

## **Senate Enrollment Committee Annual Report 2015-2016**

### **Committee Charge:**

This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population. The committee shall include two undergraduate students.

### **Committee Membership, 2015-2016 (\*Senate Member 2015/2016)**

\*Cameron Faustman, Chair, CAHNR  
\*Michael Bradford, Fine Arts  
\*Christopher Clark, History  
\*Cora Lynn Deibler, Fine Arts  
\*Austin Langer, USG  
\*Samuel Martinez, Anthropology  
\*Diana Rios, Communication  
\*Kathleen Sanner, Student Health Services  
\*Sebastian Wogenstein, Literature, Culture & Languages  
Nathan Fuerst, Admissions Office  
Eva Gorbants, Fine Arts  
Wayne Locust, Vice President for Enrollment Planning & Management (Ex-Officio Member)  
Mansour Ndiaye, CLAS  
Wendi Richardson, Early College Experience  
Brian Rockwood, Registrar's Office  
Susana Ulloa, ISS Academic Program Center

### **Report of Activities:**

During the 2015-2016 academic year, the Enrollment Committee met with constituents across the University during six meetings from October to April.

### **Summary of Monthly Meetings:**

A summary of the major items discussed is presented below. Full minutes of each meeting can be found at <http://senate.uconn.edu/enrollment-committee-minutes-2014-2015/>.

### **I. Student concern for increasing enrollments**

At the first full meeting of the SEC (ie with committee chairs) the enrollment committee was asked to consider student concerns, primarily those related to class availability, that had been expressed relative to increasing enrollments.

1. The Fall '15 enrollment was 3,550 freshmen and the Fall '16 target is the same.

2. B. Rockwood (Registrar’s Office ) researched the question of class availability and reported the following:
  - a. There are enough courses at Storrs, both GEOC and others such that students should be able to progress satisfactorily (ie open seats have been available in many classes).
  - b. GEOC class sizes and class accessibility are challenged at the Regionals (ie, large classes ~ equivalent to Storrs; number of GEOC courses have not kept pace with enrollment growth at regionals).
  - c. “Reserve Caps” placed on courses by instructors/departments are a concern relative to course accessibility and require further investigation into when these are/are not being used responsibly (ie to advance progress of undergrads towards a major vs restricting class size).
  - d. Large lecture halls are considered to be “limiting” at present. Some of this perceived inadequacy of space is incomplete scheduling of classes at less desired times (e.g., 8 am).

**II. Open Discussion and Updates with VP for Enrollment Management, Wayne Locust, and Assistant Vice President for Enrollment and Director of Admissions, Nathan Fuerst.**

Question	Answer
With the emphasis on STEM, how will non-STEM/non-declared majors fare in the admissions process?	Process will be the same and the new student targets include non-STEM majors as well, just to a lesser proportional extent.
What is the anticipated impact on student:faculty ratios?	We have moved from 19:1 to 16:1 and the goal is to get to 15:1. Non-tenure track teaching faculty (e.g., Adjuncts) do figure into this calculation.
What is the extent to which need is met?	There is always a gap, an amount of money that is not met by the calculated family contribution. The average gap for UConn students is \$6,000.
What is the relative amount of financial aid that is merit-based versus need-based?	80% goes to students with need (a portion of these are meritorious) while 20% is merit-based only.
What is the process by which students are selected for STEM scholarships?	Eligibility is assessed as part of the admissions review. In general, applicants should be "Honors qualified" and have demonstrated engagement with STEM-related activities (communicated via letters of reference, essays)
What was the out-of-state freshman admission for Fall 2015?	42% for students entering in fall 2015

How many students came off the wait list for Fall 2015 admission.	N Fuerst did not have an absolute number but "hundreds" and potentially a "thousand" was noted.
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N Fuerst provided an update of Fall 2015 enrollment statistics as well as results from the Admitted Students Questionnaire (ASQ). He also presented new developments that include the “President-to-President Scholarship/GAP Program” (for GAP transfer students that will provide \$2,000/semester for 4 semesters), and the potential for UConn to participate in a new coalition of colleges, Coalition for Access, Affordability and Success, that will attempt to distinguish itself among the broader group of colleges/universities that use the common application.

The following data slides were provided by Nathan Fuerst.

## Storrs Freshmen

	Fall 2013	Fall 2014	Fall 2015	Difference
Applications	27,479	31,280	34,978	+ 11.8%
Enrollees	3,755	3,588	3,774	+ 5.2%
Mean SAT	1233	1234	1233	- 1 point
% Students of Color	26.9%	33.4%	32.3%	- 1.1%
% In State	67.8%	61%	57.5%	- 3.5%
% Out of State	28.4%	32.2%	33.6%	+ 1.4%
% International	3.8%	6.8%	8.9%	+ 2.1%
Honors Students	462	512	519	+ 1.4%

## Regional Freshmen

	Fall 2013	Fall 2014	Fall 2015
Enrollees	1104	1406	1,363
Mean SAT	1019	1032	1042
% Students of Color	42.5%	43.0%	41.0%

## New Transfers

	Fall 2013	Fall 2014	Fall 2015	Difference
Storrs	786	805	871	+ 66
Regionals	255	226	285	+ 59
Total	1041	1031	1,156	+ 125

## New Student Enrollment Summary

	Fall 2015 Target	Fall 2015 Actual
Storrs Freshmen	3,800	3,774
Storrs Transfers	800	871
Regional Freshmen	1,400	1,363
Regional Transfers	250	285
<b>Total</b>	<b>6,250</b>	<b>6,293</b>

### **III. Enrollment Committee Motion that was passed in 2014-15**

Last year the Enrollment Committee brought the following motion forward which was passed by the University Senate.

*“Given the planned increase in enrollment, the Senate requests the administration to provide quarterly updates on the implications of the increased numbers. These updates should include effects on availability of general education courses, on-campus housing, and science laboratories, impact on academic majors, safety, health care and advising, and re-allocation of teaching faculty by type: tenure-track, in-residence, adjunct and graduate teaching assistants.”*

Considerable discussion revolved around this and the challenges that a quarterly update would provide. As it was not clear who the responsible party was for providing the quarterly update (because several offices would need to contribute information) the matter was turned over to the SEC for further action/discussion with the administration.

### **IV. Classroom Utilization**

Brian Rockwood (Registrar’s Office) provided an analysis of classroom utilization on the Storrs campus. The following summary points were noted:

1. Classroom space is tight during peak times (9-1:30 on M,W; 9-5 on Tu,Th) and particularly on TuTh.
2. Large classrooms are limiting.
3. Space challenges could be ameliorated to some extent by following standard class meeting times and offering more large classes at 8am.

### **V. Hartford Regional Campus**

Mike Menard, Director Hartford Regional Campus provided an update on the move to the new downtown Hartford location. In the near term, it is expected that undergraduate enrollment will remain relatively flat (approx. 1300-1400 students) and that graduate student enrollment will approach 1200 students. There is also discussion about the possibility of bringing 2 eminent clusters from Neag to the Hartford Regional Campus. Additionally, the School of Social Work, Public Policy Department, and TCPCG will also relocate to the new campus; Cooperative Extension will not move to the new location.

### **VI. Education Abroad**

Yuhang Rong (Acting Director, Education Abroad) provided an update of Education Abroad programming at UConn.

- a. A second search for a new Director has been successful. Sara O’Leary, currently at the International Center at the University of Hartford, will assume Education Abroad Directorship at UConn beginning June 24, 2016.

- b. A name change occurred from Study Abroad to Education Abroad. The mission of the latter is to support faculty in identifying opportunities for students to live and learn abroad. Education Abroad is a more encompassing moniker; it now includes alternative spring breaks, experiential learning as well as strict academic coursework. Education Abroad also manages the student travel registry.
- c. Education Abroad is working with the Provost's Office to set up an emergency response protocol.
- d. In '94-95 fewer than 150 UConn students went abroad; now we have about 1,000 students going abroad. Seventy percent of students participating in education abroad are women. UConn is average among peers relative to its student participation rate.
- e. Approximately 50% students study in Europe; 10% in each of Africa and Asia; 7% in Latin America; 6% in Australia; 3% in Canada
- f. Three education abroad program types [% of UConn student participation]
  - i. UConn-Administered (program fee, no tuition) [70%]
  - ii. Exchange (specific agreements) [15%]
  - iii. 3<sup>rd</sup> Party (independent company based) [13%]
  - iv. Custom [2%]
- g. Financial Aid. Some programs allow financial aid packages to be applied to education abroad locations. Education Abroad is looking at how to better structure its programs to facilitate application of financial aid.
- h. Education Abroad is 4-ledger supported and has a structural budget deficit. Financials have been helped the last couple of years by the strong dollar (UConn is billed in the host country's currency). In the coming year, a new financial model will be developed.
- i. Among UConn students last year, 36% did Education Abroad in spring term with 36% in fall as well. Spring Break accounted for about 2%, winter term, 6%, and Summer, 20%.
- j. Committee members discussed the common observation that more general education course options approved in education abroad locations would be helpful.
- k. Good advising is key to a successful education abroad effort.
- l. Access can be a challenge because of costs.