



# 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

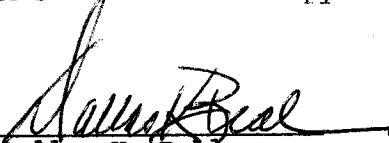
AT

WESTERN CONNECTICUT STATE UNIVERSITY

November 14, 1986

- WHEREAS, Western Connecticut State University with the concurrence of the Trustees (BR# 85-177), submitted a five-year racial and ethnic diversity plan to the Board of Governors for Higher Education in November 1985 which was approved for a one-year period, and
- WHEREAS, Western Connecticut State University has revised its five-year racial and ethnic diversity plan, therefore be it
- RESOLVED, That the Trustees of the Connecticut State University approve Western Connecticut State University's Strategic Plan for Racial and Ethnic Diversity, September 1986, and direct that it be transmitted to the Board of Governors for Higher Education, and be it further
- RESOLVED, That, subject to concurrence by the Board of Governors, the Trustees direct the President of Western Connecticut State University to undertake vigorous efforts to attain the goals established in the plan.

A Certified True Copy:

  
Dallas K. Beal  
President

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is used responsibly and ethically.

WESTERN CONNECTICUT STATE UNIVERSITY

STRATEGIC PLAN

FOR RACIAL AND ETHNIC DIVERSITY

SEPTEMBER 1986

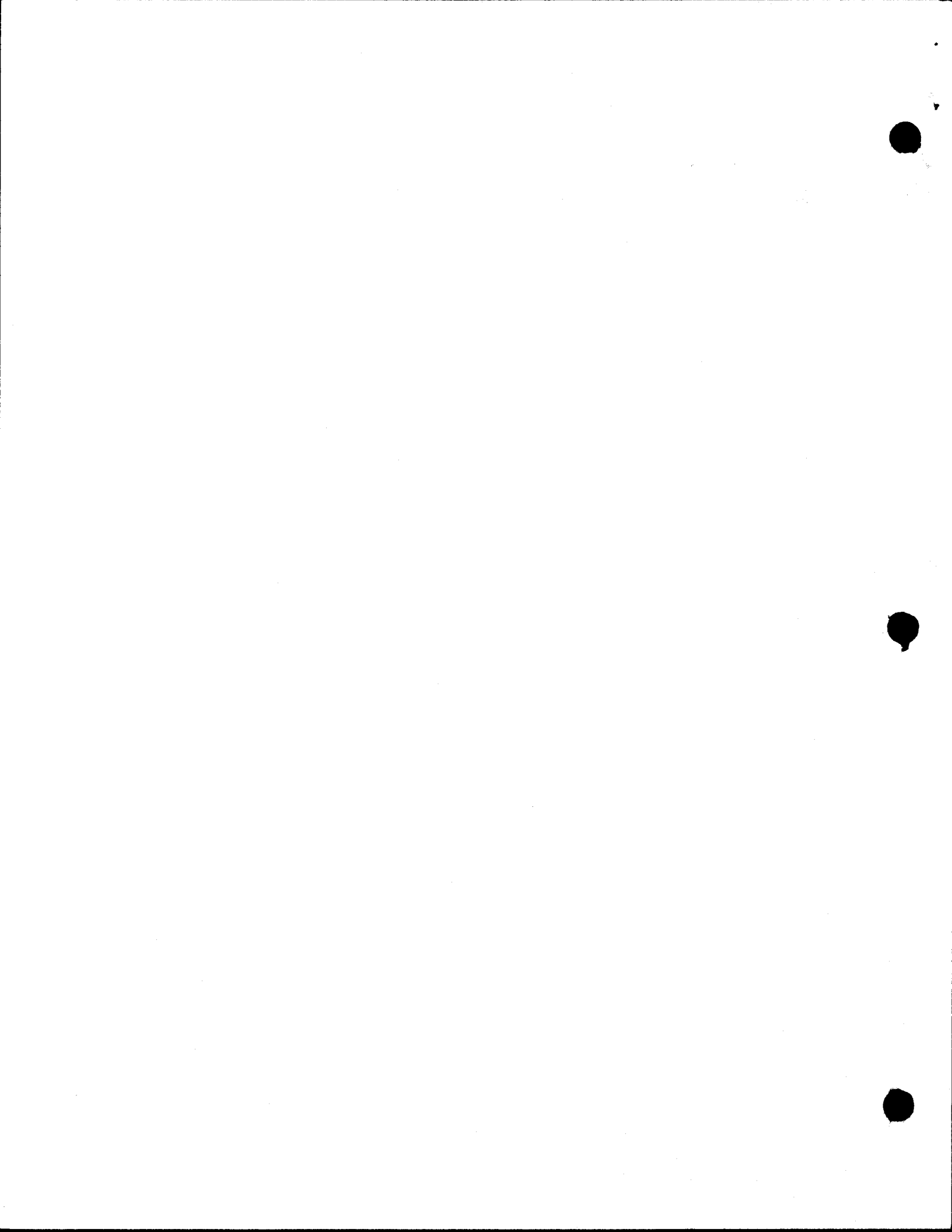


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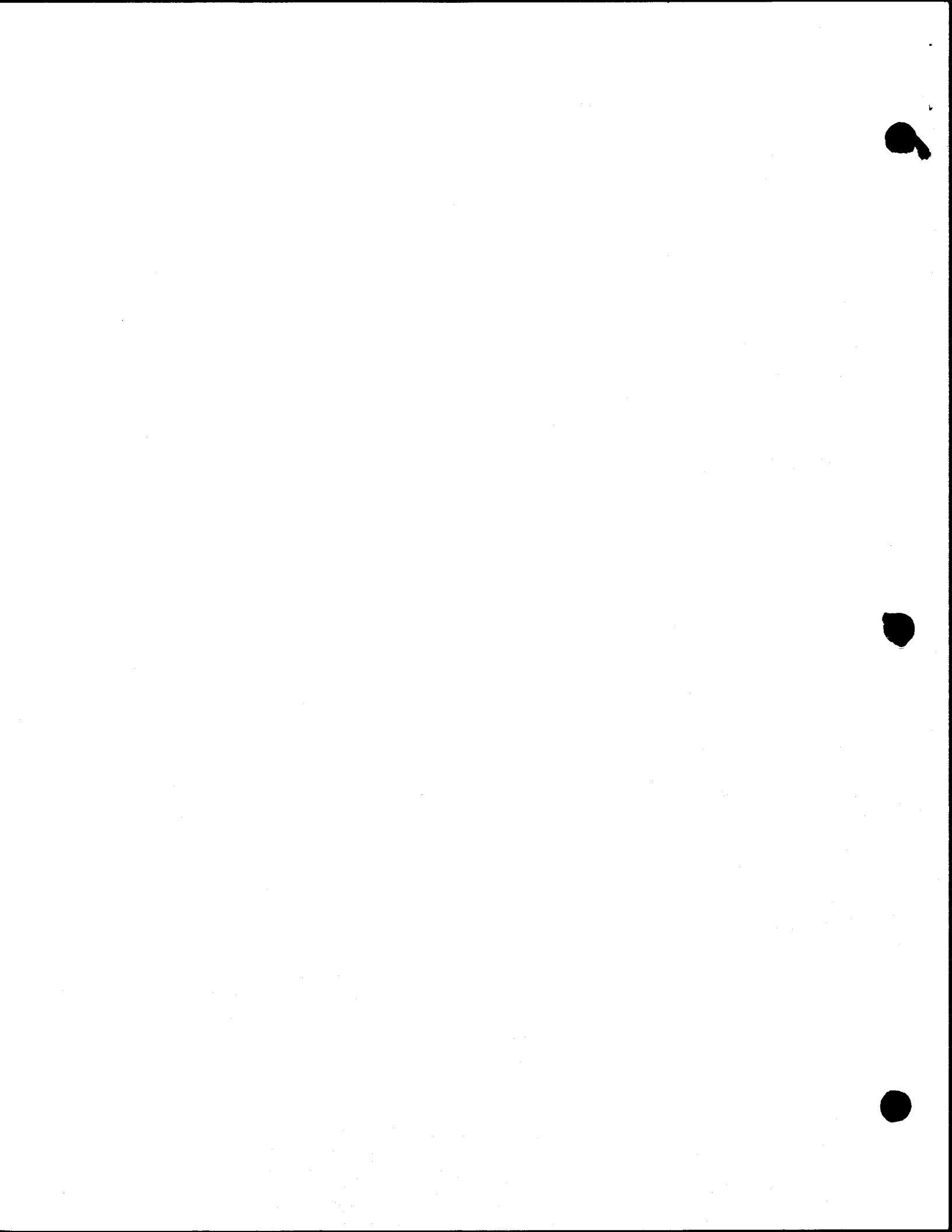


## OVERVIEW OF WESTERN CONNECTICUT STATE UNIVERSITY

Western Connecticut State University is situated in Danbury, a northern Fairfield County city 65 miles north of Manhattan, in the center of one of the fastest growing regions in Connecticut and one of the top growth areas of the nation. Reflecting this community expansion, Western recently added a new 315-acre Westside campus to complement its 25-acre, 10-building Midtown campus in the heart of downtown Danbury. Constant evaluation and improvement of programs and curriculum sharpens Western's "edge of excellence" and keeps it responsive to the progressive community it serves. Students and graduates of Western are surrounded by healthy economic growth and employment opportunity. The University works with -- and is surrounded by -- a forward-looking, innovative business community.

The University is organized into three schools: Ansell School of Business, School of Arts and Sciences and the School of Professional Studies. Each school has its own standards, retention criteria, and faculty. All programs, graduate or undergraduate, are offered through one of the three schools. The Division of Graduate Studies and Extension Services coordinates graduate and evening offerings. The University Center for Lifelong Learning (UCLL) offers non-credit programs for career advancement and professional enrichment.

Founded in 1903, it is the mission of Western Connecticut State University, one of four state universities comprising The Connecticut State University, to pursue excellence in the





preservation and advancement of knowledge; to respect freedom of speech and thought in all aspects of the academic process; to support the state's economy through instruction, research, and service; and to encourage Connecticut students of all ages, races, religions, national origins, and social conditions to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives. As an urban, multi-purpose, comprehensive state university, Western offers a broad, diverse range of undergraduate and graduate programs in liberal arts, professional studies, business and career preparation so as to be responsive to and serve the life and career needs of Connecticut citizens. Inherent to Western's mission is the maintenance of cooperative efforts with regional business, industry, government, and social service and educational agencies to develop coordinated pre-service and in-service programs. Western also seeks to provide a campus climate (physical, social, philosophical and intellectual) conducive to learning and to the development of human values, social responsibility, and a personal philosophy. Research, both basic and applied, are an essential part of Western's mission. Western Connecticut State University is also committed to providing public service through continuing education, educational extension, faculty and administration expertise, cultural and educational programming, various centers and clinics, and, in general, to serve as an educational resource center.



## STUDENT MARKET

Western serves the entire State of Connecticut by regularly enrolling students from more than 125 Connecticut cities and towns. Proximity to New York State accounts for a somewhat higher percent of out-of-state enrollment than is average for other Connecticut State University campuses.

Regional impact is strong; eight-four percent (84%) of full-time students live within a 30 mile radius of Danbury; eighty-five percent (85%) of part-time students live within the same 30 mile radius. The greater Danbury region accounts for a very large number of students admitted to Western. However, over the next several years our recruitment efforts will be intensified in the Norwalk, Waterbury, Stamford, and Bridgeport areas to increase enrollment of students from these areas.



## CURRENT MINORITY ENROLLMENT

	Fall 1986	% of Total Enrollment
Total Enrollment:		
undergraduate	4930	
graduate	1022	
Black Student Enrollment:		
undergraduate	142	2.8%
graduate	15	1.4%
Hispanic Student Enrollment:		
undergraduate	73	1.4%
graduate	7	.6%



BLACK AND HISPANIC FRESHMEN  
FALL, 1986  
WITH COMPARISON TO FALL, 1985

	1986	% of Total Enrollment	1985	% of Total Enrollment
<b>Total Enrollment</b>				
-----				
Full time	753		748	
Part time	692		768	
Total	1445		1516	
 <b>Black</b>				
-----				
Full time	48	6.37%	29	3.7%
Part time	12	1.73%	17	2.2%
Total	60	4.15%	46	3.0%
 <b>Hispanic</b>				
-----				
Full time	11	1.46%	9	1.2%
Part time	8	1.15%	14	1.8%
Total	19	1.31%	23	1.5%





## BARRIERS TO MINORITY STUDENT ACCESS

Minority students, especially Blacks and Hispanics, may face one or several barriers to entering higher education. Some students lack the proper preparation for college level work. For instance, some may be deficient in basic reading, english, or math skills, while others may face a language barrier. Some students will graduate from high school having taken a general course of study, rather than a college preparatory course of study. In addition, there are students who are unaware of the Scholastic Apptitude Test (SAT), which most colleges and universities consider in the admissions process. In fact, most institutions have a set of standards for determining applicant acceptance, and usually rely heavily on the SAT score, and a student's rank in class. Therefore, a student educationally unprepared from high school and unprepared for the SAT faces a formidable barrier in admission to a college or university

Students who do not graduate from high school may be denied access to institutions of higher education since a high school diploma or equivalency diploma is generally required for admittance. 1980 statistics show that for the 18-24 year old age category, the high school dropout rate for whites was less than 20% while for Blacks it was approximately 30% and for Hispanics 40%. (Minorities in Higher Education, 1985 Annual Status Report, p. 19.) Therefore, the higher high school dropout rate for Blacks and Hispanics has an adverse effect on the number of students able to gain access to college through the traditional means.



Another barrier to higher education for some is the cost of attending, and the availability of financial aid. Although "needy" students, as defined by the federal government, will generally qualify for federal financial aid, many students do not qualify for aid based on this definition, even though the cost of college may be a barrier to their attendance. In addition to limited funding, confusion over the financial aid process and qualification requirements contribute to fewer applications. Many students are also concerned over the amount of indebtedness they should incur to finance their education. Early application filing for college and financial aid are important, as funds may not be available if a student does not meet priority application deadline. Also, in the past there have been few scholarship funds designated for minority students.

Other barriers may exist for Black and Hispanic freshmen, transfer, and graduate students who are specifically considering Western. For instance, prospective minority applicants may be reluctant to apply to or attend Western if they are aware of the small minority student population, and students may be reluctant to apply to or attend Western if they are aware of the small number of minority employees, especially among faculty.

Lack of social activities and campus support services, particularly for minority students, may not provide a campus environment in which minority students would feel comfortable.

Another barrier affecting potential freshmen, transfer, and graduate students is Western's location and the availability of transportation to and from Danbury. The greater Danbury region is



populated by a small number of Blacks and Hispanics. For example, the minority population in the Danbury region is as follows (these figures are provided by the U.S. Census Bureau for the 1980 Census):

Danbury Standard Metropolitan Statistical Area (SMSA) (Bethel, Brookfield, Danbury, New Fairfield, New Milford, Newtown, Redding):

Black Population--2.8%

Hispanic Population--2.0%

Ridgefield:

Black Population--.3%

Hispanic Population--.2%

Woodbury:

Black Population--.08%

Hispanic Population--unreported

Sherman and Bridgewater:

Black Population--unreported

Hispanic Population--unreported

Therefore, in spite of Western's strong regional impact, Western does not draw a large number of minority students from the area. The lack of minority population in the general area may act as a deterrent to minority students considering Western. Although urban areas with large minority populations are in close proximity to Danbury (Norwalk, Bridgeport, Waterbury, New Haven), there is not adequate public transportation, especially for commuter students. In addition, commuter students from the north and south of Danbury would have a difficult commute given the lack of major



highways/throughways. Western has a limited amount of dormitory space available for students who choose to live on campus. The cost of off-campus housing in the Danbury area is very expensive, and the cost of living is high.

A barrier for local minority students may be the lack of coordination and organization in the minority community for support of higher education. Without the organized support of the parents and community, students may not feel compelled to go on to college. This is especially true of students who may be the first in their family to attend college. Although many individuals in the community support higher education and Western in particular, a concerted effort is needed to coordinate the support. In the past the University has made some, although not enough, contact in the minority community to organize support for higher education.





## BARRIERS TO MINORITY STUDENT RETENTION

Much of what has been discussed as barriers to access holds true for retention as well. Academic unpreparedness, lack of social life for minorities, small minority population on campus, transportation, housing and financial aid can all act as barriers to retaining students once they come to Western.

Also, there are few minority programs and services at Western. This is true of academic, social, and student support services. There needs to be a greater degree of focus on minority concerns at all levels of the University.

Another retention barrier which effects some students is the demanding coursework required in majors such as Nursing, Medical Technology, Engineering and Business. These areas of study tend to require more difficult coursework in the freshman and sophomore years than do other majors. The attrition rate in these majors is high for all students. Similarly, some programs require the maintenance of a higher grade point average than is required in general. Western is also finding that the Concept exam, required by the state of all education majors, is presenting a barrier to minority student retention in the field of education.



## PLAN TO EXPAND MINORITY STUDENT ACCESS

Admissions Initiatives for Freshmen

The University Studies Program, a revision of the former Basic Studies program, has been approved for the 1987-88 academic year. The University Studies Program is not a minority program, but will benefit a large number of minority students (as did the Basic Studies Program). The focus of the revised program is on students with high motivation who may not be successful in a traditional academic program.

This year Western has introduced a two year pilot project, which, if successful, will become a permanent subsection of the University Studies Program. The Individual Admissions Project (IAP) allows students to be accepted to Western based on factors other than SAT score and rank in class; these are seen as barriers. Thirty four students were accepted to Western this fall (1986) under the project, seventeen of which are Black or Hispanic students. The factors involved in determining admission are:

- a personal interview with standard questions asked of all candidates

- indicators of motivation, such as level of student's maturity, responsibility, etc.

- results of a diagnostic testing battery

- high school performance, especially at the junior/senior level

- co-curricular and extra-curricular activities

- letters of recommendation

- summer session grades at the college level



These factors are flexible and will be used in various combinations to maximize the applicant's opportunity for admission. Although this project is not limited to minority students, it has and will benefit a large number of minority students. Since the national average for Black student SAT scores is approximately 218 points lower than white student scores, and the Hispanic student SAT score is 173 points lower than white student scores, the Black and Hispanic students are at an unfair disadvantage when SAT scores are one of the few criteria for admission (The College Board News, Fall 1985). The criteria used as admission standards under the IAP will give minority, as well as other students, the opportunity to be admitted to college, without the barrier of the SAT score. When the project is successfully integrated into the University Studies Program, participants will benefit from the experiences designed to aid students in study skills, orientation and the provision of social and support activities. (See Appendix A for a fuller description.) In addition, students admitted through IAP may also participate in a special, more formal, longer pre-college or summer experience. Following an evaluation of the current IAP students, such a summer experience will be developed, proposed and implemented.

In response to the issue of housing as a barrier to attendance at Western, the University has instituted a minority student guaranteed housing policy. Effective September 1986, thirty dormitory beds (fifteen male, fifteen female) will be reserved for Black and Hispanic students, and an additional fifteen beds will be



reserved for minority athletes. Students are notified of their guaranteed housing on a first-come, first-served basis, when accepted.

Admission and Recruitment Initiatives for Freshmen, Transfer and  
-----  
Graduate Students  
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In September 1985 two admissions counselors were hired in the Office of Admissions. One of these counselors has been assigned to focus on minority admissions and recruitment. All admissions counselors are responsible for minority admissions, and the office is evaluated on their efforts in this area.

Western is attempting to build support for higher education from the surrounding minority community through community networking. Although difficult to describe due to its informal nature, Western's networking efforts include attendance and participation at minority community organizations and church meetings, social functions, inviting community people on campus, and in general, communicating with various people in the minority community. In May 1986, Western held a minority reception for local students and parents interested in Western. The event was on campus, and invitations were sent to a variety of minority groups, organizations, churches, and the local school system. Various employees from the university community, such as admissions officers, counselors, financial aid officers, career development officers and faculty were on hand for informal discussion and to answer questions. Several similar receptions are planned over the next year. Also being considered is a reception in conjunction with a University event, such as a play or concert, in order to





draw people from the community to the campus.

The Black Alumni Association is being established in an effort to bring minority graduates back into the university community. Association members, many having successful professional careers, are being encouraged to participate as positive role models, leading frank discussions on the "professional realities" in the real world, and to financially support the start of a minority scholarship fund.

Another recruitment effort is attendance at college fairs by members of the Admissions Office. During the 1986-87 academic year, admissions counselors are scheduled to attend a larger number of fairs than in the past, in an effort to recruit students throughout the state, as well as outside of the state. Statistics provided by the Enrollment Planning Service of The College Board (a special minority report) show that the number of Black and Hispanic SAT-takers in New England is small. In 1985 924 Black students and 230 Hispanic students took the SAT in Connecticut. The report shows that larger numbers and percentages of Black and Hispanic SAT-takers are located in the Mid-Atlantic states. Although our main constituency is the students of Connecticut, recruiting minority students from other states will help give Western a diverse student population, which may then help to recruit more minority students from Connecticut. Therefore, college fairs will be attended in Maryland, Delaware, Washington D.C., and New Jersey as well as Connecticut.

In August 1986, Western's Office of Admissions was represented at "College Admission for Minority Counselors," a skill development



program for Minority College Admission Counselors--both new and experienced. The program was for both minority counselors and counselors who work on minority student admission.

During the next year, the Admissions Office will be more actively involved with the recruitment of transfer students from community colleges. Each admissions counselor will be assigned to a community college and will work closely with the school to increase our enrollment of minority student transfers.

Also, transfer agreements exist between Western and the community colleges in Connecticut to facilitate the admission of transfer students. Such agreements allow transfer students to be more certain about which community college courses to take in preparation for a specific course of study at Western. Western is continuing to enter into such agreements on a program by program basis.

Beginning with the 1986-87 academic year, the Office of Admissions will make follow-up telephone calls to every Black and Hispanic student admitted to Western, encouraging them to attend Western and answering their questions or discussing concerns.

Advertising is another minority student recruitment effort which is continuing this year. Radio advertisements, which we have had in the past, will now be included on stations with large numbers of minority listeners, such as WKCI/WAVZ in New Haven, WEBE in Norwalk and WWCO in Waterbury. Advertisements in the Inquirer Newspapers in Bridgeport, Hartford, New Haven and Waterbury will continue. We are trying to increase our visibility in Danbury, Waterbury, Stamford, Norwalk, and Bridgeport, areas with large



minority populations, and are, therefore, advertising in those local newspapers. We have serious intentions of placing advertisements in journals focused on Black and Hispanic youth and are currently considering the appropriate publications. A promotional video film about Western is being produced and will include a segment on minority students. Several shorter videos, each focusing on an educational department at Western, are being produced, and they will have a segment on minority students. Our advertising campaign includes the promotion of graduate programs. Graduate programs are advertised locally and nationally. Also, in the future, all pictorial brochures regarding Western will include pictures of minority students and/or employees.

The Department of Athletics at Western assists the Office of Admissions in recruiting minority students by visiting schools, making personal contacts with guidance counselors and potential students, and helping students prepare for college.

Other indirect recruitment efforts are undertaken at Western. Various employees belong to and participate in organizations such as Connecticut Association of Latin Americans in Higher Education, Community Action Committee of Danbury, NAACP, BEHAC, CONNTAC, Governor's Council of Latin Americans, and the Regional Plan Association. Through participation in these organizations, it is our intent to increase the number of minority students interested in Western.

The Extension Office has been asked to investigate the possibility of offering Conversational English in an attempt to help both Hispanics and Asians who would like to attend Western,



but who need practice in speaking the English language. English as a Second Language is already a course offering at Western.

#### Financial Aid Strategies

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Efforts by the federal government to reduce spending have had an impact on federal assistance. The vehicle used to reduce government spending has been regulation, not direct budget cuts. The changes in the definition of financial need have resulted in reduced numbers of families receiving aid. In 1983-84, twenty-two percent of the students attending Western came from families whose income totaled less than \$15,000. The average parental contribution, as determined by the federal needs analysis, for all students was \$1,831. When compared to the 1986-87 academic year the results are significant. In 1986-87, sixteen percent of the families had total income below \$15,000, and the average family contribution for all students was \$4,756; more than twice the figure of just three years ago, even though the economic description of our population remains somewhat constant.

	1983-84 -----	1986-87 -----
Financial Aid Budget	4270	4810
Minus the Effective Family Contribution	1831 -----	4756 -----
Equals the Student Financial Need	2439	54(no need)

The poorest of families get aid, but the lower middle and middle income families do not, despite the fact that they do not have the funds necessary to attend college. If families do qualify for help in these categories, much of it is in the form of loans from the Guaranteed Insured Student Loan (GISL) Program. This impacts minorities in two ways. As minority families move forward



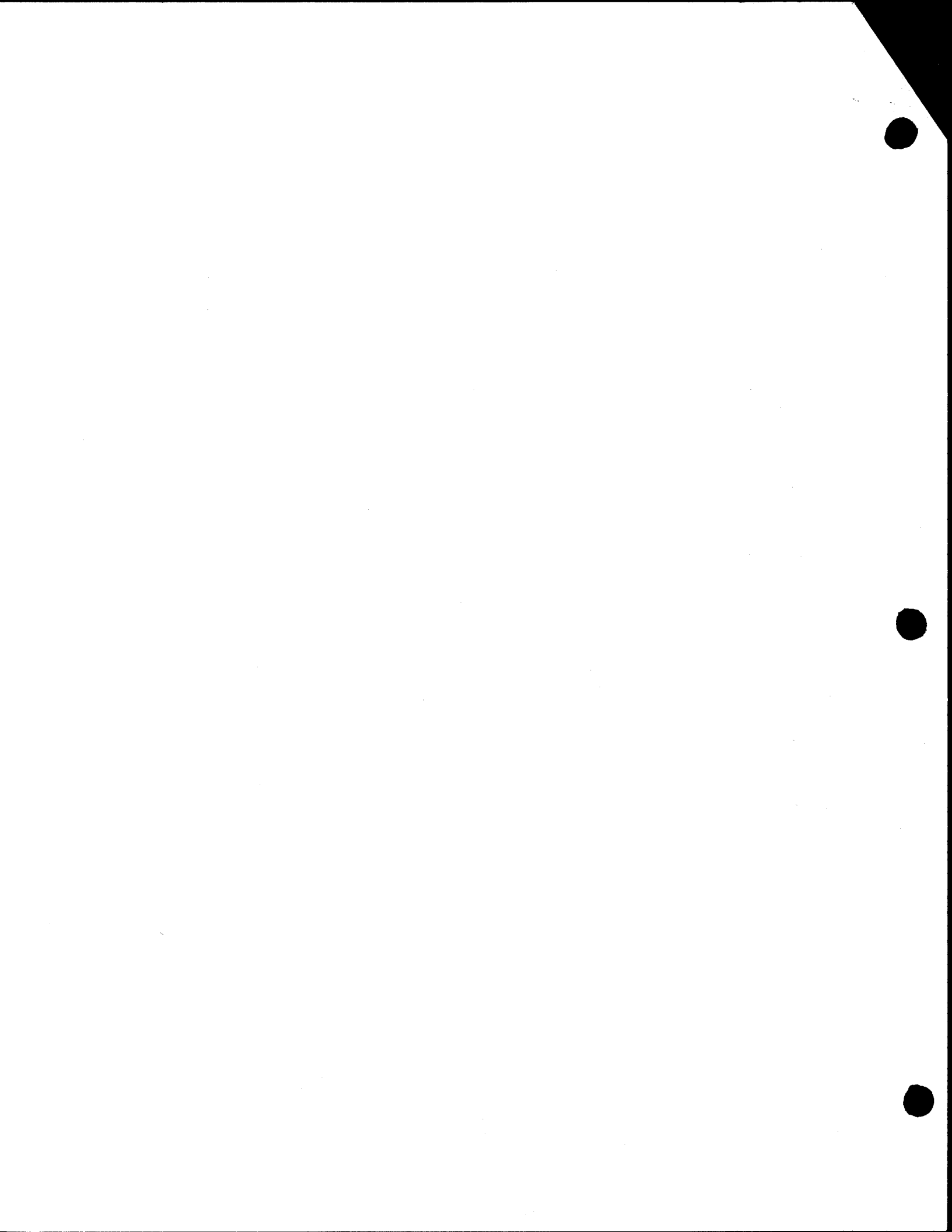


economically, they are less likely to receive financial aid. Second, if they do receive aid, it will mean borrowing large amounts of money. One possible solution, which Western is seriously considering, is to examine the needs analysis system and design a new system to insure that the family's financial need is truly measured and represented. Although this could not be used in federal programs, it might apply to state or University funds.

Several new scholarships are available to minority students at Western. The New Hope Baptist Church of Danbury has agreed to provide a \$500.00 scholarship to a minority student from the Danbury area who will attend Western. The D and L Foundation has created a full, four-year scholarship award for one minority student who will attend one of the campuses of The Connecticut State University. This scholarship also provides funds for the selected student to participate in a summer educational program. Western plays an active role in identifying qualified students for this scholarship.

#### Early Awareness Initiatives

Western realizes that making students aware of the opportunity to attend college should begin much earlier than the senior year in high school, and is, therefore, getting involved in more early awareness activities. The University Collaborative, comprised of members of Western's education department, and principals and superintendents of surrounding cities and towns, exists to make high school and junior high school administrators, teachers and students aware of Western's existence and availability to them. Western has made minority student early awareness an agenda item



with the group to determine what the schools and Western can do to improve early awareness.

Western will be host to Project Uno a Uno, a city bilingual coordination program in the Fall 1986. This project serves high school age youth. Each year Western sponsors the Annual Minority Business Youth Educational Services Embarkment, in which high school minority students meet with successful minority business people who speak about entering the business world and advise students. This year, in addition to co-sponsoring the program on our campus, Western will be represented by an admissions counselor and a career development counselor. Western is also host to "Leaders of Tomorrow," a seminar for minority youth. Sponsored by Community Action Committee of Danbury and the NAACP, we were again represented by an admissions counselor and a career development counselor. Plans are being made between Western and the NAACP to sponsor a SAT review course on campus. The University will provide the space and other support to this endeavor. Through participation and support of programs for pre-college age minority youth, Western is developing a relationship with potential students at an early age in an effort to make them aware and interested in a college education.

Both the Admissions Office and the Education Department at Western maintain an informal presence in the community and in the local school systems. For instance our minority Admissions Counselor has developed relationships with counselors at high schools with high minority populations. To further increase our visibility with other high schools around the state, the Admissions



Office will hold a number of small informal breakfast meetings for groups of counselors. The Education Department maintains a good relationship with many school systems based on our student teacher program. A proposal through the State's "Fund for Excellence" program has been made for a Coordinator of Fieldwork and Outreach in the Education Department. Part of the responsibilities of this position is to oversee special efforts in outreach to school districts with large numbers of minority students.

In the spring Western's Center for Urban Studies will present an all day seminar on Minority Education. A number of panelists will speak on the subject, and there will be opportunity for discussion and questions. The purpose of the seminar is to both enlighten and work towards resolutions of problems in the area of minority education.

The Connecticut State University publishes a brochure entitled, "Preparation for Success in College," which is aimed primarily at freshmen, sophomore and junior high school students. This brochure is sent to all high schools in Connecticut.

Preliminary work has been undertaken to form an association with Inroads, a national career development organization that recruits and prepares talented minority youths for positions of leadership in Corporate America and the community. We are working with the local director, who at one time served as an admissions officer at Western. Western's goal is to become a member of Inroads and have our interested minority students placed in corporations for summer employment.



### Targeted Academic Program Initiatives

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Special efforts will be made in underrepresented areas such as Business, Education, Nursing, Medical Technology and Engineering. Deans and chairpersons of these departments are being consulted on specific tactics that each department can take to increase the number of minority students in the major. We feel it is important that the faculty members participate in recruitment and retention efforts, along with the admissions and student affairs departments, and their participation will be requested, particularly in these targeted areas. Currently, pre-nursing, pre-business, and pre-engineering programs are offered for students not yet academically prepared for the major.

In addition to a general promotional film about Western, recruitment videos will be made focusing on specific academic departments. At least some of these videos will cover the areas listed above and will have a segment on minority students.

The U.S. Department of Energy is offering a grant for programs to increase the number of minority students enrolling in an engineering major by getting students interested in engineering at an early age. Since Western has a joint engineering program with the University of Bridgeport, the two schools are pursuing this grant together.

Western's Creative Advisory Board, which reports to the Office of the President, works as a think-tank for the University. It is comprised of a crosssection of individuals from the business and corporate community. Currently this group is working on minority issues which affect the University, especially the recruitment of students.





## PLANS TO INCREASE MINORITY STUDENT RETENTION

A university-wide retention committee has been newly formed by the Dean of Student Affairs. This committee will analyze attrition/retention information and will formulate intervention strategies to improve student programs and services. These intervention strategies will focus on student contact, awareness of programs and services, keeping the Western community informed about its students, out of class activities, programs for parents, programs for subpopulations, survival skills, and student feedback (see Appendix B for a fuller description). The committee is concerned with the retention issue for all students, and strategies to improve retention should help minority students as well as majority students. However, strategies specifically designed for minority student retention will also be implemented.

The first six weeks of the semester seem to be the most important weeks for students to become committed to the institution. Therefore, Western has developed an extended, six week orientation program called CONNections. Freshmen participation in CONNections is increasing. CONNections includes peer counseling, and a variety of programs and discussions that focus on all aspects of university life.

The two day general orientation, required of all new students, explains administrative procedures and policies, as well as provides various programs detailing college life and social activities. Minority students serve on the orientation team, which



helps run both orientations.

All freshmen are tested and assessed for English and Math ability. Reading ability is tested where appropriate. Students are then placed in the proper level English and Math courses.

The proposed University Studies Program serves not only to admit, but to retain students. Students accepted into this program will participate in a summer orientation. The purpose of this summer program will be to train students in those habits that successful students possess in academia, as well as other areas--social, extra curricular, work, etc. Sessions include reading, library instruction, test taking, study skills, note taking, problem solving, contact with advisors and various social events. At the end of this time the students will also be tested for proper placement into courses. The first semester of the University Studies Program will be block scheduled, with a 13 hour credit load. The students will meet monthly to discuss any issues concerning them. Faculty advisement will be required at least three times a semester, and social activities will be encouraged. The monthly meetings will continue in the second semester, and discussions will focus on choosing a major, and preparation for the sophomore year.

The Individual Admissions Project, as described under Section 3, also serves retention, as well as admission, of students. Students accepted under this project will be advised to limit academic coursework to twelve hours, including English, speech, study and reading skills, and an appropriate elective. Students will be required to undergo diagnostic testing for placement into



these courses. Participation in the writing and math labs is required. Reading lab is required for students who need it. Use of the student tutorial program is also required. Since national studies have identified reading skills as significant in the academic disabilities of students, the first semester will focus on reading skills rather than quantitative skills (math). This should maximize the student's ability to become proficient in reading and verbal skills; skills deemed essential for success in future course. Special advising and counseling support is required for these students, and a faculty member, Mrs. Constance Wilds, has been assigned the responsibility of coordinating the student's advisement and counseling. Two days a week will be devoted to group activities and special help, including required attendance at a weekly personal adjustment seminar. Activities will include familiarization with all student support services. A peer support program has been instituted. An advisory committee to this project has been established, and the faculty, administrators, coordinator and advisory committee will work together to develop and strengthen the content of the project. Each component of the project should enhance the other components. After two semesters a student's progress will be reviewed, and students will be given guidance on the transition to the sophomore year.

Many students must take summer courses in order to maintain proper credit load for degree completion. In order to make it financially feasible for students to remain on campus over the summer, the Financial Aid Office has, in the past, granted students a promissory note for tuition and dormitory housing, helped the



student find a summer job on campus, and accepted weekly payments or payment at the end of the summer for the promisory note. These efforts have benefitted about fifteen minority students each year. Similar efforts will continue in the future, whenever possible.

Financial Aid officers are always available for student and parent counseling on financial aid issues.

Coors Co. has instituted a scholarship award for one black male and one black female at Western. The students must be juniors entering their senior year. The recipients are awarded \$2,500. each.

Western employees minority counselors in Admissions, the Counseling Center and the Career Development Center. These offices take a proactive approach by providing outreach activities, and encouraging students to use their services.

The Department of Athletics is also involved in retention of students, including minority students. Because of the additional demands placed on student athletes, each coach makes an effort to ensure that his/her students are keeping up with their coursework. If special help is needed, the coach will make sure the student receives it.

There are many student clubs and organizations on campus for students to enjoy a variety of interests and hobbies. A club aimed specifically for minority students is the Afro American Club. Western is also working with the NAACP to institute a campus branch of that organization.

Another organization being initiated that we feel will significantly help in the areas of recruitment and retention is the





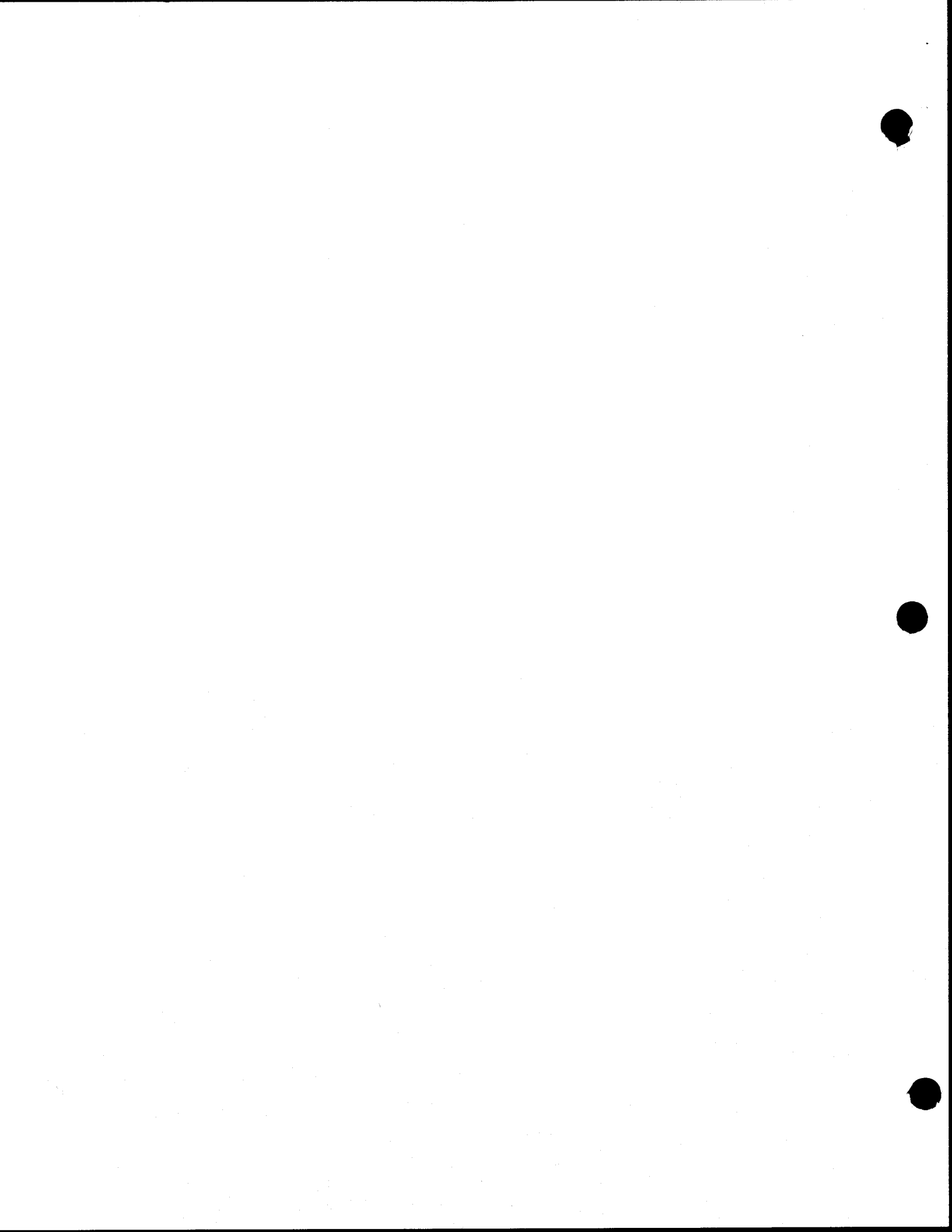
Black Business Club under the guidance of the career counselor. The Black Business Club is being established to expose minority students to the career development process. Suggested topics will include resume writing, interviewing techniques, enhancing communication skills, career opportunities and counseling. Several major companies have already expressed an interest in working with the club.

Efforts being made specifically for graduate student recruitment include a serious reevaluation of the use of the Graduate Management Admission Test (GMAT) as an admission standard. As with the SAT for undergraduates, reliance on the GMAT is often a formidable barrier for all students attempting to be admitted to graduate school. (This is also true of the Millers Test for Nursing students.) Since the Dean of Graduate Studies position is currently vacant, admissions criteria will be reviewed upon appointment of a new Dean.

Western is pursuing the ability to offer a Master's of Business Administration (MBA) degree. If approved, this will be the first graduate degree Western offers, which is general in nature, and thus, will be available for a large number of students.

The arrival of the new Dean of Graduate Studies will also bring a major thrust in the marketing of graduate programs. Marketing graduate programs will be part of the dean's job description, and the dean will be evaluated in this area.

Finally, in order to coordinate the above listed activities, and to be able to provide even more activities for the access and retention of minority students, Western has requested budget



consideration from the Board of Trustees for The Connecticut State University and the Board of Governors for Higher Education for a Minority Affairs Coordinator. Such a position is crucial to the objectives and outcomes outlined in this plan. This person would coordinate all minority student programs, services and in general, provide support to the minority student population at Western. The budget request has the support of The Connecticut State University. When this position is filled, Western will be in an excellent position to improve and strengthen activities for the access and retention of minority students.



## MONITORING AND EVALUATION

A three-tier evaluation process will be implemented for Western's Strategic plan. This year a university-wide ad hoc committee for Racial and Ethnic Diversity was formed. The committee is comprised of individuals representing various areas of the university, including:

Edwena Chance, Assistant to Director of Admissions  
 Andrea D'Agostino, Executive Assistant to the  
 President/Affirmative Action Officer  
 Daryle Dennis, Assistant Director of Career Development Center  
 Dr. John Dever, Modern Languages Department  
 William Hawkins, Director of Financial Aid and Veterans  
 Affairs  
 Dr. Herbert Janick, History and Non-Western Culture Department  
 Delmore Kinney, Director of Admissions  
 Dr. Joan Apple Lemoine, Dean of Student Affairs  
 Maureen O'Hara, Associate Director of Admissions  
 Paul Pasqualoni, Chairman, Athletics  
 Dr. James Pegolotti, Dean, School of Arts and Sciences  
 Dr. Ellen Rosenberg, Social Sciences Department  
 Dr. Philip Steinkrauss, Vice President for Academic Affairs  
 William Strickland, Secretary, Financial Aid and Veterans  
 Affairs Office  
 Constance Wilds, Counselor

The committee meets to discuss the basic philosophies underlying the University's minority student access and retention efforts, and has been instrumental in the writing of this plan. Once the plan is in place, the committee will meet at least biannually to monitor the success of the plan and propose changes, as needed.

In addition, they will consult with minority students who participate in the IAP, and other minority students for their evaluation and recommendations.



The second level of evaluation of the plan will come from the office of the President and will occur on an annual basis. The third level of evaluation is, of course, from the Department of Higher Education's Peer Review Committee. Recommendations and suggestions received from our peer review committee will be considered by the Ad Hoc Committee and addressed.





INSTITUTIONAL RESPONSE TO THE RECOMMENDATIONS OF THE PEER REVIEW  
COMMITTEE

We agree with the "recommendations for improvement" by the peer review committee and have addressed these recommendations in the plan.

In keeping with the statutory charge (Sec. 10a-11) calling for a strategic plan to ensure racial and ethnic diversity, we accept the goals for racial and ethnic diversity for Western Connecticut which are representative of the total population of the state. In fact, figures for our 1986 freshman class (Black and Hispanic full-time student increases) show that we are working towards meeting our goals. Every good faith effort is being and will continue to be made by Western to increase the number of minority students who both enroll and graduate from this institution.



WCSU Annual and Five Year Goals  
(Undergraduate)

- I. 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--2.1%
  - B. Hispanic Student Percentage--1.3%
  - C. Current Black Student Disparity--6.9%
  - D. Current Hispanic Student Disparity--2.7%
- III. Minority Student Access Goals
  - A. Five-year Black Student Access Goal--3.45%
  - B. Five-year Hispanic Student Access Goal--1.35%
  - C. Annual Black Student Access Goal--0.69%
  - D. Annual Hispanic Student Access Goal--0.27%
- IV. Indicator of Minority Student Retention  
(1983 Graduation Rate)\*
  - A. Black Student Percentage--2.8%
  - B. Hispanic Student Percentage--2.0%
  - C. Black Student Diaparity--None
  - D. Hispanic Student Diaparity--None
- V. Minority Student Retention Goals
  - A. Five-year Black Student Retention Goal--Maintain
  - B. Five-year Hispanic Student Retention Goal--Maintain
  - C. Annual Black Student Retention Goal--Maintain
  - D. Annual Hispanic Student Retention Goal--Maintain

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



WCSU Annual and Five Year Goals  
(Graduate)

- 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--1.2%
  - B. Hispanic Student Percentage--0.3%
  - C. Current Black Student Disparity (if any)--1.9%
  - D. Current Hispanic Student Disparity--0.8%
- III. Minority Student Access Goals
  - A. Five-year Black Student Access Goal--0.95%
  - B. Five-year Hispanic Student Access Goal--0.4%
  - C. Annual Black Student Access Goal--0.19%
  - D. Annual Hispanic Student Access Goal--0.08%
- IV. Indicator of Minority Student Retention  
(1983 Graduation rate)\*
  - A. Black Student Percentage--0%
  - B. Hispanic Student Percentage--0%
  - C. Black Student Disparity (if any)--1.2%
  - D. Hispanic Student Disparity--0.3%
- V. Minority Student Retention Goals
  - A. Five-year Black Student Retention Goal--0.6%
  - B. Five-year Hispanic Student Retention Goal--0.15%
  - C. Annual Black Student Retention Goal--0.12%
  - D. Annual Hispanic Student Retention Goal--0.03%

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



## APPENDIX A

This proposal has been given full approval as of September 18, 1986

To: The University-wide Curriculum Committee

Date: September 1986

This Proposal has been through Phase I approval (UPC/Administrative) as well as Faculty Senate "approval in principle" and the Arts and Sciences Program Review Committee--all in spring 1986.

A Proposal for a University Studies Program  
(A Revision of the Basic Studies Program)

The Need for Change

The Basic Studies Program was born principally of necessity--a period of declining enrollment threatened faculty jobs. However, there were other motivating factors that were present at its birth ten years ago and remain the best reasons for the program's continuance. For example, the program opens the university's door wider to a broader variety of Connecticut's citizens than would normally qualify under traditional admissions policies. As a state university, WestConn has a statutory obligation to the population-at-large.

However such an admissions policy must be accompanied by a program that limits academic failure by those who have not adjusted well to the system in the past. The consensus is that certain features of the Basic Studies Program, as it has developed over the years, have served this group of students well, e.g. smaller class sizes, structured counseling, etc. These features must be maintained, but there are several ways that the program can be improved to serve its constituency better.

This proposal outlines those areas where changes should be considered, but the most basic need that it seeks to address is the integrity of the program itself. When programs are born of necessity, they are often regarded as second-rate and academically disreputable somehow. Both students and faculty have often expressed this feeling about the Basic Studies Program; indeed Basic Studies students often have a poor self-image that results merely from enrollment in the program. Thus there is a pressing need for a philosophy for the program that will clearly identify the reasons for the program's existence. (Indeed the program name change proposed here signifies a more positive view of the program's purposes.)

Philosophy of the Program in University Studies

The Program is an alternate path to learning for those students for whom success in the traditional academic program is not clearly indicated. The program seeks to identify the special needs of each student and, from the time of admission, to strengthen those areas of academic weakness that have special relationship to success in college (written or oral expression, quantitative skills, indecision as to career direction.) Special attention to the individual student in order to help him or her become a part of the University is necessary.

The program is premised on the notion that the traditional determinants of who ought to receive a college education may leave out some who would benefit themselves and the community by receiving such education. Thus a state university, in particular, has a special mission to provide an alternate avenue to a college education for those who are not well-socialized into the education system.





### Admission to the Program

Highly motivated students would receive the highest priority for admission. Motivation is difficult to judge (unlike SAT scores and high school grades), but this program for 100 students per year would make some effort to judge this intangible. People, for example, who have spent some time between high school graduation and entrance to WestConn might be expected to have special high levels of motivation. In the admission process, students would submit written evidence of some talents that they would like to develop during their college years. An interview as part of the admission process would be desirable. In short, the purpose of the admissions process is to generate student interest in the program as a positive choice. The process should try to prevent students from feeling that they are being cast into a second-rate program. Maintaining a numerical limit of 100 freshmen per year permits a special interaction between students and faculty.

## THE REVISED PROGRAM

### I. A Summer Orientation

A. Rationale. These students need heavy orientation into college life. They are people who have often felt "lost" in the academic world. Plunging them into the bewildering and often impersonal world that faces them at the start of a new college year may lead many of them to rely on habits that have not led to academic success in the past. Indeed merely acquainting these students with the campus and one another before the fall semester begins may give them a decisive edge.

The purpose of this program would be to train the students in those habits that successful students possess in academia as well as other areas--social, extracurricular, work, etc.

### B. Format of the Program

1. A one-day session would be held in May at which time registration and placement testing would be held in conjunction with a program designed to stimulate thought about the student's reason for going to college. Summer reading and assignments would be issued at the meeting.

2. A second pre-semester program would be held prior to orientation. The program typically would run from the Wednesday to the Tuesday before orientation (thus allowing a weekend for completion of assignments.) Ideally the student would be housed on campus.

3. This program would be led by the Studies Skills faculty. In effect the studies skills course would start in May and would meet less frequently in the fall. It would meet weekly during the first month of the semester and once a month thereafter.

The pre-semester program would focus on developing reading, testing, note-taking and problem-solving skills. Students would also learn how to use the library. Sessions would be set-up so that each step of the learning process would be analysed. For example, after a discussion of a short story led by a professor, the study skills professor would lead the students in a discussion of what notes ought to have been taken during that discussion. On the next day the students



would take a quiz on that short story. Afterwards another study skills session would address the relationship among the class lecture, the notes taken, and the quiz given. The students thus ought to be learning how to distinguish what is central and what is not.

5. A basic skills testing program as well as testing for learning disabilities should be part of this program.

6. Students would be introduced to their advisors at the first meeting and would have one-on-one sessions during the pre-semester program.

7. Each day should end with some social event such as a cookout or softball game. The development of friendships is often crucial to a student's longevity at WestConn.

## II. The Fall Program.

A. Rationale The fall program should grow out of the base established by the summer's work. It would be a mistake to allow the summer program to seem to the students like a disconnected, discreet program. Thus the fall semester is crucial for counseling and reinforcing the summer's lessons.

### B. Format of the Program

1. Students should be scheduled in blocks with the speech course as home base. Block scheduling will insure that students come to know each other well and develop a group identity.

2. Large meetings with a selected topic as a focal point should be scheduled once a month during the study skills time slot. The purpose of these meetings would be to generate general intellectual interest among the students and faculty in the program.

3. Students should be counseled by their advisors at least three times during the semester. One meeting should occur right after mid-term grades become available.

4. Social, extra-curricular activity should be encouraged. In particular, activities should be planned to encourage the development of leadership skills within the group.

5. A coordinator should be selected to oversee the program and assist the Dean of Arts and Sciences in its day-to-day operation.

## III. The Spring Program

A. Rationale Once again it is important to consolidate the summer and fall gains, but it is also important to prepare the students for entrance into the regular program during the fall.

### B. Format of the Program

1. A morning program should be held at the very start of the semester that encourages students to think about majors. Every effort should be made to focus their thinking so that they do not wind up in the undecided category during the second year.

2. Attempts to schedule students in groups for several classes should be made although this is more difficult during the spring semesters.

3. Monthly sessions should be continued.

4. In the spring a wind-up day should be held as a preparation for entry into the regular program. Individual counseling to resolve difficulties should be available on that day.



#### IV. The Curriculum

A. Rationale The program, as herein conceived, is a one-year program that should be more intensive than was previously the case. It is a simple fact that making it a one-year program only accords with what already exists. Current second year Basic Studies students often take few Basic Studies courses and do not see their advisors on a regular basis. Thus the attempt should be to accomplish what can be done in one year and then move the student into a major during the second year. The two-year degree remains an option under the two-year Liberal Arts program.

The students should receive solid grounding in the traditional core areas: oral and written communication, mathematics, science, social science, and the humanities. Thus when the student enters the second year, he or she will have made a dent in his or her common core requirements and ought to have developed proficiency in basic skills areas.

B. Structure This area requires input from various departments, but the following ought to be worded into the curricula:

1. BAS labels and courses such as Social Science which exist only in the program should be eliminated. (Study Skills might be the exception to this point.) The new name of the Program is consistent with this change.
2. Courses in the regular curriculum should have sections set aside for program students either wholly or in part.

typical first year curriculum might look like the following:

##### Fall Semester

Speech	3 credits
Study Skills	1 credit
Math (unless exempt then	3 credits
English (add an elective	3 credits
History or Sociology	3 credits
	<u>13 credits</u>

##### Spring Semester

Math	3 credits
English	3 credits
Pick two from:	
Natural Science, Psychology	
Economics, Humanities,	
Non-Western Culture	6 (or 7) credits
One course with consent of	
advisor	<u>3 (or 4) credits</u>
	<u>15 (or 16) credits</u>

Successful completion of this program would give the student 28 or 29 credits at the end of the first year. Physical education credits might also be added as part of either semester. Summer credits might be considered by those students seeking to enter the second year with formal sophomore standing of 30 credits.



ADDENDUM--Information provided to University Planning Committee  
on "A PROPOSAL FOR A UNIVERSITY STUDIES PROGRAM"

The following data address the specific questions outlined in  
the Procedure for Planning:

- a. Educational Equipment Needs: Present facilities will be used.
- b. Staffing Needs: Our revision calls for a summer program, and we anticipate using ten faculty members who would be paid \$500 each. In addition, the program needs a director.
- c. Rationale: See attached proposal.
- d. Special Facility Needs: We anticipate that we will have need for computer time for the summer program.
- e. Degrees: There is no change in the student's ability to earn either the A.S. or a bachelor's degree.
- f. Long Range Planning Assumption: The University provides education to a diverse student body as befits the mission of a state university. Currently, the University is committed to admitting 100 Basic Studies students per year.
- g. Library Materials: The departments with courses in the programs are responsible for ordering suitable materials for those courses.
- h. Implementation Schedule: The revised program should be implemented during the Summer of 1987.





## APPENDIX B

## Excerpt from Current Draft of Retention Plan

Student Contact

- A. Objective: Each student will be contacted periodically by one or more offices on campus. The out-reach effort will either provide information, acknowledge the students' achievement, or encourage the student to meet with university personnel.
- B. Activities
1. From the time period of admission to the university to orientation, students will receive information about testing, registration and new student orientation. In addition, admitted students will receive letters of welcome from Western's president, dean of student affairs, and the student government association president.
  2. First and second semester freshmen: a "welcome to campus" letter will be sent from the associate dean of students, following up on the one-day orientation and inviting students to participate in the six-week, on-going orientation program, CONNECTIONS. A letter will also be sent at mid-term designed specifically for



those with academic difficulties (less than 2.00 Q.P.A.). The letter would remind the student of academic support services and encourage him/her to seek out assistance. Academic advisors will be provided with postcards which they can send students to remind the student of spring registration and encouraging the student to see their advisor regarding the spring semester. Over the Christmas vacation period (coinciding with semester break), each student will receive a Holiday Greeting at their home address with a reminder that their New Year's resolution includes returning to Western. The spring semester correspondence will repeat with the Fall; freshmen will receive correspondence relative to their mid-semester grades and advisors will remind students to see them regarding fall registration.

3. Sophomores through Seniors: those students with grades below a C will be contacted with information of academic support services by the Dean of the School of their major. Faculty advisors will inform the student of his/her office hours. Students with grade point averages qualifying for the School's Dean's List are informed of such by the appropriate Dean. A follow-up congratulatory letter is sent by the Dean of Student Affairs.



4. Correspondence from other offices as appropriate throughout the year to announce special programs and workshops.
5. Faculty are encouraged to host informal discussion sessions with student groups either in the Student Center or the Student Lounges in classroom buildings.

#### Awareness of Programs and Services

-----

A. Objective: Students, faculty, and staff will be informed of activities, programs, and services via several media.

#### B. Activities

1. A campus calendar is produced each semester which enumerates activities planned by and for students.
2. A new televised information system is being installed in the Student Center, one classroom building student lounge, and the three Midtown residence halls. The system provides for up-to-date information regarding student activities, meetings, deadlines, and upcoming events.
3. Non-academic program Directors correspond with faculty members to inform them of their programs and volunteer to meet with classes for further explanation and information.

#### Informing the Western Community

-----

A. Objective: Each member of the Western community will be provided information about the Western student-profile so that they may better know and understand the student



population. The campus "plans" will be shared so that Western members are aware of efforts by various offices to both recruit and retain students.

#### B. Activities

1. The staff bulletin will be utilized to periodically relate information about the Western student profile (e.g., student enrollment by sex, major, average age, number of commuters, etc.).
2. The Vice President for Academic Affairs will coordinate a end-of-semester newsletter to inform the campus of recruiting and retention efforts and accomplishments.
3. Through the participation of committee membership on the Racial and Ethnic Diversity Plan and Retention Committee, committee members will learn more about Western students and programs as well as offer suggestions for the improvement of the same.

#### Out of Class Activities

-----

A. Objective: To enhance personal skills in dealing with students in out-of-classroom situations.

#### B. Activities

1. The Counseling Center personnel will offer programs for faculty which focus on improving advising skills.
2. The Dean of Student Affairs will provide sessions focusing on the role and responsibility of the faculty advisor of student groups.
3. In conjunction with the University Center for Lifelong Learning, the Office of Student Affairs will sponsor a





series of programs on Substance Abuse. The program will focus on assisting faculty and staff in recognizing the signs students give when they're in need of assistance. The Counseling Center will follow-up by providing information of on-campus and off-campus resources.

4. The Office of Student Affairs will provide information for faculty and staff of upcoming programs so that information can be shared with students.

#### Programs for Parents and Significant Others

-----

A. Objectives: Recognition of the role parents and significant others play in providing support system for the student will be incorporated into special programs for them.

#### B. Activities

1. The May registration for new students will continue to include a program for parents.
2. Social Work majors will be encouraged to continue their Fall reception for their families. Their program will be used as a model for other majors, such as nursing, sciences, and theatre.
3. A Parent's Day will be incorporated with Homecoming activities. The Parent's Day will be designed for parents with offspring currently at Western.
4. A letter will be sent in May to parents whose offspring-student has been living away from home. The



correspondence will discuss the "returning child" syndrome and some ways of dealing with a student who's going through some personal changes.

#### Programs for Subpopulations

A. Objective: The special needs of subpopulations of Western students will be identified with programs designed to meet their needs.

#### B. Activities

1. Subpopulations which will be the focus of activities are: non-traditional (over 23 years of age), minorities, women, disabled, international, and commuters.
2. The brown-bag support group for non-trads will be resurrected.
3. A counselor on the counseling staff has been identified to work with minority students on a one-to-one basis.

#### Survival Skills

A. Objective: Academic support programs will be designed to enhance student success rate.

#### B. Activities

1. A group of faculty and student affairs personnel are examining existing Freshman Experience programs at other institutions as a factor in increasing retention. Some aspect of the program is scheduled to be implemented in the Fall 1987 semester.
2. As a result of comprehensive math and writing placement exams instituted Fall 1986, additional remedial math and



writing courses may need to be offered and existing courses may need to be reviewed. They could serve as the core of a developmental program for students who are academically underprepared.

3. A summer college-preparatory program is being considered for implementation for summer 1987.

#### Student Feedback

-----

A. Objectives: Student feedback regarding programs and services will be sought. Their comments will be analyzed and used as the basis for alterations, additions, and deletion of programs.

#### B. Activities

1. Program and activity directors will be encouraged to incorporate a student evaluation segment into their programs.
2. Current methods of soliciting student input will be continued (e.g., ACT Entering Student Questionnaire, new student survey conducted at registration, etc.), with an emphasis on gathering additional student input.

K-J Tab 7