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## Standard Six: Students

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## Standard Six

### Students

The University of Connecticut's mission calls for the creation and dissemination of knowledge *by means of scholarly and creative achievements, graduate and professional education, and outreach. Through its focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities.* The University accords its highest priority to its responsibility to nurture students' capacity to develop their abilities to the fullest.

As directed by the state legislature, UConn has, as one of its priorities, to retain promising Connecticut high school students who have in the past been leaving the state. In furtherance of that goal, the University has been successful in recruiting students from Connecticut who reflect quality, while simultaneously drawing quality out-of-state students. Enrollment management efforts, with input from across the University, also have addressed these students' retention and persistence toward a timely degree. Retention and graduation rates are at all time highs. Strong and augmented student services in academic support, co-curricular and residential life have been integral to this success.

#### Admissions

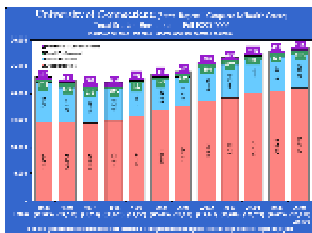
Guided by University policy regarding criteria for admissions and enrollment targets, prospects are strategically identified who meet qualifications to build applicant pools of quality, size, and diversity. Our orderly and ethical admission programs comply with legislative requirements concerning equality of educational opportunity. The University is available to all qualified applicants on a financial need-blind basis. Standards for admission ensure student qualifications and expectations are compatible with institutional objectives and that individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. The Storrs campus requires higher academic standing and admissions test scores than the regional campuses; more competitive admission standards are also set by academic programs or schools or colleges with limited openings. (6.1, 6.2)

Clearly identified admission and retention policies and procedures are accessible to all students and prospective students electronically and through other publications. They are widely disseminated through the University website and published in the undergraduate catalog, recruitment brochures, and applications and individual mailings, guidance and community college counseling offices, statewide high school and community college fairs and visits, fall and Spring Open House programs, and on-campus tours. (6.1)

#### Student Body Size and Composition

As Table 6.1 below indicates, enrollment declined in the early part of the self study decade to a low of 21,753 in fall 1997 and has since surged to an estimate of 28,166 in the fall of 2006. (Board of Trustees 2006 Budget Workshop Book, Tab 4, p. 8)

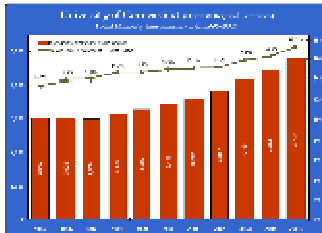
Table 6.1



The University has become more selective in admissions process as demand for admission has increased, but the size of the student body at Storrs and in the Schools of Medicine, Law, Dentistry and Pharmacy has been capped. Through its admissions screening process, UConn reviews characteristics and learning needs of freshmen and transfer students to identify deficiencies and offer appropriate developmental or remedial support. UConn endeavors to integrate specifically recruited populations into the larger student body and assure comparable academic experiences. As called for in the University Diversity Task Force Report, found in Appendix 2.4, UConn has initiated recruitment programs targeted towards attracting high caliber African American, Hispanic, Asian, Native American,

and other underrepresented students. These recruitment programs have been successful, as illustrated by Table 6.2. (Board of Trustees 2006 Budget Workshop Book, Tab 4, page 18. BOT\_BW\_4.18) (6.7)

Table 6.2



A number of selected minority students take part in a summer program offered by the Center for Academic Programs (CAP- [www.cap.uconn.edu](http://www.cap.uconn.edu)) designed to introduce them to rigors of University life and develop discipline and skills to succeed. CAP students take required courses in English and mathematics in addition to a general skills program. During subsequent semesters, staff provide counseling and support and serve as liaisons between the students, faculty and support services. (6.2, 6.4)

The University of Connecticut is one of a few institutions with a divisional senior diversity officer unit (22 responding units), including an Office of the Vice Provost for Multicultural & International Affairs (OMIA). This office is charged with providing leadership on issues of diversity, multiculturalism, access and equity, and international affairs in terms of teaching and learning, scholarship, retention, campus climate, and preparing all students to live and work in a diverse world. To support these students and provide a conduit for all students to benefit from the presence of diverse individuals and cultures, OMIA provides leadership to the African-American, Asian-American, and Puerto-Rican/Latino/a Cultural Centers and the International Center. (6.8)

Established in 1972, the Women's Center annually reaches some 12,000 individuals as it strives to create a community that celebrates women's diversity and strengths while actively confronting societal challenges through activism and social change. Special attention is focused on women who face additional challenges due to their race, ethnicity, socioeconomic class, sexual identity, religion, age, and physical or mental ability. The programs and services of the Center are available to students, staff, faculty, and members of the community. Other major initiatives include and are not limited to: (1) the annual Women of Color Recognition Banquet; (2) the Women's Advance Conference; (3) consultation to University departments on issues of gender equity, sexual harassment, violence against women, and diversity; and (4) Women's History Month programming, including the International Women's Day Festival.

UConn also encourages enrollment of students from all parts of the world. The Department of International Services and Programs is responsible for daily advisory services and program interests of international students. Advisors address concerns regarding immigration, personal, cultural and academic adjustment, orientation, and cross-cultural programming. The Department also offers a full service intensive English program for students with English as a second language. The International House is open to all interested in learning more about the many cultures in the University community.

Non-traditional students may also enroll in the University's Bachelor of General Studies program. (See BGS discussion in Chapter 4).

The Office of Enrichment Programs ([www.enrichment.uconn.edu](http://www.enrichment.uconn.edu)) enables high-achieving students to pursue academic and co-curricular programs that support retention of highly qualified students by promoting excellence through individualized and international educational opportunities. The Honors Program (<http://honors.uconn.edu>) within the Office admits about seven percent of each incoming class. Selection is by invitation and is based upon academic achievement, standardized test scores, and co-curricular activities. Undergraduate Admissions and the Honors Program partner to promote the Honors Program as an alternative to prestigious public and private institutions. Honors scholars participate in smaller, discussion-oriented, frequently interdisciplinary classes, and independent study and research culminating in a required honors thesis project. Student life for Honors scholars is marked by extensive co-curricular programming, lectures, social activities and required participation in a living learning community during freshman year, followed by optional honors housing for upper-class students. (6.2)

### Advanced Placement

Academic department standards dictate that credit is not awarded for high school level work, however, there are two programs through which University credit is awarded for work completed in high school: the College Board Advanced Placement Program (AP) and the Early College Experience (ECE) Program. The decision to award AP credit is made by the dean of the school or college offering the course. The department in which the credit is offered determines the credit standard. Superior Connecticut high school students may also receive credit for freshman-sophomore level UConn classes taken during high school as part of the ECE Program. Course content is determined, and examinations must be approved, by the appropriate University department. Schools and colleges can choose whether or not to allow this credit to count toward the degree. The University does not award credit for prior experiential or non-collegiate sponsored learning.

UConn offers only one course which is strictly remedial, Math 101, which does not carry credit toward graduation although students taking it are awarded 3 credits for the purposes of calculating full-time status. Students whose SAT's are below a minimum determined by the English Department must take a placement test before registering for freshman English. Students who express a lack of confidence in writing ability or whose placement test indicates need for intensive writing help, are advised to take a basic writing course before introductory English composition. (6.3)

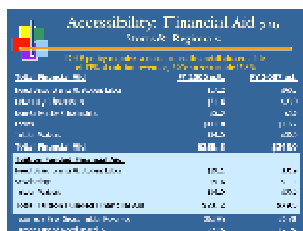
### Transfer Credit

Transcripts of all work taken at other institutions must be submitted as part of the admissions process. Transferability is determined according to *Transfer Guidelines for Evaluation* adopted by the University Senate (<http://web.uconn.edu/transfer/guidelines.htm>). Institutional policies for transfer credit stipulate that course credits are transferred when the course has been taken at an accredited, degree-granting institution, the grade is no lower than a "C", and a similar course is offered by the University. (6.1) A Statewide Transfer and Articulation Committee, under the auspices of the Connecticut Department of Higher Education, recommends policies that maximize transferability of collegiate credit toward completion of degree requirements at the receiving public institution. Recommendations include programmatic articulation between the public two and four-year institutions such as the Pathway Program in Engineering, and a transfer articulation agreement between UConn's School of Business and the Connecticut Community Colleges. See Appendix 4.3 for a description of these transfer articulation efforts.

### Student Financial Aid

Aid is offered to incoming students through [Undergraduate Admissions](#) and provided through a program coordinated by the Office of Student Financial Aid Services. This office administers federal, state, and institutional programs (including grants, scholarships, loans, employment and veteran's benefits) in accordance with guidelines (<http://financialaid.uconn.edu>). The University is dedicated to reducing financial barriers that limit access and ensuring the fair and equitable awarding of financial aid to all eligible students. Awards are based on equitable application of clear and publicized criteria. See Table 6.3 below (Page 9 of the 2006 Budget Workshop PowerPoint presentation in Exhibit 9.2) for a depiction of the amount spent on student financial aid. (6.11)

Table 6.3



Category	2005-2006	2006-2007
Total Available Aid	121,000,000	121,000,000
State Aid	100,000,000	100,000,000
Federal Aid	10,000,000	10,000,000
Institutional Aid	10,000,000	10,000,000
Other Aid	1,000,000	1,000,000

The office oversees merit-based aid and coordinates the University's various scholarship and non-need-based grant and award programs. Need based aid includes: Connecticut Aid to Public Colleges Grants, offered to eligible full-time undergraduate students pursuing their first undergraduate degree, Federal Supplemental Educational Opportunity Grants, offered to eligible full-time undergraduates with exceptional financial need (typically Federal Pell grant recipients), Tuition Remission Grants, offered to eligible full-time graduate students as well as full-time undergraduate students, and University Grants. Merit scholarships recognize outstanding academic achievement independent of need. Over the last ten years, as a result of the University's development efforts and capital campaigns, the number of privately funded scholarships has grown significantly. See Exhibit 6.1 for a trend chart of the growth of privately funded scholarships.

All incoming freshman are considered for merit-based aid according to grade point average, SAT scores, and rank in class. The University provides half tuition and a \$2,500 Undergraduate Research Fellowship to more than 100

incoming freshmen, an Achievement Scholarship for students in the top ten percent of graduating class who have a minimum 1350 SAT, awards a Leadership Scholarship for students who rank in the top fifteen percent of their graduating class, have achieved a minimum of 1100 SAT and have demonstrated a commitment to diversity and multiculturalism through leadership and contributions to their community, and provides additional merit-based scholarships. Upper class students with high academic achievement have scholarship opportunities at their academic departments within their field of study. [The UConn Alumni Office](#) also offers scholarships. Selected students at both the undergraduate and graduate level are eligible for Research Fellowships from the Office of Enrichment Programs.

Loans are also available. These include, Subsidized and Unsubsidized Federal Stafford Loans (FSL) offered to students attending the University at least half-time. To qualify for the Subsidized FSL, the student must demonstrate financial need. The government pays the accruing interest while the student is in school at least half-time. If a family does not demonstrate financial need, the student can borrow an Unsubsidized FSL. The interest begins to accrue on these loans at the time of disbursement

Students may also be supported via University Employment. Federal Work-Study is awarded to students as part of their aid package. Job opportunities are listed on the Student Employment site ([studentjobs.uconn.edu](http://studentjobs.uconn.edu)). Students receive a paycheck bi-weekly for hours worked. Student Labor is a work program for on-campus jobs where the student does not have to have financial need to qualify. Any student wishing to work on campus may apply for a Student Labor position. The actual jobs under Student Labor and Work-Study are the same.

### Appraisal

Table 6.4 illustrates a decade of enrollment success, in terms quantity and quality. Applications have nearly doubled, our acceptance rate has dropped by nearly twenty percentage points, average SAT scores have climbed seventy-six points, the percent of freshmen from the top ten percent of their high school class has climbed, and incoming freshman enrollment is up by more than fifty percent. While the number of transfer students is comparable to ten years ago, articulation agreements with two-year institutions in Connecticut have translated into more successful transitions and outcomes.

TABLE 6.4

<b>Storrs Campus</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Applications	9,874	10,183	9,928	10,404	11,781	12,120	12,833	13,760	17,666	18,467	18,608
Acceptance Rate	70%	67%	70%	73%	70%	67%	68%	62%	53%	50%	51%
Enrolled	2,021	2,163	2,199	2,560	2,956	2,836	3,149	3,186	3,208	3,247	3,260
Yield Rate	29%	32%	32%	34%	36%	35%	36%	37%	35%	35%	34%
SAT	n/a	1113	1112	1121	1136	1140	1140	1149	1167	1177	1189
Top 10% HS Class	n/a	n/a	21%	22%	20%	23%	23%	26%	30%	35%	37%

Between fall 1995 and fall 2005 the number of minority freshmen at Storrs more than doubled to 650. The percent of incoming freshmen that are minorities increased from fifteen percent to twenty percent.

TABLE 6.5

<b>Storrs</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
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All Freshmen	2,021	2,163	2,199	2,560	2,956	2,836	3,149	3,186	3,208	3,247	3,260
Minority Freshmen	308	300	315	408	437	474	498	488	536	543	650
% Minority	15%	14%	14%	16%	15%	17%	16%	15%	17%	17%	20%

Between fall 1995 and fall 2005 the number of minority freshmen at regional campuses almost doubled. The percent of incoming freshmen that are minorities increased from twenty-six percent to thirty-four percent.

TABLE 6.6

Regionals	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
All Freshmen	668	611	560	665	689	749	748	849	909	1,028	986
Minority Freshmen	172	142	129	157	157	188	200	222	247	278	331
% Minority	26%	23%	23%	24%	23%	25%	27%	26%	27%	27%	34%

The effectiveness of the increased emphasis on Honors and enrichment programs is evidenced in increasingly strong incoming cohorts entering the Honors Program that, on average, rank in the top four percent of their high school classes and score about 1400 on the SAT. Concerted efforts to recruit underrepresented minorities result in approximately twenty percent of the 250 incoming Honors students per year falling in these categories.

From fall 2001 and 2005, total need-based aid grew from \$91 million to \$144.6 million. While state need-based aid declined from \$8.5 to \$7.8 million and federal aid went from \$8.2 to \$9.6 million, university-supported need-based aid grew from \$17.5 million to \$26.1 million. And student loans nearly doubled from \$56.8 to \$101.1 million. At the same time, undergraduate recruitment scholarships, or merit-based aid, increased from \$4.2 million to \$5.8 million. The number of students awarded merit-based scholarships increased from 438 to 451. Table 6.7 below contains a trend chart for all components of student aid.

TABLE 6.7

Student Aid (Storrs and Regional Campuses)												
(in \$ millions)	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	96-05 Change	
Institutional Merit-Based	3.9	4.2	5.1	6.1	7.0	6.6	7.2	7.7	8.2	9.4	141%	
Institutional Need-Based	11.4	9.4	11.6	10.3	13.1	15.0	17.5	20.5	23.7	26.9	136%	
Subtotal, Institutional	15.3	13.6	16.7	16.4	20.1	21.6	24.7	28.2	31.9	36.3	137%	
Tuition Waivers	13.5	13.6	20.3	18.7	20.3	22.0	23.5	25.6	30.0	33.8	150%	
Total Tuition Funded	28.8	27.2	37.0	35.1	40.4	43.6	48.2	53.9	61.9	70.1	143%	

Fed/Priv/St Empl Need-Based	21.5	22.8	25.0	29.8	33.5	34.4	40.3	42.6	44.3	45.1	110%	
State Need-Based	2.1	2.0	3.4	5.5	7.2	8.2	8.7	8.2	7.8	8.0	281%	
Loans	41.9	42.6	45.8	49.3	54.2	53.7	56.8	72.8	90.9	101.1	141%	
Total Student Aid (incl. loans)	92.3	92.5	108.1	114.1	128.1	131.8	145.3	169.3	197.1	216.3	134%	

*Projection*

UConn will continue to apply strategic techniques to distribution of financial aid that optimize benefits to the student, university, community, and state. State-of-the-art technology is used to model optimization strategies. We will continue to use financial aid to optimize quality and diversity by providing adequate resources to effectively recruit an academically talented class; to expand scholarships, like the new Rowe and Mass Mutual Scholarships (see Exhibit 6.2 for a description of these scholarships), in order to recruit and retain more students from the Hartford area interested in medicine, dental medicine and health professions; to engage Admissions in disbursement of merit and need-based scholarships administered by the Foundation; and to work with academic departments to best distribute available aid.

UConn's goal is to continue enhancing the impressive quality of our incoming freshman classes at Storrs, setting goals of an average SAT of 1200+, 125 Valedictorians and Salutatorians per year, and 40+ percent incoming of freshmen from the top ten percent of their high school class. Based on resources available to continue delivering services that meet the needs of our students, our plan is to hold undergraduate enrollment steady at the main campus and strive for only slight growth at the regional campuses. Also, maintaining a 70/30 in-state/out-of-state mix of incoming freshmen is a goal.

The Admissions Office has launched a new high school sophomore/junior search and community college campaign to further enhance quality and diversity of entering freshman and transfers. We will continue annual efforts such as 500 high school visits, 100 college fairs, 500 admits attending a *Husky-for-a-Day Program*, 130 Connecticut guidance counselors visiting campus, Open House programs for 10,000 prospects and families, and yield receptions for 600. New initiatives include:

- purchasing more names of high achieving sophomore and juniors,
- expanded visibility and services to Connecticut community colleges,
- more college fair programs to targeted out-of-state markets,
- on-site meetings and campus overnight programs for out-of-state guidance counselors in the expanded national market, and
- additional professional relationships with Connecticut guidance counselors.

Some Connecticut high school students and their parents have expressed concerns that UCONN is becoming too selective. However, the University has a mandate from the state legislature to stop the "brain drain" of high achieving Connecticut high school students leaving the state and is committed to brining in high quality out-of-state students. Since many college graduates have a tendency to settle and work close to their alma mater upon graduation, drawing and keeping these high quality students contributes to the ongoing quality of life and health of the state's economy.

### **Retention and Graduation**

Focusing on getting students off to a good start in a caring and information-rich environment that continues through timely graduation, UConn has developed a strong student academic and social support structure, ranging from academic support under the auspices of the Center for Undergraduate Education and a variety of enrichment programs, to social and living support for the student body as a whole and various student constituent communities.



In order to assess how well students are doing and to facilitate timely graduation, the University has established a Retention and Graduation Task Force consisting of faculty, staff, and students to develop a set of data-driven and research-based recommendations to improve student retention and graduation rates. See Exhibit 6.3 for the current membership of this Task Force. (6.4)

In regard to undergraduate students, while UConn has high freshman to sophomore year retention rates (92 percent), attrition does occur. Extensive research by the Division of Enrollment Management has determined that there are two basic ways that students leave: Those whose departure is voluntary and those who choose to leave involuntarily (those who are told to leave, most often for poor academic performance). About 2/3 of leavers do so voluntarily. For those who leave involuntarily, decisions about continuing academic standing are based on clearly stated policies and applied by faculty and academic administrators. In 2001, standards for academic probation and dismissal were modified and simplified. Standards are published in the undergraduate catalog. Some schools and programs have additional or higher criteria that also are published. The authority and administration of probation and dismissal for academic reasons from the University resides with the Schools and Colleges and the Vice Provost for Undergraduate Education and Instruction (UE&I). The dismissal process is a collaborative effort between UE&I, the Dean of Students and a representative from the School or College. A committee with representatives from these areas reviews appeals for dismissal. A student who has been dismissed may, during a later semester, request an evaluation for readmission to the University by applying to the Dean of the School or College for which entry is sought. The Undergraduate Catalogue explains consequences of termination and the readmission process. Readmission must be processed through Student Affairs with the dean of the respective school and will be considered only when the evaluation indicates a strong possibility for academic success. The Graduate School has its own discipline and dismissal processes and procedures, set forth in the Graduate Catalogue and also on its website. (6.5)

In an effort to better understand retention patterns, the Task Force reviews databases and survey results. An annual incoming freshman survey is administered during orientation that addresses students' perceptions and expectations upon entry. A mid-career and senior survey is administered every spring containing comparable questions that allow for comparisons with incoming expectations data. The Task Force also reviews quantitative (statistical) analyses of freshman leavers and results of a qualitative phone survey of voluntary leavers to better understand factors contributing to freshmen attrition.

### **Retention Support**

Appropriate mechanisms are applied to provide reasonable opportunities for success. (6.2, 6.3) The institution systematically identifies characteristics and learning needs of its student population and then makes provision for responding to them. (6.4) All students have access to a number of specialized counseling and support services, including the Academic Center for Entering Students (ACES), the Institute for Student Success, and the Academic Advisory Center of the College of Liberal Arts and Sciences as well as advisors in other schools and colleges and in the Division of Student Affairs. There are also specialized tutoring centers in Chemistry, Engineering, Life Sciences, Physics, Spanish and Reading-Language Arts and "Q" (Quantitative) and "W" (Writing) assistance centers. Other services provided to assist students with their intellectual development include: the First Year Experience Program, the University Program for Students with Learning Disabilities, the Center for Students with Disabilities, Counseling and Mental Health Services, the Dean of Students Office, Counseling Program for Intercollegiate Athletes, Department of International Services and Programs, Speech and Hearing Clinic, Center for Academic Programs, Women's Center, Cultural Centers, Libraries, and the University Computer Center under the Division of Academic Affairs.

### **Freshman Orientation**

Orientation helps students acclimate to the University and is a key springboard for retention and graduation success. Once enrolled, incoming freshmen and parents as well as transfer students schedule an orientation visit that consists of placement tests, campus tours, academic advising and registration where they learn about academic opportunities, expectations, and support services.

### **First Year Programs**

The incoming freshman student, today, benefits from numerous services and programs that did not exist ten years ago. The University now has an extensive First Year Experience Program at the main and regional campuses. The mission of the FYE program is to assist with the transition from High School to college and aid in retention of students by providing guidance, opportunities, and resources for students to successfully engage with the University and become learners with a purpose. FYE also offers an introductory one-credit "college experience" course that nearly eighty percent of freshmen enrolled in during the fall 2005 semester. This semester long course provides an effective follow-up complement to the orientation program. FYE courses have an instructor-to-student ratio of 19:1 ([www.fye.uconn.edu](http://www.fye.uconn.edu)). The courses are taught by experienced faculty and/or staff with the support of at least one trained student mentor. INTD 180, 182 & 198 courses acquaint students with the university, expand their learning experiences to adjust to new expectations, and enhance academic and interpersonal skills. Issues addressed



include: Time Management, Study Skills, Stress Management, Career & Major Choices, Problem Solving, University Resources & Facilities, and Technology (WebCT). INTD 182 is a seminar course giving students opportunity to investigate topics of professional interest to the faculty instructor through guided research or reading, discussion, and writing. INTD 198 is the first-year experience course offered to ninety-five percent of all incoming students enrolled in the Honors Program. This seminar, a hybrid of 180 and 182, is taught by tenure line faculty on a wide range of topics and is complemented by a weekly session on traditional FYE topics led by trained upper-class honors student facilitators.

A separate but identical program is provided by the Center for Academic Programs (CAP) for underrepresented students as well as a six-week program called "The Pre-Collegiate Experience." Prior to transferring to Storrs from a regional campus, students attend a one-day orientation session.

### **Living/Learning Communities**

These consist of small clusters of twenty to twenty-five first year resident students who live, study and learn together. They are specialized to reflect academic theme or interest, provide direct and frequent contact with faculty or staff, and offer programs and events outside of the classroom to complement the Learning Community's theme or interest. First Year Interactive (FYI) has been a pioneer in harnessing web-based technology to enhance first year student life and learning experiences. Through WebCT online course management software, FYI uses technology to supplement classroom learning with online support, discussion, and delivery of information to students, 24/7.

### **UCONN Connects**

UCONN Connects ([www.uconnconnects.uconn.edu](http://www.uconnconnects.uconn.edu)) provides one-on-one support to help students on academic probation by identifying students, in their first two years, who are on probation and subject to dismissal and inviting them to participate. Each semester, faculty, staff and student facilitators are paired with students to help them experience greater success. UCONN Connects offers workshops, evaluations and mid-semester grade reports. Peer Education ([www.peered.uconn.edu](http://www.peered.uconn.edu)) uses student leaders who have been selected and trained to offer and/or coordinate services to their peers through a variety of campus programs. Problem-solving, critical thinking and ethical decision-making are strongly emphasized and employed.

Mid-semester academic progress is provided by the Registrar in each freshman and sophomore-level course. This is an early warning system notifying students who appear to be in danger of receiving grades of D or lower. These reports are not part of the permanent record but are designed to be of diagnostic aid to the student. The instructor is urged to provide the students with an evaluation early enough (by the end of the sixth week of the semester) so that those needing to do so can take effective remedial action. The Registrar also alerts the students. In addition, the Registrar alerts the student's advisor, the FYE instructor (if the student is in an FYE class), the Residence Hall Director (if the student lives in a residence hall), the UCONN Connects Facilitator (if the student is participating in that program), the Counseling Program for Intercollegiate Athletes (if student is an athlete), and the CAP Program (if student is a CAP student). If a student is doing unsatisfactory work, the full responsibility for improvement is left to the student who is strongly advised to confer with his or her advisor, the instructor, and others qualified to assist in improving the standing in the University. (6.7)

### **Academic Advising and Counseling**

These services provide students with the best and most coherent pathway to courses that lead to a desired degree. Advising in all schools and colleges is provided by select members of the faculty or by professional academic advisors who serve as academic advisors. Freshmen and sophomores are assigned either to a particular advisor or to a central office in the school or college. The College of Liberal Arts and Sciences Academic Services Center provides information and advice regarding curricula, majors, and academic policies and regulations. It also helps students find appropriate resources to address issues. In addition, it is a place where students can direct complaints about instructors in the College. Other schools, including the School of Business, have student advisory centers. (6.8)

### **Specialized Academic Assistance**

Among areas most commonly problematic for students are writing and math. In regard to writing, the W (Writing) Center within the CUE (Center for Undergraduate Education) offers tutoring and other services for students. The English department also has a writing center to help students. These centers' faculty-led staff of fifty graduate and undergraduate tutors from disciplines across the university is available to support all stages of the writing process. Tutorials create a unique learning environment that offers one-on-one attention and thoughtful answers to questions. Writers are invited to bring in any writing project, at any stage including course papers, lab reports, graduate applications, and cover letters. Tutors help writers identify weak areas and work to improve them. Regional campuses also have assigned writing coordinators to provide this assistance. (6.7)

The Quantitative Learning Center (Q Center) elevates the proficiency of students taking quantitative intensive courses. It provides peer tutoring, review sessions, and the creation of innovative learning tools. It assists Q faculty to

incorporate best practices in their teaching and serve as a clearinghouse for information about Q resources and discussion of Q issues. (6.7) As part of the new University general education requirements students are expected to demonstrate competency in eight core areas of computer technology. Staff in the Instructional Resource Center have developed, maintain, and revise student Computer Technology Competency tutorials and self-assessments which are made available to incoming freshmen and which can be incorporated into course work. In addition a new *Learning Resource Center (LRC)* was established in 2005 to provide hands on one-on-one or group training and support. This includes workshops offered by the LRC on the eight general education computer technology competencies and other learning-with-technology applications. Additionally the LRC provides telephone and on-line support, the latter through e-mail and instructional web pages. Specific "institutional software" supported is "Huskymail," "e-portfolio," and "WebCT" (now VISTA). (6.8)

Students recruited from underrepresented backgrounds have services, programs, and initiatives designed to enhance their success. The Center for Academic Programs (CAP) provides opportunities for underrepresented, minority; low income and first-generation college students whose admission to the fall semester is contingent upon successful completion of the Student Support Services Program. Once students enroll, they must self-identify to participate in an array of counseling and services provided that offer academic and personal support. UConn also has programs designed to enhance the presence and success of minority students in the areas of Science Technology Engineering and Mathematics: the National Science Foundation (NSF) funded Louis Stokes Alliance for Minority Participation (LSAMP), Alliance for Graduation Education Preparation (AGEP), and the Science Engineering Preparatory Program (STEP). These grant funded initiatives annually bring an additional million dollars of services to minority and first-generation students studying in these strategic priority areas. (6.7)

For students with physical and other disabilities, the *Center for Students with Disabilities* coordinates academic counseling with the CLAS Academic Advisory Center or academic advisors provided by the other schools and colleges. It consults with them about accommodations that have to be made because of the student's physical limitations. The University Program for Students with Learning Disabilities provides support to students with learning disabilities. The program focus is on instruction in learning strategy. The student is seen only after he/she has been advised by the appropriate academic advisor. (6.8)

The University is committed to ensuring student athletes receive assistance for achieving academic success. Because of the time commitment of student athletes, the University recognizes the need for a support program. The Counseling Program for Intercollegiate Athletes (CPIA) provides appropriate counseling, advisement, and tutoring to optimize education, retention, eligibility and graduation. The program coordinates diagnostic assessment for special learning styles to best address academic needs of the 650 student-athletes and provides them with the necessary skills and information to make a successful transition from high school to college. Counselors meet regularly with a student and act as a liaison between the academic advisor, coach, and academic support personnel. (6.13)

### **Enrichment Programs**

To support academic engagement and the maximization of the collegiate experience for every UConn student, the Provost's Office has created the *Division of Enrichment Programs*. (<http://www.enrichment.uconn.edu/>) Directors of the six units under the "Enrichment Programs' Umbrella" actively collaborate with one another and with units across the university to provide students with opportunities for academic excellence, active and collaborative learning, close student/faculty interaction, and programs to maximize learning within and outside of the classroom. The Director of the Honors Program, one of the six Enrichment Programs, is in charge of the Division. (6.8)

The *Individualized Major Program* ([www.imjr.uconn.edu](http://www.imjr.uconn.edu)) serves undergraduate students who are interested in a major that is not offered at the University of Connecticut. This program, graduating approximately one hundred students per year, gives students the flexibility to create a personalized major as long as the building-block subjects are taught at UCONN. The program's flexibility is valuable to students who wish to incorporate substantial amounts of independent research, study abroad or internship in their majors. This Program is available only to undergraduates in the Colleges of Liberal Arts & Sciences and Agriculture & Natural Resources. Acceptance into the Program follows submission of a formal proposal and approval by faculty advisors and an admissions committee.

The *Office of Undergraduate Research* (<http://ugradresearch.uconn.edu/>) helps students identify research opportunities with faculty, administers funding programs for academic year and summer research. Up to thirty juniors are accepted annually into the highly selective University Scholar Program (<http://universityscholars.uconn.edu/>). Students develop individualized plans of study during their last three semesters. Centered on a major piece of research or creative work, students focus on topics of their interest with faculty advisory committee guidance. The Individualized Major (<http://www.iisp.uconn.edu/>) provides students an opportunity to tailor studies to areas that intrigue them.

The *Office of National Scholarships* (ONS) (<http://www.ons.uconn.edu/>) recruits and mentors high-achieving students to compete for prestigious national and international scholarships, including the Rhodes, Marshall, Goldwater and

Udall scholarships. The ONS raises student and faculty awareness of scholarship opportunities, networks with faculty to identify promising prospects, and works with qualified and committed individuals in the process of preparing their submissions.

*Study Abroad Program.* (<https://secure.sa.uconn.edu/sap/studioabroad/>) The University of Connecticut offers over two-hundred study abroad programs in sixty-five countries on six continents. Reflecting on the importance of a strong study abroad program for the recruitment and retention of ambitious and high-achieving students, UConn has expanded its offerings, as well as and the proportion of students studying abroad, significantly in recent years. An increasing number of exchanges, semester and year-long programs, and summer and intersession programs are offered to students majoring in all schools and colleges. In 2005-06, approximately 12.5 percent of all UConn undergraduates studied abroad at some point during their undergraduate careers.

The *University Scholar Program* (<http://www.us.uconn.edu>) accepts up to thirty juniors annually. Admission to the program is highly competitive. Each University Scholar is given freedom (with some exceptions) from university and departmental credit and distribution requirements to engage in a particularly challenging and rigorous program of study, generally involving coursework in multiple fields and graduate work. The centerpiece of the University Scholar experience is a three-semester long individualized research or creative project, conducted under the auspices of the student's committee.

**Student Academic Services at the Regional Campuses**

There is some variation in how advising is delivered at different campuses. Each regional campus has a writing coordinator to provide assistance to students. However, the Q Center at Storrs provides more support to Storrs students than is available at regional campuses. The Avery Point campus provides an example for the five regional campuses. The Learning Center provides academic support and access to technology while faculty or a professional staff member provides academic and career advising. Stamford has an advising center and various program advisors at the tri-campus deal directly with the advising office liaison to the regionals. The Storrs CLAS Academic Services Center provides the following for regional campuses: information about all changes in requirements, new student (and advisor) handbooks annually; a current website that includes FAQs, forms and requirements, administers all issues that require a dean's signature for all regional campus CLAS students (e.g. substitutions, graduation issues, changing from one catalog to another, etc.); conducts advisor training and/or information sessions, sends representatives to open houses, helps with summer orientations as needed and "dean's days" when invited; and organizes annual campus transfer sessions when student move from regional campuses to Storrs. To support student academic success, regional campuses provides tutoring, supplemental instruction, individual and group study space, and access to technology. (6.8)

*Appraisal*

Over the past decade, not only have we enrolled more, and more qualified students, we also have retained and graduated them at higher than ever rates. This is true for minority students, as well.

Table 6.8

<b>Retention &amp; Graduation</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Freshmen Retention	87%	87%	87%	86%	88%	89%	88%	88%	90%	92%
4-Yr Graduation Rate	43%	43%	46%	45%	50%	53%	54%			
6-Yr Graduation Rate	70%	69%	70%	71%	72%					

Table 6.9

<b>Minority Retention and Graduation</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Freshman Retention	88%	86%	90%	88%	87%	89%	87%	88%	89%	93%
4-Yr Grad Rate	32%	33%	36%	38%	42%	44%	43%			

6-Yr Grad Rate	65%	65%	69%	67%	66%					
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The above are the retention and graduation rates for Storrs since the time of the last re-accreditation.

“Finish in Four” is a new program that encourages and facilitates timely graduation. Another recent program growing out of these efforts is *Huskies Away from Home*, a club that allows students to share experiences and feelings about being far away from home that will help reduce the number of out-of-state leavers. (6.4, 6.6)

Five years of quantitative data and three years of qualitative information allows trend and stacked analyses. Major findings for Storrs campus students indicate that females with GPAs  $\geq 2.75$  and out-of-state students were more likely to leave voluntarily than would be expected based on their freshman population norms. Involuntary leavers (dismissed freshmen) included significantly more males, and engineering majors were more likely to be dismissed than would be expected based on population norms. At regional campuses, like at the main campus, more males were dismissed than expected. Voluntary leavers at regional campuses were more likely to have GPAs  $< 2.5$ .

Results of the recently completed phone survey indicated that in-state students at the main and regional campuses pointed to academic and environmental issues most often while out-of-state students at Storrs more often cited environmental factors. In-state Storrs campus leavers indicated the school is too big, classes were too large, and academic advising and dorms need to be improved. Out-of-state students mentioned distance from home, rural location, the need for more activities, and class size. Regional campus students with 2.5+ GPA indicated major choices as the reason for leaving. These findings have implications for future retention strategies. It should be noted that the most popular destinations for main and regional campus in-state leavers were institutions in the Connecticut State University system. Regional campus leavers also tended to choose the state’s community colleges as their next destination. Out-of-state students who left Storrs were more likely to attend schools in or closer to their home state.

Entry Level Survey responses indicate that the most important factors in student’s decision to attend UConn was that it is a good educational value, followed by preparation for a job and outstanding faculty. Incoming freshmen indicated they were most looking forward most to meeting new people and least to academics. They also indicated that they expected it would be very easy to get involved in extracurricular activities and make friends and fit in. Responses also reflected high advising expectations. When asked how important it was that faculty in general or your academic advisor meet certain needs, providing accurate information, caring about your academic success, prompt feedback, and availability ranked as the most important. Results of the Mid-Career and Senior Student Satisfaction Surveys indicated that about  $\frac{3}{4}$  of students were more than satisfied or satisfied with *academic advising*. Results regarding *course availability* were more mixed, with students indicating *general education courses* being moderately more available than *major courses*. When seniors were asked to reflect on their experience at UConn and discuss future plans, more than  $\frac{3}{4}$  said they would attend UConn if they could start all over again and more than  $\frac{3}{4}$  would recommend UConn to family and friends. Three-fourths of seniors indicated they expected to graduate in four years when they entered as a freshman, and slightly more than one-half were on target to do so. About 1/3 not graduating in four years cited changing majors or earning a second degree as the reason for their extended stay. About 1/3 of seniors indicated they planned to attend graduate school.

In fall 1995, freshman orientation was attended by just under 3,000 students and parents compared to 6,281 in 2005. Participation in the First Year Experience program has seen comparable growth:

Table 6.10

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Storrs									
INTD180 + INTD198 (Honors)	173	531	864	1,101	1,438	1,978	2,098	2,221	2,457
INTD182	99	57	242	326	597	643	848	929	1,222

*TOTALS	332	610	1,106	1,427	2,035	2,621	2,946	3,150	3,679
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\* #'s reflect enrollment totals. Student taking multiple INTD courses would be counted twice.

In fall 2005, over 4,000 midterm warnings were submitted by instructors, an increase of sixteen percent over the previous fall. Each semester more than half of students who receive warnings are able to improve grades. Typically, instructors in FYE classes talk with students after class. Sometimes the students are aware that they were in danger of receiving a D or F. Usually the instructor is able to help them get assistance, such as tutoring or help with study skills or test-taking skills.

UConn also compares favorably to its identified peer group and to other New England State Universities in freshman retention and six year graduation.

Table 6.11

Metric Peer Group 2003-04 Data	UConn	Iowa State	Ohio State	Purdue	Rutgers	Georgia	Iowa	Minnesota	Missouri	Peer Avg
Freshman Retention	89%	84%	87%	86%	89%	93%	82%	85%	85%	86%
6-Year Graduation	71%	67%	62%	64%	71%	74%	66%	56%	68%	66%

Table 6.12

Metric Peer Group 2003-04 Data	UConn	U Mass	U Maine	UNH	URI	U Vermont	Peer Avg
Freshman Retention	89%	84%	79%	85%	80%	84%	82%
6-Year Graduation	71%	62%	56%	71%	56%	67%	62%

The University of Connecticut has taken very seriously Undergraduate Education as one of the six Areas of Emphasis in its Academic Plan. High quality undergraduate education is a central part of the Provost's academic strategic plan and furthers the vision of UConn as national leader in undergraduate education. The establishment of Enrichment Programs Division to support academic engagement, academic excellence, student-faculty contact, and individualized learning inside and outside of the classroom for all UConn students also furthers this vision. Operational actions have also furthered this goal, such as students being able to register for General Education classes they need, and the Office of the Provost securing funding in recent years to cover additional sections of needed courses to ensure that students can maintain their progress to graduation. The new UEI strategic plan for undergraduate education puts increased attention on student learning, global citizenship, and individualized educational experiences for all UConn undergraduates. Working with the Office of the Vice President for Student Affairs, the academic area has encouraged assessment of student engagement using the NSSE.

*Projection*

The University considers feedback garnered from these analyses, surveys and assessments very seriously. With regard to class size, proposals to the legislature to hire additional faculty, if funded, would go a long way to addressing this need. The 2006 General Assembly added \$4 million to the UConn budget for the hiring of faculty in the entrepreneurship area, and to attract outstanding faculty. The UConn Administration intends to continue to work with the General Assembly to obtain additional faculty resource support. As for out-of-state students' concern about the rural and somewhat isolated location, the \$165M privately sponsored Mansfield Town Partnership will create a new Storrs Center (discussed in Chapter 2) that appeals to students. As part of the Finish-in-Four initiative, a four-year graduation mindset will be emphasized to the Class of 2009 to promote incoming freshman and ongoing class identity. The Provost's Office and the Vice Provost for Undergraduate Education will continue to provide the course offering oversight and financial resources to make graduation in four years for most students a reality.

The sophomore year is emerging as a new area of focus. While freshman attrition currently is at only eight percent, sophomore year produces an additional six to seven percent. Possible reasons include continued academic challenges for freshman who had lower GPAs or pre-program (e.g., Pre-Pharmacy) students who weren't accepted to an upper division program who decided to go elsewhere. Retention and graduation of transfer students and students who come from the regional campuses also are emerging as areas of focus, as is also discussed in Chapter 4.

Seniors are encouraged to enroll in the new *Senior Year Experience* course that provides information for smoother transition to graduation and adjustment to a career or graduate school. Ultimately, the hope is that these efforts cultivate *engaged alumni* who serve as active participants and ambassadors for UConn.

**Initiatives aimed at improved educational experience and retention and graduation performance include** innovative teaching and learning methods discussed at ongoing Faculty Learning Community meetings, identification of "gateway" courses that consistently appear to be causing student difficulty, and pre-packaged scheduling to enhance smoother progress to a degree. The University will continue to work towards the Goal of thirty percent of all UConn students studying abroad by 2010 as part of its international understanding initiative. Increased attention will be paid to supporting quality teaching through implementing the recommendations of the still-working Teaching Task Force. There will be increased attention to service learning as mechanism to enhance student engagement and an expansion of these efforts to the regional campuses, as illustrated by the recent funding of the Office of Service Learning at Hartford Campus. **Student Services**

A wide array of student services in academic support, co-curricular and residential life is integral to student success and these are consistent with the University's mission. (6.9)

The Division of Student Affairs supports the academic mission of the University by providing programs, services, and co-curricular experiences that enhance student success and promote a vibrant intellectual environment. It assists students in developing skills for effective citizenship in a multicultural world enhancing the development of the whole student: intellectual, emotional, physical, cultural, ethical, occupational and social. (6.8)

UConn enrolls, particularly at the main campus, an overwhelmingly full time, traditional-aged, residential student body. Its services reflect that enrollment profile. See Exhibit 6.4 for an organization chart of the Division of Student Affairs - [www.studentaffairs.uconn.edu](http://www.studentaffairs.uconn.edu). The Departments of Residential Life, Dining Services, Counseling and Mental Health Services, Career Services, Student Activities, Dean of Students, One Card Office, Student Union, Community Standards, Center for Students with Disabilities, and Health Services are in the Division of Student Affairs. (6.9) The Office of Diversity and Equity; the Police Department, Fire Department, and Transportation and Parking Services report to the Chief Operating Officer. The University's Department of Public Safety which includes the Police and Fire Departments take reasonable steps to ensure the safety of students while on campus or at another physical instructional location. Each year the Department makes available to all members of the campus community, the federally-mandated Annual Campus Crime Statistics (<http://www.police.uconn.edu/ucr.html>). Information on UConn's student services are circulated widely on the University's website and via University media and publications. At the regional campuses, much of the responsibility for student services is carried by the particular regional campus Dean of Students Office. Although there are far fewer students attending regional campuses, there appears to be a need for additional resources to provide assistance in the form of personnel and/or technology. (6.8, 6.10)

## **Division of Student Affairs**

The Division of Student Affairs includes the following:



The [Office of the Vice President](#) provides leadership for the Division of Student Affairs and serves as the centralized communication point for internal and external constituents. The mission of the Dean of Students Office is to provide a leadership role in building community on campus by supporting students in their academic and co-curricular lives. The Dean's office promotes growth experiences for students and maintains high expectations for individual conduct around academic achievement and community involvement. The Department of Student Activities (DSA) enriches the intellectual, ethical and social development of our students by engaging them in community involvement and leadership opportunities that promote student self-governance, respect for diversity, civic responsibility, and life-long learning. The Student Fee Advisory Committee Activity and Service Fee Sub Group, that includes students and staff, was established in 2002 and is charged with reviewing fees in the following categories on an annual basis: General University Fund (GUF) Fees, Student Activity Fees, and Additional Service Fees. Public Hearings are scheduled to allow the SFA Committee to review the fiscal responsibility and viability of the aforementioned fees. The Committee summarizes its recommendations, based on the presentation of information at the Public Hearings, and provides a report to the Provost and Chief Financial Officer for their review. (6.12)

The Student Union is the center of student life on campus and provides an engaging and inviting environment that serves as the central gathering and programming place for the community. SUBOG, the Student Union Board of Governors, is a student-run programming board on campus that puts on events that include, but are not limited to: major concerts, well-known comedians, respected speakers and campus community activities. As the major programming body on campus, SUBOG programs for a range of social, cultural and recreational interests and works closely with other student groups on campus and advises the Department of Student Activities and the Department of the Student Union on policies. (6.12)

#### Student Governance Boards-

There are two main student governance boards at the University, the Undergraduate Student Government (USG) and the Graduate Student Senate. The USG is the officially recognized student government for undergraduates, and administers the student activity fund. USG allocates student fees received under its agency relationship with the University in a fair and equitable manner in accordance with state law. USG business is carried out under the authority of the Student Senate whose members are elected by the student body. There are six standing committees that are open to all students. The system of governance makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest. The USG Student Senate meets every other week when fall and spring classes are in session. Membership of the USG is open only to registered degree-seeking, undergraduate students at Storrs. Students may be elected to USG to represent specific constituencies: academic senators, residential senators, commuter senators, and multicultural and diversity senators. Within the division of student affairs, a member of the Dean of Students Office staff is designated as the formal advisor/liaison with USG. USG retains the right to choose their advisor of record on an annual basis. Students at regional campuses have their own student government and leadership activities.

The Graduate Student Senate (GSS) provides a similar function to USG for graduate students at the University. Representatives of this student population also serve on the University Senate and other committees/task forces throughout the University. Within the past three years the GSS has assumed a more visible role in issues relating to graduate students in community building, representing the needs of graduate students, programming, and support for Teaching/Research GA's in particular.

At UConn's five Regional Campuses students are represented by the Associated Student Government (ASG). The ASG encourages, coordinates, and supports student activities and involvement in the Regional Campus community and sponsors programs and provides funding to student organizations. At the UCONN School of Law, students' governance is conducted by the elected members of the Student Bar Association which serves similar functions.

Students elect two members of the Board of Trustees and students, along with other members of the general public, may attend meetings of the Board and make comments during the public comment period at each meeting. Students have been included on all Strategic Planning Implementation Task Forces, serve on the University Senate, and serve on key advisory boards for the University.

#### **Department of Campus Activities**

The Department of Campus Activities works with students and colleagues across campus to promote personal development and the study and application of leadership principles. The new Future Leaders Program includes: on-line skill development opportunities; leadership classes; workshops, seminars, and presentations; leadership living learning communities, a leadership library; and, peer leadership instruction. The University offers a variety of classes for academic credit that emphasize and build upon individual leadership skills in a group setting. These courses provide students with unique opportunities to explore, develop, and refine leadership skills useful to them on campus and beyond - regardless of their academic major. The Office of Community Outreach, as part of the Department of Student Activities, offers students opportunities to engage in service related activities that enhance the quality of life



of others in the community while enriching their own learning experience at the University of Connecticut. The office's website ([http://www.studentactivities.uconn.edu/co\\_index.html](http://www.studentactivities.uconn.edu/co_index.html)) provides the UConn and local communities with information about initiatives and resources related to volunteerism, community service, service-learning, and community partnerships. Recent outreach includes [Hurricane Katrina Relief Efforts](#) and [Southeast Asia Earthquake Relief](#). (6.12) Students at regional campuses have their own student government and leadership activities. However, on bodies such as the University Senate that include students, greater effort should be made to provide student representation from regional campuses.

Consistent with its mission, the Department of Student Activities strives to support the over three hundred registered student organizations on campus. This includes organizational advisement, registration, financial and event planning, training, and advisor support ([http://www.studentactivities.uconn.edu/inv\\_index.html](http://www.studentactivities.uconn.edu/inv_index.html)) and its links have been designed to be a resource for registered student groups and their leaders). Students create and lead organizations focusing on issues such as academic excellence, ethnic or cultural awareness, community services, Greek Life, club sports, media and professional associations. Students are also very actively involved in the University's six Cultural Centers: The African American Cultural Center, Asian-American Cultural Center, International Center, Puerto Rican / Latin American Cultural Center, Rainbow Center and the Women's Center. (6.12)

[Dining Services](#) incorporates tailored menus to meet community needs, promotes food safety, strives to develop and expand continuing education and recognizing the importance of a sound nutritional practice. Dining facilities include: campus dining halls; restaurants and cafes; retail operations (e.g., Grab-n-Go's), the Student Union Market Place, and Towers Express; and take-out and catering. Dining Services also offers meal plans and accounts.

The goals of the One Card Office are to serve and enhance the University community with an identification card that provides convenient and secure access to facilities, debit payments for routine purchases, dining hall admission, and entry to University events and activities.

### **The Department of Residential Life**

Residential Life operates more than one hundred residential buildings campus-wide. More than 11,700 students live on-campus at UConn, making UConn the top public university in the United States for the percentage of undergraduates living on campus. There is a wide variety of Residence Hall types, ranging from standard double rooms to studio apartments. The UCONN 2000 and 21st Century UConn construction programs are resulting in renovations to all but four of the University's residence halls and construction of new residence halls. Each renovated building was outfitted with fire sprinklers, the latest safety equipment, new carpeting, painting, ceilings, and other general improvements. Residence Hall Communities options include academic clusters, substance free housing, quiet areas, honors housing, and learning communities.

### **Student Code of Conduct**

In 2000, the Board of Trustees approved a new *Student Code: Responsibilities of Community Life* (Appendix 6.1), which extended the University's jurisdiction off campus, broadened student involvement in judicial proceedings and created a process to mediate conflict. The code was drafted by a committee consisting of students, faculty, and staff who conducted meetings and open forums with various students groups including the Undergraduate Student Government and the Graduate Student Senate, town leaders, University Senate committees, and others. The Code, which took effect in September 2000, was an outgrowth of the 1998 Task Force on Community and Civility, which recommended that the code be rewritten to simplify its messages and emphasize what conduct is expected of students. Written in a non-legal style, the new code stresses individual accountability, the meaning of an academic community and the importance of personal growth and a spirit of inquiry. In extending the code off campus, the University followed a trend at colleges across the country. While the old code applied only on campus or at events sponsored by the University or student organizations, the new code covers alleged misconduct that has direct and distinct adverse impact on the University or its community or the pursuit of the University's objectives. In the new code, the dean of students determines which off-campus misconduct is referred to the University's judicial system. The new code also established student-only hearing panels who may consider whether cases appear to be serious enough to result in suspension or dismissal. If so, the panel can make that recommendation to the dean of students. The new code also coordinates information about academic misconduct. The procedures for handling academic misconduct such as cheating remain essentially unchanged, however. Academic hearings will continue to take place in the schools and colleges, with results provided to the dean of students' office for record-keeping and follow-up.

The new code clarifies the process of reporting information and allows the dean to compile a complete picture of a student. Also built into the code is a provision it will be reviewed at least every three years, with an annual review of off-campus provisions. The old Code, effective since 1984, was not automatically reviewed. (6.15)

### **Academic and Student Services Information**

Students are provided with a robust array of technological services and support including the University website, their own student page, WebCT/Vista (course management), and library information technology. The University's

information technology help desk is accessible to all students to address issues or problems. (6.8) The Student Services Center was established in 2001 following the renovation of the Wilbur Cross Building. Serving as the front door to the building, it provides the community with a one stop location to perform the most common student services tasks. Everything from password resets, registration help, fee bill printouts, and final exam rescheduling is serviced right from the main desk.

The Avery Point campus provides an example for the five regional campuses. The Learning Center provides academic support and access to technology while faculty or a professional staff member provides academic and career advising. The student activities program handles health and wellness, substance abuse, diversity initiatives and supports special interest clubs and student government. The campus gym includes access to a fitness room and pool. (6.8)

### **The Department of Career Services**

Career Services ([www.career.uconn.edu](http://www.career.uconn.edu)) helps students define their career goals by clarifying career possibilities associated with various academic pathways. It provides one-on-one counseling in career development and placement. Programs are designed to help students explore career possibilities appropriate to their interests and goals, make career decisions and learn job seeking skills. Individual counseling, group seminars and workshops, and career and employer information are offered. Project SOAR (Student Opportunities for Access and Retention) has as its primary objective the recruitment of minority students. Through various employment opportunities, scholarships, workshops, and mentorship models, they assist students in career preparation. (6.8)

### **The Center for Students with Disabilities**

The mission of the Center for Students with Disabilities (CSD) ([www.csd.uconn.edu](http://www.csd.uconn.edu)) is to ensure a comprehensively accessible University experience where individuals with permanent or temporary disabilities have the same access to programs, opportunities and activities as all others. (6.4, 6.9) The Center is also committed to promoting access and awareness as a resource to all members of the community. The center can assist students to maximize their potential while helping them develop and maintain independence. This Center provides support in registration, scheduling, housing, personal care attendants, transportation, auxiliary aids, media and supportive equipment. Services include pre-admission counseling; assistance in developing self-advocacy skills; assistance with suitable housing accommodations; priority registration for class assignment; academic accommodations; accommodations for alternative testing; information about and referral to University and community programs and services. The focus of the University Program for Students with Learning Disabilities (UPLD) is on helping students with learning strategies as well as giving them assistance in arranging appropriate accommodations within their courses. Students may self-identify upon application for admission or seek help after entering the University. Participation in the program is voluntary although those seeking accommodations for learning disabilities must do so through this office. The University has guidelines for students with a documented learning disability as verified by the UPLD. (6.7) Students with speech and hearing impairments are helped by a clinic run by the Department of Communication Sciences. It provides diagnostic and therapeutic services to students with speech, hearing and language difficulties.

### **Student Records**

The institution has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution. The Office of the Registrar has the overall responsibility for student records in accordance with federal guidelines and law. The University follows the standards of the Family Educational Rights and Privacy Act of 1974, as amended, to protect the privacy of educational records, establish the students' rights to inspect their educational records, provide guidelines for correcting inaccurate or misleading data through informal and formal hearings, and permits students to file complaints with the Family Policy Compliance Office of the U.S. Department of Education concerning alleged failures of the institution to comply with this Act. In compliance with this Act, the University of Connecticut publishes an annual notification in the Student Handbook and sends a notification via e-mail. The Registrar is the University's primary compliance officer for student records issues. As noted below, there is also a University Privacy Officer. THESIS, the University of Connecticut system for access to student records, is monitored and guided through policies written and reviewed by the systems administrator in the Office of the Registrar, the Registrar, the Computer Center security officer and the Office of the Provost. The most recently issued policy was in 1990. Specific time frames are identified for the retention and disposition of student related documents. For instance, all final grade sheets must be permanently retained, curriculum authorizations must be maintained for three years and then destroyed, and class schedules need not be retained and are destroyed after the semester. The University follows the State of Connecticut regulations regarding collection, retention and destruction of student records (<http://www.cslib.org/stateducation.pdf>). The University of Connecticut designates the following information pertaining to students as public or "Directory Information": the student's name, addresses, telephone number, school or college, major field of study, degree sought, expected date of completion of degree requirements and graduation, degrees

and awards received, dates of attendance, full or part time enrollment status, the previous educational agency or institution attended, participation in officially recognized activities and sports, weight and height of athletic team members and other similar information. In addition, class rosters are also included as part of "Directory Information". However this information may only be released within the class section. Except when requested in writing by the individual, "Directory Information" may be distributed electronically and/or made available on the web without providing any security protection for the information. It is the policy not to use an individual's Social Security number as the common identifier and key to databases except where required by law or by business necessity. In order to further ensure privacy, in 2006, a University Privacy Officer, located in the Office of Audit, Compliance and Ethics, was hired. (6.16)

### **Student Wellness**

The University, a community of thousands at the main campus and regional campus locations, provides health and mental health services to, where appropriate, assist students regarding their personal and physical problems. (6.8, 6.9) The multi-disciplinary team provides high quality, cost effective primary care, health promotion and educational outreach. offering a wide range of services including: in- and out-patient medical services, out-patient nurse practitioner services, gynecological services as well as mental health services, laboratory, x-ray, physical therapy and pharmacy support, nutritional counseling, health education including a substance abuse program and HIV testing, and a recent addition the Women's Health Clinic which specializes in all aspects of female sexuality and health care. It supports assault crisis intervention for physical and sexual abuse. The services of the Department of Health Services are available to all registered students. Some services may require additional charges. These are ordinarily billed against the student's deposit account. All full-time students must provide for their own accident and illness insurance to cover medical care not provided by the Department of Health Services. A University sponsored plan is available and insurance information and enrollment are available at the Department. The Division of Athletics and the Department of Student Recreational Services, discussed below, provide formal and informal means for students to maintain their health and wellness. The Division of Athletics Counseling Services (CPIA) supports the academic mission of the University by offering a range of services designed to improve academic performance, resolve psychosocial issues, enhance educational/career development, provide collaborative peer tutoring assistance, offer campus outreach and training programs that enhance personal growth and academic skills, and promote multicultural relations. (6.9)

### **The Division of Athletics**

Athletics offers twenty-four varsity sports with approximately 650 student-athletes. The programs compete at the Division I level and hold the student-athletes to the same educational and academic expectations as the general student body. In addition to the standards established by the University, the Division of Athletics must comply with a multitude of NCAA regulations pertaining to all facets of the operation including academics, eligibility, financial aid, ethical conduct, recruiting, and amateurism. (6.13) The Division advances the educational policies of the University as stated in the mission. It has oversight by constituencies both internal and external to the University which provide ongoing evaluation of the Division's policies and procedures as well as their progress towards meeting academic standards. Thus, athletic programs are conducted in a manner consistent with sound educational policy, standards of integrity, and the institution's purposes and the institution has responsibility for the control of these programs, including their financial aspects. (6.13) Athletics is committed to producing teams that are competitive on a national level while ensuring proper and appropriate academic development of student athletes. A "Student Athlete Handbook" which outlines expectations and provides general information on support services is distributed to each student athlete at orientation. During the past decade the University has earned multiple NCAA national championships in women's and men's basketball and NCAA national championships in men's soccer and in field hockey which has enhanced the visibility of the University. The division employs a full time Compliance Coordinator to provide internal oversight, while the Faculty Athletics Representative (FAR) provides external oversight. The FAR reports to the President and makes an annual presentation to the Board of Trustees. In addition, the President's Athletic Advisory Committee serves as an advisory group to the President composed primarily of University faculty and staff. The Committee meets regularly throughout the academic year discussing policies, activities and issues pertaining to intercollegiate athletics. In addition, the Division has developed a Guidebook to NCAA Regulations to inform alumni, friends and boosters of UCONN sports programs about the rules and regulations. The Division of Athletic Administration and FAR ensure all revenues and expenditures of the athletic program are under the clear control of the institution and are subject to annual audits by independent auditors (6.7). The Division of Athletics provides NCAA rules education to its student-athletes, coaches and staff as well as the University community, donors, corporate partners and other constituencies that interact with the Division of Athletics. Staff work with conference and NCAA representatives as well as a law firm that specializes in NCAA compliance, when necessary, to provide continuous assessment and suggestions for improvement in the compliance program. The NCAA also mandates that every institution have a Student Athlete Advisory Council to provide student input to the athletic department.

### **The Counseling Program for Intercollegiate Athletics (CPIA) and the Athletics Compliance Office**

The Athletics Compliance Office and CPIA fulfill and enhance the academic experience of student athletes through counseling, tutoring, and advising, facilitate appropriate intervention and coordinates available resources in order to help each student reach educational goals and abide university and NCAA rules. All members of the CPIA have advanced degrees and ample experience working with student-athletes. All are teaching professionals, attend professional development meetings and workshops and are evaluated on a yearly basis. Coaches are evaluated on academic success as well as on-field success. Students are provided with appropriate information concerning majors and programs. The Counseling Program provides support to faculty, coaches and other university offices as well in order to facilitate a positive college experience for student-athletes, who must comply with two sets of academic guidelines: university and NCAA. A student-athlete handbook outlining expectations and a guide for students is published and distributed to student-athletes. The Athletics Compliance Office meets with each team on a semester basis to educate students about their responsibilities. In addition, CPIA counselors meet with all student-athletes to ensure that they understand the ethical and university standards under which they must perform. The Counseling Program offers freshman and Senior Year experiences courses in order to help students make a successful transition to college and beyond. Financial aid is awarded to student-athletes based on athletic prowess under clear, published and well defined NCAA and University regulations. There is a clear set of policies for the renewals or denial of scholarships that is reviewed by both the Division of Athletics and the FAR. Each year the CPIA provides a report to the Presidents Athletic Advisory Council (PAAC) on all of its activities, regularly meets with the FAR and the Student-Athlete Advisory Council and interacts with virtually all other campus academic support units. The Counseling Program reports directly to the Provost (Academic Affairs) rather than the Division of Athletics in order to maintain integrity and avoid any compromise in the efforts to support students and help them reach their educational goals. The Division of Athletics supports, promotes and sponsors a Student-Athlete Advisory Committee, encourages and promotes a vast array of community outreach and charitable projects, and many students function as campus leaders and role models. Winter coat drives, donations to the victims of hurricanes, Big Brothers and Big Sisters Programs are a few examples of this work by student-athletes.

### **Recreation Programs**

Recreation Programs are conducted under the auspices of the Department of Recreational Services, part of the Division of Athletics, in a manner consistent with sound educational policy, standards of integrity, and the institution's purposes. The institution, through the supervision of the Division of Athletics, has responsibility for the control of these programs, including their financial aspects. The Department of Recreational Services, particularly through its Student Recreation Facility, attempts to provide a broad program of fitness, wellness, and recreation activities for both men and women of all ability levels in order to enhance their academic effectiveness and motivate individuals to pursue healthy lifestyles. Programs include intramural sports, special events, outdoor adventure, informal recreation, indoor climbing, wellness, drop-in cardio/strength training and group fitness. Cardio, weight, and aquatic areas are open eighteen hours per day during the week and fifteen hours per day on the weekends. The department also makes a concerted effort to recognize and meet the needs of diverse populations. The annual Recreational Services budget is requested through the Division of Athletics, which makes an annual request to the Generated University Fund Committee for the budget allocation. In addition to full-time staff, approximately three hundred students are employed on an annual basis. Individual student responsibilities in the operation of programs stress student leadership development, appreciation of differences, group development, self-discipline, conflict-resolution skills, and safety awareness and serve as measures of program success. Student demand for use of the Student Recreational Facility is enormous and increases dramatically yearly. Discussions are underway about the possibility of construction of a new recreational facility, but size, cost and location are all issues that must be addressed. (6.13)

### *Appraisal*

As the discussion above indicates, UConn systematically assesses achievement through University metrics and multiple campus and national surveys. (6.17, 6.18)

In response to ascertained needs of the student and general campus community, two major improvements occurring in the past five years were a major renovation of the Wilbur Cross Building to make it into a "one stop shopping" Student Business Services center, and renovation and expansion of the former School of Business building to house the Center for Undergraduate Education (CUE). Both, now extremely modern, state-of-the-art facilities provide easy one-stop shopping access to support services. These facilities were created as provided for in the University of Connecticut Strategic Plan and Master Facilities Plan, which calls for the core campus to house, in very close proximity, a student business services center, an undergraduate student center, the graduate center, the library, the student union, and (still in the future, with a building site available) a major classroom building. Wilbur Cross houses the following student services in one convenient location: Registrar, Bursar's, Student Financial Aid, Student Employment, Residential Life, Dining Services, Student Affairs, the Dean of Students, the Center for Students with Disabilities, Student Records, Orientation Services, and Enrollment Management. The location of these services in one place is a dramatic improvement over the frustrating multitude of locations that had historically existed on the

Storrs campus. The Center for Undergraduate Education (CUE) houses such academic support services as the Honors Program, Study Abroad, and Individualized Major programs, the Offices of Undergraduate Research and National Scholarships, the Freshman Year Experience Program, the Academic Center for Entering Students, Career Services, the "Q" and "W" Centers providing assistance in quantitative courses and writing, and the Institute for Student Success, as well as the Institute for Teaching and Learning and its associated programs. The physical location of student educational, support, extracurricular and business services in state of the art facilities in close physical proximity to each other has enhanced the student experience greatly and addressed long-standing problems. (6.14)

Discussions are currently underway about how to provide equivalent support services to all campuses. Regional campuses offer student activities that include programs that address health and wellness, substance abuse, and diversity initiatives, as well as supporting special interest clubs and student government. The particular activities vary from campus to campus. Most student complaints are addressed to the Dean of Students office for resolution. However, there is some concern that too much is required of this office. In late 2005, a retreat for regional campuses and the Division of Student Affairs was held to discuss such issues. There will be some reorganizing of student services at regional campuses. For student concerns that are more personal, a licensed counselor is located on campuses with regular hours for scheduled and drop-in counseling. This is comparable to the services provided by the Department of Counseling Services at Storrs. Coordination of counseling services by this department would guarantee equivalent and high quality services to students at all campuses. Avery Point has athletic facilities and the athletic program includes intercollegiate competition in men's baseball, men's basketball and women's basketball. Athletic opportunities at other regional campuses are limited. Greater efforts could also be made to provide student representation from regional campuses on University wide bodies such as the Senate.

In regard to the needs of student athletic and recreational needs, admission standards for student athletes are the same as for all students. Minimal institutional requirements as well as minimal requirements established by NCAA are followed. It is important to note that the Counseling Program for Intercollegiate Athletes (CPIA) reports directly to the Provost's Office rather than the Division of Athletics. CPIA provides academic counseling and support services for student-athletes. The "arms length" relationship between the Division of Athletics and CPIA helps to ensure academic integrity within the institution. Although academic counseling is part of the athletic department at many institutions, the reporting structure at UCONN is widely regarded as the most appropriate configuration. Funding is adequate to meet student needs, with nine full-time staff and approximately seventy student tutors. A lack of space has been an issue in the past. However, in the summer of 2006 a new complex will be completed that will provide CPIA with the additional space that it requires.

The athletic program is governed by the principles of the NCAA Division I and has instituted a variety of measures to ensure compliance with rules and regulations. Over the past ten years, two major accomplishments include the attainment of compliance with Title IX gender equity requirements and the move to Division I football. Since 1995, the Division has had annual reviews by an outside consultant who evaluates areas of concern and suggests methods of corrective action as needed.

While activity is encouraged with broad participation as the ultimate goal, time, space and staff constraints limit participation. Priority in scheduling puts physical education and intercollegiate athletics requests ahead of recreational sports. The time available to recreation must be shared among the different areas (i.e. intramurals, informal recreation, special events). There is not enough time or space left over for all participants to find space for their regular activity needs. As noted, the university is investigating the possibility of constructing a new, adequate, state of the art recreational facility.

Student housing is a particularly important topic at the University of Connecticut. We house the fifth largest residential population of students in the country. A major reason for this phenomenon is that the University of Connecticut is located in a rural area, and the institution has the only water and sewer systems available. Therefore, it is not feasible to have a large number of privately built apartments. Using the flexibility granted in the UCONN 2000 legislation (see Chapter 8 for a discussion of this legislation), the University of Connecticut has floated bonds to allow it to construct a number of new or replacement student residential facilities since 1995. (See Appendix 6.2 for the Construction Timeline for UCONN 2000.) As an experiment, in 2000, the university contracted with outside construction companies to build student apartments on the Storrs campus. Unfortunately, due to some defects in university code compliance inspections processes at that time, some important safety issues arose due to the nature of the construction. These safety issues have been addressed and code compliance processes have now been amended and additional staff hired to ensure safety in the future. However, given this recent history, there seems little likelihood that the university will contract with private builders to construct student residences on university property. Therefore, the university's status as primary student landlord is unlikely to change, especially since the newly constructed residential facilities are of very high quality and comparatively reasonable in price. At the same time, due (ironically) to its ever-increasing student retention rate, the university finds itself with an increasing student

body size at Storrs, and therefore unable to provide housing to all students who want it. Freshmen and sophomores in good standing are guaranteed housing on-campus. However, in order to accommodate students entitled to guaranteed housing, the Department of Residential Services has had to resort to a lottery for undergraduate seniors, and force some of these seniors to find housing off-campus. With a student body expected to stay steady in size or even grow slightly, and with the planned residential construction aimed only at replacement size for existing housing, the student housing crunch is likely to continue unabated into the near future.

### *Projection*

The University of Connecticut has a highly professionalized and effective student services program. Its student related facilities, which have benefited greatly from the UCONN 2000 program, are first rate. Even the core campus at Storrs has been designed to accommodate and enhance the student experience. However, challenges remain. As noted above, the inventory of university student housing is likely to be consistently lower than demand. Student recreational facilities, while of good quality, also are inadequate to meet demand. It may be possible to construct a new recreational facility if funding sources can be identified. However, meeting the demand for student housing in the Storrs area appears to be an intractable problem. The 21st Century UConn building program has a line item for a newly constructed Student Health Service Facility. The tentative site at Lot 9 is in direct proximity to the North Parking garage & the Public Safety Complex, which dispatches ambulances.

In regard to university expectations of its students, the new Student Conduct Code communicates that high standards of conduct are expected both on and off campus. A new academic misconduct policy is under review by the University Senate.

A particularly sensitive conversation for the University of Connecticut involves the appropriate size of the student body. In 2004, the President announced a capping of the student body size at approximately 28,000, with approximately 3200 new freshmen undergraduate students at Storrs. Because of the increase in quality of the student body, particularly at Storrs over the past decade, many children of Connecticut residents who would have been admitted even five years ago are now being denied admission, particularly to the Storrs program. Some citizens of the State are calling for actions, most likely in the form of increasing the student body size at Storrs, to accommodate student demand. In a January 2006 Board of Trustees retreat, the concept of increasing student body size was raised, and the concept was also raised by the President at the 2006 annual Board of Trustees workshop. The Storrs campus is being built out under the UCONN 2000 program assuming a student body size of around 16,000 undergraduates at Storrs, so it would be difficult to physically accommodate a significantly increased student body size, in terms of classrooms, residences and other facilities. Further, a large increase in the Storrs student body size would necessitate augmenting the already over-stretched faculty and staff. The incipient conversation about significantly increasing the student body size at Storrs must involve a clear understanding of all of the myriad ramifications of such a move. As the campus improvement funded by UCONN 2000 comes to a close, and the exciting new Storrs Downtown Center is built, making the University of Connecticut at Storrs an even more desirable location than it presently is, the perceived quality of the institution and the concomitant pressure for admission will continue to grow.

Continuing to foster excellence in student learning and instruction will remain a high priority for the University of Connecticut. As discussed above, particular emphasis is being placed on developing the academic and international awareness of the student body. An approach to foster this goal that is now being particularly emphasized is the use of learning and living-learning communities. At present, plans are underway to augment international learning communities, and more such efforts will occur in the future.

### **INSTITUTIONAL EFFECTIVENESS**

Over the last decade, in both its building and educational programs, the University of Connecticut has given priority to providing an outstanding student experience, both academically and through community living. It has relied heavily on feedback and information gathered from a number of sources to formulate its plans for student services, and to ensure an enhanced educational experience. Guided by planning and prudent resource allocation, the University of Connecticut will move closer to its goal of being one of the very best public institutions of higher education in the country.