



**2022-2023 Undergraduate Student Success Highlights on
Retention and Graduation**

**University Senate
September 11, 2023**

Student Success Rates

UConn ranks among best publics for **Storrs First Year** rates (*Fall 2022 Statistics*)

	UConn	Rank
First Year Retention (avg.)	93%	19
Four Year Graduation (avg.)	72%	8
Six Year Graduation (avg.)	83%	25
Average Time to Degree (avg.)	4.1 years	1*

*UConn is tied with four top research institutions.

Rates above may vary from results displayed on the following slides due to timing, exclusions, or differences in reported year data versus available peer ranking information.

Areas of **achievement gaps** at **Storrs Campus** include:

- **Underrepresented Minority** students: gap continues to be most prevalent compared to the overall four-year graduation rate
(11-16 percentage points)
- **International students**: gap is most prevalent for third year retention compared to overall third year retention rate
(86% overall vs. 75% international)
- **Male students**: gap is most prevalent compared to overall four-year graduation rate *(73% overall vs. 66% for male students)*

Storrs First Year Students

The tables below illustrate the past ten years of retention and six-year graduation rates of Storrs first-year students. The rates illustrate the successes of our students, but also our achievement gaps among minority students.

Storrs Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	91			
Fall 2020	92	87		
Fall 2019	93	87	86	
Fall 2018	94	88	86	
Fall 2017	93	88	86	
Fall 2016	94	88	86	83
Fall 2015	92	88	86	83
Fall 2014	92	87	85	83
Fall 2013	93	89	87	85
Fall 2012	94	90	88	85

Storrs Campus - Minority ¹ First Year Students				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2021	88			
Fall 2020	91	85		
Fall 2019	93	87	84	
Fall 2018	92	88	86	
Fall 2017	92	87	85	
Fall 2016	92	85	82	78
Fall 2015	91	86	83	80
Fall 2014	90	84	83	78
Fall 2013	93	88	85	82
Fall 2012	91	86	84	79

¹ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 first year class also includes Native Hawaiian/Other Pacific Islander and Two or More Races.

Storrs First Year Students

The table below illustrates achievement gaps by ethnicity, with the most significant gaps among Hispanic/LatinX and African American students, which are most significant in the four-year graduation rate. International student rates have also emerged as a challenge in comparison to the overall student population. These gaps have grown amid the pandemic.

Storrs Campus - Retention and Graduation Rates by Race/Ethnicity											
Rates (%)	First Year Class	Asian American	African American	Hispanic American	Native American ²	Native Hawaiian/ Other Pacific Islander ²	Two or More Races	All Minority ¹	Internat'l	White ³	Total
Retention											
One Year	Fall 2021	95	83	85	*	*	91	88	88	94	91
Two Year	Fall 2020	93	81	80	*	*	89	85	82	90	87
Three Year	Fall 2019	88	79	84	*	*	82	84	75	89	86
Graduation											
Four Year	Fall 2018	81	57	62	*	*	74	68	62	79	73
Five Year	Fall 2017	87	71	79	*	*	78	80	76	86	83
Six Year	Fall 2016	83	75	75	*	*	78	78	79	87	83

¹ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 first year class also includes Native Hawaiian/Other Pacific Islander and Two or More Races.

² Entering first year classes of Native Americans and Native Hawaiian/Other Pacific Islanders have less than 10 students. (*)

³ White category includes self-reported white, other, and "refused to indicate".

Storrs First Year Students

While not represented in the tables, dashboards developed by the Office of Budget, Planning & Institutional Research (BPIR) are allowing us to compare the groups and subgroups of students across multiple variables. Including Federal Pell Eligibility and First-Generation status.

Observations

Female Federal Pell recipient retention went down, especially among Black and Latina students. Conversely, White Male Federal Pell recipient retention now stands at the highest rate ever of 96%.

First Generation retention went down as a whole, but in a more significant way, again, for Female First Generation students. Perhaps one of the most significant declines, however, is among Black Males who are First Generation, with a 17-percentage point decline from Fall 2019 to Fall 2021.

Retention and Graduation Rates

UCONN UNIVERSITY OF CONNECTICUT

Retention Rates Graduation Rates Retention Graphs Graduation Graphs Reset Dictionary

Entry Term: Fall 2019 | Entry Campus Rollup: All | Entry Campus: All | Entry School/College: All | Entry Department: All | Entry Major: All | Gender: All

Ethnicity: All | Minorities: All | Pell: All | CAP: All | First Generation: All | Entry NSF: All | Residency: All

Retention Rates by Campus

(Full-time, First-time, First-Year Students Only) Export Data

Retained at UConn	First Year Class	1-Year Retention	2-Year Retention	3-Year Retention	Retained Same School/College	First Year Class	1-Year Retention	2-Year Retention	3-Year Retention
Storrs	3,567	93%	87%	86%	Storrs	3,567	86%	66%	60%
Regional Campuses	1,709	82%	69%	64%	Regional Campuses	1,709	73%	47%	33%
Total	5,276	90%	81%	79%	Total	5,276	82%	60%	51%

Retained Same Department	First Year Class	1-Year Retention	2-Year Retention	3-Year Retention	Retained Same Major	First Year Class	1-Year Retention	2-Year Retention	3-Year Retention
Storrs	3,567	76%	50%	42%	Storrs	3,567	71%	44%	39%
Regional Campuses	1,709	69%	38%	23%	Regional Campuses	1,709	65%	33%	22%
Total	5,276	73%	46%	36%	Total	5,276	69%	41%	34%

Available by request to users with a business need:

<https://bpir.uconn.edu/home/institutional-research/dashboards/>



Student Success Rates

	UConn Regional Campuses
First Year Retention (avg.)	79%
Four Year Graduation (avg.)	39%
Six Year Graduation (avg.)	62%

Rates above may vary from results displayed on the following slides due to timing, exclusions, or differences in reported year data versus available peer ranking information.

Graduation rates are based on Fall 2016 cohort. Retention rates are based on Fall 2019 cohort.

Source: Budget, Planning and Institutional Research

Areas of **achievement gaps** at **Regional Campuses** include:

- Four-year graduation rate gap for **underrepresented minority**: Overall = 42%, URM = 25%
- Six-year graduation rate gap for **underrepresented minority**: Overall = 62%, URM = 49%
- Four-year graduation rate gap for **MALE underrepresented minority**: Overall = 42%, URM = 15%
- Six-year graduation rate gap for **MALE underrepresented minority**: Overall = 62%, URM = 35%
- Second year retention gap for **underrepresented minority**: Overall = 69%, URM = 61%
- Third year retention gap for **underrepresented minority**: Overall = 64%, URM = 54%
- Second year retention gap for **MALE underrepresented minority**: Overall = 69%, URM = 58%
- Third year retention gap for **MALE underrepresented minority**: Overall = 64%, URM = 48%

Regional First Year Students

Great care is taken in drawing direct comparisons between regional and transfer retention rates versus those at the Storrs campus. These are truly different cohorts, with different educational objectives, pathways, and in many cases, lived experiences than first year students in Storrs. Rather, what is more informative is an identification of where the gaps in achievement exist among our regional campus students.

Total Regional Campuses				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	79			
Fall 2020	77	67		
Fall 2019	82	69	64	
Fall 2018	83	72	66	
Fall 2017	82	72	68	
Fall 2016	84	74	70	62
Fall 2015	85	73	68	61
Fall 2014	85	75	70	62
Fall 2013	86	75	70	63
Fall 2012	83	73	68	63

Total Regional Campuses - Minority ¹ First Year Students				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2021	75			
Fall 2020	75	63		
Fall 2019	83	67	61	
Fall 2018	82	72	67	
Fall 2017	83	72	68	
Fall 2016	83	73	68	58
Fall 2015	87	75	70	60
Fall 2014	85	75	71	61
Fall 2013	84	72	67	59
Fall 2012	84	74	70	64

¹ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 first year class also includes Native Hawaiian/Other Pacific Islander and Two or More Races.

Regional First Year Students

Avery Point Campus					Hartford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years	First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	79				Fall 2021	76			
Fall 2020	76	63			Fall 2020	78	66		
Fall 2019	81	62	55		Fall 2019	85	76	71	
Fall 2018	86	72	65		Fall 2018	83	75	72	
Fall 2017	78	67	63		Fall 2017	84	77	73	
Fall 2016	86	74	68	59	Fall 2016	82	73	70	62
Fall 2015	84	67	60	56	Fall 2015	85	77	74	65
Fall 2014	86	73	69	64	Fall 2014	84	73	67	59
Fall 2013	87	73	64	61	Fall 2013	87	77	73	66
Fall 2012	79	66	61	58	Fall 2012	85	76	72	65

Stamford Campus					Waterbury Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years	First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	81				Fall 2021	76			
Fall 2020	77	68			Fall 2020	78	66		
Fall 2019	82	67	64		Fall 2019	78	61	55	
Fall 2018	81	71	65		Fall 2018	81	68	59	
Fall 2017	80	69	65		Fall 2017	84	72	67	
Fall 2016	84	76	73	64	Fall 2016	85	73	65	60
Fall 2015	85	72	67	58	Fall 2015	86	76	72	65
Fall 2014	85	76	74	65	Fall 2014	88	78	76	65
Fall 2013	87	74	71	64	Fall 2013	85	76	69	64
Fall 2012	82	75	71	67	Fall 2012	85	74	68	64

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.



Financial Aid

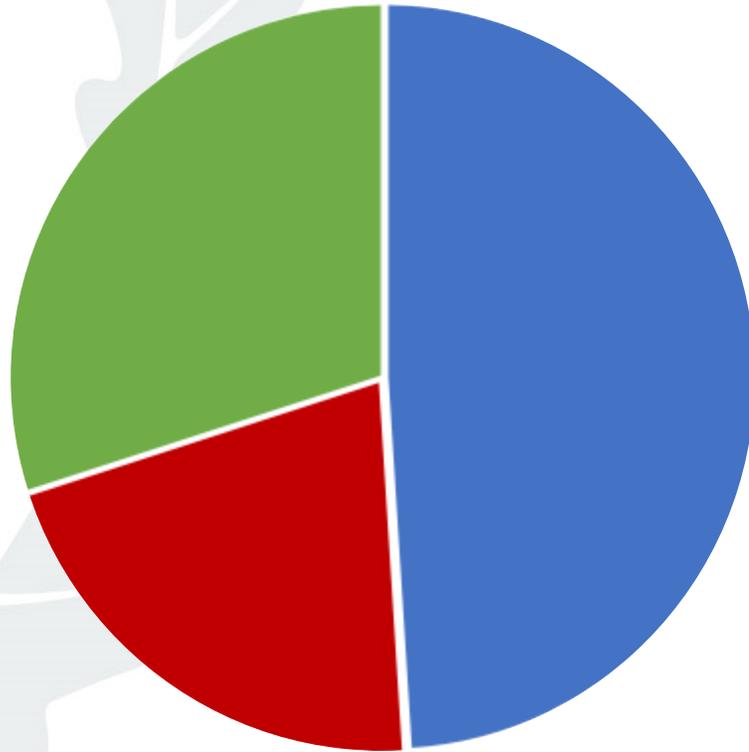
The university is aggressive in its investment in financial aid resources to reduce financial barriers associated with the pursuit and completion of a college education at UConn. Enrollment Planning and Management directs financial aid activity utilizing the following guiding principles:

1. Address financial barriers for our neediest students first.
2. Ensure reliable financial support for students throughout their undergraduate education.
3. Allocate financial aid in a manner that supports student success and meets enrollment goals.
4. Accomplish these goals while living within a limited pool of financial aid resources.

By the end of the Fiscal Year 2022 (FY22), UConn distributed \$237 million to approximately 16,103 undergraduate students. Forms of gift aid include Federal programs (Federal Pell, SEOG), State grants, Foundation supported awards, and institutional scholarships and grants. Of these funds, \$175 million, or 74%, in gift aid directly covered demonstrated financial need of Free Application for Federal Student Aid (FAFSA), or Institutional Aid Application filers.

Financial Aid – Covering Financial Need

Undergraduate Student Financial Need



■ Gift Aid ■ Self Help ■ Remaining Unmet Need

- Undergraduate students present gross financial need of **\$357M**
- **49%** of gross financial need is met with **gift aid**
- Students cover an additional **21%** with self help, including **loans** and a small amount of **work study**
- **Remaining unmet need is 30%**
Students make up through a variety of means:
 - College Savings Plans
 - Personal payments
 - Other outside assistance

2022-2023 Committee Membership

Research Committee, *Chaired by Lauren Jorgensen*

The Research Committee is tasked with ongoing pursuit of evidence in support of UConn's R&G initiatives. This includes examination of latest student success results at UConn, best practices at peer institutions, and emerging trends. The committee should monitor very carefully populations where achievement gaps exist, and track UConn's progress to bridging these gaps over time.

Student Success Response & Intervention Committee, *Co-Chaired by David Ouimette and Jim Hill*

The Student Success Response & Intervention Committee, comprised of a network of university staff engaged in student support services, is responsible for identifying students/student groups needing support and enacting immediate responses to promote persistence and timely graduation. This committee will establish and share best practices for undergraduate student success efforts across all campuses and will make recommendations for enhancements to policy, procedures, processes, and reports as necessary to enhance student success and support across the UConn system.

Policy and Procedure Barriers Committee, *Chaired by Mona Lucas*

The Policy & Procedure Barriers Committee shall identify policy and procedural barriers to undergraduate student success across all student service areas at UConn and make recommendations to enhance, improve, change, or discontinue practices that impede a student's ability to successfully navigate, persist, and complete their degree at UConn. The committee will also catalog and evaluate the efficacy of various intervention strategies at UConn as they relate to actual retention and graduation outcomes. The committee will place emphasis on barriers to successful outcomes for populations that are identified groups of focus for bridging achievement gaps.



QUESTIONS?

For additional information, please refer to the
[2022-2023 Annual Report on Retention &
Financial Aid](#)