

**Report to the University Senate on  
Undergraduate Education & Instruction (UEI)**

**John C. Volin**

**Vice Provost for Academic Affairs**

September 30, 2019

**Executive Summary**

The following is a summary of the Academic Affairs programs that contribute toward the success of our undergraduate education and instruction (UE&I) mission at UConn. These programs actively engage with our students and provide support in ways that match the diversity of their needs, and that support the work of the faculty, graduate assistants, and staff whose teaching, advising, and scholarship brings the academic program to life. In so doing, as an institution, we are able to achieve exceptionally high rates of first-year retention and an average graduation rate of just 4.2 years. Given the ever-rising cost of higher education, identifying strategies to help students succeed and graduate on time greatly reduces their overall college cost and the following academic affairs programs greatly aid in this endeavor.

Following are recent accomplishments within the six UE&I units. While not an exhaustive list, it includes strategic high priority areas of foci, their corresponding progress and recent accomplishments.

- **Center for Excellence in Teaching and Learning** (<https://cetl.uconn.edu/>). The Center is dedicated to the support and advancement of best practices in teaching and learning, and includes: Faculty Development, Educational Technologies, UConn eCampus Course Design & Development, Office of Early College Programs, Summer & Winter Programs, Writing Center, Quantitative (Q) Center, Testing Center, UConn Central Advising Center, and Service Learning.

**Recent accomplishments:**

- Faculty development initiatives included 3,915 points of contact with 1,375 distinct individuals (faculty, TAs, staff) through showcase events and 285 CETL faculty development workshops; a second cohort (12) of newly hired tenure-track faculty completed the Faculty Success Program.
- Through leadership of *eCampus* (UConn's gateway team for all online undergraduate and graduate courses), we assisted and provided financial support to faculty for the development of 43 new online undergraduate and 27 graduate courses in 2018, bringing the total of active online courses to >500 across the university.
- Pre-College Summer is experiencing steady annual growth and provides net surplus revenue growth that is allocated to CETL and the University.
- In summer 2018, we launched a university-wide Learning Spaces Committee to develop and advance a vision for spaces dedicated to teaching and learning, with a goal of maximizing alignment with the University's strategic and academic plans. We have developed new research-informed Principles & Guidelines to optimize the design of existing and new learning spaces at the University, improving the way we assess and identify learning space needs as well as setting priorities for the creation of new learning spaces and the renovation of existing spaces. The new 'Science 1' classroom will be the first of its kind large (~205 students) active learning classroom on the Storrs campus.
- In fall 2018, we launched a "Degree in Three" task force to identify potential majors that could provide a path for degree completion in three years and, in some cases, a Master's degree in four or five (i.e., 3+1 or 4+1). The report was finalized in June 2019.

- We created a new Director of Teaching and Learning Assessment position with the goal of developing a new program called SET-Plus, designed to assist faculty in the documentation of teaching effectiveness through the use of student, self-, and peer evaluation tools. The Director, who was hired in December 2018, collaborates with Departments and Schools in the development of tailored teaching evaluation strategies.
  - In collaboration with the School of Engineering, we initiated and developed a partnership with Trilogy Education to offer Coding Bootcamp at two of our urban Regional Campuses that began in summer 2019.
  - Summer and winter programs are forecasted to increase by 5% in annual enrollments and annual tuition to increase by 6% through FY21. We rolled out a new revenue model in FY19 that provides a significant increase in funding allocation to Departments and Colleges/Schools. This summer we invested a considerable financial aid package to Pell eligible students for those students enrolled in two or more summer courses.
  - Early College Experience teaches > 12,000 high students per year, and will remain steady at this level in this FY, although revenue will increase because of higher tuition. Twelve percent of this revenue is directed to CETL, of which \$150K is allocated for Departments through large-course redesign grants. The remaining 88% of the revenue is allocated to Central University Administration.
  - This last year we led the purchase of Burning Glass licenses to enable effective analysis for predicting enrollment in potential new academic programs.
- **Institute for Student Success** (<https://iss.uconn.edu/>). The Institute includes the Academic Center for Exploratory Students, Center for Academic Programs, First Year Programs & Learning Communities, Bachelor of General Studies, Louis Stokes Alliance for Minority Participation, and Academic Achievement Center.

**Recent accomplishments:**

- We secured long-term funding for Student Support Services targeted at first-generation college students either from low-income families or from populations underrepresented in higher education.
- We secured long-term funding for UConn’s College Access and Preparation Program (UCAP) — UCAP provides programming to help high school students graduate and be accepted into the college of their choice. In 2018, 100% of UCAP seniors completed high school and 96% are attending a college of their choice.
- In 2018, Student Support Services (SSS) expanded its Education Abroad offerings, adding new program sites in Croatia and Costa Rica; 65 SSS students studied abroad during the 2018-19 academic year – recently the program sent its 550<sup>th</sup> student abroad since 2011.
- We launched four new non-residential student Learning Communities (LCs) since 2017, bringing our total to 20 residential and 14 non-residential LCs. Over 40% of our first-year class is involved in a LC, and nine out of ten first-year students take a First Year Experience (FYE) course. Both LCs and FYEs greatly contribute to first year retention rate, which is at 93%.
- The Learning Community Innovation Zone (<https://lciz.uconn.edu/>) makerspace experienced a four-time increase in 2018-19 as compared to its inaugural year in 2016-17.
- The Major Experience (<https://tme.uconn.edu/>), a student-centered program dedicated exclusively to major exploration, experienced substantial growth and development over the last year and garnered national recognition.
- We opened a new Academic Achievement Center on our urban Hartford Campus to provide students with programs, resources, and services to enhance skill development,

effective decision-making, and personal transitions to and within the university setting. The Hartford campus is currently working with the UConn Foundation on a potential naming opportunity for the new Center.

- **Enrichment Programs** (<https://enrichment.uconn.edu/>). Enrichment includes the Honors Program, Individualized and Interdisciplinary Studies Program, Office of National Scholarships & Fellowships, Office of Undergraduate Research, Pre-Medical/Dental Center & Pre-Law Center, and University Scholars Program.

**Recent accomplishments:**

- Through the Office of Undergraduate Research we expanded funded research opportunities in our new Health Research Program where students are mentored by UConn Health faculty members.
  - In the last two years, we expanded our support for students in our Office for National Scholarships and Fellowships; since 2018 we have had two Truman Scholars (UConn's seventh & eighth), one Marshall Scholar (UConn's fifth), one Udall Scholar (UConn's eighth), one Boren Scholar and one Boren Fellow, four Goldwater Scholars, 11 Fulbright Scholars, and 23 NSF Graduate Research Fellowships. In just 2019, our students received 25 national awards, six more than the previous year and the most ever in UConn's history.
  - For fall 2019, we have expanded our Honors Program to new Honors freshmen on our urban Stamford campus – offerings include courses and co-curricular experiences.
  - Our 2019 Honors graduating class was the largest in UConn's history, with more than 404 students graduating in the Honors program.
- **Center for Career Development** (<https://career.uconn.edu/>) (CCD) – In partnership with employers, alumni, faculty, and staff, CCD connects students to quality career development resources, internships, experiential learning, and post-graduate opportunities.

**Recent accomplishments:**

- Over the last year, we had 880 employers at Career Fairs, a 13.8% increase over the previous year.
  - We launched CCD OnDemand and Husky Mentor Network. The latter connects UConn alumni & professionals for one-on-one career conversations with students.
  - We partnered with nine Departments on programs centered on topics of diversity and inclusion. CCD was a finalist for the National Association of Colleges and Employers award for diversity and inclusion initiatives.
  - We established a stronger career presence at regional campuses, including additions of staff and programs.
- **Veterans Affairs and Military Programs** (<https://veterans.uconn.edu/>) – These programs provide a full range of benefits and services to students who have served or continue to serve in our Armed Forces, including benefits processing, event programming, and community outreach.

**Recent accomplishments:**

- We increased Army ROTC partnership with four additional universities over the last year, bringing our program to 15 colleges and universities across Connecticut.
- We increased outreach efforts to student Veterans across all UConn campuses.
- We dedicated new Veteran space at all UConn campuses and renovated the main office and student space for the Veterans Affairs and Military Programs at the main campus, including the addition of a new active-learning classroom.

- In March 2019 we initiated the Veterans History Project, which includes for-credit student internships in partnership with the Department of History.
- **Student-Athlete Success Program** (<http://www.uconnhuskies.com/sports/sasp/conn-sasp-body.html>) – This program provides resources dedicated to empowering student-athletes to become independent, successful, and ethical student learners. The primary goal of the program is to assist student-athletes in reaching their educational goals while competing in intercollegiate athletics.

**Recent activity:**

- We transferred reporting from Athletic Director's Office to Provost's Office in fall 2018.
- Fourteen of our 24 teams scored 990 or better on their Academic Progress Rate (APR). Notably, football received a 981 (out of 1,000) multi-year score which is the highest rate achieved by the team since the APR was instituted in 2004.
- In spring 2019 65% of our student-athlete cohort achieved over a 3.00 GPA, with 39 students receiving a perfect 4.00.
- Eighty percent of athletic teams achieved over a 3.00 for their spring 2019 and cumulative GPA.

## Center for Excellence in Teaching and Learning (CETL)

### Summary of Progress on University Initiatives and Highlights of Achievement

#### 1. Faculty Development Initiatives:

This past year we continued our emphasis on data to inform high utility faculty development programming. We can now determine which events any particular faculty member attended and develop a more customized engagement approach on their interests (see: <http://fins.uconn.edu/>). This past year, CETL had 3915 points of contact with 1375 distinct individuals (faculty, TAs, staff). Throughout the year, CETL has documented interactions with all 56 academic departments, plus the School of Medicine, School of Dental Medicine, and numerous non-academic departments. In addition to our showcase events (President's Series on Teaching Excellence, Mayday Faculty Training, New Faculty Orientation, TA Orientation, Annual Advising Conference, Annual Open House) CETL offered 285 faculty development workshops this past year. This was also our second year working in consultative fashion (externally funded program) to help support excellence in teaching and learning at Schwarzman College at Tsinghua University. CETL faculty development staff had a very successful year working with faculty on educational components of research grants, and 4 out of the 8 NSF early career award recipients worked with CETL staff.

Year	Points of Contact	Distinct Individuals
2017	2646	1137
2018	3915	1375

We also continue to get great feedback from faculty and TA's from our membership in the National Center for Faculty Development and Diversity (<https://www.facultydiversity.org/>). This virtual platform provides mentoring and accountability resources to improve faculty productivity and work life balance. We also had our second cohort (12) of newly hired tenure-track faculty complete the **Faculty Success Program** (empirically-tested methods to improve research productivity through intense accountability) (<https://www.facultydiversity.org/fsp-bootcamp>) this spring (*sample participant comments in appendix 1*).

#### 2. Online Courses and Programs:

This past year, eCampus staff worked with core faculty to develop **71 new online courses** including 25 online graduate courses for Graduate Certificates and Programs and 46 online undergraduate courses for summer. Our instructional design staff now support more than **500 online courses**. We continue to help bring new academic programs forward including **new online graduate degree programs**; Master of Energy and Environmental Management (MEEM)---collaboration among CLAS, LAW, CAHNR and Master of Research Methods and Measurement---Neag; and **new online graduate certificate programs** in Clinical Genetics and Genomics---Institute for Systems Genomics UCHC; Healthcare Innovation---Nursing and Bilingual Learner Education---Neag; along with multiple new concentrations in the Master of Engineering (MENG) program---Engineering).

#### 3. Summer and Winter programs

Continues to be strategically important as a mechanism that *helps UConn students get the courses they need when they need them to graduate on time*. It is also an important source of additional revenue for academic departments and central administration. This past year we continued to see a shift toward online course

enrollments instead of face-to-face enrollments with 85% of all enrollments in winter term now online, and 60 % of all enrollments in summer term now online. Year over year enrollment proved to be essentially flat (~12,000). The year over year revenue gain of 7.7% fell short of the goal of 15%. Against a national backdrop of zero to low enrollment gains in summer/winter and an increasingly competitive landscape, future enrollment and revenue gains will be hard won and principally due to highly focused and measured micro interventions. This year we successfully piloted marketing of niche summer courses to non-UConn (non-degree) students and will coordinate a much larger scale version of this strategy next year working closely with Enrollment Management aimed at students who attend other colleges and universities throughout the year but who return ‘home’ and live in CT during summer and winter breaks. Annual FY revenue for summer/winter programs for the last six years is reported below.

FY13	FY14	FY15	FY16	FY17	FY18	FY19
\$12,541,340	\$12,755,946	\$13,915,388	\$15,000,127	\$16,759,023	\$18,060,000	\$18,250,000

**4. UConn’s Pre-College Summer (non-credit)**

UConn’s Pre-College Summer Program had another exceptional year. This year we saw slightly lower enrollments with 388 enrollments over 4 weeks. Students chose from 23 different courses taught by UConn faculty and industry experts. Popular courses continue to be in pre-professional areas including pre-law, pre-pharmacy, pre-med courses (at the Health Center and at Storrs) and pre-vet (at the Mystic Aquarium). New courses included digital animation and motion graphics, intro to data science, and intro to food science. We partnered with Noble Network of Charter Schools Summer of a Lifetime (Chicago) which provides low income minority scholars an opportunity to participate in life transformative summer programs (we had 20 students from this program).

**5. Early College Experience:**

The [Early College Experience](#) is the oldest and one of the largest dual and concurrent enrollment programs in the country -- 13,363 statewide enrollments last year (mostly high school juniors and seniors), 80,923 credit hours attempted, 208 partner high schools throughout CT, and 1,471 certified instructors by 32 participating UConn academic departments. More than 1/3<sup>rd</sup> of entering UConn students are ECE alumni. The Office of Early College Programs (OEC) hosted approximately 300 hours of professional development workshops this year to engage and enhance the instruction of UConn courses at our 208 high school partners. OEC hosted a number of student events---annual events such as French Immersion Day and Quiz Bowl, Globalization Conference, and Cardboard Boat Race. This was also the second year they hosted the Connecticut Science Olympiad (CTSO) – a 1,200 student event that involved two dozen UConn professors (UConn and UConn Health) and industry specialists.

**6. Student Success Data Dashboard:**

Collaborative efforts with Enrollment Management and ITS continue to complete the design of descriptive and predictive modelling/student data dashboards. [Nexus](#) is designed to provide the academic advising community with timely data to support targeted outreach and intervention to enhance student success and retention.



7. **Programs Focused on Elevating Student Learning Outcomes:**

CETL has a number of dedicated units (**Q Center, Writing Center, Testing Center, Educational Technologies**) and specialized programs (**Large Course Redesign Program, and Teaching Innovation Mini Grants**) that work to positively impact student learning outcomes.

8. **Academic Program Research Capabilities:**

This past year we led the purchase of **Burning Glass** licenses to more effectively support the market research process necessary for exploring and validating launch of new academic programs. Burning Glass allows us to conduct more effective analysis related to predicting enrollment demand because of crosswalks between academic programs and employment demand and trends including insights into skill clusters and competencies that can be useful for curriculum design and alignment. Burning Glass also provides competitive analysis and 5-year enrollment trends in similar programs through CIP and IPEDS data.

9. **Formation of Learning Spaces Committee:**

AVP Diplock and VP Volin coordinated a trip for 18 faculty to visit McGill University in summer 2018 to glean lessons learned from an aspirant and recognized leader in active classroom (re) design. Short term impacts from the newly created ~40 person Learning Spaces Committee (which includes faculty from each school/college and is charged with providing thought leadership and direction for classroom (re) design) have been immediate (e.g. modifications to Science 1 classroom, modifications to Physics teaching labs in Gant, first survey of faculty opinions of classrooms). The committee has adopted a set of guiding principles for classroom design that work to optimize instructional flexibility in a manner that facilitates active and engaged student learning. The new 'Science 1' classroom will be the first of its kind large (~205 students) active learning classroom on the Storrs campus.

10. **Pursuit of additional revenue opportunities:**

We continue to be a leader at the university exploring opportunities for revenue generation through academic programming. Led the effort this past year to contract with Trilogy Education Services to provide Coding Bootcamp workforce development opportunities to our regional campuses in Stamford and Hartford through the School of Engineering <https://bootcamp.uconn.edu/>

**Top Initiatives for 2019/2020**

1. Facilitate fall 2019 approval of multiple entrepreneurial graduate programs in **Data Science** with enrollment to begin fall 2020.
2. Facilitate development of multiple entrepreneurial graduate programs that stem from new '**fast track + 1 program structure**' (i.e. 4+1).
3. **SET + and SET reform initiatives.** Working collaboratively with Faculty Standards and academic departments to enhance assessment of teaching effectiveness.
4. Explore niche opportunities in **high quality non-credit online short courses** that support lifelong learning for select partners
5. **Bachelor of General Studies reboot:** Working collaboratively with Transfer Admissions in Enrollment Management to enhance marketing and outreach to prospective returning adult students and *increase BGS enrollments at the regional campuses.*
6. Increased emphasis on faculty development programming focused on diversity, equity, and inclusive teaching practices together with capacity building for CETL Players (new theater pedagogy program).

7. Support transition of remaining Master's in School of Nursing to fully online including Family Nurse Practitioner (FNP), Adult Gerontology Primary Care, Adult Gerontology Acute Care, and Doctor of Nursing Practice (DNP), to join existing Neonatal Nursing Practice Masters (NNP).
  8. Develop more effective descriptive and predictive models with algorithms to support summer/winter course offerings.
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## **Appendix 1**

### **Sample Faculty Comments from NCFDD Faculty Success Program**

“The Faculty Success Program not only changed the course of my career, it has changed my life! I learned so many concrete skills including how to make a semester plan, how to make sure that my goals matched up with my calendar, how to establish a daily writing habit, and how to prioritize the one or two things that will move your scholarship along the most. I also worked through several "emotional" blocks I had around writing - like my fear of success/failure and of putting my ideas out there to be judged. The best part is - the program teaches you to do all this while not sacrificing family or personal time. I found that I completed MORE work and simultaneously had MORE time for myself. I cannot speak highly enough about this program. I was literally using the daily FSP alumni program writing software at the same time that I got this email to participate in this survey.”

“It is hard to overstate the impact that FSP has had on my work. I spent much of my first year in my job starting random projects but not finishing them, working on my writing only on non-teaching days, and really struggling with an acute sense of isolation as I transitioned from grad student to faculty. To be explicit, these conditions exacerbated pre-existing mental health issues and really culminated in a lost summer last year.”

“This program transformed the way I think about writing. The program gave me tools to balance the pressures with publishing along with my teaching and service commitments. I recommend it to all assistant professors.”

“FSP was transformational for me. It allowed me to increase my productivity to the level that I was able to make tenure. Importantly, it helped me to align my time with my priorities and be intentional about the choices I make around projects, my time, and energy.”



## **Institute for Student Success (ISS)**

The [Institute for Student Success](#) (ISS), under the leadership of Dr. Maria D. Martinez, works to increase access to higher education, strengthens student readiness, provides one-on-one holistic support and promotes the recruitment, retention, and graduation of University of Connecticut students.

ISS is comprised of various programs: Academic Center for Exploratory Students (ACES) and Bachelor of General Studies (BGS) program; First Year Programs, Learning Communities (FYP&LC) and the Academic Achievement Center (AAC); Louis Stokes Alliance for Minority Participation (LSAMP); and the Center for Academic Programs (CAP), which oversees High School Initiatives and federally-funded TRIO programs including Student Support Services (SSS) and the McNair Scholars program.

ISS serves as the University's primary outreach to serve first-generation and low-income students in Connecticut. Starting in high school, UConn College Access and Preparation Program (UCAP), UConn Rising Scholars, Hartford Promise, New Haven Promise, and the UConn FirstGen program offer students a structured pipeline that includes summer programs and continues student engagement through graduation, graduate school and beyond.

Once students arrive on campus, ISS programs provide high impact practices for student success that include advising exploratory students, First Year Experience (FYE) seminars, Learning Communities, academic support, and student leadership and enrichment. ISS recognizes the critical importance of the first year for students to build a sense of belonging at UConn and healthy habits of mind. As such, ISS programs seek to personalize the academic experience for incoming students by scaffolding learning environments and experiences utilizing best practices to build a foundation for students to thrive during their time at UConn. This is particularly important, as ISS is responsible for ensuring equity and access to students coming from high schools in CT cities with large achievement gaps.

Through the CAP programs, ISS has a long history of reaching out to external funding sources such as the US Department of Education to supplement University funding. For over 50 years, UConn's low-income and first-generation students have benefited from critical programming funded by federal TRIO programs. Most recently, FYP/LC has been aggressively pursuing grants and donors to support high impact initiatives for our students. ISS is currently managing close to 8 million dollars from external funding sources.

Through ISS programs, incoming students benefit from small seminars, mentoring and strong academic advising. As a result, ISS is uniquely positioned to offer programs that lead to greater student retention and success. Below are some of the selected programs initiated in the past decade to address major University initiatives.

### **Select Signature Programs:**

- **Short-term Study Abroad Experiences** - SSS created specialized education abroad opportunities for first-generation/low-income students. Studies show that studying abroad has a positive impact on retention and graduation for this population.
- **Comprehensive Peer Leadership Programs** - Over 400 peer educators serve in para-professional roles – advising, teaching, counseling, and mentoring. Peer educators enroll in 3-credit Educational Psychology courses for training in theory-to-practice methodologies.
- **Learning Communities** - First and second-year students can participate in one of 34 faculty-led communities, including 20 Living/Learning Communities that are major-based or interdisciplinary and align with UConn areas of research and programmatic excellence, including the environment, innovation, creativity & entrepreneurship, global citizenry, human rights and the humanities.

- **Learning Community Innovation Zone (LCIZ)** - A 1500 square foot makerspace in the Peter J. Werth Residence Tower engages students of any major in making. Equipped with wood working tools, 3-D printers, a laser cutter, and an electronics station, the LCIZ offers students a place to implement design thinking as they work to solve problems big and small. Signature events include [HackUConn](#), a 24-hour hackathon; Women in Making Forum; Maker Faire and summer programs for high school students.
- **UConn Rising Scholars** This program for foster/independent youth holds a summer program and over 90% of the students who attend matriculate into higher education, significantly higher than the national average for this group.
- **The Major Experience (TME)** - TME is a student-centered approach to discovering which major(s) are best for students. An online program and workshops provide comprehensive resources for self-exploration, as well as connection to student mentors, career coaches and academic advisors.
- **Undergraduate Research** - Each October a Research Connections event primarily for first & second year students showcases all the potential research opportunities at UConn. McNair and LSAMP offer intensive training and support of underrepresented students conducting research on campus with faculty collaborators. In collaboration with five partner institutions through the Northeast Louis Stokes Alliance for Minority Participation an annual international research summer program has been added to conduct NSF supported research abroad.

*Following is a brief summary of the offices housed under the umbrella of the Institute for Student Success.*

## **CENTER FOR ACADEMIC PROGRAMS (CAP)**

### **CAP/SSS**

UConn Student Support Services (SSS) provides students who are first-generation to college, from low-income families, and/or from populations underrepresented in higher education with access to the university, services to support their goal of graduation, and programming to enhance their academic, professional, and personal growth at UConn and beyond. Each year, UConn accepts approximately 300 students from Connecticut through the SSS program to Storrs and the regional campuses.

### **High School Initiatives (UCAP & UConn Rising Scholars)**

The University of Connecticut College Access and Preparation Program (UCAP) recruits students in the 9th grade from Hartford and Windham who are first-generation to college and/or low-income. The UConn Rising Scholars Program is funded by the Connecticut Department of Children and Families (DCF) to support CT foster youth. Both programs provide ongoing support year-round and a summer residential component at UConn's Storrs campus.

### **McNair Scholars Program**

The McNair Scholars Program prepares talented, highly motivated UConn undergraduate students for doctoral studies in science, technology, engineering, and math (STEM) disciplines. Faculty work closely with Scholars during an intensive residential summer research program, followed by a customized academic year component. McNair is open to low-income, first-generation college students or those from populations underrepresented in STEM graduate fields who are seeking to pursue a Ph.D. degree.

## **Top Initiatives for CAP**

1. SSS was awarded a \$150,000 PASS (Promoting Academically Successful Students) grant for 2019-20 academic year by the Connecticut Office of Higher Education to provide intensive support and advising for 50 students of color placed on scholastic probation each semester.
2. Sixty-five SSS students studied abroad during the 2018-2019 academic year, including 49 in three short-term summer programs offered by SSS in Costa Rica, Croatia, and Prague. Students participating in the Costa Rica program lived with host families, and both the Costa Rica and Croatia programs included service-learning components.
3. New model for the McNair Fellows Program features expanded early immersion in undergraduate research. Formerly a two-week program, students will now participate in a full semester program with a dedicated FYE class and increased research experience.
4. Rising Scholars: - 35 foster care children from 27 high schools across Connecticut participated in the summer four-week residential component. They took courses in environmental activism and will attend activities related to this theme in the coming academic year. Overall, the program has 99% high school graduation rate and 93% college enrollment rate compared to 60% high school graduation rate and just 10% college enrollment rate for this population nationally.

## **LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (LSAMP)**

### **NORTHEAST LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (NELSAMP)**

The Louis Stokes Alliance for Minority Participation (LSAMP) program supports UConn undergraduates toward achievement and graduation in the science, technology, engineering, mathematics, and pre-health (STEM) disciplines.

By design and structure, LSAMP programs function in alliance settings, and as of 2016, the University of Connecticut became the lead institution of the Northeast Louis Stokes Alliance for Minority Participation (NELSAMP). This valuable collaboration, dating back to 2001, brings together LSAMP programs at Northeastern University, University of Rhode Island, University of Massachusetts-Amherst, Worcester Polytechnic Institute, and Tufts University with UConn to support the goals of the LSAMP program through joint events including symposia and international research opportunities.

Open to underrepresented students in STEM majors, LSAMP provides opportunities for mentoring, workshops, personal and professional development, and access to support for study abroad, undergraduate research, and participation in regional and national professional organizations.

### **Top Initiatives for LSAMP:**

1. Increase participation in LSAMP funded research opportunities e.g REU's and international research through faculty collaboration.

## **FIRST YEAR PROGRAMS, LEARNING COMMUNITIES & THE ACADEMIC ACHIEVEMENT CENTER (FYP|LC|AAC)**

### **FIRST YEAR PROGRAMS (FYP)**

Since 1999, UConn's [First Year Experience](#) (FYE) program has offered courses and services that foster student success, development, transition, and leadership. Through our course offerings, first and second

year students at the University study and engage in exploration, learning, and research in small 19-seat seminar sections.

### **LEARNING COMMUNITIES (LC)**

[Learning Communities](#) provide cohorts of students with opportunities to investigate areas of interest, based on their major or an interdisciplinary topic, through guided courses and co-curricular activities. Living and Learning Communities develop knowledgeable, responsible, engaged citizens in a culture of inquiry within a learner-centered university. While assisting students with their transition to academic life, they offer a small college feel and a sense of place on a large campus; they promote meaningful and sustained interactions with faculty, staff and student leaders; and they provide an effective structure for curricular coherence, deeper learning, student success, persistence, and engagement. 44% of the incoming class participates in a learning community, as well as hundreds of students beyond the first year.

### **LEARNING COMMUNITY INNOVATION ZONE (LCIZ)**

The [Learning Community Innovation Zone](#) makerspace is a 1500 square foot space in the Werth Residence Tower designed to support experiential learning around concepts of innovation, creativity and entrepreneurship.

### **ACADEMIC ACHIEVEMENT CENTER**

The [Academic Achievement Center](#) assists students to attain academic and personal goals by providing a comprehensive, personalized array of programs, resources, and services to enhance skill development, effective decision-making and personal transitions to and within the university. UConn Connects is the university's largest volunteer mentoring program designed to provide students the opportunity to meet weekly with a mentor. The AAC also provides specialized support and targeted outreach to cohorts including First-Gen Students, Transfer students, Hartford Promise and New Haven Promise Scholars and those on academic probation.

### **Top Initiatives for First Year Programs, Learning Communities & the Academic Achievement Center:**

1. Coordinating events billed as part of the Month of Discovery!: Research Connections, Explore Innovation Expo and Fall Frontiers which will introduce first year students (including First Gen, Promise Scholars, Learning Communities and FYE) to the unique opportunities available at a Research I University.
2. Specialized programming for FirstGen students (e.g. Welcome Reception, First Gen Day, Faculty/staff retreat for First Gen, Success 360 to support first gen in financial trouble).
3. Women in Making Conference: Example of one of the many groundbreaking events hosted by the Learning Community Makerspace in Werth Tower.
4. Launch of Hartford AAC Fall 2019 - over 50 faculty and staff volunteered this past summer to be UConn Connects mentors to work with students on academic probation on their campus.
5. Business Connections Learning Community (BCLC) Stamford: Opened first major based Learning Community on the Stamford Campus over 100 students participating.

## ACADEMIC CENTER FOR EXPLORATORY STUDENTS

### **ACADEMIC CENTER FOR EXPLORATORY STUDENTS (ACES)**

[The Academic Center for Exploratory Students](#) (ACES) is UConn's advising program for students who want to explore their options before deciding on a field of study and for students who must complete specific requirements before applying to a major. An advisor works closely with each student until he or she officially declares a major.

### **THE MAJOR EXPERIENCE (TME)**

[The Major Experience](#) (TME) is a student-centered program dedicated exclusively to major exploration. It is a University-wide initiative led by the Academic Center for Exploratory Students in collaboration with the Center for Career Development, and UConn's academic schools/colleges.

### **BACHELOR OF GENERAL STUDIES (BGS)**

The [BGS program](#) is the University's degree completion program designed primarily for returning adult students and offered at all UConn campuses. Students must have an associate's degree or 60 credits from a regionally accredited college or university to be eligible for the program.

### **Top Initiatives for the Academic Center for Exploratory Students:**

1. Further Development and Expansion of Programs Supporting Transfer and Campus Change Students:
  - University-wide Students in Transition committee
  - Transfer student honor society
  - Transfer Connections program – new cohort of peer mentors
2. Complete analysis of campus-wide racial microaggressions survey with the goal of informing policy changes and educating the University community about this issue.
3. Enhancement of The Major Experience (TME) Program with improved collaboration with Education Abroad and the General Education Oversight Committee (GEOG) for the purposes of educating students, staff and faculty on the benefits of academic and cultural exploration.

## Enrichment Programs

### HONORS PROGRAM

The UConn Honors Program provides opportunities for students to move from **consumers of knowledge** to **producers of knowledge**. Our emphasis is on an *Honors education* rather than educating Honors students. We promote inclusive practices and admissions strategies to ensure that students from diverse backgrounds have access to Honors courses, research and mentorship by UConn faculty, and co-curricular experiences that promote growth and development.

Our theoretical framework is based on research highlighting the interaction of *above average ability*, *creativity*, and *task commitment*. Students explore these constructs in three key areas – **Explore, Create, and Lead**.

#### **Explore**

- Honors courses designed specifically for students such as the interdisciplinary Honors Core and Honors First-Year Seminar;
- Honors courses across the UConn curriculum that provide intellectual breadth across broad epistemological areas, meet general education requirements and depth in a student's field of interest;
- Community that supports the social-emotional growth of students as they live, study, and socialize in the Honors First Year Residential Community.

#### **Create**

- Cutting-edge research and creative projects under the supervision of leading faculty;
- Unique and personal contributions to a diverse community of scholars;
- Growth in skills and abilities in preparation for future endeavors as students share their research and scholarship with authentic audiences.

#### **Lead**

- In the community through commitments to student organizations, clubs, and learning communities;
- In an academic field by presenting and publishing;
- For social change as a citizen-scholar at UConn and beyond.

Students who complete an Honors education at UConn emerge as leaders in their fields and in their communities. Our partnership with our UConn Enrichment Programs colleagues creates additional advising, support, and resources for student success.

#### **Top Initiatives for 2019/2020**

1. Continue implementation of new Honors requirements across all campuses.
2. Create first-year Honors and Enrichment Programs opportunities for students at UConn Stamford.
3. Increase fundraising for Honors Program students and program initiatives.

### OFFICE OF UNDERGRADUATE RESEARCH

The Office of Undergraduate Research (OUR) helps students from all majors and UConn campuses to develop opportunities to conduct research and engage in creative activity. By providing funding for student

projects and venues for showcasing project outcomes, the OUR supports students in exploring the unknown, creating new knowledge, and sharing their discoveries. View full 2018-19 report [here](#).

### Signature Programs

- The **Health Research Program**, which connects undergraduates to researchers at UConn Health within a program structure that supports sustained engagement in research.
- The **UConn IDEA Grant Program**, which supports students' immersion in projects they have conceived and developed, whether a service initiative, research project, creative endeavor, or entrepreneurial venture.
- The **BOLD Women's Leadership Network**, which develops a diverse cohort of women leaders through individual and collaborative service/leadership projects and professional development programming.
- The **Frontiers in Undergraduate Research Poster Exhibitions**, which provide two annual opportunities for students across the university to share their research and creative work with the university community.

### Top Initiatives for 2019/2020

1. Increase the efficiency of application, review, and program management processes through the implementation of an electronic application management system (SMApply).
2. Develop a long-term strategy to increase participation in OUR programs by students currently underrepresented in applicant pools and awardee cohorts.
3. Collaborate with the Office of First Year Programs and Learning Communities and the Werth Institute to promote marquee research and innovation programming in October (Research Connections, Experience Innovation Expo, Fall Frontiers) under the Month of Discovery banner.

### INDIVIDUALIZED AND INTERDISCIPLINARY STUDIES PROGRAM & UNIVERSITY SCHOLAR PROGRAM

The Individualized and Interdisciplinary Studies Program (IISP) supports individualized and interdisciplinary learning opportunities for undergraduate students at the University of Connecticut through the Individualized Major Program and several interdisciplinary minors. The University Scholar Program allows undergraduates to design and pursue an in-depth research or creative project and to craft an individualized plan of study that supports their intellectual interests during their final three semesters.

### Signature Programs

- The **Individualized Major Program** (offered by the College of Liberal Arts and Sciences and the College of Agriculture, Health, and Natural Resources) enables students to design their own interdisciplinary majors. Through intensive advising by faculty and program staff, students pursue such themes as health studies, global studies, and data science. A gateway course and a capstone course or thesis provide opportunities for interdisciplinary reflection and integration.
- The **University Scholar Program**, with no more than 30 students selected each year, is one of the most prestigious and competitive programs for undergraduates, challenging them to engage in high-level, independent research and creative projects.



## **Top Initiatives for 2019/2020**

1. Review the goals, mission, outreach strategies, and application process of the University Scholar Program in the context of other research and creative opportunities available to students.
2. Continue to build curricular connections between the gateway and capstone experiences of individualized major students.
3. Streamline application processes for the University Scholar Program and the Individualized Major Program using new online application software (SMApply).

## **OFFICE OF NATIONAL SCHOLARSHIPS & FELLOWSHIPS**

The Office of National Scholarships & Fellowships (ONSF) advises and mentors high-achieving undergraduate and graduate students at the University of Connecticut who are competing for prestigious, nationally-competitive scholarships and fellowships. ONSF's mission is to foster the intellectual and personal growth of high-achieving students from all backgrounds who are applying for nationally-competitive awards. ONSF incorporates faculty, staff, and administrators into the recruitment, endorsement, and advising processes, and engages the entire university community in promoting fellowships and celebrating the excellence of UConn students.

### **Signature Programs**

- The **National Fellowships Incentive Program** provides UConn and UCH faculty up to \$2,000 in professional development funds for mentoring students in the development and submission of applications for external fellowships. Additionally, graduate students who submit eligible fellowship applications may receive up to \$250 in scholarship funds.
- **Fulbright Week at UConn** (co-sponsored by the Office of Global Affairs and the Asian & Asian American Studies Institute) brings staff from the Institute of International Education (IIE) to campus to meet with faculty and graduate students to discuss their interest in the Fulbright Scholar and Fulbright U.S. Student Programs.
- The **Graduate Fellowships Summer Writing Institute** (co-sponsored by InCHIP) is a four-day workshop that helps graduate students jumpstart fellowship applications in the summer prior to submission.

## **Top Initiatives for 2019/2020**

1. Increase efforts to recruit outstanding scholarship and fellowship applicants – especially from the humanities and fine arts – through outreach to relevant learning communities, student organizations, faculty, staff, and administrators.
2. Coordinate with the Office of Global Affairs to raise awareness of Fulbright US Scholar and Fulbright US Student Programs among faculty, graduate students, and undergraduate students.
3. Expand the Graduate Fellowships Summer Writing Institute to accommodate more students and to include a more substantial professional development component.

## **OFFICE OF PRE-PROFESSIONAL ADVISING**

The [Pre-Medical/Pre-Dental](#) and [Pre-Law Advising](#) offices provide information and assistance to UConn students and alumni who are applying to law school, medical school, dental school, and related graduate programs in the health professions.

## Signature Programs

- In conjunction with the Office of Undergraduate Admissions and the respective Deans, the **Special Program in Medicine/Dental Medicine** and the **Special Program in Law** offer conditional admission to these graduate schools for outstanding incoming first-year students.
- The **Accelerated Program in Law** allows undergraduates to begin the first year of law school during their senior year of undergraduate studies, thereby saving a year of law school tuition.
- Over 350 **Composite Letters** are written each application cycle to support students' admission to medical schools, dental schools, DO schools, and PA schools.
- The **Post-Baccalaureate Certificate in Medicine/Dental Medicine** provides courses, programs, and education abroad opportunities to college graduates seeking a career change to the health professions or to enhance the competitiveness of their applications to programs of study in the health professions.

## Top Initiatives for 2019/2020

1. Strengthen the efficiency and effectiveness of the composite letter process in order to meet the increasing numbers of students requesting this service.
2. Continue to assess and hone the process for students to be admitted to law school via the Accelerated Program in Law and the Special Program in Law.
3. Evaluate the budget and funding model for the Post-Bacc program to create greater efficiencies and effectiveness for the students and the program.

## Center for Career Development

For the past five years, the Center for Career Development (CCD or Center) has been recognized regionally and nationally for best practices in the delivery of career services by the National Association of Colleges and Employers (NACE) and the Eastern Association of Colleges and Employers (EACE) through awards and presentations at their annual conferences. This past year has been no exception as we continued to provide our students with services that meet or exceed national standards in supporting their career aspirations.

Over 66% of graduating students indicate through the UConn First Destination Survey that they engaged with the Center during their undergraduate experience, five points higher than a recent national Gallup poll. Our staff meets with approximately 7,000 students per year in one-on-one coaching sessions (up from 4,800 in 2013) and develops and delivers close to 600 career-related programs and presentations to student organizations and clubs with close to 10,000 students attending (up from 248 presentations with 6,700 students attending in 2013). UConn’s proprietary job posting system, Handshake, has over 16,000 active student users (up from 7,000 in 2013). 22,540 jobs have been posted on the site over the most recent academic year.

In addition to providing coaching and guidance, we also partner extensively with our employer community to introduce viable jobs and internships to the students we serve. The Center’s Corporate Partner Relations Team meets three times a year with the Corporate Advisory Council, comprised of representatives from 20 of our top corporate partners, to keep current on employment best practices. The Center hosts over 1,000 employers at multiple career fairs throughout the year with 7,000 students attending (up from 313 employers and 2,800 students in 2013). Over 1,000 on-campus interviews are conducted annually.

Both the Princeton Review and [BestColleges.com](http://BestColleges.com) annually identify the top 15 – 20 career centers in the country based on a variety of factors. Notre Dame, Wake Forest, Clarkson, Northeastern and University of Florida top the Best Colleges list while Bentley, Clemson and Northeastern lead in the Princeton Review. Schools that made both lists include Penn State, Southwestern, and University of Florida. As we have either first-hand knowledge or have researched these institutions, they all have two common threads – a low career center staff to student ratio and a strong institutional focus on student outcomes. The following reflects career center to student ratio as compared to UConn (also included are University of Virginia as a point of reference and University of Delaware as we typically benchmark our services against theirs):

UConn	1:1340
Penn	1:1294
Northeastern	1:1023
University of Florida	1:1007
University of Delaware	1:1005
UVA	1:770
Clemson	1:975
Clarkson	1:614

Southwestern	1:279
Bentley	1:217
Wake	1:203
Notre Dame	1:187

In order to scale our services to mitigate a high staff to student ratio, the Center invests heavily in technology as a means to address student needs. Career.uconn.edu has close to 700,000 page views per year (up from 254,000 in 2013) and CCD On Demand, launched in September 2018, now houses over 70 custom videos on career-related topics. In its first year it achieved 18,033 views, 514 “shares” and was added to 282 YouTube playlists.

As a thought leader in the arena of career services, the UConn Center for Career Development has been an active member of the Career Leadership Collective (The Collective) since its inception in 2016. The Collective is a nation-wide solutions group that focuses on the practical and inspirational aspects of leadership and innovation in university career services. The Collective develops and connects leaders, and partners with universities to create strategic and sustainable initiatives to thoughtfully weave career education into the fabric of the student experience.

Recently we have participated in the following:

- *Mastermind*, a senior level national career leadership community, inaugural conference
- *Aspire*, an elite leadership development community for emerging leaders, inaugural cohort
- National Alumni Career Mobility Survey (NACM), an annual national benchmark report and community on alumni career pathways and mobility at the 5 and 10-year post-graduation milestones, one of five universities nationally identified as a focus institution
- Fall and spring conference attendee and spring conference facilitator

Internally, the Center enjoys full partnership relationships with First Year Programs, Residential Life, Regional Campuses, Cultural Centers and the Graduate School, to name a few. Over 650 alumni engage with the Center annually as presenters, co-sponsors and event participants.

Through active campus-wide involvement, engagement with NACE, EACE and The Collective and alignment with our corporate partners, UConn continues to lead innovative career conversations and drive best practices to advance the career competencies of the students we serve.

**Significant Accomplishments Include:**

- On an annual basis, the Center develops and delivers over 500 career related programs and presentations to student organizations and clubs with over 9,000 students attending each year (up from 248 presentations with 6,700 students attending in 2013).
- Career Center staff meet with over 7,000 students per year in one-on-one coaching sessions (up from 4,800 in 2013).
- CCD On Demand, launched in September 2018, now houses over 70 custom videos on career related topics. In its first year it achieved 23,414 views, 514 “shares” and was added to 282 YouTube playlists.

- The Center hosts 880 employers at multiple career fairs throughout the year with 7,000 students attending (up from 313 employers and 2,800 students in 2013). Over 1,000 on-campus interviews are conducted annually.
- UConn's proprietary job posting system, HuskyCareerLink, has over 11,000 active student users (up from 7,000 in 2013). 22,540 jobs have been posted over the most recent academic year.
- Career.uconn.edu has close to 700,000 page views per year (up from 254,000 in 2013).
- Over 400 alumni engage with the Center annually as presenters, co-sponsors and event participants.
- The Center's Corporate Partner Relations Team meets quarterly with the Corporate Advisory Council, comprised of representatives from 20 of our top corporate partners, to keep current on employment best practices.
- Over 66% of graduating students indicate through the First Destination Survey that they engaged with the Center during their undergraduate experience.
- The Center conducts UConn's First Destination Survey and achieves a 72% knowledge rate of outcomes for our graduating students with an 88% positive outcome.
- The Center is one of five institutions that was selected as a focus school for the inaugural roll out of the National Alumni Career Mobility Survey that will measure career satisfaction at the five and ten year post graduation milestones.

### **Top Initiatives for 2019/2020**

1. Career Everywhere
  - Integrating career readiness competencies into the broader student experience
  - Drive faculty engagement through rollout of a Career Champion Program
  - Integrating career readiness competencies into on-campus student employment experiences
  - Collaborate with enrollment management to positively impact admissions, matriculation, persistence and graduation goals
2. Career Readiness
  - Integrate an industry focus (career clusters) into existing career advising model, currently based on major
  - Expand employer and alumni engagement and integrate professional exposure and career opportunities into the student experience
  - Enhance virtual service delivery
  - Enhance and expand services specific to diverse population
3. Expanding Assessment
  - First Destination Expansion and National Alumni Career Mobility Survey Rollout
  - Collect robust, relevant data on specific programs and services to help inform strategy and provide the foundation for compelling stories that demonstrate impact
  - Drive innovation and expand impact through strategic analysis, technology and communication

## Veterans Affairs and Military Programs

[The Office of Veterans Affairs and Military Programs](#) (VAMP) is a first-stop shop for all military connected students, faculty and staff on all UConn campuses. The VAMP staff provides a full range of benefits and services to students that have served or continue to serve in our Armed Forces. These services include benefits processing, event programming and community outreach. Our goal is to provide an excellent experience for all veterans, members of the military, and dependents that attend the University of Connecticut, and for each of them to know that they are an important and integral part of the University. The total number of students receiving educational benefits of some kind is currently around 800, with over 40% of these students in STEM majors. We employ 15 VA funded work-study students across all UConn campuses and have an OASIS center at each campus as well. On average during the Fall and Spring semester, close to \$2 million dollars a semester is paid directly to the university from the Federal VA. Additionally, approximately 110 students were paid directly each semester, with a good portion of these funds returning to either UConn or the local economy. All of these benefits, plus more, are processed through the VAMP office every semester.

UConn is unique in the military and veterans space for a few reasons. One, because of the way our office is structured. We report to the Provost's Office, we have all functions related to military and veterans within our office, most universities do not have Certifying Officials within their Veteran's Office, and ROTC falls under VAMP for resourcing, logistics, and liaising with the University. UConn also has unique benefits for our students in that UConn has extended the substantial state of Connecticut benefits (best state benefits in the nation) even further to cover more programs, more academic periods, and remove barriers that programs have in place.

The office conducts robust outreach and programming, to include connecting with employers and hosting military specific career related events, bringing the VA on campus to meet with students, conducting outreach with the Groton Sub Base, an annual donation drive for homeless and at-risk veterans, and various other events such as the "Colossal Colors" flag at Football, Basketball and more. We also teach a military/veteran-specific First Year Experience class geared towards the needs of our population, this academic year at Hartford for the first time in addition to the section at Storrs. These events and the class serve our students, faculty, staff and the larger veteran's community in the state of Connecticut.

We also advocate for students, assist with student issues, educate the larger campus population, and maintain strong partnerships with other departments. Nearly all members of the team are veterans or currently serving, and as such, we are able to dive into complex student issues, assisting when possible and referring to key partners when required. We assist students in making the transition to higher education, which is often difficult for them, all while targeting our programming to a "non-traditional" student population in order to meet students where they are and provide the most relevant support.

Annually, we provide feedback on state and federal proposals, bills, and initiatives that relate to military connected students, and at times, more broadly to veterans. When necessary, we provide written or oral testimony at hearings. We propose initiatives and refine policies through the University Board of Trustees that effect military connected students.

VAMP, in conjunction with other departments on campus, most notably the History Department, has started a chapter of the Veteran's History Project (VHP) at UConn in the Spring of 2019. VHP is a nationwide oral history project through the American Folklife Center at the Library of Congress aimed at making the personal accounts of veterans accessible. Students have the opportunity to learn about oral history, interview veterans, better understand the realities of war, and prepare the interviews for archiving at the

Library of Congress. The project continues to grow with new internships, partnerships with other departments at UConn, and partnerships with veteran's organizations.

### **Army ROTC**

The Army ROTC (AROTC – Nathan Hale Battalion) at UConn is the only AROTC program in the state. UConn is the Host School and University of New Haven is an Extension location of UConn ROTC. The following have active cadets in UConn ROTC (at one of two locations) as cross-town schools: Eastern Connecticut State University, Central Connecticut State University, Southern Connecticut State University, Yale and Fairfield University. Additionally, University of Hartford, Wesleyan, University of Bridgeport and Sacred Heart are cross-town schools, but do not have any actively enrolled cadets at this time. The program has a total of 163 Cadets at the two locations, 65 of which are UConn students. This year 3 sophomores and 5 juniors from the program were selected for the Cultural Understanding and Leadership Program (CULP) and immersed themselves into the culture of 7 different countries including Sri Lanka, Peru, Philippines, Senegal, Honduras, Rwanda, and Bulgaria. This is almost double the number of cadets sent last year. Additionally, 9 rising senior cadets participated in military internships the summer after their junior year training with active duty Army units across the country and in Italy. The program continues to grow and increase partnerships with other departments on campus, as well as the Connecticut National Guard.

### **Air Force ROTC**

Air Force ROTC (AFROTC – Det 115) at UConn is one of two AFROTC programs in the state (Yale also has AFROTC). UConn is the Host School to several 'crosstown' participating Universities. The schools with active cadets in UConn AFROTC are; Eastern Connecticut State University, Central Connecticut State University, University of Hartford and the University of Rhode Island. Connecticut College is also a cross-town school, but does not have any actively enrolled cadets at this time. The program has a total of 84 cadets, 60 of which are UConn students. In the 2018-2019 academic year AFROTC/HQ introduced a Gold Bar recruiter that actively recruits cadets for AFROTC as a whole. This new recruiter is based out of UConn. Of the cadets qualified for rated positions (flying) 6 of 6 seniors were selected for training. 4 for pilot training, 1 for Combat Systems Operator and 1 for Air Battle Manager. These are highly coveted positions, and the fact that UConn has 6 of 6 selected is a testament to the quality of the program. The UConn Flight Club, while not an AFROTC club, was restarted by AFROTC cadets last year and continues to grow in the University at large.

Of note, UConn offers a room and board incentive to contracted cadets that begins with a 25% discount for Sophomores, and a 50% discount for Juniors and Seniors.

### **Top Initiatives for the 2019/2020 Academic Year**

1. Continue to expand outreach initiatives to the regional campuses - We have a significant population at the regionals, especially Hartford (including Graduate Business Learning Center) and Stamford. We will continue to send our Outreach Coordinator (currently a special payroll employee) to the campuses to build relationships. We will hold events at the regionals that were successful last year and continue to expand event offerings at the regionals as appropriate.
2. UConn Health Center - This will be the first time VAMP certifies UCH students for benefits. There is a new veteran's point of contact at the Health Center and the new responsibilities of certification give us a chance to build our relationship with the staff and students at UCH.



3. Grow the Veteran's History Project - As a new initiative at UConn, this project will continue to be a major focus. Increasing internship opportunities with additional departments; recruiting interviewers - students, faculty, staff and community members; recruiting subjects to interview; use as an outreach tool for external organizations; partner with CT State Military History Program.
4. Updated Needs Surveys - Re-issue a needs survey for students and one for faculty/staff. This was last done ~5 years ago, and the needs of those we support may have changed and our office has evolved as well. This will allow us to tailor our services and initiatives going forward. We hope to gain a better understanding of the best way to support our students with a mentorship program - whether it's peer to peer, informal or formal, etc.

## Student Athlete Success Program

The [Student-Athlete Success Program](#) (SASP) continues to provide exceptional service to our 600 student-athletes. Every student-athlete has an individualized academic plan, which remains fluid as they explore the opportunities the University of Connecticut has to offer. Our three academic centers function as places for our students to receive comprehensive academic support and guidance. SASP strives to empower our students to become independent, successful, active learners. SASP also partners with our Student-Athlete Development program which provides opportunities for our students with regard to community service, professional development and leadership training.

SASP collaborates with academic advisors within the various schools or colleges to ensure students are working towards meeting university, graduation and NCAA requirements. SASP also works in conjunction with the Registrar and Compliance offices to track the NCAA eligibility, retention and graduation of our students. The SASP staff often travels with the various athletic teams, providing academic support, including structured study halls to support the students in balancing both their academic and athletic commitments.

In accordance with the University's and SASP's mission of providing exceptional service to each student, we offer a variety of services for students who have documented learning disabilities as well as work to identify students who may have learning issues. This summer SASP began a new collaboration with Psychological Services and the Student Health and Wellness Mental Health group to increase the level of service for our students. The School of Education and Psychological Services facilitate testing for our student athletes who are experiencing learning challenges. These two groups work closely with SASP's Learning Services Director and the Center for Students with Disabilities to provide a clear diagnosis and a suggested academic plan.

SASP also has a comprehensive tutoring program. There are over ninety tutors who work with the student-athletes to provide tutoring on campus and while the students are traveling with their sports. All of our tutors undergo mandatory training each semester regarding learning strategies and NCAA rules.

SASP offers sections of UNIV 1800 and 1820 for our freshmen which focuses on the transition to college and the resources available to them. SASP also teaches an EPSY 3098 course for juniors/seniors. This course focuses on the transition from college into the next chapter of the students' lives, discussing such topics as the impact of leaving their sport, developing their own brand, career development, financial planning, and networking.

The Athletic Department and SASP continue to be committed to our student-athletes' graduation from the University of Connecticut. The "*Husky Finish Line*" is a program which works with students who may have left the University early to pursue professional opportunities to return to campus to finish their degree.

SASP also works closely with our Student-Athlete Development team to provide opportunities in service, leadership, career and personal development. This past academic year, our student-athletes participated in over 1496 hours of community service with three local elementary schools promoting reading as well as involvement in the *Goal Line* mentoring program at East Hartford Middle School. These programs are part of a grant from the SBM Charitable Foundation.

This past spring semester, sixty five percent of our student-athlete cohort achieved over a 3.00 semester grade point average. We also had thirty-nine students receive a perfect 4.00. Eighty percent of our athletic teams achieved over a 3.00 for their semester grade point average and their cumulative grade point average.

### **Top Initiatives for 2019/2020**

1. In collaboration with Athletics, create an effective tracking Annual Percentage Retention (APR) plan and effective strategies for APR success.
2. Create an academic integrity committee to advise in academic integrity matters and best practices.
3. In collaboration with the offices of Athletic Compliance, Registrar's office, Admissions, create a more effective transfer evaluation process.
4. Design and implement an annual Student-Athlete Orientation to take place during the first week of each semester.