



# 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 EASTERN CONNECTICUT STATE UNIVERSITY

November 1, 1985

WHEREAS, Eastern Connecticut State University has developed a Five Year Strategic Plan for Racial and Ethnic Diversity in response to guidelines from the Board of Governors for Higher Education, therefore be it

RESOLVED, That the Trustees approve the plan and direct that it be transmitted to the Board of Governors, and be it further

RESOLVED, That, subject to concurrence by the Board of Governors, the Trustees direct the President of Eastern Connecticut State University to undertake vigorous efforts to attain the goals established in the plan.

A Certified True Copy:

Darius K. Béal  
President

EASTERN CONNECTICUT STATE UNIVERSITY

Strategic Plan for Racial and Ethnic Diversity  
1985-1990

October 1985

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## I. Institutional Overview

A. Eastern Connecticut State University was founded in 1889 as a state normal school and, by subsequent legislation, became Willimantic State Teachers' College (1937), Willimantic State College (1959), Eastern Connecticut State College (1967), and Eastern Connecticut State University (1983). It is a public institution which provides undergraduate and graduate programs of recognized excellence. Along with Central, Southern, and Western Connecticut State Universities, Eastern is part of the Connecticut State University system.

During the past fifteen years, Eastern has grown in strength, size, and diversity. A comprehensive, residential, medium-sized institution, located in northeastern Connecticut, it is making a significant contribution to public higher education in Connecticut. Two thousand five hundred full-time students and 1,422 part-time students enrolled in the fall 1985. It is expected that the current undergraduate full-time enrollment will remain relatively stable for the next five years, while the number of part-time undergraduate students and full and part-time graduate students will show moderate increases.

Three major divisions comprise the University: Academic Affairs, Administrative Affairs and Student Affairs. Academic Affairs has three major subdivisions: the Schools of Arts and Sciences, Professional Studies, and Continuing Education. These offer, in addition to the associate and masters degrees, the baccalaureate degree in 18 major areas.

Twenty-five buildings are located on a one hundred acre campus. A new 254-bed residence hall opened in the fall of 1984, and a new maintenance building will open in the fall of 1985.

Additional characteristics of the University are identified as follows:

.....a highly qualified faculty, dedicated to challenging each student toward maximum development

.....a medium sized University which is dedicated to maintaining a 'small college' atmosphere, in order to foster meaningful interpersonal contact among members of the campus community

.....a strong humanities and sciences program as the foundation of 'higher education'

.....a particular emphasis on programs at the undergraduate level, with graduate program offerings based on institutional strength and designed to meet the professional needs of students in the primary service area

.....campus residence for students who desire such as part of a 'total college living/learning' experience

.....commitment to the 'value-added' concept of a college education, particularly for those persons in our society who have been traditionally denied higher education, i.e., minorities and the poor

.....on-going communication with secondary schools to ensure thorough preparation at the secondary level in order to achieve success at ECSU

.....offering of career programs in response to regional needs

.....flexibility in the development of academic programs to meet the changing needs of persons in professional careers who need 'part-time' educational opportunities

.....maximum use of unique strengths of personnel and facilities

.....scheduling and support services that make ECSU programs supportive of non-traditional students

With the adoption of this ambitious five-year plan for racial and ethnic diversity, Eastern Connecticut State University will continue its long and notable commitment to access and retention of those persons in our society who have been traditionally denied higher education and for whom higher education is a 'value-added' experience, i.e., minorities and the poor. The institution's resolve has always been firm and clear; the proposed program needs a commitment from state leadership to provide resources equal to the task.

B. Eastern Connecticut State University acknowledges a special responsibility for that section of the state which lies east of the Connecticut river; however, students from the entire state, other states and foreign countries enroll each year. Eastern's location and size, residential character, and emphasis on undergraduate teaching fill the higher education needs of students from the larger cities and central and western Connecticut. Our student market is all of these areas.

In the fall of 1984, 93% of ECSU full-time students were Connecticut residents, of whom 59% were eastern Connecticut residents.

The latest official enrollment data (fall 1985) show

	Full-time			Part-time		
	Total	Black	Hispanic	Total	Black	Hispanic
Undergraduate	2468	90	38	1163	52	25
Graduate	32	1	2	259	2	1
Total	2500	91	40	1422	54	26

II. Identified Problems in Access and Retention

A. Barriers to Minority Student Access:

The barriers to minority student access to ECSU present an important challenge.

1. Inadequate Preparation

Inadequate preparation of students at the elementary and secondary level is a major barrier to access. At present, Eastern considers every minority student for our special admissions program, the Contract Admissions Program (CAP). However, many of those considered are not able to meet CAP admission standards.

2. Location in a rural environment

Eastern's location in northeastern Connecticut is considered too rural and too remote by some minority students from Hartford and other large centers of minority population.

3. Transportation to and from campus

Public transportation from New London, and cities south and west of Hartford is almost nonexistent. Thus it is difficult for many students to return home for weekends.

THOSE AFFECTED  
 UNDERGRAD      GRADUATE  
 Ft      Pt      Ft      Pt

X      X      X      X

X      X      X      X

X      X      X      X



	THOSE AFFECTED	
	UNDERGRAD	GRADUATE
	Ft	Ft
	X	X
	Pt	Pt
	X	X

4. Cost of a college education

Cost is a barrier which prevents many minority students from considering attending Eastern or, in fact, any college. A financial aid award at Eastern is approximately \$2,566; the cost of one year at ECSU is approximately \$4,500. Some minority students and their families lack financial resources to pay their portion of the cost of attending Eastern or the credit record necessary to borrow funds. Until recently, there were few scholarship programs aimed at minority students; this situation is changing as business corporations begin to assist in helping students defray their college expenses through scholarship aid. Lack of awareness on part of students from lower socio-economic groups that early application for financial aid is critical and late decisions to attend college (available financial aid is committed) results in financial aid awards inadequate to the student need.

5. Lack of sufficient on-campus housing

Eastern is presently unable to house all of the students who want to live on campus. The substantial distance from large population

X

THOSE AFFECTED  
 UNDERGRAD      GRADUATE  
 Ft      Pt      Ft      Pt

centers and lack of public transportation (coupled with strong student demand) make housing a key concern in improving the access of minority students to Eastern.

6. Limited availability of professional studies programs

Eastern is a medium-sized institution with 18 undergraduate programs, and one graduate program (education). The limited number of professional majors (particularly in the area of allied health) causes many minority students to choose colleges with a broader range of curriculum offerings.

7. Minority courses

The limited number of minority culture courses causes some minority students to attend college elsewhere.

8. Percentage of Minority students in the undergraduate student body  
 The small number of minority students presently enrolled at Eastern discourages other minority students from applying.

X      X      X      X

X      X

X

THOSE AFFECTED  
 UNDERGRAD      GRADUATE  
 Ft      Pt      Ft      Pt

9. Information about ECSU and availability of financial aid

X      X

The lack of adequate information on the part of secondary school teachers, guidance counselors, coaches, and prospective students about the educational opportunities presented by Eastern and availability of financial aid by college is a particular problem in recruiting minority students.

II. B. Barriers to Minority Student Retention

Most of the barriers referred to in II. A. as access barriers also act as barriers to minority student retention; these are:

1. Inadequate preparation of students
2. Location in a rural environment
3. Transportation to and from the Eastern campus
4. Cost of a college education and availability of adequate financial aid

X      X      X      X  
 X      X      X      X  
 X      X      X      X  
 X      X      X      X

THOSE AFFECTED  
 UNDERGRAD      GRADUATE  
 Ft      Pt      Ft      Pt

- |   |   |  |   |  |
|---|---|--|---|--|
| 5. Lack of sufficient on-campus housing     | X |  |   |  |
| 6. Restricted curriculum                    | X |  | X |  |
| 7. Small number of minority culture courses | X |  | X |  |
| 8. Low number of minority students          | X |  |   |  |

Additional barriers to retention are:

The small number of minority faculty and staff which prevents adequate role modeling and support.

Percentage of part-time faculty

The high number of part-time faculty militates against the ongoing faculty-student interaction which is important to motivating students.

Lack of adequate classroom facilities

ECSU is in desperate need of a classroom building to alleviate the problems of use of inappropriate space for classes, large groups in upper level business courses, lack of student study space on lower campus, and inadequate faculty office space.

Overcrowded housing conditions.

Burnap, Crandall, and Burr Halls still house three students in rooms designed for two. This is not conducive to good study habits and poses some interpersonal relations problems.

	X			
	X		X	
	X		X	
	X			
	X		X	X
	X			
	X		X	X
	X			
	X			
	X			
	X			
	X			

III. Plan to Expand Minority Student Access for First-Time Freshmen, Undergraduate Transfer Students, and Graduate Students

A. Early Awareness

1. Objective: To provide information to middle school, junior high school, and high school first and second year students.

a. Strategy: Schools with a high percentage of minority students will receive the following informational literature for distribution to students: applications for admission, catalogs, bulletins, a minority brochure and a newsletter with detailed information on the Contract Admission Program (CAP), and the Summer Transition at Eastern Program (STEP). Eastern's Admissions staff will visit these schools and meet with students to (1) motivate them to consider a college education, (2) become familiar with the effort which will be required of them to succeed in enrolling in college, and (3) interest them in planning to enroll at ECSU.

Timetable: Fall 1986

Resources: Additional admissions counselor (\$20,000)

b. Strategy: The admissions office will visit the following local and state agencies which have a high percentage of minority clients:

Center for English as a Second Language (ESL)-- Ann Anderberg, Director of ESL Program

Adult Learning Center--Arlene Skully, Director of Adult Learning Center

Puerto Rican Organization Program Inc. (PROP)--John Morales, Director of PROP; Jose Vasquez, Coordinator of Hispanic Youth Group for PROP

Windham High School Bilingual Program--Graciela Hopkins, Guidance Counselor; Jean Romano, Director of Windham Bilingual Program

National Council of Educational Opportunity Association--Angela Banks, Connecticut Talent Assistance Cooperative (CONNTAC). The Director, Lewis Campbell, will be sending the Office of Admissions and Records a list of students enrolled in the CONNTAC-upward bound programs who have expressed an interest in attending Eastern. Admissions will in turn send a cover letter and admissions informational material to each minority student recommended by CONNTAC.

Timetable: 1985-1986

Resources: No additional

2. Objective: To intervene in the academic experience of minority students at the second and third years of high school to inspire and motivate minority students to enter college.

Strategy: Through a creative relationship among a Hartford insurance company, Hartford Public High School and ECSU, a pilot program is beginning which is aimed at strengthening the University's relationship with secondary school minority students before they enter ECSU. It is hoped that such pre-college academic counseling and academic preparation programs will be replicated at other high schools.

Timetable: Fall 1985

Resources: Unique combination of private and special grant public funding

3. Objective: Increase awareness among community college students of the opportunity for upper level work at ECSU.

Strategy: Augment the Admissions Office staff with a counselor (minority) who will reach out to students enrolled at the community colleges to familiarize individual minorities with opportunities at ECSU.

Timetable: Fall 1986, if position available

Resources: One Admissions counselor (\$20,000)

4. Objective: Increase awareness of minority students of opportunities for graduate study.

a. Strategy: Contact ECSU students enrolled in Eastern's undergraduate programs of the opportunities for graduate study at Eastern in Teacher Education (currently) and Management Science (1986-1987); and provide counseling for other graduate study areas.

b. Strategy: Circulate among community agencies information about Eastern graduate programs.

Timetable: 1986

Resources: Additional staff for Graduate Program (\$25,000)

#### B. Recruitment Initiatives

1. Early Awareness Initiative (see III.A.)

2. Objective: To recruit minority students.

a. Strategy: Visits to high schools and community colleges by the Admissions Office counselors. High schools and community colleges having a large population of minority students will be visited twice, once in Fall 1985 and a second time in early Spring 1986 (all other Connecticut high schools and community colleges will be visited at least once during the Fall). The following chart identifies school districts with a high percentage of minority students. Included in this chart are high schools corresponding to the specified school district.

City	% of Minority Students	High Schools
Ansonia	18%	Ansonia High School
Bridgeport	72.2%	Bassick High School Central High School Warren Harding High School Bullard Habens RVTS
Hartford	87.6%	Bulkeley High School Hartford Public High School East Hartford High School A.I. Prince RVTS Weaver High School
Meriden	25.5%	Francis Maloney High School O.H. Platt High School
New Britain	43.9	New Britain Sr. High School
New Haven	79.7%	Wilbur Cross High School James Hillhouse High School Richard Lee High School Cooperative High School East Haven High School
Stamford	43.7%	Westhill High School Rippowam Center Stamford High School



Waterbury 43.3% Crosby High School  
J.F. Kennedy High School  
Wilby High School

West Haven 19.9% West Haven High School

Windham 21.2% Windham High School  
Windham RVIS

Eastern's admission counselors will also attend the following Regional College Fairs and College Night Programs in school districts with a high percentage of minority students:

Fall 1985: Bridgeport, Hartford, New Haven, Stamford and Waterbury

Spring 1986: Norwalk--Brian McMahon Day College Fair  
New Haven--The National Scholarship Service and Fund for Negro Students (NSSENS)--April

In addition to visiting high schools, ECSU will continue its minority recruitment efforts at the community colleges, specifically those two-year community colleges which have a substantial percentage of minority student enrollment. Included in the Fall recruitment (visiting) plan are visits to the following community colleges:

- South Central Community College--New Haven
- Mattatuck Community College--Waterbury
- Greater Hartford Community College--Hartford
- Norwalk Community College--Norwalk
- Housatonic Community College--Bridgeport

Timetable: 1985-1986  
Fall 1986 (see B. 1.)

Resources: See B.1.

b. Strategy: Minority Recruitment Fair. Invitations to visit the Eastern campus are extended to minority students and counselors from the school districts noted above as having the highest percentage of minority students. They will be invited to participate in a minority college recruitment fair at ECSU. The purpose of this program is to make sophomores, juniors, and seniors (and their counselors) aware of what Eastern has to offer students. Contact will be made with counselors, leaders and administrators who work closely with minority students in order to encourage more students to take advantage of the fair. In addition to contacting high school personnel, other contacts will include the Department of Higher Education and community organizations in order to get more minority students to visit Eastern.

The program will consist of speakers from the following areas of the University: Admissions, Financial Aid, Housing, Academic Support Services, CAP, STEP, Minority Club members, and a guest speaker whose topic hopefully will inspire students to pursue higher education. In addition, tours of the campus and lunch will be provided. A special workshop will be included which will address the concerns of counselors regarding minority student needs.

Timetable: Fall 1986

Resources: \$1,000.00

An Assistant Director of Admissions and Records, has been given the responsibility of coordinating early awareness and recruitment initiatives in order to expand minority student access.

c. Strategy: Telemarketing of prospective minority students. Direct telephone communication with prospective students has been effective in student recruitment, since it enables a staff member to answer questions

and develop a connection with each student. Telemarketing also enables the staff to communicate with parents.

Telephone calls will be made to each admitted minority student to strengthen his or her interest in attending Eastern. Calls will also be made to each minority applicant who is being considered for the Contract Admissions Program.

Timetable: Fall 1985 and Spring 1986

Resources: No additional

Eastern's Black and Hispanic students and minority members of the Admissions staff will make these calls.

d. Strategy: Expand recruitment sources for minority students. An additional means of identifying prospective minority students is through College Reports of SAT scores submitted by ETS. Minority students will be identified and placed on our mailing list.

Approximately 1,000 minority students from Connecticut will be included in a mailing list purchased from the Student Search Service of the College Entrance Examination Board. Students will receive two mailings from ECSU: an informational brochure and an invitation to the Open House Program.

Timetable: 1985-1986

Resources: \$225.00

e. The Office of Admissions and Records will design and write a brochure aimed at recruiting minority students. This brochure will be written with the

assistance of minority students presently attending Eastern.

The Admissions Office will also work closely with the Development Office to ensure that good-quality photos of minority students are used in various University publications.

Timetable: Fall 1985

Resources: \$300.00

f. Strategy: Expand scholarship aid for minority students. ECSU is aggressively seeking minority scholarships from a variety of sources. For the 1985-1986 year, two major insurance companies and a radio station have committed \$15,000 for minority scholarships.

Timetable: On-going

Resources: Private funding.

3. Objective: Extended programs for part-time minority students.

a. Strategy: Establish service centers in New London and Hartford. New London and the north end of Hartford are the sites with the greatest potential for recruitment of Black adults, who may be working full-time and need easily accessible part-time programs. The program established a few years ago in Hartford, at the request of the local population, will be reactivated. Appropriate upper level courses will be offered in New London to follow-up Mohegan Community College offerings at their off-campus center.

Timetable: Spring 1986

Resources: . Extension Funds

b. Strengthen recruitment efforts with Willimantic's Hispanic population. Closer liaison efforts will be established with Windham High School for early identification of promising Hispanic students, and University mentors will be introduced to these students. In addition, contact with the Quinnebaug Community College Cross-Cultural ESL Center in Willimantic will continue.

Timetable: Fall 1986

Resources: Augment Admissions staff (\$20,000)  
(See IIIA.1.3.)

c. Strategy: Pre-enrollment contact with community college students (see III.A.3.)

4. Objective: Increase number of minority students in graduate programs

a. Strategy: Participate in school fairs in Connecticut and other New England States

Timetable: Beginning Fall 1985, on-going

Resources: \$1,750 for fees, materials, expenses

b. Strategy: Establish a Graduate Advisory Council which includes minority students

Timetable: Spring 1986

Resources: Additional Graduate Office staff (See III.A.4.b.)

c. Strategy: Visit undergraduate colleges, community agencies and businesses.

Timetable: Fall 1986

Resources: (See III.D.4.b. above)

- d. Secure licensure of Masters of Management Science program

Timetable: 1986-1987

Resources: Not yet determined

- e. Strategy: Revise promotional material

Timetable: 1987-1988

Resources: \$1,500

C. Admission Initiatives for First-Time Freshmen

1. Objective: To increase and maintain the enrollment of minority students and to ensure their academic success.

Strategy: Eastern will continue to be flexible in its approach to admissions criteria. The secondary school record and other information about applicants for admission will be weighted more heavily in admissions decisions than will SAT scores. Further, Eastern endorses Guidelines on the Use of College Test Scores and Related Data CEEB, 1984.

No minority applicant will be rejected for admission solely because of "low" SAT scores or a weak high school record. Every minority applicant who does not meet the basic requirements for admission will be considered for the alternate admissions program, CAP (Contract Admissions Program). Eastern will also expand its commitment to programs for students who need to improve basic

skills by increasing the number of minority students to be accommodated in the Contract Admissions Program (CAP). On-campus housing will be reserved for students in CAP.

Timetable: Now in place

Resources: No additional

2. Objective: To enable bilingual students to succeed at Eastern.

Strategy: Eastern will continue to offer English as a Second Language (ESL) for entering students who require additional English language study to reach the 13.0 grade level in the United States school system or its equivalent.

Timetable: Now in place

Resources: No additional

3. Objective: To develop a supportive atmosphere for minority students.

a. Strategies: Newly admitted minority students will receive a letter of congratulations from the president of the Afro-American Club or La Sangre Latina Club. The letters will include information on the purpose and history of the clubs, organizational structure, past events. etc.

Timetable: 1985-1986

Resources: No additional

b. Strategy: Minority clubs on campus--the Afro-American Club and La Sangre Latina Club--will be asked to sponsor a reception for newly admitted

minority students and their parents. Arrangements for such a program will include a cultural program, campus tours, and an informal group gathering. This will be an opportunity for parents and new students to talk to enrolled minority students, faculty, staff, and administrators.

Timetable: Spring 1986 and on-going

Resources: \$250.00

c. Strategy: A meeting will be scheduled between the Director of Admissions and Records and the minority club members at Eastern, in order to discuss the issues of minority recruitment, and to involve minority club members in the recruitment program. Black and Hispanic upper level students will accompany admissions personnel on visits to secondary schools with high percentage of these minority groups.

Timetable: Spring 1986

Resources: No additional

d. Strategy: The minority clubs on campus have begun to develop a big brother/big sister program (PAL, i.e., Partners in Academic Learning). There is a prominent need to have role models, someone to turn to, and someone to talk to, especially for new incoming freshmen. This type of program will alleviate much of the anxiety minority students feel and allow for a smoother transition at Eastern.

Timetable: 1985-1986

Resources: No additional



4. Objective: To encourage minority students to enter majors at Eastern in which they are generally under-represented in the professions.

Strategy: Eastern will form special access and retention advisory committees to encourage minority students to enroll in major programs in business administration and in education. ECSU does not at present place a ceiling on the number of enrollments in any of our academic major programs for either freshmen or transfer students, nor will we do so in the future. Prospective students will have access to all major degree programs offered by the Institution.

Timetable: 1985-1986

Resources: \$500.00

D. Admission Initiatives for Transfer Students

1. In addition to the appropriate strategies in A.(2,3,4), the following strategies will address early awareness recruitment and admission of Black and Hispanic undergraduate transfer students.

a. Strategy: Eastern will seek to augment its staff to maintain a liaison with each of its primary feeder community colleges to develop early identification and counseling to motivate these students to persist and transfer without loss of credit.

Timetable: Fall 1986

Resources: 1 additional Admissions and Records Staff--\$20,000 (see III.A.3.)

b. Strategy: Notify potential transfer students individually of application deadlines for admissions, financial aid (and housing, if appropriate).

Timetable: Fall 1986

Resources: See III.A.3.

#### IV. Plan to Improve Minority Retention

##### A. Orientation Program

1. Objective: A structured and mandatory orientation program for all students.

a. Strategy: An orientation program is conducted to acquaint all new students with the aims, resources, policies and procedures of the University. The program enables students to know each other, their student leaders, and the faculty and staff. Student orientation leaders meet with new and transfer students and parents in small group settings in order to familiarize them with Eastern's academic opportunities and student support services. Females and minorities serve as orientation leaders.

Timetable: Now in place

Resources: \$7,500.00

b. Strategy: Follow-up meetings will be held monthly during the first year.

##### B. Assessment/Placement Practices

1. Objective: Individual assessment of math, reading and writing ability.

Strategy: In 1985, all prospective CAP students were vigorously screened for admission by the CAP Screening Committee, and individual student assessments were made. All prospective CAP students were individually interviewed, given a math placement test, the Nelson-Denny Reading test, and asked to write a writing sample. On the basis of these tests, SAT scores, and high school transcripts, students were accepted or rejected into the program and, if accepted, placed in appropriate math, English, and general studies courses.

Timetable: Now in place

Resources: No additional

2. Objective: Appropriate placement in English courses.

Strategy: The newly appointed (see IV.D.) Steering Committee for Minority Affairs recommends that a writing sample be administered to all incoming freshmen below specified verbal SAT and TSWE scores. On the basis of performance on these writing samples, students can be appropriately placed in GST 113 Basic Writing, GST 099 English as a Second language, or English 100 College Writing.

Timetable: 1986-1987

Resources: \$1,000.00 for 'readers'.

C. Remediation Opportunities

1. Objective: To increase retention of minority students.

Strategy: The Contract Admissions Program. The Contract Admissions Program (CAP) is a first-year academic support program. The purpose of the CAP program is to provide a controlled learning environment in which students may take one year to strengthen academic weaknesses and acquire college-level skills under close supervision. Students chosen for participation are those who demonstrate special qualifications--usually high motivation, academic ability not fairly measured by entering verbal or math achievement scores, a strong sense of responsibility, a concern for others and for the quality of life as shown by community service or participation in high school activities.

Qualified students are chosen on the basis of:

1. An application for special admission and completion of the screening process used at Eastern.
2. A personal interview with a representative of the CAP Screening Committee to assess the applicant's special qualifications and promise as a college student.
3. The signing of a contract with the Academic Support Services Office.

Eastern agrees to provide the following kinds of support: to reserve a place in first-semester reading and study skills courses; to provide tutorial help as needed; to provide academic advisement and counseling as needed; to monitor student achievement closely through the first year of university studies; to monitor student progress toward a degree throughout four years. A three week summer preparatory session is also required. Every minority applicant who does not meet the requirements for regular admission will be considered for the alternate admissions program, CAP.

Timetable: Now in place.

Resources: Now available

2. Objective: Student preparedness

Strategy: Remediation in the basic skill areas of English as a Second Language, Study Skills, Reading, Writing, and Mathematics.

The General Studies Program is designed for students who need to improve basic skills.

Course Number	Title
GST 099	English as a Second Language
GST 100	College Reading & Study Skills
GST 101	College Math Readiness
GST 102	College Reading Comprehension
GST 103	Writing Readiness
GST 104	Reading for Research
GST 106	Rapid Reading for Improved Comprehension
GST 108	Freshmen Seminar
GST 109	Investigation of Special Topics
GST 110	Survival Skills for Student Living
GST 111	Basic Mathematics
GST 113	Basic Writing Skills

Timetable: Now in place.

Resources: No additional

3. Objective: Enable capable students from economically and educationally disadvantaged backgrounds to succeed at Eastern Connecticut State University.

a. Strategy: Learning Center. the Learning Center houses several programs designed to assist students. Through the Learning Center, students can receive academic, vocational, personal, and financial counseling, as well as tutoring. In addition, general studies (GST) courses are offered. These are learning assistance courses and cover such areas as study skills, basic math, and speed reading.

Timetable: Now in place

Resources: \$5,000.00 for additional tutors

b. Strategy: Creation of new position of Director of the Learning Center to direct all University learning support/development services, among them:

1. to direct the University peer tutor/counselor program
2. to recommend and coordinate GST courses
3. to direct the Contract Admissions Program
4. to direct the Summer Transition Program
5. to direct the federally funded Special Services for Disadvantaged Students Program
6. to serve as liaison to the Quinnebaug Community College Willimantic Center for English as a Second Language Center
7. to develop in cooperation with the Development Office, grant proposals to obtain outside funding assistance.

Timetable: 1985-1986

Resources: Now available

D. Retention Practices

1. Objective: The enhancement of a positive environment for minority students, faculty, and staff.

Strategy: Steering committee for Minority Affairs. A Steering Committee for Minority Affairs was established by President Webb in June 1985. The committee members are:

Name	Position
Sonia Cintron-Marrero	Assistant Professor of Modern and Classical Languages
Arthur Forst	Director of Admissions and Records
Myrna Garcia	Assistant Director of Admissions and Records
Michael Gilkes	Assistant to the Director of Housing
Doris Griscom	Professor of Sociology
Roy Merolli	Vice President for Academic Affairs (acting)
Robert Meshanic	Dean of Student Affairs
Joseph Nomura	Associate Professor of Education
Owen Peagler	Dean of Continuing Education
Pat Terry	Affirmative Action Officer
Margaret Wilson	Executive Dean
John Sayers	President, Student Senate
Dixon Vega	President, La Sangre Latina
John Vines	President, Afro-American Club

The Committee's purpose is to oversee and coordinate the efforts of various campus committees and groups striving for a better learning environment and a more positive atmosphere for minority students, faculty, and staff. The Committee will have the additional responsibility of initiating action aimed at improving campus conditions for minorities by making recommendations to the Affirmative Action Officer and to the President.

2. Objective: Enable minority students who transfer from community colleges to succeed at Eastern Connecticut State University.

Strategy: The special minority liaison counselor for community colleges will follow through each enrolled student to ensure awareness and use, as needed, of special support services.

Timetable: Fall 1986

Resources: (See III.A.3.)

3. Objective: Creation of a Minority Peer Advisor Program.

Strategy: Minority Peer Advisor Program. The Steering Committee for Minority Affairs strongly recommends that a Minority Peer Advisor Program be established. The Committee has considered models which exist at other universities, and recommends that upper level minority students be chosen and trained to act as advisors to new minority students. These advisors could earn internship credits or work study salary for their efforts. Advisors will be chosen because they have a special interest in helping other students.

The use of such peer advisors will provide role models and guides for new



minority students, help alleviate the anxiety incoming students often have, give advice on study skills and habits, and assist with any problems their advisees have with housing or campus life.

Timetable: 1985-1986

Resources: \$250.00

4. Objective: Effective academic advisement for all minority students.

Strategy: Academic Advisement. Academic advisors assist each student in their overall academic progress toward graduation and advise them prior to registration for courses.

All CAP students now have special advisors, members of the University community who are interested in and have agreed to advise these students. This arrangement is expected to ensure that CAP students have sound academic advisement.

It is the recommendation of the Steering Committee for Minority Affairs that all minority students be entitled to special academic advisors, faculty and staff who are aware both of the requirements of the University curriculum and of the special advisement needs of minority students. Efforts will be made to identify faculty and staff who possess the sensitivity and willingness to become minority student advisors.

Timetable: 1986-1987

Resources: No additional

5. Objective: Retention of students who need tutoring and other kinds of assistance.

Strategy: Special Services for Disadvantaged Student Grant Program. This Federally funded student support service provides tutoring as well as academic, vocational, financial, and personal counseling to over 400 students yearly. Special Services is located in the Learning Center.

Timetable: Now in place.

Resources: increased support for tutoring (See IV.C.3.a.)

6. Objective: Retention of students who may be experiencing personal problems.

Strategy: Counseling Services. The Counseling Service at Eastern exists to help students grow and work toward a fuller education, vocational, and personal experience during their college career.

Students may seek counseling for a variety of reasons such as test anxiety, difficulties in coping with roommates, confusion over vocational choices, family problems, feelings of confusion, depression and emptiness, and many other personal problems. Interest tests are available when students are experiencing vocational indecision.

Timetable: 1 counselor now in place  
1987-1988 second counselor; 1988-1989 third counselor

Resources: 1987--\$22,000; 1988--\$22,000

7. Objective: Assistance to disabled students.

Strategy: Special Services for Disabled Students. A counselor in the office of the University Counseling Service is available to help disabled students with their special needs. Working with the appropriate agency to coordinate services, the counselor helps facilitate the implementation of the student's program. Services include, but are not limited to, assisting with admission, registration, orientation, academic and personal adjustment counseling,

consultation with teachers and housing staff as well as helping to secure the services of readers, tutors, and attendants. This service is also available to temporarily disabled students.

Timetable: (See 6. above)

Resources: (See 6. above)

8. Objective: To ensure the hiring of faculty who teach general studies courses are sensitive to the special needs of academically disadvantaged students.

Strategy: Hiring of faculty to teach general studies courses. The Steering Committee for Minority Affairs acknowledges that professors who teach general studies and remedial courses should be specially interested in teaching such courses, prepared to do so, and sensitive to the special needs of this diverse and often academically disadvantaged student group; thus the committee recommends that the hiring of such professors be done by a subcommittee of the CAP Advisory Committee and the Director of the Learning Center, in consultation with the Education and English Departments.

Timetable: 1985-1986

Resources: No additional

9. Objective: To improve student contact with full-time faculty.

Strategy: Hire additional full-time staff. The 1983 Retention Study indicated that the unavailability of part-time faculty for student contact outside of class was a barrier to satisfaction with the program. In addition, the advising loads of many full-time faculty are unusually heavy. We need 12 additional staff to return to a reasonable full-time/part-time ratio.

Timetable: Fall 1986 3 additional staff  
Fall 1987 2 additional staff  
Fall 1988 2 additional staff  
Fall 1989 2 additional staff  
Fall 1990 1 additional staff

This timetable should be accelerated, if possible.

Resources: to be determined

10. Objective: Improve the learning environment.

Strategy: Construct the north campus classroom building. Inappropriate spaces are used for classrooms and this is not the optimum learning environment. In addition, science faculty must use lab space for lecture sections which prohibits students from using the labs for lab work on an independent basis. The student lounge in Shafer is in use as a classroom from 8:00 am on, which means it is not available for study purposes between classes on south campus.

Timetable: 1986 planning and design  
1987-1988 construction  
Fall 1988 completion

Resources: \$747,000 P & D  
\$8,338,300 construction

11. Objective: Improve the living/learning environment.

Strategy: Renovate Noble Hall for residence purposes. Burnap, Crandall and Burr Halls remain overcrowded, with three persons sharing two-person rooms. This is not conducive to studying and often results in interpersonal relations problems.

Timetable: 1986-1987

Resources: \$4,896,000

12. Objective: To enable students to return to their home communities for occasional weekends and vacations.

Strategy: Negotiate with the bus companies which serve University of Connecticut students for service to Eastern Connecticut State University students.

In addition to on-campus initiatives delineated above, easily available transportation links to home communities would help minority students feel less isolated and separated from their home and culture.

Timetable: 1985-1986

Resources: No additional

13. Objective: Integrate material about contributions of minorities and women into the curriculum.

Strategy: Each department will review all course syllabi to determine whether there is appropriate attention to the contributions of minorities and recommend changes as needed.

Timetable:

Resources: Faculty released time--amount based on area of discipline and number of courses.

14. Maintain Library holdings which include the monographs and journals by minority authors and which are relevant to minority issues.

Strategy: Departments, the Steering Committee, and minority students have begun to identify, and the library has begun to purchase, materials.

15. Objective: To establish a statewide network among minority alumni.

Strategy: A statewide network of minority alumni, who will serve as (1) resources to secondary school students considering higher education options and (2) mentors for students enrolled, will strengthen both recruitment and retention efforts of the University.

Timetable: 1986-1987 or 1987-1988

Resources: Full-time alumni director

16. Objective: Provide role models for graduate students in teacher education and management science programs.

Strategy: Engage minority leaders from education and management as "visiting" professors.

Timetable: Fall 1986 ongoing

Resources: \$2,000.00 per year

17. Objective: Strengthen the faculty/student interaction for minority students.

Strategy: Assign graduate advisors who are minorities or faculty identified as having unique ability for advising minorities.

Timetable: Fall 1985

Resources: No additional

V. Ongoing Monitoring and Evaluation Efforts

A. With the addition, in Spring 1985, of a part-time position dedicated to affirmative action, the responsibility for monitoring institutional access and retention efforts with the minority population has been assigned to that office. The Affirmative Action Officer works with the Executive Dean, who is responsible for institutional planning and research.

B. A longitudinal retention study completed in Spring 1985 presents, among other data, the institutional history for each minority group from the time of entrance as a first-time freshman (or into the first year with transfer credits under 30) through separation from the University.

Summary of Minority Enrollment History  
First Year Class 1979-1984

	1979	1980	1981	1982	1983	1984
First time freshmen	526	497	550	453	581	528
Contract Admissions	40	99	89	76	73	67
Other First Year	115	98	124	109	122	97

	Enrolled	Withdrawn	Dismissed	at ECSU	Graduated	Retention Totals	Retention %
<u>1979</u>							
Indian	13	7	4		2	2	15.3
Black	22	8	9		5	5	22.7
Oriental	5	2			3	3	60.0
Hispanic	10	2	3		5	5	50.0
Totals	50	19	16		15	15	30.0
Caucasian	631	274	87	17	253	270	42.7
Grand Total	681	293	103	17	268	285	41.8

<u>1980</u>							
Indian	14	4	5		5	5	36.0
Black	26	9	8		9	9	35.0
Oriental	1	0	0		1	1	100.0
Hispanic	10	7	3		0	0	0.0
Totals	51	20	16		15	15	29.0
Caucasian	643	272	126	17	228	245	38.1
Grand Total	694	292	142	17	243	260	37.5

<u>1981</u>							
Indian	9	2	2	1	4	5	56.0
Black	23	4	6	4	9	13	57.0
Oriental	4	1	2	0	1	1	25.0
Hispanic	16	9	2	1	4	5	31.0
Totals	52	16	12	6	18	24	46.0
Caucasian	711	304	119	253	35	288	40.5
Grand Total	763	320	131	259	53	312	40.9

<u>1982</u>							
Indian	7	3	0	4	4	4	57.0
Black	18	3	7	8	8	8	44.0
Oriental	4	1	2	1	1	1	25.0
Hispanic	10	5	1	4	4	4	40.0

8 semesters

6 semesters



Totals	39	12	10	17	17	44.0
Caucasian	599	210	105	274	284	47.4
Grand Total	538	222	115	291	301	47.2
1983						
Indian	7	2	3	2	2	29.0
Black	34	9	18	7	7	21.0
Oriental	3	0	1	2	2	67.0
Hispanic	12	2	3	7	7	58.0
Totals	56	13	25	18	18	32.0
Caucasian	720	195	132	393	393	54.6
Grand Total	776	208	157	411	411	53.0

4 semesters

1984						
Indian	6	2	2	2	2	33.4
Black	30	2	7	21	21	70.0
Oriental	5	0	0	5	5	100.0
Hispanic	19	4	7	8	8	50.0
Totals	60	8	16	36	36	60.0
Caucasian	632	87	55	490	490	77.5
Grand Total	692	95	72	526	526	76.2

2 semesters

This monitoring will continue. In addition, as staff and computer capacity become available, we plan to add the following monitoring and evaluation of Black and Hispanic Students:

recruitment contacts	Spring 1986
applications	Spring 1986
enrollment by town/secondary school	Spring 1986
acceptance	Spring 1986

individual analysis of mid-term grades  
contacts with academic support services  
enrollment by major and change  
withdrawal  
probation  
dismissals  
completion by semester  
(persistence to graduation in 4 yrs, 5 yrs, 6 yrs)

Fall 1985  
Fall 1985  
Fall 1985  
Fall 1985  
Fall 1985  
Fall 1985  
Fall 1985  
Fall 1985

VI. Summary of Professional Academic Programs with Significant Minority Student Underrepresentation

Eastern Connecticut State University has two fields (five majors) for professional preparation in which there is significant minority underrepresentation. Following are the enrollments for 1984-1985:

	TOTAL		BLACK		HISPANIC	
	ft	pt	ft	pt	ft	pt
Business Administration	822	148	32	5	13	2
Education						
Early Childhood	102	3	0	0	1	0
Elementary	123	3	0	0	2	0
Middle School/Junior High	25	3	1	0	1	0
Elementary Physical Educ	55	2	2	0	1	0

In the Fall of 1985, advisory committees for these areas will be established. Both will be composed of minority community persons, the majority to be minority alumni. The committees will meet on a regular basis to advise the University on recruitment and retention of minority students in these programs.

A community 'mentor' will be identified and recruited from among alumni of the education and business programs for each upper level Black and Hispanic student currently enrolled. Where ever possible, the mentors will be minorities.

VII. Eastern Connecticut State University Undergraduate Students (3,631)

A. Potential Student Market (Service Area)--Statewide

1. Black Student Percentage--9%
2. Hispanic Student Percentage--4%

B. Indicator of Minority Student Access (1985 Enrollment 3,631)

1. Black Student Percentage--3.9% (142)
2. Hispanic Student Percentage--1.7% (63)
3. Current Black Student Disparity (if any)--5.1%  
(IA minus IIA)
4. Current Hispanic Student Disparity (if any)--2.3%  
(IB minus IIB)

C. Minority Student Access Goals

1. Five-year Black Student Access Goal--2.55%  
(IIC divided by 2)
2. Five-year Hispanic Student Access Goal--1.15%  
(IID divided by 2)
3. Annual Black Student Access Goal--0.51%  
(IIIA divided by 5)
4. Annual Hispanic Student Access Goal--0.23%  
(IIIB divided by 5)

D. Indicator of Minority Student Retention (1983 Graduation Rate)\*(487)

1. Black Student Percentage--2.5% (12)
2. Hispanic Student Percentage--0.6% (3)
3. Black Student Disparity (if any)--0.4%  
(IIA minus IVA)
4. Hispanic Student Disparity (if any)--1.1%  
(IIB minus IVB)

E. Minority Student Retention Goals

1. Five-year Black Student retention Goal--0.2%  
(IVC divided by 2)
  2. Five-year Hispanic Student Retention Goal--0.55%  
(IVD divided by 2)
- \*Graduation rates will serve as retention indicators until the system wide student record system is fully operable.

Minority Student Retention Goals (continued)

3. Annual Black Student Retention Goal--0.04%  
(VA divided by 5)
4. Annual Hispanic Student Retention Goal--0.11%  
(VB divided by 5)

VIII. Eastern Connecticut State University--Graduate Students (291)

A. Potential Student Market (Service Area)--Statewide

1. Black Student Percentage--3.1%
2. Hispanic Student Percentage--1.1%

B. Indicator of Minority Student Access (1984 Enrollment)

1. Black Student Percentage--1.0% (3)
2. Hispanic Student Percentage--1.0% (3)
3. Current Black Student Disparity (if any)--2.1%  
(IA minus IIA)
4. Current Hispanic Student Disparity (if any)--.1%  
(IB minus IIB)

C. Minority Student Access Goals

1. Five-year Black Student Access Goal--1.05%  
(IIC divided by 2)
2. Five-year Hispanic Student Access Goal--Maintain 0.05%  
(IID divided by 2)
3. Annual Black Student Access Goal--0.2%  
(IIA divided by 5)
4. Annual Hispanic Student Access Goal--Maintain 0.2%  
(IIB divided by 5)

D. Indicator of Minority Student Retention (1983 Graduation rate)\*(74)

1. Black Student Percentage--0% (0)
2. Hispanic Student Percentage--0% (0)
3. Black Student Disparity (if any)--1.1%  
(IIA minus IVA)
4. Hispanic Student Disparity (if any)--1.5%  
(IIB minus IVB)

E. Minority Student Retention Goals

1. Five-year Black Student Retention Goal--0.55%  
(IVC divided by 2)
2. Five-year Hispanic Student Retention Goal--0.75%  
(IVD divided by 2)
3. Annual Black Student Retention Goal--0.11%  
(VA divided by 5)
4. Annual Hispanic Student Retention Goal--0.15%  
(VB divided by 5)