



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 SOUTHERN CONNECTICUT STATE UNIVERSITY

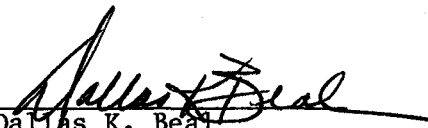
November 1, 1985

WHEREAS, Southern 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 Southern Connecticut State University to undertake vigorous efforts to attain the goals established in the plan.

A Certified True Copy:


Dallas K. Beal
President

SOUTHERN CONNECTICUT STATE UNIVERSITY

Strategic Plan to Ensure Access and Retention of Minority Students

Table of Contents

	Page
A Message from the President	i
1. Institutional Overview	1
1.1 General Description of the Institution	1
1.2 Description of Constituents Served	2
1.21 Student Market	2
1.22 Current Minority Enrollment	2
2. Identified Problems in Access and Retention	3
2.1 Barriers to Minority Student Access	3
2.2 Barriers to Minority Student Retention	4
3. Plan to Expand Minority Student Access	4
3.1 Admission Initiatives for First-Time Freshmen	4
3.2 Admission Initiatives for Transfers	5
3.3 Admission Initiatives for Graduate Students	6
4. Plan to Improve Minority Student Retention	6
4.1 The Educational Opportunity Program	7
4.2 Orientation Program	7
4.3 Assessment/Placement Practices	8
4.4 Remediation Opportunities	8
4.5 Minority Campus Life	9

SCSU Minority Student Plan	Page
5. Ongoing Monitoring and Evaluation of Institutional Access and Retention Efforts	9
5.1 Responsibility for Monitoring/Evaluation	9
5.2 Monitoring and Evaluation Activites	9
6. Summary of Professional Academic Programs with Significant Minority Student Underrepresentation	10
7. Institution's Access and Retention Goals	11
7.1 Access Goals for Minority Students	11
7.2 Retention Goals for Minority Students	12

Statistical Tables

Table 1: Percentage and Number of Students by Race/Ethnicity	14
Table 2: Number of Degrees Conferred on Black and Hispanic Students	15
Table 3: Full-Time Undergraduate Headcount Minority Enrollment Plan	16
Table 4: Part-Time Undergraduate Headcount Minority Enrollment Plan	17
Table 5: Graduate Headcount Minority Enrollment Plan	18
Table 6: Degrees Conferred by Race/Ethnicity	19

A MESSAGE FROM THE PRESIDENT

This document is entitled "A Strategic Plan to Ensure Access and Retention of Minority Students." A better title might be "A Plan for Keeping a Promise," because it is the promise inherent in the goals and ideals of affirmative action that the strategies outlined in this document seek to realize.

As a product of the political and social idealism of the early 1970s, affirmative action was designed to overcome the effects of past discrimination in the U.S. Since then, affirmative action has undergone a variety of challenges -- some positive, some negative.

Despite these challenges, the ideals of affirmative action have remained intact, primarily because they are a natural extension of our Constitution. At the same time, however, events of the past few years have made the need for active commitment to affirmative action more pressing than ever.

As you read this document, you will see that Southern has approached affirmative action in higher education head-on, marshaling its creativity to devise a plan that is direct, sane, and responsive. But even more important, I hope you will note that at the heart of our strategy are people -- from our admissions counselors to our academic advisers to the director of our new Educational Opportunity Program. I am certain that these people will continue to make Southern's affirmative action efforts part of an ongoing personal relationship between the University and its students.

It is with a sense of both urgency and confidence, then, that I take this opportunity to reaffirm Southern's commitment to the goals and principles of affirmative action. At the same time, I pledge a redoubling of our efforts to ensure that every citizen of Connecticut has not only a chance to attend college, but the support to learn and the encouragement to succeed.

Sincerely,



Michael J. Adanti
President
Southern Connecticut State University
October 1985

1. Institutional Overview

1.1 General Description of the Institution

Southern Connecticut State University, an urban, multipurpose, comprehensive state university, founded in 1893 as the New Haven Normal School, is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and in various professional fields. Southern also offers a sixth-year diploma in several special areas.

Located in New Haven, Southern functions both as a regional institution involved in the economic and social development of the southern part of the state through quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects, and also as an institution that serves the entire state by providing educational activities and programs for the citizens of the state.

The major constituencies served by Southern are its nearly 11,000 full-time and part-time students, traditional and non-traditional, living on campus and off, the majority of whom are Connecticut residents. In addition, through its teaching, research, expertise, and public service, Southern serves the needs of business and industry, governmental and social agencies, elementary and secondary schools, and the citizens of the state.

1.2 Description of Constituents Served

1.21 Student Market

While Southern draws students from nearly every town in Connecticut, many other states, and several foreign nations, more than half of its undergraduate students commute from southern Connecticut, particularly New Haven County and eastern Fairfield County. This region contains major urban centers, particularly New Haven and Bridgeport, with substantial minority populations.

In the past, Southern has made efforts to recruit minority students from these areas. The University has had difficulty attracting and retaining these students, however, many of whom have been academically disadvantaged in their college preparation. Southern is committed to increasing these efforts and has already begun to set in place new resources to this end.

1.22 Current Minority Enrollment

Table 1 shows recent enrollment trends among the various racial and ethnic groups of undergraduate students. During the past five years, enrollment of full-time undergraduates has declined slightly, while part-time undergraduate enrollment has substantially increased. These trends are expected to continue during the next five years.

Similarly, minority enrollment has remained rather stable among full-time black and Hispanic undergraduates, while considerably increasing among part-time minority undergraduates. With renewed commitment and added resources, we expect that minority enrollment will continue to increase.

On the graduate level, black student enrollment has been growing during the past five years. In Fall 1984 blacks accounted for 3.9% of the total graduate student body, which is considerably above the 3.1%

statewide market goal. However, Southern has been less successful in recruiting Hispanic graduate students, who account for less than .5% of the graduate student body. The University is committed to maintaining its present level of black graduate student enrollment, while aggressively seeking additional qualified Hispanic students for its graduate programs.

2. Identified Problems in Minority Student Access and Retention

2.1 Barriers to Minority Student Access

Minority students often face multiple barriers that make access to higher education more difficult for them than for other students. For those students who possess the academic preparation for a college education, the prime barriers are financial aid and the limited enrollment in some programs. On the other hand, students who enter college with inadequate academic preparation encounter additional barriers, including language barriers and poor study skills.

Although Southern has the largest percentage of minority students in the Connecticut State University system, the institution has experienced various obstacles in the recruitment of black and Hispanic students. These barriers include limited resources directed to recruiting minority students and inadequate on-campus housing.

Other less obvious institutional barriers include too few minority faculty, administrators, and staff to serve as role models, as well as a limited cultural awareness by faculty and staff to the needs of minority students. Unfortunately, these situations do not create an institutional climate that fosters minority student access and retention.

On the graduate level, there is a shortage of Hispanic applicants with the qualifications and/or desire to study in teacher education and other graduate program areas offered at Southern. With the increase expected in Hispanic enrollment at the undergraduate level, the University will seek to encourage the admission of many of these qualified students into graduate programs.

2.2 Barriers to Minority Student Retention

Many minority students suffer from a lack of academic competency in areas like reading, writing, test taking, and math skills. The lack of specific academic support skills among minority students is the single most important factor in their attrition. Other contributing factors are the lack of support networks that include staff as well as peers, the lack of a culturally sensitive programming plan, and the lack of intensive counseling services. The financial worries that minority students face only compound the problem.

Similar problems appear to affect minority students at the graduate level as well. Minority students do not seem to complete their graduate program of study at the same rate as other students, as is indicated by a comparison of enrollment rates with percentages of degrees conferred.

3. Plan to Expand Minority Student Access

3.1 Admissions Initiatives for First-Time Freshmen

The plan to expand minority student access has two major components, one directed toward the student and the other toward the institution. Among the former is the Early Awareness Program, which is intended to provide "college bound" days for junior high school students, similar to the upward bound program. It will also include a summer program for high school students who are identified by counselors as having college potential. Another feature of the Early Awareness Program

will be its outreach effort, directed toward high school counselors through on-site meetings. It will be particularly important to identify high school counselors who are sensitive to minority student needs.

Southern also plans to develop a Community Outreach Program directed toward local churches, civic groups, and community organizations, as well as community leaders. Its intent is to open the channels of communication necessary to sensitize the institution to the special educational and social needs of minority students.

These efforts will fall within the responsibility of the Admissions Office, where several admissions officers are especially attuned to the needs of minority applicants. The entire admissions staff will be working closely with the new Director of the Educational Opportunity Program to renew its recruitment efforts, especially with counselors in selected urban high schools.

Furthermore, the University has begun to advertise in publications directed toward minority populations, such as Transition: The College Guide for New England's Youth and The Inquirer Newspaper Group. This effort is expected to yield a greater number of applications from minorities during the next several years.

3.2 Admission Initiatives for Transfer Students

Another goal of the Outreach Program is to approach the "feeder" community colleges to streamline and simplify the procedures for transferring to Southern, especially in selected programs. In addition, several admission incentives for transfer students are currently under development at Southern. Increased flexibility for transfer credits is being developed by working with the community colleges to assure that their transfer programs truly serve the student as appropriate preparation

for programs at Southern. A committee is currently being established to see if the difficulties in transferring credit to Southern can be remedied while still maintaining high academic standards.

However, faculty must be further sensitized to the need for flexibility in transferring credits and the desirability of a more flexible core curriculum for the University. There is also a need to increase student and faculty awareness of such non-traditional methods of obtaining credits as CLEP, ACT/PEP, and departmental waiver examinations.

3.3 Admission Initiatives for Graduate Students

Many of the strategies described above at the undergraduate level are expected to improve Southern's image among minority groups, which will eventually affect the graduate level as well. Moreover, the University plans to make its existing and proposed graduate programs particularly attractive to minorities by providing new graduate assistantship opportunities, by focusing recruitment on urban areas, and by facilitating graduate admission to qualified graduating seniors.

4. Plan to Improve Minority Student Retention

Southern has developed several offices and programs to provide student support services to disadvantaged students. Separate offices have been developed to serve the needs of foreign students, veterans, and disabled students. In addition, other programs exist to support academically disadvantaged students in the areas of basic skills remediation and advisement. The major goal of these programs has been to increase the retention and graduation rate of disadvantaged students while maintaining high academic standards. At present, the University is implementing a plan to coordinate these services under the direction of a newly appointed

Director of the Educational Opportunity Program. This new office and the various components of the other student support services are briefly described below.

4.1 The Educational Opportunity Program

The Educational Opportunity Program (EOP) is a new student support now being developed to coordinate the University's undergraduate support services. This program is being designed to meet the needs of academically disadvantaged students in a personal manner. The primary purpose of the program is to enhance the efforts of the institution in recruiting, counseling, and educating academically promising students who have the desire, motivation, and willingness to assume responsibility for achieving their academic potential. In addition to providing comprehensive academic counseling, the EOP will offer tutorial services, assistance in skills development, and referrals to career-oriented work-study opportunities. While a large percentage of the students served under this program will be members of minority groups, the program will also provide support services to all students who qualify under various "disadvantaged" criteria for each service area.

4.2 Orientation Programs

The primary program for minority students entering the University with marginal academic abilities is the College Achievement Program (CAP), a five-week summer program for high school graduates. This past summer, the program increased its enrollment by six minority students. As one of its principle strategies to increase the admission and retention of minority students, the University plans to continue expanding the number of students it recruits into CAP during the next few years.

The CAP program, which primarily involves students who would not otherwise have been admitted to and remained at the University, has met with excellent success.

In addition, Southern conducts an orientation program for all in-coming freshmen students before the beginning of the school year in September. There is no special orientation program for minority students at this time, but CAP students and other entering freshmen can participate in an orientation course, CSP 100: Understanding Self and College.

4.3 Assessment/Placement Practices

The primary means of basic skills assessment and remedial placement for incoming students at Southern are placement tests in English and mathematics. Each incoming student is required to take a diagnostic-placement test in both these fields. The results of these tests enable the University to place students at course levels commensurate with their abilities. In addition, the University recently approved a voluntary, non-credit course in reading and study skills to help students develop these important academic skills.

4.4 Remediation Opportunities

The English and mathematics departments offer significant remediation programs. Students who need remedial courses are identified through the placement tests and, if necessary, placed in non-credit remedial courses. Upon passing these courses, students are eligible for placement in credit courses. In addition, both the English and mathematics departments offer drop-in labs for students in need of tutoring. These facilities are available to all students and extensive use is made of both of them.

The Retention Committee at Southern has recently proposed a new plan to provide support services for students who may be in academic

jeopardy. The crux of this plan involves identifying high risk students on the basis of high school class rank and SAT scores, and offering these students help in study skills and test-taking to increase the likelihood of their success at Southern. This program has been accepted by the President and is now being implemented.

4.5 Minority Campus Life

In addition to various student organizations and governance groups in which minority students actively participate, the campus has two groups specifically geared toward the social and cultural interests of specific minority undergraduates.

Black Student Union, with an active membership of approximately 75 students, is a social and cultural organization that sponsors programs, activities, and seminars of particular interest to black students. There is also an active academic study/support group led by Professor Wright, of the history department. This group's Community Relations Committee works throughout the year attracting community interest in Southern, especially by co-sponsoring programs with community-based groups.

The Organization of Latin American Students is a small but growing group of Hispanic students very active both on campus and in the community. This social and cultural organization has sponsored food drives and gift-giving for needy families during Thanksgiving and Christmas. Many of its activities have been co-sponsored with other student associations, in particular the Black Student Union.

5. Ongoing Monitoring and Evaluation of Access and Retention Efforts

5.1 Responsibility for Monitoring and Evaluating Progress

The Office of Institutional Research will have primary responsibility for annually assessing and monitoring the institution's progress in

implementing this strategic plan. Other administrative units, including the Admissions Office and the Educational Opportunity Program, will be directly responsible for evaluating the specific strategies and interventions described in this plan.

5.2 Monitoring and Evaluation Activities

In conformity with the requirement of the Board of Governors established in the fall of 1984, Southern generates a Student Data File each semester. This file contains data elements of pertinent demographic characteristics as well as the enrollment patterns of its students. Moreover, the Connecticut State University is currently developing a Student Information System that will facilitate the data capture and updating of statistical information on the enrollment, persistence, and performance of students.

Present plans call for the use of the HEIS Student Data File generated each semester and transmitted to the Department of Higher Education. This file will be the primary database on which annual monitoring of minority enrollment patterns will be based. From these semester data files, entering student cohort data files will be generated to enable longitudinal tracking of entering groups of students for persistence and performance analyses. Comparative group analyses will be conducted in an effort to evaluate the specific "treatment" effects of the various intervention strategies described in this plan.

6. Minority Student Underrepresentation

As can be seen from Table 2, most of the recent degrees Southern has conferred on minority undergraduate females have been in education and social work. Their male counterparts, on the other hand, have majored in business and communications. On the graduate level, virtually all

minorities, largely females, major in education programs. This is due to the general programmatic mix at Southern and to the other factors discussed in Section 2, especially the higher academic criteria for admission into particular programs of study. The concentration of minority majors in certain social professional programs, and thereby their underrepresentation in other disciplines at Southern, reflects national minority enrollment trends in similar institutions.

The University will seek specific mechanisms to diversify minority majors by improving counseling and by employing the other strategies discussed in Section 3 that are designed to increase the awareness and recruitment of minorities in other professional areas. Plans for mentors and role models along with peer support services are expected to be particularly useful in this recruitment and retention endeavor.

7. Southern's Access and Retention Goals

7.1 Access Goals for Minority Students

Based on an analysis of Southern's potential statewide market of minority students and on recent enrollment trends and future projections, calculations were performed to generate recruitment goals for full-time and part-time minority undergraduate and all graduate students. These calculations are based on a minimum of 50% reduction over the next five years in the disparity between actual present enrollment of black and Hispanic undergraduates and the statewide potential market percentage. Moreover, the calculations also control for the anticipated decline in the full-time enrollment and expected increase in part-time and graduate enrollment reflected in Southern's recently submitted Five Year Institutional Plan. These data are reported in Table 3, 4 and 5.

Table 3 shows that Southern plans to enroll 70 additional full-time black and 50 full-time Hispanic undergraduates during the next five years. Table 4 indicates that the institution plans to enroll an additional 50 part-time black and 31 part-time Hispanic undergraduates within the same five-year period. On the graduate level, Table 5 shows that the present level of black graduate students will be maintained at 3.2%, while increasing the number of Hispanic graduate students by at least 21 students (0.8%). These are seen as minimal goals for the University. We are confident that our commitment to renewed minority recruitment efforts will actually yield higher levels of minority student enrollment.

7.2 Retention Goals for Minority Students

Until an adequate student cohort database is developed to enable the University to track the persistence and performance of groups of students who have participated in the various access and retention programs described in this plan, actual degrees conferred on minority students must be a rough measure of successful persistence. Southern's goal is to have the same percentage of minority students in its graduating class as it has in the entire student body.

Table 6 shows recent trends and projections for 1990 in undergraduate and graduate degrees conferred by racial/ethnic status. These data show that there has been a substantial increase in the undergraduate degrees conferred on blacks and Hispanics in Academic Year 1985. This finding seems to indicate that minority students who have entered the institution in the early 1980's are now completing their undergraduate curriculum and graduating from the institution.

On the graduate level, degrees conferred on black students have declined slightly. However, the number of black graduate degree recipients is likely to increase in proportion to the recent increase in black graduate student enrollment. Increasing the number of Hispanic graduate degree recipients will come about only with significant increases in their recruitment and admission to graduate programs.

If it can be assumed that the overall number of degrees conferred by Southern in 1990 will be the same as in 1985, then a minimum of eighteen additional baccalaureate degrees (1.6%) are projected to be conferred on black students, while the recent increase of baccalaureate degrees on Hispanic undergraduates will be maintained at the 1.6% level. However, these numbers are likely to increase in the early 1990's, as more of the expanded minority student population, particularly part-time students, complete their course of study.

On the graduate level, a minimum of six additional master and sixth year certificates are projected to be conferred on black students by 1990. Two additional graduate degrees are expected to be conferred on Hispanic students during the same period. If the University's strategies for increased recruitment and enrollment of minorities into graduate programs are successful, these numbers are likely to be greater.

SOUTHERN CONNECTICUT STATE UNIVERSITY

TABLE 1
PERCENTAGE AND NUMBER OF STUDENTS BY RACE/ETHNICITY, FALL SEMESTER

FT/FT FRESHMEN	1980		1982		1983		1984	
	%	N	%	N	%	N	%	N
Black, Non Hispanic	6.3	94	5.7	87	6.3	83	6.3	78
Hispanic	0.8	12	0.3	5	2.1	27	1.4	18
Non-Resident Alien	0.1	2	0.1	1	0.4	5	1.5	19
White, Non-Hispanic	92.5	1377	93.6	1422	91.2	1193	90.8	1132
Other	0.2	3	0.3	4	0.0	0	0.2	3
TOTAL Known		1488		1519		1308		1247
Unknown						200		176
<hr/>								
FT UNDERGRADUATES	1980		1982		1983		1984	
	%	N	%	N	%	N	%	N
Black, Non Hispanic	5.0	321	5.6	350	5.9	326	5.4	298
Hispanic	1.1	69	0.8	50	1.1	58	1.2	64
Non-Resident Alien	0.1	5	1.1	68	1.2	65	1.9	103
White, Non-Hispanic	93.5	6001	92.3	5764	91.7	5049	91.4	5053
Other	0.3	20	0.2	14	0.2	9	0.2	12
TOTAL Known		6416		6246		5507		5530
Unknown						681		540
<hr/>								
PT UNDERGRADUATES	1980		1982		1983		1984	
	%	N	%	N	%	N	%	N
Black, Non Hispanic	7.2	21	6.5	57	6.7	84	7.5	116
Hispanic	0.0	0	0.9	8	0.8	10	0.9	14
Non-Resident Alien	0.0	0	0.3	3	0.2	3	1.2	18
White, Non-Hispanic	92.8	271	91.5	806	91.7	1143	90.1	1394
Other	0.0	0	0.8	7	0.5	6	0.4	6
TOTAL Known		292		881		1246		1548
Unknown						269		212
<hr/>								
TOTAL UNDERGRADUATES	1980		1982		1983		1984	
	%	N	%	N	%	N	%	N
Black, Non Hispanic	5.1	342	5.7	407	6.1	410	5.8	414
Hispanic	1.0	69	0.8	58	1.0	68	1.1	78
Non-Resident Alien	0.1	5	1.0	71	1.0	68	1.7	121
White, Non-Hispanic	93.5	6272	92.2	6570	91.7	6192	91.1	6447
Other	0.3	20	0.3	21	0.2	15	0.3	18
TOTAL Known		6708		7127		6753		7078
Unknown		0		0		950		752
<hr/>								
TOTAL GRADUATE STUDENTS	1980		1982		1983		1984	
	%	N	%	N	%	N	%	N
Black, Non Hispanic	3.7	133	3.2	81	3.6	77	3.9	93
Hispanic	1.4	50	0.5	13	0.6	14	0.2	5
Non-Resident Alien	0.1	2	0.7	17	1.0	21	2.0	48
White, Non-Hispanic	94.6	3388	94.7	2401	94.2	2033	93.6	2228
Other	0.3	10	0.9	24	0.6	13	0.3	6
TOTAL Known		3583		2536		2158		2380
Unknown						789		523

SOUTHERN CONNECTICUT STATE UNIVERSITY

Table 2

NUMBER OF TOTAL DEGREES CONFERRED ON BLACK AND HISPANIC, 1984-1985

CIP	PROGRAM	BACHELORS DEGREES CONFERRED					
		BLACK		HISPANIC		TOTAL	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
06	Business Economics	6	9	2	0	167	111
09	Communications	6	4	3	2	60	63
11	Computer Science	2	2	0	0	21	12
13	Education	2	9	3	3	50	226
16	Foreign Language	0	0	0	0	1	3
18	Health Science	0	4	0	1	8	76
23	English	0	0	0	0	7	23
24	General Liberal Arts	0	0	0	0	0	0
25	Library Science	0	0	0	0	0	5
26	Life Sciences	0	3	0	1	21	26
27	Mathematics	0	0	0	0	6	4
31	Recreation	0	0	0	0	6	21
38	Philosophy	0	0	0	0	2	1
40	Physical Sciences	0	0	0	0	18	6
42	Psychology	1	1	1	0	13	35
44	Social Work	0	3	0	0	6	37
45	Social Sciences	0	0	2	0	36	26
50	Visual/Perform Arts	0	0	0	0	16	41
	TOTAL	17	35	11	7	438	716

CIP	PROGRAM	MASTERS AND SIXTH YEAR DEGREES CONFERRED					
		BLACK		HISPANIC		TOTAL	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
06	Business Economics	0	0	0	0	4	1
13	Education	1	10	0	3	119	323
16	Foreign Language	0	0	0	0	0	0
18	Health Science	0	1	0	0	1	20
23	English	0	0	0	0	3	5
25	Library Science	0	0	0	0	10	44
26	Life Sciences	0	1	0	0	8	7
27	Mathematics	0	0	0	0	0	0
31	Recreation	0	0	0	0	8	12
40	Physical Sciences	0	0	0	0	3	0
42	Psychology	0	0	0	0	15	37
44	Social Work	0	1	0	0	4	16
45	Social Sciences	1	0	0	0	15	10
50	Visual/Perform Arts	0	0	0	0	0	5
	TOTAL	2	13	0	3	190	480

(07-23-85)

SOUTHERN CONNECTICUT STATE UNIVERSITY

Table 3

Full-Time Undergraduate Headcount Minority Enrollment Plan

	Total	Blacks	Hispanics
Statewide Potential Market		8.8%	3.6%
Campus Potential Market, F'82	6232	548 8.8%	224 3.6%
Campus Potential Market, F'84	6058	533 8.8%	218 3.6%
Campus Actual Enrollment, F'82	6232	350 5.6%	50 0.8%
Campus Actual Enrollment, F'84 (A)	6070	328 5.4%	73 1.2%
50% Disparity Reduction Goal, F'90	5586	397 7.1%	123 2.2%
% Minority Increase Required Each Yr.		0.3%	0.2%
Disparity Reduction Goal for F'86	5974	343 5.7%	84 1.4%
Disparity Reduction Goal for F'87	5877	357 6.1%	94 1.6%
Disparity Reduction Goal for F'88	5779	371 6.4%	104 1.8%
Disparity Reduction Goal for F'89	5682	384 6.8%	114 2.0%
Disparity Reduction Goal for F'90	5586	397 7.1%	123 2.2%
Additional Minorities Needed for F'86		15	11
Additional Minorities Needed for F'87		14	10
Additional Minorities Needed for F'88		14	10
Additional Minorities Needed for F'89		13	10
Additional Minorities Needed for F'90		13	9

(A) Note Missing Race Codes have been extrapolated.

IR 10-8-85

SOUTHERN CONNECTICUT STATE UNIVERSITY

Table 4

Part-Time Undergraduate Headcount Minority Enrollment Plan

	Total	Blacks	Hispanics
Statewide Potential Market		8.8%	3.6%
Campus Potential Market, F'82	874	77 8.8%	31 3.6%
Campus Potential Market, F'84	1542	136 8.8%	56 3.6%
Campus Actual Enrollment, F'82	881	57 6.5%	8 0.9%
Campus Actual Enrollment, F'84 (A)	1760	132 7.5%	16 0.9%
50% Disparity Reduction Goal, F'90	2100	171 8.1%	47 2.3%
% Minority Increase Required Each Yr.		0.1%	0.3%
Disparity Reduction Goal for F'86	1892	144 7.6%	22 1.2%
Disparity Reduction Goal for F'87	1934	150 7.8%	28 1.4%
Disparity Reduction Goal for F'88	1957	154 7.9%	33 1.7%
Disparity Reduction Goal for F'89	2012	161 8.0%	40 2.0%
Disparity Reduction Goal for F'90	2100	171 8.1%	47 2.3%
Additional Minorities Needed for F'86		12	6
Additional Minorities Needed for F'87		6	6
Additional Minorities Needed for F'88		4	6
Additional Minorities Needed for F'89		7	6
Additional Minorities Needed for F'90		10	7

(A) Note Missing Race Codes have been extrapolated.

IR 10-8-85

SOUTHERN CONNECTICUT STATE UNIVERSITY

Table 5

Graduate Headcount Minority Enrollment Plan

	Total	Blacks	Hispanics
Statewide Potential Market		3.1%	1.1%
Campus Potential Market, F'82	2512	78 3.1%	28 1.1%
Campus Potential Market, F'84	2380	74 3.1%	26 1.1%
Campus Actual Enrollment, F'82	2512	81 3.2%	13 0.5%
Campus Actual Enrollment, F'84 (A)	2903	113 3.9%	6 0.2%
50% Disparity Reduction Goal, F'90	3320	103 3.1%	27 0.8%
% Minority Increase Required Each Yr.		0.0%	0.1%
Disparity Reduction Goal for F'86	3000	96 3.2%	10 0.3%
Disparity Reduction Goal for F'87	3105	99 3.2%	14 0.4%
Disparity Reduction Goal for F'88	3160	101 3.2%	18 0.6%
Disparity Reduction Goal for F'89	3215	103 3.2%	22 0.7%
Disparity Reduction Goal for F'90	3320	106 3.2%	27 0.8%
Additional Minorities Needed for F'86		-17	4
Additional Minorities Needed for F'87		3	4
Additional Minorities Needed for F'88		2	4
Additional Minorities Needed for F'89		2	4
Additional Minorities Needed for F'90		3	5

(A) Note Missing Race Codes have been extrapolated.

IR 10-8-85

SOUTHERN CONNECTICUT STATE UNIVERSITY

Table 6

Degrees Conferred by Race/Ethnicity, AY1983-85 Actual, AY1990 Projected.

	1983		Actual 1984		1985		Projected 1990	
	N	%	N	%	N	%	N	%
Undergraduate Degrees								
Black	49	4.2%	50	4.3%	52	4.5%	70	6.1%
Hispanic	7	0.6%	6	0.5%	18	1.6%	18	1.6%
Foreign Alien	10	0.9%	9	0.8%	11	1.0%	12	1.0%
White	1093	94.1%	1087	94.2%	1071	92.8%	1063	92.1%
Other	2	0.2%	2	0.2%	2	0.2%	2	0.2%
Total	1161		1154		1154		1154	
Graduate Degrees								
Black	21	2.8%	18	2.7%	15	2.2%	21	3.2%
Hispanic	1	0.1%	4	0.6%	3	0.4%	5	0.8%
Foreign Alien	2	0.3%	2	0.3%	6	0.9%	6	0.9%
White	728	96.7%	630	96.2%	645	96.3%	637	95.1%
Other	1	0.1%	1	0.2%	1	0.1%	21	3.2%
Total	753		655		670		670	

IR 10-8-85

