



THE CONNECTICUT STATE UNIVERSITY

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

RESOLUTION

concerning

FIVE-YEAR STRATEGIC PLAN

FOR

RACIAL AND ETHNIC DIVERSITY

AT

CENTRAL CONNECTICUT STATE UNIVERSITY

November 14, 1986

WHEREAS, Central Connecticut State University with the concurrence of the Trustees (BR# 85-174), 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, Central Connecticut State University has revised its five-year racial and ethnic diversity plan, renaming it the Strategic Plan for Minority Student Access and Retention, 1986-1990, therefore be it

RESOLVED, That the Trustees of the Connecticut State University approve the Strategic Plan for Minority Student Access and Retention, 1986-1990, of Central Connecticut State University 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 Central Connecticut State University to undertake vigorous efforts to attain the goals established in the plan.

A Certified True Copy:

Dallas K. Beal
President



A unit of The Connecticut State University

CENTRAL CONNECTICUT STATE UNIVERSITY

1615 Stanley Street • New Britain, Connecticut 06050

OFFICE OF THE PRESIDENT

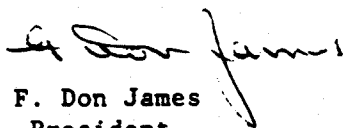
November 1, 1986

Central Connecticut State University recognizes that increasing the racial and ethnic diversity of our student body is one of the most critical challenges facing the University. We firmly believe we cannot achieve our mission as a public university until we have substantially increased the number and percentages of minority students who successfully matriculate at and graduate from this University.

To achieve this goal, we have prepared a plan of action. The plan describes activities which the University has recently undertaken, or will soon undertake, to increase the racial and ethnic diversity of our student population. The addition of new staff in the offices of Admissions and Cooperative Education, the expansion of our Educational Opportunity Program, plans to expand early intervention programs, as well as recruiting initiatives in our Graduate School, are but a few of these activities. We recognize that there would be no need for such a plan if the University had been completely successful in the past. Thus, the plan is an open discussion of what we have done and a prescription for what must be done in the future.

Although we at Central Connecticut State University cannot eliminate all barriers to higher education, we appreciate the frustration of minority individuals and groups, and we are committed to changing those conditions over which we have some control. Creating such significant and lasting institutional change is a complex process and will require the involvement and commitment of virtually every university office and administrative unit. We recognize that there is no simple solution to the problem, but we believe that the goals we have set will enable us to achieve true racial and ethnic diversity in our community.

Our Strategic Plan calls for nothing less than the creation of an environment at Central Connecticut State University which will directly support and encourage all minority students to consider this University not simply as accessible, but as a place which genuinely and forcefully seeks to educate them and to help them to achieve their personal, professional, and educational goals. This is the spirit our plan seeks to convey; this is the goal to which the University and I are committed.


F. Don James
President

Central Connecticut State University

STRATEGIC PLAN FOR MINORITY STUDENT

ACCESS AND RETENTION

November 1, 1986

The Racial and Ethnic Diversity Strategic Plan

Steering Committee

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Co-Chairperson**

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George Clarke, Dean of the School of Arts and Sciences

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Johnie Floyd, Director of Admissions

**Italo Letizia, Assoc. Director of Financial Aid and Chair-
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**Kevin Lynch, Prof. of English and Chairperson of the
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Donna Munroe, Director of Personnel

Giles Packer, Director of Cooperative Education

CENTRAL CONNECTICUT STATE UNIVERSITY
STRATEGIC PLAN FOR MINORITY STUDENT ACCESS AND RETENTION

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I. Institutional Overview

A. Description of Central Connecticut State University

Central Connecticut State University is one of four comprehensive universities which comprise the Connecticut State University. Founded in 1849 as a normal school for teacher training, Central now offers 82 different undergraduate and master's degree programs. More than 13,000 students enroll each semester, and 1,600 students complete degree requirements each year. Degrees offered include the BA, BS, BFA, and the BS in Education at the undergraduate level, and the MA, MS, MSOM and Sixth Year Certificate in Reading at the graduate level.

Located in New Britain, Central Connecticut State University serves the Capitol region and the State by providing quality programs for academic preparation and career development in the arts and sciences, professional education, business, technology, and health sciences. The student body includes both traditional students who live on campus and commuting students, many of whom are employed by the schools and businesses of Central Connecticut. Central provides for the educational advancement of Connecticut's citizens, and in doing so enhances not only their quality of life but also the State's economic and social development. Faculty contribute further to state development through their public service and research activities with business, industry, government and schools.

Central includes four undergraduate schools (Education and Professional Studies, Arts and Sciences, Business, Technology) and the School of Graduate Studies. In addition, the University operates the largest continuing education program in the State, enrolling more than 6,300 part-time students each semester during the academic year and more than 5,000 students during the summer. The Extension College offers credit and non-credit courses on campus and at locations throughout Central Connecticut.

Close to 40 per cent of Central's undergraduates choose business majors. Other popular undergraduate choices include teacher preparation, computer science, communication, psychology, and industrial technology. About 8 per cent of graduate students enroll in the Master of Science in Organization and Management (MSOM) with a major in general business or industrial technology management. The majority of graduate students choose certification or Master of Science programs for professional educators in counseling, special education, reading, elementary education, and school administration.

B. Constituencies Served

1. Student Market

A majority of the students at Central Connecticut State University (94 per cent) live in Connecticut communities, representing 162 of the 169 towns in Connecticut. An additional 4 per cent come from other states (primarily from the northeast), and 2 per cent are international students, representing some 30 foreign nations. The full-time student population is comprised chiefly of undergraduates (95 per cent or more), whose mean age is 21; slightly more than half are male (51 per cent). The part-time student population is older (mean age 28) and includes more women (53 per cent) and a higher proportion of graduate students (34 per cent). While many are employed full-time in local businesses and schools, others are recent retirees, re-entry homemakers, and part-time workers. The majority of full-time students (70+ per cent) commute to campus daily from surrounding towns or nearby off-campus private housing. Part-time evening students are entirely commuters, with heaviest enrollment from communities along the north-south/east-west major highways of the state. Generally, the limits of this part-time population are prescribed by highway access and commuting time: Waterbury in the west, Old Saybrook and the Lymes in the south, Springfield to the north and Rockville-Vernon in the east.

The University's student market thus includes all of Connecticut, the northeast region and some foreign countries. Admissions office personnel recruit at all state technical and community colleges, at 180 public secondary schools, and through State-wide college fairs. Graduate school personnel recruit at graduate fairs throughout New England, at Central and other State universities and in local school districts, businesses and industry. In addition, Central is committed to intensified efforts to attract minority residents from the major urban areas in the region, the Hartford-New Britain-Middletown standard metropolitan area and Waterbury.

2. Current Minority Enrollment

The current minority enrollment, including Black, Hispanic, and Asian Americans, is 638 undergraduates and 155 graduate students or 5.9 per cent of both the undergraduate and the graduate student populations. There are 334 Black undergraduates, 3.1 per cent of the undergraduates, and 71 Black graduate students or 2.7 per cent of all graduate students. Among undergraduates, 177 or 1.6 per cent are Hispanic students. Sixty-eight or 2.6 per cent of the graduate students are Hispanic.

Table 1 compares minority enrollment in undergraduate and graduate programs during the Fall semesters of 1984, 1985, and 1986. During this period, there have been very small fluctuations in the minority student population at Central with no major increases or decreases. Among Black students,

there have been modest increases since 1984 at the undergraduate level; at the graduate level, a drop in full-time Black students has been off-set by an increase among the part-time Black students. Hispanic students have increased in number, particularly at the full-time undergraduate level and at the part-time graduate level.

II. Problems in Access and Retention

A. Barriers to Minority Student Access

Central, like its peer institutions in Connecticut and nationwide, has been frustrated in its efforts to enroll numbers of minority students in proportion to their percentages in the general student population. Common, traditional barriers, as well as some barriers unique to Central, hinder our progress.

A national problem and a serious limitation to success in recruitment is the small pool of capable and qualified minority high school graduates. Until public schools are able to produce greater numbers of college prepared, minority high school graduates, Central faces severe competition with other institutions in its attempts to recruit minority students. Other barriers, which all institutions must deal with, are:

- the perception of many minority persons that college is beyond their financial means;
- the limited financial resources of some minority persons to support themselves and/or their families even when awarded financial aid for direct college expenses;
- the discouraging complexity of the admissions process and of application procedures for financial aid;
- the lack of support for pursuing higher education from the families and friends of some minority persons;
- the inadequate high school preparation for college level study of some minority high school graduates.

For Central, there are other barriers to access, some of which can be remedied with an institutional commitment to change. Others will require substantial time and financial resources.

- Central lacks sufficient campus housing for undergraduates and has none for graduate students;
- the campus has no day care services for children of students or staff;

- there are few minority role models among the faculty and few minority peers in the student body;
- resources and personnel have been limited for recruitment of minority students and for subsequent support services;
- public transportation is virtually nonexistent from the Hartford area, which contains a large potential minority student population; carpool vans or shuttle buses are unavailable at the present time;
- advertising about the University's programs and services has been restricted in the past;
- the major newspaper in the Hartford area frequently carries news articles about Central only in the New Britain edition.

As a result of these factors, many minority persons, as well as others, are unfamiliar with Central and its programs. A major barrier to minority student access is that the University is not recognized as a prime option for higher education by minority students.

B. Barriers to Minority Student Retention

Improving the retention rate among all entering students is a high priority for Central. We lack an historical data base for comparing retention of various minority cohort groups, but we believe that Central, like other universities, has greater difficulty retaining minority students, particularly language minority students. Many of the barriers to access are also barriers to retention: lack of housing, poor public transportation, no child care, few minority role models, a small number of minority peers, financial worries. Other identified problems are:

- the lack of involvement of minority students in the peer counseling component of the Freshman Seminar, an extended orientation program for all freshmen;
- insufficient orientation programs for transfer students;
- limitations on the academic support services provided by the Office of Minority Student Services because of staffing and budgetary constraints;
- the necessity for students who have been inadequately prepared for higher education to pay for special remedial courses through Central's Extension College;

- insufficient attention to the strengthening of social support systems for minority students; mentors for all undergraduate and graduate minority students are lacking;
- the lack of planned programing to sensitize faculty, staff, and non-minority students to the value and importance of racial and ethnic diversity in the Central community.

Central Connecticut State University is committed to providing educational opportunities for all individuals with academic potential and in particular to expanding opportunities to those who have been denied educational advantages. However, there is much to accomplish in removing the barriers to Central's fulfillment of its responsibilities to minority persons.

III. Plan to Expand Minority Student Access

A. Admission Strategies for First-time Freshmen

In the current admissions policies of Central, the Director of Admissions has the authority to use some judgment in applying the admissions criteria related to SAT scores, grade point average, and high school rank. In cases in which a student does not meet the criteria in all areas, but otherwise shows evidence of academic potential, the Director may admit such a student. Motivation as shown in a personal interview, recommendations from guidance counselors and performance in high school course work are all factors which are weighed when the traditional admissions criteria might otherwise exclude a student. Although this policy is not designed for minority students alone, it has been used in the case of some minority students who may be at a disadvantage in their high school preparation.

Other students with educational disadvantages have been invited to enroll in Central's Educational Opportunity Program. This pre-freshman year summer program has been in operation for 18 years. Approximately 35 students, the majority of whom are Black and Hispanic, are recruited each year by the Director or referred by the Admissions Office for a five-week residential program at CCSU. They take classes in English, reading, mathematics, and communication and thinking skills. The students also participate in cultural and recreational activities and in career development advising. If they complete the summer Educational Opportunity Program successfully, they are admitted to Central for the Fall semester. Over 90 per cent of the Educational Opportunity Program students complete the summer program each year and enroll at Central. Over half of the full-time Black students and a higher percentage of the Hispanic students have entered through the program.

The role of the Director of the Educational Opportunity

Program was changed last year to Coordinator of Minority Student Services, and the responsibilities of the office have been expanded to supervise all support activities for minority students. A part-time assistant is being hired this year to aid in recruitment and counseling of the Educational Opportunity Program students, and a full-time Assistant Coordinator position is anticipated in July 1987. For Summer 1987, the goal is to increase the enrollment in the Educational Opportunity Program to 50 students.

Although the Educational Opportunity Program has been successful in attracting minority students, Central recognizes that it is essential to increase the numbers of minority students who enter through the regular admissions process. Planned improvements in recruitment of minority students are discussed in III.E. below.

B. Admission Strategies for Transfers

Central Connecticut State University admits all graduates of the Connecticut community college system, accepting transfer credit for courses a student has successfully completed for the Associate's degree. Students from other institutions may be admitted with transfer of credit for all courses for which they received a "C" or better grade. Although the Admissions and Registrar's Offices attempt to make the transfer process easy, some necessary improvements in the admissions process are being implemented. In particular, potential transfer students require immediate feedback on the transferability of their course credits, and they need academic advising about programs in which they may enroll. Central has had no special admissions programs for transfer students beyond the assignment of an admissions officer to specialize in transfer admissions. No special efforts to recruit minority students as transfer students have been made in the past. Recruitment efforts to increase minority student transfers are now being planned (see III.E).

C. Admissions Strategies for Graduate Students

Responsibility for admitting students to graduate programs rests in the School of Graduate Studies. The Assistant Dean serves as admissions officer. Using the GRADDATA base and other files, she performs her assigned task of monitoring admissions and enrollment, including minority admissions and enrollment.

A relatively liberal admissions policy has been adopted. Prospective applicants are expected to have maintained a 2.5 CPA in undergraduate coursework (the same standard required by the State for teacher certification). Applicants who do not meet this standard may appeal to the Graduate Dean, or --- if they are certified teachers --- enter a "Planned Fifth Year Program." If a student in a planned program maintains a 3.0 CPA, an appeal for admission to a master's program is typically approved. This policy is sufficiently flexible to

permit the admission of a wide range of students, particularly since no scholastic aptitude tests are required. Central also admits to graduate programs students who have not completed certain prerequisites. For example, students are admitted to the MSOM program when they have deficiencies in their preparation in business coursework. Thus, we do not bar students who made early career/educational choices which might limit their options at other institutions.

Past admissions initiatives in the Graduate School can not be fully evaluated since application forms have not included an opportunity for applicants to disclose ethnicity and race. New application forms have been ordered, and an insert is being placed in existing forms. However, actual enrollment figures (for which race/ethnicity is available) indicate that CCSU has been fairly successful in admitting graduate students (see Section VIII). The proportion of Blacks and Hispanics in our graduate student body is quite similar to the proportion in our undergraduate student body. This contrasts sharply with the experience of other institutions where the percentage of minority students at the graduate level is much lower than the percentage engaged in undergraduate study.

D. Early Awareness Strategies

Clearly one of the major obstacles Central Connecticut State University and other institutions of higher education face when attempting to increase enrollment of minority students is the small pool of academically prepared minority high school students. A national priority for higher education is the support of secondary education through programs designed to decrease the high school drop-out rate among minority students and to increase the numbers of intellectually capable minority students who go on to higher education. Although Central has developed relationships with many secondary school systems through the placement of student teachers for internships, it has only recently begun to develop cooperative programs that focus on high risk students.

The Coordinator of Minority Student Services and the Assistant to the Vice President for Academic Affairs have been planning the design of Upward Bound-type programs with the New Britain and Waterbury school systems in preparation for a Connecticut Collegiate Awareness and Preparation Program (CONNCAP) grant proposal. Central and the two school systems plan to start intervention programs with high school freshmen who are intellectually capable, but who may have no aspirations to attend college. The majority of students in the programs will be minority students. Beginning in the freshman high school year, selected students will be given supplementary programs in tutoring, skill development, and career advising. They will be given opportunities to attend plays, athletic events, and other activities at Central. During the summers they will attend a residential summer school at Central. Special programs for the parents of

the students will also be planned. Each freshman group will receive services throughout high school.

The goals of the CONNCAP program are: raising the educational and career aspirations of the students, the graduation of each student from high school, and the acceptance and enrollment of the students in post-secondary educational institutions. Many, it is hoped, will be familiar with Central because of the programs and will view it as a supportive college for minority students. Central also expects other cooperative programs besides the CONNCAP programs to be developed with the two school systems, thus strengthening the ties between teachers and students in the high schools and faculty and students at Central.

The School of Education at Central Connecticut State University also has two projects under development with Hartford Schools. At Quirk Middle School and Hartford Public High School, "at risk" students will be supported during the transitional junior high years, eighth and ninth grade, by volunteer college students. The college students will act as role models and supporters of selected junior high students in a Big Brother/Sister-type program under the direction of high school teachers. Where possible, minority college students will be chosen as role models for the program. In another project, elementary education students will be working with selected elementary school students at Burns and Kinsella schools to increase critical thinking skills. The effectiveness of special curriculum materials and a non-classroom setting prepared by Weston Woods will be assessed in the project. Both projects are designed to increase the probability that minority students will succeed in school and that they will remain in high school through graduation.

E. Recruitment Strategies

In addition to recruiting in College Nite programs and NEACAC College Fairs, the Admissions Office at Central annually visits approximately sixteen high schools around the state which have large minority student populations. Minority high school seniors are identified through the Student Search of Educational Testing Service and are sent individual recruiting letters.

The Admissions Office Director, as a member of a minority group, is particularly sensitive to the problems confronting minority students. However, the Director can not do all the recruiting in high schools with high minority student populations. Central is now conducting a search for an additional Assistant Director of Admissions whose primary assignment will be the recruitment of minority students. The institution expects to hire a minority person for this position. Recruiting visits to high schools with high percentages of Black and Hispanic students will be conducted by the Director and new Assistant Director. Efforts will be

expanded and intensified with the additional staff member to inform guidance counselors at these high schools of Central's interest in recruiting minority students and to strengthen the relationships with the guidance counselors. A Black or Hispanic Central student will also be taken to high schools by Admissions officers to offer high school students the viewpoint of a minority student at Central.

In past years, Cooperative Education recruiters have accompanied the Educational Opportunity Program Director to approximately ten high schools a year to explain cooperative education and its advantages for students in terms of financial assistance during college and career development. Cooperative Education should be of benefit to minority students who have financial problems which prevent them from attending college. A new Assistant Director of Cooperative Education for Minority Affairs is being hired this year. The main responsibility of the new Assistant Director will be to expand minority student enrollment and participation in the Cooperative Education program. Currently, the percentage of minority students in Cooperative Education is approximately six percent of those enrolled. Cooperative Education plans to increase minority student enrollment to 10 percent in the next five years.

An interesting experiment is now in the developmental stage by a division not commonly associated with admissions and recruitment, the Library. The Serials Librarian and the Director plan to work with a small group of New Britain high school seniors who have been accepted at Central. They will make the Library facility and services available to the students and will act as mentors and advisors. Their goal is to help the students learn more about Central, to feel "at home," and to receive the benefits of using a college library. They plan to compare this group with a group of matched subjects who are given no special introduction to Central. The librarians hypothesize that the experimental students will enroll at Central in greater numbers and will remain in attendance a longer time. Although not specifically a recruitment program, the program, if successful, has the potential to be extended to high school juniors who are still weighing their choices for college applications.

Central also plans to expand its efforts at recruitment of transfer students. The immediate target will be students at Greater Hartford Community College (GHCC), which has high minority student enrollments and is in close proximity to Central (although distant by public transportation). Many of these students are not aware that they can afford to attend a four-year institution. Central will sponsor a Fall "college nite" program at GHCC conducted by an admissions person, a financial aid advisor, a minority faculty member and a minority student who has successfully transferred. A

follow-up session will be given to help potential applicants with admission forms and financial aid forms. As part of the recruiting, GHCC students and faculty will be brought to Central for lectures and/or seminars related to academic concerns and to introduce them to the faculty and academic programs at Central. If successful, the GHCC recruitment plan will serve as a model for recruitment at other community colleges.

In addition to recruitment in high schools and community colleges, Central needs to improve its recognition in Black and Hispanic communities in order to be viewed as a good choice for minority students. Some of the activities already underway and planned by the Admissions Director include the following: sending the Central catalog and viewbooks to Black and Hispanic professionals in Hartford, New Britain, Waterbury, and other cities to request their assistance in identifying Black and Hispanic students who might pursue an education at Central Connecticut State University; contacting minority fraternities, sororities, and professional groups and making presentations at their meetings to solicit aid in recruitment; sending the catalog and viewbooks to Black and Hispanic churches to offer presentations to youth groups and aid in identifying qualified minority students; advertising of Central's programs in publications directed to minority readers. A systematic program of contacts and discussions with Black and Hispanic business leaders, clergy, and government officials as well as with educators and guidance counselors will be followed. Within budgetary constraints, recruitment advertising in newspapers and other media will be expanded.

As noted above, Central has achieved a relatively good mix of minority graduate students given the low number of minorities available for recruitment to graduate study. This achievement derives primarily from the predominance of teacher education students in Central's graduate programs, and the relatively high participation of minorities in teacher education. Thus, it is important to target minority graduate student recruitment not only to teacher education graduate programs but also to disciplines in which minorities are substantially underrepresented. In particular, we plan to focus attention on minority recruitment to our MSOM programs in General Business Management and Industrial Technical Management.

Minority recruitment begins with Central's own undergraduates, all of whom receive a personal letter when they graduate suggesting further study at Central. A new graduate school brochure (currently in preparation) will be distributed to urban and predominantly Black undergraduate institutions in the New England and Middle Atlantic states as well as to colleges with large Hispanic student bodies in Puerto Rico and other states. This brochure has been designed to include images of minority graduate students in order to communicate access to opportunities at Central. It has also

Minority students admitted through the Educational Opportunity Program participate in a five-week summer program and live in Central dormitories prior to entering the freshman year. During that period, they receive a thorough orientation to Central Connecticut State University and are counseled before their registration for courses. At this time, however, other minority students do not have a special freshman orientation. They are required, like all freshmen, to participate in an orientation program prior to freshman year and to attend an extended orientation course, Freshman Seminar. The Area of Student Affairs is redesigning freshman orientation for Fall 1987, and the new orientation is expected to include workshop topics, such as "how minority students can be successful on a predominantly white campus." Designed to promote the value of racial and ethnic diversity in the Central community, the workshops will be attended by both minority and non-minority students.

The mandatory Freshman Seminar is designed to help all freshmen in the transition between high school and college and to give them the information and skills they need to be successful. This non-credit course meets once a week for the first eight weeks of the semester. It is team-taught by an instructor and an upperclass student, called a "peer counselor." Outside of class, the peer counselor serves as a resource person for advice and information. The instructor acts as academic advisor for freshmen who have not declared a major and supplements the advising given business majors. Freshman Seminar is now in its second year at Central. A course evaluation for freshman students, instructors, and peer counselors is administered at the end of the course and is used as a basis for improvements in the basic syllabus. Studies of the retention of freshmen in the sophomore and subsequent years are underway.

The Committee on Freshman Seminar has decided against offering special sections of Freshman Seminar for minority students only. However, it is in the process of incorporating additional elements in the course syllabus, which would connect minority freshmen with the campus services for them and also give them opportunities to meet minority faculty and administrators. To the extent possible, each minority freshman will be assigned to a minority faculty member or upperclass minority student mentor in addition to her/his regular academic advisor.

Central has not had a special orientation program for transfer students. However, under the new Dean of Student Affairs, a transfer student orientation is being planned for 1987. The Office of Minority Student Services has also proposed a supplementary orientation for minority student transfers, Transitional Orientation Program (T.O.P.), which would introduce minority student transfers to the minority faculty, staff, students, clubs and services. Because first registration for courses at Central is a difficult process for

all transfer students, the Registrar's Office will be assisted in the future by a half-dozen resource persons, who will serve as facilitators and advocates to help minority students learn the system.

Beginning in the Fall of 1987, new orientation services will be made available for all graduate students. Included will be a convocation-type event designed to increase identification with graduate study and the institution; new descriptive materials which better communicate the responsibilities of students and their advisors; and the use of graduate student peer advisors to provide support to new graduate students.

B. Assessment and Placement Practices

Currently all freshmen are tested for their basic writing skills with the Test of Standard Written English (TSWE) in order to determine their eligibility for enrollment in English 110: Freshman Composition, a required course for all students except those specifically exempted for exceptionally high scoring on TSWE. This testing is completed prior to first registration for freshmen. Freshmen who score below the acceptable level must take a non-credit, remedial course in Basic Composition or an equivalent experience.

Freshman and transfer students are also tested for placement in appropriate level courses in mathematics, French, Italian, and Spanish. Specially designed tests assess student knowledge in these areas. In the case of mathematics, students who do not meet the level required for the freshman level mathematics courses must take a non-credit, remedial math course.

Several years ago Central's English Department created a sequence of non-credit courses to aid students whose native language is not English. In this sequence, students may take Listening to English, Reading English, and Writing English to improve their ability to study and to function in English-taught classes. Tests are administered by the English Department to place students in the proper level course (intermediate or advanced) in each area.

Because each graduate student is assigned a faculty advisor, assessment and placement for graduate students is typically accomplished on a one-to-one basis. Graduate students, including minority students, are placed in appropriate undergraduate courses if they have not completed prerequisite work or if they lack prerequisite skills.

The special needs of ESL/bilingual students in graduate programs are under study, and all students so identified will be surveyed this year to determine if any special assessment or placement practices are needed. The role of the graduate advisor is critical in early identification of problems. Procedures for working with bilingual students will be

included in the Advisor's Handbook (in preparation), and is one aspect of advisor training to be undertaken beginning Spring 1987. An Hispanic graduate faculty member who specializes in language acquisition has been asked to assist the Graduate Dean with these efforts.

C. Remediation Opportunities

The remedial courses in Basic Composition and Mathematics are offered through the Extension College of Central Connecticut State University. Because students on financial aid must maintain a level of satisfactory academic progress in order to be eligible for continued financial aid, the non-credit, remedial courses are counted on an equivalent semester hour basis in the course credit loads of these students. However, the remedial courses pose a financial problem for some students. The remedial course fee is not covered by tuition because of the University's present inability to support the remedial courses within its budget. The fee thus is an extra expense for the student. The Area of Academic Affairs plans to seek means to provide waivers for the remedial course fees for minority students and others with financial aid who must enroll in the courses. The fee policy for all students will be reviewed.

In addition to remedial courses, tutoring in writing and mathematics is sponsored by the English and Mathematics Departments in established locations: the Writing Center and the Mathematics Tutoring Center. These centers are staffed by graduate assistants and students, under the supervision of faculty. The services of the centers are free to all students, who are referred by faculty or who seek help themselves.

Experience in the Educational Opportunity Program has shown the need for additional tutoring support in English for some minority students by individuals knowledgeable about minority students' language skills and potential problems. The Office of Minority Student Services is expanding its tutoring support in writing for minority students this year through the hiring of a part-time staff member. The Office has also begun the use of computer-assisted learning in basic study skills and remedial work for those minority students who require additional practice and support.

Our experience thus far is that minority students who enter Graduate School are as well prepared as any other students. Consequently, remediation is handled on a case-by-case, course-by-course basis. The faculty are sensitive to the multiple responsibilities faced by both our part-time and full-time population of students and are quite cooperative about providing extra time and extra instruction to students who need help. Bilingual students may be an exception and, as noted above, their special needs at Central are under study.

D. Counseling/Advisement/Support Services

Central Connecticut State University offers all students personal counseling through several offices: Student Affairs, the Counseling Center, the Women's Center, and the Campus Ministry Offices. Other offices offer counseling, advising, and support to particular student groups, including Special Student Services (for handicapped students), International Student Services, Veterans' Affairs, and Minority Student Services. Career advising is provided by the Career Development and Placement Office and the Cooperative Education Program.

The special focus for counseling/advising support services for minority students is in the Office of Minority Student Services. In addition to coordinating the Educational Opportunity Program, the Office of Minority Student Services offers support services of counseling and advocacy for minority students, arranges tutoring by peers and others, and has a monthly newsletter for minority students. The activities of the office have been limited in the past because it has been staffed by only one full-time administrator. During the 1986-87 academic year, some minority part-time assistants are being hired to conduct special tutoring classes in English and mathematics, supervise computer-assisted training in academic skills, and provide additional advising for minority students. An additional full-time staff person is anticipated in 1987-88 so that the support activities of the office can be expanded further.

The new Assistant Director of Cooperative Education for Minority Affairs will be supplementing the advising done by others for the minority students who are enrolled in Cooperative Education. Although the focus of support from Cooperative Education is career development and job placement, academic and personal advising also occur as the Assistant Directors work with individual students. Because of the close physical proximity of the Offices of Career Development, Cooperative Education, and Minority Student Services as well as the cooperation of the directors, all minority students have had ready access to career counseling.

Three student organizations specifically formed by and for minority students exist on campus and are supported by the Office of Minority Student Services. These are the Organization of Afro and Afro-American Students, the Union of Puerto Rican Students, and the Ebony Choral Ensemble. All three groups are dedicated to increasing an awareness and understanding of Afro-American and Hispanic cultures and communities on campus through their sponsorship of social and cultural events. The groups also raise funds for community welfare projects. The Black student groups also receive aid and support from B.A.S.I.C.

Barriers to continued attendance for many minority persons as well as for other students are the lack of

affordable child care facilities and problems in transportation. Central has begun planning for a facility that would care for children of students and staff in the afternoons and early evenings, using the existing nursery school facility. Within two to three years, plans are to open a full-time facility that would be equipped to care for infants and children up to 12 years of age. Although planning is incomplete at this time, it is anticipated that the child care service would be offered free to students with financial need. The limited public transportation from Hartford will be addressed in a program being developed by Student Affairs to provide better support services for commuting students.

Graduate students may participate in the counseling and support services offered for the University community. In addition, several special services are available. Each student is assigned a faculty advisor in her or his major area. Where possible, an attempt is made to match closely not only the area of study but also gender and/or ethnicity. In addition, all minority faculty members will be provided with lists of all minority students and encouraged to begin formal and informal networks.

A Graduate Student Advisory Board (GSAB) is being established at Central this semester to develop programs supported by student fees and to advise the Dean on graduate student affairs. While disbursement of student fees is a student matter under State law, the use of some fees to support a lecture series including minority scholars will be encouraged. A diverse membership will be sought for the GSAB, including not only elected representatives of the student body, but also students appointed by the Dean to ensure adequate representation of all constituent groups.

A new campus-wide data base, "Probation-Dismissal Update," will be used to identify students at risk based on their cumulative averages and to provide them with appropriate notice and advice. In addition, "GRADDATA", the School of Graduate Studies data base, will be modified to permit tracking academic progress of various cohort groups, including minority groups and groups of bilingual learners. This will permit the design of responsive counseling and advisement strategies.

A critical area for minority student retention is the social climate of the campus. Central has addressed the problem at times in the past; e.g., creating the President's Committee on Racial Relations in 1970. A day-long orientation for dormitory resident assistants and directors on minority students' needs was sponsored by the Committee on Racial Relations in 1983. The student clubs mentioned above have brought speakers to campuses and organized programs, such as Black History Month and Martin Luther King, Jr.'s Birthday commemoration, on a regular basis. Under the direction of the new Dean of Student Affairs, staff and faculty will address the need for more systematic programing to promote racial and

ethnic diversity as a valued part of the community. They will organize awareness activities to ensure a positive classroom and campus climate for minority students. Other activities will include annual orientations for dormitory personnel, dorm meetings, faculty orientations, and more diversity in lecturers and other programing.

The new Dean of Student Affairs has presented as one of his priorities the expansion of minority participation and minority leadership in student activities. The campus code of conduct has been developed in accordance with Connecticut statutes regarding appropriate student behavior and is, as a consequence, "color-blind". However, it is possible to shape social customs on campus by weaving into university programing the cultural events and values of a diverse student population. In addition, the Dean is attempting to recruit minority students to such high-profile positions as Residence Assistant and Residence Hall Director.

Under consideration also is a centralized publications review process which would include, among other priorities, the review of Central Connecticut State University promotional materials for their potential positive and negative impact on minority access and retention. The Dean of Student Affairs has already assigned an Associate Dean to chair a committee which reviews all publications for sensitivity to minority issues. Central wants to project an image in our media which reflects our commitment and concern for minority students.

V. Ongoing Monitoring and Evaluation

There are four major components to our plan for monitoring and evaluating our progress: (1) specifying administrative accountability for the access and retention initiatives in this plan; (2) improving Central's data collection and reporting policies; (3) requiring regular reports to the Minority Access and Retention Advisory Committee, to the Academic Vice President, and the President; and (4) providing for a semi-annual review of progress toward implementing the Plan by the Minority Access and Retention Advisory Committee and other constituent groups designated by the President. Each component is described below.

Two Central Connecticut State University administrators have been assigned the responsibility for ensuring implementation of the Minority Access and Retention Plan. The Associate Academic Vice President has primary responsibility for undergraduate initiatives. Responsibility for graduate initiatives rests with the Dean of Graduate Studies. Both administrators prepared major portions of the present plan and share a commitment to the initiatives described. They have the authority and capability to ensure that the plan is implemented. A Minority Access and Retention Advisory Committee of faculty and administrators will be formed to assist in the implementation and monitoring of the plan.

As noted earlier in our Plan, Central's student information data bases do not presently provide all of the information we require to monitor student progress and evaluate the effectiveness of our recruitment/retention initiatives. We intend to complete by July 1, 1987 all modifications of data collection tools and data handling procedures. Modifications include (1) adding applicant race/ethnicity to application forms; (2) tracking acceptances/rejections/enrollments by race/ethnic group; (3) tracking progress (CPA, hours completed, etc.) by race/ethnic group; (4) tracking choice of majors by race/ethnic group; (5) tracking program completions and graduation by race/ethnic group. While much of this information can presently be retrieved, a coordinated system for undergraduate tracking and graduate tracking will help us be more efficient, effective, and responsive.

Once a coordinated student information is operational, the preparation of reports will proceed according to a schedule developed by the Advisory Committee. At minimum, the following reports related to minority access and retention will be prepared by the administrative staff:

- o Recruitment efforts December 30, June 30
- o Admissions/rejections September 15, February 15
- o Enrollment September 15, February 15
- o Academic progress October 15, December 30;
March 25, May 30;
August 15
- o Graduation August 30, December 30, May
30

Progress reports will also be made on assessment, remediation, and support services with semiannual reports to be reviewed by the Advisory Committee, the Race Relations Committee, the President and other officers and groups as appropriate.

Programs targeted in the Board of Governors' Strategic Plan comprise nearly all of our graduate student enrollment and most of our undergraduate enrollment. Thus a comprehensive study of campuswide access and retention initiatives will focus attention on those academic programs. Attention will be given, however, to monitoring, evaluating, and reporting our findings about academic programs which have been targeted for special institutional attention. (See Section VI below.)

The rate of attrition for all students, particularly minority students, is a concern at Central. We will track cohort groups of Black, Hispanic and other entering freshmen and transfer students. Our attrition study will include samples of students from three entering classes, each tracked for a six-year period (12 semesters). To the extent possible, students in the cohorts who withdraw from school, do not return to school, or are withdrawn for academic reasons will

be given "exit interviews" to determine factors contributing to these outcomes.

VI. Targeted Academic Programs

A. Black and Hispanic Representation in Disciplines

Black and Hispanic student representation in the targeted academic areas (Health Sciences, Technology/Engineering, Business, and Education) is still low at Central in total numbers. However, data on bachelor's degrees conferred during the period from July 1, 1984 to June 30, 1985 indicate that Business is one of the popular majors for minority students. Half of the 32 Black students receiving bachelor's degrees during the period had a major in an area of business. Four Hispanic students (24 per cent of the total Hispanic graduates) had majored in business. Of the other Black graduates, two had majored in Education and two in Industrial/Engineering Technology. Three Hispanic graduates were Education majors (17.6 per cent of the Hispanics). Two of the 29 master's degree candidates in Management were minority persons, and ten minority persons earned master's degrees in Education. (See Table 2 on Degrees Conferred, 1984-85.)

Among present minority undergraduates, both Black and Hispanic, many also select business as a major. The records of the Office of Minority Student Services on 92 former Educational Opportunity Program students now in attendance indicate that 26 per cent (24 students) have chosen majors in business. Education is also popular, chosen by 12 students or 13 per cent. The next highest single discipline is computer science, selected by 11 students or 12 per cent. Three minority students in the files are enrolled in Industrial Technology. Fourteen of the students have not declared their majors yet.

B. Strategies to Increase Representation in Disciplines

Although large percentages of Central's present minority students enroll in business and education majors, two of the targeted disciplines for increases in minority student representation, the numbers remain small. There is a clear need to incorporate recruiting for the targeted disciplines within the institution's larger plan for recruitment of minority students. Increasing minority student representation in these disciplines must be part of the general increase of minority student representation in the Central student body.

The schools and departments concerned have developed some initiatives this year to recruit more minority students, and more are being developed. This coming spring semester, for example, a member of the Management Information Systems faculty will be coordinating a conference to introduce minority youth to business careers and to the college. The program, which is expected to be an annual conference

sponsored by the School of Business, is modeled after a conference started at Western Connecticut State University, the Annual Minority Business Youth Education Services Embarkment (AMBYESE). High schools with large minority student populations will be targeted for attendance at the conference.

In both the School of Business and the School of Education, faculty are working with instructors in certain Hartford public schools on projects to help "at risk" students. Education majors and minority students from Central will be assigned to individual students to act as role models and supporters throughout the academic year. It is hoped that students will not only be motivated to remain in school, but that some will be recruited to the teaching profession. In another project, Business faculty will aid teachers in improving their own computer literacy so that students in turn can be taught and encouraged to use computers. Through contacts like these between Central faculty and instructors in public schools, Central expects to increase its visibility in schools and to improve its recognition as an educational option for high school graduates.

In a related program, the School of Education has supervised the teaching internships of education students from five predominantly Black colleges in Virginia in twelve public schools in the greater Hartford region. The intent of the Student Teaching Education Program (STEP) is to acquaint the Virginia students with the Hartford region schools and to increase the possibility that they will seek permanent positions in the Connecticut schools, thus increasing the numbers of minority teachers. The School of Education is also developing new training procedures for high school teachers who will participate in the supervision of Central education majors during their internships. Wherever possible, minority teachers will be recruited for supervisors in order to increase the minority role models for Central education majors.

Central's School of Technology is now developing a program similar to the Educational Opportunity Program for vocational/technical high school students starting in 1987. Working with guidance counselors in the technical high schools, School of Technology faculty will identify students with potential for college work. The students will enter a summer program designed to help them complete prerequisite courses they may not have taken in high school, to acquaint them with the technology programs and opportunities at Central, and to build their self-images as "college student material." Although this program will not exclude qualified non-minority students, special efforts will be made to include minority students.

The major health science program offered by Central, the Bachelor's Degree in Nursing, is designed for students who are currently licensed in Nursing, having previously completed a

Diploma or Associate's degree program. As such, the potential pool of qualified Blacks and Hispanics for the program is very limited. As a part-time program the market for this degree is largely comprised of practicing nurses who live within a reasonable commuting distance. The department has focused its recruiting efforts on sponsoring local career and information days as well as conducting mailings to the membership of the Connecticut Nurses Association. Specific efforts to attract minority candidates have been made by attending career days at Greater Hartford Community College.

All four undergraduate schools at Central participate periodically in recruitment directed by the Admissions Office and engage in outreach programs to high schools. These school efforts will continue with special programs to inform minority students about programs and careers in business, education, technology and nursing. As part of the institution's monitoring of the Minority Access and Retention Plan, a subcommittee of the Minority Access and Retention Advisory Committee will be charged to monitor school efforts to attract minority students to the targeted disciplines and to aid in the development of further strategies. As noted above, minority students are interested in business and education careers. Central's success in expanding minority access and retention in general should have a positive effect on the representation of minority students in the targeted disciplines.

VII. Institutional Response to Recommendations of the Peer Review Committee

The Committee which reviewed Central's 1985 Plan made six specific recommendations. Each recommendation is described below with the institution's responses to it.

Recommendation 1. Greater attention must be given to the identification of barriers to both access and retention. Our current analyses are presented in Section II. The Racial and Ethnic Diversity Strategic Plan Steering Committee appointed by Central's new Academic Vice President engaged in serious discussions of this matter in an attempt to understand not only the barriers with which all institutions must deal, but also the barriers for which Central is institutionally responsible. As noted in Section V, improved data collection, analysis, and reporting will permit us in future years to more closely identify factors contributing to attrition.

Recommendation 2. Early awareness programs must be developed. Central has approached this recommendation in two ways. The first deals with pre-college; the second with actual matriculation at Central. The University is preparing a CONNCAP proposal designed to intervene before academic disadvantage has occurred. We have also expanded our contacts to junior and senior high schools. Finally, we are expanding our outreach to the community and technical colleges. Once students have matriculated, regular reports of their academic

progress (by cohort group) will be generated. These reports will indicate patterns of problems in academic progress and individual problems. Faculty and staff will be encouraged to make timely referrals to the Associate Vice President's office so that individuals at risk may be matched with appropriate academic and social support services. We also plan to collect information which might contribute to the design of more effective early awareness programs.

Recommendation 3. Specific access initiatives for transfer and graduate students must be addressed. Initiatives for access by transfer students are described on page 6. Access initiatives for graduate students are described on pages 6 to 7. In addition, one admissions staff member will be assigned responsibility for increasing community college transfers, particularly transfers from Greater Hartford Community College. Since we provide the closest and most affordable option for continuing education beyond Greater Hartford Community College and Hartford Technical College, Central should be able to recruit and admit more transfer students.

Recommendation 4. Future plans need to include a description of the Educational Opportunity Program (EOP). Central's EOP program, which has had a notable record of success in decreasing attrition among participants, is described on pages 5 to 6.

Recommendation 5. Assessment and placement practices must be described. Specific practices which impact undergraduate and graduate students are described on pages 14 to 15. Overall, Central has been actively engaged in basic skills assessment for more than ten years, and the departments concerned believe that the practices assist all students, including minorities, to be successful. We are seeking improvements, of course, particularly in our work with the language assessment of bilingual students.

Recommendation 6. Remedial services must be identified and explained. Please see page 15. We, of course, hope to improve our services and implement new services, some of which we know are high-cost and labor intensive. However, the increasing availability of micro-computers on campus should permit timely and cost-effective delivery of remedial services. We also plan to expand our formal program of peer tutoring and to foster more informal cooperative arrangements among students.

Central Connecticut State University is strongly committed to improving minority access and retention and, in so doing, to improving the overall quality of the institution. The Peer Review Committee's recommendations were most helpful in shaping our present plans. As noted in Section V of this report, however, Central recognizes the necessity for regular evaluation not only of progress, but also of the plan. We plan to learn more from our students,

our professional associates, and ongoing institutional studies at Central and elsewhere and to incorporate what we learn in annual addenda to the plan.

VIII. Central Connecticut State University's Access and Retention Goals

A. Access Goals for Black Students

The statewide potential student market for Black students is nine per cent for undergraduates and 3.1 per cent for graduate students. A goal was set in 1985 to increase the percentage of Black students at Central to 5.8 per cent by 1990, reducing by half the disparity between the statewide percentage and Central's 1984 Black student enrollment, which was 2.7 per cent of the undergraduates (299 students). Connecticut State University enrollment projections prepared in June 1986 suggest that by 1990 there will be a slight enrollment decrease at Central, resulting in a total headcount enrollment of 10,486. Thus, Central's goal is to enroll 608 Black undergraduates in the Fall of 1990. In the Fall of 1985, 348 Black students were registered. Beginning in Fall 1986, an annual increase of approximately 60 Black students will be necessary to reach the five-year goal. (See Table 3 for all five-year and annual access goals.)

The current Black undergraduate enrollment is 334 students, an increase of 35 from Fall 1984. The enrollment is 33 students short of the goal for 1986. However, the total undergraduate headcount was also less than projected so the Black percentage is 3.1 per cent of the total, just under the goal percentage of 3.4 per cent. In order to make up this deficit, Central's recruitment efforts for Fall 1987 must achieve more than the annual goal, which is to increase the Black undergraduate enrollment to four per cent of the total undergraduates. Through the intensified strategies outlined in this plan, Central will strive to recruit approximately 90 additional Black undergraduates for Fall 1987.

In the case of graduate students, the disparity between the statewide market and the Black graduate student enrollment was only 0.5 per cent in 1984. Therefore, the five-year enrollment goal for Black graduate students set in 1985 was an increase in Black students to 2.85 per cent by 1990. Based on the projected enrollment figure of 2480 graduate students for 1990, the annual goal for Black graduate students is an addition of 0.05 per cent. In 1985, there were 15 more Black graduate students than in 1984; however, this Fall the number decreased by six to 71. Nevertheless, the percentage of Black graduate students was 2.7 per cent of the total graduate headcount (above the goal of 2.65 per cent). Five more Black graduate students were enrolled than the 66 set by the 1986 goal. Assuming graduate enrollments decline slightly as projected, Central has already achieved its five-year goal of 70 Black graduate students. Efforts will focus on maintaining the current level of Black graduate enrollment and then

increasing it to reduce the disparity with the student market completely.

B. Access Goals for Hispanic Students

The statewide potential student market for Hispanic students is four per cent for undergraduates and 1.1 per cent for graduate students. In 1984, the disparity between the statewide percentage and Central's Fall enrollment was 2.6 per cent for undergraduates. The five-year goal to reduce this disparity by half requires Central to increase the percentage of Hispanic undergraduates from 1.4 per cent to 2.7 per cent of the total undergraduate enrollment. The Hispanic undergraduate student population at Central should be at least 283 students in 1990. An annual goal of a percentage increase of 0.3 per cent has been set in order to reach the five-year goal. The total Hispanic undergraduate enrollment in Fall 1986 was 20 more than in 1984; the percentage was 1.6 per cent of the total, slightly below the goal percentage of 1.7 per cent. To achieve the goals for Hispanic undergraduates in Fall 1987, it will be necessary to enroll approximately 35 more Hispanic students next year.

Central's 1984 graduate Hispanic enrollment of 41 or 1.7 per cent of graduate students exceeded the statewide market of 1.1 per cent. With no disparity, a five-year goal of maintenance of the present percentage level was established in 1985. During the past two years, however, Central is pleased to have been able to increase the Hispanic graduate enrollment to 68 students, 2.6 per cent of the total graduate enrollment. As the statewide goals of the Board of Governors' Strategic Plan are realized, we may expect greater numbers of Hispanic students to be graduating from four-year institutions, and Central plans to increase the percentage of Hispanic graduate students it enrolls beyond the present level of 2.6 per cent.

C. Retention Goals for Black Students

In 1985, Central based its goals for retention, as other institutions did, on the 1983 graduation rates of minority students compared to the enrollment percentages for Fall 1984. This estimate of retention yielded a disparity of 1.1 per cent between Black undergraduate students' enrollment and their graduation rate. To reduce this disparity by half, Central's five-year goal is to help more Black students complete their educations so that they comprise at least 2.15 per cent of the graduating class by 1990. An annual increase in the percentage of Black students receiving bachelor's degrees of 0.11 per cent is needed to reach the five-year goal. (See Table 4 for Minority Student Retention Goals.) Projecting a total of 1260 baccalaureate degrees to be awarded in 1989 - 90, Central's five-year goal is to graduate a minimum of 27 Black students in 1990. This past year, the number of bachelor's degrees awarded to Black students actually exceeded the five-year goal, and 32 students or 2.5 per cent of the

total were Black individuals (See Table 2). Through the retention efforts outlined above, Central will work to achieve a retention rate for Black students equal to the percentage of enrolled Black students.

When the retention goals were determined in 1985, the Black graduate students received 3.1 per cent of the post-baccalaureate degrees awarded in 1983. This compared favorably with the Black graduate student enrollment of 2.6 per cent. With no disparity, the five-year goal is to maintain the present level. Central will strive to support Black graduate students as it does undergraduates so that the majority of them will complete their programs and receive master's degrees.

D. Retention Goals for Hispanic Students

Among Hispanic students, the graduation rate of undergraduates in 1983 was 0.9 per cent of those receiving bachelor's degrees. The disparity between this and the percentage enrolled was 0.5 per cent. The goal set for 1990 is to increase the numbers of Hispanic graduates so they represent at least 1.15 per cent of the bachelor's graduates. An increase of 0.05 per cent is necessary annually to reach the five-year goal. Thus, in 1990 there should be a minimum of 14 to 15 Hispanic students receiving bachelor's degrees. In 1984-85, the five-year goal was actually exceeded; 17 Hispanic undergraduates received 1.3 per cent of the bachelor's degrees. Efforts will continue to maintain and then to raise this level.

In 1983, five Hispanic students were awarded master's degrees; this was 1.4 per cent of the degrees. Central set a five-year goal to increase this percentage to 1.55 per cent of the post-baccalaureate degrees. The annual increase required to meet the five-year goal is 0.05 per cent more. Projecting that the number of master's degrees awarded in the next five years will be similar to that in 1985, the annual goal is to award master's degrees to approximately six Hispanic persons each year. As the number of Hispanic graduate students increases, Central will raise the five-year and annual goals for retention to graduation.

In the future, improvements in the student information system will permit more accurate data on retention of all students than has been available in the past. The retention goals for minority students given above will be adjusted as actual retention rates are determined. Central is committed to increasing the retention of all students. With the implementation of this Five-Year Plan for Minority Student Access and Retention, the institution expects to improve substantially the retention of its minority students.

APPENDIX

TABLE 1

FALL SEMESTER ENROLLMENT BY RACE/ETHNICITY, 1984 - 1986

UNDERGRADUATES	N	1984		N	1985		N	1986	
			%			%			%
FULL-TIME									
Black	152		2.2	220		3.3	175		2.7
Hispanic	79		1.2	92		1.4	100		1.6
Asian	73		1.1	96		1.4	86		1.3
Other	6460		95.5	6195		93.8	6023		94.3
Total	6764			6603			6384		
PART-TIME									
Black	147		3.5	128		3.0	159		3.7
Hispanic	78		1.9	88		2.1	77		1.8
Asian	61		1.4	39		0.9	41		0.9
Other	3903		93.2	4002		94.0	4057		93.6
Total	4189			4257			4334		
TOTAL									
Black	299		2.7	348		3.2	334		3.1
Hispanic	157		1.4	180		1.6	177		1.6
Asian	134		1.2	135		1.2	127		1.2
Other	10,363		94.6	10,197		93.9	10,080		94.0
Total	10,953			10,860			10,718		
GRADUATES									
FULL-TIME									
Black	13		5.2	9		3.4	9		2.7
Hispanic	5		2.0	3		1.1	8		2.4
Asian	14		5.6	4		1.5	0		0.0
Other	217		87.1	246		93.9	312		94.8
Total	249			262			329		
PART-TIME									
Black	49		2.3	68		3.0	62		2.7
Hispanic	36		1.7	47		2.1	60		2.6
Asian	7		0.3	20		0.9	16		0.7
Other	2039		95.7	2111		94.0	2163		94.0
Total	2131			2246			2301		
TOTAL									
Black	62		2.6	77		3.1	71		2.7
Hispanic	41		1.7	50		2.0	68		2.6
Asian	21		0.9	24		1.0	16		0.6
Other	2256		94.8	2357		94.0	2475		94.1
Total	2380			2508			2630		

TABLE 2

DEGREES CONFERRED ON BLACK AND HISPANIC STUDENTSJULY 1, 1984 - JUNE 30, 1985Bachelor's Degrees Conferred

Program	Black	Hispanic	Total Degrees
Business/Management	16	4	577
Communication	1	1	43
Computer/Information Science	1	0	50
Education	2	3	132
Engineering/Industrial Tech.	2	0	158
Mathematics	0	1	18
Multi/Interdisciplinary Studies	1	1	43
Psychology	5	1	54
Social Sciences	4	6	98
Other Programs	<u>0</u>	<u>0</u>	<u>96</u>
Total	32	17	1269

Master's and Sixth-Year Degrees

	Black	Hispanic	Total Degrees
Business/Management	2	0	29
Education	6	4	282
Other Programs	<u>0</u>	<u>0</u>	<u>32</u>
Total	8	4	343

TABLE 3

MINORITY STUDENT ACCESS GOALS

UNDERGRADUATE	BLACK		HISPANIC		TOTAL
	N	%	N	%	N
Potential Student Market		9.0		4.0	
Actual Enrollment, Fall '84	299	2.7	157	1.4	10,953
Five-Year Goal, Fall '90	608	5.85	283	2.7	10,486*
Goal for Annual Increase		0.6		0.3	
Goal: Fall '86	367	3.4	183	1.7	10,785
Fall '87	428	4.0	214	2.0	10,710
Fall '88	489	4.6	245	2.3	10,635
Fall '89	549	5.2	264	2.5	10,560
Fall '90	608	5.8	283	2.7	10,486*
GRADUATE	BLACK		HISPANIC		TOTAL
	N	%	N	%	N
Potential Student Market		3.1		1.1	
Actual Enrollment, Fall '84	62	2.6	41	1.7	2508
Five-Year Goal, Fall '90	69	2.85	42	1.7	2480*
Goal for Annual Increase		0.05		Maintain	
Goal: Fall '86	66	2.65	42	1.7	2498
Fall '87	67	2.70	42	1.7	2493
Fall '88	68	2.75	42	1.7	2488
Fall '89	69	2.80	42	1.7	2484
Fall '90	70	2.85	42	2.7	2480*

* CSU Headcount Enrollment Projections, June 1986

TABLE 4

MINORITY STUDENT RETENTION GOALS

UNDERGRADUATE	BLACK		HISPANIC		TOTAL
	N	%	N	%	N
Student Enrollment, Fall '84	299	2.7	157	1.4	10,953
Graduation Rate, 1983	21	1.6	12	0.9	1,310
Five-Year Goal, Fall '90	27	2.15	14	1.15	1,260*
Goal for Annual Increase		0.11		0.05	
GRADUATE					
Student Enrollment, Fall '84	62	2.6	41	1.7	2,380
Graduation Rate, 1983	11	3.1	5	1.4	360
Five-Year Goal, Fall '90	11	3.1	6	1.55	340*
Goal for Annual Increase		Maintain		0.05	

* Estimate based on degrees conferred 1984-85