

MINUTES OF THE UNIVERSITY SENATE MEETING
January 30, 2012

1. The regular meeting of the University Senate for January 30, 2012 was called to order by Moderator Spiggle at 4:01 PM.
2. Approval of Minutes

Senator Spiggle presented the minutes of the regular meeting of December 12, 2011 for review.

The minutes were approved as written.

3. Report of the President

President Herbst began by welcoming the Senate to the spring semester. She then asked for a round of appreciation for Provost Nicholls who will return to the faculty at the conclusion of this year. She praised his work and expressed confidence that the remainder of his term will be productive. The search for a new Provost will begin with the appointment of a search committee during the summer; the University will use an executive search firm to assist in recruitment. President Herbst described the qualities she would like the new Provost to have: transparent, open, collaborative, an excellent scholarly record at the top of his or her discipline, someone who is an advocate for the faculty and who has never lost their identity as a faculty member. President Herbst reported that in the meantime there will be some restructuring in the Provost's office including leadership in diversity, internationalization, global education, engagement, and undergraduate education. A decision regarding the structuring of undergraduate education and a potential return to a model which includes a Vice Provost for Undergraduate Education will remain for the new Provost to consider.

The search for the Vice President for Health Affairs and Medical School Dean has gone well and will soon be completed. President Herbst voiced her opinion that the finalist pool is extremely strong.

The Athletic Director search will proceed quickly. Candidates for these positions are usually sitting Athletic Directors or "second in command," who do not want it known that they are considering a job change, so these searches do not go forward in public. President Herbst reported that a great recruiter is involved in the process. She expects a new Athletic Director to be named by the end of February.

The search for the School of Business Dean is also progressing rapidly with final candidates visiting campus within the next two weeks. The search for the School of Fine Arts Dean is at the airport interview stage. President Herbst praised the depth of the pool for both of these positions.

President Herbst stated that governmental affairs and her involvement with the leadership in the state is an ongoing and continual affair. President Herbst reported that Governor Malloy attended the World Economic Forum in Switzerland representing the University of Connecticut

and the rest of the state. The University paid for the Governor to attend the forum. President Herbst stated that she looks forward to hearing his report.

President Herbst stated that the increase in tuition and concomitant hiring of new faculty is on everyone's mind now. The deans are now working on proposals for investment in the first round of hires. The President and Provost are interested in cluster hiring, boosting individual programs, seeking to take teaching pressure off graduate student assistants so they can devote more time to their scholarship, and increasing diversity. She described the decision process as competitive, and pointed out that hiring will go on for some time and that if a department is not rewarded during the first round there will be potential for additional hires in the future.

President Herbst reported that the University received some rescissions and budget cuts from the State. The Storrs block grant was reduced by \$3M and the Health Center by \$1.7M. The President said she believes these are one-time cuts but if they become permanent cuts the University will have to do higher tuition increases and revise the hiring plan.

President Herbst reported the Branding Committee is working hard on its task. They are presently engaged in focus group work and many other detailed projects.

President Herbst announced the draft report of the Beautification Committee has been submitted to her office and that Senators should expect to see it in a few weeks. One of the biggest challenges faced by that committee has been the realization that that the UConn 2000 plan was not well-linked to the Academic Plan. So the committee is working to correcting these problems. One of her priorities is removing the temporary buildings near the Benton Museum and Wilbur Cross. A second concern is the perpetuation of "paths of convenience" and figuring out how to fix "the dirt problem" in the center of campus. She expressed that in her opinion this part of campus should be essentially an urban landscape and not a green space. Perhaps our desire to grow grass in every location is not a reasonable goal and that the campus might be better served by hardscape in some locations.

The President entertained questions from the Senate. Senator Manheim asked about the proposal to merge the Storrs Campus and the Health Center and inquired whether if the budgets would remain two separate line items or be merged in to one. President Herbst responded that they will remain two budget line items to protect the Storrs budget from cost over-runs at the Health Center.

Provost Nicholls spoke to several other search issues. The search for an Associate Vice President for Diversity was the subject of lively discussion in the Senate in the past, as was the position of Vice Provost for Internationalization. The pools resulting from the search for a combined (Diversity/Internationalization) position were small and unimpressive so there will be some thought given to restructuring these positions.

The International Vice Provost position will be searched on a national level. The Diversity position will encompass two parts: one part dealing with intellectual leadership and a second part with the legal and compliance issues.

Provost Nicholls announced there will be an open forum addressing the Diversity position on Monday, February 6, 2012 in the Konover Auditorium from 4:00 to 6:00 PM.

Senator English stated that there needs to be a Vice Provost whose single role is to provide the intellectual leadership for diversity efforts. There needs to be a clear funding stream and a mandate if departments are to be expected to participate in the effort to increase diversity. The “O.D.E. piece” (the compliance and legal functionary) needs to be in a partnership with the intellectual leader. Senator English argued for a full-time tenured faculty member to provide the intellectual leadership for diversity progress.

Senator R. Hiskes stated that the University should consider increasing the staffing of the Provost’s Office. Senator R. Hiskes stated that it seems as if the University is chronically understaffed at every administrative level. He argued that there need to be more Vice Provosts and more staff at all administrative levels. President Herbst stated that if Senators believe there should be an increase in the upper administration she will need the support of the faculty to dispel the notion that the University is upper administration heavy.

Senator Teitelbaum commented about the Interdisciplinary Institutes that now are part of CLAS instead of Office of Multicultural and International Affairs. He believes it is a mistake to join together the student engagement (through the Centers), enforcement of affirmative action (through ODE), and the interdisciplinary study of race and gender (through the Institutes). He argued that African American Studies should be an academic department, so they have an intellectual climate in which to prosper. Senator Desai supported Senator Teitelbaum’s position that these programs deserve an intellectual home.

Senator A. Hiskes agreed that diversity is everybody’s business. She pointed out that there are many faculty of color who are not members of the institutes. She also pointed out that she studied institutional structure for race and gender during a recent sabbatical leave. Her investigations demonstrate that almost universally these programs (institutes) report to a Dean and not to a Provost. She sees that a mechanism or structure does not exist here so that Deans can collaborate on hires and programs to serve diversity goals.

4. Senator Moiseff presented the Report of the Senate Executive Committee.

(Attachment #21)

Senator Moiseff then yielded the floor to Senator Messier.

5. Senator Messier read into the record a statement concerning the changes of the definition of graduate assistantships arguing that the redefinition has damaging consequences for graduate students at the University of Connecticut.

(Attachment #22)

Provost Nicholls spoke to the issues raised by the Graduate Student Senate. He pointed out that the policy changes and redefinitions were the result of an audit and the application of Federal requirements. He pledged that he will continue work to determine what can be done both to keep

us in compliance with the tax code and to enable all graduate support to continue.

6. Senator Zirakzadeh shared words of appreciation for Registrar Jeffrey von Munkwitz-Smith on the occasion of his new position at Boston University.
(Attachment #23)

J. von Munkwitz-Smith thanked the Senate.

7. Provost Nicholls presented an Update on the Academic Plan
(Attachment #24)

Provost Nicholls presented figures to demonstrate progress towards the goals of the Plan. In terms of Undergraduate Education, the University is making great progress in such areas as SAT scores, graduation rate, and others, but has slipped in some other areas. The metric that seems to be most difficult to attain is the faculty to student ratio. For Research Scholarship and Creative Activity Provost Nicholls pointed out that the University has made some progress in hiring, research expenditures, research awards, publications and other patent indicators, although artistic and creative products have slipped a little. Provost Nicholls concluded that the University is making reasonable progress in most areas of the Academic Plan.

Senator Zirakzadeh asked for clarification concerning minority enrollments. He encouraged breaking out the statistics for the regional campuses versus the Storrs campus to achieve greater clarity.

8. Moderator Spiggle presented the Consent Agenda.
 - a. Report of the Nominating Committee
(Attachment #25)
9. Vice Provost Reis presented a Report on Undergraduate Education and Instruction.
(Attachment #26)
10. Associate Vice Provost Goodstein presented a report on the Honors Program.
(Attachment #27)
11. Vice President Locust presented the Annual Report on Retention and Graduation.
(Attachment #28)
12. Assistant Vice President Christine Wilson presented a report from the Department of Student Activities on the Student Leader Eligibility Policy.
(Attachment #29)
13. New business – none.
14. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.

The meeting was adjourned at 5:50 PM.

Respectfully submitted,

Robert Miller
Professor of Music
Secretary of the University Senate

The following members and alternates were absent from the January 30, 2012 meeting:

| | | |
|--------------------|------------------|--------------------|
| Accorsi, Michael | DeFranco, Thomas | Majumdar, Suman |
| Aindow, Mark | Fink, Janet | O'Neill, Rachel |
| Anderson, Amy | Forbes, Robert | Ogbar, Jeffrey |
| Austin, Philip | Hanley, Daniel | Roe, Shirley |
| Barreca, Regina | Hunter, Nina | Schultz, Eric |
| Bontly, Thomas | Hussein, Mohamed | Scruggs, Lyle |
| Bradford, Michael | Jain, Faquir | Skoog, Annelie |
| Bushmich, Sandra | Kaminsky, Peter | Teschke, Carolyn |
| Byrne, Timothy | Kay, Richard | Tracy, Samuel |
| Choi, Mun | Kendall, Debra | Tuchman, Gaye |
| Clark, Christopher | Livingston, Jill | Visscher, Pieter |
| D'Angelo, Rebecca | LoTurco, Joseph | Williams, Michelle |

Report of the Senate Executive Committee
to the University Senate
January 30, 2012

The Senate Executive Committee has met three times since the December 12th meeting of the University Senate.

On January 3rd members of the Senate Executive Committee met with both candidates for the Vice President of Engagement and International Affairs. In spite of the fact that this search has been withdrawn, the SEC appreciates that members of the Administration solicited our input.

On January 20th the Senate Executive Committee met privately with Provost Nicholls. Afterwards, the SEC met with the Chairs of the standing committees to plan for the agenda of this meeting and to coordinate the activities between the committees. Items of interest included a petition requesting the creation of a Native American/Indigenous Studies Institute and a Native American Cultural Center. There was also a discussion about the inclusion of students on the GEOC subcommittees.

On January 27th the Senate Executive Committee met privately with President Herbst. Afterwards, the SEC met with Provost Nicholls, Senior Vice Provost Singha, and Vice Presidents Feldman, Gray, Holz-Clause, Munroe, and Saddlemire. We were advised that the State Comptroller office website has information about the hybrid plan which was developed in response to the 2010 SEBAC ARP Grievance (SAG) award (<http://www.osc.ct.gov/empret/hybridspd/hybridplan.htm>). The SEC was informed that the University received a 1% cut from its block grant. We were updated on the status of the KUALI financial systems project which will replace FRS and other financial data systems. More information is available on the KUALI website (<http://www.kuali.uconn.edu/>). Student Affairs reported that they are proceeding with plans to renovate the McMahon dining room which will increase its capacity to 500 seats, that they will be leasing 19 apartments in the Downtown Storrs Center for use by visiting scholars, and that a Request For Proposal (RFP) has been issued to provide student legal services with the goal of implementation in the fall.

The SEC also discussed the redefinition of graduate assistantships, internships, and fellowships and the potential financial impact this will have on graduate students. Senator Messier shared a statement concerning this with the SEC and others that were present. I now cede the floor to Senator Messier so that she can enter the GSS statement into the Senate record.

On January 27, the SEC met with the Senate's representatives to the committees of the Board of Trustees for an update on board activities.

Be advised that spring constituency elections will be underway shortly. Your ballot will arrive via email. Please vote.

The SEC has received a request from UCSPAN, a student organization on campus that films and posts videos of events that are free to attend and that are open to the general student body and general public. UCSPAN has requested permission to film University Senate meetings. We

will bring this for consideration by the full Senate in the future. In the meantime, if you have questions or concerns about this request, send them to Tammy Gifford in the Senate Office.

I now call upon Senator Zirakzadeh to express the SEC's appreciation for the service of our colleague, Jeffrey von Munkwitz-Smith.

Respectfully submitted,
Andrew Moiseff
Chair, Senate Executive Committee
January 30, 2012

**Graduate Student Senate Statement
to the University Senate
January 30, 2012**

In August, the Offices of the Vice President for Research and the Dean of the Graduate School approved a document redefining graduate student internships, fellowships, and assistantships, so that the University's practices would be compliant with the Internal Revenue Service's guidelines. These definitions have since been passed by the Council of Deans and the Presidential Cabinet.

The most significant consequence of these changes is the impact the new definition will have on the quantity and number of graduate assistantships. According to the new definition:

An assistantship is awarded to a graduate student who provides teaching or research support to the University that is a part of his/her academic program. In recognition of this support, the tuition of the student is provided by the grant/contract funding agency (for research assistants) or the University (for teaching assistants).

In other words, when this redefinition is implemented all graduate assistantships that do not fall under the category of T.A. or R.A. will cease to exist as such. Instead, they will become Student Labor positions, ineligible for tuition waivers or benefits associated with assistantships. Additionally, a larger proportion of the income associated with these positions will also become taxable. With out-of-state tuition approximately \$26,000 a year, graduate students holding such positions wouldn't make enough—even before taxes and healthcare costs—to pay their tuition.

Graduate students are understandably frustrated and concerned. For many, the tuition waiver and subsidized healthcare offered with a G.A. is the only reason they are able to study at UConn. For UConn's 1,000-plus international grad students, some of whom are unable to hold non-university jobs because of visa restrictions, G.A.s are a vital source of employment and health benefits. And many of us entered our programs with the understanding that non-academic G.A.s *would be available* as a source of funding for those whose departments can't fund them. Even if this change doesn't affect each of us directly, it affects a friend, a colleague, or someone in our department. Current estimates suggest that the change will directly impact at least 150 graduate students next year, and we don't yet know how many other people it will eventually impact—including those who might have accepted positions in UConn graduate programs but can't or won't without funding.

As a representative of the Graduate Student Senate, I would like to convey the overwhelmingly negative response grad students have had to this redefinition, and the manner in which it is being implemented. GSS is aware and understanding of the University's motives for making the change. At the same time, however, it will have a very real and very damaging impact on our constituency and on UConn as a whole.

Graduate students are integral to the intellectual life of the University. President Herbst has emphasized her goals of adding faculty and improving branding at UConn. We applaud those goals, but we want to make it clear that the way the University treats its graduate students is crucial to achieving them. Attracting top faculty and reaching a national level of recognition requires attracting high-performing graduate students. This change – if implemented in the manner currently being pursued – will make it substantially more difficult for grad students to earn a living, and will inevitably impact UConn's ability to recruit talented applicants.

GSS is calling on the University Senate to be attentive to the real problems created by this re-definition, and vigilant about its ongoing implications for our constituents and for the University community. And to work with us to find way to help minimize the potential negative, long-term impacts that this change can have on the graduate student population, and the University's academic and intellectual environment.

Thank you.
January 27, 2012

Tribute to Dr. Jeffrey von Munkwitz-Smith
University Senate
January 30, 2012

Dr. Jeff von Munkwitz-Smith, a long-time member of the University of Connecticut Senate, is about to leave for new opportunities at Boston University.

Those members of the Senate who have worked alongside Jeff on standing committees and task forces, and those who have heard Jeff comment and introduce motions on the Senate floor, realize the key roles he has played in this governing body.

Like all of members of the Senate -- students, professional staff, faculty, and administrators -- Jeff is both hard-working and deeply devoted to the University of Connecticut.

But, Jeff also often exhibits character traits that very few of us have acquired or will acquire. I will mention three:

- He is truly kind toward every person on campus, whatever the person's title, job, status, or influence.
 - people constantly stop Jeff in hallways and on sidewalks and begin to chat
 - you can be the president, you can be a visiting grandparent -- Jeff will give you the same amount of time, courtesy, and attention
- He is a master of compromise and collaboration. When making tough policy decisions (from academic calendars to summer-school course offerings), he always attempts to satisfy as many interests as possible.
 - as a result, whenever you are in a meeting with Jeff, you know that you will be heard. You may not get everything you want, but the projects for which you have sacrificed blood, sweat, and tears will never be automatically dismissed, ridiculed, or neglected.
- He is comfortable with passionate disagreements. During heated discussions over university policies (what I call "toasty exchanges"), Jeff softly and invariably smiles, remains collected, and nods in agreement with different points of view.
 - for Jeff, it is good that people care so much that they speak up, and that they share their knowledge of how the university works
 - for Jeff, the open expression of differences of opinion is a sign of institutional health
 - in his opinion, we should embrace disputes and neither prevent nor avoid them

We will sorely miss Jeff's calm, inclusive style, his friendliness, and his generosity.

Please join me in thanking Jeff for his many years of exemplary service to the Senate.



Goal 1 Undergraduate Education

| Metric | Baseline | Current | 2014 Goal |
|---|----------|---------|-----------|
| Freshman average SAT (Math & Verbal)* | 1192 | 1216 | 1220 |
| Students in top-10% of high school class* | 40% | 43% | 45% |
| 6-year graduation rate* | 75% | 83% | 78% |
| First-year retention rate* | 93% | 92% | 95% |
| Annual Guaranteed Admissions Program transfer students | 0 | 50 | 30 |
| Study-abroad participation rate | 18% | 20% | 30% |
| Student-Faculty Ratio | 17:1 | 18:1 | 15:1 |
| Undergraduate credit hours per faculty | 422 | 464 | 470 |
| Classes with less than 20 students* | 44% | 41% | 47% |
| Students entering the Honors Program annually | 290 | 414 | 550 |
| Students participating in credit-bearing internships annually | 800 | 941 | 2,000 |
| First-year students participating in Living & Learning Communities* | 17% | 37% | 22% |

* Storrs only. All other undergraduate education metrics are for all campuses.



Goal 2 Graduate and Professional Education

| Metric | Baseline | Current | 2014 Goal |
|--|----------|----------|-----------|
| Graduate and professional programs or program specialties ranked in top-25 among public institutions | 9 | 6 | 14 |
| UConn students awarded a national fellowship or scholarship for graduate study | 10 | 22 | 30 |
| Federally funded graduate training programs | 2 | 13 | 6 |
| Median time to degree - Masters | 2.0 yrs. | 1.7 yrs. | 2.0 yrs. |
| Median time to degree – PhD | 6.0 yrs. | 5.4 yrs. | 5.5 yrs. |
| Master’s and doctoral students with full-time assistantships funded through extramural grants, contracts | 5.4% | 6.9% | 10.0% |
| Doctoral students with full-time assistantships funded through extramural grants, contracts | 12.2% | 16.0% | 20.0% |
| Pass rates on national licensure exams | 85%-100% | 92-100% | 95%-100% |
| Doctoral degrees awarded per 100 faculty | 19 | 18 | 23 |
| Graduate & professional credit hours per faculty* | 80 | 88 | 90 |

* Excludes Schools of Medicine and Dental Medicine. Other metrics are for all campuses including Health Center.



Goal 3 Research, Scholarship, and Creative Activity

| Metric | Baseline | Current | 2014 Goal |
|---|----------|----------|-----------|
| Recruit 145 net additional faculty | 0 | +79 | 145 |
| Total University NSF-defined R&D external research expenditures (\$) per full-time faculty* | \$128K | \$136K | \$150K |
| OSP-defined external research expenditures (\$) | \$ 86M | \$117M | \$100M |
| Total University extramural research awards (\$)* | \$186M | \$226.1M | \$220M |
| Post-doctoral appointees per 100 faculty* | 14 | 14 | 18 |
| Fellows in national/international learned societies/academies | 139 | 189 | 150 |
| Articles in refereed journals | 2,154 | 2,482 | 2,400 |
| Books published | 183 | 194 | 200 |
| Juried shows and curated exhibits | 26 | 26 | 35 |
| Artistic and creative products | 770 | 577 | 850 |
| Annual patent applications* | 23 | 29 | 30 |
| Annual commercial development agreements* | 9 | 7 | 15 |

*All campuses including Health Center. All other research, scholarship, and creative activity metrics are for Storrs and Regional Campuses (excluding Health Center).



Goal 4 Diversity

| Metric | Baseline | Current | 2014 Goal |
|--|-----------------|----------------|------------------|
| <i>Students</i> | | | |
| Undergraduate students from minority groups | 19% | 24% | 22% |
| First-year retention rate among minority undergraduates* | 91% | 92% | 95% |
| Six-year graduation rate among minority undergraduates* | 69% | 74% | 78% |
| Graduate and professional students from minority groups | 14% | 17% | 18% |
| International undergraduate students | 1.2% | 2.5% | 2.6% |
| International graduate and professional students | 16% | 17% | 22% |
| International students all levels | 5.2% | 6.3% | 7.0% |
| <i>Faculty and Management</i> | | | |
| Tenured/tenure-track faculty from minority groups | 18% | 20% | 22% |
| Female tenured/tenure-track faculty | 30% | 34% | 40% |
| Executive/managerial staff from minority groups | 10% | 10% | 13% |
| Female executive/managerial staff | 47% | 52% | 51% |

* Storrs only. Other diversity metrics are for all campuses including Health Center.

**Nominating Committee Report
to the University Senate**

January 30, 2012

1. We move to appoint the following faculty and staff members to the named committee effective immediately with the term ending June 30, 2012:

Elizabeth Conklin to the Diversity Committee as an ex-officio, non-voting representative of the President's Office

Maureen Croteau to the Diversity Committee as representative of the Enrollment Committee

Lauren DiGrazia to the Scholastic Standards Committee

Abigail Hastillo to the Growth & Development Committee

Wayne Locust to the Enrollment Committee as an ex-officio, non-voting representative of the Provost's Office

Mary Yakimowski to the Growth & Development Committee as representative of the Enrollment Committee

Respectfully submitted,

Marie Cantino, Chair

Thomas Bontly

Cameron Faustman

Andrea Hubbard

Andrew Moiseff

Susan Spiggle

**Report to the University Senate on
Undergraduate Education & Instruction**

Sally Reis

Interim Vice Provost for Academic Affairs

We continue to work to improve and enhance **Undergraduate Education and Instruction** (UE&I). In this report, we summarize the ways in which our UE&I programs contribute toward the achievement of the University's goals as outlined in our Academic Plan. Our goals are to continue to engage our high-achieving students, support those students with high potential who are not achieving as expected, promote diversity, increase retention and graduation rates, and provide both student support for learning and faculty support for teaching.

ENRICHMENT AND HONORS

Lynne Goodstein, Ph.D., Associate Vice Provost

Our *Enrichment Programs* offer students opportunities to study abroad, apply for competitive national scholarships, participate in honors programs, and become involved in learning communities related to their interests as well as in undergraduate research projects. Our programs organized in the Institute for Student Success are designed to support all students and to increase the diversity of the student population as well as the retention and graduation rates of underrepresented and newly admitted students as well as transitional support via First Year Programs and Learning Communities.

Our division of Enrichment Programs supports high academic achievement and engagement among our undergraduates. Enrichment programs set expectations for student achievement, promote active and experiential learning, and support talented students from all schools, colleges and campuses in getting the most from their years at UConn. With the exception of the Honors Program, all other Enrichment Programs are open to all UConn undergraduates. This is the last term for Lynne Goodstein, who will step down after serving admirably for the last decade as the Associate Vice Provost for Enrichment Programs and Director of the Honors Program. We thank Lynne for her service and acknowledge her many contributions. A national search will be conducted this spring to fill this position.

During the 2010-11 academic year:

The Office of Undergraduate Research (OUR) distributed over \$200K in funding for research and scholarship to undergraduates through the Travel Grant and SURF Grant programs for students in all fields, the Life Science Thesis Grant program to support faculty advisors of honors students in the life sciences, and SHARE awards to faculty and student researchers in the humanities and social sciences. For a second year, the OUR offered an extensive menu of student workshops and hosted the largest number of exhibitors at the annual Frontiers in Undergraduate Research Poster Exhibition.

The Office of National Scholarships (ONS) supported 20 applicants for prestigious national scholarships requiring endorsement: Rhodes, Marshall, Mitchell, Truman, Goldwater, Udall and Carnegie Jr. Fellows and advised over 100 additional students seeking funding. 2011 was an especially successful year for UConn nominees. UConn's youngest student, Colin Carlson (CLAS '12), was named both a Truman and a Goldwater Scholar. Ethan Butler won a Udall Scholarship and the National Collegiate Honors Council Portz Fellowship. We had an additional Udall Scholarship winner; three Goldwater winners and an honorable mention, as well finalists in the Rhodes and Marshall competitions and in the 2011 Carnegie Jr. Fellows competition. We also encouraged students to apply for major awards that do not require endorsement. Colin Carlson won a Pearson National Fellowship in addition to his other awards. An applicant for the prestigious Gates Cambridge Scholarship, interviewed in 2011, did not receive the Gates, but was awarded the Cambridge International Scholarship to earn her doctorate at Cambridge University. A record number of UConn-affiliated students received 2011 National Science Foundation Graduate Research Fellowships – three of these were ONS “alums.” The labor-intensive process of supporting national scholarship applicants benefits each student regardless of the outcome, and finalists and winners bring great prestige to UConn. Two-time Critical Languages Scholar and Rhodes/Marshall/Mitchell nominee, Rachel Madariaga (CLAS '11), wrote recently upon getting “my ideal job” at Jumpstart in Boston that, “The process of applying for those national scholarships was incredible and taught me a lot about myself.” Of course, finalists and winners bring great prestige to UConn; this year, ONS Director Jill Deans was one of three scholarship advisors invited to the 2011 Udall Scholar orientation in recognition of UConn's multiple winners. Colin Carlson's Truman win was picked up by the Associated Press and distributed world-wide, and this year's Rhodes Finalist, David Lindsay (CLAS '12), was notably, the only finalist in his district (I) from a public state institution.

The Individualized and Interdisciplinary Studies Program (IISP) supports students in a rigorous process of creating individualized plans of study. IISP is the advising home for the Individualized Major Program and two interdisciplinary minors: international studies and criminal justice. Students working with IISP advisors also worked last year with faculty advisors in 38 academic departments across seven schools and colleges. With about 155 individualized majors and 108 completed plans of study in 2011 (54 individualized major graduates, 27 criminal justice minors, and 36 international studies minors), the IISP works with students with particular interdisciplinary interests. The largest numbers of individualized majors are in the social sciences. Many students do an individualized major as a second major. Because the program is so individualized, the numbers of majors will remain at the current range but we will continue to improve the quality of the students and their experience. The individualized major attracts some of UConn's very talented students: both Colin Carlson and Rachel Madariaga included individualized majors in their undergraduate plans of study. As Rachel Madariaga wrote “my individualized major gave me great interview conversation.” In summer 2011, three individualized majors represented UConn at the Universitas 21 Summer School in Dublin.

The Pre-Law, Medicine and Dental Medicine Center was initiated in 2009-10 to support students and alumni in learning about and preparing for law, medical and dental school. Two experts in law and medical/dental school admissions staff the center, and they support the work of other faculty and staff in helping students select appropriate schools, complete competitive applications and make decisions after returns are in. Sixty-nine students and alumni who used the Pre-Law Office during the 2009-2010 academic year matriculated to law school in fall 2010;

four alumni went to tier-one law schools on a full scholarship. Two hundred composite letters were prepared to support applicants to medical, dental, and physicians' assistant programs, an increase of approximately 30% over last year. A series of workshops was introduced to prepare students for the rigors of the medical/dental school admissions process. The unit provides support for a student premedical society and its activities, which includes a March 2012 conference with expected participation of 25 medical schools.

The Honors Program welcomed 414 incoming students in 2011 and has the highest total number of students in the program's history at 1673. The combined average for verbal and quantitative SAT scores of this year's incoming freshmen was 1400, a level that competes with most highly selective private and public institutions. In 2010-11, 175 students earned Sophomore Honors and 238 graduated as Honors Scholars (the second highest in the program's history). Much planning has gone into accommodating this larger program size. Undergraduates enrolled in 330 Honors courses and sections that were offered by 50 departments, and in some cases departments collaborate in offering interdisciplinary honors core courses. Each semester the Honors Program advertises availability of honors courses for academically eligible non-honors students, and provides support to faculty thesis mentors in the life sciences. We work with university faculty and staff to provide a rich menu of co-curricular activities for our four Honors Living Learning Communities, with special effort focused on our first year community in Buckley. We will be working with schools and colleges to maintain program quality despite state budget challenges and an anticipated increase in program size for the next two years.

OFFICE OF GLOBAL PROGRAMS/STUDY ABROAD

Ross Lewin, Ph.D., Executive Director

Student participation in our Study Abroad programs increased by 16% last year, exceeding the national average of only 3.5% growth. In 2010-11, an estimated 20% of UConn students studied abroad, as more than 900 students studied abroad last year, a record number. We are making very good progress toward achieving our Provost's goal of 30%, and fully expect to continue to reach this bar in the coming years. With the University's admission to the prestigious Universitas 21 network, we can provide our students even more economical exchange opportunities at some of the finest universities around the world. Efforts by our individual colleges and schools to develop study abroad programs that meet their students' specific academic goals are also greatly enhancing our growth in study abroad programs.

UConn is becoming famous for study abroad programs focusing on Global Citizenship, in which our students are not only taking courses abroad but also working in the non-governmental sectors across various countries' civil society in an effort to improve the public good in those locations. We might point, for example, to UConn Social Entrepreneur Corps in Guatemala, UConn Nursing in Cape Town, UConn in Cape Town and our UConn in London, all of which are engaging our students in civic responsibilities. Our students also have extraordinary Universitas 21 network opportunities, such as the U21's annual summer school, which our Human Rights Institute, in collaboration with the Office of Global Programs, will be hosting in 2013 and which will bring approximately 100 students and faculty from around the world. We might also highlight the U21 undergraduate research conference, where we have sent three of our most

talented undergraduates two years running to present their research on a global stage in front of some of the most talented students and accomplished faculty in the world. This summer, we have also organized the U21 Social Entrepreneur Program in Guatemala, which will bring students from around the world to work together to address deep poverty using an innovative micro-finance model. This program may qualify as one of the world's first global study abroad programs.

CLAS ACADEMIC SERVICES CENTER

Katrina Higgins, Ph.D., Director

With more than 40 majors, approximately 60% of undergraduate students are pursuing CLAS majors and CLAS faculty and graduate students teach approximately 70% of the credit hours offered at UConn. In 2011 2,493 students graduated from CLAS, or 52% of the graduating class. CLAS graduation rates have increased more than 25% in the last five years, even as staff and faculty numbers have decreased. Because of an enrollment surge in 2008, the graduating class of 2012 will be to be even larger. In Fall 2011, in response to concerns about the lack of availability of "W" courses for graduating seniors resulting from the 2008 enrollment surge, we added an additional 14 W courses, opening 252 W seats, to the Spring 2012 schedule. In response to our ever-increasing number of majors, especially in the sciences and social sciences, CLAS has hired more full time advising staff so that the College now has 22 full time and part time advisors in the CLAS Academic Services Center and throughout various CLAS departments. As a result, students are better served, faculty advisors are better supported, and the quality of student advising has improved significantly.

INSTITUTE FOR STUDENT SUCCESS

Maria D. Martinez, Ph.D., Assistant Vice Provost and Director

The Institute for Student Success (ISS) was created to help undergraduate students learn the tools for success and to become a tutoring, teaching, learning focal point of undergraduate activities. ISS includes three units: The Academic Center for Exploratory Students, First Year Programs and Learning Communities, and the Center for Academic Programs. These programs provide academic advising and support, transition assistance, and enrichment opportunities to middle school, high school and college students. The Academic Center for Exploratory Students offers high quality academic advising and educational planning, to students who are exploring and preparing for various degree programs. First Year Programs and Learning Communities help first year and transfer students transition to the University, and promote personal and academic development through interdisciplinary courses, peer education, academic support, one-on-one mentoring, and opportunities to live and participate in Learning Communities. The Center for Academic Programs increases access to higher education for students who come from underrepresented ethnic or economic backgrounds and/or are first generation college students, and provides support services to aid students' retention in and graduation from the University.

Academic Center for Exploratory Students (ACES)

This unit serves as the University's academic advising program for students who want to explore the University's academic opportunities before deciding on a field of study and for students who must complete specific requirements before applying to a University program. The goal of ACES is to connect every student with an appropriate major(s) as early as possible in their academic career. Each student is assigned an ACES advisor who will work with the student until he or she officially declares a major. The ACES advisors work in collaboration with a variety of campus resources including faculty, Counseling Services, and Career Services to ensure that both students and academic programs reach their full potential. Dr. Jim Hill, a longtime ACES Advisor, was appointed ACES Director last year and two advisors were hired resulting in 7 advisors with an average caseload of approximately 330 students.

- Summer Orientation
 - Advised 1050 freshman & 280 transfer students
 - Students meet in one on one sessions and small group sessions
 - Serve ACES and non-ACES students
- Registration Advising
 - Advised over 3100 ACES and non-ACES students
 - Counseled students eligible for dismissal and placed on academic probation on a pathway forward
 - Counseled 75 new and transfer students in Spring 2012

First Year Programs and Learning Communities (FYP&LC)

This unit operates successful programs that serve first year students, as well as the broader undergraduate population. FYP&LC has experienced considerable growth with the addition of Academic Support and Learning Community programs over the past three years.

- First Year Experience (FYE): FYE courses (INTD 1800, 1810 & 1820) provide the foundation for the support and enrichment of first year students in all schools and colleges at UConn. The various courses provide different opportunities for first and second year students to do deep self-exploration while they engage with the curricular and co-curricular life on campus. Students enrolled in these courses report that they have a greater knowledge of the vast number of academic and leadership opportunities on campus, and they are more likely to apply and participate. FYE instructors address academic concerns with students who are identified by the Registrar's Early Warning notification system, oftentimes making "just in time" referrals to help students succeed in the course. In the INTD 1800 course, students are introduced to campus resources such as the Cultural Centers, the Library Learning Commons and the Benton Museum. In collaboration with the Writing Center, FYE classes are also putting a greater emphasis on writing. Approximately, one-third of the first semester students developed

résumés that were critiqued through the Career Services Center. Over 120 sections of these courses are offered in the fall semester alone.

- Learning Communities (LC): UConn's 2009-2014 Academic Plan call for the development of Living and Learning Communities in emerging areas of interdisciplinary excellence and for a goal of 25% of the incoming class participating by 2014. Over 2,000 students, including 40% of the incoming class, are currently participating in one of 26 Learning Communities on campus, so we have surpassed this goal.
 - In 2010, the program was awarded a three year \$203,000 Davis Educational Foundation grant to incorporate freshman writing courses into Learning Communities
 - In 2010-11, Community Service House, EcoHouse and Public Health House students completed over 14,000 hours of service learning work.
- UConn Connects (UC): Matches undergraduates on academic probation with a staff or student facilitator who helps them improve their academic performance. The program continues to grow both as a peer leadership opportunity for undergraduates, and as vital support for students struggling in their coursework. In its 20th year, UConn Connects has assisted more than 7,000 UConn students seeking to realize their academic potential.
- Academic Achievement Center (AAC): AAC provides free, walk-in, one-to-one process tutoring to any UConn Student. The Center is staffed by a cadre of more than 40 trained undergraduate coaches who can instruct their peers in time management, stress management, study strategies and the metacognitive skills necessary for consistent excellent academic performance. More than 600 students benefitted from individual appointments, class presentations or workshops aimed at improving academic performance.

The Center for Academic Programs (CAP)

CAP is part of a national and state effort to provide educational opportunities, regardless of racial, ethnic, or economic background. CAP houses one of the oldest TRIO efforts in Connecticut. The Center administers three (and until recently, the GEAR UP program) federally funded programs: Educational Talent Search, Student Support Services, and Upward Bound as well as other initiatives supported by the University of Connecticut, Connecticut's Department of Higher Education and other funding sources. Through programs on UConn campuses and in public school systems in New Haven, Windham, and Hartford, CAP is servicing approximately 1,800 students. Our primary goal is to increase access to and graduation from college for high potential students who come from underrepresented ethnic or economic backgrounds, and/or are first-generation college students.

Student Support Services (SSS)

Through University, federal and state funding sources, the SSS program promotes UConn's commitment to serving underrepresented Connecticut citizens by providing them with access to the University and to an array of support services designed to help them succeed academically, socially, and personally. SSS students in turn help create a rich campus culture that is diverse, dynamic, inclusive, and reflective of the state's population. It is important to note that the number of students at each of the campuses has continued to increase even while staff numbers have remained the same. For example, in 1997 SSS served 70 students in the summer program at the Storrs campus; for the past 10 years this number has increased to more than 150 students each summer. An additional 175 students are accepted to the five regional campuses. SSS currently supports a total of 1,063 students at the University Counseling and Advising. The retention model used by SSS personnel relies heavily on the combination of counseling, academic assistance through skill building, and the integration of students into college life. These efforts have yielded success as demonstrated in the overall 60% graduation rate for SSS students.

Other SSS activities and initiatives include Peer Tutoring, Mid-term Evaluations, SSS Learning Community First Year Experience courses, SSS Leadership Conference and SSS Academic Achievers Awards Reception.

SSS is continually seeking out ways to improve the academic experience of its participants through collaborative efforts with various departments on campus including Study Abroad and the Neag School of Education.

Upward Bound/ConnCAP (UB)

The UB Program plays a critical role in providing a mechanism to identify qualified youth with potential success at the post-secondary level, encourage them to complete secondary school and undertake a program of post-secondary education. The program has already made a difference for hundreds of youths that have taken advantage of the opportunities and services offered throughout the years.

UB provides services to 70 students from the target areas in New Haven, Hartford and Windham. In 1997 the State of Connecticut Department of Higher Education approved funding for 50 Hartford students, which allowed us to expand our services. Each year approximately 30-40 new students, primarily in the 9th grade, are selected to participate in the UB program. The UB program consists of a summer component (six week residential program); academic year component (seminars, tutoring, advising, cultural and social activities); a services for seniors program (focused on placing high school seniors in college programs- in 2011 95% were placed) and alumni services to stay connected with past program participants.

The Educational Talent Search Program (ETS)

The goal of ETS is to increase the access to higher education to students in grades 6 through 12 who come from underrepresented populations. In July 2011 ETS was awarded a 5-year grant from the U.S. Department of Education totaling \$1,415,142. This ensures the continuation of programs and services to help Windham and New Haven students finish high school and pursue

a college education. The Educational Talent Search program achieves its objectives by offering students a variety of services that include Academic Achievement/Academic Assistance; College and Financial Aid Awareness; New England TRIO Day (a celebration on which federal education programs, throughout the US, are recognized for their hard work and achievements); Middle School summer programs and senior student performance programs. ETS also provides an array of workshops and activities for its students in these areas: career development, self-development/family involvement, technology training, parent orientations, financial aid nights and college trips. Seniors are provided information on Advanced Placement courses and guidance on postsecondary course selection. ETS has increased the number of UConn applications among seniors by providing an annual college visit to the Storrs campus.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs - GU)

GU was a partnership grant from the U.S. Department of Education that worked with New Haven Public Schools from 2000 to 2011. Unfortunately, the program was not awarded funding after the 2011 grant competition. However, we have been informed that there is a possibility of receiving funding to reinstate the program around August. GU's mission is to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education.

INSTITUTE FOR TEACHING AND LEARNING

Keith Barker, Associate Vice Provost and Director

The ***Institute for Teaching and Learning*** (ITL) provides pedagogical and technology support for faculty, graduate, and undergraduate students in a wide variety of ways including writing and math tutoring centers, early college experience programs, faculty workshops, teaching evaluation programs, on-line course development, faculty learning communities, and orientation programs for newly hired faculty and teaching assistants. In the following sections, we summarize some of the many services and programs offered in UE&I.

The ITL does include a staff that is in demand to give workshops and presentations throughout the campus. ITL has reorganized itself over the past few years with interlocking units that provides a wide range of services for faculty, graduates, and undergraduate students. ITL also satisfies the academic and technical support needs of the regional campuses.

A few highlights:

- This year ITL has emphasized assisting faculty who are teaching larger classes through instructional design, individual consultations, workshops, and Winter Institutes. In addition, support for graduate teaching continues through course offerings through the Neag School of Education and the Graduate School. Annual awards are presented annually in April.
- The number of hi-tech and tech-ready classrooms continues to increase at all campuses while their maintenance and support remains consistently robust. Service Learning Agreements are developed to support other schools and colleges.

- The demand for the use of our interactive TeleVision system (iTV) keeps growing – for classes (about 20 per semester) and general videoconferencing (about 200 per semester).
- The Media Design group creates materials for streaming, in online and face-to-face courses as well as support for workshops and meetings. Courses for Communication Sciences and Journalism are also given.
- The Instructional Design unit has taken on the supervision of the Provost's Online Initiative and continues to develop high quality online, blended, and face-to-face courses.
- The Instructional Resource Center (IRC) and Learning Resource Center (LRC) provide technical and pedagogical support for faculty and students respectively at all campuses. The challenge currently is the preparation and implementation of 3,000 courses changing to Blackboard 9.
- With continuing large numbers of graduate TAs and ITAs, we provide language testing and courses, acculturation to North American education, and pedagogy training throughout the year.
- The Nationally Accredited Early College Program has increased to serve about 9,000 high school students and has improved the number of academic course offerings this year.
- The W Center provided over 4,000 tutorials this year and has managed to increase efficiencies through different patterns of staffing. Faculty workshops are also provided.
- The demand in the Q Center is staggering with over 11,000 visits last semester alone. The pressures on staffing, time, and space are very high. Faculty workshops are provided.
- Professional faculty development is encouraged and participated in at the regional campuses.
- ITL is working closely with Honors and Global Programs to encourage and recognize some of their outreach activities.

University of Connecticut Honors Program
Lynne Goodstein, Director

Report to University Senate
January 30, 2012

Kent Holsinger, Chair of the 2011-12 University Senate, has requested a report to be delivered by the director of the University of Connecticut Honors Program to the University Senate at the January 30, 2012 meeting. He has requested that the following issues be covered:

1. The current size of the Honors programs and plans for the future. Do we anticipate that the number of Honors students will remain about where it is? increase? decrease?
2. Challenges that you see facing the Honors program in the next year or two.
3. Opportunities for enhancing the Honors program on which you'd like some input from an audience broader than Honors faculty and the BAD.
4. In addition, we have included a fourth question: What other important information about the Honors Program might be of interest to University Senators?

This document outlines major points related to the abovementioned issues and includes statistical data in an appendix.

The current size of the Honors programs and plans for the future. Do we anticipate that the number of Honors students will remain about where it is? increase? decrease?

1. *The total number of students enrolled in the Honors Program in 2011-12 is 1663.* This figure has increased over the decades. Until 2001, there were fewer than 1000 honors students enrolled each year. We anticipate that the total Honors population will continue to increase through 2013-14 to a total of 1850 and will begin to stabilize in 2014-15. This figure would constitute approximately 10.5% of undergraduate students at the Storrs campus. [Figure 1]
2. *The number of freshmen being admitted to the Honors Program in 2011 was 414.* We expect our entering freshman class to be approximately 425 from 2012 onward. This figure represents a significant increase from past decades-- from the low 200s from 1987 to 1998 to the mid 200s from 1999 to 2005. Beginning with an entering class of 301 in 2006, the entering Honors freshman class accelerated rapidly to a high of 443 in 2010. If our numbers stabilize at 425, the Honors Program and academic departments can accommodate demand for first and second-year honors classes and can house all resident students in the Honors first year residential community. Approximately 150 additional sophomores and juniors (current students and transfers) are admitted to the Honors Program each year. [Figure 2]

What other important information about the Honors Program might be of interest to University Senators?

1. *Entering freshman UConn Honors students are exceptionally well prepared academically.* While it is clearly a flawed measure, the SAT provides a standardized indicator of academic preparation among high school students. The average SAT (critical reasoning and quantitative) score for 2011 entering Honors students was 1400; it has been at about this level since 2005. This score places UConn Honors in the top tier of the “50 best honors programs and colleges” according to the Public University Honors website <http://publicuniversityhonors.com/>. [Figure 3]
2. *The vast majority of Honors students receive University merit awards.* 92% of 2011 incoming UConn Honors freshmen received a university merit award (e.g. Academic excellence, Leadership, Nutmeg, Day of pride scholarship). The proportion of incoming honors freshmen receiving merit awards has been in the 80 to 90% range since we began recording data in 2003. It should be noted that admission to the Honors Program does not carry with it an automatic merit award. For the most part, the value of the merit awards received by UConn Honors students is half-tuition, in and out-of-state. [Figure 4]
3. *Students who enter the Honors Program as freshmen are retained at the University at extremely high rates.* First-year retention rates are in the very high 90% range; 6 year graduation rates for students who entered UConn in 2003 and 2004 are 93%. Few Honors students begin at UConn and transfer to other universities. [Figures 5 and 6]
4. *The vast majority of students who begin in the Honors Program continue in the program into their junior years.* 92% of students who entered the Honors Program as freshmen in 2008 were retained in the Honors Program in the sophomore year and 81% were retained in the Honors Program in the junior year. Students were dismissed from the Program primarily for not maintaining the necessary GPA or not fulfilling course enrollment requirements. [Figure 7]
5. *Honors students earn honors recognitions at very good rates.* There are two recognitions awarded to students by the Honors Program. Sophomore Honors is awarded for participation in Honors coursework and programming during the first two years. Graduation as an Honors Scholar is awarded for completion of Honors coursework in the major or related fields and completion of the honors thesis. For Honors freshmen entering in 2006, 59% earned Sophomore Honors and 43% graduated as Honors Scholars. Few published national benchmarks are available on program completion but what is available places the proportion of entering honors students completing Honors (with thesis) at between 20 and 30%. By these standards, UConn is doing quite well (but could always improve). Another way to view the effectiveness of UConn faculty in working with honors students is by the count of graduating honors scholars. The dramatic 110% increase in the number of graduating Honors Scholars over the past decade, from 113 in 2001 to 238 in 2011, illustrates their success. [Figures 8, 9, and 10]

6. *Students from all schools and colleges are enrolled in the program.* The modal group of students currently enrolled in UConn Honors is majoring in CLAS and the second largest number is majoring in ENGR. 316 current students are majoring in one of the four biology majors. Other “popular” majors are: psychology, biomedical engineering, political science, and chemical engineering. [Figures 11 and 12]
7. The Honors Program works with faculty in many schools and colleges to support academic engagement, success and excellence among first-years and through several four-year programs directed at specialized student groups. The programs targeted at first-years include INTD 1784, Honors first-year seminar (taken by 98% of honors freshmen) and the Holster Scholar Program (supporting independent scholarship in the second semester and summer following the freshman year). Four-year programs include; the Special Program in Law (in collaboration with the UConn School of Law), the Combined Program in Medicine and Dental Medicine (in collaboration with the UConn Health Center), and the Rowe Scholars Program (for low-income honors students interested in the health professions). The Honors Program also co-sponsors several study abroad programs, including the Honors Congressional Internship (with Political Science); Social Entrepreneurship in Guatemala (with Business); and Neuroscience in Salamanca (with PNB and the Health Center).

Challenges that you see facing the Honors program in the next year or two.

1. *Ensuring sufficient honors courses to meet student demand.* With the increase in the overall size of the Honors Program, we must ensure that there are sufficient seats in honors courses so that interested students may fulfill honors requirements so that they may receive honors recognitions. Over the past several years there has been modest growth in the number of courses offered, both at the 1000 and 2000+ level, but this growth has not kept pace with the growth in the size of the Honors Program. One indication of this gap is the number of honors conversion projects completed in the fall of 2011 (431) compared with the previous fall semester (306). This is a 41% increase in conversions in one year. Honors conversions are frequently taken on when students cannot find a suitable honors course that fits their schedules. It would be desirable for departments, especially those with a larger number of honors majors, to consider strategies for expanding honors course offerings, such as building honors teaching into the job descriptions of some of the planned new faculty hires.
2. *Honors thesis supervision and completion.* The process of supervising honors theses is labor intensive and time consuming. The dramatic increase in the number of theses supervised underscores faculty dedication and diligence in overseeing honors students’ work. Yet less than half of students who begin in the Honors Program graduate as Honors Scholars. The University may wish to increase this percentage. Moreover, as the larger 2010 freshman class (439) moves through the pipeline, followed by other large classes, there will be even greater student demand for honors thesis advisors. It will be important for faculty and departments to consider strategies in the coming years to manage this demand.
3. *Maintaining a balance between program size and the quality of the curricular and co-curricular honors experience.* UConn has experienced success in recruiting and retaining excellent honors students in large part because of the high quality of curricular and co-

curricular programs and services provided for these students. It will continue to be necessary to work collaboratively across departments, schools and colleges, and with other academic support units (e.g. First Year Programs, Residential Life), to ensure that the high quality of offerings for honors students are maintained.

4. *Deepening support of enrichment opportunities for ALL ambitious students throughout the institution through undergraduate research, internships, challenging study abroad programs, and support for competitive national scholarships.* The Honors Program is only one unit within the Division of Enrichment Programs, a unit within Undergraduate Education and Instruction that fosters academic enrichment among all students at the university. By virtue of its organizational and physical proximity to other Enrichment Program offices, including Undergraduate Research, Individualized and Interdisciplinary Studies, National Scholarships, and Pre-law and Pre-Medicine/Dental Medicine Advising, the Honors Program is challenged to help all students at UConn find ways to make their educations challenging.

Opportunities for enhancing the Honors program on which you'd like some input from an audience broader than Honors faculty and the BAD.

1. *Engaging more faculty members in honors classes, advising, course development, and co-curricular activities.* Honors education is intended to stimulate intellectual excitement, achievement at very high levels, academic rigor, engagement, creativity, critical thinking, application of content to new fields, leadership, and excellence in writing and thinking. These are values most faculty members subscribe to; they are the reason why many of us became faculty members. To the extent that departments, schools and colleges think creatively about ways to enable more faculty members to contribute to the Honors Program, the quality of the academic environment for honors students would be enhanced.
2. *Faculty awareness of Honors Program goals and activities.* Most faculty members may know something about the Honors Program, but for many their knowledge only skims the surface. Becoming more knowledgeable, through subscribing to the Faculty newsletter, *Honors Advisor Updates* http://www.honors.uconn.edu/faculty-staff/advisor_updates.php or spending some time on the Honors Faculty webpage <http://www.honors.uconn.edu/faculty-staff/index.php> may prompt ideas that could benefit faculty and students.
3. *Talk amongst yourselves!* The best ideas for honors come from faculty members. The Honors Program staff is eager to help faculty to realize ideas and may have access to funds or labor to assist faculty. Feel free to contact anyone on the Honors Program staff at any time on any matter or concern.
4. *Honors education rests mostly at the departmental level.* Most academic decisions involving honors, including criteria for what constitutes a thesis, development and approval of honors courses or sections, advising of honors students, and so on, are made at the departmental level. The Honors Program is, first and foremost, an academic experience for academically gifted and talented students. Faculty members play the most significant roles in creating great honors educations for our students.

Honors Program Report to University Senate - January 30, 2012, Appendix

Figure 1. Total Honors Enrollment 1987 – 2011

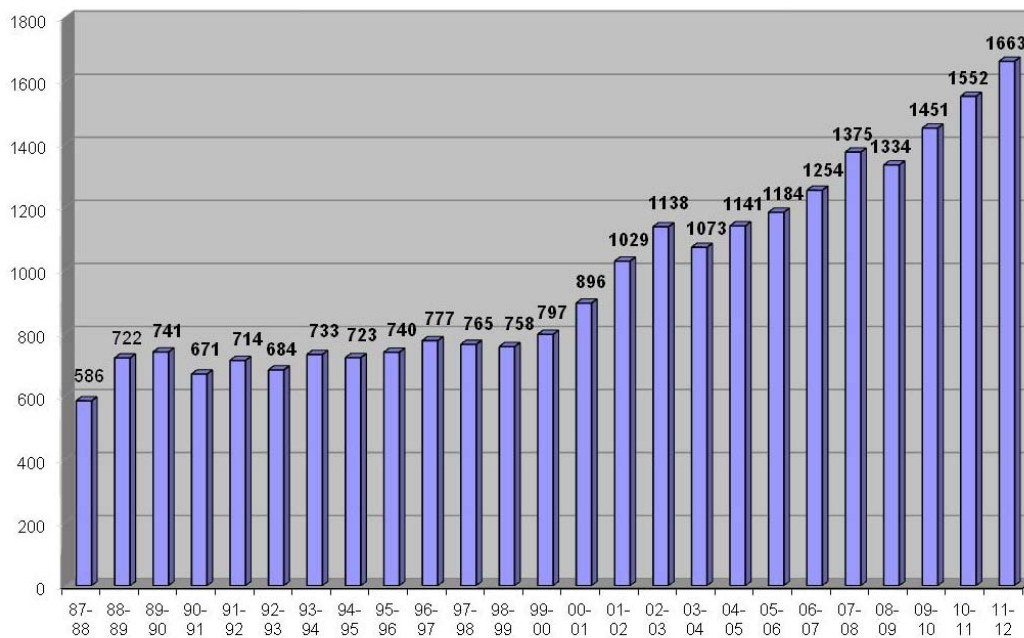


Figure 2. Honors Freshman Enrollment 1987-2011

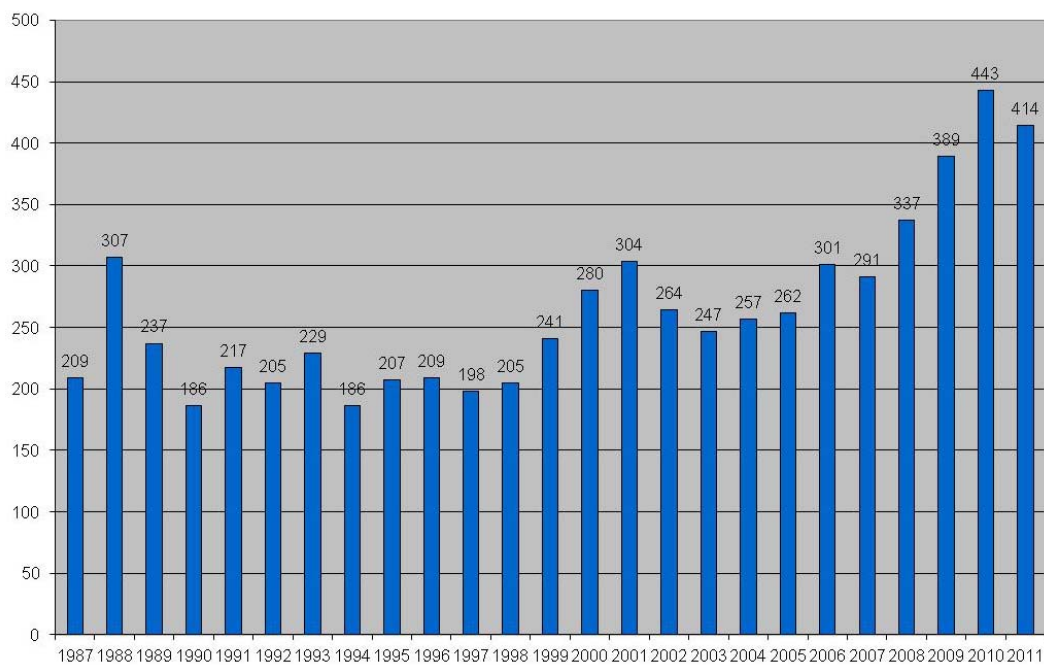


Figure 3. Average Total SAT (Critical Reading + Mathematics) for Enrolled Honors Freshmen 1996-2011

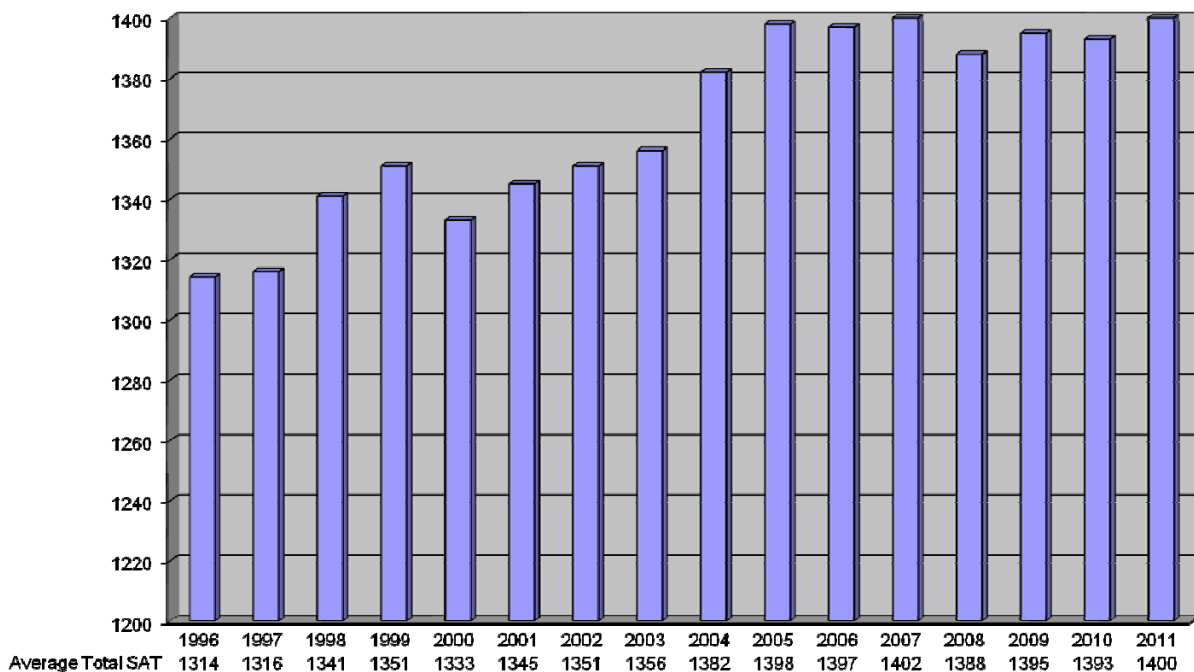


Figure 4. Percentage of Incoming Honors Freshmen Receiving University Merit Awards 2003-2011

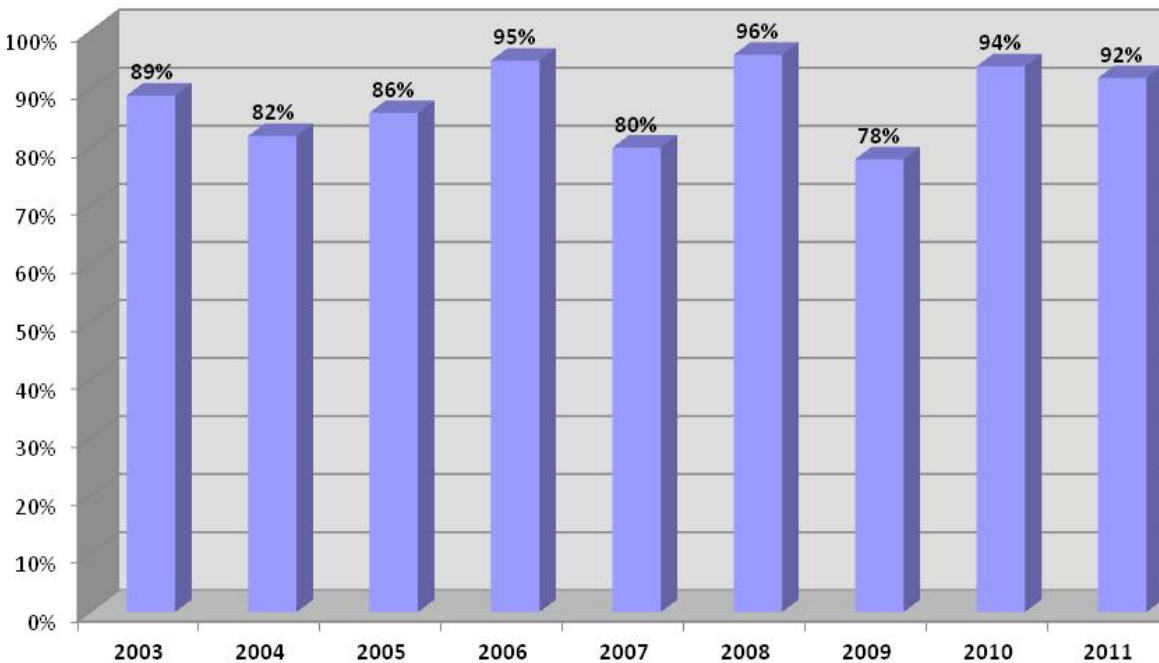
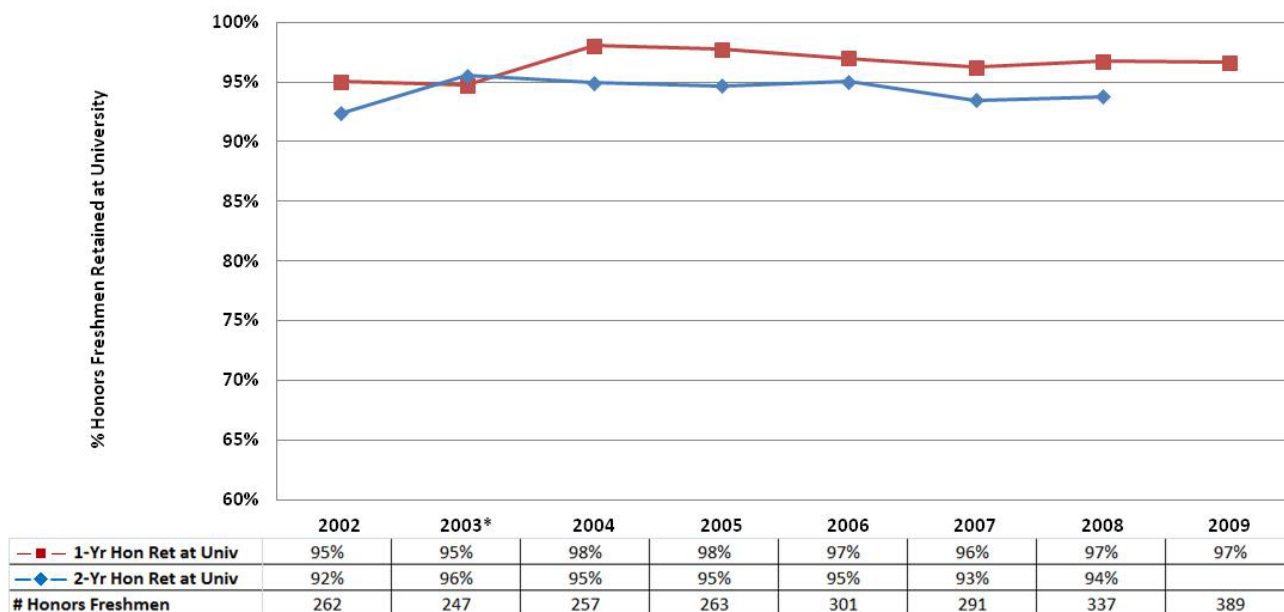


Figure 5. 1- & 2-Year Retention at the University for Students Entering as Honors Freshmen, 2002-2009



* A small number of students entering in 2003 were not enrolled at the University in 2004, but returned from leaves of absences in 2005. This led to a higher 2-year retention rate than 1-year retention rate.

Figure 6. 6-Year Graduation from the University for Students Entering as Honors Freshmen, 1998-2004

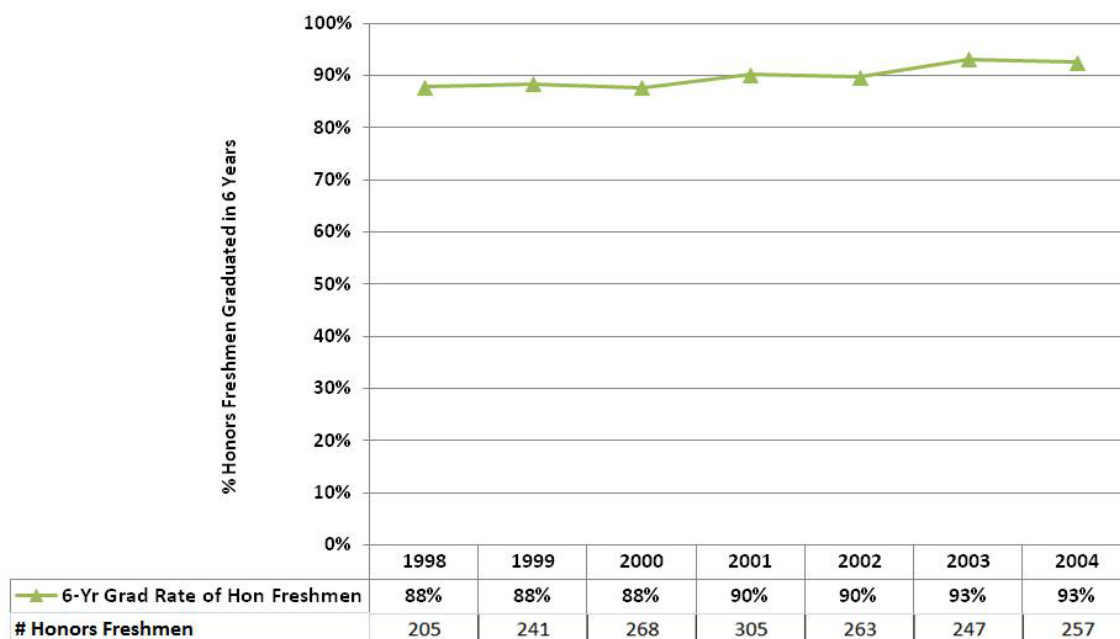


Figure 7. 1- & 2-Year Retention in Honors for Students Entering as Honors Freshmen, 2002-2009

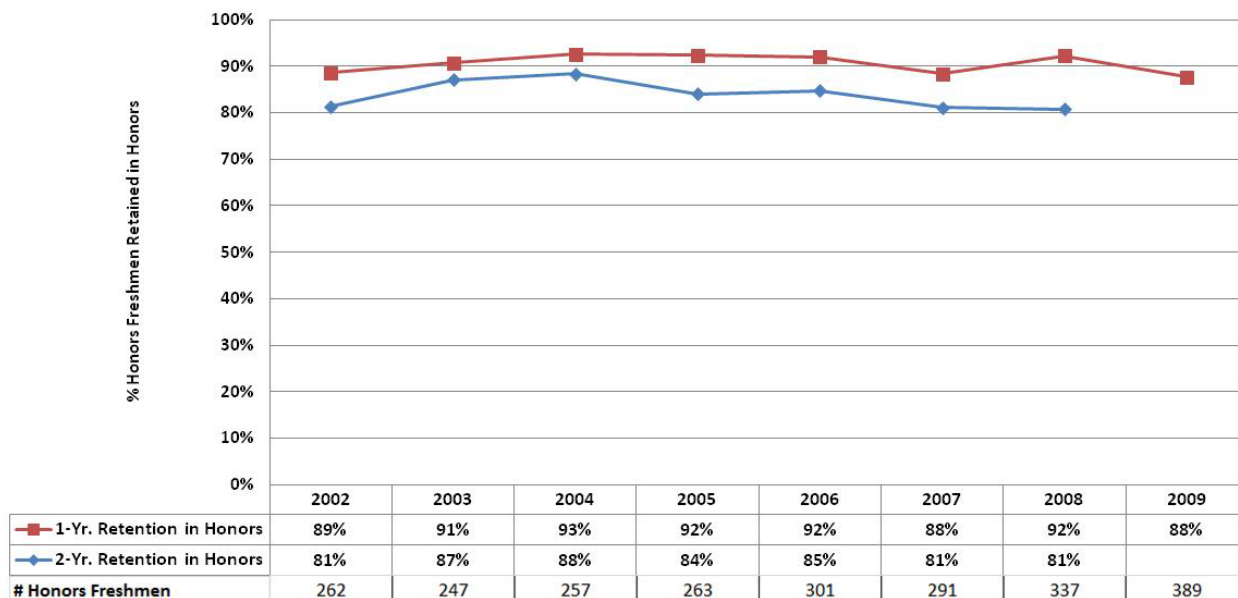


Figure 8. Mid-career honors program completion (“sophomore honors”) for students entering as honors freshmen, 1998-2007

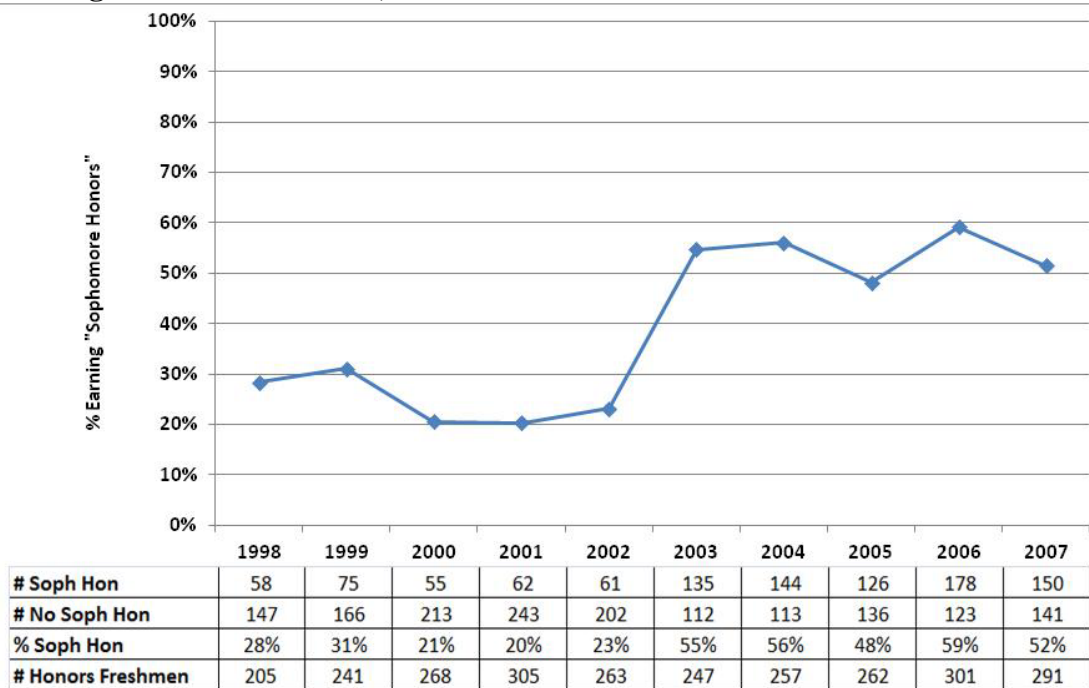
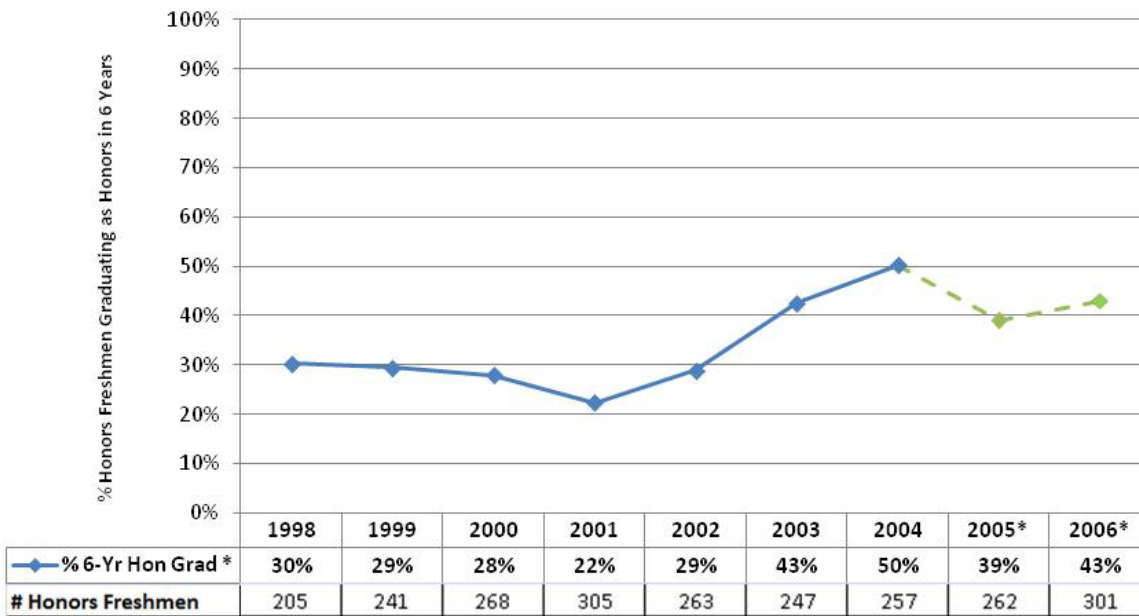


Figure 9. End-career honors program completion (graduation as an honors scholar) for students entering as honors freshmen, 1998-2004



* 4-Yr Hon Grad rates are shown for 2005 & 2006 cohorts.

Figure 10. Honors Graduates by Year 1990-2011

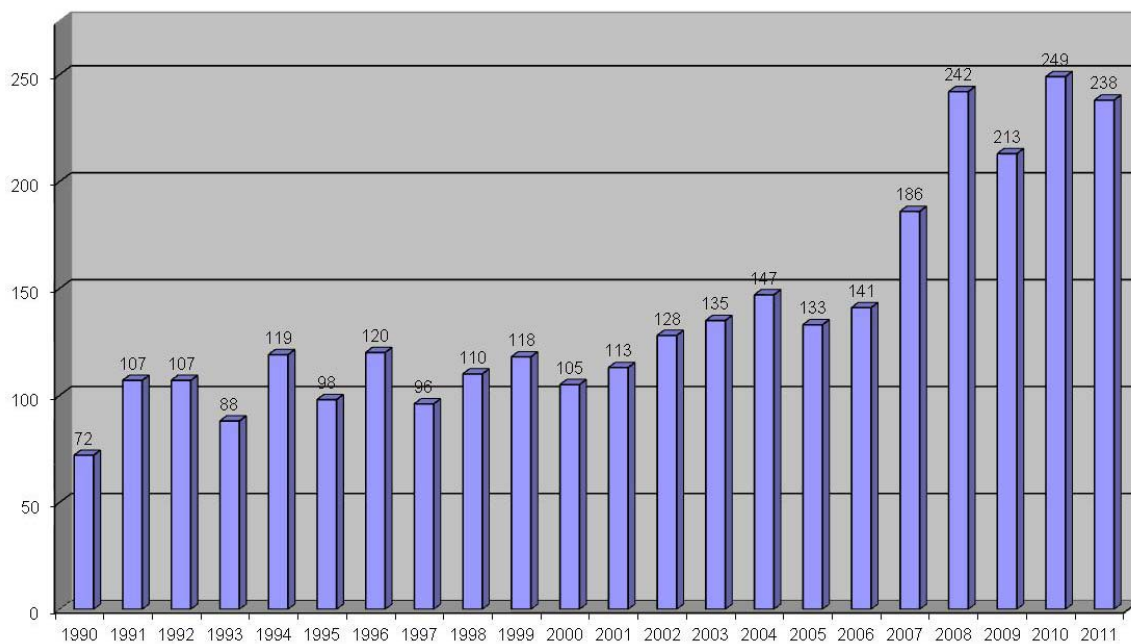
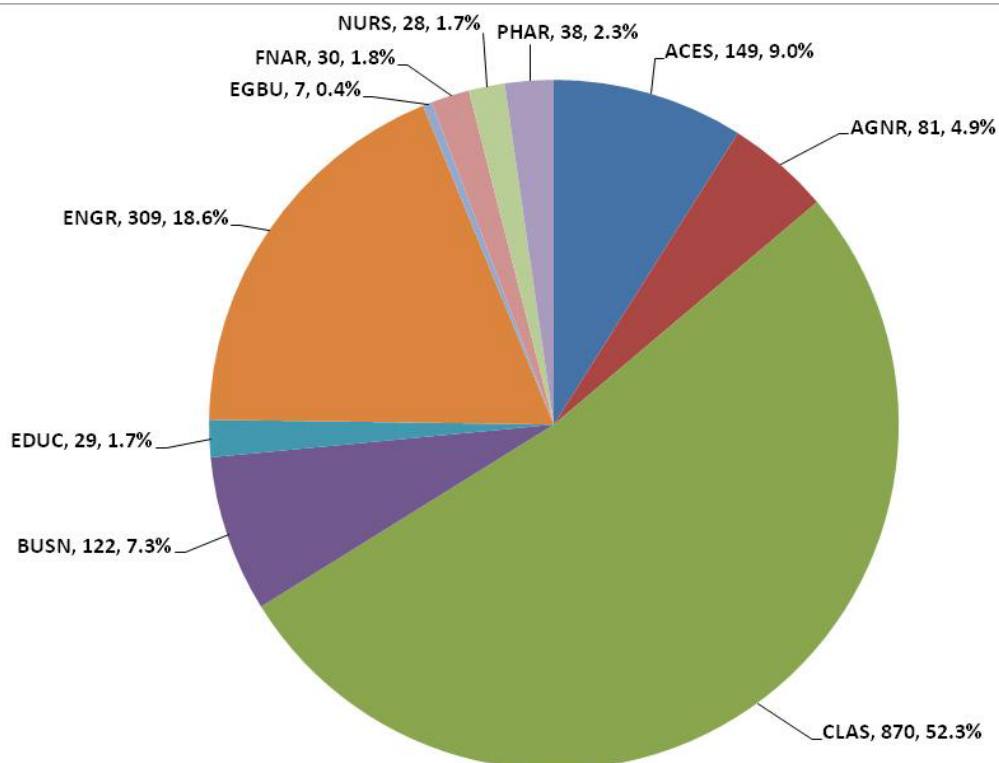


Figure 11. Honors Program Enrollment by School and College – Fall 2011**Figure 12. Top Ten Honors Majors – Fall 2011**

| Ranking | Totals | School | SubTL | Major |
|---------|--------|--------|-------|-------------|
| 1 | 316 | CLAS | 147 | BIOL1_BS |
| | | | 92 | MCLBIO_BS |
| | | | 63 | PHNRBI_BS |
| | | | 11 | EEBIOL_BS |
| | | | 3 | BIOL1_BA |
| 2 | 92 | CLAS | 63 | PSYCH_BA |
| | | | 29 | PSYCH_BS |
| 3 | 83 | ENGR | | BIOMED_BSE |
| 4 | 79 | ACES | | EXPLOR |
| 5 | 75 | CLAS | | POLISC1_BA |
| 6 | 64 | ENGR | | CHEMEG_BSE |
| 7 | 58 | CLAS | | ENGLSH1_BA |
| 8 | 46 | BUSN | | ACCTG_BS |
| 9 | 44 | ENGR | | MECHEG_BSE |
| 10 | 43 | CLAS | | HISTORY1_BA |



HONORS PROGRAM

Fact Sheet 2011-2012

The Honors Difference

CHALLENGING ACADEMICS

- First-year Honors seminars taught by leading faculty
- Smaller “Honors-only” general education and introductory-level classes
- Interdisciplinary core general education curriculum
- Required Honors thesis
- Priority registration by academic level
- Automatic graduate student-level library privileges

HONORS COMMUNITY

- **Buckley and Shippee Halls:** Honors First Year Residential Learning Community for incoming students
- **Brock Hall:** Sophomore Honors Learning Community
- **Wilson Hall:** Suite-style Honors residence hall with community programming geared toward juniors and seniors
- **Connecticut Commons:** Single-room housing for upper-class Honors students
- **Honors Council:** Organization of elected Honors students who work closely with Honors staff to serve as the student voice for Honors Program issues and events
- **Honors Events:** Lectures, presentations, workshops, and cultural events
- **Mentors and networking:** Opportunities for Honors students to attend events with faculty and guests; first-year seminars with senior faculty, etc.
- **Peer Allies Through Honors (PATH):** Mentoring program that matches incoming Honors students with continuing Honors students to ease the transition to college.

PERSONALIZED COLLEGIATE ENVIRONMENT

- Faculty advisors in all academic disciplines
- Thesis advisors who serve as research mentors in the academic disciplines
- Pre-professional specialists for students planning to attend medical, dental and law schools
- Dedicated advisors for undecided, pre-education, and pre-pharmacy majors
- Honors staff advisors

ENGAGEMENT BEYOND THE CLASSROOM

- Honors study abroad programs: Cape Town, Singapore, Guatemala, Armenia, Spain, Netherlands, and D.C. Congressional Internship Program
- Peer mentoring and leadership training
- Undergraduate research opportunities

First-Year Honors

Student Profile (Fall 2011)

- 414 first-year students enrolled as Honors Scholars
- **Average SAT Score:** 1400 (Critical Reading + Math)
- **Average Class Rank:** 95%
- **In-State:** 75% **Out-of-State:** 25%
- **Female:** 52% **Male:** 48%
- The incoming Honors class in Fall 2011 included 31 valedictorians and 17 salutatorians
- Approximately 92% of the incoming class in Fall 2011 received merit-based awards through the Admissions Office
- 54% of the Fall 2011 Honors first-year class began with at least second-semester standing based on earned college credit
- 21% of the entering first-year students began UConn as sophomores (in credit standing)

Honors Enrollment by School & College (Fall 2011)

| | | | |
|---|------------|---------------------------------|------------|
| <i>Academic Center for Exploratory Students</i> | 149 | <i>Neag School of Education</i> | 29 |
| <i>College of Agriculture</i> | 80 | <i>School of Engineering</i> | 309 |
| <i>College of Liberal Arts & Sciences</i> | 870 | <i>School of Fine Arts</i> | 31 |
| <i>School of Business</i> | 122 | <i>School of Nursing</i> | 28 |
| <i>School of Business/School of Engineering</i> | 7 | <i>School of Pharmacy</i> | 38 |

Total Honors Enrollment: 1,663

**17% of Honors students are pursuing double majors or multiple degrees*

Honors Program Graduates from 2006 to 2011 have taken opportunities in:

- **Graduate School:** Brown, Carnegie Mellon, Columbia, Cornell, Dartmouth, Duke, Emory, Harvard, NYU, Purdue, Tufts, UConn, University of Michigan, University of Pennsylvania, University of Southern California, Yale
- **Professional School:** Albert Einstein, Boston College, Boston University, Columbia, Harvard, UNC-Chapel Hill, UConn, University of Maryland, Weill Cornell
- **Employment at Top Companies and Services:** Aetna, Audubon Society, Choate Rosemary Hall, Cigna, Deloitte & Touche, GE, Hamilton Sundstrand, IBM, National Park Service, Peace Corps, Pfizer, PricewaterhouseCoopers, Teach for America, Yale, The Hartford, The White House, United Technologies, Travelers

Research and Professional Development

- All Honors scholars are involved in undergraduate research.
- The Holster First Year Project enables a select group of first-year students to complete research in the summer before their sophomore year.
- Opportunities exist for professional development through the presentation of research at UConn's annual Frontiers in Undergraduate Research exhibition.
- In 2011, the Summer Undergraduate Research Fund (SURF) awarded \$172,801 to students for conducting research during the summer.
- The Office of Undergraduate Research funds travel to professional conferences and research expenses for students through OUR grants. In 2010-2011, OUR grants awarded \$23,445 to students for research expenses.
- In 2011, the OUR awarded \$5,500 to students for Honors thesis research in the life sciences.
- The Office of National Scholarship recruits and coaches students to compete for prestigious awards (e.g. Rhodes, Marshall, Goldwater, etc.) and works with other offices supporting national scholarships (e.g. the Office of International Affairs, which administers the Fulbright and NSEP Boren competitions).

CONTACT INFORMATION

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WEBSITES OF INTEREST

Honors Program: www.honors.uconn.edu
Honors Council: www.hc.uconn.edu
Undergraduate Research: www.our.uconn.edu
National Scholarships: www.ons.uconn.edu
Admissions: www.admissions.uconn.edu
Undergraduate Catalog: www.catalog.uconn.edu
Study Abroad: www.studyabroad.uconn.edu
ACES: www.aces.uconn.edu

Graduating from the Honors Program

- Honors Medals Ceremony for graduating seniors with special recognition by President of the University
- Official graduation medallions worn by Honors Program graduates at Commencement
- Recognition as Honors graduates at Commencement in the printed program
- *Honors Scholar* designation on transcript and diploma

August 2010, December 2010, and May 2011

Honors Program Graduates: 238

(19 University Scholars; 219 Honors Scholars)

Prestigious Scholarship Recipients

Marshall: Recipient: 2009; Finalists: 2011 (2);
Semi-Finalist: 2005

Goldwater: Recipients: 2011 (3), 2009 (3), 2008, 2006;
Honorable Mentions: 2011, 2010 (3), 2009, 2008 (2)

Udall: Recipients: 2011 (2), 2010, 2005; Honorable
Mention: 2010

Fulbright: Recipients: 2011 (2), 2010 (7), 2009 (2), 2008,
2007 (2), 2006 (4), 2005 (2), 2004, 2003 (2), 2002 (2),
2001 (9)

Mitchell: Finalist: 2007

Rhodes: Finalist: 2010; Semi-Finalist: 2003

Truman: Recipient: 2011; Finalists: 2011 (3), 2008, 2007

NSF Grad: Recipients: 2011(5), 2010 (5), 2009, 2008 (2),
2007, 2006 (2); Honorable Mentions: 2011 (7), 2010
(2), 2009 (5), 2008 (6), 2007 (5), 2006 (8)

Phi Kappa Phi: Recipients: 2011, 2009, 2008

Carnegie Jr. Fellows: Finalist: 2011

Gates Cambridge: Finalist: 2011

NSEP Boren: Recipients: 2010, 2008 (2), 2006, 2005 (2),
2004

Pearson National Fellow: Recipient: 2011

Cambridge International Scholarship: Recipient: 2011

Benjamin Gilman: Recipient: 2008

Critical Language: Recipients: 2010, 2009

NOAA Hollings: Recipient: 2009

DOE SCG: Recipient: 2010

NASA Grad: Recipients: 2009 (3)

NDSEG: Recipient: 2007



HONORS PROGRAM

The Retention & Graduation Task Force

Annual Report to the University Senate



Monday, January 30, 2012

**Prepared by the
Division of Enrollment Planning & Management**

Jeff von Munkwitz-Smith, University Registrar, Chair, Retention & Graduation Task Force
Wayne Locust, Vice-President, Enrollment Planning & Management
Gary Lewicki, Assistant Vice-President, Enrollment Planning & Management

Introduction

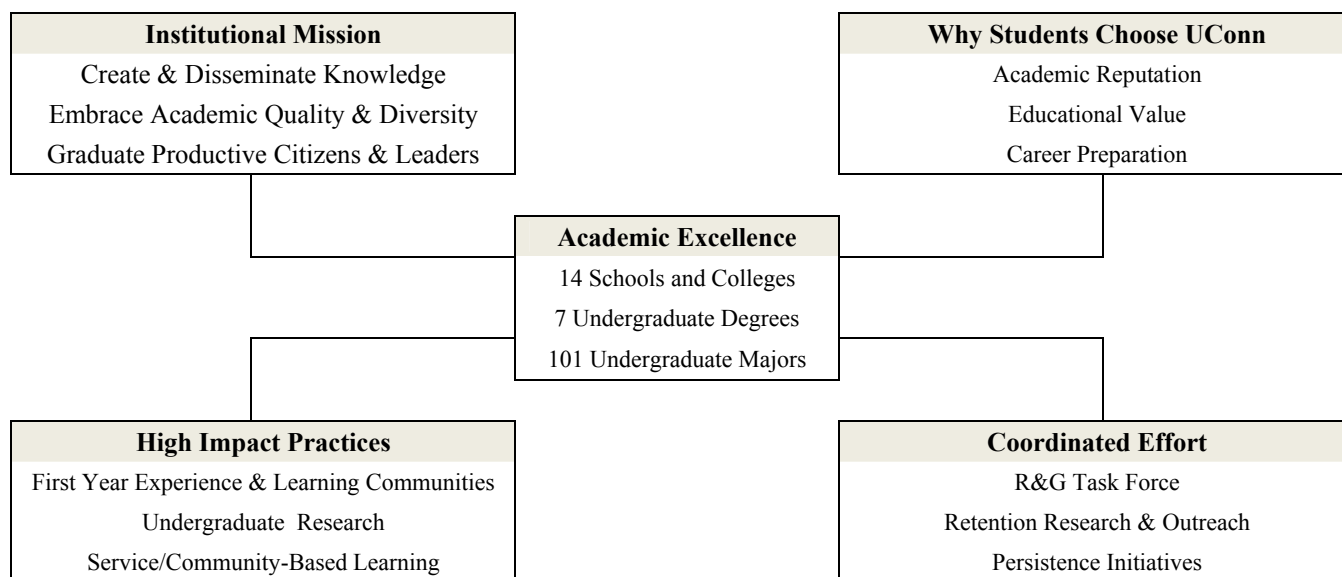
The University of Connecticut's most recent graduation rates continue to be among the best in the nation for public research universities. Our four-year completion rate was 7th highest out of our set of 58 peer institutions according to the most recent national data available (for the Fall 2004 entering cohort). The table illustrates the progress that has been made in recent years in our Storrs campus students earning a degree and doing so on time.

| 1. Storrs Campus Graduation Rates of Fall 2001 – Fall 2007 Incoming Freshmen | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Fall | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| 4-Year | 54% | 56% | 61% | 66% | 68% | 67% | 68% |
| 5-Year | 72% | 74% | 76% | 79% | 81% | 81% | |
| 6-Year | 75% | 76% | 78% | 81% | 83% | | |

Data Source: Office of Institutional Research.

These completion rates reflect our institution's coordinated approach (see chart below) that is centered on strong leadership, academic excellence and achieving our University's mission. Cognizant of our students' reasons for enrolling here and their goals, we strive to offer the most rewarding experience in and out of the classroom through our academic programs, a cadre of academic enrichment and support programs and an array of student life opportunities.

UConn's Structured Approach to Retention and Graduation



The degree of success we have achieved in graduating students in a timely manner is also a product of the increasingly competitive classes we attract. Over the past decade, as indicated in Table 2 on the following page, the Storrs campus has seen an increase in the number of freshmen, including minority students. There has been a 76 point climb in average SAT scores and nearly a doubling of the percent of freshmen from the top 10% of their high school graduating class.

2. UConn Storrs Incoming Freshman Cohort Profile (2001-2011)

| Fall | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| # Incoming Freshmen | 3,149 | 3,186 | 3,208 | 3,247 | 3,260 | 3,241 | 3,179 | 3,604 | 3,221 | 3,339 | 3,327 |
| Average SAT | 1140 | 1149 | 1167 | 1177 | 1189 | 1195 | 1192 | 1200 | 1212 | 1221 | 1216 |
| Top 10% HS Class | 23% | 26% | 30% | 35% | 37% | 38% | 40% | 39% | 44% | 44% | 43% |
| % Minority Freshmen | 16% | 15% | 17% | 17% | 20% | 19% | 19% | 20% | 21% | 25% | 25% |

Sources: UConn OIR and Admissions Office

Having an undergraduate population that is racially and geographically diverse, yet made up primarily of recent high school graduates enables us to design programs geared to this age group which help them get off to the good start that is so crucial to student engagement, satisfaction and persistence. Housing the highest percentage of undergraduates among public research universities nationally adds to our opportunity to offer and students ability to become connected to the institution. Research by Bowen, Chingos and McPherson (2009) indicates a strong relationship between students residing in campus housing and retention and graduation rates.

Upon arriving for their first fall semester, incoming freshmen are encouraged to immerse themselves in their studies and take advantage of our enrichment and support programs. This strategy is supported by Tinto (1975) who indicated that whether a student persists or drops out is related to their degree of academic and social integration into the college environment. Kuh (2008) stressed the importance of the amount and quality of energy students expend early on in meaningful educational experiences.

The range of opportunities available to our students as they work their way toward graduation starts with First-Year Seminars and the Freshman Year Experience, and includes learning communities, residential life programs, undergraduate research, clubs and organizations, community outreach, internships, study abroad and senior capstone programs. Kuh (2008) indicated that offering an array of academic enrichment and support programs exposes students to high impact practices that enhance student success. Tinto (1993) found that purposeful early involvement leads to higher GPA and more likely degree completion.

Pascarella and Terenzini (1991, 2005) conducted meticulous syntheses of more than 2,600 postsecondary studies on the impact of college programs on student development. They concluded that first-year seminars produce consistent evidence of a positive and statistically significant impact on persistence and degree completion. Hunter and Linder (2005) found that an overwhelming majority of studies showed first-year seminars positively affect retention, GPA, number of credit hours attempted and completed, graduation rates, involvement in activities, and attitudes and perceptions regarding higher education.

Also assisting new students is a full-time retention outreach coordinator housed in the Office of the Registrar who conducts a calling campaign to new freshmen early in the fall semester to see how things are going. Later on, she also contacts freshmen who submitted their FAFSA past the March 1 deadline the previous year as a reminder. The coordinator also checks in with students who request an academic transcript be sent to another institution, did not register for the upcoming semester as scheduled, were on approved leaves of absence, or who left school just short of graduation. These efforts go a long way in showing that regardless of the size of our institution, we care about each and every student.

Our registrar also has established and coordinates a successful early-warning assessment system that alerts students if they are at academic risk in any of their courses. Cuseo (2010) concluded that early feedback is important for poor-performing students because they tend to be poor self-monitors--i.e., often

lacking self-awareness of how poorly they are doing. In addition, the registrar also has identified courses with high percentages of Ds, Fs or Ws and convened faculty and staff to discuss strategies to enhance learning in these courses, such as voluntary sessions to deepen understanding of the material. These courses are often referred to as gateway courses because for many students, low grades or withdrawals mean that the gate is closed, deflecting them from science careers. In some cases, combined with low grades in other courses, these students may leave a university at the end of their first year. The lower grades in these courses are disproportionately high for underrepresented students.

Another important recent UConn initiative has been the growth of summer session and intersession enrollment which reflects students' desire to stay on track toward graduation. Students indicated, in a well-received survey administered in 2007 to determine their interest in expanding these offerings, the following reasons for falling behind in their progress toward graduation: time off, low semester course credit loads and changing majors.

All of these efforts have contributed to solid retention rates, as indicated in Table 3, below.

| 3. Storrs Campus Retention Rates of Fall 2001 - Fall 2010 Incoming Freshmen | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Fall | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| 1-Year Retention | 88% | 88% | 90% | 92% | 93% | 93% | 93% | 92% | 93% | 92% |
| 2-Year Retention | 81% | 82% | 84% | 85% | 88% | 87% | 88% | 87% | 88% | |
| 3-Year Retention | 78% | 79% | 80% | 83% | 86% | 85% | 86% | 85% | | |

Data Source: Office of Institutional Research.

Also playing a key role within our structured approach are the Office of Institutional Research and Division of Enrollment Planning and Management who inform our efforts with research analyses and survey data. Longitudinal databases are in place for incoming freshman, sophomore and transfer student retention as well as a progress-to-degree tracking file. Survey data from the Admitted Student Questionnaire (ASQ), Entering Freshman Survey, Orientation Evaluation and Alumni Survey provide valuable feedback and insights. More detailed discussions of findings from our analyses and surveys are included as attachments, however, a brief summary is presented below:

- Admitted students indicated academic program quality as the number one priority for college choice on the ASQ Survey.
- Enrolled students indicated academic reputation as their top reason for selecting UConn.
- Our freshman orientation participation rate is one of the nation's highest. Participant evaluations indicated appreciation of the program, especially the knowledgeable student orientation leaders.
- According to the Entering Freshman Survey, students complete during orientation, they enter with very high expectations of the institution and themselves.
- Our attrition analyses indicate that students who leave UConn more likely do so voluntarily.
- Storrs female freshmen from out-of-state were overrepresented among voluntary leavers.
- Storrs freshman who left pointed to distance from home, size, and rural location as reasons.
- Among involuntary leavers, students were more likely to be males and underrepresented minorities.
- An analysis of Fall 2003 regional campus freshmen who eventually enrolled at the Storrs campus, consistently exhibited a drop in first-semester GPA followed by steady improvement thereafter.
- Students who completed the Freshman Year Experience course were more likely to persist.
- Freshman year retention rates for Fall 2008 Storrs campus students who participated in the UConn Connects academic support program exceeded the retention rate of those invited but who declined to participate by 10 %-points.
- 97% of The 2010 Alumni Survey respondents would recommend UConn to a friend or relative.

Retention and Graduation by Race/Ethnicity

Bowen, Chingos and McPherson (2009) found in their study of 21 public flagship universities that despite overall increases in completion rates, gender and race/ethnicity college completion gaps continue. These gaps continue to draw a great deal of attention in Washington, D.C. and around the country. Baum (2010) defined this level of attention as a national higher education agenda. President Obama, the Secretary of Education and Governor Malloy are calling for a closing of the achievement gap between high and low socioeconomic status students' educational attainment rates. Initiatives have had a pre-school through adult education emphasis and have focused on transparency, accountability, and measurable educational standards at every level of education.

Here at UConn, we have a number of initiatives in place to address achievement gaps. Our Undergraduate Admissions Office, in conjunction with our Center for Academic Programs (CAP), contacts first-generation and low-income students, many of whom are underrepresented minority students, even sooner. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its four constituent programs: Educational Talent Search, Gear Up and Upward Bound provide programming to increase middle and high school students' college access and retention; and Student Support Services provides programming to facilitate students' retention in and graduation from the University of Connecticut. UConn students also benefit from the African-American, Asian-American and Puerto-Rican/Latino/a Cultural Centers and International, Women's and Rainbow Centers that offer programs and support for diverse students and provide a conduit for all to benefit from the presence of diverse individuals and cultures.

Our Science Technology Reaching Out to a New Generation in Connecticut (STRONG-CT) alliance targets first generation and historically underrepresented student populations to increase enrollment, retention and graduation of these students from Manchester, Quinebaug Valley, and Three Rivers Community Colleges and the University of Connecticut. The Louis Stokes Alliance for Minority Participation (LSAMP) Leadership and Academic Enhancement Program is part of an alliance of New England institutions that received funding through NSF to strengthen preparation, representation, and success of historically under-represented students in the Science, Technology, Engineering, and Mathematics (STEM) fields.

These diversity efforts at our institution have contributed to solid minority graduation rates, when compared nationally which have grown over time. Retention and graduation rates at the Storrs campus by race/ethnicity over the most recent eight-year period are shown in Table 4 on the next page. Our four-year rates for each of the largest racial/ethnic categories grew as follows: White 56% to 70%; Asian 53% to 70%; Hispanic 40% to 59%; and African-American: 33% to 48%. Thus, for example, the gap between white students and Hispanic students which was 16 percentage points dropped to 11 percentage points eight years later while the gap between white students and African-American students dropped by one percentage point, from 23% to 22%. Gaps in five- and six-year rates were smaller. Retention and graduation rate differences fluctuate to some extent from year to year, however, it does appear that at UConn, in some cases, the gap is closing a bit, and where there is growth in the gaps, it has been modest relative to the growth in achievement gaps nationally. So, in some cases, the University, thus, has made progress, but we are committed to making even greater progress.

Lynch & Engle (2010) offered suggestions for closing these achievement gaps, including the following: set high expectations for students; look at institutions where retention and graduation gaps are small for new ideas; develop a plan and set goals to raise rates; calculate cost-effectiveness of retention; and, track data as an ongoing feedback loop so empirical lessons are used to improve strategies

| 4. UConn Storrs Retention & Graduation Rates by Race/Ethnicity | | | | | | | | | | | |
|--|-------------------|------|------|------|------|------|------|------|------|------|------|
| Fall Semester | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Asian | 1-Year Retention | | | 93% | 96% | 94% | 92% | 97% | 96% | 93% | 93% |
| | 2-Year Retention | | 84% | 90% | 89% | 91% | 86% | 95% | 90% | 88% | |
| | 3-Year Retention | 81% | 81% | 85% | 83% | 86% | 85% | 93% | 88% | | |
| | 4-Year Graduation | 53% | 51% | 64% | 64% | 66% | 66% | 70% | | | |
| | 5-Year Graduation | 73% | 75% | 81% | 80% | 81% | 80% | | | | |
| | 6-Year Graduation | 78% | 79% | 82% | 81% | 83% | | | | | |
| African-American | 1-Year Retention | | | 86% | 90% | 88% | 90% | 88% | 92% | 87% | 91% |
| | 2-Year Retention | | 71% | 75% | 80% | 79% | 82% | 83% | 86% | 79% | |
| | 3-Year Retention | 76% | 70% | 67% | 72% | 75% | 82% | 77% | 83% | | |
| | 4-Year Graduation | 33% | 28% | 39% | 43% | 42% | 49% | 48% | | | |
| | 5-Year Graduation | 60% | 57% | 57% | 58% | 62% | 68% | | | | |
| | 6-Year Graduation | 66% | 59% | 59% | 61% | 65% | | | | | |
| Hispanic | 1-Year Retention | | | 89% | 90% | 88% | 91% | 90% | 91% | 95% | 92% |
| | 2-Year Retention | | 77% | 78% | 75% | 84% | 80% | 85% | 87% | 88% | |
| | 3-Year Retention | 69% | 74% | 75% | 74% | 80% | 78% | 86% | 81% | | |
| | 4-Year Graduation | 40% | 43% | 46% | 54% | 53% | 52% | 59% | | | |
| | 5-Year Graduation | 55% | 66% | 66% | 68% | 70% | 74% | | | | |
| | 6-Year Graduation | 59% | 70% | 70% | 72% | 72% | | | | | |
| Native-American | 1-Year Retention | | | 85% | 100% | 100% | 88% | 91% | 80% | 67% | 100% |
| | 2-Year Retention | | 67% | 77% | 83% | 100% | 63% | 91% | 100% | 50% | |
| | 3-Year Retention | 67% | 50% | 77% | 83% | 100% | 57% | 91% | 100% | | |
| | 4-Year Graduation | 50% | 33% | 46% | 58% | 78% | 63% | 55% | | | |
| | 5-Year Graduation | 83% | 50% | 62% | 67% | 89% | 63% | | | | |
| | 6-Year Graduation | 83% | 50% | 77% | 75% | 89% | | | | | |
| All Minority | 1-Year Retention | | | 89% | 93% | 91% | 91% | 92% | 94% | 92% | 92% |
| | 2-Year Retention | | 78% | 82% | 82% | 85% | 83% | 88% | 88% | 85% | |
| | 3-Year Retention | 76% | 75% | 77% | 77% | 81% | 82% | 86% | 85% | | |
| | 4-Year Graduation | 43% | 42% | 51% | 54% | 55% | 57% | 60% | | | |
| | 5-Year Graduation | 64% | 66% | 68% | 69% | 73% | 75% | | | | |
| | 6-Year Graduation | 68% | 70% | 72% | 72% | 74% | | | | | |
| Non-Resident Alien | 1-Year Retention | | | 85% | 94% | 85% | 91% | 92% | 80% | 93% | 94% |
| | 2-Year Retention | | 80% | 74% | 89% | 85% | 88% | 90% | 70% | 87% | |
| | 3-Year Retention | 67% | 76% | 59% | 78% | 85% | 78% | 86% | 59% | | |
| | 4-Year Graduation | 35% | 56% | 52% | 61% | 50% | 63% | 59% | | | |
| | 5-Year Graduation | 35% | 71% | 59% | 72% | 75% | 75% | | | | |
| | 6-Year Graduation | 60% | 76% | 63% | 72% | 80% | | | | | |
| White | 1-Year Retention | | | 90% | 92% | 93% | 93% | 93% | 92% | 93% | 92% |
| | 2-Year Retention | | 83% | 85% | 86% | 88% | 88% | 88% | 87% | 88% | |
| | 3-Year Retention | 79% | 80% | 81% | 85% | 87% | 86% | 87% | 85% | | |
| | 4-Year Graduation | 56% | 59% | 63% | 68% | 71% | 70% | 70% | | | |
| | 5-Year Graduation | 73% | 76% | 78% | 81% | 83% | 82% | | | | |
| | 6-Year Graduation | 76% | 76% | 79% | 83% | 85% | | | | | |

Data Source: Office of Institutional Research. Note: Beginning in Fall 2010 for Federal Reporting, multiple races (93% 1-Yr Ret Rate) can be reported, Native Hawaiian/Other Pacific Islander (100% 1-Yr Ret Rate) was added, and the definition for reporting race/ethnicity changed.

Retention and Graduation by Gender

Storrs graduation rates for entering classes of Fall 1996 and Fall 2003 show gaps between females and males, especially on 4-year rates, but the gap is declining (see Table below).

| 5. Graduation Rate by Gender for UConn Storrs: Gap Changes | | | | | | | | | | | | | | |
|--|-----|-----------|-----|----------------|------------------------|-----|-----------|-----|----------------|------------------------|-----|-----------|-----|----------------|
| 4-Year Graduation Rate | | | | | 5-Year Graduation Rate | | | | | 6-Year Graduation Rate | | | | |
| Fall 1996 | | Fall 2003 | | Diff in Gap | Fall 1996 | | Fall 2003 | | Diff in Gap | Fall 1996 | | Fall 2003 | | Diff in Gap |
| F/M | Gap | F/M | Gap | | F/M | Gap | F/M | Gap | | F/M | Gap | F/M | Gap | |
| 52/32 | 20 | 67/53 | 14 | (6) | 71/60 | 11 | 80/71 | 9 | (2) | 74/65 | 9 | 81/74 | 7 | (2) |

F= Female, M = Male

Source: Education Trust, College Results Online, collegeresults.org.

Whitmire (2010) explained the gender gap in educational achievement as follows: *some believe that as the world has become more verbal, schools have allowed boys to slip in literacy skills, leading boys to conclude that schooling is more geared, from early education on, toward girls who are more adept at absorbing early literacy demands. Males, subsequently, often seek other outlets for energy and creativity, start to disengage in middle school and begin dropping out at age 16. Those who graduate from high school and continue to college tend to graduate from college at lower rates than girls.*

This achievement gap by gender is important because it impacts the competitive knowledge base of our society and workforce and creates more difficulties and disparities. In light of the projected rapid shift in demographics, in which underrepresented minority males who in particular have tended to struggle, there is a need to invest in this population.

A study by Sax (2008) concluded that women spent more time studying and getting involved in clubs; activities that relate to academic success but which also induced stress. Men, on the other hand, spent more time on sports, exercise, partying, and video games, which relieved stress but had a negative impact on academic success. She recommended encouraging a healthier balance for both genders, suggesting that more men pursue learning communities, first-year seminars, writing courses, student-faculty research, study abroad, and internships/capstone experiences; while women should get more involved in intramural athletics and exercise which would relieve stress.

Fuchs (2010) offered the following suggestions for recruiting, retaining and graduating men more effectively based on males' expressed desire for more hands-on educational experience early on in college: audit own academic offerings to identify programs that interest males; review institution's 10-year trend of programs and where it is losing men; provide earlier hands-on experience and promise that early in recruitment; engage more faculty in these efforts; and, invite successful male alumni to campus.

UConn's Academic Enrichment and Support Programs

UConn academic enrichment and support programs and initiatives contribute to retention and graduation success. A comprehensive, but by no means exhaustive, selection of these is presented below:

Freshman Orientation provides incoming students the opportunity to come to campus in the summer to learn about college life, meet with an academic advisor, tour campus and stay in a dorm overnight. Last year, nearly 97% of Storrs incoming freshmen participated, which was among the highest rates in the nation. Hossler, Ziskin and Gross (2009) noted that campuses with higher orientation participation rates

have higher retention rates. Students tell us they enjoy our program, value the insights provided by the student orientation leaders and like knowing that other new students have the same kinds of questions they do. When students arrive in the fall, they also experience the *Week of Welcome*, a series of events that bridge the gap between orientation and commencing their college career.

First-Year Programs & Learning Communities facilitate student transition by providing guidance, opportunities and resources for student engagement and learning with a purpose. Through an *FYE* course taken by most freshmen and a *Peer Education* program, students discover the value of the intellectual, social and cultural dimensions of the university. The *Academic Support Program* offers coaching in attitudes, skills and strategies that work at UConn to foster academic excellence. At the *Academic Achievement Center*, students speak with trained peer coaches about time management, study skills, motivation, and stress management, which many new students report they did not have to intentionally consider before coming here. *UConn Connects* matches students on academic probation with trained peer facilitators who mentor them throughout the semester to help them improve their grades and overall experience. Our analyses have shown that *UConn Connects* participants benefit from this program as indicated by higher spring semester GPAs than those who decline participation. Cuseo (2010), Chickering (1993), and Upcraft and Gardner (1989) stressed the importance of holistic, student-centered first-year seminars in promoting college success because they help students progress toward fulfilling key educational and personal goals like:

- developing academic and intellectual competence;
- establishing and maintaining interpersonal relationships;
- developing an identity;
- deciding on a career and life-style;
- maintaining personal health and wellness; and,
- developing an integrated philosophy of life.

The *Academic Plan* called for the establishment of living and learning communities at UConn in emerging areas of interdisciplinary excellence to increase opportunities for small-group, experiential, and service learning and to that end set a metric goal of 25% incoming class participation. Well over 200 deans, faculty, staff and student leaders make up *Learning Community Teams* that work closely with the student cohorts. In 2011-12, 2,373 students are participating in one of UConn's *16 Living and Learning Communities* or *10 non-residential Learning Communities* made up of a themed-first year experience course based on a major and shared interest such as sustainability, the arts, or public health. Of these, 1,298 are first-year students. The incoming class of 407 *Honors Program* students are required to live in the *First-Year Honors Learning Community*.

In June 2010, the *Office of First Year Programs and Learning Communities* was awarded a \$203,000 grant from the *Davis Educational Foundation* to integrate freshman English courses into learning communities. Based on the success of a pilot developed with the *Freshman English Program* that offers learning community-themed freshmen writing courses, the *Davis Foundation* provided support to grow the program significantly over a three year period. In Fall 2010, 13 themed sections were offered with a goal of offering 25 sections by Fall 2012.

School of Pharmacy Dean Robert McCarthy and Associate Dean Andrea Hubbard, faculty and the Pharmacy Librarian teach small pharmacy-themed FYE seminars for students living in the *(Pre)-Pharmacy Learning Community*. First-semester students meet other students in their major, and interact with key people from their program who can help jump start their education and address issues critical for successful transition to college.

In 2010-11, students living in *Community Service House, EcoHouse, and Public Health House*, the majority in their first semester, completed over 1,000 hours of service learning work. *WiMSE (Women in Math, Science and Engineering)* students took a lab tour seminar with *Professor Heather Read*, visiting over a dozen labs on campus to learn about research fields while connecting with research opportunities in their first and second year.

The Academic Center for Exploratory Students (ACES) at UConn advises more than one-third of entering freshmen exploring academic choices, planning to apply to specific programs or enrolled in pre-professional majors. Habley & McClanahan (2004) found from results of a national *ACT* survey of public four-year institutions that practices considered most tied to retention were advising centers, advising selected populations, first-year programs and learning communities, summer BRIDGE programs and tutoring. Those considered as having the most impact, were freshman seminar for credit, learning communities and advising selected populations

The Institute for Teaching & Learning provides pedagogical and technology support for faculty, graduates, and undergraduate students and houses the *Q Center* and *W Center* which offer tutoring for students who would like to improve their quantitative and writing skills.

Enrichment Programs: *The Honors Program* enables intellectually gifted and highly motivated students to receive the richest possible education. *The Individualized and Interdisciplinary Studies Program* enhances the academic experience with interdisciplinary and unique learning opportunities. *The Office of National Scholarships* recruits and mentors high-achieving students to compete for prestigious national and international scholarships. *The Office of Undergraduate Research* provides opportunities to students interested in engaging in independent or collaborative research with faculty and research professionals. *Study Abroad* offers over 200 programs in 65 countries. And, the *Pre-Law Program* assists students interested in exploring careers in law and gaining admission to law school.

Experiential Learning includes internships linked to an academic department or done independently. Academic *internships* have specific guidelines and requirements that vary by major; *non-credit, non-academic internships* are usually done independently by students to supplement their formal education and gain practical work experience.

Student Support Services (SSS) facilitates enrollment, retention, and graduation of low income and first generation college students. Selected students are contingently accepted to UConn based on their successful attendance and completion of a 6-week pre-collegiate program for which they can earn up to 7 credits prior to fall matriculation. The program introduces students to rigors of university life, helps them develop the discipline and skills required to succeed academically, and provides orientation to the campus community and facilities. *SSS staff* act as liaisons between faculty, students and campus resources, and each student is assigned an *SSS counselor* who provides support and advocacy for the student throughout their tenure at UConn. The Center also offers academic support services like individual and group tutoring; peer advising; academic, personal and professional developmental workshops; study groups; FYE courses; supplemental instruction; and, academic, cultural and social group activities.

The Counseling Program for Intercollegiate Athletes (CPIA), which reports to the Provost, provides academic counseling, and is a liaison between academics and athletics that promotes retention, progress toward a degree and graduation for student-athletes. CPIA aims to provide students with a successful academic and social transition from high school to college, a positive academic experience, opportunities and strategies to help students reach their educational goals, and information and skills to make a successful transition to graduate studies or professional life.

The Division of Student Affairs (DSA): provides programs, services and co-curricular experiences that enhance student success. *DSA's* efforts support the academic mission of the university and the

development of each student by fostering an awareness of lifelong learning and promoting the development of skills for effective citizenship in a diverse world. *DSA* delivers services to meet students' basic needs of housing, dining, and wellness (physical and mental); enhances students' academic experiences through support of residential learning communities; provides opportunities to be involved in 500+ clubs and organizations; encourages service to the community through a vibrant community outreach operation; offers career coaching job search preparation assistance with interview skills and resume enhancement and access to over 5,000 employers who are registered to list positions exclusively for UConn graduates. Internship placement and career fairs provide additional opportunities for UConn students to be competitive in the job market. National Association of Colleges and Employers (NACES, 2008) benchmarking studies have shown there is a highly positive correlations to student retention and persistence to graduation when there is early and continued career development counseling provided for undergraduates; support for students with disabilities; support for students with respect to administrative and academic processes; counseling for students regarding resources that encourage retention; and guides for students wanting to return to campus on strategies for successful readmission. Staff also work to ensure students' statuses are accurate in order to assure better tracking and retention statistics. *The Division of Student Affairs* plays a vital role in the retention of students by providing students with referrals to the appropriate academic support offices, high quality services, programs and activities that compel students to stay involved, engaged and successful as they progress towards graduation. *Residential Life* sponsors the *First Five Weeks*, a combination of programs and outreach to help students adjust early in the fall semester. Student peer leader Resident Assistants (RAs) sponsor *academic success programs* in the residence halls and professional Hall Directors participate in the university's mid-semester warning program by assessing students' needs and assisting students in finding the appropriate university academic resources. UConn's *Senior Transition and Engagement Programs (STEP)* offer a *Senior Year Experience* one credit, 10 week course that enrolls about 180 students in a combined lecture and discussion format. Students attend lectures delivered by content experts on a number of topics and participate in small 15 person discussion sections. Typically, lecture speakers address such topics as résumé writing, job searching, interviewing, job offers, personal financial management, car buying, retirement investing, and transitional issues. This program, balanced with academic and programmatic initiatives, provides an opportunity for reflection to determine the meaning and value of the undergraduate experience and the student's growing role as a productive and valued citizen and university alumnus.

The Department of Recreational Services recognizes many freshmen were on teams in high school and encourages continued involvement through intramural athletics and exercise. Research by the National Intramural-Recreational Sports Association (2002) showed involvement in recreational sports is a determinant of student satisfaction and success. Huesman, et.al. (2007) examined the relationship of student use of campus recreation facilities on GPA, persistence and graduation at a large public university and found recreational facility use, controlling for other important academic, financial and social fit factors, was positively associated with academic success.

Regional Campuses

Between Fall 2001 and Fall 2011, incoming freshman enrollment at our regional campuses grew by 66%, average SAT scores were up by 6 points, and the portion of incoming freshmen minority students increased by 12 %-points (see Table below).

| 6. Regional Campus Incoming Freshman Profile (2001-2011 Entering Cohorts) | | | | | | | | | | | |
|---|------|------|------|-------|------|-------|-------|-------|-------|-------|-------|
| Fall Entering Cohort | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
| # Incoming Freshmen | 764 | 849 | 909 | 1,028 | 986 | 1,140 | 1,147 | 1,254 | 1,141 | 1,241 | 1,295 |
| Average SAT | 1009 | 1018 | 1018 | 1035 | 1033 | 1011 | 1019 | 1012 | 1038 | 1025 | 1022 |
| % Minority Freshmen | 27% | 26% | 27% | 27% | 34% | 30% | 28% | 31% | 33% | 37% | 38% |

Sources: UConn OIR and Admissions Office

Table 7 shows that between Fall 2001 and Fall 2010, regional campus freshman retention was up by 4 %- points, two-year and three-year rates were up by 9 %-points, and the six-year graduation was up by 5-% points.

| 7. Regional Campus Retention & Graduation Rates (2001-2010 Entering Cohorts) | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|
| Fall Entering Cohort | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| 1-Year Retention | 77% | 76% | 79% | 79% | 79% | 79% | 78% | 80% | 82% | 81% |
| 2-Year Retention | 60% | 61% | 66% | 65% | 62% | 65% | 66% | 64% | 69% | |
| 3-Year Retention | 53% | 56% | 59% | 59% | 58% | 58% | 61% | 62% | | |
| 6-Year Graduation | 46% | 48% | 52% | 50% | 51% | | | | | |

Source: UConn OIR

Minority retention and graduation rates (Table 8) compare quite favorably to overall rates of regional campus students. Between Fall 2001 and Fall 2010, our regional campus freshman retention rate was stable, the 2-year rate went up by 5 %-points, the 3-year rate by 6 %-points, and the six-year graduation rate was up by 2 %-points.

| 8. Regional Campus Minority Retention & Graduation Rates (2001-2010 Entering Cohorts) | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|
| Fall Entering Cohort | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| 1-Year Retention | 80% | 81% | 81% | 78% | 83% | 80% | 79% | 81% | 86% | 80% |
| 2-Year Retention | 68% | 65% | 74% | 64% | 64% | 69% | 67% | 66% | 73% | |
| 3-Year Retention | 57% | 61% | 63% | 60% | 58% | 61% | 61% | 63% | | |
| 6-Year Graduation | 47% | 53% | 56% | 45% | 49% | | | | | |

Source: UConn OIR

The regional campuses offer an array of services and support facilities, including high technology classrooms, computer labs, a University library, a student learning commons, a bookstore, community space, student organizations, and tutoring. Each campus has a writing coordinator to assist students. Avery Point's Learning Center offers academic support and access to technology with faculty or staff providing academic and career advice. Stamford has an advising center, and program advisors at the tri-campus (Hartford, Torrington and Waterbury) deal directly with the advising office liaison to the regional campuses. Regional campuses offer student activities that include health and wellness and substance abuse prevention programs, diversity initiatives, special interest clubs and student government. The particular activities vary from campus to campus. Avery Point has athletic facilities, and the athletic program includes intercollegiate competition in men's baseball, men's basketball and women's basketball. Athletic opportunities at other regional campuses are limited.

Each regional campus, in addition to offering a variety of courses to meet academic program requirements and enable timely graduation, also has a special focus that to some extent reflects their location and the communities they are in or around them. At Avery Point, located on Long Island Sound, the emphasis is Marine Sciences and Maritime Studies. The Greater Hartford Campus in West Hartford, next to the state's capital city has a focus on Metropolitan Issues, Public Policy, and Urban & Community Studies. The International and Business emphasis at the Stamford Campus is enhanced by its Fairfield County location and proximity to New York City. At the Waterbury Campus, located downtown, Civic and Community Engagement is a symbol of the city's economic and urban development. At the Torrington Campus, Arts and Humanities Studies is identified as an area of emphasis.

Campus-transfer sessions are available for students moving from a regional campus to the Storrs campus. An analysis of these students' performance in their first semester at Storrs versus their last semester at a

regional campus shows that on average, their GPA drops, regardless of when they make the switch to Storrs. However, their performance at Storrs in subsequent semesters improves as they progress.

Conclusion

The Retention and Graduation Task Force will continue to discuss and research initiatives to enhance degree completion for all students, particularly males and underrepresented minority students. In closing, we want to reiterate that retention and graduation rates are important outcomes associated with higher education, but only with the assurance that a diploma from the University of Connecticut reflects the highest standards of academic quality. This principle guides our University's efforts in recruiting, retaining and graduating students.

Retention & Graduation Task Force Members

| | |
|-------------------------|--|
| Wayne Locust | Vice President, Enrollment Planning & Management, Task Force Chair |
| Jeff von Munkwitz-Smith | University Registrar |
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Attachment A

| Table A1. University of Connecticut vs. Other Public Research Peer Universities: Four-Year Graduation Rate | | |
|---|---------------------------------------|-------------|
| Rank | Institution | Rate |
| 1 | U. of Virginia | 85% |
| 2 | U. of North Carolina at Chapel Hill | 75% |
| 3 | U. of Michigan-Ann Arbor | 72% |
| 4 | U. of California-Berkeley | 69% |
| 5 | U. of California-Los Angeles | 68% |
| 6 | U. of Illinois at Urbana-Champaign | 67% |
| 7 | U. of Connecticut | 66% |
| 8 | U. of California-Santa Barbara | 64% |
| 9 | University of Maryland-College Park | 62% |
| 10 | Pennsylvania State University | 62% |
| 11 | U. of Pittsburgh | 61% |
| 12 | U. of California-Irvine | 60% |
| 13 | U. of Florida | 59% |
| 14 | U. of California-San Diego | 57% |
| 15 | U. of Washington | 54% |
| 16 | Virginia Polytechnic Institute | 53% |
| 17 | Rutgers State U. of New Brunswick, NJ | 53% |
| 18 | U. of Texas at Austin | 53% |
| 19 | U. of Massachusetts at Amherst | 52% |
| 20 | U. of Georgia | 52% |
| 21 | U. of California-Davis | 51% |
| 22 | Florida State University | 50% |
| 23 | U. of Wisconsin at Madison | 50% |
| 24 | Indiana U. at Bloomington | 50% |
| 25 | Ohio State University | 49% |
| 26 | Michigan State University | 48% |
| 27 | Texas A&M University-College Station | 46% |
| 28 | U. of Minnesota-Twin Cities | 46% |
| 29 | U. of Iowa | 44% |
| 30 | University at Buffalo | 43% |
| 31 | Stony Brook University | 43% |
| 32 | University of Missouri-Columbia | 43% |
| 33 | North Carolina State University | 41% |
| 34 | University of Colorado at Boulder | 41% |
| 35 | Purdue University-West Lafayette | 38% |
| 36 | Iowa State University | 37% |
| 37 | Colorado State University | 37% |
| 38 | Temple University | 36% |
| 39 | U. of Arizona at Tucson | 34% |
| 40 | West Virginia University | 33% |
| 41 | U. of Kentucky | 33% |
| 42 | Georgia Institute of Technology | 33% |
| 43 | Arizona State University at Tempe | 32% |
| 44 | University of Kansas | 32% |
| 45 | Oregon State University | 31% |
| 46 | U. of Tennessee | 31% |
| 47 | U. of Nebraska at Lincoln | 29% |
| 48 | Utah State University | 27% |
| 49 | Louisiana State U. A & M-Baton Rouge | 26% |
| 50 | U. of Illinois at Chicago | 25% |
| 51 | Virginia Commonwealth University | 23% |
| 52 | U. of Utah | 23% |
| 53 | U. of Cincinnati | 21% |
| 54 | U. of Alabama at Birmingham | 19% |
| 55 | U. of Hawaii at Manoa | 17% |
| 56 | New Mexico State University | 13% |
| 57 | U. of New Mexico | 12% |
| 58 | Wayne State University | 10% |

Source: IPEDS Peer Analysis System, 2010 Graduation Rate Survey for 2004 entering freshman cohort. OIR/2011

| Table A2. University of Connecticut vs. Other Public Research Peer Universities: Average Time to Graduate | | |
|--|---|---------------------------------|
| Among Students Earning Baccalaureate Degrees Within Six Years | | |
| Rank | Institution | Average Time to Graduate |
| 1 | University of Virginia | 4.1 |
| 2 | University of North Carolina at Chapel Hill | 4.2 |
| 3 | University of Connecticut | 4.2 |
| 4 | University of California-Santa Barbara | 4.2 |
| 5 | University of Michigan-Ann Arbor | 4.2 |
| 6 | University of Illinois at Urbana-Champaign | 4.2 |
| 7 | University of Pittsburgh | 4.3 |
| 8 | University of Maryland at College Park | 4.3 |
| 9 | University of California-Los Angeles | 4.3 |
| 10 | University of California-Berkeley | 4.3 |
| 11 | University of Massachusetts-Amherst | 4.3 |
| 12 | Pennsylvania State University | 4.3 |
| 13 | University of California-Irvine | 4.3 |
| 14 | U. of Florida | 4.3 |
| 15 | Florida State University | 4.4 |
| 16 | Indiana U. at Bloomington | 4.4 |
| 17 | Virginia Polytechnic Institute State | 4.4 |
| 18 | U. of Washington-Seattle Campus | 4.4 |
| 19 | Stony Brook University | 4.4 |
| 20 | University of California-San Diego | 4.4 |
| 21 | U. of Georgia | 4.4 |
| 22 | Rutgers State U. of New Brunswick, NJ | 4.4 |
| 23 | U. of Texas at Austin | 4.4 |
| 24 | U. of Minnesota-Twin Cities | 4.4 |
| 25 | U. Iowa | 4.4 |
| 26 | University of Missouri-Columbia | 4.4 |
| 27 | Michigan State University | 4.4 |
| 28 | University of California-Davis | 4.4 |
| 29 | University at Buffalo | 4.4 |
| 30 | Ohio State University | 4.4 |
| 31 | U. of Wisconsin at Madison | 4.4 |
| 32 | University of Colorado at Boulder | 4.5 |
| 33 | Texas A&M University-College Station | 4.5 |
| 34 | Colorado State University | 4.5 |
| 35 | North Carolina State University | 4.5 |
| 36 | University of Kentucky | 4.5 |
| 37 | U. of Arizona at Tucson | 4.5 |
| 38 | West Virginia University | 4.5 |
| 39 | Temple University | 4.5 |
| 40 | Purdue University-West Lafayette | 4.5 |
| 41 | Iowa State University | 4.5 |
| 42 | U. of Kansas | 4.6 |
| 43 | Arizona State University-Tempe | 4.6 |
| 44 | U. of Tennessee at Knoxville | 4.6 |
| 45 | Oregon State University | 4.6 |
| 46 | University of Illinois at Chicago | 4.6 |
| 47 | University of Nebraska at Lincoln | 4.6 |
| 48 | Louisiana State U. A & M-Baton Rouge | 4.7 |
| 49 | Georgia Institute of Technology-Main Campus | 4.7 |
| 50 | University of Alabama at Birmingham | 4.7 |
| 51 | Virginia Commonwealth University | 4.7 |
| 52 | Utah State University | 4.7 |
| 53 | University of Cincinnati | 4.7 |
| 54 | U. of Utah | 4.8 |
| 55 | U. of Hawaii at Manoa | 4.8 |
| 56 | New Mexico State University | 4.9 |
| 57 | Wayne State University | 4.9 |
| 58 | U. of New Mexico | 4.9 |

Source: IPEDS Peer Analysis System: 2010 Graduation Rate Survey, 2004 entering freshman cohort.
Average time to graduate derived from 2010 Graduation Rate data for 2004 cohort.

OIR/2011

| Table A3. Storrs Campus vs. Other Public Research Peer Universities | | |
|--|--|-----------|
| Average Freshman to Sophomore Retention Rate (%), Fall 2010 | | |
| 1 | U. of California at Los Angeles | 97 |
| 1 | U. of California at Berkeley | 97 |
| 1 | U. of Virginia | 97 |
| 1 | U. of North Carolina-Chapel Hill | 97 |
| 5 | U. of Michigan | 96 |
| 5 | U. of Florida | 96 |
| 7 | U. of California at San Diego | 95 |
| 8 | U. of California at Irvine | 94 |
| 8 | U. of Georgia | 94 |
| 8 | U. of Wisconsin at Madison | 94 |
| 8 | U. Maryland at College Park | 94 |
| 8 | U. of Illinois at Urbana-Champaign | 94 |
| 13 | U. of Washington | 93 |
| 13 | Georgia Institute of Technology | 93 |
| 13 | U. of Connecticut | 93 |
| 13 | Ohio State University | 93 |
| 13 | Pennsylvania State University | 93 |
| 18 | U. of Texas at Austin | 92 |
| 18 | Texas A & M University-College Station | 92 |
| 18 | U. of Pittsburgh | 92 |
| 18 | Virginia Polytechnic Institute | 92 |
| 22 | U. of California at Davis | 91 |
| 22 | Rutgers University - New Brunswick, NJ | 91 |
| 22 | U. of California at Santa Barbara | 91 |
| 22 | Michigan State University | 91 |
| 26 | North Carolina State University | 90 |
| 26 | Florida State University | 90 |
| 26 | Indiana U. at Bloomington | 90 |
| 29 | Stony Brook University | 89 |
| 29 | U. of Minnesota - Twin Cities | 89 |
| 31 | State U. of New York at Buffalo | 88 |
| 32 | Temple University | 87 |
| 32 | Purdue University-West Lafayette State | 87 |
| 32 | U. of Massachusetts - Amherst | 87 |
| 35 | U. of Missouri at Columbia | 85 |
| 35 | Louisiana State U. A & M-Baton Rouge | 85 |
| 35 | U. of Tennessee at Knoxville | 85 |
| 35 | Iowa State University | 85 |
| 39 | U. of Colorado at Boulder | 84 |
| 39 | U. of Nebraska at Lincoln | 84 |
| 39 | Virginia Commonwealth U. | 84 |
| 39 | U. of Cincinnati | 84 |
| 39 | U. of Iowa | 84 |
| 44 | Colorado State University | 83 |
| 44 | U. of Utah | 83 |
| 46 | Oregon State University | 82 |
| 47 | Arizona State University at Tempe | 81 |
| 48 | West Virginia University | 80 |
| 48 | U. of Illinois at Chicago | 80 |
| 48 | U. of Kentucky | 80 |
| 51 | U. of Kansas | 79 |
| 51 | U. of Arizona at Tucson | 79 |
| 51 | U. of Alabama at Birmingham | 79 |
| 54 | U. of Hawaii at Manoa | 78 |
| 54 | U. of New Mexico | 78 |
| 56 | New Mexico State University | 76 |
| 57 | Utah State University | 74 |
| 58 | Wayne State University | 73 |

Retention rate: Average percent of 2006-2009 freshmen returning the following fall.

Source: *U.S. News and World Report: 2012 Edition America's Best Colleges*. Fall 2010 data was requested.

OIR: September 2011

| Table A4. Storrs Campus vs. Other Public Research Peer Universities | | | | | |
|---|--|--|-----------|--|-----------|
| Six-Year All Freshman Graduation Rate | | Six-Year Minority Freshman Graduation Rate | | | |
| 1 | U. of Virginia | 93 | 1 | U. of California at Berkeley | 92 |
| 2 | U. of California at Berkeley | 91 | 2 | U. of Virginia | 90 |
| 3 | U. of California at Los Angeles | 90 | 2 | U. of California at Los Angeles | 90 |
| 3 | U. of Michigan at Ann Arbor | 90 | 4 | U. of Michigan at Ann Arbor | 87 |
| 3 | U. of North Carolina-Chapel Hill | 90 | 5 | U. of California at San Diego | 86 |
| 6 | U. of California at San Diego | 86 | 6 | U. of California at Irvine | 84 |
| 7 | U. of California at Santa Barbara | 85 | 7 | U. of North Carolina-Chapel Hill | 83 |
| 7 | Pennsylvania State University | 85 | 8 | U. of California at Davis | 81 |
| 9 | U. of Illinois at Urbana-Champaign | 84 | 8 | U. of Illinois at Urbana-Champaign | 81 |
| 9 | U. of Florida | 84 | 10 | U. of Florida | 80 |
| 9 | U. of Wisconsin at Madison | 84 | 10 | Georgia Institute of Technology | 80 |
| 9 | U. of California at Davis | 84 | 12 | U. of Washington | 79 |
| 13 | U. of California at Irvine | 83 | 12 | U. of Georgia | 79 |
| 14 | U. of Georgia | 82 | 14 | Pennsylvania State University | 78 |
| 15 | U. of Maryland at College Park | 81 | 14 | U. of Maryland at College Park | 78 |
| 15 | U. of Texas at Austin | 81 | 16 | U. of Texas at Austin | 77 |
| 15 | U. of Connecticut | 81 | 16 | Rutgers State U. of New Brunswick,NJ | 77 |
| 18 | U. of Washington | 80 | 18 | U. of California at Santa Barbara | 75 |
| 18 | Virginia Polytechnic Institute | 80 | 18 | Virginia Polytechnic Institute | 75 |
| 18 | Georgia Institute of Technology | 80 | 20 | Ohio State University State | 74 |
| 21 | Texas A & M University-College Station | 79 | 21 | Texas A & M University-College Station | 73 |
| 22 | U. of Pittsburgh | 78 | 22 | U. of Connecticut | 72 |
| 22 | Ohio State University | 78 | 22 | Florida State University | 72 |
| 24 | Rutgers State U. of New Brunswick,NJ | 77 | 24 | U. of Wisconsin at Madison | 71 |
| 24 | Michigan State University | 77 | 25 | U. of New York at Stony Brook | 69 |
| 26 | Florida State University | 74 | 26 | North Carolina State University | 67 |
| 27 | Indiana U. at Bloomington | 71 | 27 | U. of Pittsburgh | 66 |
| 27 | North Carolina State University | 71 | 27 | Michigan State University | 66 |
| 29 | U. of Iowa | 70 | 29 | Purdue University-West Lafayette | 64 |
| 29 | Iowa State University | 70 | 29 | U. of Colorado at Boulder | 64 |
| 29 | U. of Minnesota - Twin Cities | 70 | 31 | Temple University | 63 |
| 32 | Purdue University-West Lafayette | 69 | 31 | U. of Missouri at Columbia | 63 |
| 32 | U. of Missouri at Columbia | 69 | 31 | State U. of New York at Buffalo | 63 |
| 32 | U. of Massachusetts at Amherst | 69 | 34 | U. of Iowa | 62 |
| 35 | U. of Colorado at Boulder | 68 | 35 | Indiana U. at Bloomington | 60 |
| 36 | State U. of New York at Buffalo | 67 | 35 | Iowa State University | 60 |
| 37 | Temple University | 65 | 35 | U. of Massachusetts at Amherst | 60 |
| 37 | State U. of New York at Stony Brook | 65 | 38 | Colorado State University | 59 |
| 39 | Colorado State University | 64 | 38 | U. of Utah | 59 |
| 39 | U. of Nebraska at Lincoln | 64 | 40 | U. of Hawaii at Manoa | 57 |
| 41 | Louisiana State U. A & M-Baton Rouge | 61 | 41 | Oregon State University | 56 |
| 41 | U. of Kansas | 61 | 42 | U. of Minnesota - Twin Cities | 55 |
| 43 | U. of Tennessee at Knoxville | 60 | 42 | U. of Tennessee at Knoxville | 55 |
| 43 | Oregon State University | 60 | 42 | U. of Kansas | 55 |
| 43 | U. of Arizona at Tucson | 60 | 45 | Virginia Commonwealth | 54 |
| 46 | West Virginia University | 59 | 45 | U Louisiana State U. A & M-Baton Rouge | 54 |
| 46 | Arizona State University at Tempe | 59 | 47 | U. of Nebraska at Lincoln | 53 |
| 48 | U. of Kentucky | 58 | 48 | West Virginia University | 52 |
| 49 | U. of Utah | 57 | 48 | Arizona State University at Tempe | 52 |
| 50 | Utah State University | 56 | 50 | U. of Arizona at Tucson | 51 |
| 50 | U. of Cincinnati | 56 | 51 | U. of Illinois at Chicago | 49 |
| 52 | U. of Illinois at Chicago | 53 | 52 | Utah State University | 46 |
| 53 | Virginia Commonwealth U. | 51 | 53 | U. of Kentucky | 41 |
| 54 | U. of Hawaii at Manoa | 50 | 54 | U. of Cincinnati | 40 |
| 55 | New Mexico State University | 45 | 54 | New Mexico State University | 40 |
| 56 | U. of New Mexico | 44 | 56 | U. of New Mexico | 38 |
| 57 | U. of Alabama at Birmingham | 41 | 57 | U. of Alabama at Birmingham | 37 |
| 58 | Wayne State University | 31 | 58 | Wayne State University | 17 |

Source: U.S. News and World Report: 2012 Edition America's Best Colleges. Fall 2010 data was requested.

Source: IPEDS Peer Analysis System, 2010 Graduation Rate Survey, 2004 entering freshmen cohort. OIR/September 2011

| Table A5. Storrs Campus vs. Other Public Research Peer Universities, Fall 2009 Entering Freshmen | | | | | |
|--|---|-------------|------------------------------|--|-----------|
| SAT 75th Percentile | | | Top 10% of High School Class | | |
| 1 | U. of California at Berkeley | 1490 | 1 | U. of California at Davis | 100 |
| 2 | U. of Virginia | 1450 | 1 | U. of California at San Diego | 100 |
| 3 | U. of California at Los Angeles | 1440 | 3 | U. of California at Berkeley | 98 |
| 4 | Georgia Institute of Technology | 1430 | 4 | U. of California at Los Angeles | 97 |
| 5 | U. of North Carolina-Chapel Hill | 1410 | 5 | U. of California at Irvine | 96 |
| 6 | U. of California at San Diego | 1390 | 5 | U. of California at Santa Barbara | 96 |
| 6 | U. of Maryland at College Park | 1390 | 7 | U. of Michigan at Ann Arbor | 92 |
| 8 | U. of Texas at Austin | 1370 | 8 | U. of Virginia | 90 |
| 8 | U. of Pittsburgh | 1370 | 9 | Georgia Institute of Technology | 89 |
| 10 | U. of Florida | 1360 | 10 | U. of Washington | 85 |
| 11 | U. of California at Davis | 1340 | 11 | U. of North Carolina-Chapel Hill | 78 |
| 11 | U. of California at Santa Barbara | 1340 | 12 | U. of Texas at Austin | 76 |
| 11 | U. of Washington | 1340 | 13 | U. of Florida | 74 |
| 14 | Texas A & M University-College Station | 1330 | 14 | U. of Maryland at College Park | 71 |
| 14 | U. of Georgia | 1330 | 15 | U. of Illinois at Urbana-Champaign | 56 |
| 16 | U. of California at Irvine | 1320 | 15 | U. of Wisconsin at Madison | 56 |
| 16 | Virginia Polytechnic Institute | 1320 | 17 | Ohio State University | 54 |
| 18 | Rutgers State U. of New Brunswick,NJ | 1310 | 18 | U. of Georgia | 53 |
| 18 | U. of Connecticut | 1310 | 19 | U. of Pittsburgh | 51 |
| 18 | State U. of New York at Stony Brook | 1310 | 20 | Texas A & M University-College Station | 50 |
| 21 | Pennsylvania State University | 1300 | 21 | Pennsylvania State University | 46 |
| 22 | Purdue University-West | 1290 | 22 | Virginia Polytechnic Institute | 45 |
| 23 | North Carolina State University | 1280 | 23 | U. of Connecticut | 44 |
| 23 | Indiana U. at Bloomington | 1280 | 24 | Rutgers State U. of New Brunswick,NJ | 43 |
| 25 | State U. of New York at Buffalo | 1260 | 24 | U. of Minnesota - Twin Cities | 43 |
| 25 | U. of Massachusetts at Amherst | 1260 | 26 | North Carolina State University | 42 |
| 27 | Oregon State University | 1250 | 27 | Florida State University | 39 |
| 28 | U. of Arizona at Tucson | 1230 | 28 | Indiana U. at Bloomington | 38 |
| 29 | Arizona State University at Tempe | 1220 | 28 | State U. of New York at Stony Brook | 38 |
| 30 | Temple University | 1210 | 30 | Purdue University-West Lafayette | 37 |
| 30 | Virginia Commonwealth U | 1210 | 31 | U. of Tennessee at Knoxville | 34 |
| 32 | U. of Hawaii at Manoa | 1190 | 32 | U. of Kentucky | 32 |
| | <u>ACT Scores (ranked individually)</u> | | 33 | U. of Arizona at Tucson | 31 |
| 1 | U. of Illinois at Urbana-Champaign | 31 | 34 | Michigan State University | 29 |
| 1 | U. of Michigan at Ann Arbor | 31 | 34 | Iowa State University | 29 |
| 3 | U. of Minnesota - Twin Cities | 30 | 36 | State U. of New York at Buffalo | 28 |
| 3 | Ohio State University | 30 | 36 | Arizona State University at Tempe | 28 |
| 3 | U. of Wisconsin at Madison | 30 | 38 | U. of Alabama at Birmingham | 27 |
| 6 | U. of Tennessee at Knoxville | 29 | 38 | U. of Kansas | 27 |
| 7 | Florida State University | 28 | 40 | U. of Hawaii at Manoa | 26 |
| 7 | Michigan State University | 28 | 40 | U. of Illinois at Chicago | 26 |
| 7 | Louisiana State U. A & M-Baton Rouge | 28 | 40 | U. of Colorado at Boulder | 26 |
| 7 | U. of Colorado at Boulder | 28 | 40 | U. of Utah | 26 |
| 7 | U. of Kansas | 28 | 44 | U. of Massachusetts at Amherst | 25 |
| 7 | U. of Kentucky | 28 | 44 | U. of Missouri at Columbia | 25 |
| 7 | U. of Missouri at Columbia | 28 | 44 | U. of Nebraska at Lincoln | 25 |
| 7 | U. of Iowa | 28 | 47 | Louisiana State U. A & M-Baton Rouge | 24 |
| 7 | Iowa State University | 28 | 47 | U. of Iowa | 24 |
| 7 | U. of Nebraska at Lincoln | 28 | 47 | Utah State University | 24 |
| 17 | U. of Alabama at Birmingham | 27 | 50 | Colorado State University | 23 |
| 17 | U. of Cincinnati | 27 | 51 | U. of Cincinnati | 22 |
| 17 | Colorado State University | 27 | 51 | Oregon State University | 22 |
| 17 | U. of Utah | 27 | 53 | University of New Mexico | 20 |
| 17 | Utah State University | 27 | 54 | West Virginia U. | 19 |
| 22 | U. of Illinois at Chicago | 26 | 55 | Temple University | 18 |
| 22 | West Virginia U. | 26 | 55 | Virginia Commonwealth U. | 18 |
| 24 | University of New Mexico | 25 | 57 | New Mexico State University | 16 |
| 25 | Wayne State University | 24 | | Wayne State University | NA |
| 26 | New Mexico State University | 23 | | | |

Source: U.S. News and World Report: 2012 Edition America's Best Colleges. Fall 2010 data was requested.
OIR/December 2011

| Table A6. Storrs Campus vs. Other Public Research Peer Universities, Fall 2009 Entering Freshmen | | | | | |
|--|---|-------------|----------------------------------|--|-----------|
| SAT 25th Percentile | | | Top Quarter of High School Class | | |
| 1 | Georgia Institute of Technology | 1240 | 1 | U. of California at Irvine | 100 |
| 2 | U. of California at Berkeley | 1230 | 1 | U. of California at Los Angeles | 100 |
| 3 | U. of Virginia | 1220 | 1 | U. of California at Berkeley | 100 |
| 4 | U. of North Carolina-Chapel Hill | 1200 | 1 | U. of California at Davis | 100 |
| 5 | U. of Maryland at College Park. | 1190 | 1 | U. of California at San Diego | 100 |
| 6 | U of California at Los Angeles | 1180 | 6 | U. of Michigan at Ann Arbor | 99 |
| 7 | U. of Florida | 1170 | 7 | U. of California at Santa Barbara | 98 |
| 7 | U. of Pittsburgh | 1170 | 7 | Georgia Institute of Technology | 98 |
| 9 | U. of California at San Diego | 1150 | 9 | U. of Virginia | 97 |
| 10 | U. of Connecticut | 1130 | 9 | U. of North Carolina-Chapel Hill | 97 |
| 10 | Texas A & M University-College Station | 1130 | 11 | U. of Washington | 95 |
| 12 | Virginia Polytechnic Institute | 1120 | 12 | U. of Texas at Austin | 94 |
| 12 | U. of Georgia | 1120 | 13 | U. of Illinois at Urbana-Champaign | 93 |
| 14 | U. of California at Santa Barbara | 1110 | 13 | U. of Florida | 93 |
| 14 | U. of Texas at Austin | 1110 | 13 | U. of Wisconsin at Madison | 93 |
| 14 | State U. of New York at Stony Brook | 1110 | 16 | U. of Maryland at College Park | 91 |
| 17 | U. of California at Davis | 1100 | 17 | U. of Georgia | 90 |
| 18 | U. of California at Irvine | 1090 | 18 | Ohio State University | 89 |
| 18 | U. of Washington | 1090 | 19 | Texas A & M University-College Station | 87 |
| 18 | North Carolina State University | 1090 | 20 | U. of Pittsburgh | 85 |
| 18 | Pennsylvania State University | 1090 | 20 | Virginia Polytechnic Institute | 85 |
| 22 | Rutgers State U. of New Brunswick | 1080 | 22 | Pennsylvania State University | 84 |
| 23 | U. of Massachusetts at Amherst | 1060 | 23 | U. of Minnesota - Twin Cities | 83 |
| 23 | Indiana U. at Bloomington | 1060 | 24 | North Carolina State University | 81 |
| 25 | State U. of New York at Buffalo | 1050 | 24 | Rutgers State U. of New Brunswick | 81 |
| 26 | Purdue University-West Lafayette | 1040 | 26 | U. of Connecticut | 79 |
| 27 | Temple University | 1010 | 27 | Florida State University | 76 |
| 27 | Oregon State University | 1010 | 28 | Indiana U. at Bloomington U. | 74 |
| 29 | U. of Hawaii at Manoa | 990 | 29 | State U. of New York at Stony Brook | 72 |
| 30 | Virginia Commonwealth U. | 980 | 30 | Purdue University-West Lafayette | 71 |
| 31 | U. of Arizona at Tucson | 970 | 31 | Michigan State University | 69 |
| 31 | Arizona State University at Tempe | 970 | 32 | State U. of New York at Buffalo | 65 |
| | <u>ACT Scores (ranked individually)</u> | | 32 | U. of Massachusetts at Amherst | 65 |
| 1 | U. of Michigan at Ann Arbor | 27 | 34 | U. of Tennessee at Knoxville | 63 |
| 2 | U. of Illinois at Urbana-Champaign | 26 | 35 | Iowa State University | 61 |
| 2 | Ohio State University | 26 | 36 | U. of Arizona at Tucson | 60 |
| 2 | U. of Wisconsin at Madison | 26 | 36 | U. of Kentucky | 60 |
| 5 | U. of Minnesota - Twin Cities | 25 | 38 | U. of Hawaii at Manoa | 59 |
| 6 | Florida State University | 24 | 38 | U. of Illinois at Chicago | 59 |
| 6 | U. of Tennessee at Knoxville | 24 | 38 | U. of Colorado at Boulder | 59 |
| 8 | Michigan State University | 23 | 41 | U. of Kansas | 57 |
| 8 | Louisiana State U. A & M-Baton Rouge | 23 | 42 | Arizona State University at Tempe | 56 |
| 8 | U. of Colorado at Boulder | 23 | 42 | U. of Iowa | 56 |
| 8 | U. of Missouri at Columbia | 23 | 44 | U. of Missouri at Columbia | 55 |
| 8 | U. of Iowa | 23 | 45 | U. of Nebraska at Lincoln | 54 |
| 13 | U. of Cincinnati | 22 | 46 | Temple University | 53 |
| 13 | Colorado State University | 22 | 46 | Oregon State University | 53 |
| 13 | U. of Kansas | 22 | 46 | Colorado State University | 53 |
| 13 | U. of Kentucky | 22 | 49 | U. of Alabama at Birmingham | 52 |
| 13 | Iowa State University | 22 | 50 | U. of Cincinnati | 51 |
| 13 | U. of Nebraska at Lincoln | 22 | 50 | Louisiana State U. A & M-Baton Rouge | 51 |
| 19 | U. of Illinois at Chicago | 21 | 52 | U. of Utah | 50 |
| 19 | U. of Alabama at Birmingham | 21 | 52 | Utah State University | 50 |
| 19 | U. of Utah | 21 | 54 | Virginia Commonwealth U. | 48 |
| 19 | West Virginia U. | 21 | 55 | West Virginia U. | 45 |
| 19 | Utah State University | 21 | 56 | U. New Mexico | 44 |
| 24 | U. New Mexico | 19 | 57 | New Mexico State University | 42 |
| 25 | New Mexico State University | 17 | | Wayne State University | NA |
| 25 | Wayne State University | 17 | | | |

Source: U.S. News and World Report: 2012 Edition America's Best Colleges. Fall 2010 data was requested. OIR/December 2011

**Table A7. University of Connecticut
Most Recent Retention and Graduation Rates
for Entering Freshman Classes by Campus as of Fall 2011**

| Storrs | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. |
|---------------|------------------------------|-------------------------|-------------------------|----------------------------|
| Fall 2010 | 92 | | | |
| Fall 2009 | 93 | 88 | | |
| Fall 2008 | 92 | 87 | 85 | |
| Fall 2007 | 93 | 88 | 86 | |
| Fall 2006 | 93 | 87 | 85 | |
| Fall 2005 | 93 | 88 | 86 | 83 |
| Fall 2004 | 92 | 85 | 83 | 81 |
| Fall 2003 | 90 | 84 | 80 | 78 |
| Fall 2002 | 88 | 82 | 79 | 76 |
| Fall 2001 | 88 | 81 | 78 | 75 |
| Fall 2000 | 89 | 80 | 78 | 74 |

Please Note: Retention percentages include early graduates. Graduation rates are calculated according to Federal Student Right to Know legislation and the NCAA Graduation Rates Policy. Graduation rates include students graduating in the summer session of the sixth year of study. Beginning Fall 2005, retention rates are calculated based on full-time, baccalaureate entering classes.

| Total Regionals | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. | Stamford | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. |
|------------------------|------------------------------|-------------------------|-------------------------|----------------------------|-----------------|------------------------------|-------------------------|-------------------------|----------------------------|
| Fall 2010 | 81 | | | | Fall 2010 | 78 | | | |
| Fall 2009 | 82 | 69 | | | Fall 2009 | 81 | 67 | | |
| Fall 2008 | 80 | 64 | 62 | | Fall 2008 | 81 | 60 | 57 | |
| Fall 2007 | 78 | 66 | 61 | | Fall 2007 | 83 | 75 | 69 | |
| Fall 2006 | 79 | 65 | 58 | | Fall 2006 | 79 | 74 | 67 | |
| Fall 2005 | 79 | 62 | 58 | 51 | Fall 2005 | 80 | 67 | 66 | 57 |
| Fall 2004 | 79 | 65 | 59 | 50 | Fall 2004 | 82 | 70 | 64 | 55 |
| Fall 2003 | 79 | 66 | 59 | 52 | Fall 2003 | 81 | 72 | 60 | 55 |
| Fall 2002 | 76 | 61 | 56 | 48 | Fall 2002 | 71 | 61 | 59 | 49 |
| Fall 2001 | 77 | 60 | 53 | 46 | Fall 2001 | 78 | 67 | 62 | 55 |
| Fall 2000 | 74 | 60 | 53 | 46 | Fall 2000 | 78 | 70 | 64 | 57 |

| Avery Point | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. | Torrington | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. |
|--------------------|------------------------------|-------------------------|-------------------------|----------------------------|-------------------|------------------------------|-------------------------|-------------------------|----------------------------|
| Fall 2010 | 80 | | | | Fall 2010 | 71 | | | |
| Fall 2009 | 77 | 61 | | | Fall 2009 | 85 | 73 | | |
| Fall 2008 | 79 | 63 | 62 | | Fall 2008 | 73 | 57 | 54 | |
| Fall 2007 | 76 | 59 | 55 | | Fall 2007 | 63 | 53 | 45 | |
| Fall 2006 | 82 | 64 | 56 | | Fall 2006 | 70 | 50 | 43 | |
| Fall 2005 | 75 | 56 | 52 | 48 | Fall 2005 | 67 | 54 | 44 | 43 |
| Fall 2004 | 75 | 59 | 56 | 45 | Fall 2004 | 73 | 63 | 47 | 39 |
| Fall 2003 | 80 | 65 | 60 | 53 | Fall 2003 | 82 | 73 | 66 | 55 |
| Fall 2002 | 81 | 60 | 52 | 44 | Fall 2002 | 74 | 62 | 50 | 47 |
| Fall 2001 | 70 | 43 | 37 | 32 | Fall 2001 | 75 | 53 | 49 | 47 |
| Fall 2000 | 71 | 51 | 43 | 38 | Fall 2000 | 68 | 63 | 52 | 58 |

| Hartford | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. | Waterbury | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. |
|-----------------|------------------------------|-------------------------|-------------------------|----------------------------|------------------|------------------------------|-------------------------|-------------------------|----------------------------|
| Fall 2010 | 83 | | | | Fall 2010 | 83 | | | |
| Fall 2009 | 85 | 74 | | | Fall 2009 | 82 | 68 | | |
| Fall 2008 | 79 | 66 | 64 | | Fall 2008 | 81 | 69 | 63 | |
| Fall 2007 | 80 | 71 | 65 | | Fall 2007 | 78 | 62 | 57 | |
| Fall 2006 | 81 | 70 | 65 | | Fall 2006 | 76 | 56 | 49 | |
| Fall 2005 | 83 | 65 | 59 | 52 | Fall 2005 | 77 | 60 | 57 | 50 |
| Fall 2004 | 79 | 69 | 62 | 54 | Fall 2004 | 81 | 62 | 56 | 46 |
| Fall 2003 | 77 | 63 | 59 | 52 | Fall 2003 | 79 | 64 | 55 | 46 |
| Fall 2002 | 80 | 65 | 63 | 56 | Fall 2002 | 66 | 53 | 42 | 38 |
| Fall 2001 | 82 | 67 | 61 | 51 | Fall 2001 | 73 | 57 | 47 | 43 |
| Fall 2000 | 77 | 63 | 57 | 49 | Fall 2000 | 72 | 54 | 47 | 35 |

**Table A8. University of Connecticut
Most Recent Retention Rates and Graduation Rates for Entering Freshman Classes
By Ethnicity of Freshmen as of Fall 2011**

Storrs Campus - Minority¹ Freshmen

| Freshmen Entering Class: | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. |
|--------------------------|-----------------------|------------------|------------------|---------------------|
| Fall 2010 | 92 | | | |
| Fall 2009 | 92 | 85 | | |
| Fall 2008 | 94 | 88 | 85 | |
| Fall 2007 | 92 | 88 | 86 | |
| Fall 2006 | 91 | 83 | 82 | |
| Fall 2005 | 91 | 85 | 81 | 74 |
| Fall 2004 | 93 | 82 | 77 | 72 |
| Fall 2003 | 89 | 82 | 77 | 72 |
| Fall 2002 | 88 | 78 | 75 | 70 |
| Fall 2001 | 87 | 78 | 76 | 68 |
| Fall 2000 | 89 | 79 | 77 | 69 |

Total Five Regional Campuses - Minority¹ Freshmen

| Freshmen Entering Class: | Retention After 1 yr. | 2 year Retention | 3 year Retention | Graduated in 6 yrs. |
|--------------------------|-----------------------|------------------|------------------|---------------------|
| Fall 2010 | 80 | | | |
| Fall 2009 | 86 | 73 | | |
| Fall 2008 | 81 | 66 | 63 | |
| Fall 2007 | 79 | 67 | 61 | |
| Fall 2006 | 80 | 69 | 61 | |
| Fall 2005 | 83 | 64 | 58 | 49 |
| Fall 2004 | 78 | 64 | 60 | 45 |
| Fall 2003 | 81 | 74 | 63 | 56 |
| Fall 2002 | 81 | 65 | 61 | 53 |
| Fall 2001 | 80 | 68 | 57 | 47 |
| Fall 2000 | 72 | 64 | 55 | 44 |

Storrs Campus – Latest Retention and Graduation Rates by Ethnic Category

| Rate | Entering Freshman Class | Asian American | African American | Hispanic American | Native American ¹ | Native Hawaiian/ Other Pac Islander ^{1,2} | Two or More Races ² | All Minority ³ | Non Res Alien | White ⁴ | Total |
|------------------------|-------------------------|----------------|------------------|-------------------|------------------------------|--|--------------------------------|---------------------------|---------------|--------------------|-------|
| Retention after 1 yr. | Fall 2010 | 93 | 91 | 92 | 100 | 100 | 93 | 92 | 94 | 92 | 92 |
| Retention after 2 yr. | Fall 2009 | 88 | 79 | 88 | 50 | | | 85 | 87 | 88 | 88 |
| Retention after 3 yrs. | Fall 2008 | 88 | 83 | 81 | 100 | | | 85 | 59 | 85 | 85 |
| Graduated in 4 yrs. | Fall 2007 | 70 | 48 | 59 | 55 | | | 60 | 59 | 70 | 68 |
| Graduated in 5 yrs. | Fall 2006 | 80 | 68 | 74 | 63 | | | 75 | 75 | 82 | 81 |
| Graduated in 6 yrs. | Fall 2005 | 83 | 65 | 72 | 89 | | | 74 | 80 | 85 | 83 |

¹ Minority includes Asian American, African American, Hispanic American, and Native American

² Beginning in Fall 2010 for Federal Reporting, multiple races can be reported, Native Hawaiian/Other Pacific Islander was added, and the definition for reporting race/ethnicity changed. For more information refer to http://nces.ed.gov/ipeds/news_room/ana_Changes_to_10_25_2007_169.asp

³ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 cohort also includes Native Hawaiian/Other Pacific Islander and Two or More Races

⁴ White category includes self reported white, other, and "refused to indicate".

ATTACHMENT B

2011 UConn Entry Level Survey

Introduction:

Decades of research support the important relationship between student engagement at the outset of freshman year and subsequent student success. Pace (1979) found that the combined influence of student perceptions of their college environment and the degree and quality of effort they expend becoming involved leads to student development; and, that the quality of effort is the main determinant of the amount of learning that occurs and is related to persistence. Tinto (1993) found that a student's sense of academic and social belonging has a major impact on persistence and that this sense which ebbs and flows through interactions with the environment is influenced by student expectations.

Kuh, et.al. (2005) views shared responsibility as the key to student success. While students need to be knowledgeable, intentional and active regarding their involvement, institutions need to value and nurture that. Institutions that more fully engage students are more likely to promote student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning (Chickering & Gamson, 1987). All these factors and conditions are positively related to student satisfaction and achievement on a variety of dimensions.

Through the Entry Level Survey administered during orientation, we ascertain incoming students' outlook regarding their upcoming experience at UConn. Their responses provide us with valuable input that helps us help them make a smooth transition and get engaged in meaningful educational and social activities that nurture a connection with the university. In 2010, there were 2,754 respondents):

| | <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Number of Respondents | 2,328 | 2,561 | 2,539 | 2,318 | 2,325 | 2,823 | 2,667 | 2,644 | 2,754 |

Key issues covered on the survey include why they chose to attend here, sources of information they used, types of information they searched on our website, and their expectations regarding their freshman year.

Factors Associated with Decision to Enroll

Students were asked to rate the impact selected factors had on their decision to attend UConn on a scale of *extremely important, very, somewhat, not very or not at all*.

Students' top reasons for deciding to attend UConn (based on percent of responses of extremely and very important) again, as in the past, were *academic reputation* which tied with *a good educational value* which has consistently ranked atop the list. *Career preparation* again ranked among the top three factors. Other key factors included *variety of courses, university facilities* and *cost* (see Table 1 on the following page).

These findings are consistent with results of The American Freshman: National Norms Survey for Fall 2008 of 240,580 first-time, full-time students at 340 colleges and universities which indicated students' top reasons (rated as very important) in choosing their college were *good academic reputation* and *graduates getting good jobs*.

| 1. Importance of Selected Factors In Your Decision to Attend UConn | | | | | | | | | | | | |
|---|------|----|----|------|----|----|------|----|----|------|----|----|
| | 2005 | | | 2007 | | | 2009 | | | 2011 | | |
| A = % Extremely / Very Important B = % Somewhat C = % Not Very / Not at All | A | B | C | A | B | C | A | B | C | A | B | C |
| Academic reputation | 77 | 19 | 5 | 81 | 17 | 3 | 81 | 17 | 3 | 91 | 8 | 1 |
| Good Educational Value | 95 | 4 | 1 | 95 | 5 | 0 | 95 | 5 | 0 | 91 | 8 | 1 |
| Career Preparation | 87 | 10 | 4 | 87 | 10 | 3 | 87 | 10 | 3 | 86 | 12 | 2 |
| Variety of courses | 78 | 17 | 4 | 80 | 16 | 3 | 80 | 16 | 3 | 84 | 14 | 2 |
| University facilities | 76 | 20 | 4 | 80 | 17 | 3 | 80 | 17 | 3 | 79 | 18 | 3 |
| Cost | 70 | 20 | 11 | 69 | 21 | 10 | 69 | 21 | 10 | 78 | 17 | 5 |
| Outstanding faculty | 83 | 14 | 3 | 83 | 14 | 3 | 83 | 14 | 3 | 72 | 23 | 5 |
| Extracurricular opportunities | 76 | 19 | 5 | 81 | 16 | 3 | 81 | 16 | 3 | 71 | 24 | 5 |
| Financial aid | - | - | - | - | - | - | - | - | - | 63 | 19 | 17 |
| Campus visit before orientation | 53 | 28 | 19 | 60 | 23 | 17 | 60 | 23 | 17 | 62 | 27 | 11 |
| Scholarships | - | - | - | - | - | - | - | - | - | 58 | 24 | 18 |
| Counselor advice | 43 | 38 | 19 | 46 | 36 | 17 | 46 | 36 | 17 | 49 | 33 | 19 |
| Undergraduate research opportunities | 58 | 31 | 12 | 55 | 32 | 14 | 55 | 32 | 14 | 49 | 34 | 17 |
| Scholarships/Financial aid | 54 | 23 | 23 | 47 | 24 | 29 | 47 | 24 | 29 | - | - | - |
| Study abroad opportunities | 56 | 26 | 18 | 57 | 27 | 13 | 57 | 27 | 13 | 46 | 29 | 25 |
| Intercollegiate athletics | 44 | 26 | 29 | 44 | 24 | 32 | 44 | 24 | 32 | 41 | 30 | 29 |
| Cultural diversity | 29 | 27 | 44 | 18 | 32 | 51 | 18 | 32 | 51 | 25 | 38 | 37 |

Anticipation

Table 2 lists *what students are looking forward to the most and least about attending UConn*. Students' responses to what they were looking forward to most and least about attending UConn reflect the mixed feelings common to freshman transition. Although our incoming students are looking forward to *meeting new people* and *independence* they are apprehensive about *missing home*. An adjustment was made to response options to capture aspects of the college experience more distinctly. For example, the former less-specific response of *academics* was replaced by two separate responses: *academic major* and *academic workload*. The impact of this adjustment is rather obvious as students indicate they are looking forward to pursuing their major, but are apprehensive about their workload.

| 2. What Incoming Freshmen are Looking Forward to Most and Least (Ranked) | | | | | | | | | | |
|--|------|------|------|------|-------------------|------|------|------|------|--|
| Most | 2005 | 2007 | 2009 | 2011 | Least | 2005 | 2007 | 2009 | 2011 | |
| Meeting new people | 1 | 1 | 1 | 1 | Academic Workload | - | - | - | 1 | |
| Academic major | - | - | - | 2 | Missing home | 3 | 3 | 1 | 2 | |
| Independence | 3 | 5 | 5 | 3 | Campus size | 2 | 2 | 3 | 3 | |
| College Sports | 3 | 4 | 4 | 4 | Dorm Life | - | - | - | 4 | |
| Clubs/activities | 5 | 3 | 2 | 5 | College Sports | - | - | - | 5 | |
| Academics | 2 | 2 | 3 | - | Academics | 1 | 1 | 2 | - | |
| Dorm Life | 6 | 6 | 6 | 6 | Academic major | - | - | - | 6 | |
| Academic Workload | - | - | - | 7 | | | | | | |

Expectations

Table 3 summarizes responses about how *easy* or *hard* students believe it will be to do things during freshman year. Topping the list of what students felt would be very or somewhat easy were *getting involved in extracurricular activities, meeting with an advisor, making friends and fitting in, and getting accurate information about degree requirements*. Among things expected to be less easy to do were *getting good grades and navigating the campus*.

| 3. Adjustment Expectations | | | | | | | | |
|---------------------------------|------|------|------|------|------|------|------|------|
| It will be Very or Somewhat (%) | 2005 | | 2007 | | 2009 | | 2011 | |
| | Easy | Hard | Easy | Hard | Easy | Hard | Easy | Hard |
| Join clubs/activities | 91 | 10 | 93 | 7 | 91 | 9 | 95 | 5 |
| Meet with advisor | 66 | 34 | 72 | 28 | 62 | 38 | 93 | 7 |
| Make friends and fit in | 87 | 14 | 87 | 14 | 85 | 15 | 91 | 9 |
| Receive other counseling | 83 | 18 | 85 | 15 | 89 | 11 | 86 | 14 |
| Get needed classes | 78 | 23 | 72 | 28 | 70 | 30 | 74 | 26 |
| Navigate campus | 56 | 44 | 59 | 41 | 56 | 44 | 64 | 36 |
| Get good grades | 49 | 52 | 47 | 54 | 40 | 61 | 57 | 43 |

Conclusion

In order to address the needs of students who come here with high expectations coupled with concerns about their ability to succeed, we communicate with them early on through our New Husky website and continue the conversation during freshman orientation. In the fall semester, most new freshmen enroll in our first-year experience course that facilitates their successful transition and also, based on our research, contributes to their persistence and academic performance.

Our comprehensive educational enrichment offerings which include the Honors program, study abroad, and undergraduate research opportunities provide a rigorous academic challenge for high achievers. Cultural centers and multicultural programs across campus exemplify and serve our diverse student body. And, our counseling program for intercollegiate athletics assists student athletes to balance the demands of academics and participation in sports. Many students enter college undecided about their major and are more likely to struggle than most of those who have a major. Here, they have a home in the Academic Center for Exploratory students where academic advisors will assist them in choosing classes and deciding upon a major.

Across the university, we continue to work together to meet our commitment to academic advancement and dedication to excellence so that freshmen grow intellectually and become the future leaders and model citizens of the world community.

ATTACHMENT C: Quantitative Retention & Graduation Analyses*

C1. Storrs Campus Fall 2000-2010 Freshman Leavers

Leave Status: Data for 2,843 Fall 2000-10 full-time freshmen who left the Storrs Campus are summarized below. Most who left did so voluntarily, and in similar numbers for those with total GPA < 2.75 and \geq 2.75. So, three GPA Profiles were created: Involuntary Leavers: 503 (16%); Voluntary Leavers with GPA < 2.75: 1,192 (39%); Voluntary Leavers with GPA \geq 2.75: 1,220 (40%); and Voluntary Leavers who withdrew with no GPA: 168 (5%).

Gender: Significantly more men were dismissed and significantly more women with GPA \geq 2.75 chose to leave.

| | Norms | Involuntary Leavers | GPA < 2.75 | Voluntary Leavers GPA \geq 2.75 | Withdrew |
|--------------|-------|---------------------|------------|--------------------------------------|----------|
| Men | 47% | 357 (71%) | 634 (53%) | 447 (37%) | 76 (46%) |
| Women | 53% | 146 (29%) | 558 (47%) | 773 (63%) | 92 (54%) |

Ethnicity: More Hispanic and African-American students left involuntarily than their norm.

| | Norms | Involuntary Leavers | GPA < 2.75 | Voluntary Leavers GPA \geq 2.75 | Withdrew |
|-----------------------------|-------|---------------------|------------|--------------------------------------|-----------|
| African-American | 5% | 73 (15%) | 94 (8%) | 27 (2%) | 9 (5%) |
| American Indian | 0% | 3 (1%) | 4 (0%) | 2 (0%) | 1 (1%) |
| Asian | 7% | 24 (5%) | 61 (5%) | 66 (5%) | 9 (5%) |
| Hawaiian Pacific Isl | 0% | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Hispanic | 6% | 71 (14%) | 91 (8%) | 50 (4%) | 17 (10%) |
| Multiple | 0% | 4 (1%) | 0 (0%) | 1 (0%) | 2 (1%) |
| Non-Resident Alien | 1% | 6 (1%) | 20 (2%) | 12 (1%) | 2 (1%) |
| White | 80% | 322 (64%) | 922 (77%) | 1062 (87%) | 128 (76%) |

State Residence: The percentage of out-of-state students who left voluntarily was higher than the norm, and higher for those students with GPA \geq 2.75 than for students with GPA < 2.75 and those who withdrew.

| | Norms | Involuntary Leavers | GPA < 2.75 | Voluntary Leavers GPA \geq 2.75 | Withdrew |
|---------------------|-------|---------------------|------------------|--------------------------------------|-----------------|
| In-State | 68% | 357 (71%) | 639 (54%) | 536 (44%) | 85 (51%) |
| Out-of-State | 32% | 146 (29%) | 553 (46%) | 684 (56%) | 83 (49%) |

INTD 1800: Students who had enrolled in INTD 1800 were less likely to leave involuntarily.

| | Norms | Involuntary Leavers | GPA < 2.75 | Voluntary Leavers GPA \geq 2.75 | Withdrew |
|------------|-------|---------------------|------------|--------------------------------------|----------|
| Yes | 58% | 255 (51%) | 574 (53%) | 651 (57%) | na |
| No | 42% | 247 (49%) | 509 (47%) | 489 (43%) | na |

Note: Excludes Honors Program student who take a different INTD course.

Student Subpopulation: A greater percentage of CAP participants were dismissed than their portion of the population and a greater percentage of athletes chose to leave with GPA < 2.75 than their population norm.

| | Norms | Involuntary Leavers | GPA < 2.75 | Voluntary Leavers GPA \geq 2.75 | Withdrew |
|-----------------------|-------|---------------------|------------------|--------------------------------------|-----------|
| Honors | 9% | 11 (2%) | 19 (2%) | 81 (7%) | 6 (4%) |
| Honors/Athlete | 0% | 0 (0%) | 0 (0%) | 4 (0%) | 0 (0%) |
| Athlete | 6% | 22 (4%) | 136 (11%) | 83 (7%) | 12 (7%) |
| CAP | 4% | 77 (15%) | 81 (7%) | 25 (2%) | 8 (5%) |
| CAP/Athlete | 0% | 0 (0%) | 3 (0%) | 0 (0%) | 0 (0%) |
| None | 80% | 393 (78%) | 953 (80%) | 1027 (84%) | 142 (85%) |

*Applicable to all Tables in Attachment C: Chi Square Goodness of Fit (One Sample Test) was used to allow us to compare categorical data with the expected distribution. Probability level of 0.05 was used. Bolded %'s indicate statistical significance.

C2. Storrs Campus Sophomore Leaver Summaries Incoming Fall 2003-2009 Freshmen

Student Status Summary: The data summaries for 20,867 sophomores are presented in the next series of tables.

Leave Status: The majority of students stayed (93%).

| Student Status | Frequency of Students | Percent |
|----------------|-----------------------|---------|
| Involuntary | 324 | 2% |
| Voluntary | 1,039 | 5% |
| Stay | 19,504 | 93% |

Gender: Significantly more men left involuntarily than their population norm.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|-------|---------|---------------------|-------------------|--------------|
| Men | 47% | 216 (67%) | 499 (48%) | 9,133 (47%) |
| Women | 53% | 108 (33%) | 540 (52%) | 10,371 (53%) |

Ethnicity: The percent of African-American and Hispanic students who left involuntarily exceeded their norms.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|--------------------|---------|---------------------|-------------------|--------------|
| African-American | 5% | 46 (14%) | 65 (6%) | 981 (5%) |
| American Indian | 0% | 2 (1%) | 4 (0%) | 52 (0%) |
| Asian | 8% | 25 (8%) | 69 (7%) | 1,540 (8%) |
| Hawaiian/Pac Isl | 0% | 0 (0%) | 1 (0%) | 3 (0%) |
| Hispanic | 5% | 37 (11%) | 69 (7%) | 974 (5%) |
| Non-Resident Alien | 1% | 2 (1%) | 13 (1%) | 169 (1%) |
| White | 81% | 212 (65%) | 818 (79%) | 15,785 (81%) |

State Residence: Based on comparison to the population percentage, significantly more out-of-state students left voluntarily.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|--------------|---------|---------------------|-------------------|--------------|
| In-State | 71% | 251 (77%) | 594 (58%) | 13,895 (72%) |
| Out-of-State | 29% | 73 (23%) | 445 (42%) | 5,609 (28%) |

C3. Storrs Campus Leaver Summaries for Students Who Transferred to UConn Fall 2005-2010 Incoming Classes

Status: Data for 4,090 full-time transfers to the Storrs Campus are summarized below. 87% stayed.

| | Frequency of Students | Percent |
|--------------------|-----------------------|---------|
| Involuntary Leaver | 47 | 1% |
| Voluntary Leaver | 488 | 12% |
| Stayer | 3,555 | 87% |

Gender: The percent of men dismissed was greater than the norm percent.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|--------------|---------|--------------------|------------------|-------------|
| Men | 50% | 33 (70%) | 242 (50%) | 1,759 (50%) |
| Women | 50% | 14 (30%) | 246 (50%) | 1,796 (50%) |

Academic Level: Percent of freshman and sophomore transfers dismissed was greater than population norms.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|-------------------|---------|--------------------|------------------|-------------|
| Freshmen | 16% | 12 (26%) | 90 (18%) | 546 (15%) |
| Sophomores | 56% | 21 (45%) | 250 (51%) | 2,014 (57%) |
| Juniors | 25% | 12 (26%) | 124 (25%) | 877 (25%) |
| Seniors | 4% | 2 (4%) | 24 (5%) | 118 (3%) |

Ethnicity: The percent of white students who were dismissed was higher than the norm.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|---------------------------|---------|---------------------|-------------------|-------------|
| African-American | 4% | 0 (0%) | 12 (2%) | 142 (4%) |
| American Indian | 1% | 0 (0%) | 4 (1%) | 18 (1%) |
| Asian | 4% | 1 (2%) | 21 (4%) | 152 (4%) |
| Hispanic | 4% | 1 (2%) | 18 (4%) | 136 (4%) |
| Non-Resident Alien | 1% | 1 (2%) | 6 (1%) | 26 (1%) |
| White | 87% | 44 (94%) | 427 (88%) | 3,081 (87%) |

State Residence: The percentage of out-of-state students who left voluntarily exceeded their population norm.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|---------------------|------------|--------------------|------------------|-------------|
| In-State | 85% | 40 (85%) | 376 (77%) | 3,047 (86%) |
| Out-of-State | 15% | 7 (15%) | 112 (23%) | 508 (14%) |

Transfer from 2-Year or 4-Year Institutions: Percentages generally matched norm percentages.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|----------------------|---------|--------------------|------------------|-------------|
| 2-Year | 26% | 15 (32%) | 141 (29%) | 905 (25%) |
| 4-Year | 72% | 31 (66%) | 336 (69%) | 2,592 (73%) |
| Not Indicated | 2% | 1 (2%) | 11 (2%) | 58 (2%) |

Transfer from Public or Private Institutions: Percentages generally matched norm percentages.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|----------------------|---------|--------------------|------------------|-------------|
| Public | 63% | 30 (64%) | 323 (66%) | 2,221 (62%) |
| Private | 35% | 16 (34%) | 152 (31%) | 1,273 (36%) |
| Not Indicated | 2% | 1 (2%) | 13 (3%) | 61 (2%) |

Transfer from In-State or Out-of-State Institutions: Percentages generally matched norm percentages.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|---------------------------------|---------|--------------------|------------------|-------------|
| In-State Institution | 42% | 22 (47%) | 193 (40%) | 1,522 (43%) |
| Out-of-State Institution | 57% | 25 (53%) | 295 (60%) | 2,007 (56%) |
| Not Indicated | 1% | 0 (0%) | 0 (0%) | 26 (1%) |

C4. Storrs Campus Fall 2003 and Fall 2004 Incoming Freshman Class

The data for 6,363 first-time full-time freshmen who enrolled in Fall 2003 and Fall 2004 were analyzed with respect to graduation status. The Chi-Square Goodness of Fit test was run to compare data distributions with the expected distribution based on population norms. In this way, we could determine if there was a statistically significant difference at the .05 level between the two distributions.

Graduated within Four Years

Gender: More women graduated within four years than projected based on norm percentages.

| | Norm | Graduated within 4 Years |
|--------|------|--------------------------|
| Male | 45% | 757 (39.5%) |
| Female | 55% | 1151 (60.5%) |

Minority Representation: Percentages generally matched norm percentages.

| | Norm | Graduated within 4 Years |
|------------------|------|--------------------------|
| African-American | 5% | 138 (3%) |
| American Indian | 0.4% | 12 (0.3%) |
| Asian | 7% | 270 (7%) |
| Hispanic | 5% | 36 (4%) |
| White | 83% | 167 (85%) |

State Residence: Percentages for state residence matched norm percentages.

| | Norm | Graduated within 4 Years |
|--------------|------|--------------------------|
| In-State | 71% | 1336 (71%) |
| Out-of-State | 29% | 572 (29%) |

Advanced Standing: The distribution is skewed statistically, so credit categories also were reported in ranges, and those who graduated within 4 years were slightly more likely to have entered with at least 6 credits.

| Credit Ranges | Norm | Graduated within 4 Years |
|---------------|------|--------------------------|
| None | 59% | 1089 (56%) |
| 1 to 5 | 13% | 239 (14%) |
| 6 to 12 | 19% | 384 (20%) |
| 13 or more | 9% | 196 (11%) |

Graduated within Five Years

Gender: Percentages generally matched norm percentages.

| | Norm | Graduated within 5 Years |
|--------|------|--------------------------|
| Male | 45% | 2098 (43%) |
| Female | 55% | 2814 (57%) |

Minority Representation: Percentages generally matched norm percentages.

| | Norm | Graduated within 5 Years |
|------------------|------|--------------------------|
| African-American | 5% | 199 (4%) |
| American Indian | 0.4% | 15 (0.3%) |
| Asian | 7% | 335 (7%) |
| Hispanic | 5% | 195 (4%) |
| White | 83% | 4169 (85%) |

State Residence: Percentages for state residence matched norm percentages.

| | Norm | Graduated within 5 Years |
|---------------------|-------------|---------------------------------|
| In-State | 71% | 3571 (73%) |
| Out-of-State | 29% | 1342 (27%) |

Advanced Standing: This distribution is skewed statistically, so credit categories were reported in ranges, and those who graduated within 5 years generally matched norm percentages.

| Credit Ranges | Norm | Graduated within 5 Years |
|----------------------|-------------|---------------------------------|
| None | 59% | 1395 (57%) |
| 1 to 5 | 13% | 308 (14%) |
| 6 to 12 | 19% | 438 (19%) |
| 13 or more | 9% | 220 (10%) |

Graduated within Six Years

Gender: Percentages generally matched norm percentages.

| | Norm | Graduated within 6 Years |
|---------------|-------------|---------------------------------|
| Male | 45% | 2181 (43%) |
| Female | 55% | 2854 (57%) |

Minority Representation: Percentages generally matched norm percentages.

| | Norm | Graduated within 6 Years |
|-------------------------|-------------|---------------------------------|
| African-American | 5% | 208 (4%) |
| American Indian | 0.4% | 18 (0.4%) |
| Asian | 7% | 341 (7%) |
| Hispanic | 5% | 207 (4%) |
| White | 83% | 4262 (65%) |

State Residence: Percentages for state residence matched norm percentages.

| | Norm | Graduated within 6 Years |
|---------------------|-------------|---------------------------------|
| In-State | 71% | 3679 (73%) |
| Out-of-State | 29% | 1357 (27%) |

Advanced Standing: This distribution is skewed statistically, so credit categories also were reported in ranges, and those who graduated within 6 years generally matched norm percentages.

| Credit Ranges | Norm | Graduated within 6 Years |
|----------------------|-------------|---------------------------------|
| None | 59% | 1431 (57%) |
| 1 to 5 | 13% | 317 (14%) |
| 6 to 12 | 19% | 456 (20%) |
| 13 or more | 9% | 222 (10%) |

C5. Regional Campus 2000-2010 Freshman Leaver Summaries

Leave Status: The data for 2,228 Fall 2000-10 full-time freshmen who left the regional campuses are summarized below. Most who left did so voluntarily. Three Grade Point Average Profiles were created: Involuntary Leavers: 401 (18%); Voluntary Leavers with GPA < 2.5: 911 (41%); Voluntary Leavers with GPA \geq 2.5: 648 (29%); and, and Voluntary Leavers who withdrew with no GPA: 268 (12%).

Gender: More men left involuntarily than their representation in the population.

| | Norms | Involuntary Leavers | GPA < 2.5 | Voluntary Leavers GPA \geq 2.5 | Withdrew |
|--------------|-------|---------------------|-----------|-------------------------------------|-----------|
| Men | 51% | 242 (60%) | 502 (55%) | 294 (45%) | 142 (53%) |
| Women | 49% | 159 (40%) | 409 (45%) | 354 (55%) | 126 (47%) |

Ethnicity: More white students left voluntarily with GPA \geq 2.5 than their population norm.

| | Norms | Involuntary Leavers | GPA < 2.5 | Voluntary Leavers GPA \geq 2.5 | Withdrew |
|---------------------------|-------|---------------------|-----------|-------------------------------------|-----------|
| African-American | 8% | 46 (11%) | 86 (9%) | 26 (4%) | 18 (7%) |
| American Indian | 0% | 1 (0%) | 5 (1%) | 3 (0%) | 2 (1%) |
| Asian | 10% | 39 (10%) | 59 (6%) | 37 (6%) | 13 (5%) |
| Hawaiian/Pac Isl | 0% | 0 (0%) | 2 (0%) | 0 (0%) | 0 (0%) |
| Hispanic | 11% | 63 (16%) | 123 (14%) | 62 (10%) | 25 (9%) |
| Multiple | 0% | 2 (0%) | 2 (0%) | 2 (0%) | 0 (0%) |
| Non-Resident Alien | 1% | 3 (1%) | 9 (1%) | 7 (1%) | 0 (0%) |
| White | 69% | 247 (62%) | 625 (69%) | 511 (79%) | 210 (78%) |

INTD 1800: More students not enrolled in INTD 1800 left than their population norm.

| | Norms | Involuntary Leavers | GPA < 2.5 | Voluntary Leavers GPA \geq 2.5 | Withdrew |
|------------|-------|---------------------|-----------|-------------------------------------|----------|
| Yes | 66% | 219 (55%) | 533 (59%) | 379 (58%) | na |
| No | 34% | 182 (45%) | 378 (41%) | 269 (42%) | na |

CAP Program: Percentages generally matched population norms.

| | Norms | Involuntary Leavers | GPA < 2.5 | Voluntary Leavers GPA \geq 2.5 | Withdrew |
|----------------|-------|---------------------|-----------|-------------------------------------|-----------|
| CAP | 6% | 29 (7%) | 85 (9%) | 33 (5%) | 7 (3%) |
| Non-CAP | 94% | 372 (93%) | 826 (91%) | 615 (95%) | 261 (97%) |

C6. Regional Campus Sophomore Leaver Summaries Incoming Fall 2003-2009 Freshmen

Summary: The data summaries for 5,836 sophomores are presented in the next series of tables.

Student Status: The majority of students stayed (n = 4,680; 80%).

| | Frequency of Students | Percent |
|--------------------|-----------------------|---------|
| Involuntary | 304 | 5% |
| Voluntary | 852 | 15% |
| Stay | 4,680 | 80% |

Gender: More men left involuntarily than their representation in the population.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|--------------|---------|---------------------|-------------------|-------------|
| Men | 52% | 184 (61%) | 408 (48%) | 2,429 (52%) |
| Women | 48% | 120 (39%) | 444 (52%) | 2,251 (48%) |

Ethnicity: More African-American students left involuntarily than their population norm.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|-----------------------------|---------|---------------------|-------------------|-------------|
| African-American | 8% | 39 (13%) | 70 (8%) | 359 (8%) |
| American Indian | 0% | 1 (0%) | 0 (0%) | 16 (0%) |
| Asian | 11% | 27 (9%) | 64 (8%) | 563 (12%) |
| Hawaiian/Pacific Isl | 0% | 0 (0%) | 0 (0%) | 6 (0%) |
| Hispanic | 11% | 41 (13%) | 101 (12%) | 491 (10%) |
| Non-Resident Alien | 1% | 0 (0%) | 1 (0%) | 42 (1%) |
| White | 69% | 196 (64%) | 616 (72%) | 3,203 (68%) |

C7. Regional Campus Leaver Summaries for Students Who Transferred to UConn Fall 2005-2010 Incoming Classes

Status: Data for 1,136 full-time transfers to the regional campuses are summarized below. 78% stayed.

| | Frequency of Students | Percent |
|---------------------------|-----------------------|---------|
| Involuntary Leaver | 29 | 3% |
| Voluntary Leaver | 220 | 19% |
| Stayer | 887 | 78% |

Gender: The percent of men dismissed was above their population norm.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|--------------|---------|---------------------|-------------------|-----------|
| Men | 46% | 16 (55%) | 95 (43%) | 415 (47%) |
| Women | 54% | 13 (45%) | 125 (57%) | 472 (53%) |

Academic Level: The percent of freshman and junior transfers dismissed was higher than norms, and the percent of juniors leaving voluntarily was lower than the norm.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|-------------------|---------|---------------------|-------------------|-----------|
| Freshmen | 28% | 11 (38%) | 77 (35%) | 235 (26%) |
| Sophomores | 45% | 15 (52%) | 105 (48%) | 394 (44%) |
| Juniors | 25% | 2 (7%) | 34 (15%) | 243 (27%) |
| Seniors | 2% | 1 (3%) | 4 (2%) | 15 (2%) |

Ethnicity: The percent of African-American students dismissed was higher than the population norm, but the N size was small.

| | Norms % | Involuntary Leavers | Voluntary Leavers | Stayers |
|---------------------------|---------|---------------------|-------------------|-----------|
| African-American | 5% | 4 (14%) | 13 (6%) | 44 (5%) |
| American Indian | 0% | 0 (0%) | 0 (0%) | 3 (0%) |
| Asian | 6% | 1 (3%) | 11 (5%) | 53 (6%) |
| Hispanic | 8% | 2 (7%) | 13 (6%) | 79 (9%) |
| Non-Resident Alien | 0% | 0 (0%) | 0 (0%) | 5 (1%) |
| White | 80% | 22 (76%) | 183 (83%) | 703 (79%) |

Transfer from 2-Year or 4-Year Institutions: The percent of transfers from 4-year institutions who were dismissed was greater than the norm.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|----------------------|---------|--------------------|------------------|-----------|
| 2-Year | 39% | 7 (24%) | 65 (30%) | 373 (42%) |
| 4-Year | 58% | 21 (72%) | 148 (67%) | 490 (55%) |
| Not Indicated | 3% | 1 (3%) | 7 (3%) | 24 (3%) |

Transfer from Public or Private Institutions: The percent of transfers from private institutions who left was greater than the norm.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|----------------------|---------|--------------------|------------------|-----------|
| Public | 65% | 16 (55%) | 125 (57%) | 592 (67%) |
| Private | 33% | 12 (41%) | 88 (40%) | 270 (30%) |
| Not Indicated | 3% | 1 (3%) | 7 (3%) | 25 (3%) |

Transfer from In-State or Out-of-State Institutions: The percent of transfers from out-of-state institutions who left was greater than the norm.

| | Norms % | Involuntary Leaver | Voluntary Leaver | Stayer |
|---------------------------------|---------|--------------------|------------------|-----------|
| In-State Institution | 56% | 13 (45%) | 102 (46%) | 523 (59%) |
| Out-of-State Institution | 42% | 16 (55%) | 116 (53%) | 350 (39%) |
| Not Indicated | 1% | 0 (0%) | 2 (1%) | 14 (2%) |

C8. Regional Campus Fall 2003 and Fall 2004 Incoming Freshman Class: The data for 1,837 first-time full-time freshmen who enrolled in Fall 2003 and Fall 2004 at a regional campus were analyzed with respect to graduation status. As was done with Storrs campus data, the Chi-Square Goodness of Fit test was run to compare data distributions with the expected distribution based on population norms.

Graduated within Four Years: Gender: More women finished in 4 years than projected based on the norms.

| | Norm | Graduated within 4 Years |
|--------|------|--------------------------|
| Male | 53% | 203 (46%) |
| Female | 47% | 238 (54%) |

Minority Representation: Slightly fewer underrepresented minority students graduated within four years compared to their projected rates.

| | Norm | Graduated within 4 Years |
|------------------|------|--------------------------|
| African-American | 7% | 35 (4%) |
| American Indian | 0.3% | 0 (0.0%) |
| Asian | 10% | 20 (10%) |
| Hispanic | 9% | 36 (7%) |
| White | 73% | 167 (79%) |

Graduated within Five Years: Gender: Percentages generally matched norm percentages.

| | Norm | Graduated within 5 Years |
|--------|------|--------------------------|
| Male | 53% | 427(52%) |
| Female | 47% | 392 (48%) |

Minority Representation: Percentages generally matched norm percentages.

| | Norm | Graduated within 5 Years |
|------------------|------|--------------------------|
| African-American | 7% | 42 (5%) |
| American Indian | 0.3% | 3 (0.4%) |
| Asian | 10% | 20 (10%) |
| Hispanic | 9% | 36 (9%) |
| White | 73% | 167 (76%) |

Graduated within Six Years: Gender:

| | Norm | Graduated within 6 Years |
|--------|------|--------------------------|
| Male | 53% | 482 (52%) |
| Female | 47% | 440 (48%) |

Minority Representation: Percentages generally matched norm percentages.

| | Norm | Graduated within 6 Years |
|------------------|------|--------------------------|
| African-American | 7% | 58 (6%) |
| American Indian | 0.3% | 3 (0.3%) |
| Asian | 10% | 98 (11%) |
| Hispanic | 9% | 86 (9%) |
| White | 73% | 677 (73%) |

ATTACHMENT D: Voluntary Leaver Phone Survey Results

Introduction: We conduct an annual phone survey of students who chose not to return for the current fall semester consisting of three open-ended questions: What are your plans (and if you are transferring to another institution where)? What was your reason for leaving? What could UConn have done better or differently? Our phone survey database currently contains 8 years of freshman data, 5 years regarding sophomores and 3 years pertaining to transfer voluntary leavers. *The survey was last administered in Fall 2010. Like the Entry Level Survey, we are considering conducting the survey every other year. It will be conducted again in Fall 2012.*

Storrs Campus

Freshmen Voluntary Leavers: Response rates and the current status of respondents are provided in Tables 1 and 2. The majority of leavers who responded transferred to another institution.

| 1. Storrs Campus Freshmen Leaver Respondent Summary | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| Incoming Class of: | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Total Call List | 247 | 252 | 213 | 187 | 159 | 196 | 235 | 198 |
| Responded | 180 | 164 | 146 | 114 | 90 | 145 | 197 | 164 |

| 2. Storrs Campus Freshmen Leavers' Status After Leaving UConn | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| Incoming Class of: | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Transfer | 110 | 127 | 104 | 100 | 83 | 78 | 123 | 110 |
| Employment | 0 | 5 | 3 | 3 | 1 | 9 | 2 | 1 |
| Proprietary School | 0 | 0 | 2 | 1 | 3 | 0 | 0 | 1 |

Nearly all (65 of 67) out-of-state leavers who transferred went to an out-of-state institution compared to 16 of 143 in-state leavers who did so. Most of the out-of-state students went back to their home state.

| 3. Storrs Campus Freshmen: Institutional Destination, If Transferring | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| Incoming Fall Class of: | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Out-of-State Institutions | 76 | 83 | 65 | 78 | 64 | 64 | 107 | 81 |
| Connecticut State University | 16 | 24 | 20 | 12 | 10 | 6 | 9 | 11 |
| Connecticut Community Colleges | 8 | 12 | 9 | 3 | 5 | 6 | 2 | 12 |
| CT Independent Institutions | 10 | 8 | 10 | 7 | 4 | 2 | 5 | 6 |

In-state Storrs campus freshman respondents with GPAs of 2.75+ were more likely to cite reasons for leaving associated with the *campus environment* while those with GPAs < 2.75 were a bit more likely to cite *personal* reasons. The most often mentioned individual reason among leavers in the higher of the two GPA groups were *issues regarding majors such as adding more major, improving access to majors, or more assistance for undecided majors*. *Not ready /not right fit, cost* and the school being *too big* were also mentioned often by students in both GPA groups. Suggestions regarding things UConn could have done better were split rather evenly between those related to the *campus environment* and *academics*. Frequently mentioned suggestions included most offered by respondents in both GPA categories were *improving advising, improving dorm life, and reducing class size*. *Out-of-state* respondents in both GPA groups were most likely to cite environment-related reasons as well as cost and personal reasons. The most oft mentioned individual reasons among leavers in both GPA groups included *cost, distance from home, and rural location*. Students in the higher GPA category recommended *offering more activities*, and both GPA groups called for *improved advising*.

| 4. Storrs Campus In-State Freshmen: Reasons for Leaving Institution 2002-2009 | | | |
|--|--------------|------------------|--------------|
| | 2.75+ | < 2.75 | Total |
| Campus Environment | 136 | 66 | 202 |
| Too Big | 42 | 23 | 65 |
| Too Far Away | 20 | 17 | 37 |
| Rural, Lack Town | 31 | 4 | 35 |
| Housing / Roommate | 19 | 11 | 30 |
| Too Much Partying | 12 | 6 | 18 |
| Too Close | 8 | 1 | 9 |
| Not Enough Activities | 4 | 1 | 5 |
| Lack of Transportation | 0 | 3 | 3 |
| Academic | 101 | 44 | 145 |
| Issues Regarding Major | 73 | 21 | 94 |
| Lacked Academic Challenge | 14 | 1 | 15 |
| Class Size | 8 | 5 | 13 |
| Advising | 3 | 8 | 11 |
| Overwhelmed Acad. | 0 | 8 | 8 |
| Too Many Gen. Ed. Req. | 2 | 0 | 2 |
| TA English Proficiency | 1 | 1 | 2 |
| Cost | 29 | 35 | 64 |
| Personal | 76 | 82 | 158 |
| Not Ready/Not Right Fit | 32 | 35 | 67 |
| Personal/Family | 19 | 24 | 43 |
| Medical | 12 | 17 | 29 |
| Military | 8 | 5 | 13 |
| Had Not Planned on Staying | 3 | 0 | 3 |
| Athletic Team | 2 | 1 | 3 |
| 5. Storrs Campus In-State Freshmen: Suggestions for Improvement 2002-2009 | | | |
| | 2.75+ | < 2.75 | Total |
| Campus Environment | 66 | 31 | 97 |
| Improving Dorm Life | 17 | 10 | 27 |
| Offering More Activities | 18 | 4 | 22 |
| Smaller University Feel | 15 | 7 | 22 |
| Allow Freshman Parking | 4 | 5 | 9 |
| More Transportation Off Campus | 4 | 1 | 5 |
| More Freshmen Live Together | 2 | 3 | 5 |
| Less Tolerance of Partying | 4 | 1 | 5 |
| Improve Diversity | 2 | 0 | 2 |
| Academic | 70 | 43 | 113 |
| Improve Advising | 24 | 21 | 45 |
| Reduce Class Size | 19 | 9 | 28 |
| Improve Educational Quality | 17 | 2 | 19 |
| Address Issues Regarding Major | 5 | 6 | 11 |
| Improve TA English Proficiency | 3 | 1 | 4 |
| Offer More Academic Support Services | 0 | 4 | 4 |
| Broaden Honors Program | 2 | 0 | 2 |
| Cost (Reduce Cost/Increase Aid | 16 | 20 | 26 |

| 6. Storrs Out-of-State Freshmen: | | Reasons for Leaving Institution 2002-2009 | | |
|---|--------------|--|--------------|--|
| | 2.75+ | < 2.75 | Total | |
| Campus Environment | 172 | 76 | 248 | |
| Too Far Away | 62 | 24 | 86 | |
| Rural, Lack Town | 42 | 22 | 64 | |
| Too Big | 32 | 11 | 43 | |
| Housing / Roommate Issues | 19 | 12 | 31 | |
| Not Enough Activities | 8 | 4 | 12 | |
| Too Much Partying | 6 | 2 | 8 | |
| Lack of Transportation Off-Campus | 2 | 1 | 3 | |
| Diversity Issues | 1 | 0 | 1 | |
| Academic | 50 | 45 | 95 | |
| Issues Regarding Major | 35 | 19 | 54 | |
| Overwhelmed Academically | 1 | 11 | 12 | |
| Class Size | 3 | 7 | 10 | |
| Advising | 3 | 3 | 6 | |
| Lack of Academic Challenge | 6 | 0 | 6 | |
| Too Many Gen. Ed. Requirements | 0 | 3 | 3 | |
| TA English Proficiency | 0 | 2 | 2 | |
| UConn Not First Choice | 2 | 0 | 2 | |
| Cost | 64 | 46 | 110 | |
| Personal | 58 | 53 | 111 | |
| Not Ready / Not Right Fit | 21 | 20 | 41 | |
| Personal/Family Issues | 21 | 13 | 34 | |
| Medical | 10 | 7 | 17 | |
| Athletic Team | 6 | 10 | 16 | |
| Military | 0 | 3 | 3 | |
| 7. Storrs Out-of-State Freshmen: | | Suggestions for Improvement 2002-2009 | | |
| | 2.75+ | < 2.75 | Total | |
| Campus Environment | 84 | 37 | 121 | |
| Offer More Activities | 31 | 9 | 40 | |
| Improve Dorm | 12 | 10 | 22 | |
| More Transportation Off Campus | 10 | 2 | 12 | |
| Smaller University Feel | 7 | 5 | 12 | |
| House More Freshman Together | 10 | 2 | 12 | |
| Allow Freshman Parking | 6 | 2 | 8 | |
| Less Partying | 4 | 1 | 5 | |
| Offer Better / More Activities | 2 | 2 | 4 | |
| More Freshmen Support Services | 1 | 2 | 3 | |
| Change / Develop Location | 1 | 1 | 2 | |
| Improve Diversity | 0 | 1 | 1 | |
| Academic | 48 | 37 | 85 | |
| Improve Advising | 22 | 21 | 43 | |
| Reduce Class Size | 8 | 8 | 16 | |
| Improve Educational Quality | 10 | 2 | 12 | |
| Address Issues Regarding Major | 8 | 2 | 10 | |
| Offer More Academic Support Services | 0 | 2 | 2 | |
| TA English Proficiency | 0 | 2 | 2 | |
| Cost (Reduce Cost/Increase Aid | 53 | 27 | 72 | |

Storrs Campus Sophomore Voluntary Leavers: Response rates and current status of respondents are provided in Tables 8 and 9. The majority of leavers who responded transferred to another institution.

| 8. Storrs Campus Sophomore Leaver Respondent Summary | | | | | |
|---|------|------|------|------|------|
| Incoming Freshmen Class of: | 2004 | 2005 | 2006 | 2007 | 2008 |
| Total Call List | 151 | 104 | 134 | 119 | 138 |
| Responded | 79 | 63 | 64 | 94 | 78 |

| 9. Storrs Campus Sophomore Leavers' Status After Leaving UConn | | | | | |
|---|------|------|------|------|------|
| Incoming Freshman Class of: | 2004 | 2005 | 2006 | 2007 | 2008 |
| Transfer | 65 | 53 | 37 | 53 | 48 |
| Employment | 5 | 7 | 3 | 10 | 2 |

Sophomores were most likely to transfer to a four-year institution. In-state students were as likely to remain in-state as transfer out-of-state, while out-of-state students were almost exclusively transferring to out-of-state institutions, many to their home state.

| 10. Storrs Campus Sophomores: Institutional Destination, If Transferring | | | | | |
|---|------|------|------|------|------|
| Incoming Fall Freshman Class of: | 2004 | 2005 | 2006 | 2007 | 2008 |
| Connecticut State University | 14 | 7 | 8 | 9 | 10 |
| Connecticut Community Colleges | 4 | 2 | 2 | 2 | 2 |
| CT Independent Institutions | 7 | 3 | 2 | 3 | 0 |
| Out-of-State Institutions | 40 | 41 | 25 | 39 | 36 |

The most oft mentioned individual reason by respondents was *issues regarding majors such as adding more major, improving access to majors, or more assistance for undecided majors*. The second most frequently cited reason was *cost*. The two suggestions most offered by respondents were: *improve advising* and *reduce cost*.

| 11. Storrs Campus Sophomore Leaver Feedback 2004-2008 | | | |
|--|------------|---|------------|
| Reason for Leaving | | Could Have Done Better/Differently | |
| Environment | 63 | Environment | 44 |
| Too Big | 24 | Offer Better/More Activities | 22 |
| Too Far Away | 16 | Improve Dorm | 10 |
| Rural / Lack of Town | 15 | Provide Smaller University Feel | 7 |
| Too Much Partying | 4 | Less Tolerance for Partying | 4 |
| Housing | 4 | Offer Better Off-Campus Transportation | 1 |
| Academics | 110 | Academics | 112 |
| Issues Regarding Major | 78 | Improve Advising | 48 |
| Class Size | 8 | Offer Better Quality Education | 25 |
| Overwhelmed Academically | 8 | Majors: Additional, Access, Undecided | 16 |
| Academic Issues - General | 6 | Reduce Class Size | 14 |
| Lack of Academic Challenge | 5 | Offer More Academic Support Services | 6 |
| Advising | 3 | Improve English Proficiency of TA's | 2 |
| Not Satisfied with Teaching | 2 | Improve Teaching | 1 |
| Cost | 55 | Cost (Reduce Cost/Increase Aid) | 44 |
| Personal | 112 | | |
| Not Ready / Right Fit | 37 | | |
| Medical | 36 | | |
| Personal/Family Issues | 27 | | |
| Athletic Teams | 8 | | |
| Military | 4 | | |

Storrs Campus Transfer Student Voluntary Leavers: Response rates and current status of respondents are provided in Tables 12 and 13.

| 12. Storrs Campus Transfer Student Leaver Respondent Summary | | | | |
|---|------|------|------|------|
| Incoming Class of: | 2006 | 2007 | 2008 | 2009 |
| Total Call List | 51 | 91 | 66 | 56 |
| Responded | 24 | 39 | 45 | 28 |

| 13. Storrs Campus Incoming Transfer Student Leavers' Status | | | | |
|--|------|------|------|------|
| Incoming Class of: | 2006 | 2007 | 2008 | 2009 |
| Transfer | 14 | 19 | 21 | 21 |
| Employment | 6 | 3 | 3 | 3 |

Transfer students were most likely to transfer to a four-year institution, and students from Connecticut were as likely to attend an out-of-state university as they were to attend another Connecticut State university.

| 14. Storrs Campus Transfer Students: Institutional Destination, If Transferring | | | | |
|--|------|------|------|------|
| Incoming Class of: | 2006 | 2007 | 2008 | 2009 |
| Connecticut State University | 4 | 8 | 6 | 7 |
| Connecticut Community Colleges | 0 | 1 | 1 | 3 |
| CT Independent Institutions | 1 | 0 | 2 | 0 |
| Out-of-State Institutions | 9 | 9 | 12 | 11 |

Respondents most cited reasons for leaving in the *academics* and *personal* category. Among academic reasons, issues regarding majors were the most often cited individual response.

| 15. Storrs Campus Transfer Student Leaver Feedback | | | |
|---|-----------|--|-----------|
| Reason for Leaving | | Could Have Done Better/Differently | |
| Environment | 26 | Environment | 11 |
| Too Big | 14 | Improve Dorm | 5 |
| Too Far Away | 5 | Less Tolerance of Partying | 2 |
| Rural/Lack of Town | 4 | Have a Smaller University Feel | 2 |
| Diversity Issues | 1 | Improve Diversity | 1 |
| Too Much Partying | 2 | Offer More Activities | 1 |
| Academics | 43 | Academics | 41 |
| Issues Regarding Major | 24 | Improve Advising | 12 |
| Overwhelmed Academically | 7 | Majors: Additional, Access, Undecided | 11 |
| Advising | 5 | Reduce Class Size | 9 |
| Class Size | 3 | Offer More Academic Support Services | 5 |
| Study Abroad Opportunities | 2 | Offer Better Quality Education | 3 |
| Not Satisfied with Teaching | 2 | Improve Teaching | 1 |
| Cost | 15 | Cost (Reduce Cost/Increase Aid) | 5 |
| Personal | 41 | | |
| Personal/Family Issues | 21 | | |
| Medical | 13 | | |
| Not Ready/Right Fit | 7 | | |

Regional Campuses

Freshmen Voluntary Leavers: Response rates and the current status of respondents are provided in Tables 16 and 17. The majority of leavers who responded transferred to another institution.

| 16. Regional Campuses Freshmen Leaver Respondent Summary | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| Incoming Class of: | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Total Call List | 136 | 120 | 167 | 175 | 133 | 192 | 200 | 157 |
| Responded | 92 | 79 | 90 | 71 | 73 | 108 | 118 | 84 |

| 17. Regional Campuses Freshmen Leavers' Status After Leaving UConn | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| Incoming Class of: | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Transfer | 57 | 39 | 51 | 51 | 42 | 61 | 82 | 64 |
| Working | 15 | 5 | 2 | 12 | 12 | 15 | 17 | 4 |
| Plan to Return | 11 | 15 | 9 | 5 | 6 | 9 | 3 | 1 |
| Proprietary School | 1 | 0 | 4 | 0 | 3 | 4 | 4 | 2 |

The types of institutions to which voluntary leavers have transferred are summarized in the table below.

| 18. Regional Campuses Freshmen: Institutional Destination, If Transferring | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| Incoming Class of: | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Connecticut State University | 20 | 11 | 16 | 16 | 11 | 19 | 20 | 22 |
| Out-of-State Institutions | 24 | 10 | 16 | 24 | 22 | 21 | 23 | 21 |
| Connecticut Community Colleges | 11 | 14 | 16 | 8 | 8 | 16 | 36 | 16 |
| CT Independent Institutions | 2 | 4 | 3 | 3 | 1 | 5 | 3 | 5 |

Responses reflected a range of reasons. The most often mentioned individual reasons among leavers in both GPA groups included *issues regarding major, fit and cost*. Suggestions were most often in the *academic* category. Frequently mentioned specific suggestions included most offered by respondents in both GPA categories were *improving advising and maintaining affordability through controlling cost or offering more financial aid*.

| 19. Regional Campus Freshmen: | Reasons for Leaving Institution 2002-2009 | | |
|--------------------------------------|--|-----------------|--------------|
| | 2.5+ | < 2.5 | Total |
| Campus Environment | 82 | 81 | 163 |
| Too Far Away | 25 | 45 | 70 |
| Disliked Campus | 8 | 11 | 19 |
| Too Close | 14 | 3 | 17 |
| Wanted Housing at Regionals | 10 | 6 | 16 |
| Too Big | 9 | 7 | 16 |
| Rural, Lack of Town | 6 | 4 | 10 |
| Not Enough Activities | 7 | 1 | 8 |
| Lack of Transportation | 3 | 4 | 7 |
| Academic | 111 | 74 | 185 |
| Issues Regarding Major | 85 | 45 | 130 |
| Not Satisfied with Advising | 15 | 8 | 23 |
| Overwhelmed Academically | 2 | 12 | 14 |
| Lack of Academic Challenge | 6 | 3 | 9 |
| Class Size | 2 | 4 | 6 |
| TA English Proficiency | 1 | 2 | 3 |
| Cost | 34 | 53 | 87 |
| Personal | 90 | 112 | 202 |
| Not Ready / Not Right Fit | 44 | 56 | 100 |
| Personal/Family/Medical | 36 | 45 | 81 |
| Military | 10 | 11 | 21 |

| 20. Regional Campus Freshmen: Suggestions for Improvement 2002-2009 | | | |
|--|-------------|-----------------|--------------|
| | 2.5+ | < 2.5 | Total |
| Campus Environment | 31 | 37 | 68 |
| Offer Housing at Regionals | 11 | 9 | 20 |
| Improve Campus | 3 | 11 | 14 |
| Offer More/Better Activities | 9 | 3 | 12 |
| Have Smaller University Feel | 3 | 7 | 10 |
| Better/More Jobs | 1 | 2 | 3 |
| Improve Food Quality | 2 | 1 | 3 |
| Better Orientation | 1 | 1 | 2 |
| Transp. Off Campus | 0 | 2 | 2 |
| Less Tolerance of Partying | 1 | 0 | 1 |
| Better Parking | 0 | 1 | 1 |
| Academic | 101 | 70 | 171 |
| Improve Advising | 34 | 25 | 59 |
| Range of and Access to Majors | 27 | 7 | 34 |
| Breadth of Classes | 17 | 9 | 26 |
| Offer Better Quality Education | 16 | 9 | 25 |
| More Academic Support Services | 3 | 12 | 15 |
| Reduce Class Size | 2 | 3 | 5 |
| TA English Proficiency | 1 | 2 | 3 |
| Broaden the Honors Program | 1 | 0 | 1 |
| Lack of Academic Challenge | 0 | 1 | 1 |
| Improve Teaching | 0 | 1 | 1 |
| Offer More Online Courses | 0 | 1 | 1 |
| Cost (Reduce Cost/Increase Aid | 24 | 32 | 56 |

Regional Campus Sophomore Voluntary Leavers: Response rates and current status of respondents are provided in Tables 21 and 22. The majority of leavers who responded transferred to another institution.

| 21. Regional Campuses Sophomore Leaver Respondent Summary | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| Incoming Freshman Class of: | 2004 | 2005 | 2006 | 2007 | 2008 |
| Total Call List | 99 | 107 | 115 | 120 | 130 |
| Responded | 41 | 57 | 53 | 56 | 81 |

| 22. Regional Campuses Sophomore Leavers' Status After Leaving UConn | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| Incoming Freshman Class of: | 2004 | 2005 | 2006 | 2007 | 2008 |
| Transfer | 28 | 41 | 39 | 35 | 59 |
| Employment | 7 | 8 | 6 | 13 | 5 |
| Proprietary School | 1 | 3 | 0 | 2 | 1 |

Students transferred to a mix of institutions including CSU, out-of-state institutions and CT community colleges.

| 23. Regional Campuses Sophomores: Institutional Destination, If Transferring | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| Incoming Freshman Class of: | 2004 | 2005 | 2006 | 2007 | 2008 |
| Connecticut State University | 13 | 11 | 21 | 17 | 24 |
| Out-of-State Institutions | 8 | 14 | 8 | 7 | 16 |
| Connecticut Community Colleges | 2 | 9 | 8 | 8 | 13 |
| CT Independent Institutions | 5 | 7 | 2 | 3 | 4 |

Academics dominated reasons for leaving and suggestions by students. The specific reasons most often cited were *issues regarding major* and *cost*. The most offered suggestions were *majors*, *improved advising*, and *reducing cost*.

| 24. Regional Campuses Sophomore Leaver Feedback | | | |
|--|------------|---|------------|
| Reason for Leaving | | Could Have Done Better/Differently | |
| Environment | 54 | Environment | 22 |
| Too Far Away | 18 | Offer Housing at Regionals | 13 |
| Too Big | 11 | Develop Location | 3 |
| Disliked Regional Campus | 9 | Offer Better/More Activities | 3 |
| No Housing | 5 | Improve Diversity | 2 |
| Did Not Want to Go to Storrs | 4 | Offer Better Off-Campus Transportation | 1 |
| Too Close to Home | 4 | | |
| Weather | 2 | | |
| Not Enough Activities | 1 | | |
| Academics | 111 | Academics | 107 |
| Issues Regarding Major | 80 | Majors: Additional, Access, Undecided | 37 |
| Overwhelmed Academically | 12 | Improve Advising | 29 |
| Class Size | 6 | Offer Greater Breadth of Classes | 21 |
| Advising | 6 | Reduce Class Size | 8 |
| Lack of Academic Challenge | 5 | Offer More Academic Support Services | 7 |
| Too Many Gen. Ed. Requirements | 2 | Offer Better Quality Education | 5 |
| Cost | 39 | Cost | 33 |
| Cost | 39 | Reduce Cost/Increase Financial Aid | 33 |
| Personal | 50 | | |
| Not Right Fit | 18 | | |
| Personal/Family Issues | 15 | | |
| Athletics | 7 | | |
| Medical | 6 | | |
| Employment | 2 | | |
| Military | 2 | | |

Regional Campus Transfer Student Leavers: Response rates and current status of respondents are provided in Tables 25 and 26. The majority of leavers who responded transferred to another institution.

| 25. Regional Campuses Transfer Student Leaver Respondent Summary | | | | |
|---|-------------|-------------|-------------|-------------|
| Incoming Class of: | 2006 | 2007 | 2008 | 2009 |
| Total Call List | 45 | 70 | 31 | 34 |
| Responded | 21 | 29 | 16 | 17 |

| 26. Regional Campuses Incoming Transfer Student Leavers' Status | | | | |
|--|-------------|-------------|-------------|-------------|
| Incoming Class of: | 2006 | 2007 | 2008 | 2009 |
| Transfer | 10 | 10 | 8 | 12 |
| Employment | 5 | 9 | 6 | 1 |
| Plan to Return | 4 | 6 | 0 | 1 |

Transfer destinations are indicated in the table below.

| 27. Regional Campuses Transfer Students: Institutional Destination, If Transferring | | | | |
|--|-------------|-------------|-------------|-------------|
| Incoming Class of: | 2006 | 2007 | 2008 | 2009 |
| Out-of-State Institutions | 3 | 2 | 3 | 5 |
| CT Independent Institutions | 0 | 2 | 1 | 3 |
| Connecticut State University | 4 | 4 | 2 | 2 |
| Connecticut Community Colleges | 3 | 2 | 2 | 2 |

Personal reasons such as institutional fit dominated, but most oft mentioned reasons were *issues regarding major* and *cost*. The most offered suggestions were *improved advising*, and *offering a greater breadth of classes*.

| 28. Regional Campus 2006-08 Entering Class Transfer Leaver Feedback | | | |
|--|-----------|---|-----------|
| Reason for Leaving | | Could Have Done Better/Differently | |
| Environment | 12 | Environment | 4 |
| Too Far Away | 3 | Offer Housing at Regional Campus | 3 |
| No Housing | 3 | Offer More Activities | 1 |
| Too Big | 2 | | |
| Too Close to Home | 2 | | |
| Lack of Transp. Off-Campus | 1 | | |
| Not Enough Activities | 1 | | |
| Academics | 32 | Academics | 34 |
| Issues Regarding Major | 22 | Improve Advising | 15 |
| More Transf. Credits Accepted | 6 | Offer Greater Breadth of Classes | 12 |
| General Education Courses | 2 | Offer More Majors | 3 |
| Greater Breadth of Classes | 2 | Improve Support Service | 2 |
| | | Issues Regarding Faculty | 2 |
| Cost | 14 | Cost (Reduce Cost/Increase Aid) | 7 |
| Personal | 47 | Personal | 1 |
| Not Ready/Right Fit | 16 | Had issues with staff | 1 |
| Personal/Family | 9 | | |
| Employment | 8 | | |
| Military | 6 | | |
| Medical | 5 | | |
| Time Off | 2 | | |
| Had Not Planned on Staying | 1 | | |

ATTACHMENT E. The University of Connecticut

Report on the Alumni Survey - 2010 Graduating Class

Every year since 1979 the Office of Institutional Research has surveyed recent graduates. This survey is one of the few outcome measures the University of Connecticut has for our educational process. While the questionnaire focuses primarily on the academic experience of graduates, it also allows them to report their current activities. For over thirty years, the survey results have yielded valuable information pertinent to both the graduates' experience at the University and their post-graduate activities.

The present report is an overview of the 2010 responses. It is also available at the following website: <http://www.oir.uconn.edu/alum10.pdf>. Separate reports can also be generated for each School/College and for larger departments, or upon request.

1. Number of Respondents and Response Rates

In Fall 2010, 4,593 questionnaires were sent to graduates who received a bachelor's degree from July 2009 through June 2010. This includes 187 graduates who received dual degrees, and were sent two surveys. A follow-up letter was sent to those who did not respond within two months of the initial survey mailing. (There were 4,606 actual degrees conferred, including dual degrees, from July 2009 through June 2010).

1,304 completed questionnaires were returned, for a total response rate of 29%¹. Over the past several years, the response rate has been in the range of 35%. Table 1.1 shows the response rate by School/College for the 2010 survey. Graduates from Nursing have the highest response rate (38%) while graduates from Fine Arts have the lowest response rate (20%). Compared to the previous year, the response rate of graduates from Liberal Arts and Engineering stayed the same. The response rate for Continuing Studies increased by 5%, and decreased by 11% for Fine Arts, compared to the previous year.

Table 1.1: Response Rates, Ranked Within-School/College Percentage

| School/College | Number of Graduates | Number of Respondents | Response Rate |
|---------------------------------|---------------------|-----------------------|---------------|
| Agriculture & Natural Resources | 406 | 129 | 32% |
| Business | 605 | 180 | 30% |
| Continuing Studies | 258 | 82 | 32% |
| Education | 165 | 49 | 30% |
| Engineering ¹ | 334 | 79 | 24% |
| Fine Arts | 110 | 22 | 20% |
| Liberal Arts & Sciences | 2,505 | 694 | 28% |
| Nursing | 125 | 48 | 38% |
| Pharmacy | 98 | 21 | 21% |

¹Includes 14 graduates in Management & Engineering for Manufacturing.

The majority of respondents to the survey are female (64%) as were the majority of all graduates in the 2010 class (54%). The number of female graduates returning the completed surveys is 831 while the number of male graduates returning the completed surveys is 469. Female graduates responded at a higher rate (33%) than male graduates (22%), as has been the case in previous alumni surveys.

¹ Calculation of response rate excludes 34 mailed surveys that were undeliverable.

Table 1.2 shows the distribution of respondents by age group. 88% of respondents are in the age category 21-24 years; which is very similar to the 85% of 2010 graduate (bachelor's degree recipients) population that is 21-24 years old. Compared to the previous year, the number of respondents who are 21 to 24 years was comparable (87%) and the number of respondents who are 25 to 34 years old decreased slightly by 1%. The number of respondents who are 35 to 49 stayed the same. In terms of School or College, Continuing Studies (General Studies majors) has the largest number of respondents (59%) 35 years or above in age; within all other Schools/Colleges, the most common age category is 21-24 years. 7% of respondents in Agriculture, and 6% of respondents in Liberal Arts, are between 25 and 34 years old.

Table 1.2: Distribution of Respondents by Age Group (rounded to the nearest decimal)

| Age group (years) | Percent Respondents |
|-------------------|---------------------|
| 18 to 20 | <1% |
| 21 to 24 | 88% |
| 25 to 34 | 7% |
| 35 to 49 | 3% |
| Over 50 | 2% |

In terms of ethnic background, the majority of respondents to the survey are white (80%). The percentage of respondents belonging to American minority groups (15%) is similar to the percentage of all 2010 graduates belonging to American minority groups (19%).

In summary, the sample of respondents is fairly representative of the 2010 graduating population in terms of gender, age, and ethnicity.

2. General Questions

2.1. Freshman Entrance Rate

Overall, 78% of respondents entered UConn as freshmen, which stayed the same as the previous year. Table 2.1.1 shows the within-School/College freshman entrance rates, ranked in descending order.

Table 2.1.1: Freshman Entrance Rate, Ranked Within-School/College Percentages

| School/College | Within-School/College Percentage |
|---------------------------------|----------------------------------|
| Nursing | 96% |
| Fine Arts | 91% |
| Pharmacy | 90% |
| Engineering | 89% |
| Business | 86% |
| Education | 86% |
| Liberal Arts & Sciences | 79% |
| Agriculture & Natural Resources | 78% |
| Continuing Studies | 13% |

Nursing has the highest freshman entrance rate (96%), followed by Fine Arts (91%) and Pharmacy (90%). The low freshman entrance rate for Continuing Studies (General Studies majors) is consistent with the nature of the program (junior-senior level program).

2.2. Residence Hall Habitation Rate

Overall, 80% of respondents lived in a residence hall on campus at some point during their time at UConn. Table 2.2.1 shows the residence hall habitation rates for respondents who entered UConn as freshmen and graduated in exactly four years (*four-year respondents*).

Table 2.2.1: Semesters Lived in Residence Halls for Four-Year Respondents

| Semesters | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|----|----|----|-----|----|-----|----|-----|
| Respondents | 12 | 48 | 37 | 129 | 32 | 183 | 26 | 219 |
| Percentage | 2% | 7% | 5% | 19% | 5% | 27% | 4% | 32% |

For the four-year respondents, 32% lived in a residence hall for all eight semesters. This remained the same as the previous year. 9% did not live in a residence hall at any point (this is the same as the previous year). A large percentage of four-year respondents (19%) lived in a residence hall for exactly four semesters and another large percentage of four-year respondents (27%) lived in a residence hall for six semesters.

Respondents were asked to rate their overall satisfaction with residence halls. Of all the students who lived in residence halls for at least one semester, 80% were satisfied, 12% were neutral, and 8% were dissatisfied. The satisfaction rate is higher for students who lived in residence halls for five semesters or more than it is for students who lived in residence halls for less than five semesters. Table 2.2.2 summarizes the satisfaction rate by number of semesters lived in residence halls.

Table 2.2.2 Satisfaction with Residence Hall Experience

| Semesters in Residence Halls | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 or more |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----------|
| Respondents | 22 | 97 | 55 | 206 | 54 | 267 | 37 | 260 | 16 |
| Satisfied | 55% | 65% | 76% | 74% | 89% | 78% | 95% | 89% | 100% |
| Neutral | 14% | 11% | 20% | 16% | 9% | 15% | 5% | 6% | 0% |
| Dissatisfied | 32% | 24% | 4% | 10% | 2% | 7% | 0% | 5% | 0% |

The satisfaction scale ranges from 1 (extremely dissatisfied) to 7 (extremely satisfied). In the table, scale 1-3 is collapsed to form the category **Dissatisfied**, scale 4 is **Neutral**, and scale 5-7 is collapsed to form the category **Satisfied**. All percentages are rounded and may not add to exactly 100%.

2.3. Decisions about Major

Table 2.3.1 concerns the point at which students decide their major; both overall and within-School/College percentages are given for the time categories.

Table 2.3.1: Point at Which Major Decided, Overall and Within-School/College Percentages

| School/College | Before College | As a Freshman | As a Sophomore | As a Junior | As a Senior |
|---------------------------------|----------------|---------------|----------------|-------------|-------------|
| Agriculture & Natural Resources | 38% | 11% | 30% | 18% | 4% |
| Business | 37% | 16% | 32% | 13% | 2% |
| Continuing Studies | 8% | 5% | 14% | 56% | 18% |
| Education | 49% | 14% | 35% | 2% | 0% |
| Engineering | 58% | 23% | 17% | 3% | 0% |
| Fine Arts | 50% | 23% | 18% | 9% | 0% |
| Liberal Arts & Sciences | 25% | 11% | 41% | 21% | 2% |
| Nursing | 75% | 15% | 8% | 2% | 0% |
| Pharmacy | 79% | 16% | 5% | 0% | 0% |
| Overall (Total) | 33% | 13% | 33% | 18% | 3% |

Table excludes responses from students who did not remember when they decided on their major. All percentages are rounded and may not add to exactly 100%.

Overall, 33% of all respondents decided their major before entering college and another 33% of all respondents decided their major as sophomores. The percentage of respondents who decided their major before college was higher compared to the previous year (31%).

77% or more respondents within each School or College, except Continuing Studies (26%), decided their major before or during their sophomore year. Almost half of all respondents from Liberal arts & Sciences (41%) decided their major during their sophomore year.

Pharmacy (79%), followed by Nursing (75%), and Engineering (58%) have the highest within-School/College percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 19% for Pharmacy, by 9% for Business, but is lower by 10% for Nursing, and by 8% for Fine Arts.

Respondents were asked how many times they changed their major during their career at UConn. Table 2.3.2 shows the reported number of times respondents have changed their major by School or College.

Table 2.3.2: Percent of Respondents Changing Major (categorized by number of times), Overall and Within-School/College Percentages

| School/College | Never changed | Changed one time | Changed two times | Changed more than two times |
|---------------------------------|---------------|------------------|-------------------|-----------------------------|
| Agriculture & Natural Resources | 56% | 31% | 9% | 4% |
| Business | 64% | 26% | 6% | 4% |
| Continuing Studies | 74% | 18% | 4% | 5% |
| Education | 78% | 20% | 0% | 2% |
| Engineering | 68% | 26% | 5% | 1% |
| Fine Arts | 71% | 29% | 0% | 0% |
| Liberal Arts & Sciences | 54% | 29% | 10% | 7% |
| Nursing | 79% | 19% | 2% | 0% |
| Pharmacy | 86% | 14% | 0% | 0% |
| Overall (Total) | 60% | 27% | 8% | 5% |

All percentages are rounded. Percentages of missing or blank responses are not shown above.

Pharmacy (86%), followed by Nursing (79%), Education (78%), and Continuing Studies (74%) have the highest percentage of respondents who never changed their major. Liberal Arts (54%), followed by Agriculture (56%), have the lowest percentage of respondents who never changed their major.

Agriculture (9%), and Liberal Arts and Sciences (10%) have the highest percentage of respondents who changed their major two times. Overall 60% of all respondents never changed their major while 5% changed their major more than two times. This is consistent with the 2009 respondents where overall 59% never changed their major, and 5% changed their major more than two times.

2.4. Reasons for Choosing UConn

Respondents were asked their single most important reason for attending UConn. The three top reasons, in terms of percent respondents selecting those reasons, are listed below:

- Level of tuition and fees (25%); Quality of educational programs (18%); and Location (17%).

Respondents were also asked what they thought, in retrospect, should have been their single most important reason for attending UConn. The top three reasons, in terms of percent respondents selecting those reasons, are listed below:

- Quality of educational programs (46%); Tuition and Fees (15%); and Specific programs offered (13%).

Compared to the original reasons for selecting UConn, quality of educational programs gains prominence in students' retrospective reasons for selecting UConn. Charts below show the trend of reasons, selected by respondents (originally & in retrospect), for attending UConn.

Chart 2.4.1: Original reason for selecting UConn

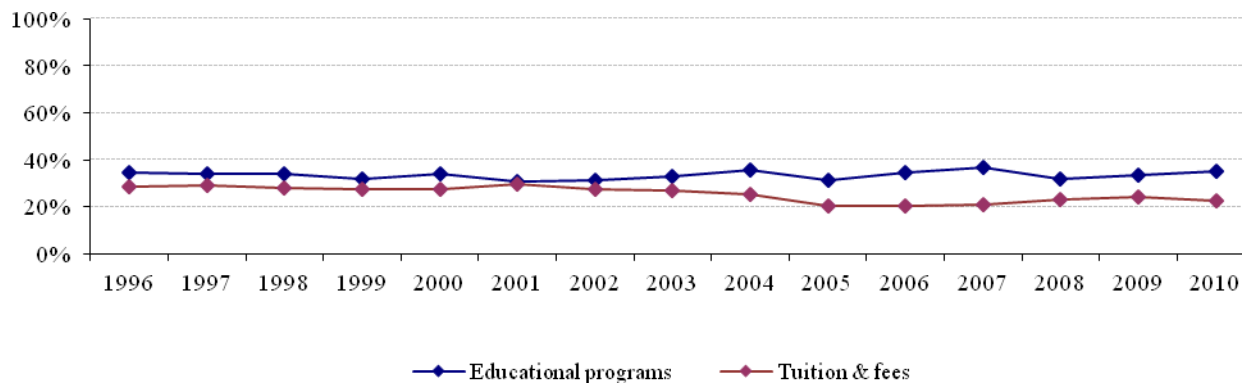
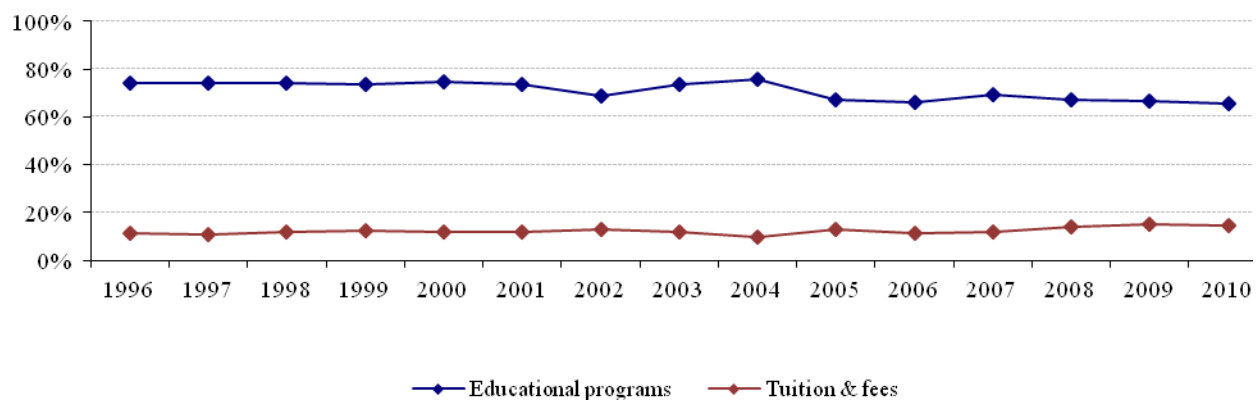


Chart 2.4.2: Retrospective reason for selecting UConn



Note: In the charts above, the categories *Variety of educational programs offered*, *quality of educational programs* and *the specific programs offered* are collapsed into *Educational Programs*.

Tables 2.4.1 and 2.4.2 below show the percentage of respondents by School/College who chose *Educational programs* and *Tuition & Fees* as the original and retrospective reasons for selecting UConn. The categories *Variety of educational programs offered*, *quality of educational programs* and the *specific programs offered* are collapsed into *Educational Programs*.

Table 2.4.1: **Original** reason for attending UConn (by School/College)

| School/College | Educational Programs | School/College | Tuition & Fees |
|---------------------------------|----------------------|---------------------------------|----------------|
| Agriculture & Natural Resources | 58% | Agriculture & Natural Resources | 16% |
| Business | 37% | Business | 27% |
| Continuing Studies | 40% | Continuing Studies | 15% |
| Education | 57% | Education | 9% |
| Engineering | 33% | Engineering | 38% |
| Fine Arts | 45% | Fine Arts | 30% |
| Liberal Arts & Sciences | 33% | Liberal Arts & Sciences | 27% |
| Nursing | 54% | Nursing | 28% |
| Pharmacy | 74% | Pharmacy | 16% |

Table 2.4.2: Retrospective Reason for Attending UConn (by School/College)

| School/College | Educational Programs | School/College | Tuition & Fees |
|---------------------------------|----------------------|---------------------------------|----------------|
| Agriculture & Natural Resources | 77% | Agriculture & Natural Resources | 12% |
| Business | 78% | Business | 12% |
| Continuing Studies | 63% | Continuing Studies | 8% |
| Education | 83% | Education | 7% |
| Engineering | 58% | Engineering | 31% |
| Fine Arts | 77% | Fine Arts | 18% |
| Liberal Arts & Sciences | 68% | Liberal Arts & Sciences | 16% |
| Nursing | 67% | Nursing | 20% |
| Pharmacy | 80% | Pharmacy | 15% |

For each School/College, percentage of respondents retrospectively selecting *Educational programs* as the reason for attending UConn is much higher than those who prospectively (originally) selected *Educational programs* as a reason for attending UConn.

In contrast, for all Schools/Colleges, percentage of respondents retrospectively selecting *Tuition & fees* as the reason for attending UConn is lower than those who prospectively (originally) selected *Tuition & fees* as the reason for attending UConn.

29% of respondents indicate that they are first generation college students. 17% of respondents' parents attended UConn, and 24% of respondents' siblings attended UConn, while 2% of spouses and less than 1% of children of respondents attended UConn.

3. Evaluation of Academic Experience

3.1. Helpfulness of UConn

Respondents were asked to rate the importance of 23 potential benefits of a college education and the extent to which they believed UConn helped to provide each benefit. Table 3.1.1 gives rating averages and ranks for, both, benefit importance and perceived helpfulness of UConn. Relative helpfulness (*average perceived helpfulness rating minus average benefit importance rating*) is also given and ranked.

Table 3.1.1: Benefit Importance, Perceived Helpfulness of UConn, and Relative Helpfulness, Rating Averages and Ranks.

| | Perceived Importance | | Helpfulness of UConn | | Relative UConn Helpfulness* | |
|--|---------------------------------------|------|-----------------------------------|------|--------------------------------------|------|
| | 1: Not Important 7: Very Important | | 1: Not helpful 7: Very Helpful | | (Mean Helpfulness - Mean Importance) | |
| <u>Potential Benefits:</u> | Mean | Rank | Mean | Rank | (Helpfulness - Importance) | Rank |
| Obtain career training - knowledge and skills applicable to specific job/work | 6.27 | 1 | 4.67 | 17 | -1.61 | 23 |
| Acquire background and specialization for further education in a professional, scientific or scholarly field | 6.00 | 11 | 5.06 | 10 | -0.94 | 17 |
| Gain a range of information that might be relevant to a career | 6.27 | 2 | 5.26 | 7 | -1.01 | 19 |
| Develop an understanding and enjoyment of literature, art, music and drama | 4.56 | 23 | 4.50 | 21 | -0.07 | 1 |
| Develop an understanding of diversity and cultural differences | 5.21 | 18 | 4.99 | 14 | -0.23 | 4 |
| Write clearly and effectively | 6.11 | 9 | 5.30 | 6 | -0.81 | 14 |
| Become fluent in the computing of your discipline | 5.50 | 13 | 4.42 | 22 | -1.07 | 22 |
| Obtain a general foundation in computing regardless of your discipline | 5.41 | 14 | 4.50 | 20 | -0.91 | 15 |
| Become aware of different philosophies, cultures and ways of life | 5.32 | 16 | 5.11 | 9 | -0.21 | 2 |
| Develop your own values and ethical standards | 6.00 | 12 | 5.03 | 12 | -0.97 | 18 |
| Understand yourself, your abilities, your interests and personality | 6.25 | 4 | 5.32 | 5 | -0.93 | 16 |
| Understand and be able to get along with different kinds of people | 6.15 | 7 | 5.50 | 3 | -0.65 | 10 |
| Understand the nature of science and experimentation | 5.13 | 21 | 4.92 | 15 | -0.21 | 3 |
| Understand new scientific and technical developments | 5.13 | 20 | 4.65 | 18 | -0.48 | 7 |
| Become aware of the consequences (benefits/hazards) of new applications | 4.92 | 22 | 4.37 | 23 | -0.55 | 8 |
| Learn and apply information technology | 5.15 | 19 | 4.53 | 19 | -0.62 | 9 |
| Think analytically and logically | 6.24 | 5 | 5.54 | 2 | -0.71 | 12 |
| Think in quantitative terms, understand probabilities, proportions, etc. | 5.32 | 15 | 5.00 | 13 | -0.32 | 5 |
| Learn on your own, pursue ideas and find information you need | 6.27 | 3 | 5.56 | 1 | -0.71 | 11 |
| See the importance of history for understanding the present as well | 5.24 | 17 | 4.85 | 16 | -0.39 | 6 |
| Know how to speak before groups, actively participate in group discussion, function as a team manager | 6.15 | 8 | 5.35 | 4 | -0.79 | 13 |
| Know how to lead and supervise groups of people | 6.11 | 10 | 5.05 | 11 | -1.06 | 21 |
| Formulate creative and original ideas | 6.21 | 6 | 5.17 | 8 | -1.04 | 20 |

* Difference between UConn's helpfulness in providing this benefit and the perceived importance of this benefit

The most highly rated potential benefit, based on perceived importance, is ‘*Obtain career training – knowledge and skills applicable to specific job/work.*’ This benefit ranks first in rating for UConn’s helpfulness in providing this benefit. In 2009, this item was ranked third in terms of perceived importance. Based on relative helpfulness, the item ranks 23rd in 2010 and was ranked 14th in 2009.

The second most highly rated potential benefit, based on perceived importance, is ‘*Gain a range of information that might be relevant to a career.*’ This benefit is ranked seventh for UConn’s helpfulness in providing this benefit, and ranks 19th on relative helpfulness. In terms of perceived importance, the above item was also ranked second in 2009.

The third most highly rated potential benefit, based on perceived importance, is ‘*Learn on your own, pursue ideas and find information you need.*’ This benefit ranks first for UConn’s helpfulness in providing this benefit. It ranked lower at 11th on the relative helpfulness scale. The perceived importance of this item was ranked first in 2009, and ranked 14th for UConn’s helpfulness in 2009.

The three most highly rated potential benefits of UConn education, in terms of UConn’s helpfulness in providing them, are:

- *Learn on your own, pursue ideas and find information you need*
- *Think analytically and logically*
- *Understand and be able to get along with different kinds of people*

Table 3.1.2 shows the overall (all benefits) mean rating for UConn’s helpfulness by School/College. Pharmacy and Business have the highest mean rating.

Table 3.1.2: Mean UConn Helpfulness in Providing Potential Benefits of Education (by School/College)

| School/College | Mean UConn Helpfulness |
|---------------------------------|------------------------|
| Pharmacy | 5.5 |
| Business | 5.2 |
| Education | 5.1 |
| Nursing | 5.1 |
| Agriculture & Natural Resources | 5.0 |
| Engineering | 5.0 |
| Liberal Arts & Sciences | 4.9 |
| Continuing Studies | 4.8 |
| Fine Arts | 4.7 |

Scale: 1 – Not helpful 7 – Very helpful

3.2. Satisfaction Ratings

Respondents were asked to rate their satisfaction in the areas of general education requirements, required courses outside of their major field, and required courses in their major field. Table 3.2.1 summarizes the average ratings by School/College in order of their rank.

For each School/College, ‘*Overall experience with courses in your major field*’ received the highest average rating among the three items. In 2010, as in 2009, Continuing Studies received the highest average satisfaction rating for general education requirements and for courses outside the major field, and Education received the highest average satisfaction rating for courses in the major field.

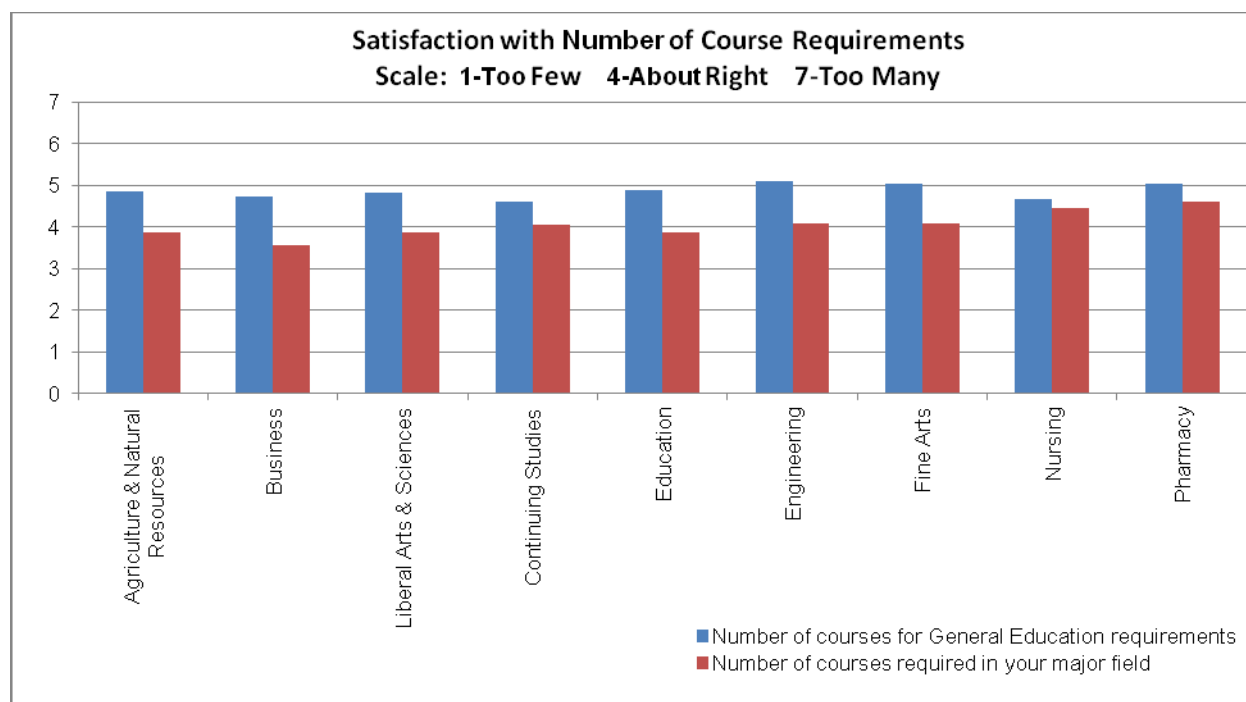
Table 3.2.1: Mean Satisfaction with UConn Experience (by School/College)

| Overall Experience with General Education Requirements | | Overall Experience with Required School/College Courses Outside Your Major | | Overall Experience with Courses in Your Major Field | |
|--|------|--|------|---|------|
| | Mean | | Mean | | Mean |
| Continuing Studies | 5.7 | Continuing Studies | 5.4 | Education | 6.2 |
| Business | 5.2 | Business | 5.2 | Agriculture & Natural Resources | 6.0 |
| Agriculture & Natural Resources | 5.0 | Agriculture & Natural Resources | 5.1 | Business | 5.9 |
| Education | 5.0 | Education | 5.1 | Continuing Studies | 5.9 |
| Nursing | 5.0 | Liberal Arts & Sciences | 4.9 | Liberal Arts & Sciences | 5.9 |
| Pharmacy | 5.0 | Pharmacy | 4.9 | Pharmacy | 5.9 |
| Liberal Arts & Sciences | 4.9 | Engineering | 4.6 | Fine Arts | 5.7 |
| Engineering | 4.5 | Nursing | 4.6 | Engineering | 5.6 |
| Fine Arts | 4.4 | Fine Arts | 4.3 | Nursing | 5.6 |

Scale: 1 – Extremely Dissatisfied 7 – Extremely Satisfied

Respondents were also asked to rate their satisfaction with the number of course requirements in general education and in their major field. Chart 3.2.1 shows the mean satisfaction with number of course requirements within each School or College.

Chart 3.2.1: Mean Satisfaction with Number of Course Requirements



The ratings suggest an average perception toward right number of courses for major field requirements (overall mean 3.9) and toward too many courses for general education requirements (overall mean 4.8). Among Schools and Colleges, on average, respondents from Business, Education, and Agriculture felt they had fewer courses as major field requirements. On average, respondents from Engineering, Fine Arts, and Pharmacy felt they had too many courses as general education requirements. Overall, all Schools or Colleges have an average perception of too many courses as general education requirements.

3.3. Recommendation Rates

Overall, 97% of the respondents would recommend UConn to friends or relatives. Table 3.3.1 summarizes the UConn recommendation rates by School/College in order of their rank.

Table 3.3.1: Percent of Respondents Who Would Recommend UConn (by School/College)

| School/College | % who would recommend UConn |
|---------------------------------|-----------------------------|
| Nursing | 100% |
| Pharmacy | 100% |
| Agriculture & Natural Resources | 98% |
| Business | 98% |
| Engineering | 97% |
| Continuing Studies | 96% |
| Education | 96% |
| Liberal Arts & Sciences | 96% |
| Fine Arts | 90% |

4. Post-Graduate Experiences

4.1. Employment Rates

Overall, 80% of respondents are employed either full-time or part-time, 33% are in graduate school either full-time or part-time; 91% are either employed or have entered graduate school; 9% of respondents are, both, unemployed and not in graduate school. The percentages above are based on valid responses only. Table 4.4.1 shows the cross-tabulated table of graduate school enrollment vs. employment status.

Table 4.4.1: Employment and/or Graduate/Professional School

| Graduate school | Employment | | |
|------------------------|------------|-----------|--------------|
| | Full-time | Part-time | Not employed |
| Full-time | 64 | 123 | 118 |
| Part-time | 57 | 9 | 5 |
| Not in graduate school | 606 | 176 | 117 |

Note: Table 4.4.1 excludes invalid responses.

Table 4.4.2, on the next page, is a summary of the employment and graduate school characteristics by School or College.

92% of Nursing graduates are employed, followed by Engineering graduates (90%) and Business graduates (89%). While 70% of Education graduates are employed, 96% of Education graduates are either employed or in graduate school.

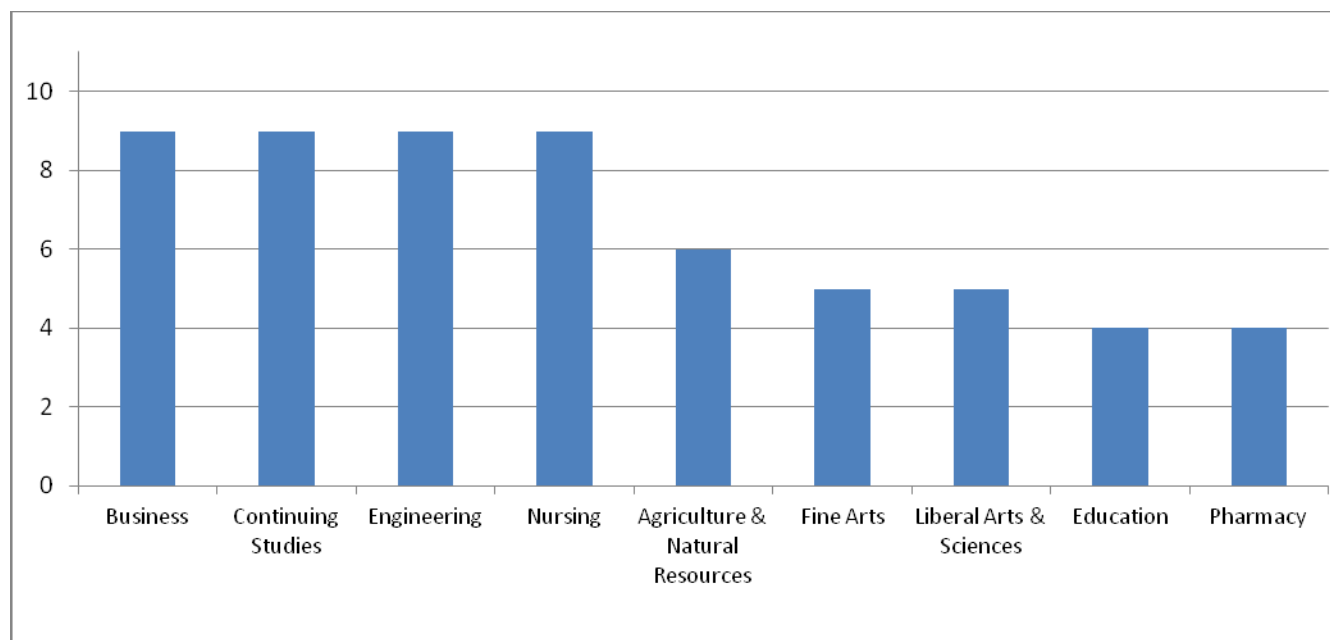
100% of Pharmacy graduates, 96% of Education graduates, and 95% of Engineering graduates are either employed or in graduate school; data supports the integrated undergraduate-graduate nature of some or all of the programs offered by these schools. With the exception of Fine Arts (62%), the percentage of respondents who are either employed or in graduate school ranges from 83% to 94% among other Schools and Colleges. On the other hand, the percent graduates who are neither employed nor in graduate school is high for Fine Arts (38%), Continuing Studies (17%), and Liberal Arts (10%).

Table 4.4.2: Employment and Graduate School Rates (by School/College)

| % Respondents Employed Full-time or Part-time | | % Respondents Either Employed or in Graduate School | | % Respondents Neither Employed Nor in Graduate School | |
|---|-----|---|------|---|-----|
| Nursing | 92% | Pharmacy | 100% | Pharmacy | 0% |
| Engineering | 90% | Education | 96% | Education | 4% |
| Business | 89% | Engineering | 95% | Engineering | 5% |
| Agriculture & Natural Resources | 81% | Business | 94% | Business | 6% |
| Continuing Studies | 79% | Agriculture & Natural Resources | 93% | Agriculture & Natural Resources | 7% |
| Liberal Arts & Sciences | 79% | Nursing | 92% | Nursing | 8% |
| Pharmacy | 71% | Liberal Arts & Sciences | 90% | Liberal Arts & Sciences | 10% |
| Education | 70% | Continuing Studies | 83% | Continuing Studies | 17% |
| Fine Arts | 62% | Fine Arts | 62% | Fine Arts | 38% |

Overall, 74% of the respondents felt their degree was helpful when applying for their current job, and 60% considered their job career related. Chart 4.4.1 below shows the median expected annual income of respondents who are employed full-time (by School or College).

Chart 4.4.1: Median Expected Annual Income of Respondents Employed Full-time



Expected annual income range:

(1=Less than \$15,000; 2=\$15,000-20,000; 3=\$20,001-25,000; 4=\$25,001-30,000; 5=\$30,001-35,000; 6=\$35,001-40,000; 7=\$40,001-45,000; 8=\$45,001-50,000; 9=\$50,001-60,000; 10=\$60,001-70,000; 11=More than \$70,000)

Business, Continuing Studies, Engineering, and Nursing graduates have the highest median expected annual income range of \$50,001 to 60,000. Agriculture has the next highest median annual income range of \$35,001 to 40,000, and Fine Arts and Liberal Arts & Sciences have the third highest expected annual income range of \$30,001 to 35,000. Education and Pharmacy have an expected income of \$25,001-30,000.

4.2. Use of UConn Career Services

35% of all respondents have used Career Services (35% employed and 33% unemployed respondents). Table 4.2.1 shows that Business (57%) and Engineering (53%) have the highest percentages of graduates that used the service. Nursing and Pharmacy (10%) have the lowest percentages of graduates that used the service. The relatively low percent usage of career services by Pharmacy graduates may be attributed, at least in part, to the integrated undergraduate-graduate nature of all or some of their programs.

Table 4.2.1: Percent usage of career services (by School or College)

| School or College | % Respondents Who Used Career Services |
|---------------------------------|--|
| Business | 57% |
| Engineering | 53% |
| Liberal Arts & Sciences | 36% |
| Agriculture & Natural Resources | 24% |
| Fine Arts | 19% |
| Continuing Studies | 15% |
| Education | 15% |
| Nursing | 10% |
| Pharmacy | 10% |

4.3. Type of Employment

Based on the job code selected, respondents were placed in one of seven job categories shown below. If multiple job codes were selected, respondents were placed in the *Multiple Response* category shown in the table below. Table 4.3.1 shows the percentage of respondents within in each category has remained more or less stable over the past six years. Nearly half of all respondents are employed in the Professional, Managerial, Administrative or Technology areas (excluding Teaching and Health).

Table 4.3.1: Percent employed by type of employer

| Type of Employer | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|------|------|------|------|------|------|
| Prof./Managerial/Admin./Tech. (except Teaching and Health) | 47% | 44% | 46% | 44% | 40% | 36% |
| Teaching | 14% | 13% | 11% | 12% | 15% | 10% |
| Health | 12% | 15% | 16% | 14% | 14% | 13% |
| Clerical or Sales | 15% | 12% | 11% | 11% | 14% | 8% |
| Public & Personal Service | 7% | 5% | 5% | 7% | 6% | 5% |
| Technicians, Craft Workers, Operators & Repair Workers | 2% | 2% | 2% | 2% | 2% | 1% |
| Agricultural & Natural Sciences | 3% | 3% | 2% | 3% | 2% | 2% |
| Multiple Responses/Other | 1% | 6% | 7% | 8% | 8% | 24% |

Note: In calculating the percentages, non-specific employer types have been grouped with the appropriate employer types from list if possible, otherwise the former are grouped with 'Other'.

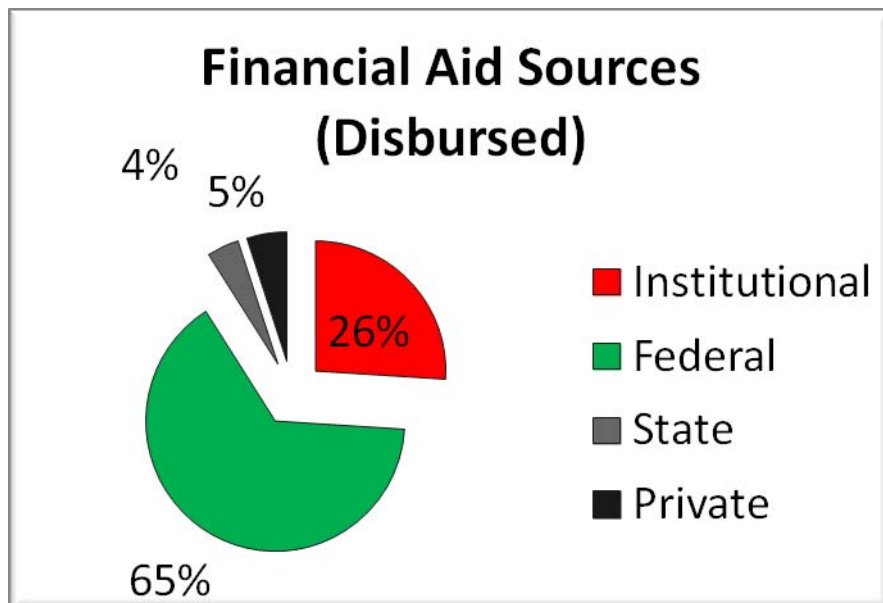
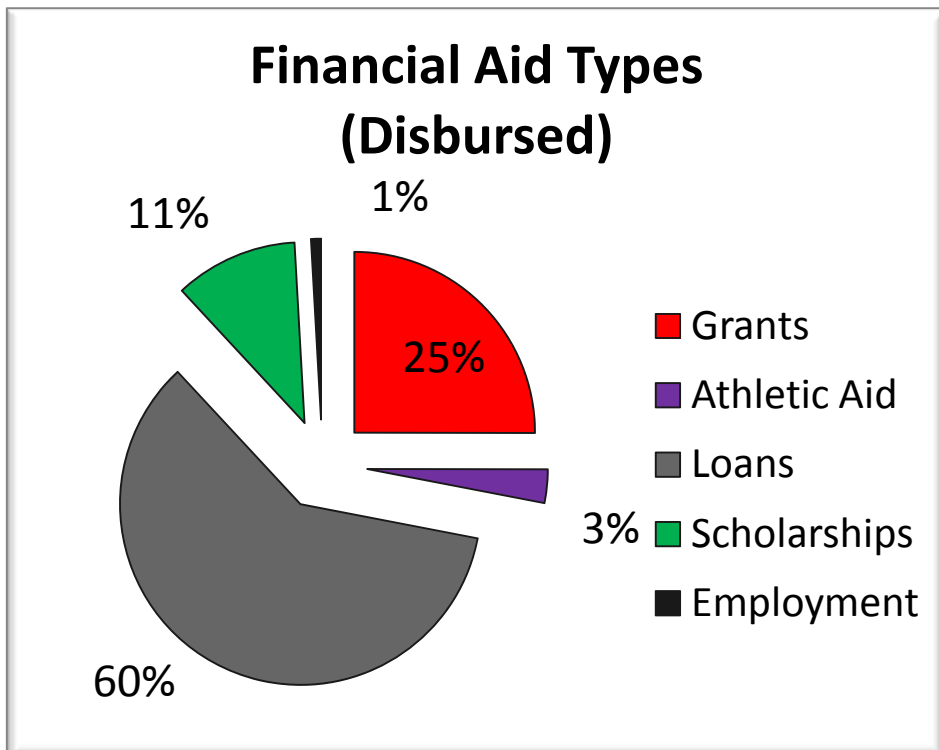
5. Further Elaboration

Recent Alumni Survey data are the only source of information about UConn's graduates and their opinions on various aspects of UConn. Further analysis of the survey responses, or details of other comments made by respondents on various aspects of UConn, are available upon request from the Office of Institutional Research.

Attachment F. Office of Student Financial Aid Services

2010-2011 Summary

| | |
|--|------------------|
| Financial Aid Applications Processed..... | 18,889 |
| Total Aid Awarded..... | \$353,082,062.75 |
| Total Aid Disbursed..... | \$278,436,672.00 |
| Total Aid Recipients (Unduplicated)..... | 19,737 |
| Federal Direct Stafford Loan 2008 Cohort Default Rate..... | 2.4 |



The policy set forth below is for the information of the University Senate. The policy was finalized in August, 2011 and enforcement thereof began with the Spring 2012 semester.

**Eligibility Policies for Student Leaders of Tier III Student Organizations and
Select Programs and Initiatives in the Department of Student Activities
University of Connecticut**

Per Article XV Section I of the University By-Laws, and consistent with said article, the following policy is established to ensure that students are appropriately eligible to hold leadership positions in student organizations and programs and initiatives supported by the Department of Student Activities (DSA). Effective implementation and enforcement of these policies is intended to place primacy on a student's educational success and help ensure that student leaders meet minimum eligibility criteria while participating in meaningful co-curricular learning opportunities.

Policy Statement:

In support of the University's Academic Mission, the Department of Student Activities at the University of Connecticut reserves the right to limit a student's leadership in Tier III student organizations and programs and initiatives under its purview if that student is determined to be ineligible pursuant to the following. *NOTE: This policy supersedes any related policy internally developed/enforced by the organization/program in question, if such policies include lower standards than those described this policy.*

Definitions:

Student Leaders: For the purposes of this policy, 'student leaders' shall mean:

For Tier III Organizations: a student who has been elected or appointed to serve in a leadership position, including, but not limited to, executive officers, senators, board members, committee chairs, and department heads.

For programs and initiatives: Any student leader/volunteer whose responsibilities include the supervision or direction of other students (University or otherwise) as it relates to a department program or initiative; Any student leader/volunteer who has primary/significant responsibilities related to a department program or initiative.

Tier III Student Organization: for the purposes of this policy, 'Tier III Student Organization' shall mean: Those student organizations supported by student fees with high visibility on campus, high accountability to a large constituency of students, moderate to high risk activities, regular interaction with University staff, and reliance on the University for funding, financial support, facilities and event planning support. *2011-2012 Tier III organizations include: Undergraduate Student Government (USG), Graduate Student Government (GSS), Student Union Board of Governors (SUBOG), Residence Hall Association (RHA), The Daily Campus, WHUS, UCTV, Nutmeg Yearbook, UCONN Public Interest Research Group (UCONN-PIRG)*

Programs and Initiatives: for the purpose of this policy, 'programs and initiatives' shall mean: Any experience, service initiative, leadership/involvement program, or other initiative (paid or unpaid) involving students supported or co-sponsored by the Department of Student Activities *2011-2012 Programs Include: Community Outreach Executive Board members and Community Outreach Leaders; Cheerleaders, Dance Team, and Mascots*

Ineligible: for the purposes of this policy, 'ineligible' shall mean: Not meeting/fulfilling the Minimum Eligibility Requirements set forth herein.

Academic probation: for the purposes of this policy, 'academic probation' shall mean: Any academic status other than in good standing as determined by the University Senate [University Senate By-Laws (Section II.E.15)], and recorded by the Office of the Registrar.

Minimum Eligibility Requirements

Enrollment Status Eligibility

Student leaders must be currently enrolled at the Storrs Campus and consequently, be subject to paying the 'General University Fee' – a portion of which supports student organizations.

Academic Eligibility

All student leaders must not be on any form of academic probation (including, but not limited to being subject to dismissal) during the time that they are seeking or holding a student leadership position as defined in this policy.

Consequences

If a student is determined to be ineligible for their leadership position s/he will be restricted from seeking/holding such a leadership position. Students will have the opportunity to appeal restrictions pursuant to the procedures below.

Procedure for Enforcement and Appeals of Eligibility Requirements

The Department of Student Activities will periodically (at least: when applications for positions are due, and at the end of each semester) review the eligibility of student leaders.

Once a decision regarding consequences of ineligibility has been made, the following will (may) occur:

- 1) The student leader will be sent an e-mail alerting them of their ineligible status and information regarding the appeals process.
- 2) The student leader will then have one week to appeal the decision to the Student Leader Eligibility Committee.*
- 3) The Student Leader Eligibility Committee will have one week to review the case.
- 4) Should the student leader choose not to appeal, or should the Student Leader Eligibility Committee deny the appeal, the student will be notified of the final outcome (via email).
- 5) The Student Leader Eligibility Committee may request an in-person meeting with the Student to discuss the appeal.
- 6) Possible outcomes of the appeal may include, but not be limited to:
 - a) Removal of the student from his/her leadership position,
 - b) Re-instatement of a student's leadership position and responsibilities
 - c) Restricting the student from seeking such a leadership position, or
 - d) Prohibiting the student's continued participation in certain organization/program activities
 - e) Requiring student to provide evidence of steps taken to address the issue(s) that led to the ineligible status, be they related to enrollment, academics, or conduct.
- 7) If the sanction includes resignation/removal from her or his office/position in a student organization, the remaining officers of the student organization will be notified by either the student him/herself or by the Department of Student Activities (with no reason given).
 - a. NOTE: At this point, the organization will have 3 weeks to elect a new officer and have that officer complete his or her required training (SOLID workshops, etc.). If the organization has not completed this process within three weeks, the organization will be unregistered by the Involvement Office and will not be deemed fully registered until the election and training process is completed.

*Please contact the Department of Student Activities for more information about submitting an appeal at 860.486.6588.