicts period of growth in minority graduation.

The data regarding the minority undergraduate degree recipients during the 2006-07 academic year is disaggregated by the four minority groups in Table 6. The minority proportion of degree recipients [19.3 percent] constitutes 80 percent of their population representation [24.2 percent].

This 80 percent level of representation is in sharp contrast to the 107 percent representation level achieved in fall 2007 enrollment.

Table 5
Graduation of Minority Group Members
in Connecticut Public Higher Education in five-year intervals

<u>Year</u>	<u>Percentage</u>	<u>Number</u>	<u>Percent Change in Number Between Five-Year Intervals</u>
2006-07	19.3	2,567	
			48.0
2001-02	16.8	1,735	
			20.0
1996-97	13.4	1,445	
			32.7
1991-02	9.1	1,089	
			45.2
1986-87	7.3	750	

Table 6
Undergraduate Degree Recipients
in Public Higher Education by Racial/Ethnic Group
2006-07 Academic Year
(percentages are rounded to the nearest tenth)

<u>Race/Ethnicity</u>	<u># of Students</u>	<u>% of All Students</u>
Hispanic/Latino	842	6.3
African American	1,119	8.4
Asian American	555	4.2
Native American	51	0.4
Underrepresented Minorities	2,567	19.3
All Students	13,310	100.0

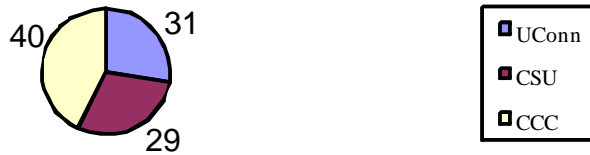
Source: Department of Higher Education – 2006-07 Graduation Report

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 124 degrees awarded by Charter Oak State College, the Connecticut Community College system conferred the largest number at 979 or 40 percent of all degrees conferred to minority group members. The University of Connecticut was next with 747 degrees, or nearly 31 percent. A total of 717 degrees or 29 percent were awarded by the Connecticut State University system.

In contrast to these figures, among non-minority students graduating from the state's public colleges and universities during the 2006-07 academic year, 28 percent received their degrees from CCC campuses, 33 percent from UConn and 39 percent from CSU campuses – see Graph 6, page 14.

In comparison to the recent distribution of undergraduate degree recipients among minority students, ten years ago (the 1996-97 academic year) the community colleges conferred 48 percent of all undergraduate degrees conferred to minorities, 30 percent by the CSU system and 22 percent by UConn. This recent distribution is depicted in Graph 4.

Graph 4
 2006-07 Graduation of Minority Students by
 Institutional Systems Connecticut Public Higher
 Education

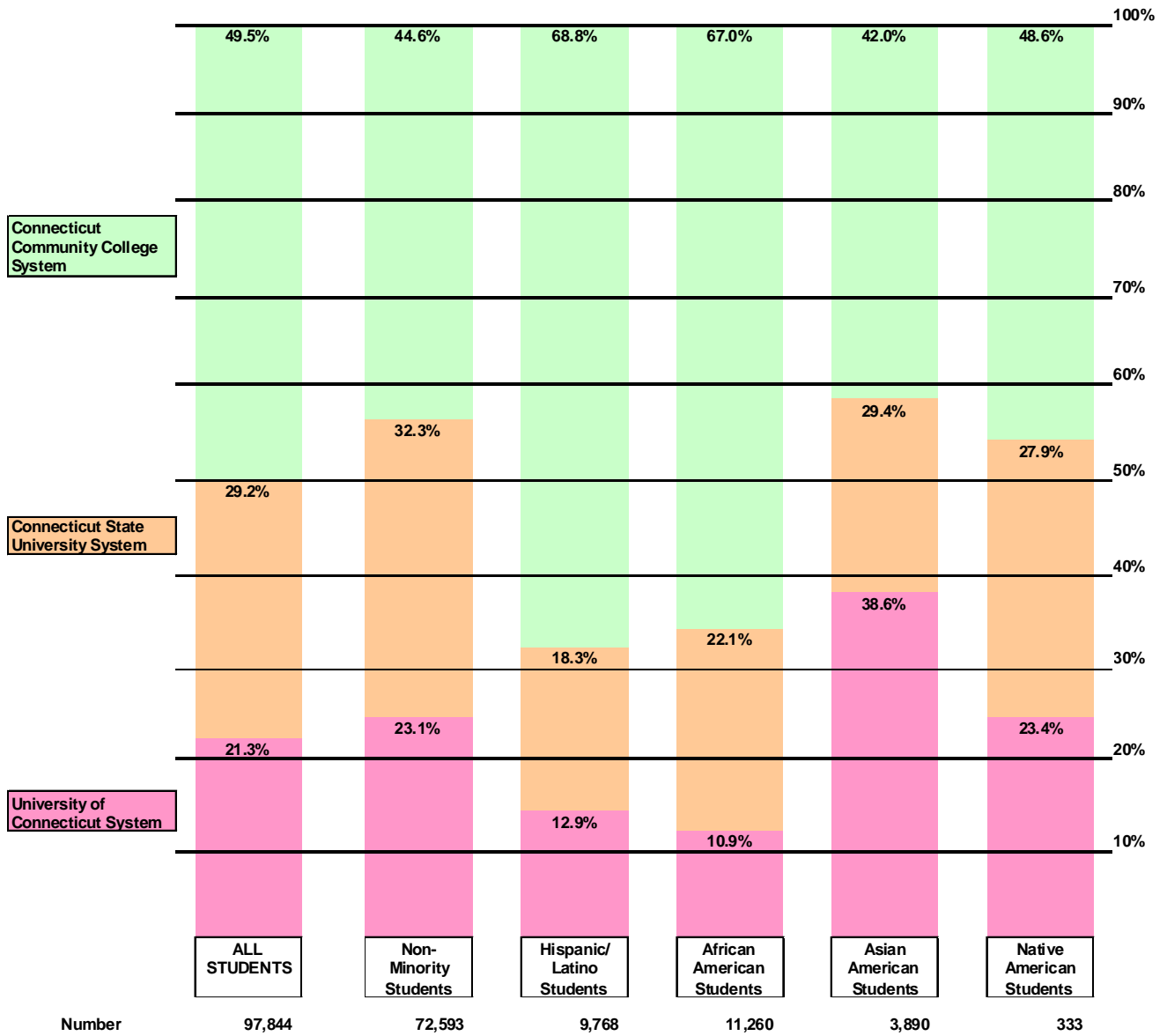


The data depicted in Graphs 2 and 4 are disaggregated by the four underrepresented minority groups in Graphs 5 and 6 at the end of this narrative.

As depicted above in Table 2, 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 Community College system and Hispanic/Latinos students are very close to achieving that distinction.

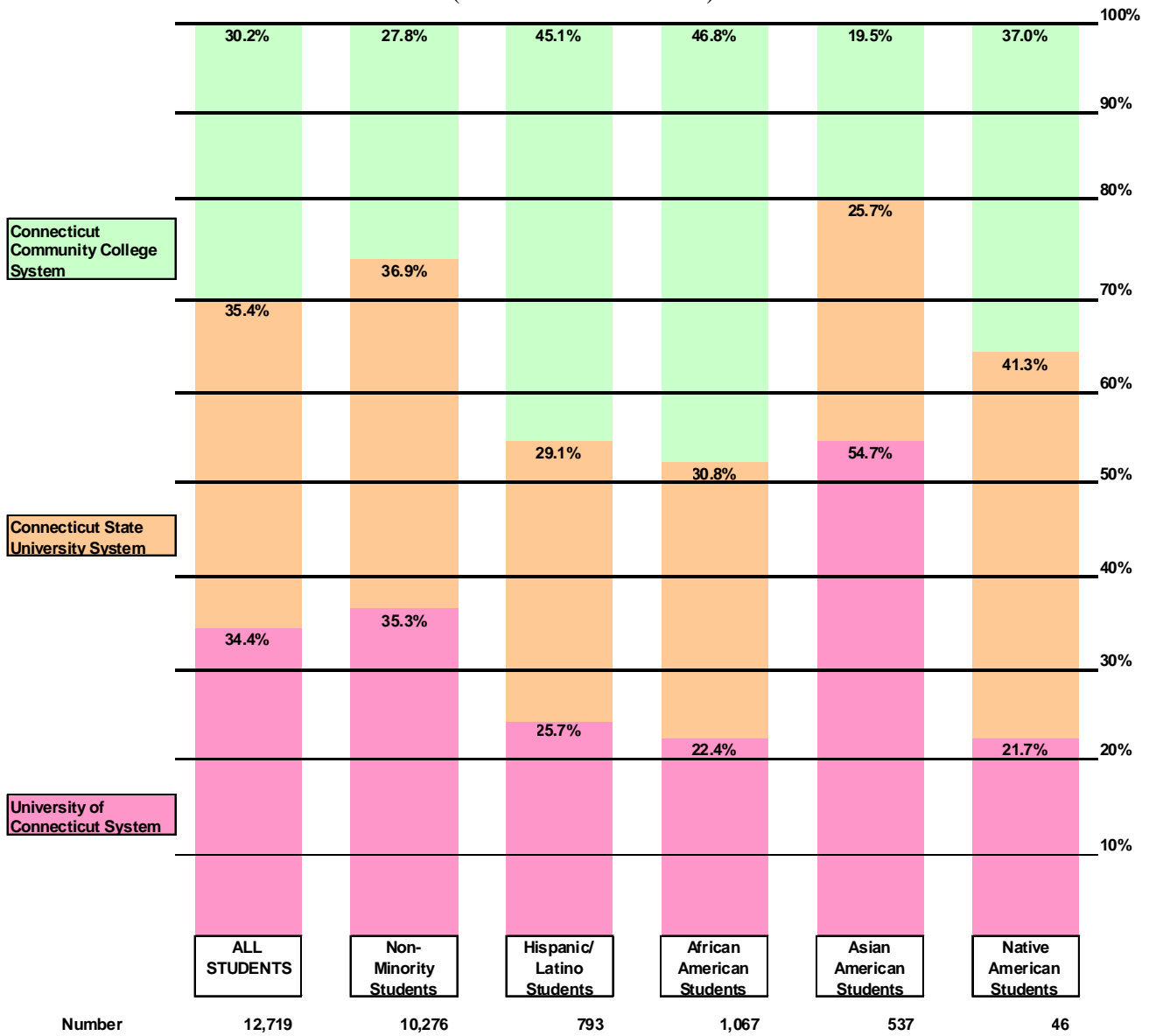
Each of the minority groups is overrepresented among community college students. This finding is neither surprising nor troubling given the unique mission of the community colleges and their open admission policies. It is also instructive to note that nearly two-thirds (62.5 percent in fall of 2007) 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 (66.4 percent) of the associate degrees conferred to minority students by the community colleges during the 2006-07 academic year.

Graph 5
 The Distribution of Underrepresented Undergraduate Students
 Enrolled in the Public Higher Education Systems
 (Fall 2007)



NOTE: Charter Oak State College's 1,557 enrolled students are excluded from this analysis.

Graph 6
 The Distribution of Underrepresented Undergraduate Degree Recipients
 Awarded by the Public Higher Education Systems
 (2006-07 Academic Year)



NOTE: Charter Oak State College's 591 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 2007-08 program year, the Department awarded more than \$630,000 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. 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.

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 2007-08 program year is Year 1 of a five-year funding cycle for ConnCAP programs. For Year 1, 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 2007-08 program year, the ConnCAP programs serves nearly 900 students. The individual programs and their service areas are listed below:

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

Program Service Areas and Population

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

Connecticut Collegiate Awareness and Preparation Program (ConnCAP) Programs

Type of Programming July 1, 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, the Connecticut State GEAR UP Project focused on mathematics, based on research showing that students who take upper level math courses in high school are better prepared and more likely to graduate from college. The Project's principle goal was to increase the number of 8th graders taking and successfully completing Algebra I, expecting that these students would subsequently take advanced math courses. Project outcomes included substantial curriculum change, including elimination of low-level math courses in both middle and high schools, and the establishment of new graduation requirements. During the second funding period, 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. Increasing the number of students taking Advanced Placement, college courses for credit and other rigorous courses are among the Projects' objectives. It is expected that this partnership will further the development of a college-going culture at the target schools and have a positive, enduring influence upon students' academic performance and parental involvement.

Additionally, the Connecticut State GEAR UP Projects awards \$1 million annually in college scholarships to low-income students in the target areas. The scholarship component is intended to wholly or partially fill the gap between financial aid packages and colleges costs. In some instances, the GEAR UP Connecticut College Scholarship displaces student loans. The Project's first cohort of students - who were 7th graders during the 1999-2000 school year - graduated in June 2005. A total of 241 members of the Project's Class of 2005 received four-year college scholarships. For the Project's Class of 2006, college scholarship funds were awarded to 63 participants. The recipients will share a pool of \$1M over a five-year period. Their scholarship awards are renewable for four academic years. Likewise, the Project's Class of 2007 was awarded a total of 100 college scholarships and will share another pool of \$1M over a five-year period. Through the fall of 2007, the State GEARUP Project has distributed a total of \$2,701,242 in college scholarships to the attending colleges of the three class 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.

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 document the aggregated professional employment of minority group members in public higher education in the state. Previously, this data was reported as a percentage of the total professional workforce and compared to minority proportion of the general population. 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 8 racial/ethnic-gender groups employing a number of informational and data sources. These availability figures are then compared to actual employment (utilization) of the racial/ethnic-gender groups. Accordingly, in addition to the staff diversity form discussed above, each public college and university was required to submit a part two staff diversity form, listing the results of their availability analyses for the three occupational categories within the professional workforce.

These two forms provide snap-shot depictions at the public colleges and universities at separate points in time for each institution and their availability analyses are conducted employing different informational and data sources. Additionally, adjustments for vacancies and other changes in utilization were not possible given the absence of computation factors. Thus, the comparisons discussed below are not perfect measures but practical indicators of the degree to which minority group members are "fully and fairly" represented in the institution's professional workforce.

SUCCESS IN ACHIEVING STAFF GOALS

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, underrepresented among faculty members and underrepresented as professional staff members. This data is presented below in Table 7:

<u>Minority Group</u>	<u>Officials/ Administrators</u>	<u>Faculty</u>	<u>Professional Staff</u>	<u>TOTAL</u>
Hispanic/Latino				
Actual Number	15	133	147	295
Number at Parity	15	164	148	327
Difference	0	-31	-1	-32
African American				
Actual Number	54	185	225	464
Number at Parity	36	214	223	473
Difference	+18	-29	+2	-9
Other				
Actual Number	15	335	220	570
Number at Parity	10	338	245	593
Difference	-5	-3	-25	-23
ALL MINORITIES				
Actual Number	84	653	592	1,329
Number at Parity	61	716	616	1,393
Difference	+23	-63	-24	-64

Source: "2007 Staff Diversity in Full-Time Employment" reports

When the comparative data is disaggregated by institutional system: Minority group members are underrepresented among administrators/officials, underrepresented among faculty members and underrepresented as professional staff members at the University of Connecticut system. 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 8A through 8D on the following pages present the comparative data disaggregated by minority group and by institutional systems and individual institutions.

Table 8A
 2007 Minority Employment
 Connecticut Public Higher Education
 Officials/Administrators

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	1	0.4	14	5.1	7	2.6	0	0.0	22	8.0
UConn, Storrs	1	1.1	10	11.1	3	3.3	0	0.0	14	15.6
UConn Health Center	0	0.0	4	2.2	4	2.2	0	0.0	8	4.3
Connecticut State University	6	4.9	17	13.9	3	2.5	0	0.0	26	21.3
Central	1	2.8	4	11.1	0	0.0	0	0.0	5	13.9
Eastern	5	15.2	2	6.1	2	6.1	0	0.0	9	27.3
Southern	0	0.0	6	18.2	1	3.0	0	0.0	7	21.2
Western	0	0.0	5	25.0	0	0.0	0	0.0	5	25.0
Community Colleges	7	4.8	23	15.6	2	1.4	0	0.0	32	21.8
Asnuntuck	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Capital	0	0.0	4	40.0	0	0.0	0	0.0	4	40.0
Gateway	1	6.3	3	18.8	0	0.0	0	0.0	4	25.0
Housatonic	1	9.1	2	18.2	0	0.0	0	0.0	3	27.3
Manchester	1	5.6	3	16.7	0	0.0	0	0.0	4	22.2
Middlesex	2	22.2	2	22.2	1	11.1	0	0.0	5	55.6
Naugatuck Valley	1	5.6	2	11.1	1	5.6	0	0.0	4	22.2
Northwestern CT	0	0.0	1	8.3	0	0.0	0	0.0	1	8.3
Norwalk	0	0.0	2	13.3	0	0.0	0	0.0	2	13.3
Quinebaug Valley	1	9.1	0	0.0	0	0.0	0	0.0	1	9.1
Three Rivers	0	0.0	3	27.3	0	0.0	0	0.0	3	27.3
Tunxis	0	0.0	1	11.1	0	0.0	0	0.0	1	11.1
Total	14	2.6	54	9.9	12	2.2	0	0.0	80	14.7

Table 8B
 2007 Minority Employment
 Connecticut Public Higher Education
Faculty Members

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	60	3.6	59	3.5	199	11.9	0	0.0	318	19.0
UConn, Storrs	47	3.9	44	3.7	121	10.2	0	0.0	212	17.8
UConn Health Center	13	2.7	15	3.1	78	16.3	0	0.0	106	22.2
Connecticut State University	51	4.0	76	5.9	102	8.0	5	0.4	234	18.3
Central	19	4.7	24	5.9	34	8.4	0	0.0	77	18.9
Eastern	13	6.3	15	7.3	19	9.2	4	1.9	51	24.8
Southern	11	2.6	29	6.8	31	7.3	1	0.2	72	16.9
Western	8	3.3	8	3.3	18	7.5	0	0.0	34	14.2
Community Colleges	23	2.9	54	6.7	27	3.4	6	0.7	110	13.7
Asnuntuck.....	0	0.0	2	8.0	0	0.0	0	0.0	2	8.0
Capital	6	9.7	8	12.9	1	1.6	0	0.0	15	24.2
Gateway	3	3.2	7	7.4	5	5.3	1	1.1	16	16.8
Housatonic	3	4.0	4	5.3	1	1.3	2	2.7	10	13.3
Manchester.....	2	1.9	10	9.6	6	5.8	0	0.0	18	17.3
Middlesex	1	2.6	3	7.7	7	17.9	0	0.0	11	28.2
Naugatuck Valley	3	2.9	7	6.9	0	0.0	0	0.0	10	9.8
Northwestern CT	0	0.0	2	6.9	0	0.0	0	0.0	2	6.9
Norwalk	2	2.0	6	5.9	1	1.0	0	0.0	9	8.8
Quinebaug Valley	1	3.4	1	3.4	1	3.4	1	3.4	4	13.8
Three Rivers	1	1.3	3	3.9	3	3.9	2	2.6	9	11.8
Tunxis	1	1.5	1	1.5	2	3.0	0	0.0	4	6.1
Total	134	3.6	189	5.0	328	8.7	11	0.3	662	17.6

Table 8C
 2007 Minority Employment
 Connecticut Public Higher Education
 Professional Staff Members

Institution	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	105	3.3	193	6.0	161	5.0	0	0.0	459	14.3
UConn, Storrs	56	3.1	88	4.9	82	4.6	0	0.0	226	12.7
UConn Health Center	49	3.4	105	7.3	79	5.5	0	0.0	233	16.3
Connecticut State University	47	6.2	74	9.8	27	3.6	0	0.0	148	19.6
Central	19	8.2	23	9.9	9	3.9	0	0.0	51	22.0
Eastern	10	6.2	17	10.6	6	3.7	0	0.0	33	20.5
Southern	10	4.2	27	11.3	6	2.5	0	0.0	43	17.9
Western	8	6.6	7	5.8	6	5.0	0	0.0	21	17.4
Community Colleges	33	5.9	63	11.3	25	4.5	3	0.5	124	22.1
Asnuntuck	1	3.3	2	6.7	3	10.0	0	0.0	6	20.0
Capital	5	11.1	10	22.2	3	6.7	0	0.0	18	40.0
Gateway	3	6.7	6	13.3	2	4.4	0	0.0	11	24.4
Housatonic	2	4.1	9	18.4	3	6.1	1	2.0	15	30.6
Manchester	9	12.9	11	15.7	2	2.9	1	1.4	23	32.9
Middlesex	1	2.0	3	6.1	4	8.2	0	0.0	8	16.3
Naugatuck Valley	2	4.5	0	0.0	1	2.3	0	0.0	3	6.8
Northwestern CT	1	2.9	1	2.9	1	2.9	0	0.0	3	8.6
Norwalk	5	7.0	12	16.9	2	2.8	0	0.0	19	26.8
Quinebaug Valley	3	12.5	0	0.0	1	4.2	0	0.0	4	16.7
Three Rivers	1	2.4	4	9.8	2	4.9	1	2.4	8	19.5
Tunxis	0	0.0	5	8.8	1	1.8	0	0.0	6	10.5
Total	185	4.1	330	7.3	213	0.7	3	0.1	731	16.2

Table 8D
 2007 Minority Employment
 Connecticut Public Higher Education
ALL PROFESSIONALS

<u>Institution</u>	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	166	3.2	266	5.2	367	7.1	0	0.0	799	15.5
UConn, Storrs	104	3.4	142	4.6	206	6.7	0	0.0	452	14.8
UConn Health Center	62	3.0	124	5.9	161	7.7	0	0.0	347	16.6
Connecticut State University	104	4.8	167	7.7	132	6.1	5	0.2	408	18.9
Central	39	5.8	51	7.6	43	6.4	0	0.0	133	19.7
Eastern	28	7.0	34	8.5	27	6.8	4	0.0	93	23.3
Southern	21	3.0	62	8.9	38	5.4	1	0.1	122	17.4
Western	16	4.2	20	5.2	24	6.3	0	0.0	60	15.7
Community Colleges	63	4.2	140	9.3	54	3.6	9	0.6	266	17.6
Asnuntuck	1	1.6	4	6.5	3	4.8	0	0.0	8	12.9
Capital	11	9.4	22	18.8	4	3.4	0	0.0	37	31.6
Gateway	7	4.5	16	10.3	7	4.5	1	0.6	31	19.9
Housatonic	6	4.4	15	11.1	4	3.0	3	2.2	28	20.7
Manchester	12	6.3	24	12.5	8	4.2	1	0.5	45	23.4
Middlesex	4	4.1	8	8.2	12	12.4	0	0.0	24	24.7
Naugatuck Valley	6	3.7	9	5.5	2	1.2	0	0.0	17	10.4
Northwestern CT	1	1.3	4	5.3	1	1.3	0	0.0	6	7.9
Norwalk	7	3.7	20	10.6	3	1.6	0	0.0	30	16.0
Quinebaug Valley	5	7.8	1	1.6	2	3.1	1	1.6	9	14.1
Three Rivers	2	1.6	10	7.8	5	3.9	3	2.3	20	15.6
Tunxis	1	0.8	7	5.3	3	2.3	0	0.0	11	8.3
Total	333	3.8	573	6.5	553	6.3	14	0.2	1,473	16.7

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		Achievement at end of Plan period
		Baseline Fall 2002	Plan Year 5 of 5 Fall 2007	
Asnuntuck Community College	3.4	3.9	5.6	Goal attained
Capital Community College	27.9	23.7	29.6	Goal attained
Gateway Community College	9.5	12.2	12.1	Goal attained
Housatonic Community College	12.7	20.3	20.5	Goal attained
Manchester Community College	5.7	8.8	10.3	Goal attained
Middlesex Community College	7.1	6.9	10.9	Goal attained
Naugatuck Valley Community College	9.5	8.9	12.7	Goal attained
Northwestern CT Community College	2.1	3.2	3.9	Goal attained
Norwalk Community College	10.1	16.1	20.0	Goal attained
Quinebaug Valley Community College	8.0	6.9	9.0	Goal attained
Three Rivers Community College	5.0	4.9	7.7	Goal attained
Tunxis Community College	8.4	7.8	10.2	Goal attained
Charter Oak State College	9.4	4.7	6.1	Goal not achieved
Central Connecticut State University	9.4	5.2	5.6	Goal not achieved
Eastern Connecticut State University	9.4	3.5	5.5	Goal not achieved
Southern Connecticut State University	9.4	5.9	6.9	Goal not achieved
Western Connecticut State University	9.4	5.3	7.0	Goal not achieved
University of Connecticut	9.4	5.1	6.0	Goal not achieved

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 5 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Goal Attainment

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		Achievement at end of Plan period
		Baseline Fall 2002	Plan Year 5 of 5 Fall 2007	
Asnuntuck Community College	4.3	9.6	10.3	Goal attained
Capital Community College	22.8	35.8	38.6	Goal attained
Gateway Community College	16.1	23.4	25.5	Goal attained
Housatonic Community College	11.4	27.5	26.5	Goal attained
Manchester Community College	6.4	12.2	13.0	Goal attained
Middlesex Community College	4.0	7.0	8.8	Goal attained
Naugatuck Valley Community College	5.6	7.4	8.4	Goal attained
Northwestern CT Community College	1.0	2.1	2.0	Goal attained
Norwalk Community College	8.2	17.7	16.5	Goal attained
Quinebaug Valley Community College	2.0	1.3	2.3	Goal attained
Three Rivers Community College	4.8	7.0	7.7	Goal attained
Tunxis Community College	3.4	5.5	6.4	Goal attained
Charter Oak State College	8.7	9.5	12.8	Goal attained
Central Connecticut State University	8.7	6.9	7.7	Goal not achieved
Eastern Connecticut State University	8.7	7.0	7.3	Goal not achieved
Southern Connecticut State University	8.7	12.2	12.1	Goal attained
Western Connecticut State University	8.7	6.0	6.6	Goal not achieved
University of Connecticut	8.7	5.0	5.9	Goal not achieved

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 5 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Goal Attainment

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		Achievement at end of Plan period
		Baseline Fall 2002	Plan Year 5 of 5 Fall 2007	
Asnuntuck Community College	1.3	1.9	2.5	Goal attained
Capital Community College	2.5	3.9	3.5	Goal attained
Gateway Community College	3.1	2.9	4.1	Goal attained
Housatonic Community College	2.3	3.0	3.2	Goal attained
Manchester Community College	3.2	4.0	3.6	Goal attained
Middlesex Community College	1.7	2.3	2.8	Goal attained
Naugatuck Valley Community College	2.3	2.1	2.7	Goal attained
Northwestern CT Community College	1.0	1.6	1.7	Goal attained
Norwalk Community College	3.8	4.7	4.9	Goal attained
Quinebaug Valley Community College	1.1	1.5	1.8	Goal attained
Three Rivers Community College	1.9	2.4	3.4	Goal attained
Tunxis Community College	1.8	2.8	2.6	Goal attained
Charter Oak State College	2.4	2.0	1.6	Goal not achieved
Central Connecticut State University	2.4	3.0	2.6	Goal attained
Eastern Connecticut State University	2.4	1.4	2.1	Goal attained
Southern Connecticut State University	2.4	2.5	2.4	Goal attained
Western Connecticut State University	2.4	3.3	3.7	Goal attained
University of Connecticut	2.4	6.3	7.2	Goal attained

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 5 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Goal Attainment

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		Achievement at end of Plan period
		Baseline Fall 2002	Plan Year 5 of 5 Fall 2007	
Asnuntuck Community College	0.2	0.3	0.2	Goal attained
Capital Community College	0.2	0.2	0.3	Goal attained
Gateway Community College	0.2	0.4	0.3	Goal attained
Housatonic Community College	0.2	0.1	0.2	Goal attained
Manchester Community College	0.2	0.4	0.3	Goal attained
Middlesex Community College	0.2	0.4	0.2	Goal attained
Naugatuck Valley Community College	0.2	0.4	0.3	Goal attained
Northwestern CT Community College	0.2	0.1	0.2	Goal attained
Norwalk Community College	0.1	0.1	0.1	Goal attained
Quinebaug Valley Community College	0.4	0.7	0.3	Goal not achieved
Three Rivers Community College	0.9	1.9	1.1	Goal attained
Tunxis Community College	0.1	0.5	0.3	Goal attained
Charter Oak State College	0.2	2.8	1.2	Goal attained
Central Connecticut State University	0.2	0.4	0.4	Goal attained
Eastern Connecticut State University	0.2	0.9	0.5	Goal attained
Southern Connecticut State University	0.2	0.2	0.2	Goal attained
Western Connecticut State University	0.2	0.3	0.2	Goal attained
University of Connecticut	0.2	0.3	0.4	Goal attained

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 5 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Goal Attainment

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 4 of 5 06-07	
Asnuntuck Community College	3.4	0.0	1.9	Will achieve goal
Capital Community College	27.9	12.1	17.0	Will not achieve goal
Gateway Community College	9.5	11.6	9.7	Continue goal attainment
Housatonic Community College	12.7	18.3	21.4	Continue goal attainment
Manchester Community College	5.7	6.2	5.6	Will achieve goal
Middlesex Community College	7.1	3.2	5.5	Continue goal attainment
Naugatuck Valley Community College	9.5	5.8	7.1	Will achieve goal
Northwestern CT Community College	2.1	0.0	3.0	Continue goal attainment
Norwalk Community College	10.1	13.0	17.2	Continue goal attainment
Quinebaug Valley Community College	8.0	0.0	8.2	Continue goal attainment
Three Rivers Community College	5.0	0.4	2.3	Will achieve goal
Tunxis Community College	8.4	4.3	4.7	Will not achieve goal
Charter Oak State College	9.4	4.2	8.3	Will achieve goal
Central Connecticut State University	9.4	5.0	5.3	Will not achieve goal
Eastern Connecticut State University	9.4	5.0	3.5	Will not achieve goal
Southern Connecticut State University	9.4	4.5	6.4	Will not achieve goal
Western Connecticut State University	9.4	6.6	4.1	Will not achieve goal
University of Connecticut	9.4	5.1	4.7	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 5 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 4 of 5 06-07	
Asnuntuck Community College	4.3	2.6	2.6	Will not achieve goal
Capital Community College	22.8	34.9	33.2	Continue goal attainment
Gateway Community College	16.1	18.8	22.3	Continue goal attainment
Housatonic Community College	11.4	24.6	26.3	Continue goal attainment
Manchester Community College	6.4	9.0	9.4	Continue goal attainment
Middlesex Community College	4.0	2.8	5.0	Continue goal attainment
Naugatuck Valley Community College	5.6	6.0	8.6	Continue goal attainment
Northwestern CT Community College	1.0	0.8	2.2	Continue goal attainment
Norwalk Community College	8.2	14.2	15.3	Continue goal attainment
Quinebaug Valley Community College	2.0	0.9	1.8	Will achieve goal
Three Rivers Community College	4.8	5.7	5.7	Continue goal attainment
Tunxis Community College	3.4	3.0	5.1	Continue goal attainment
Charter Oak State College	8.7	6.9	8.8	Will achieve goal
Central Connecticut State University	8.7	5.8	8.1	Will achieve goal
Eastern Connecticut State University	8.7	5.5	5.4	Will not achieve goal
Southern Connecticut State University	8.7	7.7	9.4	Will achieve goal
Western Connecticut State University	8.7	6.0	3.7	Will not achieve goal
University of Connecticut	8.7	4.4	5.5	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 5 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 4 of 5 06-07	
Asnuntuck Community College	1.3	1.3	0.6	Will not achieve goal
Capital Community College	2.5	3.7	2.5	Continue goal attainment
Gateway Community College	3.1	3.2	4.9	Continue goal attainment
Housatonic Community College	2.3	2.5	2.3	Continue goal attainment
Manchester Community College	3.2	4.8	3.1	Continue goal attainment
Middlesex Community College	1.7	3.7	3.5	Continue goal attainment
Naugatuck Valley Community College	2.3	1.4	1.4	Will not achieve goal
Northwestern CT Community College	1.0	0.8	3.0	Will achieve goal
Norwalk Community College	3.8	4.0	4.0	Will achieve goal
Quinebaug Valley Community College	1.1	2.6	0.6	Will not achieve goal
Three Rivers Community College	1.9	0.2	2.8	Will achieve goal
Tunxis Community College	1.8	1.3	1.3	Will not achieve goal
Charter Oak State College	2.4	2.7	3.0	Continue goal attainment
Central Connecticut State University	2.4	2.7	3.7	Continue goal attainment
Eastern Connecticut State University	2.4	2.4	2.0	Will achieve goal
Southern Connecticut State University	2.4	1.3	2.6	Will achieve goal
Western Connecticut State University	2.4	2.3	3.9	Will achieve goal
University of Connecticut	2.4	5.3	6.7	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 5 Performance Level and Progress/Projection	Problematic for Goal Attainment
	Satisfactorily toward Goal Attainment
	Insignificant or No Change
	Continuous Performance at or above Goal

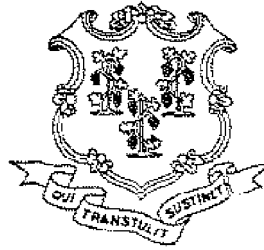
NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

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 4 of 5 06-07	
Asnuntuck Community College	0.2	0.0	0.6	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	Continue goal attainment
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	0.6	Continue goal attainment
Northwestern CT Community College	0.2	0.0	0.0	Will achieve goal
Norwalk Community College	0.1	0.0	0.9	Will achieve goal
Quinebaug Valley Community College	0.4	0.0	1.2	Will achieve goal
Three Rivers Community College	0.9	0.6	1.3	Will achieve goal
Tunxis Community College	0.1	1.3	0.0	Continue goal attainment
Charter Oak State College	0.2	0.8	0.8	Continue goal attainment
Central Connecticut State University	0.2	0.3	0.4	Continue goal attainment
Eastern Connecticut State University	0.2	1.7	0.5	Continue goal attainment
Southern Connecticut State University	0.2	0.0	0.5	Will achieve goal
Western Connecticut State University	0.2	0.3	0.3	Continue goal attainment
University of Connecticut	0.2	0.3	0.2	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 5 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.



STATE OF CONNECTICUT