



THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

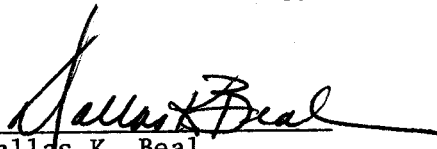
concerning

FIVE YEAR STRATEGIC PLAN
FOR
RACIAL AND ETHNIC DIVERSITY
AT
CENTRAL CONNECTICUT STATE UNIVERSITY

November 1, 1985

- WHEREAS, Central Connecticut State University has developed a Five Year Strategic Plan for Racial and Ethnic Diversity in response to guidelines from the Board of Governors for Higher Education, therefore be it
- RESOLVED, That the Trustees approve the plan and direct that it be transmitted to the Board of Governors, and be it further
- RESOLVED, That, subject to concurrence by the Board of Governors, the Trustees direct the President of Central Connecticut State University to undertake vigorous efforts to attain the goals established in the plan.

A Certified True Copy:


Dallas K. Beal
President

CENTRAL CONNECTICUT STATE UNIVERSITY
MINORITY ACCESS AND RETENTION PLAN

I. AN OVERVIEW OF CENTRAL CONNECTICUT STATE UNIVERSITY

A. A General Description of Central Connecticut State University

Central Connecticut State University, with approximately 13,000 students, is a suburban campus comprised of 27 major buildings located on a 140-acre site three miles south of Interstate 84 at Corbins Corner, West Hartford, on State Route 71 (Stanley Street) New Britain.

It is the third and final site of the University since its founding as the State Normal School at New Britain in 1849. Highway access is excellent via Interstate routes 84 and 91 and State routes 71, 72 and 175 in Newington. While the city has public bus service, connecting buses to Hartford are possible only via transfer at Corbins Corner. There is intra-inter state bus service to other cities in Connecticut and the Northeast. Railroad service is available in the neighboring town of Berlin.

Academically, the University is comprised of four undergraduate schools: School of Education & Professional Studies, School of Arts & Science, School of Business and School of Technology. All are involved in graduate degree programs offered through the University's School of Graduate Studies. The University offers 80 degree programs at the graduate and undergraduate levels and more than 120 academic programs.

The University has the largest Extension College (continuing education) program in the state, enrolling upwards of 6,300 part-time students each fall and spring and 5,000 summers. It offers more than 400 courses each semester (both credit and non-credit), many tailored to the professional and career needs of men and women in the workplace.

University facilities include: A 1 million-volume capacity library, a science-technology building featuring a planetarium, solar/star observatory, biological sciences, physics and chemistry laboratories and highly sophisticated state of the art equipment for programs in the School of Technology. The latter includes computer integrated manufacturing, computer assisted design, computer assisted manufacturing, electronic discharge wirecut technology, robotics, etc.

Also, extensive computer laboratories in all Schools, a Student Center, eight dormitories, an athletic complex including playing courts, fields, pool, special purpose rooms; and a 1,800-seat auditorium, lecture halls, food service building, parking garage, and four multi-floored classroom buildings. A fine arts center, additional parking garage and another dormitory are anticipated in the future.

1. Student/Support Services

The University offers a range of special programs/services to all students. Included are counseling, medical services, food services, recreational programs/activities, housing, placement/career counseling, a women's center, cooperative education, study abroad, remedial programs in mathematics and writing.

I. A., 1 Cont'd

The University's unique Educational Opportunity Program, designed to bring educationally disadvantaged youngsters into the academic programs, has been in operation for 17 years with 94% success rate for the summer program. Over-all four-year success (degree attainment) rate closely parallels that of the University at large. This program operates summers on campus and offers year-round guidance and counseling to its students. Also offered are special meeting/study areas for Black and Hispanic students who operate in recognized student organizations with faculty advisors.

Degrees offered are: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Science in Organization & Management (business and industrial management), 6th Year Professional Certificate (education).

2. Student Profile Undergraduate

Full time: Referred to as "day" students, this body comprises about 60% of the total undergraduate student body each year. Demographics: 51% men, 49% women; mean age 21; 94% from Connecticut communities, 2% international (representing some 30 foreign nations) and 4% out-of-State, (primarily from states in the Northeastern United States). Concentration of foreign students are generally found from the Caribbean, East Asia, Africa, the Middle East with lesser numbers from Central/South America and Western Europe. Average full-time undergraduate population: 6,700.

Part-time: Referred to as "evening" students (although many attend day classes), this body represents the 40% of the University's total undergraduate enrollment. While ages run the gamut from recent high school graduates to retired persons, the mean age is about 28. 51% women, 49% men.

While most are employed on a full-time basis, many are returning housewives, part-time employees, and retired persons seeking new skills/knowledge. Enrollment is predominantly in the areas of business, computer science and industrial technologies.

3. Graduates

The University today graduates 1,650 degree holders each year, 80% of them with the undergraduate degree. While most masters degree candidates attend on a part-time basis, increasing numbers of the undergraduate population are finishing their degree studies on a part-time basis. Graduates with the bachelors degree who either attended completely or finished their academic work on a part-time basis now constitute about one quarter of the undergraduate graduating class.

4. Placement

The majority of the University's Graduates are placed in their career field or in graduate school within three months of their graduation. Mean placement figures for graduates of the various

I. A., 4 Cont'd

schools: Technology, 96%; Business, 90%; Arts & Sciences, 84%; Education & Professional Studies, 85%. The vast majority of graduate students are already employed by the time they begin their academic programs.

B. Description of Constituences Served

1. Student Market

The University's student market encompasses the entire state. Admissions Office personnel annually recruit at all 12 State Community Colleges, all 5 State Technical Colleges, at more than 180 public secondary school and through state-wide college "fairs". In recent years emphasis has been placed on recruiting in so-called "inner city" secondary schools in spite of very real obstacles faced by these students in terms of financial resources and access to the campus by public transport.

The University in recent years has enjoyed a considerable enrollment from the major cities in Fairfield County despite the limited availability of dormitory rooms in view of the school's "commuter radius" cutoff. The majority of full-time "day" students (70+) commute to campus daily from surrounding towns or nearby off-campus private housing.

Part-time "evening" students are entirely commuters, with heaviest enrollment from communities along the north-south/east-west major highways of the state. Generally, limits of this part-time population are prescribed by highway access and commuting time: Waterbury in the west, Old Saybrook and the Lymes in the south, Springfield to the north and Rockville-Vernon in the east.

2. Minority Enrollment (1984 Statistics)

	<u>Graduate</u>	<u>Undergraduate</u>
a. Total Enrollment	2,380	10,953
b. Black Enrollment	62 (2.6%)	299 (2.7%)
c. Hispanic Enrollment	41 (1.7%)	157 (1.4%)

II. IDENTIFIED PROBLEMS IN ACCESS AND RETENTION

- A. Currently available statistics on minority student enrollment require updating in order to more accurately assess access and retention problems.
- B. The resources and mechanisms the University currently uses to collect the appropriate data are limited.
- C. Additional funding would be needed to support strategies designed to improve access and retention.
- D. There exists a lack of publicity in the Black and Hispanic communities about Central Connecticut State University's programs.
- E. Central Connecticut State University's proximity to 3 community colleges where the minority student population exceeds the 13.5% potential tends to limit Central's minority recruiting efforts while still providing opportunities in higher education to this population.
- F. Limited public transportation to and from the University from areas such as Hartford hinders minority access and retention.
- G. Insufficient on-campus housing adversely impacts on the University's ability to attract students from outside the immediate geographic region.
- H. Current Minority Student Disparity

	<u>GRADUATE</u>	<u>UNDERGRADUATE</u>
Black	0.5%	6.3%
Hispanic	None	2.6%

III. PLAN TO EXPAND MINORITY STUDENT ACCESS

A. Admissions Initiatives for Freshmen and Transfers.

1. Solicit funds from Connecticut corporations to establish Central Connecticut State University Scholarships for Black and Hispanic students.
2. Increase minority representation on the professional staff of the Admissions Office by one person.
3. Support the Office of Admissions' policy of using criteria in addition to SAT scores as admissions standards.
4. Work to increase available housing for highly qualified Black and Hispanic students by reevaluating standards for housing allocations.
5. Explore the feasibility of specialized public transportation to and from the University from areas such as Hartford.
6. Provide a description of the Educational Opportunity Program (EOP) to all potential sources of minority students.

B. Admission Initiatives for Graduate students

Refer to A.; 1., 2., and 5.

C. Early Awareness and Recruitment Initiatives

1. Send literature (catalogs, brochures, applications, etc.) to offices of Black and Hispanic doctors, dentists, and lawyers with a cover letter requesting their assistance in identifying Black and Hispanic students who might consider pursuing an education at Central Connecticut State University.
2. Send literature to churches and religious organizations with Black and Hispanic congregations. This literature would be accompanied by a cover letter offering the services of the Admissions Office and selected faculty for presentations about Higher Education opportunities at Central Connecticut State University for minority students.
3. Obtain the names of highly qualified minority students from guidance counselors at inner city schools and other school systems with minority student enrollment. Send these students personal letters from all or some of the Deans, Department Chairs, Director of Admissions.
4. Further increase the visibility of minority faculty, staff, students and student organizations by requiring that material used for University publications such as faculty and student newspapers, admissions documents, brochures, etc., depict Blacks and Hispanics.
5. Provide luncheon programs for Black and Hispanic clergy, business leaders, local government officials, and guidance counselors (educators) concerned with Higher Education opportunities for minority students.

III. C. Cont'd

6. Assign one professional staff member of the Admissions Office to minority recruitment.
7. Encourage Black and Hispanic student organizations at Central Connecticut State University to sponsor College for Minorities Day.
8. Invite local high schools to Central Connecticut State University's Black History Week and Puerto Rican History Week programs.
9. Use public television to alert Connecticut citizens to the educational opportunities for minorities at Central Connecticut State University.
10. Encourage Admissions personnel and selected faculty to be available to local Black and Hispanic radio and television stations to discuss Central Connecticut State University and its programs.
11. Use minority faculty and alumni for recruiting.
12. Involve the present minority Central Connecticut State University graduate and undergraduate student population in recruiting.

IV. PLAN TO IMPROVE MINORITY STUDENT RETENTION

A. Data Collection

1. Develop currently available information on enrollment statistics of Black and Hispanic graduate and undergraduate students by reviewing and totaling demographic data available on Registration forms.
2. Cross check the above with minority faculty members and members of the Organization of Afro - American and African students and the Union of Puerto Rican students, in order to assess its accuracy.
3. Obtain available data on attrition rates for minorities from the Director of Research.
4. Review all data collection instruments used in the admission and registration process in order to identify and improve the accuracy of the demographic data which is collected for use in monitoring attrition rates of graduate and undergraduate minority students.
5. Investigate the legality of requesting demographic data on the admissions application for the purpose of assessing the effectiveness of recruitment and retention efforts.
6. Identify ways of highlighting demographic data on the registration form and the uses to which such information may be put, i.e. identifying students eligible for certain scholarships, those who may be interested in particular clubs, organizations, programs, etc. in order to improve the collection of required demographic data.

B. Orientation Program

1. Expand the orientation program for Freshmen and transferring students by developing an early or late summer orientation session as a prelude to the Freshmen Seminar or other new student orientation.
2. Establish special components to the Freshmen Seminar for Black and Hispanic students which would emphasize those resources and faculty available to provide support to these students and provide an opportunity for students to meet minority faculty and alumni.
3. Develop a pamphlet for Black and Hispanic graduate and undergraduate students which would identify services, programs, scholarships, minority faculty members and the existence of peer counselors as resources for these students.
4. Develop additional estimates of support services required to improve retention of Black and Hispanic graduate and undergraduate students. Identify why they are needed and how they would be used, estimating the funding required to support such services.

IV. Cont'd

C. Assessment/Placement Practices

1. Establish a mechanism by which faculty advisors will identify students who are deficient in their academic performance midway through the semester. Advisors will then identify appropriate support mechanisms.
2. Explore the feasibility of including testing for advanced placement and/or remedial experiences as well as activities to familiarize and acclimate new students to Central Connecticut State University during an early or late summer orientation program.
3. Refer to IV., B., 4.

D. Remediation Opportunities

1. Identify and expand current remedial services and programs available to all students to assist in the retention process, i.e. the Mathematics Center and Writing Center.
2. Develop and implement a system of peer tutors to provide ongoing support to Blacks and Hispanics during the semester.
3. Investigate ways to remove the cost barrier to remedial experiences offered through the Extension College.

V. ONGOING MONITORING AND EVALUATING OF CENTRAL CONNECTICUT STATE UNIVERSITY'S ACCESS AND RETENTION EFFORTS

A. Responsibility for Monitoring and Evaluation

The President of the University shall appoint a committee to monitor and evaluate The Plan for Minority Access and Retention as proposed in this document.

B. Method of Monitoring and Evaluation

At the present time data on the retention patterns of students is limited. The Student Information System currently under development will provide detail which will enable us to tailor efforts towards those who seem to be most at risk of non-completion. Over time we will be able to monitor the progress of entering students and transfers. The student file submitted each semester to the Department of Higher Education also provides the beginning of a data system which will be useful in this regard.

We note that information on race/ethnicity is given voluntarily by students and that we cannot require that such information be given to us. This will be as true for the Student Information System as it is for our current methods of data collection.

VI. SUMMARY OF PROFESSIONAL ACADEMIC PROGRAMS WITH SIGNIFICANT MINORITY UNDER-REPRESENTATION

The professional programs offered at Central Connecticut State University are the Teacher Education programs including Physical Education and Professional Education, the Bachelor of Science in Nursing program, and programs in Technology and Business/Accounting.

At present, data is not available which identifies the extent of minority underrepresentation in these areas. Every effort will be made to acquire this information in order to appropriately address problems in access and retention of minority students. Deans, Directors and Department Heads will be polled in order to collect this data in the short run.

VII. CENTRAL CONNECTICUT STATE UNIVERSITY'S ACCESS AND RETENTION GOALS

A. Potential Student Market (Service Area)—State wide

	<u>Graduate</u>	<u>Undergraduate</u>
Black	3.1%	9%
Hispanic	1.1%	4%

B. Access Goals for Black and Hispanic Graduate and Undergraduate Students.

1. FIVE YEAR GOALS

	<u>Graduate</u>	<u>Undergraduate</u>
Black	0.25%	3.15%
Hispanic	Maintain	1.3%

2. ANNUAL ACCESS GOALS

	<u>Graduate</u>	<u>Undergraduate</u>
Black	0.05%	0.63%
Hispanic	Maintain	0.26%

C. Retention* Goals for Black and Hispanic Graduate and Undergraduate Students.

1. FIVE YEAR GOALS

	<u>Graduate</u>	<u>Undergraduate</u>
Black	Maintain	0.55%
Hispanic	0.15%	0.25%

2. ANNUAL RETENTION GOALS

	<u>Graduate</u>	<u>Undergraduate</u>
Black	Maintain	.11%
Hispanic	0.03%	0.05%

*Graduation rates will serve as retention indicators until the systemwide student record system is fully operable.

INSTITUTION: Central Connecticut State University- Graduates (2,380)

- I. **Potential Student Market (Service Area)—Statewide**
 - A. Black Student Percentage—3.1%
 - B. Hispanic Student Percentage--1.1%
- II. **Indicator of Minority Student Access (1984 Enrollment)**
 - A. Black Student Percentage—2.6% (62)
 - B. Hispanic Student Percentage—1.7% (41)
 - C. Current Black Student Disparity (if any)—0.5%
(IA minus IIA)
 - D. Current Hispanic Student Disparity (if any)—None
(IB minus IIB)
- III. **Minority Student Access Goals**
 - A. Five-year Black Student Access Goal--0.25%
(IIC divided by 2)
 - B. Five-year Hispanic Student Access Goal—Maintain
(IID divided by 2)
 - C. Annual Black Student Access Goal--0.05%
(IIIA divided by 5)
 - D. Annual Hispanic Student Access Goal—Maintain
(IIIB divided by 5)
- IV. **Indicator of Minority Student Retention (1983 Graduation rate)-(355)**
 - A. Black Student Percentage—3.1% (11)
 - B. Hispanic Student Percentage--1.4% (5)
 - C. Black Student Disparity (if any)—None
(IIA minus IVA)
 - D. Hispanic Student Disparity (if any)--0.3%
(IIB minus IVB)
- V. **Minority Student Retention Goals**
 - A. Five-year Black Student Retention Goal—Maintain
(IVC divided by 2)
 - B. Five-year Hispanic Student Retention Goal—0.15%
(IVD divided by 2)

*Graduation rates will serve as retention indicators until the systemwide student record system is fully operable.

Minority Student Retention Goals (continued)

- C. Annual Black Student Retention Goal—Maintain
(VA divided by 5)
- D. Annual Hispanic Student Retention Goal—0.03%
(VB divided by 5)

INSTITUTION: Central Connecticut State University- Undergrads(10,953)

Potential Student Market (Service Area)—Statewide

- A. Black Student Percentage--9%
 - B. Hispanic Student Percentage--4%
- II. Indicator of Minority Student Access (1984 Enrollment)
- A. Black Student Percentage--2.7% (299)
 - B. Hispanic Student Percentage--1.4% (157)
 - C. Current Black Student Disparity (if any)--6.3%
(IA minus IIA)
 - D. Current Hispanic Student Disparity (if any)--2.6%
(IB minus IIB)
- III. Minority Student Access Goals
- A. Five-year Black Student Access Goal--3.15%
(IIC divided by 2)
 - B. Five-year Hispanic Student Access Goal--1.3%
(IID divided by 2)
 - C. Annual Black Student Access Goal--0.63%
(IIIA divided by 5)
 - D. Annual Hispanic Student Access Goal--0.26%
(IIIB divided by 5)
- IV. Indicator of Minority Student Retention (1983 Graduation rate)*(1,310)
- A. Black Student Percentage--1.6% (21)
 - B. Hispanic Student Percentage--0.9% (12)
 - C. Black Student Disparity (if any)--1.1%
(IIA minus IVA)
 - D. Hispanic Student Disparity (if any)--0.5%
(IIB minus IVB)
- V. Minority Student Retention Goals
- A. Five-year Black Student Retention Goal--0.55%
(IVC divided by 2)
 - B. Five-year Hispanic Student Retention Goal--0.25%

*Graduation rates will serve as retention indicators until the systemwide student record system is fully operable.

Minority Student Retention Goals (continued)

- C. Annual Black Student Retention Goal—Maintain
(VA divided by 5)
- D. Annual Hispanic Student Retention Goal—0.03%
(VB divided by 5)