3-1-2010

2010 March 1

MINUTES OF THE UNIVERSITY SENATE
March 1, 2010

1. The regular meeting of the University Senate for March 1, 2010 was called to order by Moderator Spiggle at 4:03 PM.

2. Approval of the Minutes

   Moderator Spiggle presented the minutes from the regular meeting of February 1, 2010 for review.

   The minutes were approved as written.

3. Report of the President

   President Michael Hogan began by announcing that the Board of Trustees approved a tuition increase of 5.66%. This increase is lower than other schools in the state or nationally. The University is already below the median for tuition among our peer institutions in New England despite the fact that we are the top-rated public institution in the region.

   It is the understanding of University administrators that in the near term--for 2011—the University will have the fiscal protection of the economic stimulus bill and its maintenance of effort provisions. Due to these conditions the State of Connecticut has made provisions for flat funding the University for fiscal year 2011. The University's cost basis, however, will increase due to collective bargaining agreements. Thus, there will be a shortfall. President Hogan indicated that he will address the Senate at sometime in the future to talk about how we will deal with this projected shortfall.

   The President will work with various University offices and constituencies to protect essential academic programs as far as possible. The University community must, however, expect large retrenchments and some program and service cuts. The President warned that this is a best-case scenario, presuming flat-funding from the State; that funding is not guaranteed into fiscal year 2012, however, as we will no longer be under the protection of the economic stimulus act.

   The University has known about these fiscal challenges for some time and the President and various groups collaborated on a program that included faculty giving back half their salary increases and students would contribute an 8.7% tuition increase, but for a variety of reasons the Board of Trustees decided to go with a lower tuition increase. The University took $23m in cuts and the majority of the burden was borne by the faculty through delay of salary increase and furlough days.

   The University has coped with these potential cuts by reducing its present programming. The plan was to create reserves which would be used to carry the University through future difficult times but the reserves are now being 'swept back' by the State. This effectively taxes the University for its thrift.

President Hogan reported that students will continue to feel the cuts as well. There is a lower tuition increase but our faculty to student ratio has gone from 16-to-1 to 18-to-1. This will cause classes to increase in size, and will also result in the cancellation of some classes. Some students will thus need to extend into summer or an additional semester in order to complete degrees.

President Hogan theorized that some might suggest cuts in our administrative cadre but the University's administration team is the leanest among the top 25 universities and has already trimmed as much as it can if it is to stay in compliance with state and federal requirements. The Board of Trustees has asked the University to engage outside consultants to help investigate ways to increase revenues and further control costs. The University has done this twice before and are happy to do so again. The previous consultancies worked well and President Hogan expressed hope that this consultancy will help.

The fiscal crisis of fiscal year 2012 will be real. The President asked those present for further ideas for revenue enhancements and budget savings going forward. The President reported he is speaking on a daily basis with our supporters in the Legislature but they are faced with a huge budget problem at the State level and it is unrealistic to think that they will be able to help much.

The University may have to let go of some programs. These will be programs that some of the very people in this meeting room have devoted their entire careers to. The Administration hopes that it will be sensitive as the University proceeds down this road. The President stated that he will continue to advocate for a shared burden in the future and hopes that we all will follow that example.

President Hogan then entertained questions from members of the Senate.

Senator Lowe inquired as to why the Board of Trustees rejected the 2.8% additional tuition increase. The President replied that the question was better put to the Board of Trustees itself.

Senator Mannheim mentioned that the money coming in is dependent on the enrollment. He asked what would be the best enrollment for next year. The President responded Administrators are currently working on this. The Administration would like to increase the enrollments at the regional campuses and reduce the size of the Storrs freshman class. President Hogan stated more in-residence faculty will be hired. Departments across the University are conducting some tenure and tenure track hiring (approximately 20) but just as many are expected to leave, so the faculty size will remain flat. The entering first year class size will be scaled to the resources the University has available. The driver is, however, the quality of our programs. It would be tragic to see graduation rates and retention rates decline, so we must keep the quality high.

President Hogan yielded the floor to Provost Peter Nichols.

Provost Nichols described the work of the Committee for Excellence in Graduate and Professional Programs (CEGaPP). This committee comprises 18 graduate educators and researchers. Its first charge was to identify PhD programs that are recognized at the national level. Second, it was asked to identify programs that with more support could potentially be ready to be recognized nationally and third, it was asked to identify programs that are less

successful in terms of the number of degrees awarded and the employment of graduates. The CEGaPP has written a report that discusses each the three groups and, indeed, names them. Provost Nicholls reported most programs are not listed because they are performing at an adequate level. The CEGaPP report will soon be posted to the Provost's web site. Provost Nichols reminded the Senators that the report is based on data and was compiled by excellent researchers. The Provost will discuss the findings of the report with the Deans tomorrow, March 2, 2010, at which they will be asked what should be done with the lowest ranked programs and will also be asked how to nurture the distinguished programs. The report has already been sent to the Deans in confidence. Provost Nicholls reported there will be an open and participatory plan to deal with the committee's findings and articulate plans for the future.

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

(Attachment #34)

5. Senator Schultz presented the Report of the Curricula and Courses Committee.

   a. The first item was consideration of changes to the By-laws and General Education Guidelines on Multi-Content General Education Courses. These changes were first presented at the February 1, 2010 meeting of the University Senate.

   (Attachment #35)

   A lively discussion ensued. Senator Moiseff moved the question.

   The vote to call the question carried.

   The original motion was presented by Senator Schultz.

   The motion carried.

   Senator Schultz then presented the following slate of courses:

   (Attachment #36)

   b. The Curricula and Courses Committee recommends approval to REVISE the following 1000 or 2000 level courses:

      i. AH 1100 Introduction to Allied Health Professions (instructor consent)
      Current Catalog Copy
      1100. Introduction to Allied Health Professions
      (100) Semester and hours by arrangement. One credit. Open only with consent of instructor. Overview of health professions, team approach to health care delivery.

      Revised Catalog Copy
      AH 1100. Introduction to Allied Health Professions
      (100) Either semester. Lecture. One credit. Open to freshmen and sophomores; others with consent of instructor. Overview of health professions, team approach to health care delivery.

ii. NRE 1235 Environmental Conservation (instructional pattern and course description)
Current Catalog Copy
1235. Environmental Conservation
Second Semester. Three credits. Barclay.
Overview of resource use history and conservation use policy development from prehistoric to present times as seen through major historic and cultural continuities, dominance of human value concepts, major religious perceptions vis a vis colonialism/native peoples context, and embodiment in U.S. governance documents. Emergence of the 20th century conservation movement is examined within the context of current and future environmental issues. CA 1.
Revised Catalog Copy
1235. Environmental Conservation
Second Semester. Three credits. Lecture and discussion. Vokoun
An overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental issue themes such as: private ownership vs. public trust doctrine; commercial trade in natural resources; development vs. protection; sustainability; and the role of society and governments in regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethic regarding the development, conservation and protection of the environment. CA 1.

c. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 1, Arts and Humanities:

i. ENGL 3629 Introduction to Holocaust Literature

d. The Curricula and Courses Committee recommends approval to REVISE the following W courses:

i. BME 3600W (prerequisites, course description)
Current Catalog Copy
3600W. Biomechanics
First Semester. Four credits. Prerequisite: BME 211 and CE 211; ENGL 110 or 111 or 250. A lecture and laboratory course that covers mechanics of bone and soft tissues. Biosolids and biofluids. Simple and combined stress and strain, torsion and flexure. Tissue strength and constitutive equations. Fatigue and fracture resistance of bone. Synovial joint mechanics, friction and wear.
Revised Catalog Copy
3600W. Biomechanics
First Semester. Four credits. Prerequisite: BME 3100 and BME 3150; ENGL 1010 or 1011 or 3800. Lecture and laboratory. Mechanics of bone and soft

tissues, biosolids and biofluids, simple and combined stress and strain, torsion and flexure, tissue strength and constitutive equations, fatigue and fracture resistance of bone, mechanics, friction and wear of the synovial joint.

e. The Curricula and Courses Committee recommends approval of S/U grading for the following courses:

i. SAAS 299 Independent Study
Current Catalog Copy
299. Independent Study
(99) Either or both semesters. Credits and hours by arrangement. Consent of instructor required. Students are advised to read the Ratcliffe Hicks regulation limiting the number of credits which may be applied to the minimum graduation requirements. An independent study project mutually arranged between a student and instructor.
Revised Catalog Copy
299. Independent Study
Either or both semesters. Credits and hours by arrangement. Consent of instructor required. Students are advised to read the Ratcliffe Hicks regulation limiting the number of credits which may be applied to the minimum graduation requirements. An independent study project mutually arranged between student and instructor. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory)

The slate of courses was presented as one motion.

The motion carried.

6. Senator Recchio presented the Report of the Scholastic Standards Committee.
(Attachment #37)

Senator Recchio presented a motion on proposed *By-law Changes on Semester Examinations* which will be voted on at the April 5, 2010 meeting of the University Senate.

7. Senator Segerson presented the Report of the Faculty Standards Committee.
(Attachment #38)

The Faculty Standards Committee moves:

(1) that the University Senate endorse the formative and summative use of student evaluations of teaching for the improvement of teaching at the University of Connecticut.

(2) that, in order to promote improvement of teaching, the University Senate request that the Provost encourage the use of the services offered by the Institute for Teaching and Learning to assist faculty in the design and administration of optional mid-semester

student evaluations, as well as in the formative uses of these and end-of-semester student evaluations.

(3) that, with regard to the summative use of student evaluations of teaching, the University Senate recognize that, while the data gathered through the end-of-semester student evaluations contain valuable information regarding teaching effectiveness,

(a) no set of numerical values can be sufficient as the sole indicator of teaching effectiveness, and

(b) caution should be used in interpreting numerical values as an indicator of teaching competence.

(4) that the University Senate ask the FSC to develop, in collaboration with appropriate bodies, guidelines for appropriate summative use of teaching evaluations.

Senator Sewall commented on the language and proposed to amend the language of point (b) as follows:

(b) Summary measures do not serve as indicators of teaching competence.

After discussion by the Senate and clarification of the motion by Senator Segerson, Senator Mannheim suggested that the motion be referred back to the committee.

Moderator Spiggle presented the Mannheim motion to refer back to the Faculty Standards Committee.

The motion to refer was defeated.

Moderator Spiggle returned the Senate to the motion as amended by Senator Sewall.

The Sewall motion to amend point (b) was defeated.

Senator Sewall proposed to amend the motion as follows:

(a) no set of numerical values can be sufficient as the sole indicator of teaching effectiveness or competence~~, and~~

~~(b) caution should be used in interpreting numerical values as an indicator of teaching competence.~~

Moderator Spiggle presented the Sewall amendment to the motion.

The Sewall motion to amend points (a) and (b) was defeated.

Moderator Spiggle returned the Senate to the motion as originally presented by Senator Segerson.

The motion, as originally presented, carried.

8. Senator von Munkwitz-Smith presented the Report of the Nominating Committee.
(Attachment #39)

   a. The committee moves to remove Cora Lynn Deibler from the General Education Oversight Committee.

   b. The committee moves to remove the following undergraduates from the named appointments:
      - Ali Albini from the Faculty Standards Committee
      - Neal Stewart from the University Senate

   c. The committee moves to appoint the following undergraduates with terms ending June 30, 2010:
      - Travis Biechele to the University Senate
      - Kathryn Cannon to the Faculty Standards Committee

The three items were presented as one motion.

The motion carried.

9. Senator Schultz presented the Report of the W Course Task Force.
(Attachment #40)

   Senator Schultz summarized the report and stated that the full Courses and Curricula Committee has adopted the report and plans to propose motions developed from the report's recommendations to the Senate at future meetings.

10. Senator Holsinger presented the Report of the University Budget Committee.
(Attachment #41)

11. Senator Melvin presented the Annual Report of the Financial Aid & Retention and Graduation Task Force.
(Attachment #42)

12. Senator Schultz presented the Annual Report of the Courses & Curricula Committee.
(Attachment #43)

13. Senator Ogbar presented the Annual Report of the Growth & Development Committee.
(Attachment #44)

14. Senator Chambers presented the Annual Report of the Student Welfare Committee.
(Attachment #45)

15. There was a motion to adjourn.

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

    The meeting adjourned at 6:12 PM.

Respectfully submitted,

Robert F. Miller
Professor of Music
Secretary of the University Senate

The following members and alternates were absent from the March 1, 2010 meeting:

Accorsi, Michael
Armando, Amy
Bansal, Rajeev
Basu, Ashis
Boyer, Mark
Callahan, Thomas
Choi, Mun
D'Alleva, Anne
Darre, Michael
Faustman, L. Cameron
Fox, Karla
Franklin, Brinley
Gray, Richard
Hoskin, Robert
Hussain, Shaznene
Hussein, Mohamed
Jain, Faquir
Jordan, Eric
Kendall, Debra
Laurencin, Cato
LoTurco, Joseph
Martin, Jeanne
McCoy, Patricia
Neumann, Michael
O'Neill, Rachel
Ortega, Isaac
Pane, Lisa
Paul, Jeremy
Roe, Shirley
Saddlemire, John
Strausbaugh, Linda
Thompson, YooMi
Trumbo, Stephen
Ward, J. Evan
Woodward, Walter
Zirakzadeh, Cyrus Ernesto

Report of the Senate Executive Committee

to the University Senate
March 1, 2010

The Senate Executive Committee has met four times since the February 1st meeting of the University Senate.

On February 5th the Senate Executive Committee met to discuss potential changes to Article IX of The By-Laws of the University of Connecticut which fall under the jurisdiction of the Board of Trustees. This Article pertains to the University Senate. The Senate Executive Committee is thankful to Emeritus Professor Peter Halvorson was able to attend the meeting and provide a historical perspective on the By-Laws.

On February 12th the Senate Executive Committee and the Senate's Representatives to the Board of Trustees met with President Michael Hogan to discuss the proposed tuition increase.

On February 18th, I presented a statement to the Board of Trustees on behalf of the SEC. In that statement I supported the proposed 6.3% increase in tuition.

On February 19th the Senate Executive Committee met privately with Provost Nicholls. Afterwards, the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities among standing committees. At this point the scholastic standards committee anticipates presenting the academic calendar at the April meeting. A draft of the landscaping plan has been made available and is being reviewed by the Growth and Development committee.

On February 26th the Senate Executive Committee met privately with President Hogan. Afterwards, the SEC met with President Hogan, and Vice Presidents Richard Gray, Barry Feldman, Donna Munroe, Suman Singha, Lee Melvin, and John Saddlemire. The approval by the Board of Trustees of a 5.66% increase in tuition was discussed. Vice President Melvin reported that our student to faculty ratio appears to have risen to 18 to 1. Also he noted that there are increases in the number of students seeking financial aid. The numbers of international applications are up 30%.

Finally, nominating ballots for the Senate's spring constituency elections have been distributed via email. Please vote.

Respectfully submitted,
John C. Clausen
Chair, Senate Executive Committee
March 1, 2010

Curricula & Courses Committee
Report to the University Senate
March 1, 2010
Proposal to Change the By-Laws and General Education Guidelines Regarding Optional Multi-Content Area General Education Courses

1. **Proposed Changes in the *By-laws of the University Senate* (corresponding to the proposed changes in the *General Education Guidelines*)**
   Regarding Optional Multi-Content Area General Education Courses
   (approved by GEOC November 9, 2009 and by Senate Courses and Curricula Committee as further amended on 1/11/2010)

   Proposed changes are noted in ~~strike-out~~ and *red italicized* font.

   On p. 17 of the *By-laws of the University Senate*,
   II. Rules and Regulations
   C. Minimum Requirements for Undergraduate Degrees.
   2. *General Education*

   General Education Requirements are described in terms of four content areas and five competencies.

   a. *Content Areas*

   Students will be required to take six credits in Content Area One – Arts and Humanities; six credits in Content Area Two – Social Sciences; six to seven credits in Content Area Three – Science and Technology; and six credits in Content Area Four – Diversity and Multiculturalism.

   The courses fulfilling the Content Areas One, Two, and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects. Content Area courses may be counted toward the major.

   Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Group One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.

   In Content Area Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

~~One, and only one, Content Area Four course may also serve as a Content Area One, Group Two, or Group Three requirement.~~

For *all Content Areas*, ~~Content Area One, Two and Three, there will be no~~ *there can be* multiple designations. An individual course ~~will be approved for inclusion in only one of these Content Areas~~ *may be approved for and count for one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4.*

Students must pass at least seven content area courses with at least three credits each (with the exception noted above regarding one-credit performance courses), amounting to a total of at least 21 credits.

Interdisciplinary (INTD*= interdepartmental*) courses *are not necessarily multi-content area courses nor are multi-content area courses necessarily INTD courses. INTD courses* may be proposed for inclusion in General Education. ~~Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas.~~ No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

General Education courses, whenever possible, should include elements of diversity.

2. Proposed Changes in the *General Education Guidelines*
Regarding Optional Multi-Content Area General Education Courses
(approved by GEOC as amended on 10/12/2009 and by Senate Courses and Curricula Committee as further amended on 1/11/2010)

Justification:
Many of UConn's graduates will eventually work in multidisciplinary teams and thus need training in problem-based multidisciplinary thinking. By addressing critical issues that lie at the nexus of traditional content areas, optional multi-content area General Education courses can provide models of bridge-building between historically separate areas of knowledge. Consider, for example, the ethics of stem cell research, which must be understood from both scientific and philosophical perspectives. Interested students may choose to deepen their insights in multidisciplinary connections in their majors.

The proposal below is a result of in-depth and multi-voiced discussions of the proposed concept and its mechanics. GEOC aims at securing students' broad exposure to General Education and maintaining the integrity of the individual content areas (1 Arts/Humanities; 2 Social Sciences; 3 Sciences and Technology; 4 Diversity and

Multiculturalism/International) while at the same time providing options of systematically connecting knowledge across content areas and providing simplicity in terms of PeopleSoft technology and students' and advisors' understanding of the requirement.

Proposed changes noted in ~~strike-out~~ and *red italicized* font.

A) **In PART A: The General Education Requirements; PART A.1. Content Areas**:

"There are four content Areas:
Group One - Arts and Humanities. Six credits.
Group Two - Social Sciences. Six credits.
Group Three - Science and Technology. Six to seven credits.
Group Four - Diversity and Multiculturalism. Six credits.

Content Area Operating Principles:

a. The courses fulfilling the Content Areas One, Two, and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these Content Areas must be from two different subjects. Content Area courses may be counted toward the major.
b. Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Group One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.
c. In Group Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.
d. In Group Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.
~~e. One, and only one, Group Four course may also serve as a Group One, Group Two, or Group Three requirement.~~
~~f~~*e*. For *all Groups*, ~~Content Area One, Two and Three, there will be no~~ *there can be* multiple designations. An individual course ~~will be approved for inclusion in only one of these Content Areas~~ *may be approved for and may count for one Group, two Groups, or three Groups if one of the three is Group 4*.
f. Students must pass at least seven content area courses with at least three credits each (with the exception noted in A.1.b. above), amounting to a total of at least 21 credits.
g. Interdisciplinary (INTD*= interdepartmental*) courses *are not necessarily multi-content area courses nor are multi-content area courses necessarily INTD courses. INTD courses* may be proposed for inclusion in General Education. ~~Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas.~~ No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

h. General Education courses, whenever possible, should include elements of diversity."

B) **In PART C: Criteria for Specific Content Areas and Competencies**

"Specific criteria for the four Content Areas and five Competencies were developed by the General Education Oversight Committee (GEOC) through nine Subcommittees that were formed to oversee these areas. The formation and functions of these Subcommittees were mandated by the General Education Guidelines, which were passed by the University Senate on May 6, 2002. The four Content Area Subcommittees and the Q and W Competency Subcommittees are responsible for reviewing and recommending to the Senate Curricula and Courses Committee courses proposed for inclusion in the General Education roster of courses. They are also responsible for monitoring periodically courses that satisfy General Education Requirements to ensure that they continue to meet the criteria adopted by the University Senate. For the remaining three Competency Areas, the Subcommittees will review the entrance and/or exit expectations in these areas and the means whereby the expectations are to be met.

As stated at the beginning of this document, the purpose of general education is to ensure that all University of Connecticut undergraduate students

1. become articulate,
2. acquire intellectual breadth and versatility,
3. acquire critical judgment,
4. acquire moral sensitivity,
5. acquire awareness of their era and society,
6. acquire consciousness of the diversity of human culture and experience, and
7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

In order for any course to be included in Content Area Groups One, Two, Three or Four, it should be oriented toward these overarching goals. ~~In addition, specific criteria for the four Content Areas and five Competency Areas are given below.~~

A General Education course may fulfill more than one Content Area. A course that fulfills the criteria of two or three (if one of the three is CA4) Content Areas constitutes a multiple-content area General Education course and will be listed under each Content Area. A multiple content area general education course must satisfy the criteria of each of its Content Areas. Note: For rules regarding how students meet the General Education requirements in different Content Areas, see "Content Area Operating Principles" in PART A."

Specific criteria for the four Content Areas and five Competency Areas are given below.

University Senate Curricula and Courses Committee
Report to the Senate
March 1, 2010

I. The Curricula and Courses Committee recommends revision of General Education By-Laws and Guidelines

A. Regarding Optional Multi-Content Area General Education Courses

II. The Curricula and Courses Committee recommends approval to REVISE the following 1000 or 2000 level courses:

A. AH 1100 Introduction to Allied Health Professions (instructor consent)

Current Catalog Copy

1100. Introduction to Allied Health Professions
(100) Semester and hours by arrangement. One credit. Open only with consent of instructor.
Overview of health professions, team approach to health care delivery.

Revised Catalog Copy

AH 1100. Introduction to Allied Health Professions
(100) Either semester. Lecture. One credit. Open to freshmen and sophomores; others with consent of instructor.
Overview of health professions, team approach to health care delivery.

B. NRE 1235 Environmental Conservation (instructional pattern and course description)

Current Catalog Copy

1235. Environmental Conservation
Second Semester. Three credits. Barclay
Overview of resource use history and conservation use policy development from prehistoric to present times as seen through major historic and cultural continuities, dominance of human value concepts, major religious perceptions vis a vis colonialism/native peoples context, and embodiment in U.S. governance documents. Emergence of the 20th century conservation movement is examined within the context of current and future environmental issues. CA 1.

Revised Catalog Copy

1235. Environmental Conservation
Second Semester. Three credits. Lecture and discussion. Vokoun
An overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental issue themes such as: private ownership vs. public trust doctrine; commercial trade in natural resources; development vs. protection; sustainability; and the role of society and governments in regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethic regarding the development, conservation and protection of the environment. CA 1.

III. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 1, Arts and Humanities

A. ENGL 3629 Introduction to Holocaust Literature

IV. The Curricula and Courses Committee recommends approval to REVISE the following W courses

A. BME 3600W (prerequisites, course description)

Current Catalog Copy

3600W. Biomechanics

First Semester. Four credits. Prerequisite: BME 211 and CE 211; ENGL 110 or 111 or 250.

A lecture and laboratory course that covers mechanics of bone and soft tissues. Biosolids and biofluids. Simple and combined stress and strain, torsion and flexure. Tissue strength and constitutive equations. Fatigue and fracture resistance of bone. Synovial joint mechanics, friction and wear.

Revised Catalog Copy

3600W. Biomechanics

First Semester. Four credits. Prerequisite: BME 3100 and BME 3150; ENGL 1010 or 1011 or 3800. Lecture and laboratory.

Mechanics of bone and soft tissues, biosolids and biofluids, simple and combined stress and strain, torsion and flexure, tissue strength and constitutive equations, fatigue and fracture resistance of bone, mechanics, friction and wear of the synovial joint.

V. The Curricula and Courses Committee recommends approval of S/U grading for the following courses

A. SAAS 299 Independent Study

Current Catalog Copy

299. Independent Study

(99) Either or both semesters. Credits and hours by arrangement. Consent of instructor required. Students are advised to read the Ratcliffe Hicks regulation limiting the number of credits which may be applied to the minimum graduation requirements.

An independent study project mutually arranged between a student and instructor.

Revised Catalog Copy

299. Independent Study

Either or both semesters. Credits and hours by arrangement. Consent of instructor required. Students are advised to read the Ratcliffe Hicks regulation limiting the number of credits which may be applied to the minimum graduation requirements.

An independent study project mutually arranged between student and instructor. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory)

Respectfully Submitted by the 09-10 Senate Curricula and Courses Committee.
Eric Schultz, Chair, Michael Accorsi, Keith Barker, Norma Bouchard, Marianne Buck, Janice Clark, Michael Darre, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Tulsi Patel, Felicia Pratto, Yoo Mi Thompson

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
March 1, 2010

Background:

Because the language on semester examinations in the By-laws is dated—it assumes, for instance, that a timed, written final examination is the overwhelming standard practice and it makes an odd exception that allows seniors to be given oral examinations—and because the By-laws do not acknowledge the emergence of other forms of assessment linked to the particular nature of and learning goals for a range of courses--the increase in project based courses and the wide spread use of portfolio assessment, for instance--the By-laws are out of sync with what has emerged as best practices for assessment, practices that faculty are in the best position to judge.

Motion:

The Scholastic Standards Committee proposes that the By-laws language quoted in strike through below be deleted and replaced with the language that follows:

By-Laws, Rules and Regulations of the University Senate.
II. E. 12. Semester Examinations

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~Written final examinations are held at the end of each semester in all undergraduate level courses except that the requirement may be waived at the discretion of the instructor in those courses defined as independent study courses by each department. Other exceptions to the rule may be made in the case of seminars, practicums and purely laboratory courses. In these courses and others where a convincing case can be made for final evaluation of students' work by means other than a written examination, departments can make exceptions to the rule with the approval of the dean of the school or college before the beginning of the semester in which the course is to be offered. Instructors are at liberty to give seniors oral rather than written final examinations. Examinations in courses numbered 5000 and above may be given or omitted at the discretion of the instructor.~~

~~All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times.~~ A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam [. . .]

[Add as new fourth paragraph:] It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, such assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to projects in project based courses, portfolios in writing intensive courses, take-home finals, and oral defenses of seminar papers, for example. In all undergraduate courses that require written, proctored final examinations, however, those examinations must be administered at the times and in the places scheduled by the university during the week set aside for final examinations, and at no other times, so as not to compromise instructional time at the end of the semester.

Senate Faculty Standards Committee
Report to the University Senate
March 1, 2010

Faculty Standards Committee proposes that the Senate state its intentions regarding evaluations using any Student Evaluation of Teaching system.

Background

On May 4, 2009 the Senate passed the following resolutions (see item #13 of the minutes of the said meeting, as amended on September 14, 2009):

1. Establish a subcommittee of the Faculty Standards Committee devoted to the evaluation of teaching.
2. Ask the new subcommittee to conduct a review to ensure that the Senate's intentions regarding evaluations using any Student Evaluation of Teaching system are being properly represented and administered.
3. Ask the new subcommittee to consider the feasibility of adding other teaching evaluations, such as teaching portfolios, peer evaluations, expert (Institute of Teaching) evaluations. Feasibility includes determining the cost (in time and effort) of proposed new methods of evaluation and also determining whether those new methods are valid and reliable measures of a faculty member's performance.

The subcommittee was established at the October 12, 2009 meeting of the Faculty Standards Committee and held its first meeting on October 26, 2009. The subcommittee looked at the legislative history of the Senate since 1947 (with invaluable assistance from Tammy Gifford) but could not find an explicit statement of the Senate's intentions regarding evaluations, even though the Senate has considered the issue of evaluations and their uses in the PTR process on numerous occasions in the last 62 years.

The University By-Laws (revision of 11/18/08) recognizes (cf. Article XV.J.4.f) *the paramount importance of good teaching, and the difficulty of judging the quality of a teacher's performance*. It mandates that *a survey of student opinion may be made at the teacher's request, or when his or her promotion is under consideration*. It adds *it* (survey of student opinion) *shall be conducted according to a general plan approved by the University Senate on February 10, 1947 as amended on December 11, 1967 and on April 11, 1977*. It adds that *caution must be observed to discount mass prejudices, and to avoid overestimating the impressions of the moment, which may well be different from the considered judgment of later years*.

It appears that, while the current method of conducting student evaluations of teaching and reporting numerical summaries of the data gathered for use in the PTR process evolved out of a series of Senate actions over the last 20 odd years, it does not have the *stamp of approval* from the By-Laws.

There was a general consensus in the subcommittee (and subsequently, in the Faculty Standards Committee) that the various stakeholders in the University intend the student evaluations to be used both (1) to help faculty improve their teaching effectiveness, and (2) to judge the quality of a teacher's performance, and that student evaluations are substantially underutilized in the fulfillment of the first objective and improperly used in that of the second.

The Motion

The Faculty Standards Committee moves:

(1) that the University Senate endorse the formativei and summativeii use of student evaluations of teaching for the improvement of teaching at the University of Connecticut.

(2) that, in order to promote improvement of teaching, the University Senate request that the Provost encourage the use of the services offered by the Institute for Teaching and Learning to assist faculty in the design and administration of optional mid-semester student evaluations, as well as in the formative uses of these and end-of-semester student evaluations.

(3) that, with regard to the summative use of student evaluations of teaching, the University Senate recognize that, while the data gathered through the end-of-semester student evaluations contain valuable information regarding teaching effectiveness,

> (a) no set of numerical values can be sufficient as the sole indicator of teaching effectiveness, and
>
> (b) caution should be used in interpreting numerical values as an indicator of teaching competence.

(4) that the University Senate ask the FSC to develop, in collaboration with appropriate bodies, guidelines for appropriate summative use of teaching evaluations.

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[i] "Formative use" herein refers to use by an instructor designed to improve his/her teaching during the respective semester and beyond. Specific evaluation information that could be used for this purpose includes (optional) mid-semester student evaluations of teaching, as well as parts (e.g., student comments) of the end-of-semester student teaching evaluation surveys. Information collected for formative use should not be used for the Promotion, Tenure and Re-appointment process.

[ii] "Summative use" herein refers to use by individuals other than the instructor designed to evaluate teaching competence, primarily related to the Promotion, Tenure and Re-appointment process. Information used for this purpose includes the numerical report of the end-of-semester student evaluations of teaching surveys.

Nominating Committee Report
to the University Senate
March 1, 2010

1. We move to remove Cora Lynn Deibler from the General Education Oversight Committee.

2. We move to remove the following undergraduates from the named appointments:

    - Ali Albini from the Faculty Standards Committee
    - Neal Stewart from the University Senate

3. We move to appoint the following undergraduates with terms ending June 30, 2010:

    - Travis Biechele to the University Senate
    - Kathryn Cannon to the Faculty Standards Committee

Respectfully submitted,

Jeffrey von Munkwitz-Smith, Chair
Marie Cantino
Karla Fox
Debra Kendall
Andrew Moiseff
Susan Spiggle

Writing to Learn While Learning to Write: The W Course in the General Education Curriculum of the University of Connecticut

Prepared by the
W Course Taskforce

Prepared for the
Curricula and Courses Committee
University Senate
University of Connecticut

February 2010

Abstract

The W Course Taskforce recommends the continuation of the UConn general education W course requirements, while recommending further refinements and a map for the direction of future assessment research. Among the data supporting this conclusion are strongly positive student responses in surveys of courses and teaching (specifically about the usefulness of professor's comments, the relationship of writing assignments to course content, and the extent to which W courses improved writing) and from recently graduated alumni's positive responses to UConn's preparing them as writers. Assessment of writing competency should not be isolated from comprehensive assessment of all UConn general education competencies.

W Course Taskforce Membership

John Ayers
Associate Professor, Electrical & Systems Engineering
Pamela Bedore (*recording secretary*)
Assistant Professor & Writing Coordinator, English, Avery Point
Kenneth Best
Editor, UConn Magazine
Lynn Bloom
Distinguished Professor, Aetna Chair of Writing, English
Janice Clark
Assistant Dean, Undergraduate Programs, School of Business
Susanna Cowan
Undergraduate Education Team Leader, University Libraries
Thomas Deans
Associate Professor, English; Director, University Writing Center
Linda Drake
Nutritionist & Program Director, Nutritional Sciences
Gerald Gianutsos
Associate Professor, Pharmaceutical Sciences
Katrina Higgins
Director, CLAS Academic Services Center
Douglas Kaufman
Associate Professor, Education
Thomas Lawrence Long (*chairperson*)
Associate Professor-in-Residence, School of Nursing
Robert Miller
Professor, Music
Jennifer Parker
Instructional Designer/Developer, Center for Continuing Studies
Eric Schultz (ex-officio *member*)
Associate Professor, Ecology & Evolutionary Biology

EXECUTIVE SUMMARY

Background

The W Course Taskforce was convened in order to provide the University Senate's Curricula & Courses Committee with findings and recommendations related to the Senate's discussion of a motion to end the W course requirement in the baccalaureate general education curriculum, based on concerns about the requirement's efficacy and efficiency. Members of the taskforce were recruited from two campuses, from disciplines across curricula, and from faculty and professional staff.

Purpose

This report summarizes the findings and recommendations of the W Course Taskforce related to the question: Should the W course requirement be preserved as is, modified from its current form, or eliminated entirely? The report describes methods of data collection, findings, conclusions, recommendations, and further research.

Methods

The W Course Taskforce met every other week from early September 2009 until late February 2010. The Taskforce examined: the various formats of W courses; student and faculty perspectives; competencies; curricula; and the role of second and in-discipline W courses, drawing on UConn data to supplement a review of the literature of general education writing and models of general education writing at other institutions.

Recommendations

1. The W Course Taskforce recommends the continuation of the UConn General Education W Course requirements, with the following refinements and further research.
2. We recommend that criteria for W courses should be qualitatively as well as quantitatively measurable, and should be more specific about what students should be able to accomplish or perform with writing as a consequence of taking a W course that they couldn't do or do as proficiently before.
3. We recommend enhancements to the GEOC Web site, which provides guidelines for teaching W courses, including:
    a. Identifying some specific target goals in competency for students to attain.
    b. Providing Web resources to enable students to better understand the competencies and how to attain them.
    c. Providing faculty with specific examples of teaching strategies to meet various competencies, adapted to general disciplinary areas (physical sciences, social sciences, liberal arts) or to particular disciplines.
4. We recommend wider replication of the UConn W Course Assessment project reported by Deans (2008) that used departmental-specific rubrics to evaluate the writing in W courses in specific disciplines and that used a professional development model with faculty and graduate student participants who scored students' papers prepared for blind review. W course instructors in those disciplines should be urged

to read the report and adapt applicable portions to their own teaching. Replicating that study will engage conversations among faculty concerning writing in the discipline and writing-intensive course pedagogies.

5. We recommend that the Senate review the apparently discrepant policies of departments, divisions, colleges, and schools concerning whether the 2nd W is required to be in subjects outside the major.
6. We recommend that W courses be exempted from the current mandatory final exam policy. For many W courses, a final paper will be a better learning and assessment tool than a final exam.

Further Research

Limitations of time prevented our administering two surveys for which considerable preliminary planning and drafting had occurred: a survey of faculty and a survey of students. In addition, the limitations of time prevented our conducting focus groups of the same populations, which might have provided useful qualitative data. Both forms of data gathering would be beneficial for future discussions of the general education writing curriculum, and no substantive decisions about W courses should be made without them.

In concert with comprehensive assessment of general education, further assessment of general-education writing outcomes should also be undertaken.

DISCUSSION

Background

On 8 December 2008, the UConn University Senate entertained a senator's motion that "the Senate discuss the possibility of dropping the W requirement as a way of coping with the budget crisis." Discussion was postponed until the following meeting on 2 February 2009, when the senator introduced further information in support of his motion. A brief discussion ensued, but further discussion was postponed until the April meeting, pending the gathering of additional data. At the meeting on 6 April 2009, the Senate discussed the motion and reviewed some background information, but referred a more detailed study of the matter to its Curricula and Courses Committee (C&C), which was instructed to report back to the Senate in February 2010 (University Senate, Meeting minutes, 2009). During the summer of 2009 the C&C recruited and appointed a W Course Taskforce that met biweekly from September 2009 through February 2010 (having requested and received an extension on its report until the March 2010 meeting of the Senate).

Concerns about W courses were related to questions of both efficacy and efficiency: Does requiring two writing-intensive courses beyond a one-semester first-year composition course achieve a demonstrable satisfactory general education outcome among UConn baccalaureate graduates? Is the enrollment cap in W courses (19 students) justifiable at a time of severe budget constraints when the university is seeking economies of scale in order to distribute instructional resources? Preliminary data from a GEOC assessment project of W courses indicated that students' writing outcomes were proficient, but not excellent (although the study noted that most of the same writing samples earned from the course instructors grades of A and B, and no samples below proficiency in the assessment project earned failing grades, thus indicating unsurprising disparities between blind reviewers and course instructors). Small class sizes, moreover, strained an already straitened instructional budget and, it was asserted, created a hardship for some students in completing required courses since available seats in W courses are sometimes difficult to secure.

Other participants in the discussion, however, noted that a student's writing competencies are the products of an entire curriculum (not just three writing intensive courses) and that the General Education Oversight Committee (GEOC) statement on the W course does not specify writing-skill outcomes but proposes that:

> W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students . . . should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation. (General Education Oversight Committee, General education guidelines, 2009)

They also pointed out that similar scrutiny of other general education outcomes did not appear to be on the table, singling out writing instead. Second, they noted that pedagogical decisions should not be based on budget-balancing criteria but on instructional effectiveness.

The W Course Taskforce was recruited by the C&C from two campuses (Avery Point, Storrs), from across academic disciplines (fine arts, liberal arts and sciences, and professional schools) and from faculty and professional staff (including staff in various dimensions of academic support and continuing education and in media). As an interdisciplinary body the W Course Taskforce provided a forum for diverse constituencies to represent their observations as well as for scholars in writing studies and education to discuss the relevant research literature and models of best practices.

Methods

From early September 2009 until late February 2010, the W Course Taskforce met every other week to discuss theoretical issues (related to general education, to writing instruction, and to assessment), data collection, and findings. The taskforce was organized thematically into five teams, examining themes suggested by the C&C: the various formats of W courses; student and faculty perspectives; competencies; curricula; and the role of second and in-discipline W courses. Between meetings of the entire taskforce, the five teams conducted research and met on their own to discuss their findings. The taskforce also developed a HuskyCT site that served as an archive of documents and a virtual asynchronous discussion forum. The five teams identified central questions for each theme:

1. *Various formats of W*. This team (Clark, Deans, Gianutsos) examined possible formats for W courses at UConn, considering institutional history as well as current practice. The current language allows departments to fulfill the W requirement in a number of ways—courses, portfolios, independent studies, or another format—with GEOC approval. All departments currently choose to deliver W instruction through courses in one of five basic formats: the traditional 3-credit W course; a 3-credit course + 1-credit W tightly connected co-requisite writing section; a 3-credit course + 1-credit loosely connected companion W course; a 2-credit course + 1-credit tightly connected co-requisite writing section; and a stand-alone 1-credit course. In the past, UConn has also offered P (Partial) courses where students would take, for example, three P courses with five pages of writing each instead of one W course. Previously, students were also occasionally allowed to substitute a non-W course by contracting with the instructor in order to fulfill the minimum W-course requirements to earn W credit. This group considered such questions as:
    - *Should we consider reinstating any of the previous policies/formats?*
    - *Could we make better use of alternate options for W instruction such as portfolio systems or independent studies?*
    - *What formats do peer institutions use in delivering writing instruction? To what effect?*
    - *Are W policies effectively aligned with related university policies?*
    - *How do other policies on campus impact the various formats for W? For example, how does the rule that every course must have a final exam affect the way W courses are taught?*

2. *Student and faculty perspectives*. This group (Ayers, Bedore, Kaufman) began to gather data about how various UConn constituencies view writing and writing instruction, collecting existing data from local entities like the Office of Institutional Research. It also began to create local assessment tools like surveys and focus groups, although these activities were not completed because of the limitations of time and other resources (see Further Research). GEOC is already doing outcomes and self-efficacy studies about W-course student writing under Tom Deans' leadership, so this team made sure not to duplicate that work. This group tried to consider as many perspectives as possible, hoping to elicit feedback from students, faculty, alumni, advisors and administrators at Storrs and the five regional campuses. This group considered such questions as:
    - *What attitudes do the various constituencies bring to writing instruction in general and to UConn W courses in particular?*
    - *How can we place those attitudes in context, for example within a framework of multiple requirements including the Q requirement, diversity requirement, etc.?*
    - *Does it matter to students who teaches W classes – i.e. adjuncts, graduate students, full-time professors, etc? Does it matter to faculty? To administrators?*
    - *Do students have adequate access to W courses? If not, how can we provide greater access?*
    - *At what point in their degree do students tend to take their W courses? Is this the best time pedagogically?*
    - *What sorts of professional development opportunities are available to faculty teaching W courses? Are these adequate? What further professional development options might be desired?*

3. *Competencies*. This team (Bloom, Drake, Miller) examined the language of GEOC goals and assessed to what degree that language is in alignment with W instruction. As currently written, the W requirement is articulated as shaping the assignments of a course (15 pages of polished writing through multiple revisions guided by the instructor, for example) rather than being attached to a course's learning outcomes. This group focused on student learning outcomes and students' competencies after the general education writing sequences has been completed as well as on faculty competencies in teaching W courses, with attention to the resources available to promote professional development. This group considered such questions as:
    - *Should we articulate specific competencies for W courses? If so, what are they? How do we measure them?*
    - *What kinds of critical thinking experiences are promoted in the W courses?*
    - *What kinds of subject-specific skill masteries are being accomplished in W courses?*
    - *What does a W course require beyond the competencies normally attached to that course number?*
    - *How does the relationship between a student and a course change when a W is attached to a course?*
    - *How can we best promote faculty competencies around teaching W courses?*

4. *Examination of the curriculum*. This group (Cowan, Higgins) focused on the student's journey through writing instruction at UConn and examined how the parts fit together instead of focusing on individual courses. This group identified and articulated the purpose of UConn's writing curriculum. It also examined best practices in the teaching of writing through W courses and other methods at peer institutions. This group considered such questions as:
    - *Does the existing sequence of writing instruction received by most UConn students constitute a writing program or not?*
    - *Should we work on articulating the purpose of W courses instead of associated competencies, given our process-based approach?*
    - *How would writing be taught across the curriculum if we didn't have the W requirement?*
    - *How do peer institutions who don't have similar W requirements address writing instruction?*
    - *Where does the W course fall within the course sequence in various departments?*
    - *Do faculty know what the W criteria are? If not, how can we ensure that they do?*

5. *Roles of the 2nd W and in-the-discipline W courses*. This team (Best, Parker) examined both intellectual and structural questions regarding each kind of course, identifying the special attributes of each. It considered to what degree the W requirement acculturates students within their discipline and within the academy in general. During the course of its work this team refocused its attention on determining if the 2nd W and in-the-discipline W courses actually helped students, which led to a consideration of outcomes based assessment. This group considered such questions as:
    - *Is the W course outside the major helping students or not?*
    - *What are the pros and cons of writing in a discipline (WID) vs. writing across disciplines (WAC) courses?*
    - *Do UConn students have appropriate access to both kinds of courses?*
    - *How many courses of each type are being offered by each department and why?*
    - *How many students take their second W in their own discipline?*
    - *How do interdisciplinary majors address their W requirement?*

In retrospect, it seems clear that the scope of these inquiries was too large for the limited time and resources of the W Course Taskforce, although these questions should inform further assessment activities of GEOC in regard to W courses and other general education courses.

The taskforce's work was guided in part by principles articulated by Yancey and Huot (1997): Assessing writing across curricula focuses on the big picture, is framed by a set of questions that direct the inquiry, begins with an understanding of the nature of writing, relies on diverse methods, and focuses on teaching and learning. We were also mindful of Edward M. White's (1990) scathing and thinly disguised critique of UConn's (identified only as "a large state university in the East") general education writing curriculum: "Net result of the new writing program: less writing throughout the curriculum, cynical faculty, mocking students, graduates even less prepared to do critical thinking and writing than before" (p. 3),

written after White had served as a consultant to evaluate the general education writing curriculum. The taskforce took advantage of Dr. White's visit to campus during the fall of 2009 to meet with him to discuss our work. The taskforce also drew on the expertise of many units across the university: Pam Roelfs and Cheryl Williams in the Office of Institutional Research; Sam Best in Political Science for guidance on survey and focus group methods; for enrollment data and analysis, Peter Stevens (Office of the Registrar) and Steven Park (Manager, Learning Resource Center, Institute for Teaching & Learning). Tammy Gifford (University Senate, Administrative Services Staff) provided indispensable logistic support.

Findings

Presented here are findings of two kinds: Background theory and practice of writing instruction; and factual findings concerning UConn's W courses.

Theory and Practice of Writing Instruction

Formal writing instruction in American higher education is a late nineteenth-century product of what now seem perennial concerns about students' academic preparation in the decades following its first great expansion with the Morrill Land-Grant College Act of 1862. Generally credited as the first American college to require a composition course, Harvard College hired a journalist in 1872 to teach its students writing. With the later expansion of higher education as a result of the GI Bill, the post-Sputnik investment in education, and the demographic bulge known as the "Baby Boomers" during the 1950s and 1960s, writing instruction in the curriculum was supplemented with "remedial" or "developmental" resources, such as placement testing for verbal ability, tutorial writing centers, and pre-baccalaureate developmental writing courses (required for some students but not fulfilling degree requirements), particularly at community colleges and state universities (Russell, 1991). In the 1960s, rhetoric and composition or writing studies as academic disciplines with discrete research methods emerged with the appearance of doctoral programs in the field and of scholarly journals devoted to research in writing (North, 1987).

Writing in a university setting has many stakeholders, including faculty members across disciplines, university administrators, employers of a university's graduates, legislators who appropriate funds for state universities, and citizens whose taxes support universities and whose sons and daughters attend them. As one might expect, there are accordingly many impromptu assessments of students' abilities as writers and many analyses of causes of writing skill deficiency based on "common-sense" views that are, in fact, often erroneous or misinformed. Richardson (2008) summarizes a consensus among writing studies scholars that often flies in the face of popular "common-sense" understandings:

- Students who do one kind of writing well will not automatically do other kinds of writing well.
- The conventions of thought and expression in disciplines differ, enough so that what one learns in order to write in one discipline might have to be unlearned to write in another.
- Writing is not the expression of thought; it is thought itself. Papers are not containers for ideas, containers that need only to be well formed for those

ideas to emerge clearly. Papers are the working out of ideas. The thought and the container take shape simultaneously (and develop slowly, with revision).
- When students are faced with an unfamiliar writing challenge, their apparent ability to write will falter across a broad range of "skills." For example, a student who handles grammatical usage, mechanics, organization, and tone competently in an explanation of the effects of global warming on coral reefs might look like a much weaker writer when she tries her hand at a chemistry-lab report for the first time.
- Teaching students grammar and mechanics through drills often does not work.
- Patterns of language usage, tangled up in complex issues like personal and group identities, are not easy to change.
- Rhetorical considerations like ethos [authority, credibility], purpose, audience, and occasion are crucial to even such seemingly small considerations as word choice and word order.
- Writing involves abilities we develop over our lifetimes. Some students are more advanced in them when they come to college than are others. Those who are less advanced will not develop to a level comparable to the more-prepared students in one year or even in two, although they may reach adequate levels of ability over time.

Members of the W Course Taskforce themselves struggled with their own inherited "common-sense" notions (often the product of their remembered pre-college or undergraduate writing instruction). They also discovered a dynamic (and sometimes uncomfortable) tension between two emphases in writing general education: writing across disciplines (WAC) and writing in disciplines (WID). WAC presupposes that writing is a generalizable skill, which both demonstrates knowledge and is a means of acquiring knowledge. WID presupposes that writing is embedded in specific disciplinary discourses (e.g. style, diction, structure, format, common arguments, and evidence), which a student learns in order to achieve disciplinary and professional competence but which are often transparent to professors who were initiated into those discourse communities long ago. (See The WAC Clearinghouse.) UConn GEOC guidelines embody both, by stipulating that "A writing-intensive course approved for the student's major . . . is to be at the 2000+level,"and by indicating both cognitive and writing practice dimensions to students' learning in W courses.

This tension is mirrored by another tension within a writing intensive course: Writing to learn, or learning to write. To what extent are the goals and methods of the W course designed to use writing as a means of thinking about the course topics, and to what extent are they designed to teach writing? Is it more important that students in a W course have learned to write a specific type of academic form or that they have learned more deeply in the course's subject? Students are expected to take at least one W course in their major, which suggests that the requirement is partly designed to develop students' writing in the discursive practices of that discipline. However, the GEOC guidelines indicate that W courses are intended to emphasize both, which the guidelines assert by insisting on the writing process, including multiple drafts revised through peer and professor review.

Nonetheless both novice writers and veteran faculty in W courses sometimes evince a confusion of "correction" for "revision." Novice writers tend to be satisfied with a single draft (which often is merely a preliminary discovery draft), viewing the revision process simply as "correcting" surface errors. Faculty, similarly, may conceive of their revision comments as making "editor's corrections" rather than providing direction for global improvements in an assignment; certainly, faculty comments on a graded writing assignment appear as much designed to justify a grade (by providing evidence of errors) as in offering guidance for future writing. Faculty likewise are apt to view the discourses and rhetorical forms of their disciplines as transparent or "natural," and cannot always understand why students struggle with writing in different courses or different types of writing (Russell 1991). This confusion is in part a product of students' and faculty members' own appropriation of "common sense" understandings of writing (specifically, that writing is a transparent skill, which, once learned, can be easily translated into any setting). Although the GEOC stipulation of a minimum of 15 pages of revised writing provides a practice benchmark, it does not ensure faculty members' use of appropriate pedagogy or students' understanding of revision.

The scholarly literature indicates that smaller writing-intensive courses are effective components in a baccalaureate program. Based on extensive interviews with students, Light (2001) characterized undergraduate education as a "connected system" involving the "strong interplay of different features of campus life" (p. 3), in which:

> A large majority of students say they learn significantly more in courses that are highly structured, with relatively many quizzes and short assignments. Crucial to this preference is getting quick feedback from the professor—ideally with an opportunity to revise and make changes before receiving a final grade. In contrast, students are frustrated and disappointed with classes that require only a final paper. How can we ever improve our work, they ask, when the only feedback comes after a course is over, and when no revision is invited? (p. 8)

Light (2001) also observed that, not only did students value solid writing skills, "they hunger for specific suggestions for about how to improve it" (p. 10). More recently, Kuh (2008) identified ten "high-impact" higher education practices (many of which are institutionalized in UConn's curricula), including writing-intensive courses:

> These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry. (Kuh, 2010).

By engaging students with faculty in smaller classes and by engaging faculty with students in review and revision of paper drafts, writing-intensive courses may enhance student engagement in general education, achieving outcomes beyond improved writing skill.

The W Course Taskforce came to appreciate the complexity of teaching and assessing writing-intensive courses, whose outcomes may be many and varied, including stronger student engagement generally, improved specific writing skills unique to each discipline (learning-to-write or WID approaches), and larger critical thinking goals (writing-to-learn or WAC approaches). The whole of general education, moreover, is greater than the sum of distributional elective parts.

Factual Findings Concerning W Courses

Many of the weaknesses that White (1990) identified in UConn's first entry into a WAC curriculum have, in the intervening years, been remedied by provision of varied opportunities for faculty professional development (from single one-hour workshops to a day-long workshop, on-line resources, and professional consultation with the Writing Center), a well-trained tutorial Writing Center staff, clearly defined minimum course expectations, and enrollment caps in writing-intensive courses. The taskforce examined formats, student and faculty perspectives, competencies, curricula, and roles of the in-the-major and out-of-the-major W courses.

1. *Various formats of W courses*. Five modes for conducting W courses are currently being practiced at UConn: the traditional 3-credit W course; a 3-credit course + 1-credit W tightly connected co-requisite writing section; a 3-credit course + 1-credit loosely connected companion W course; a 2-credit course + 1-credit tightly connected co-requisite writing section; and a stand-alone 1-credit course. We do not have any data on the relative effectiveness of these different models, as that would involve a major assessment project, but the relative effectiveness of the different models would be worth investigating. Indeed, queries of institutional data may yield useful information. For example, by comparing the Survey of Courses and Teaching items 12, 13 and 14 (see discussion of student perspectives below) for students enrolled in these different models we might see patterns in students' responses that might also be correlated with students' grades.

2. *Student and faculty perspectives*. Limited information is available from the results of surveys conducted by the Office of Instructional Research (OIR). We therefore put much of our effort into gathering information to help us design surveys so we could learn more about student and faculty perspectives, which limitations of time prevented our administering.

Two questions (items 60a and 60b) on the annual UConn alumni survey pertain to writing (table 1). (Since 1979, a survey has been administered annually to the previous year's baccalaureate graduates.) When asked if it is important to write clearly and effectively (item 60a), the average response was ~ 6.2 out of 7. When asked if their University of Connecticut education helped them write clearly and effectively (item 60b), the average response from alumni was ~ 5.2 out of 7.

60a-Importance to you: Write clearly and effectively

	Mean	SD	N=
2003	6.2	1.0	1271
2004	6.2	1.1	1369
2005	6.2	1.0	1,235
2006	6.2	1.1	1,329
2007	5.5	1.3	1,320
2008	6.2	1.0	1,418

KEY: 1 – NOT IMPORTANT 7- VERY IMPORTANT

60b-Did UConn help you: Write clearly and effectively?

	Mean	SD	N=
2003	5.1	1.4	1267
2004	5.2	1.4	1363
2005	5.1	1.5	1,232
2006	5.2	1.4	1,318
2007	5.2	1.4	1,310
2008	5.3	1.4	1,403

KEY: 1 – EXTREMELY DISSATISFIED 7 – EXTREMELY SATISFIED

Table 1. Alumni Survey Questions on Writing
Source: UConn Office of Institutional Research

Compared to analogous questions related to general education in science and in quantitative reasoning, the responses about writing were more positive. For example, in the survey of 2008 graduates (a typical year):

67b-Did UConn help you: Understand the nature of science and experimentation?

	Mean	SD	N=
2008	4.8	1.5	1,408

KEY: 1 – EXTREMELY DISSATISFIED 7 – EXTREMELY SATISFIED

72b-Did UConn help you: Think in quantitative terms, understand probabilities, proportions, etc.?

	Mean	SD	N=
2008	4.9	1.5	1,403

KEY: 1 – EXTREMELY DISSATISFIED 7 – EXTREMELY SATISFIED

Table 2. Alumni Survey Questions on Science, Quantitative Reasoning
Source: UConn Office of Institutional Research

Three questions on the Survey of Courses and Teaching (administered to students in each course at the end of the semester) also relate to the teaching of writing (items 12, 13, and 14), and OIR provided the results from W courses given in nine semesters (table 3). Item 12 asks students to evaluate "The usefulness of comments received on written assignments"; item 13, to evaluate "The relationship of writing assignments to other course material"; and item 14, to evaluate "The extent to which this course has helped improve my writing." In semesters ranging from Fall 2005 to Fall 2009, average student responses were ~8.6 out of 10 ("use of comments"), ~8.8 out of 10 ("writing assignments") and ~8.0 out of

10 ("improved writing"). It is worth noting, moreover, that medians of responses to items 12 and 14 have improved over time.

		Normative Profile for the Total University								
		Question 12. Use of Comments			Question 13. Writing Assignments			Question 14. Improved Writing		
	Number of Classes surveyed with >5 responses	Mean	Median	Std. Dev.	Mean	Median	Std. Dev.	Mean	Median	Std. Dev.
Fall 2005	***205***	8.5	8.6	1.0	8.8	9.1	0.9	7.9	8.0	1.3
Spring 2006	***235***	8.4	8.7	1.1	8.7	9.0	1.0	7.9	8.1	1.3
Fall 2006	***229***	8.5	8.8	1.1	8.8	9.1	1.0	8.0	8.3	1.3
Spring 2007	***265***	8.5	8.8	1.2	8.8	9.0	1.0	8.0	8.2	1.3
Fall 2007	***244***	8.6	8.8	1.1	8.9	9.2	1.0	8.1	8.3	1.2
Spring 2008	***275***	8.6	8.9	1.1	8.9	9.1	1.0	8.1	8.3	1.3
Fall 2008	***258***	8.8	8.9	0.9	9.0	9.2	0.8	8.2	8.3	1.1
Spring 2009	***272***	8.6	8.9	1.1	8.9	9.1	0.9	8.0	8.3	1.3
Fall 2009	***225***	8.5	8.9	1.1	8.8	9.2	1.0	8.1	8.4	1.2

Table 3. Student Course Evaluation Results for W Courses
Source: UConn Office of Institutional Research

Further research is indicated both for student perspectives and for faculty perspectives. We summarize here what we know and what we still need to discover.

Extant data concerning students are derived from the annual alumni survey and course evaluations. Surveys show that alumni feel it is important to write clearly and effectively (average response ~6.2 out of 7), but alumni were not as positive when asked if their UConn education helped them write clearly and effectively (~5.2 out of 7). It is hard to interpret this finding because it is based on self perception, and we do not know if students felt they could write clearly and effectively before coming to UConn. In student course evaluation surveys, students gave high ratings for writing assignments (~8.8 out of 10) and use of comments in writing assignments (~8.6 out of 10) and were only slightly less sure on the "improved writing" question: ~8.0 out of 10. This may be comparable to the inclination of the alumni survey. The existing survey results do not tell us how W courses are actually taught, how assignments, drafts and revisions are integrated into the courses, what factors help their effectiveness, or what factors hinder their effectiveness.

We did not identify an existing source of survey data on faculty perspectives. Because of this, and the limited data available on student perspectives, we drafted faculty and student surveys (appendix A and appendix B). After drafting our surveys we met with Sam Best to seek his advice. He noted that student participation in surveys tends to be poor, and that the results tend to be skewed because better students are more likely to participate. Sam Best recommended that we redesign our student instrument based on his surveying experience. First, he recommended that we focus on trying to find out what actually goes on in W courses. He indicated that it would be difficult to use a survey to find out which things helped students the most; focus groups might be better suited for this. He also advised us to

avoid a survey with many "NA" responses – this would lead participants to drop out of the survey.

3. *Competencies*. GEOC established the basis for a discussion of student competencies by defining the W course:

> W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation.

We note that this language appears to be intentionally vague, without clearly defined outcomes, choosing instead to describe the purposes of W courses. The statement emphasizes broader cognitive activities rather than demonstrations of specific skills (that might be assessed qualitatively or quantitatively). This lack of precision may be beneficial in that W courses are not laboratory or skill-building courses since they are components in an entire baccalaureate general education curriculum. We note, however, that students are unlikely to know, much less to understand, these cognitive goals of W courses.

At the same time as we examined student competencies (the broader outcomes of baccalaureate general education), we also considered faculty competencies as instructors in W courses. Anecdotal evidence suggests that many faculty are either inadequately prepared to teach writing-intensive courses or feel themselves to be poorly skilled in teaching writing-intensive courses, particularly faculty in disciplines outside the humanities or social sciences, where course writing is more common across the discipline.

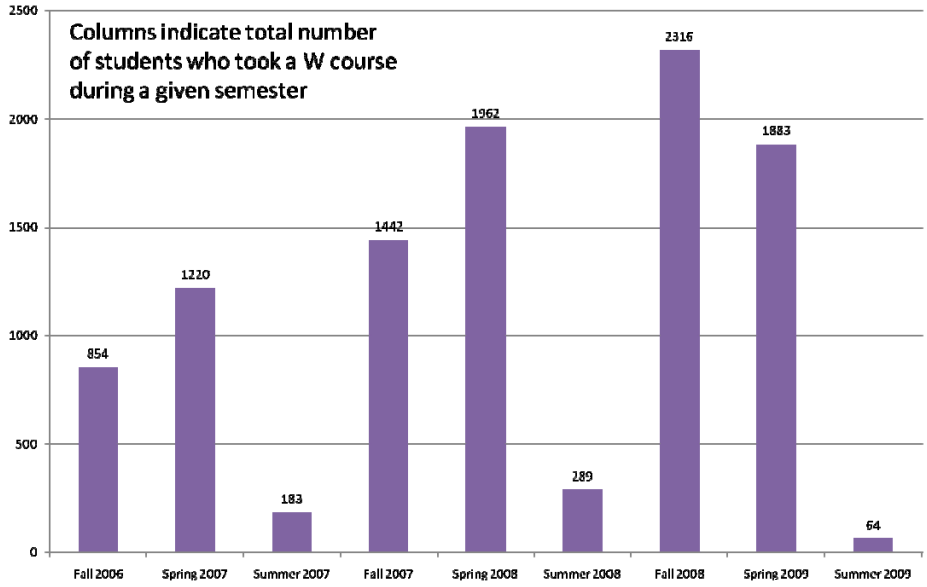
Through the University Writing Center, UConn every semester offers a robust selection of professional development opportunities to enhance faculty competencies in writing-intensive instruction. These include brief lunchtime seminars (throughout the semester) and longer all-day workshops (at the beginning of the fall and spring terms). Since 2006, approximately 630 people at UConn (faculty, graduate students, staff, adjuncts) have attended at least one faculty development workshop on writing pedagogy. Of these, 276 have attended the full-day, 6-hour W-course orientation in August or January (which is mandated for first-time graduate assistant teachers of W course). However, only 5 full-time faculty have participated in this workshop. In addition, while 153 people have attended only a single one-hour workshop, 175 have attended two or more events (orientation + workshop[s], or multiple lunchtime workshops).

UConn provides students and faculty with resources to understand the unique significance of W courses, but may need to do a better job of directing them to those sources and to motivating students' and faculty members' recourse to them.

4. *Curricula*. We identified four salient findings regarding curricula: students' enrollment in W courses, the number of W courses that a student takes on average, who is teaching W courses, and students' enrollment within or outside their departments' W courses.

First, despite some anecdotal evidence to the contrary, it does seem that students are able to enroll in Ws throughout their academic careers and don't have to scramble to get into them in their final semester. Class of 2009 Students began taking Ws in their sophomore year, and numbers of W's taken peaked in the fall semester of their senior year (see Figure 1).

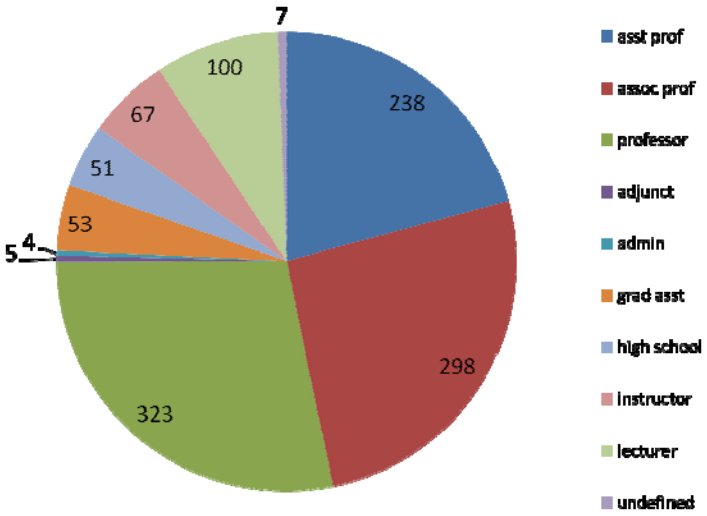
Figure 1. Semesters that Class of '09 Took Ws



Second, the data indicate that many students, either intentionally or inadvertently, are taking more than the required two Ws. For example, Class of 2009 students took on average 2.78 W courses each.

Third, concerns that Ws are being taught predominately by instructors other than full-time faculty do not appear to be supported by the data, at least at the Storrs campus. Of 1146 Ws scheduled in Fall '09 – Spring '10, 859 (75%) were taught by assistant, associate or full professors. (See Figure 2.) However, these aggregate data do not distinguish W courses with only one student (e.g. independent studies) that might inflate the percentage of tenured or senior faculty. It should also be noted, however, that this finding is not consistent with data presented to the Senate at its April 2009 meeting, which raises questions about how courses and instructors are identified in the PeopleSoft database.

Figure 2. Who Teaches Ws: Fall ’09 – Spring ’10



Fourth, there were questions about the frequency with which students take their 2nd W requirement outside of their major departments (some but not all departments require that the second W be outside the major). The data suggest that this practice is quite disparate among majors. The following charts summarize Ws taken by a sampling of graduates of majors (Accounting, Biology, Chemistry, English, Math, Nursing, and Psychology) across the disciplines (business, liberal arts and sciences, and professional) who completed their degrees between August 2008 and May 2009 (all campuses). (See figures 3 through 9.)

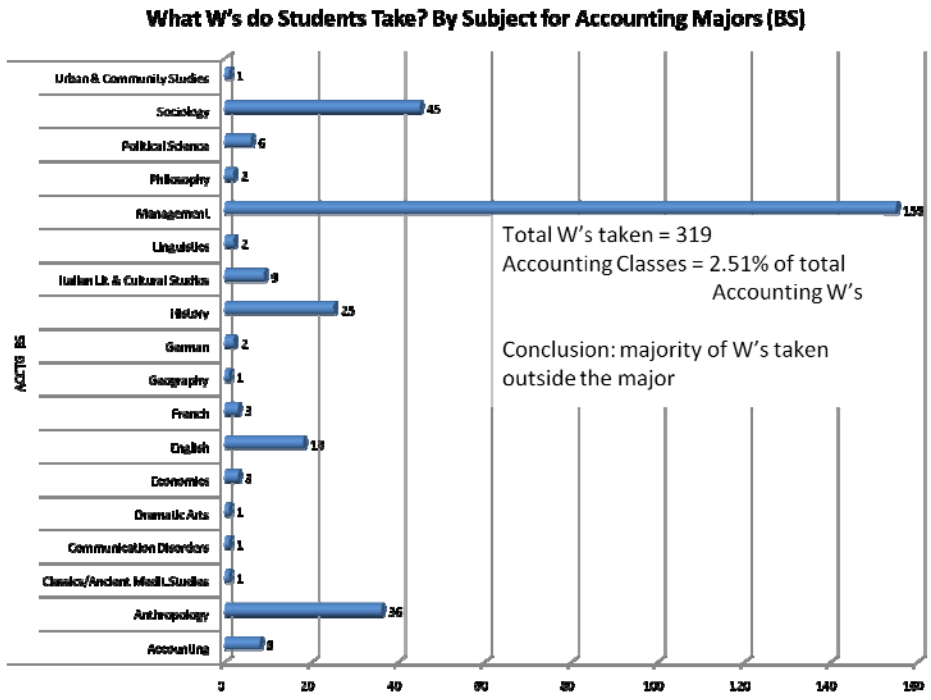


Figure 3. Accounting Majors (*Note*: The MGMT course taken by the ACCT students is a Major/ACCT requirement, part of the overall business core for ACCT majors.)

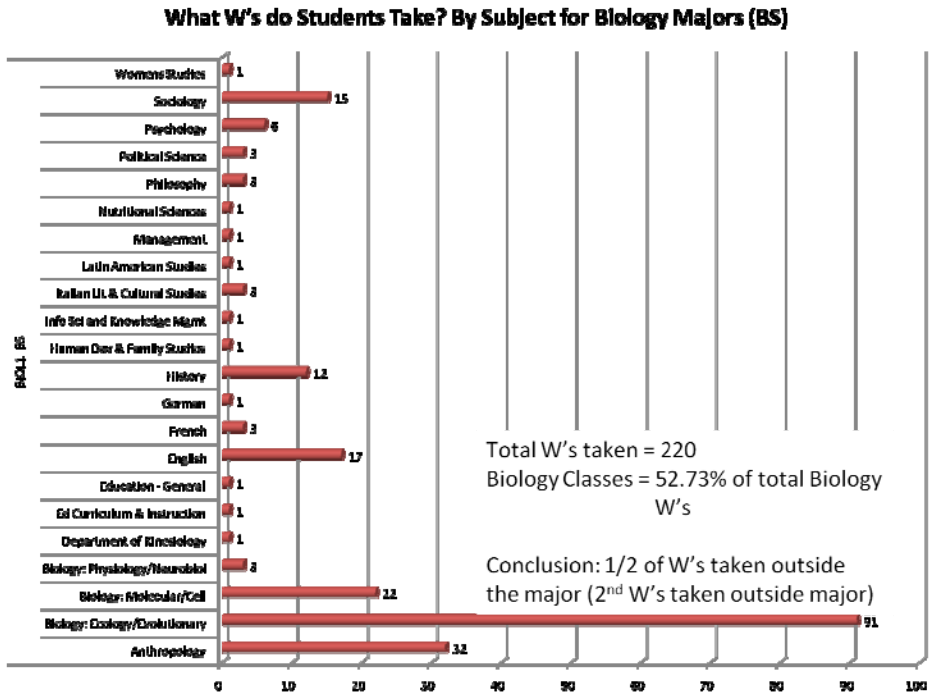


Figure 4. Biology Majors

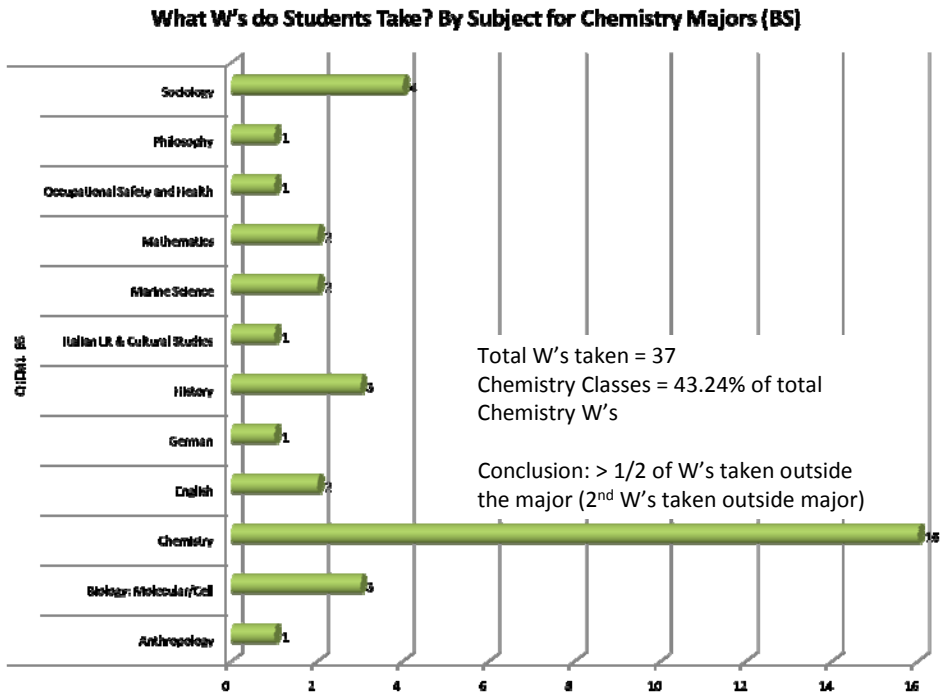


Figure 5. Chemistry Majors

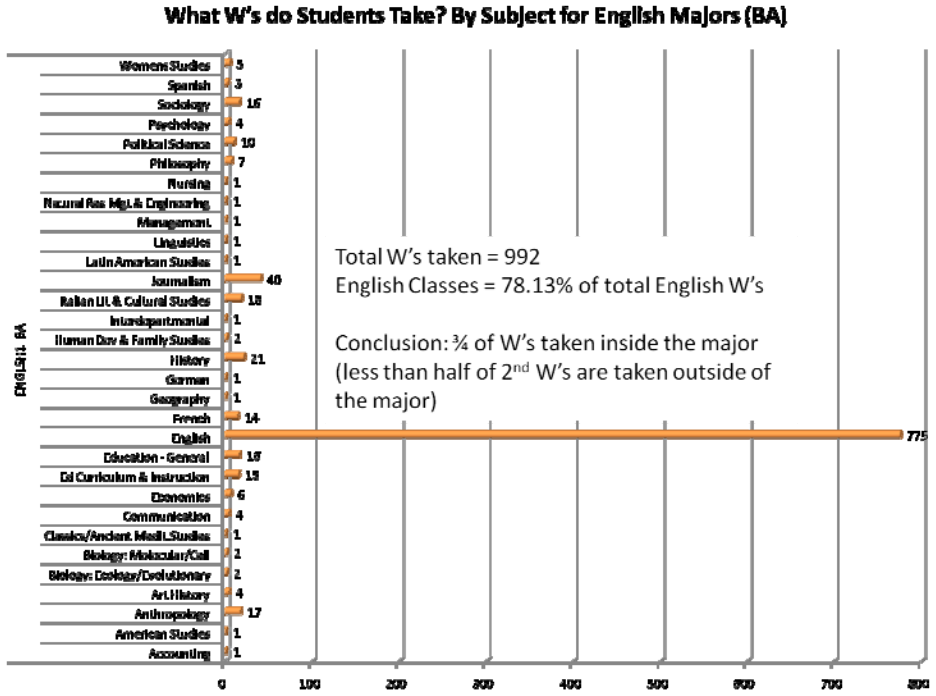


Figure 6. English Majors

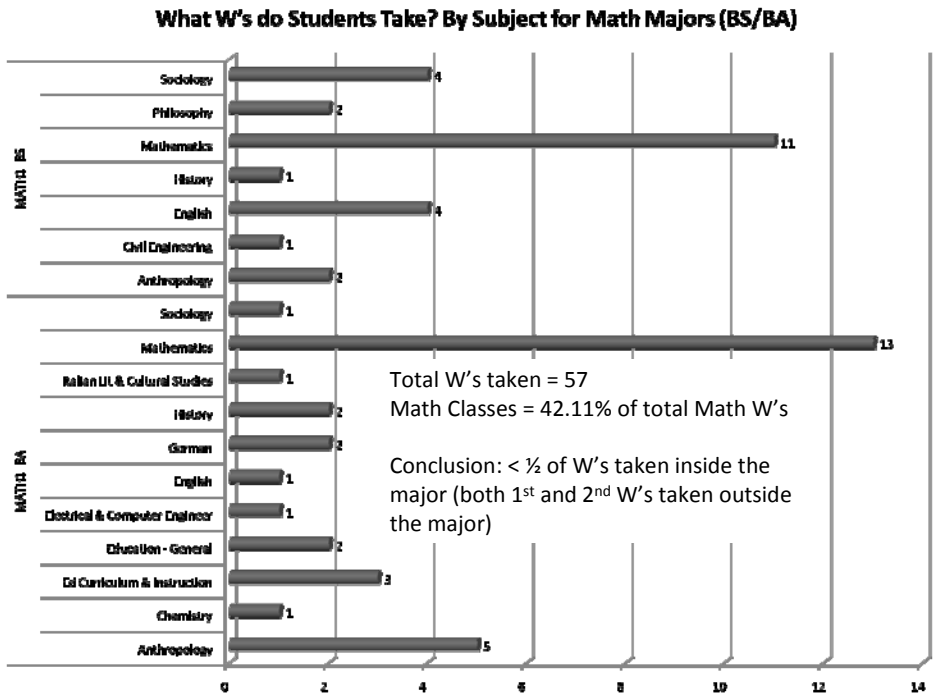


Figure 7. Mathematics Majors

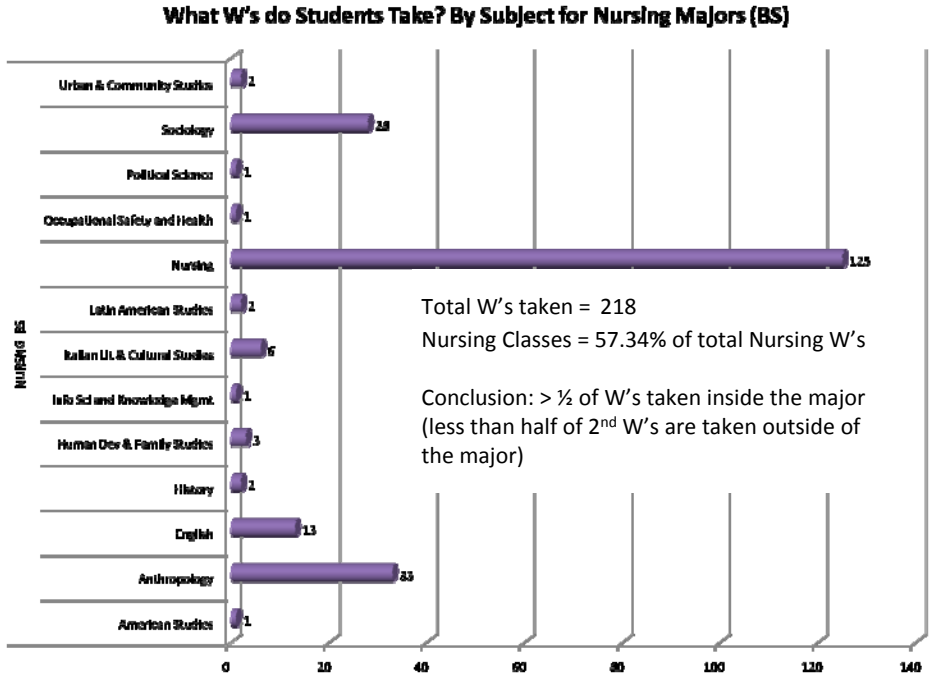


Figure 8. Nursing Majors

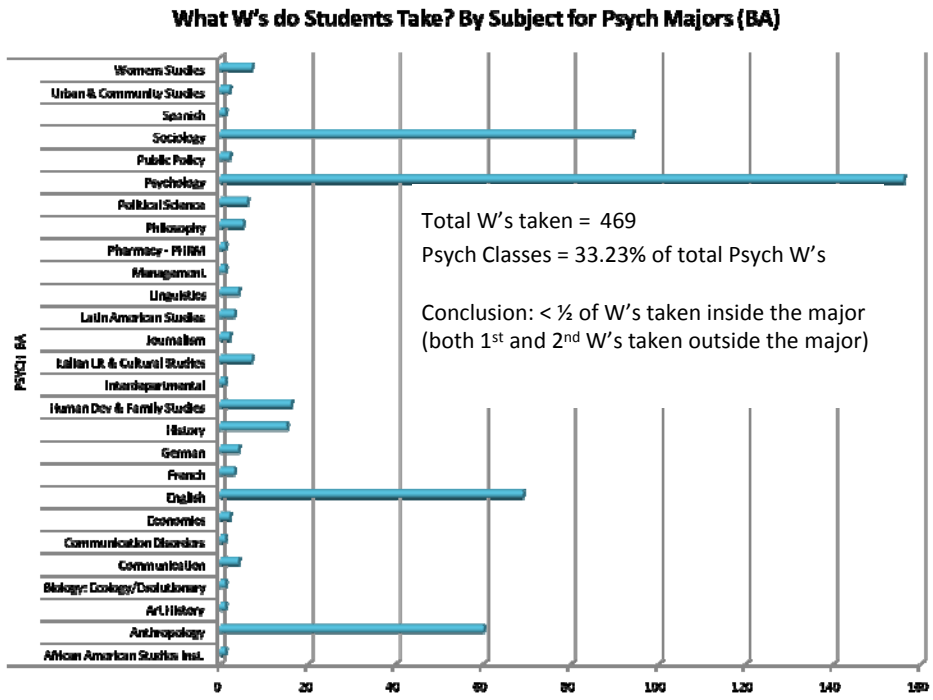


Figure 9. Psychology Majors

We therefore conclude that: the University is offering a sufficient number of Ws to meet the needs of students; the majority of Ws are being taught by full-time faculty; and 2nd Ws are being taken outside the major, even when the major does not require this.

5. *Roles of the 2nd W and in-the-discipline W courses*. To answer the questions "Is the W course outside the major helping students articulate their critical thinking through improved writing?" and "How effective are the first W and the second W courses?" an outcome-based assessment comparing pre and post samples of student writing in those courses is needed. The W Course Assessment at the University of Connecticut (Deans, 2008) reports a snapshot of the level of writing in particular advanced W courses; however, it does not provide progressive measures of writing and critical thinking skills development, as no pre- and post-intervention samples of writing are assessed. This is not unique to UConn; a review of the literature on "student achievement as a result of writing-to-learn and learning-to-write pedagogy has been minimal at best and needs further investigation" (Ochsner & Fowler, 2004, p. 117).

The 2003-2008 results of the Office of Institutional Research's alumni survey questions on writing (see Table 1 above) indicate that graduates see room for improved writing preparation; however, these data provide no correlation to the actual effectiveness of students' writing performance related to W courses, and they fail to capture longitudinal professional writing development subsequent to degree completion (since the survey is administered to the previous year's baccalaureate graduates rather than at later 5 or 10 year intervals). However, assessment of students' writing skills development is needed to determine the effectiveness of W courses outside the major, first W courses, and second W courses.

Recommendations

1. The W Course Taskforce recommends the continuation of the UConn General Education W Course requirements, with the following refinements and further research.
2. We recommend that criteria for W courses should be qualitatively as well as quantitatively measurable, and should be more specific about what students should be able to accomplish or perform with writing as a consequence of taking a W course that they couldn't do or do as proficiently before.
3. We recommend enhancements to the GEOC Web site, which provides guidelines for teaching W courses, including:
    a. Identifying some specific target goals in competency for students to attain.
    b. Providing Web resources to enable students to better understand the competencies and how to attain them.
    c. Providing faculty with specific examples of teaching strategies to meet various competencies, adapted to general disciplinary areas (physical sciences, social sciences, liberal arts) or even to particular disciplines.
4. We recommend wider replication of the UConn W Course Assessment project reported by Deans (2008) that used departmental-specific rubrics to evaluate the writing in W courses in specific disciplines and that used a professional development model with faculty and graduate student participants who scored students' papers prepared for blind review. W course instructors in those disciplines should be urged to read the report and adapt applicable portions to their own teaching. Replicating that study will engage conversations among faculty concerning writing in the discipline and writing-intensive course pedagogies.
5. We recommend that the Senate review the apparently discrepant policies of departments, divisions, colleges, and schools concerning whether the 2nd W is required to be in subjects outside the major.
6. We recommend that W courses be exempted from the current mandatory final exam policy. For many W courses, a final paper will be a better learning and assessment tool than a final exam.

Further Research

Limitations of time prevented our administering two surveys for which considerable preliminary planning and drafting had occurred: a survey of faculty and a survey of students. In addition, the limitations of time prevented our conducting focus groups of the same populations, which might have provided useful qualitative data. Both forms of data gathering would be essential to any future discussions of the general education writing curriculum, and no substantive decisions about W courses should be made without them. (See appendix for drafts of both surveys.) Derived from results of the student and faculty surveys, expanded research with focus groups would also be worthwhile.

A student survey should discover 1) what actually goes on in W courses, 2) how students perceive the relative importance of WAC (writing across the curriculum) and WID (writing in the discipline), 3) whether students would recommend changing the writing program at UConn, and if so, 4) how the writing program should be changed. A faculty survey should be conducted to answer the same four questions. On top of this, we

recommend asking the faculty questions to find out which factors influence the effectiveness of W courses.

Because faculty competencies in teaching W courses have a direct impact on student competencies, we recommend a survey for faculty that asks about skills they have, skills they need, strategies they have used to address and evaluate the competencies, and which competencies they focus on.

We also suggest that an effort should be taken to evaluate the quality of Ws being taught (the degree to which they adhere to W guidelines, etc.) and whether Ws across disciplines adhere to a "Writing to Learn" or a "Learning to Write" model. It would also be useful to know whether the average enrollment of 2.78 W courses over students' undergraduate careers is by choice (some students take Ws even when they don't have to) or by accident (they choose a course that happens to be a W, thus driving up the average). Likewise it would be helpful to know, when 2nd Ws are required to fall outside the major, whether this requirement is based on philosophical, pedagogical, staffing, or other reasons.

Also indicated is a collaborative research project with academic departments and the Writing Center that relates to GEOC assessment at UConn to measure the overall effectiveness of students' writing skills development. Student data from PeopleSoft could be used to identify sample populations (W courses outside the major, first W courses, and second W courses). A method of capturing pre and post samples of writing would need to be collectively established; portfolios are a possibility. Lastly, measurement criteria would need to be established for the assessment. The VALUE rubrics developed by The Association of American Colleges and Universities on critical thinking and writing could serve as a foundation. However, this review should also assess how an entire undergraduate curriculum develops students' writing (not isolating two courses), and assessment of the curriculum's writing outcomes must be part of comprehensive general education assessment (not isolating one component).

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APPENDICES

Appendix A. DRAFT Faculty Survey (January 26, 2010)

This survey will be distributed to all faculty at all six campuses as well as to provosts and deans, whether or not they have taught W courses. We could send the survey to all graduate students who have taught W courses during the past five years (using a list compiled by Tom Deans). We will use Survey Monkey (Writing Center account). We will not provide an incentive. For all numerical questions, we will use the 7-point scale encouraged by Ed White during his visit.

1. Demographic info
    a. Discipline
    b. Rank
    c. How many W courses have you taught in your time at UConn?
    d. How many sections of W courses have you taught in the last year?
    e. For how many students?

2. Have you attended any professional development workshops or seminars on teaching writing? [yes, no, don't remember]

3. In your observations, to what degree are W courses effective in helping students improve in the following areas? [1-7]
    a. I don't know (don't teach undergraduates, haven't observed, not enough experience with W courses)
    b. Using strategies for developing topics and ideas
    c. Organizing information, ideas, and arguments
    d. Developing effective expression in writing
    e. Writing in discipline-specific formats
    f. Using discipline-specific evidence appropriately
    g. Learning how writing can ground, extend, deepen, and enable student learning of the course material
    h. Understanding the relationship between their own thinking and writing
    i. Developing their critical thinking through improved writing?
    j. Editing for mechanics, correctness, and usage
    k. Writing clearly and effective in their lives and careers after graduation

4. To what degree do the following factors make W courses effective in teaching writing [1-7]
    a. section size
    b. opportunity to teach writing explicitly
    c. opportunity to see revisions
    d. departmental support
    e. team teaching opportunities
    f. professional development opportunities at UConn
    g. Writing Center support
    h. Other [explain]

5-I. To what degree do the following factors make W courses less effective in teaching writing? [1-7]

a. Class size/section size
b. Need to devote time to the teaching of writing
c. Necessity of evaluating revisions
d. Overwhelming work load
e. grading difficulty
f. colleague support / team teaching opportunities
g. departmental/university support
h. University support / professional developmental opportunities
i. Other [explain]

5. What kinds of professional development activities would you value in helping you teach writing? [explain or drop-down menu?]

6. To what extent do you teach each competency in your instruction in the "W" class?
   a. strategies for developing ideas
   b. organization
   c. effective expression
   d. discipline-specific format
   e. discipline-specific use of evidence

7. The current 19 student enrollment cap on W courses is [Choose One]
   a. just right (keep the cap at 19)
   b. too high (W courses should be smaller)
   c. too low (W courses should be larger)
   d. too inflexible (departments or instructors should be allowed to set their own W course enrollment caps)

8. Please rank your preferences among the following potential plans for writing in the curriculum [this would be set up a linear ranking]
   a. the current system of two W courses (2 required, with at least one in the major)
   b. no formal W requirements
   c. a system that required only one W course and required that it be in the major
   d. a system that required only one W course, taken in any department
   e. a system that required 3 or more W courses
   f. other [Explain]

9. Current W requirements demand that students write 15 revised pages in a W course. In your view, this minimum page requirement for W courses is [set up to allow just one response]
   a. just right (keep the minimum at 15)
   b. too high (fewer than 15 pages should be allowed)
   c. too low (more than 15 pages should be required)

d. too inflexible (departments and instructors should be able to set their own minimum page requirements in W courses)

10. If the current W system were to be changed, which of the following possible arrangements for writing in the curriculum [1-7 + NA]
    a. Implement "P" (partial) W courses, which would require fewer than 15 pages of writing and could be combined to count for a "full W"
    b. Convert the *writing* requirement to *communications* requirement that would include writing, oral communication, video, presentation skills, multimedia compositions, etc.
    c. One-credit W courses as companions to designated courses (the W could function like a lab or discussion section)
    d. A department-based portfolio system
    e. A writing fellows system (at the instructor's request, a trained undergraduate writing mentor would be assigned to the course to assist with reading drafts and supporting writing instruction)
    f. Other [Explain]

Appendix B. DRAFT Student Survey (January 26, 2010)

In our December 17, 2009 meeting, Sam Best recommended that we redesign our student survey based on his surveying experience. First, he recommended that we focus on trying to find out what goes on in W courses. He indicated that it would be difficult to use a survey to find out which things helped students the most; focus groups might be better suited for this. He also advised us to avoid a survey with many "NA" responses – this will lead participants to drop out of the survey.

We may want to target just those students who took a "W" course in the most recent semester with a survey of the following type.

1. What was the first "W" course you took at UConn? _____

   Questions 2-7 pertain to your first "W" course.
2. In this course, did the writing involve
    a. A single paper with multiple revisions,
    b. Multiple papers with a single submission of each, or
    c. Some combination of both.
3. In this course, was lecture time devoted to the teaching of writing? YES / NO
4. In this course, were documents / handouts used to teach writing? YES / NO
5. In this course, was there sufficient feedback on drafts/papers to help you improve your writing? YES /NO
6. In this course, did you have adequate access to the faculty instructor for help with writing outside of class? YES /NO
7. In this course, who graded the formal reports / writing component? (Select "yes" for all that apply.)
    a. Faculty instructor,

b. Graduate student / teaching assistant, or
c. Both

8. What was the second"W" course you took at UConn? _____

Questions 9-14 pertain to your second "W" course. If you have only taken one "W" course, skip to 15.

9. In this course, did the writing involve
    a. A single paper with multiple revisions,
    b. Multiple papers with a single submission of each, or
    c. Some combination of both.
10. In this course, was lecture time devoted to the teaching of writing? YES / NO
11. In this course, were documents / handouts used to teach writing? YES / NO
12. In this course, was there sufficient feedback on drafts/papers to help you improve your writing? YES /NO
13. In this course, did you have adequate access to the faculty instructor for help with writing outside of class? YES /NO
14. In this course, who graded the formal reports / writing component? (Select "yes" for all that apply.)
    a. Faculty instructor,
    b. Graduate student / teaching assistant, or
    c. Both
15. Demographic info:
    a. Campus
    b. Major(s)
    c. Excluding Freshman English, how many W courses have you taken (counting any you're currently taking)?
16. What do you think is the optimum number of "W" courses for your major?
    a. 0
    b. 1
    c. 2
    d. 3
    e. 4 or more

Thank you for your participation!

University Budget Committee
Report to the University Senate
March 1, 2010

Health benefits for University-supported graduate students

The procedure for funding health benefits of graduate students supported on University funds changed in FY 2010. Graduate programs are now charged $1600 per student for health benefits of graduate students receiving 10 hours of support ("packet charges"). The packet charge is pro-rated for students receiving between 10 and 20 hours of support. The attached spreadsheet compares two scenarios for funding graduate student health benefits. The FY 2010 figures are estimates derived from (a) actual graduate student enrollment in health and dental plans in July 2009 and (b) actual annual costs of health plans for graduate students enrolled in July 2009. The figures for Department A and Department B are purely fictional and presented for illustrative purposes only.

The funds necessary to cover health insurance costs of graduate students can be collected either by (a) charging a lower fringe benefit rate with a "packet charge" (scenario I) or (b) charging a single, higher fringe benefit rate without a "packet charge" (scenario II). The size of the difference between fringe benefit rates in the two scenarios depends both on the mix of graduate students at different stages in their career and on the mix of full and partial support offered by graduate programs.

However, the two approaches may have very different impacts on the discretionary budgets of graduate programs. Funds allocated for fringe benefits, although part of a graduate program's total budget, are non-discretionary. They are placed in an account with a fringe benefits subcode in the amounts necessary to cover fringe benefit charges associated with University-supported salaries. Funds to pay "packet charges" must come from other sources.

***Department A*:** Under both scenario I and scenario II, the funds necessary to cover fringe benefit charges will be placed in an account with a fringe benefits subcode in amounts that match the fringe benefit charge to be made. The discretionary budget of the graduate program is the same under either scenario.

***Department B*:** Under scenario I, funds sufficient to cover somewhat less than half the total fringe benefit charges will be placed in an account with a fringe benefits subcode. The balance of fringe benefits charges must be funded from the discretionary account of the department by "packet charges". Under scenario II, funds sufficient to cover the total fringe benefit charges will be placed in an account with a fringe benefits subcode. The discretionary budget of the graduate program is smaller under scenario I than scenario II. The size of the differential depends both on the mix of graduate student levels and on the fraction of support offered.

***Conclusion*:** The discretionary budget of graduate programs whose university-supported graduate students receive full support is unaffected and the discretionary budget of graduate programs whose university-supported graduate students receive less than full support is reduced by the institution of "packet charges."

Respectfully submitted,

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Debra Kendall
Margaret Lamb
Philip Mannheim
Jeanne Martin
Patricia McCoy
Andrew Moiseff
Tessio Naranjo
Diana Rios
Adam Scianna
Daniel Stolzenberg
Lysa Teal
Kent Holsinger, Chair

Scenario I (with deparmental packet charges)			
	Department A*	Department B**	University
Salary pool	$ 207,954	$ 103,977	
Fringe pool	$ 25,495	$ 12,748	$3,773,891
Packet charge	$ -	$ 16,000	$1,455,164
Total fringes	$ 25,495	$ 28,748	$5,229,055
Fringe rate			12.26%
Scenario II (without packet charges)			
	Department A*	Department B**	University
Salary pool	$ 207,954	$ 103,977	
Fringe pool	$ 35,326	$ 17,663	$5,229,055
Packet charge	$ -	$ -	$ -
Total fringes	$ 35,326	$ 17,663	$5,229,055
Fringe rate			16.99%
*20% Level I, 40% Level II, 40% Level III: 10 full-time			
**20% Level I, 40% Level II, 40% Level III: 10 half-time			
Calculations in Scenario I assume 50% of departments are like Department A			

Health benefits for University-supported graduate students

Financial Aid &

Retention & Graduation Task Force

Presentation

University Senate

Monday, March 1, 2010

Prepared by the
Division of Enrollment Planning, Management, and Institutional Research

Lee Melvin,
Interim Vice-President

Table 1.

University of Connecticut
Student Financial Aid

Merit and Need-Based Aid

Undergraduate Recruitment Scholarships

	2005-2006	2006-2007	2007-2008	2008-2009	One-Year Change
Day of Pride	498,776	567,816	511,304	545,788	34,484
Nutmeg	248,026	227,363	248,993	259,956	10,963
Merit Scholarships *	4,928,591	6,566,506	6.516,258	8,878,551	2,362,293
Total	**5,675,393**	**7,361,685**	**7,258,863**	**9,684,295**	**2,407,740**

Undergraduate Need-Based Aid

	2005-2006	2006-2007	2007-2008	2008-2009	One-Year Change
University Support **	29,335,047	34,351,487	31,581,883	35,425,304	3,843,421
State Support	8,940,905	9,731,851	14,379,496	14,246,342	(133,154)
Federal Support	9,808,605	10,982,814	12,570,874	13,107,833	536,959
Loans	111,476,497	118,182,862	128,386,967	140,820,168	12,433,201
Total	**159,561,054**	**173,248,744**	**186,919,220**	**203,599,647**	**16,680,427**

* Includes Academic Excellence, Leadership, Presidential

** Includes Student Employment and Required Matches

Notes: Increase in student loan volume is attributable to increased undergraduate eligibility in Federal Unsubsidized Stafford Loans made available via the Ensuring Continued Access to Student Loan Act (ECASLA). Increase in Undergraduate Recruitment Scholarships is due to new funding for Global Citizens Award, Increased Honors enrollment, merit scholarships, and Presidential Scholarships.

Retention and Graduation Task Force Update

March 1, 2010

Introduction

Global competition and a struggling economy have increased calls for accountability as parents, students, taxpayers, and federal and state government look to maximize the return on their investment in higher education. A prominent outcome garnering a great deal of attention is the need to *improve college graduation rates.* While recognizing that higher education plays an important role in keeping our nation prosperous, in order for completion rates to make a real difference academic quality must not be compromised. The world community depends on well-educated students who complete intellectually challenging programs, and it is academic rigor that enables graduates truly to contribute to the workforce, society, their families, and themselves.

Concerning the benefits of attaining a college degree, research by Baum and Ma (2007) indicated that beyond earning more money even when factoring in student debt, on average, college graduates also indicate higher levels of satisfaction with life and are more likely to engage in volunteer work, vote, and live healthy lifestyles. The benefits also extend to their children, who have higher cognitive skills and engage in more extracurricular, cultural, athletic, and religious activities. At UConn, we nurture students' pursuits, guided by our *institutional mission* and *Academic Plan* which call for us to achieve desired outcomes through excellence in academics and research.

Retention and graduation success begins with effective recruitment of entering cohorts that reflect institutional goals regarding class size, quality and diversity. *UCONN 2000* and its successor *21st Century UConn* capital program have provided us with resources to improve our infrastructure and help us enroll the *best and brightest.*

Once enrolled, our excellent academic programs are supported by a carefully designed set of academic support programs and student services that research indicates contribute to student satisfaction, academic performance, persistence and degree completion. Tinto (1993) and Pascarella & Terenzini (2005) have shown that freshmen who get involved early on in educationally purposeful activities become academically and socially integrated within the college environment, express greater student satisfaction and earn higher grades; and that it is equally important for the institution to foster that involvement. Kuh (2008) identified high-impact practices (below) that educational research suggests have a positive impact on student retention and student engagement.

High Impact Institutional Practices that Research Shows Enhance Student Retention

First-Year Seminars & Experiences bring small groups of students together with faculty or staff on a regular basis. The highest-quality of these places a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.

Common Intellectual Experiences involve a set of required common courses or general education program that includes advanced integrative studies and/or participation in a learning community. These often combine broad themes—e.g., technology & society, global interdependence—with curricular and co-curricular options.

Learning Communities encourage integrated learning across courses and involve students with *big questions* that matter beyond the classroom. Students take linked courses as a group and work closely with each other and professors. Many of these communities explore a common topic or readings through different disciplines.

Writing-Intensive Courses emphasize writing at all levels and across the curriculum. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines.

Collaborative Assignments and Projects encourage working and solving problems in the company of others, and sharpening one's understanding by listening to insights of others from different backgrounds and life experiences. Approaches include study groups in a course, team assignments/writing and cooperative research.

Undergraduate Research experience is offered in many disciplines, but mostly in the sciences. With strong support from NSF and the research community, scientists are reshaping courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. They involve students with actively contested questions, empirical observation and cutting-edge technologies.

Diversity/Global Learning: emphasizes courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These often explore difficult differences such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Often, intercultural studies are augmented by experiential learning in the community and/or study abroad.

Service/Community-Based Learning involves field-based experience with community partners regarding issues being studied in the curriculum and addressed in the community. They model the idea that giving back to the community is an important college outcome, and is good preparation for citizenship, work, and life.

Internships offer career-related experience and the benefit of supervision and coaching from professionals. If taken for course credit, students complete a project or paper approved by a faculty member.

Capstone Courses and Projects are culminating experiences near the end of the college years that create a project that integrates and applies what students have learned, e.g., research, performance, portfolio, exhibit.

Findings of an ACT survey of public four-year institutions presented by Habley & McClanahan (2004) corroborate these high impact practices and indicate the following institutional practices that contribute most to retention: academic advising of selected student populations, increased advising staff, an advising center, integrated advising/career/life planning, first-year programs, freshman seminar, learning communities, learning support, supplemental instruction, comprehensive learning assistance, reading centers and labs, summer bridge programs, and tutoring. Practices having the greatest impact according to the ACT survey were freshman seminar for credit, learning communities, and advising for selected populations. At the University of Connecticut, these are provided by our *Office of Undergraduate Education and Instruction* and its *Institute for Student Success.*

Other effective practices supported by the research, currently in place at UConn are reflected in findings by Hossler and Lucido (2009). Their national survey regarding institutional attention devoted to retention indicated that 74% of respondents have an administrator coordinating retention efforts, and 63% have a retention committee similar to our Task Force (research institutions in particular). More than two-thirds ask faculty to complete early alert forms for first-year students. Our early alert system coordinated by the Office of the Registrar has resulted in between 55% and 60% of students who have received early warning notices improving their grade and another 20% withdrawing from the course, both outcomes preferable to a poor grade. The survey also indicated 53% of the respondents regularly flag courses with many Ds, Fs, or W's, and 46% offer voluntary sessions to deepen student learning in these courses. Our Registrar also has identified and flagged courses with lower average course GPAs, and subsequently, a Gateway Courses Advisory Committee was convened to address student performance in science courses that fulfill requirements for general education and/or serve as gateways to majors and careers in science. For many, low grades or withdrawals mean that the gate is closed, deflecting them from science careers. In some cases, combined with low grades in other courses, these students may leave the university at the end of their first year. Although the lack of success in these courses is too high for all students, it is disproportionately high for underrepresented students. So, the committee aims to identify techniques that will address this problem for underrepresented and other students.

The charge of our Retention and Graduation Task Force consisting of faculty, staff and student representation, is to provide input regarding Storrs and regional campus students who persist to graduation and those who do not. We study *who, why, when, and what* questions and answers regarding persistence and provide research-based data-driven recommendations which contribute to student success and, in turn, improved retention and graduation rates. To that end, the Task Force has compiled and analyzed longitudinal databases regarding Storrs and regional campus freshmen, sophomore, and transfer students.

One quantitative database contains tenth-day data provided by the Office of Institutional Research which is analyzed to determine ***who*** persists, leaves involuntarily, or chooses to separate from the University. The data in the file include students' demographic characteristics like gender, race, and residence status; entering characteristics like SAT scores, AP credits earned, and high school attended; and up-to-date academic information including intended major, GPA, credits earned and enrollment status. Our qualitative data base contains responses to questions regarding ***why*** students choose to separate from the University, their current status and what we could have done better. The Task Force also has been tracking the Fall 2003 entering freshman cohort to determine factors associated with degree completion. Our research efforts are informed by results of a number of surveys conducted on campus. The *Entry Level Survey* of incoming freshmen addresses their expectations; student engagement and satisfaction surveys inform us about the their perceptions quality of their educational experience; and, our annual alumni survey provides reflections on their time here at the University, follow-up information regarding our graduates' status, and possible connections between the two. Lotkowski, Robbins & Noeth (2004) supported efforts like ours which involve implementing a comprehensive retention program that identifies student characteristics associated with persistence, and Adelman (2006) focused on identifying factors that contribute to and detract from students' academic momentum.

The following sections of this annual report will address, in more detail, retention and graduation efforts and analyses, first focusing on the Storrs campus and then the regional campuses.

Storrs Campus

Between Fall 1997 and Fall 2009, our average SAT scores are up 100 points; the percentage of incoming freshmen from the top 10% of their high school class has more than doubled; and, the proportion of incoming freshmen minority students has risen substantially (see Table 2).

Table 2. Storrs Incoming Freshmen Entering Characteristics

Fall Semester	1997	1999	2001	2003	2005	2006	2007	2008	2009
Average SAT Score	1112	1136	1140	1167	1189	1195	1192	1200	1212
Top 10% HS Class	21%	20%	23%	30%	37%	38%	40%	39%	44%
% Minority Freshmen	14%	15%	16%	17%	20%	19%	19%	20%	21%

Strategic recruitment has contributed to this success, including established enrollment goals; target markets; effective communications strategies, and improved transfer articulation. High-achieving students are attracted to UConn by *academic enrichment programs* like our *Honors Program*, *Undergraduate Research*, *Individualized and Interdisciplinary Studies*, *Office of National Scholarships* and *Study Abroad*. And, access is enhanced through efforts by our *Center for Academic Programs (CAP)* and *Undergraduate Admissions* office. These include increasing access for high-potential students from underrepresented ethnic or economic backgrounds and first-generation college students by preparing them for successful entry into post-secondary education through pre-collegiate programs that assist middle and high school in-state students to persist, graduate, then enter and complete college like *Educational Talent Search, GEAR UP* and *Upward Bound*. Looking ahead, the Academic Plan contains metrics regarding recruitment, retention and graduation (below).

Table 3. Academic Plan Metrics Related to Recruitment, Retention & Graduation

Metric	*Fall 2007* Baseline	*Fall 2009* Current	*Fall 2014* Goal
Freshman Average SAT (Math & Verbal)	1192	1212	1220
% Students in top-10% of high school class	40%	44%	45%
First-year retention rate	93%	92%	95%
First-year minority retention rate	91%	94%	95%
Six-year graduation rate	74%	78%	78%
Six-year minority graduation rate	68%	72%	78%

Freshman Retention

Last year, nearly 97% of Storrs incoming freshmen attended *Freshman Summer Orientation*. They met with academic advisors, registered for classes, listened to presentations, and interacted with fellow incoming freshmen and orientation leaders. Student evaluations indicated a high level of satisfaction with the program, the information provided by orientation leaders and the comfort level associated with meeting peers who had similar concerns. The research shows that students who attend orientation programs are more successful than those who do not. Hossler, Ziskin and Gross (2009) concluded that "campuses with lower retention rates had lower participation rates in orientation programs."

The *Academic Center for Exploratory Students* advises more than one-third of entering students. These students are either exploring academic choices, planning to apply to specific programs, or enrolled in pre-professional majors. *The Institute for Teaching & Learning (ITL)* houses the *Q Center* and *W Center* which offer tutoring for students who would like to improve their quantitative and writing skills.

The Office of First Year Programs and Learning Communities facilitates transition during their first year. They provide guidance, opportunities, and resources for student engagement and learning with a purpose. Through a *First Year Experience* course taken by the majority of freshmen and the *Peer Education* and *UConn Connects* programs, students discover the value of the intellectual, social and cultural dimensions of the university. *Living and Learning Communities* (Honors; Women in Math, Science and Engineering; EcoHouse; Public Health House; Global House; and others) connect students with common interests, nurturing their experience. The *Academic Support Program* offers coaching in underlying attitudes, skills, and strategies that foster consistent academic excellence. Students access the new *Academic Achievement Center* and speak with trained peer coaches who help them fine-tune their time management, study skills, motivation, and stress management. And, *UConn Connects* matches students on academic probation with peer facilitators who mentor them throughout the semester to improve their grades and overall experience.

The *Counseling Program for Intercollegiate Athletes (CPIA)*, which reports to the Provost, provides academic counseling and is a liaison between academics and athletics that promotes retention, progress toward a degree and graduation for student-athletes. CPIA supports students in fostering a successful academic and social transition from high school to college; promotes a positive academic experience and provides opportunities and strategies to help students reach their educational goals; and, provides students with information and skills to make a successful transition to graduate studies or professional life. This past year, the Institute for Diversity and Ethics in Sports indicated UConn was only four out of 68 NCAA bowl-bound schools with graduation success rates for African-American football student-athletes exceeding rates for white football student-athletes.

Our *Division of Student Affairs* plays an integral role in fostering students' early academic and social integration into campus life. The *Student Union* provides student involvement opportunities in 350+ clubs, organizations, programs and activities. The *Department of Career Services* offers new students help in choosing a major and provides career counseling. For students with physical and other disabilities, the *Center for Students with Disabilities* coordinates academic counseling with advisors and consults with departments about accommodations to be made because of a student's physical limitations. *Residential Life* plays a vital role by challenging and supporting students so they develop into productive community members. The *Office of Community Standards* balances needs and rights of the individual with the welfare of the community, and the *Office of Fraternity & Sorority Life* promotes positive learning experiences available to members.

Our *Department of Recreational Services* recognizes that many freshmen participated on teams in high school and encourages continued involvement through intramural athletics and exercise. They reported 557,889 total participations last year. Also, over 1,000 students participated in 39 club sports. A 2004 study by the National Intramural-Recreational Sports Association supported existing research that participation in recreational sports is a key determinant of satisfaction and success in college. Huesman,

et.al. (2007) examined the relationship of student use of campus recreation facilities on GPA, persistence, and graduation rates at a large, public, Midwestern university. Findings confirm earlier studies done there: 1) First-term academic performance plays a critical role in future academic success of all new freshmen. 2) Living in residence halls first semester is positively related to future academic success. 3) Out-of-state students are less likely to be successful than in-state students. 4) Race/ethnicity tends not to play a major role after controlling for these other factors. 5) This study of an entire cohort of new entering freshmen demonstrated that campus recreational facilities usage, while simultaneously controlling for other important academic, financial and social fit factors, was positively associated with academic success.

Table 4 indicates that although Storrs freshman retention rate dropped one percentage point (actually a half point from 92.6% to 92.1%), and our minority retention rate increased by two percentage points to 94%. Our freshman retention rates are strong, nationally. Table A3 in the Appendix shows we rank 10th among 58 public research universities for the Fall 2004 through Fall 2007 entering classes.

Table 4. Storrs Full-Time First-Time Incoming Freshman Retention

Storrs	1998	2000	2002	2004	2005	2006	2007	2008
All	86%	89%	88%	92%	93%	93%	93%	92%
Minority	88%	89%	88%	93%	91%	91%	92%	94%

Our minority retention rates, to an extent, are aided by an intentional approach on the part of the University. *Student Support Services (SSS)* provides programs that facilitate retention and graduation. Participants receive tutoring, counseling, and academic instruction and participate in a 6-week summer pre-collegiate program before freshman year. Also, *SSS* has regional programs at each regional campus. Peer advising, campus change orientations, study abroad and an annual leadership conference are some of the retention strategies designed for *SSS* students. Summer programs for new students such as BRIDGE for underrepresented minorities and women have been successful in developing a stronger math and science foundation for engineering. *Science, Technology, Engineering, Mathematics (STEM)* support programs provide guidance and role models for students in these high demand areas. *Multicultural Centers* across campus provide academic and social support for an increasingly diverse student body.

Sophomore Retention

Sophomores often are overlooked nationally when compared to freshman. Some institutions assume these experienced students do not require additional support, or schools do not have the fiscal resources to devote to them. However, these students often are still struggling academically, have not decided upon a major and lack purpose or cannot gain admission into their desired major. Table 5 below shows, however, that our sophomore retention rates have been climbing steadily.

Table 5. Sophomore Retention of Full-Time First-Time Storrs Incoming Freshmen

Storrs	1997	1999	2001	2003	2004	2005	2006	2007
All	78%	79%	81%	84%	85%	88%	87%	88%
Minority	81%	80%	78%	82%	82%	85%	83%	88%

Graduation Rates

Our graduation rates have increased significantly in recent years and are among the best nationally among public research universities (see tables in Appendix A). Our graduation rates are at new highs (see Table 6 below); however our minority trend data reflect the findings of a longitudinal analysis of freshmen at 21 flagship universities by Bowen, Chingos & McPherson 2009 that found a growing gap between non-minority and minority college graduation rates. This is worthy of attention in itself on a national level but even more so in light of demographic shifts toward a growing minority population. Gerald and Haycock

(2006) and Haycock, Lynch, & Engle (2010) provide recommendations to address this issue including: developing talents of more low-income students and students of color through aggressive recruitment and retention efforts, reclaiming students who left in good standing without a degree, and preparing more high-quality teachers for high-poverty and high-minority schools.

Table 6. Graduation Rates at the Storrs Campus								
Four-Year	**1995**	**1997**	**1999**	**2001**	**2002**	**2003**	**2004**	**2005**
All	43%	46%	50%	54%	56%	61%	66%	68%
Minority	32%	36%	42%	43%	42%	51%	54%	55%
Five-Year	**1994**	**1996**	**1998**	**2000**	**2001**	**2002**	**2003**	**2004**
All	63%	66%	67%	71%	72%	74%	76%	79%
Minority	49%	59%	62%	65%	64%	66%	69%	69%
Six-Year	**1993**	**1995**	**1997**	**1999**	**2000**	**2001**	**2002**	**2003**
All	68%	70%	70%	72%	74%	75%	76%	78%
Minority	58%	65%	69%	66%	69%	68%	70%	72%

UConn Retention and Graduation Analyses

Quantitative Retention Analyses Summary: Tenth day fall semester data were analyzed to identify demographic, entering and academic-year performance characteristics more prominent among leavers than the general population. For freshmen, GPA cutoffs of 2.75 at Storrs were used to define voluntary leavers above and below median cumulative freshman GPA. We now have 9 years of freshmen retention data, 5 years for sophomores, and 3 years for transfers.

Our research indicates Storrs males leave involuntarily at a higher rate than their respective populations. This was also true for freshmen and sophomore underrepresented minority students. In addition, relatively more Storrs female freshmen with GPA > 2.75 chose to leave.

These findings regarding male and minority students reflect a national issue. *The American Freshman: National Norms for 2009* survey presented foreboding results that show incoming freshman males having stronger perceptions of their academic abilities than females, yet indicate far weaker self-reported study habits. A recent College Board (January, 2010) report suggests, however, that although female undergraduates have outnumbered and outperformed men for years, the college gender gap favoring women has stopped growing, And, with respect to minority students, the same report echoed Bowen's findings and cautioned that demographic projections indicate an educational challenge of great significance which is particularly acute for young men of color, and cautions that if current demographic and educational attainment trends continue, the educational level of the overall workforce will decline.

Qualitative Retention Analyses Summary: Each November, the Division of Enrollment Planning, Management and Institutional Research conducts a telephone survey of voluntary leavers asking them what they are currently doing or are planning to do, why they separated and what we could have done better or differently. We augment phone response data with information provided by the Registrar's Office and Departments of Residential Life and Student Services and Advocacy. Reasons for leaving and suggestions are then assigned to one of three categories: *academic, environment or personal.* The qualitative data base now contains 7 years regarding freshmen, 4 years for sophomores, and 3 years for transfer students.

Our research shows Storrs freshmen who chose to leave, particularly those from out-of-state cite our rural location as a primary reason as well as cost. Storrs freshmen also expressed concerns regarding institutional fit. Sophomore leavers, consistent with research done by Schreiner (2007) were more likely to mention academic reasons, often related to not being able to get into the major of their choice or

uncertainty regarding their major. Transfer student leavers point to major options and advising as reasons for leaving. Transfer students often have been referred to as the *forgotten college student* (AACRAO, 2004) because many institutions assume they do not need the level of support offered to freshmen. In-state students who transferred from Storrs generally enroll at a Connecticut State University institution or at one of the state's community colleges. Out-of-state students who transfer from Storrs most often enrolled at institutions in their home state. More detailed analyses are included as Attachment C.

Fall 2003 Incoming Freshmen Degree Tracker Quantitative Analysis: More Storrs women graduated within four years than their norm percentages. Also, students who graduated within four years entered with more credits. Students graduating within five and six years also brought in more credits but not as many as those graduating within four years. It should be noted that the *Office of Educational Partnerships (OEP):* UConn's *Early College Experience (ECE)*, a concurrent enrollment program, allows motivated students to take UConn courses at their high schools prior to coming here.

Fall 2000 UConn Incoming Freshmen Who Earn a Degree Elsewhere: A follow up analysis of Fall 2000 freshmen who completed degrees elsewhere as of November 2008 was conducted using the National Student Clearinghouse (NSC) Student Data Tracker. Follow up information was requested from NSC on the 1,095 student leavers from the 3,561 University of Connecticut Fall 2000 full-time freshman cohorts. Since most but not all schools participate in the Clearinghouse, NSC's Student Tracker found and reported data regarding 866 students. In addition to our 74% six-year graduation rate for the Storrs cohort, another 9% earned bachelor's degrees elsewhere. About two-thirds of the 106 in-state students earning a bachelor's elsewhere did so in-state, the majority of them from CSU schools. A total of 140 of the 141 out-of-state students earning bachelor's degrees elsewhere earned them from out-of-state institutions.

Student Surveys

Obtaining feedback from students at selected intervals during the college experience is very informative and is utilized in planning and future implementation.

On the *Entry Level Survey* administered during freshman orientation every other year, new students are asked about the importance of selected factors in their decision to enroll at UConn. They have consistently cited three factors that top their list: *UConn is a good educational value, preparation for a job,* and our *outstanding faculty.* By comparison, results from *The American Freshman National Norms, Fall 2009* survey conducted by the UCLA Higher Education Research Institute's Cooperative Institutional Research Program, listed the following factors as having the most impact on students' college choice: *academic reputation, graduates get good jobs, offered financial assistance,* and *cost.* Our *Entry Level Survey* also has consistently indicates that incoming freshmen have very high expectations regarding their upcoming undergraduate experience at UConn. Our most recent *Mid-Career and Senior Student Satisfaction Survey* showed three-fourths of sophomores, juniors and seniors were satisfied or more than satisfied with *academic advising*. When seniors were asked to reflect on their experience at UConn and discuss future plans, three-fourths of seniors indicated they had expected to graduate in 4 years when they entered as a freshman. About one-third of those not graduating in 4 years cited changing majors or earning a second degree as the reason. The Office of Institutional Research's annual *Alumni Survey* of recent graduates provides outcome measures for our educational process. The questionnaire focuses primarily on the academic experience of graduates, but also allows respondents to report their current activities. Responses from students who graduated between July 2006 and June 2007 included: 86% who lived in campus residence halls for 8 semesters were satisfied with their residence hall experience; 75% had decided on a major prior to junior year, and 42% had changed their major one or more times. The most highly rated potential educational benefit based both on perceived importance and UConn's level of helpfulness was *Learning on your own, pursuing ideas and finding information you need.* Finally, 97% would recommend UConn to a friend or a relative; and, 94% are either employed or have entered graduate school.

Regional Campuses

Between Fall 1997 and Fall 2009, our average SAT scores at the regional campuses are up 40 points, and the proportion of incoming freshmen minority students has risen 10 percentage points to 33%. It also should be noted that the percentage of students from the top 25% of their high school graduating class also has increased.

Table 7. Regional Campus Incoming Freshman Entering Characteristics									
Fall	**1997**	**1999**	**2001**	**2003**	**2005**	**2006**	**2007**	**2008**	**2009**
Average SAT Score	998	1017	1019	1018	1033	1011	1019	1012	1038
% Minority Freshmen	23%	23%	27%	27%	34%	30%	28%	31%	33%

Our regional campus freshman retention rates for all and minority students climbed two percentage points from last year to 80% and 81%, respectively.

Table 8. Regional Campus Full-Time First-Time Incoming Freshman Retention								
Fall	**1998**	**2000**	**2002**	**2004**	**2005**	**2006**	**2007**	**2008**
All	78%	74%	76%	79%	79%	79%	78%	80%
Minority	77%	72%	81%	78%	83%	80%	79%	81%

Our sophomore retention rate has increased nine percentage points for the total entering cohort, and five percentage points for minority students compared to a decade ago. The rates now stand at 66% for all and 67% for minority students.

Table 9. Sophomore Retention of Full-Time First-Time Regional Campus Incoming Freshmen								
Fall	**1997**	**1999**	**2001**	**2003**	**2004**	**2005**	**2006**	**2007**
All	57%	56%	60%	66%	65%	62%	65%	66%
Minority	62%	60%	68%	74%	64%	64%	69%	67%

Six-year graduation rates for our incoming regional campus freshmen are up over last year and significantly higher than a decade ago, and minority rates have exceeded the overall rate for each of the past three cohorts.

Table 10. Six-Year Graduation Rates of UConn Regional Campuses								
Entering Cohort	**1993**	**1995**	**1997**	**1999**	**2000**	**2001**	**2002**	**2003**
All	38%	37%	42%	42%	46%	46%	48%	52%
Minority	33%	32%	42%	37%	44%	47%	53%	56%

Quantitative Retention Analyses Summary: For freshmen, GPA cutoffs of 2.50 at regional campuses were used to define voluntary leavers above and below median cumulative freshman GPA. Our research indicates regional campus males leave involuntarily at a higher rate than their respective populations among freshmen, sophomores and transfer students. Relatively more regional campus female freshmen in the higher GPA categories chose to leave.

Qualitative Retention Analyses Summary: Our research indicates regional campus freshmen who chose to leave expressed concerns regarding institutional fit and cost. Sophomore and transfer student leavers were more likely to mention academic reasons, often related to not being able to get into the major of their choice or uncertainty regarding their major. Regional campus transfer students who chose to leave generally enrolled at a CSU institution or at one of the state's community colleges.

Fall 2003 Incoming Freshmen Degree Tracker Quantitative Analysis: Most regional campus students enrolled without any advanced credits, but those graduating within four years entered with more credits. The majority of Fall 2003 incoming full-time regional campus students who later enrolled at Storrs did so by the beginning of the 5th semester. The average GPA for students in their first semester at Storrs after coming in from a regional campus was consistently lower than their previous, regional campus semester GPA, regardless of the semester in which the student switched campuses. However, these students' average Storrs GPA consistently climbed in subsequent semesters.

Fall 2000 UConn Incoming Freshmen Earning their Degree Elsewhere: The follow up analysis of Fall 2000 freshmen who completed degrees elsewhere as of November 2008 conducted using the National Student Clearinghouse (NSC) Student Data Tracker indicated that in addition to our 46% six-year graduation rate for the Fall 2000 regional campus cohort, another 12% earned bachelor's degrees elsewhere. More than two-thirds of the 89 regional campus students who earned a degree elsewhere earned them at an in-state institution, the majority from CSU institutions.

UConn Storrs and Regional Campus Summary

In closing, it should be noted that the success we have had as an institution in retaining and graduating more students in a timely fashion is the result of concerted efforts from across our institution and an intentional and coordinated approach. In 2006, these efforts were recognized by The Educational Policy Institute (EPI) which awarded the University of Connecticut its inaugural Outstanding Retention Program Award. Also, more recently the University successfully demonstrated based on our record of success that we need not be included in proposed legislation by the State to monitor graduation rates. As we look toward the future, we will continue to address students who have been identified as at-risk to leave involuntarily or voluntary separate from UConn at both Storrs and the regional campuses. We also will follow-up on issues addressing why students have indicated they chose to separate from the University or why students did not achieve the necessary academic standards to stay. By doing so we hope to achieve our institutional mission and help students meet their goals associated with their educational experience at the University of Connecticut.

Retention & Graduation Task Force Members

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Table A1. University of Connecticut vs. Other Public Research Peer Universities: Four-Year Graduation Rate		
Rank	Institution	Rate
1	U. of Virginia	85%
2	U. of North Carolina at Chapel Hill	73%
3	U. of Michigan-Ann Arbor	70%
4	U. of California-Los Angeles	65%
5	U. of California-Berkeley	64%
5	U. of Illinois at Urbana-Champaign	64%
7	U. of Maryland at College Park	63%
8	Pennsylvania State University	60%
8	U. of California-Irvine	60%
10	U. of Pittsburgh	57%
11	**U. of Connecticut**	**56%**
11	U. of Florida	56%
11	U. of California-San Diego	56%
14	Virginia Polytechnic Institute	52%
14	U. of California-Santa Barbara	52%
16	U. of Washington	51%
16	Indiana U. at Bloomington	51%
16	U. of Massachusetts at Amherst	51%
19	U. of Georgia	50%
19	U. of Wisconsin at Madison	50%
21	Rutgers State U. of New Brunswick, NJ	49%
22	U. of Texas at Austin	48%
23	U. of California-Davis	47%
23	Florida State University	47%
23	Michigan State University	47%
26	Ohio State University	42%
27	Texas A&M University-College Station	41%
27	University of Missouri-Columbia	41%
27	University of Colorado at Boulder	41%
27	U. of Minnesota-Twin Cities	41%
31	State U. of New York at Buffalo	40%
31	State U. of New York at Stony Brook	40%
33	North Carolina State University at Raleigh	38%
33	Purdue University-West Lafayette	38%
35	Temple University	36%
36	Colorado State University	35%
37	Iowa State University	34%
38	U. of Arizona at Tucson	32%
38	Oregon State University	32%
40	Georgia Institute of Technology	31%
40	University of Kansas	31%
42	U. of Tennessee at Knoxville	30%
42	West Virginia University	30%
42	Arizona State University at Tempe	30%
45	U. of Kentucky	29%
46	Utah State University	28%
47	Louisiana State U. A & M-Baton Rouge	26%
48	U. of Nebraska at Lincoln	25%
49	Virginia Commonwealth University	24%
50	U. of Illinois at Chicago	21%
51	U. of Utah	20%
52	U. of Cincinnati	19%
53	U. of Alabama at Birmingham	16%
54	U. of Hawaii at Manoa	15%
55	New Mexico State University	13%
56	U. of New Mexico	11%
57	Wayne State University	10%
	U. of Iowa	NA

Source: IPEDS Peer Analysis System, 2008 Graduation Rate Survey for 2002 entering freshman cohort. OIR/Dec. 2009

Table A2. University of Connecticut vs. Other Public Research Peer Universities: Average Time to Graduate Among Students Earning Baccalaureate Degrees Within Six Years, Fall 2008		
Rank	Institution	Average Time to Graduate
1	University of Virginia	4.1
2	University of North Carolina at Chapel Hill	4.2
3	University of Michigan-Ann Arbor	4.2
4	University of Illinois at Urbana-Champaign	4.2
5	University of Maryland at College Park	4.3
6	University of Pittsburgh	4.3
7	**University of Connecticut**	**4.3**
8	University of California-Los Angeles	4.3
9	University of Massachusetts-Amherst	4.3
10	University of California-Irvine	4.3
11	Pennsylvania State University	4.3
12	University of California-Berkeley	4.3
13	Indiana U. at Bloomington	4.3
14	U. of Florida	4.4
15	Virginia Polytechnic Institute State	4.4
16	U. of Washington-Seattle Campus	4.4
17	Florida State University	4.4
18	University of California-San Diego	4.4
19	U. of Georgia	4.4
20	U. of New York at Stony Brook	4.4
21	University at Buffalo	4.4
22	Rutgers State U. of New Brunswick, NJ	4.4
23	University of California-Santa Barbara	4.4
24	Michigan State University	4.4
25	U. of Wisconsin at Madison	4.4
26	U. of Texas at Austin	4.4
27	University of Colorado at Boulder	4.4
28	U. of Minnesota-Twin Cities	4.5
29	University of Missouri-Columbia	4.5
30	University of California-Davis	4.5
31	Ohio State University	4.5
32	Colorado State University	4.5
33	U. of Arizona at Tucson	4.5
34	Temple University	4.5
35	North Carolina State University at Raleigh	4.5
36	Texas A&M University-College Station	4.5
37	Purdue University-West Lafayette	4.6
38	Oregon State University	4.6
39	Iowa State University	4.6
40	Arizona State University-Tempe	4.6
41	U. of Tennessee at Knoxville	4.6
42	U. of Kansas	4.6
43	West Virginia University	4.6
44	University of Kentucky	4.6
45	Virginia Commonwealth University	4.6
46	Utah State University	4.7
47	Louisiana State U. A & M-Baton Rouge	4.7
48	Georgia Institute of Technology-Main Campus	4.7
49	University of Illinois at Chicago	4.7
50	University of Nebraska at Lincoln	4.7
51	University of Alabama at Birmingham	4.8
52	University of Cincinnati	4.8
53	New Mexico State University	4.9
54	U. of Utah	4.9
55	U. of Hawaii at Manoa	4.9
56	U. of New Mexico	4.9
57	Wayne State University	5.0

Source: IPEDS Peer Analysis System: 2008 Graduation Rate Survey, 2002 entering freshman cohort.
Average time to graduate derived from 2008 Graduation Rate data for 2002 cohort.
OIR/September 2009

Table A3. Storrs Campus vs. Other Public Research Peer Universities Average Freshman to Sophomore Retention Rate (%), Fall 2008		
1	U. of California at Los Angeles	97
1	U. of California at Berkeley	97
1	U. of Virginia	97
1	U. of North Carolina-Chapel Hill	97
5	U. of Michigan	96
6	U. of Florida	95
7	U. of California at Irvine	94
7	U. of California at San Diego	94
7	U. of Wisconsin at Madison	94
10	U. Maryland at College Park	93
10	U. of Washington	93
10	U. of Illinois at Urbana-Champaign	93
10	**U. of Connecticut**	**93**
10	Pennsylvania State University	93
10	U. of Georgia	93
16	Ohio State University	92
16	U. of Texas at Austin	92
16	Georgia Institute of Technology	92
16	Texas A & M University-College Station	92
20	Michigan State University	91
20	U. of California at Santa Barbara	91
22	U. of California at Davis	90
22	Rutgers University - New Brunswick, NJ	90
22	U. of Pittsburgh	90
22	Virginia Polytechnic Institute	90
26	Florida State University	89
26	North Carolina State University	89
28	State U. of New York at Stony Brook	88
28	Indiana U. at Bloomington	88
30	State U. of New York at Buffalo	87
30	U. of Minnesota - Twin Cities	87
32	Temple University	86
33	U. of Missouri at Columbia	85
33	Purdue University-West Lafayette	85
33	Iowa State University	85
36	Louisiana State U. A & M-Baton Rouge	84
36	U. of Massachusetts - Amherst	84
36	U. of Colorado at Boulder	84
36	U. of Iowa	84
36	U. of Nebraska at Lincoln	84
41	U. of Tennessee at Knoxville	83
42	Colorado State University	82
42	Virginia Commonwealth U.	82
44	U. of Cincinnati	81
44	Oregon State University	81
44	U. of Kansas	81
44	U. of Utah	81
44	West Virginia University	81
49	U. of Illinois at Chicago	79
49	U. of Arizona at Tucson	79
49	Arizona State University at Tempe	79
49	U. of Kentucky	79
53	U. of Hawaii at Manoa	77
53	U. of Alabama at Birmingham	77
55	New Mexico State University	76
55	U. of New Mexico	76
57	Utah State University	73
58	Wayne State University	70

Retention rate: Average percent of 2004-2007 freshmen returning the following fall.
Source: *U.S. News and World Report: 2010 Edition America's Best Colleges*. Fall 2008 data was requested.

Table A4. Storrs Campus vs. Other Public Research Peer Universities

	Six-Year All Freshman Graduation Rate	
1	U. of Virginia	93
2	U. of California at Berkeley	90
3	U. of California at Los Angeles	89
4	U. of North Carolina-Chapel Hill	88
4	U. of Michigan at Ann Arbor	88
6	U. of California at Santa Barbara	87
7	U. of California at San Diego	85
7	Pennsylvania State University	85
9	U. of Maryland at College Park	82
9	U. of Illinois at Urbana-Champaign	82
9	U. of Florida	82
9	U. of Wisconsin at Madison	82
13	U. of California at Davis	81
13	U. of California at Irvine	81
15	U. of Georgia	80
16	U. of Texas at Austin	78
16	Texas A & M University-College Station	78
16	Virginia Polytechnic Institute	78
19	U. of Washington	77
19	Georgia Institute of Technology	77
21	**U. of Connecticut**	**76**
21	U. of Pittsburgh	76
23	Rutgers State U. of New Brunswick,NJ	75
23	Michigan State University	75
25	Ohio State University	73
25	Indiana U. at Bloomington	73
27	Purdue University-West Lafayette	72
28	Florida State University	70
28	North Carolina State University	70
30	U. of Massachusetts at Amherst	69
30	U. of Missouri at Columbia	69
32	U. of Colorado at Boulder	67
32	Iowa State University	67
34	U. of Minnesota - Twin Cities	66
34	U. of Iowa	66
36	Temple University	65
36	State U. of New York at Buffalo	65
38	U. of Nebraska at Lincoln	64
39	Colorado State University	63
40	Oregon State University	62
41	State U. of New York at Stony Brook	61
41	Louisiana State U. A & M-Baton Rouge	61
43	U. of Kansas	60
43	U. of Tennessee at Knoxville	60
45	U. of Kentucky	58
46	U. of Arizona at Tucson	57
47	Arizona State University at Tempe	56
47	West Virginia University	56
49	U. of Cincinnati	55
50	Utah State University	53
51	U. of Hawaii at Manoa	51
51	U. of Utah	51
53	Virginia Commonwealth U.	49
54	U. of Illinois at Chicago	48
55	New Mexico State University	45
56	U. of New Mexico	44
57	U. of Alabama at Birmingham	40
58	Wayne State University	34

	Six-Year Minority Freshman Graduation Rate	
1	U. of California at Berkeley	90
1	U. of Virginia	90
3	U. of California at Los Angeles	88
4	U. of California at San Diego	84
5	U. of California at Irvine	83
6	U. of Michigan at Ann Arbor	81
6	U. of California at Davis	81
8	U. of North Carolina-Chapel Hill	80
9	U. of Florida	79
10	U. of California at Santa Barbara	78
11	U. of Maryland at College Park	77
11	Georgia Institute of Technology	77
13	U. of Washington	76
13	Pennsylvania State University	76
13	U. of Illinois at Urbana-Champaign	76
16	U. of Texas at Austin	75
17	Virginia Polytechnic Institute	74
17	Rutgers State U. of New Brunswick,NJ	74
19	U. of Georgia	73
20	U. of Wisconsin at Madison	72
21	Texas A & M University-College Station	71
22	**U. of Connecticut**	**70**
23	Florida State University	69
24	Ohio State University	67
25	State U. of New York at Stony Brook	66
26	U. of Pittsburgh	65
26	Temple University	65
28	North Carolina State University	61
28	Indiana U. at Bloomington	64
28	Purdue University-West Lafayette	64
31	U. of Missouri at Columbia	64
32	U. of Massachusetts at Amherst	62
32	Michigan State University	61
32	U. of Colorado at Boulder	61
35	State U. of New York at Buffalo	61
36	Colorado State University	60
37	U. of Tennessee at Knoxville	58
37	U. of Nebraska at Lincoln	57
37	Iowa State University	57
40	Oregon State University	57
41	U. of Hawaii at Manoa	56
41	U. of Minnesota - Twin Cities	55
43	U. of Utah	55
44	Louisiana State U. A & M-Baton Rouge	54
44	U. of Kansas	52
44	U. of Arizona at Tucson	52
47	West Virginia University.	52
48	Virginia Commonwealth U	50
48	Arizona State University at Tempe	49
48	Utah State University	49
51	U. of Kentucky	49
52	U. of Illinois at Chicago	47
53	U. of Cincinnati	46
54	New Mexico State University	41
54	U. of New Mexico	40
56	U. of Alabama at Birmingham	36
57	Wayne State University	18
NA	U. of Iowa	NA

Source: *U.S. News and World Report: 2010 Edition America's Best Colleges*. Fall 2008 data was requested.

Source: IPEDS Peer Analysis System, 2008 Graduation Rate Survey, 2002 entering freshmen cohort. OIR/September 2009

Table A5. Storrs Campus vs. Other Public Research Peer Universities, Fall 2008 Entering Freshmen

	SAT 75th Percentile	
1	U. of California at Berkeley	1470
2	U. of Virginia	1440
3	Georgia Institute of Technology	1420
4	U. of California at Los Angeles	1410
5	U. of North Carolina-Chapel Hill	1390
6	U. of Maryland at College Park	1380
6	U. of Florida	1380
8	U. of California at San Diego	1370
9	U. of Pittsburgh	1360
10	U. of Texas at Austin	1350
11	U. of Washington	1330
12	U. of California at Santa Barbara	1320
12	U. of Georgia	1320
14	Rutgers State U. of New Brunswick,NJ	1310
15	U. of California at Irvine	1300
15	U. of California at Davis	1300
15	Texas A & M University-College Station	1300
15	Virginia Polytechnic Institute	1300
15	Pennsylvania State University	1300
20	U. of Connecticut	1290
21	North Carolina State University	1280
22	State U. of New York at Stony Brook	1270
22	Purdue University-West Lafayette	1270
24	U. of Massachusetts at Amherst	1260
24	Indiana U. at Bloomington	1260
26	State U. of New York at Buffalo	1250
27	U. of Arizona at Tucson	1240
28	Temple University	1220
28	Arizona State University at Tempe	1210
28	Oregon State University	1210
31	Virginia Commonwealth U.	1210
32	U. of Hawaii at Manoa	1190
	ACT Scores (ranked individually)	1180
1	U. of Illinois at Urbana-Champaign	31
1	U. of Michigan at Ann Arbor	31
3	Ohio State University	30
3	U. of Wisconsin at Madison	30
5	U. of Minnesota - Twin Cities	29
5	U. of Tennessee at Knoxville	29
7	Florida State University	28
7	Louisiana State U. A & M-Baton Rouge	28
7	U. of Colorado at Boulder	28
7	U. of Missouri at Columbia	28
7	U. of Iowa	28
7	Iowa State University	28
7	U. of Nebraska at Lincoln	28
14	U. of Alabama at Birmingham	27
14	U. of Cincinnati	27
14	Michigan State University	27
14	U. of Kansas	27
14	U. of Kentucky	27
14	U. of Utah	27
14	Utah State University	27
21	U. of Illinois at Chicago	26
21	Colorado State University	26
21	West Virginia U.	26
24	University of New Mexico	25
25	New Mexico State University	24
26	Wayne State University	23

	Top 10% of High School Class	
1	U. of California at San Diego	100
2	U. of California at Berkeley	98
2	U. of California at Davis	98
4	U. of California at Los Angeles	97
5	U. of California at Irvine	96
5	U. of California at Santa Barbara	96
7	U. of Michigan at Ann Arbor	92
8	U. of Virginia	88
9	U. of Washington	87
10	U. of North Carolina-Chapel Hill	79
11	U. of Texas at Austin	75
11	U. of Florida	75
13	U. of Maryland at College Park	73
14	Georgia Institute of Technology	64
15	U. of Wisconsin at Madison	58
16	U. of Illinois at Urbana-Champaign	55
17	Texas A & M University-College Station	54
18	Ohio State University	53
19	U. of Georgia	52
20	U. of Pittsburgh	48
21	U. of Minnesota - Twin Cities	45
22	Pennsylvania State University	43
23	Virginia Polytechnic Institute	42
24	U. of Tennessee at Knoxville	41
25	North Carolina State University	40
26	U. of Connecticut	39
27	State U. of New York at Stony Brook	38
27	Rutgers State U. of New Brunswick,NJ	38
29	U. of Arizona at Tucson	32
30	Florida State University	31
30	Arizona State University at Tempe	31
30	Michigan State University	31
30	Indiana U. at Bloomington	31
34	Purdue University-West Lafayette	30
35	U. of Utah	29
36	LSU U. of Alabama at Birmingham	27
36	U. of Colorado at Boulder	27
36	U. of Kansas	27
36	Iowa State University	27
40	Louisiana State U. A & M-Baton Rouge	26
40	U. of Kentucky	26
42	U. of Hawaii at Manoa	25
42	U. of Illinois at Chicago	25
42	State U. of New York at Buffalo	25
42	U. of Massachusetts at Amherst	25
42	U. of Missouri at Columbia	25
42	U. of Nebraska at Lincoln	25
48	Utah State University	23
49	U. of Cincinnati	22
49	U. of Iowa	22
51	Oregon State University	21
52	University of New Mexico	20
52	Temple University	20
52	Colorado State University	20
55	New Mexico State University	19
55	West Virginia U.	19
57	Virginia Commonwealth U.	17
	Wayne State University	NA

Source: *U.S. News and World Report: 2010 Edition America's Best Colleges*. Fall 2008 data was requested. OIR/December 2009

Table A6. Storrs Campus vs. Other Public Research Peer Universities, Fall 2008 Entering Freshmen

	SAT 25th Percentile			Top Quarter of High School Class	
1	Georgia Institute of Technology	1250	1	U. of California at Irvine	100
2	U. of Virginia	1220	1	U. of California at Los Angeles	100
3	U. of California at Berkeley	1210	1	U. of California at Berkeley	100
3	U. of North Carolina-Chapel Hill	1210	1	U. of California at Davis	100
5	U. of California at Los Angeles	1170	1	U. of California at San Diego	100
5	U. of Maryland at College Park	1170	1	U. of Washington	100
7	U. of Florida	1160	7	U. of Michigan at Ann Arbor	99
7	U. of Pittsburgh	1160	8	U. of California at Santa Barbara	98
9	U. of California at San Diego	1140	8	U. of Virginia	98
10	U. of Georgia	1130	10	U. of North Carolina-Chapel Hill	96
11	U. of Texas at Austin	1110	11	U. of Texas at Austin	95
11	U. of Connecticut	1110	12	U. of Florida	93
11	Virginia Polytechnic Institute	1110	12	U. of Wisconsin at Madison	93
14	U. of Washington	1100	14	U. of Maryland at College Park	91
14	Pennsylvania State University	1100	14	U. of Illinois at Urbana-Champaign	91
16	U. of California at Irvine	1090	16	Ohio State University	89
16	State U. of New York at Stony Brook	1090	17	Georgia Institute of Technology	88
16	Rutgers State U. of New Brunswick	1090	18	Texas A & M University-College Station	86
19	U. of California at Santa Barbara	1080	19	U. of Pittsburgh	85
19	North Carolina State University	1080	19	U. of Georgia	85
19	Texas A & M University-College Station	1080	21	U. of Minnesota - Twin Cities	83
22	U. of California at Davis	1050	22	Rutgers State U. of New Brunswick	82
22	State U. of New York at Buffalo	1050	23	Virginia Polytechnic Institute	81
22	U. of Massachusetts at Amherst	1050	23	Pennsylvania State University	81
25	Indiana U. at Bloomington	1040	25	North Carolina State University	80
26	Purdue University-West Lafayette	1030	26	U. of Connecticut	78
27	Temple University	1010	27	State U. of New York at Stony Brook	72
28	U. of Hawaii at Manoa	980	27	Michigan State University	72
28	U. of Arizona at Tucson	980	29	Florida State University	71
30	Virginia Commonwealth U.	970	29	U. of Tennessee at Knoxville	71
31	Arizona State University at Tempe	950	31	Indiana U. at Bloomington U.	69
32	Oregon State University	940	32	U. of Massachusetts at Amherst	65
	ACT Scores (ranked individually)		32	Purdue University-West Lafayette	65
1	U. of Michigan at Ann Arbor	27	34	State U. of New York at Buffalo	64
2	U. of Illinois at Urbana-Champaign	26	35	U. of Illinois at Chicago	61
2	U. of Wisconsin at Madison	26	35	U. of Arizona at Tucson	61
4	Ohio State University	25	35	U. of Colorado at Boulder	61
5	Florida State University	24	38	U. of Kansas	60
5	U. of Minnesota - Twin Cities	24	38	Iowa State University	60
5	U. of Colorado at Boulder	24	40	U. of Hawaii at Manoa	58
5	U. of Tennessee at Knoxville	24	40	Arizona State University at Tempe	58
9	Michigan State University	23	42	U. of Missouri at Columbia	55
9	Louisiana State U. A & M-Baton Rouge	23	42	U. of Iowa	55
9	U. of Missouri at Columbia	23	44	U. of Kentucky	54
9	U. of Iowa	23	45	Temple University	53
13	U. of Cincinnati	22	45	Louisiana State U. A & M-Baton Rouge	53
13	Colorado State University	22	47	U. of Alabama at Birmingham	52
13	U. of Kansas	22	47	U. of Nebraska at Lincoln	52
13	U. of Kentucky	22	49	Oregon State University	51
13	Iowa State University	22	50	U. of Cincinnati	49
13	U. of Nebraska at Lincoln	22	50	Colorado State University	49
19	U. of Illinois at Chicago	21	50	U. New Mexico	49
19	U. of Alabama at Birmingham	21	50	U. of Utah	49
19	U. of Utah	21	54	Utah State University	46
19	West Virginia U.	21	55	Virginia Commonwealth U.	45
19	Utah State University	21	55	New Mexico State University	45
24	U. New Mexico	19	57	West Virginia U.	44
25	New Mexico State University	18		Wayne State University	NA
26	Wayne State University	17			

Source: *U.S. News and World Report: 2010 Edition America's Best Colleges*. Fall 2008 data was requested. OIR/December 2009

Table A7. University of Connecticut Most Recent Retention and Graduation Rates for Entering Freshman Classes by Campus as of Fall 2009

Storrs	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**92**			
Fall 2007	93	**88**		
Fall 2006	93	87	**85**	
Fall 2005	93	88	86	
Fall 2004	92	85	83	
Fall 2003	90	84	80	**78**
Fall 2002	88	82	79	76
Fall 2001	88	81	78	75
Fall 2000	89	80	78	74
Fall 1999	88	79	75	72
Fall 1998	86	79	75	71

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

Total Regionals	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**80**			
Fall 2007	78	**66**		
Fall 2006	79	65	**58**	
Fall 2005	79	62	58	
Fall 2004	79	65	59	
Fall 2003	79	66	59	**52**
Fall 2002	76	61	56	48
Fall 2001	77	60	53	46
Fall 2000	74	60	53	46
Fall 1999	74	56	52	42
Fall 1998	78	60	51	45

Stamford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**81**			
Fall 2007	83	**75**		
Fall 2006	79	74	**67**	
Fall 2005	80	67	66	
Fall 2004	82	70	64	
Fall 2003	81	72	60	**55**
Fall 2002	71	61	59	49
Fall 2001	78	67	62	55
Fall 2000	78	70	64	57
Fall 1999	74	60	55	46
Fall 1998	76	60	54	50

Avery Point	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**79**			
Fall 2007	76	**59**		
Fall 2006	82	64	**56**	
Fall 2005	75	56	52	
Fall 2004	75	59	56	
Fall 2003	80	65	60	**53**
Fall 2002	81	60	52	44
Fall 2001	70	43	37	32
Fall 2000	71	51	43	38
Fall 1999	72	48	48	37
Fall 1998	74	52	41	31

Torrington	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**73**			
Fall 2007	63	**53**		
Fall 2006	70	50	**43**	
Fall 2005	67	54	44	
Fall 2004	73	63	47	
Fall 2003	82	73	66	**55**
Fall 2002	74	62	50	47
Fall 2001	75	53	49	47
Fall 2000	68	63	52	58
Fall 1999	77	56	50	44
Fall 1998	78	63	54	42

Hartford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**79**			
Fall 2007	80	**71**		
Fall 2006	81	70	**65**	
Fall 2005	83	65	59	
Fall 2004	79	69	62	
Fall 2003	77	63	59	**52**
Fall 2002	80	65	63	56
Fall 2001	82	67	61	51
Fall 2000	77	63	57	49
Fall 1999	73	60	54	44
Fall 1998	80	64	57	50

Waterbury	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**81**			
Fall 2007	78	**62**		
Fall 2006	76	56	**49**	
Fall 2005	77	60	57	
Fall 2004	81	62	56	
Fall 2003	79	64	55	**46**
Fall 2002	66	53	42	38
Fall 2001	73	57	47	43
Fall 2000	72	54	47	35
Fall 1999	74	50	47	40
Fall 1998	80	58	46	43

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Table A8. University of Connecticut Most Recent Retention Rates and Graduation Rates for Entering Freshmen Classes by Ethnicity of Freshmen as of Fall 2009

Storrs Campus - Minority[1] Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**94**			
Fall 2007	92	**88**		
Fall 2006	91	83	**82**	
Fall 2005	91	85	81	
Fall 2004	93	82	77	
Fall 2003	89	82	77	**72**
Fall 2002	88	78	75	70
Fall 2001	87	78	76	68
Fall 2000	89	79	77	69
Fall 1999	87	80	73	66
Fall 1998	88	80	75	67

Total Five Regional Campuses - Minority[1] Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2008	**81**			
Fall 2007	79	**67**		
Fall 2006	80	69	**61**	
Fall 2005	83	64	58	
Fall 2004	78	64	60	
Fall 2003	81	74	63	**56**
Fall 2002	81	65	61	53
Fall 2001	80	68	57	47
Fall 2000	72	64	55	44
Fall 1999	75	60	52	37
Fall 1998	77	59	55	47

Table A9. Storrs Campus - Latest Retention and Graduation Rates by Ethnic Category

Rate	Entering Freshmen Class	Asian American	African American	Hispanic American	Native American[2]	All Minority[1]	Non ResAlien	White[3]	Total
Retention after 1 yr.	**Fall 2008**	**96**	**92**	**91**	**80**	**94**	**80**	**92**	**92**
Retention after 2 yr.	**Fall 2007**	**95**	**83**	**85**	**91**	**88**	**90**	**88**	**88**
Retention after 3 yrs.	**Fall 2006**	**85**	**82**	**78**	**57**	**82**	**78**	**86**	**85**
Graduated in 4 yrs.	**Fall 2005**	**66**	**42**	**53**	**78**	**55**	**50**	**71**	**68**
Graduated in 5 yrs.	**Fall 2004**	**80**	**58**	**68**	**67**	**69**	**72**	**81**	**79**
Graduated in 6 yrs.	**Fall 2003**	**82**	**59**	**70**	**77**	**72**	**63**	**79**	**78**

[1] Minority includes Asian American, African American, Hispanic American, and Native American.

[2] Entering freshmen classes of Native Americans have less than 15 students.

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

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ATTACHMENT B

Quantitative Retention Analyses

B1. Storrs Campus Fall Freshman Class 2000-2008 Freshman Leaver Summaries
2.75 Cut Point for Voluntary Leave Profiles

Leave Status: The data for 2,460 Fall 2000-08 full-time freshmen who earned a grade point average and left the Storrs Campus are summarized in this section of the report. As shown below, most students who left did so voluntarily, and in similar numbers for freshmen with total GPA < 2.75 and >= 2.75.

Three Grade Point Average Profiles were created:

- Involuntary Leavers 418 (17%)
- Voluntary Leavers with GPA < 2.75 1,016 (41%)
- Voluntary Leavers with GPA ≥ 2.75 1,026 (42%)

Gender: Significantly more men were dismissed. Significantly more women with GPA >= 2.75 left the Storrs campus.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75
Men	**47%**	**289 (69%)**	531 (52%)	375 (37%)
Women	**53%**	129 (31%)	485 (48%)	**651 (63%)**

Minority Representation: Significantly more minority students left involuntarily than their norm.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75
Non-Minority	70%	247 (59%)	694 (68%)	779 (76%)
Minority	**18%**	**136 (33%)**	214 (21%)	118 (12%)
Other	12%	35 (8%)	108 (11%)	129 (13%)

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

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75
White	70%	247 (59%)	694 (68%)	779 (76%)
African-American	**5%**	**56 (13%)**	78 (8%)	22 (2%)
Hispanic	**6%**	**61 (15%)**	81 (8%)	44 (4%)
Asian/Pacific Islander	7%	17 (4%)	51 (5%)	51 (5%)
American Indian	0.3%	2 (0.5%)	4 (0.4%)	1 (0.1%)
Not Indicated/Other	12%	35 (8%)	108 (11%)	129 (13%)

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

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75
In-State	69%	301 (72%)	560 (56%)	474 (46%)
Out-of-State	**31%**	117 (28%)	**456 (45%)**	**552 (54%)**

INTD 180: Dismissed students and students who earned a GPA < 2.75 were slightly less likely to have enrolled in INTD180.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75
Yes	54%	206 (49%)	485 (48%)	547 (54%)
No	**46%**	**212 (51%)**	**531 (52%)**	479 (46%)

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

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75
None	82.7%	344 (82.3%)	821 (80.8%)	883 (86.1%)
Honors	7.4%	8 (1.9%)	10 (1.0%)	59 (5.8%)
Honors/Athlete	0.2%	0 (0.0%)	0 (0.0%)	4 (0.4%)
Honors/Greek	0.04%	0 (0.0%)	0 (0.0%)	0 (0.0%)
Athlete	**5.5%**	18 (4.3%)	**111 (10.9%)**	61 (5.9%)
CAP	**3.2%**	**47 (11.2%)**	67 (6.6%)	18 (1.8%)
CAP/Athlete	0.1%	0 (0.0%)	3 (0.3%)	0 (0.0%)
CAP/Greek	0.03%	0 (0.0%)	0 (0.0%)	0 (0.0%)
Greek Life	0.8%	1 (0.2%)	3 (0.3%)	1 (0.1%)
Greek/Athlete	0.02%	0 (0.0%)	1 (0.1%)	0 (0.0%)

B2. Regional Campus Fall Freshman Class 2000-2008 Freshman Leaver Summaries
2.5 Cut Point for Voluntary Leave Profiles

Leave Status: The data for 1,535 Fall 2000-08 full-time freshmen who earned a grade point average and left the regional campuses are summarized below. Most who left did so voluntarily.

Three Grade Point Average Profiles were created:

- Involuntary Leavers 300 (20%)
- Voluntary Leavers with GPA < 2.5 732 (48%)
- Voluntary Leavers with GPA ≥ 2.5 503 (33%)

Gender: Men were slightly overrepresented among those who left involuntarily, as were women who left with GPA >= 2.5.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.5	Voluntary Leavers GPA ≥ 2.5
Men	**51%**	179 (60%)	396 (54%)	226 (45%)
Women	**49%**	121 (40%)	336 (46%)	**277 (55%)**

Minority Representation: More minority students left involuntarily than their norm percentage.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.5	Voluntary Leavers GPA ≥ 2.5
Non-Minority	58%	166 (55%)	454 (62%)	323 (64%)
Minority	29%	**113 (38%)**	212 (29%)	98 (19%)
Not Indicated/Other	13%	21 (7%)	66 (9%)	82 (16%)

Ethnicity: More white students left voluntarily with GPA >= 2.5 than their population norm.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.5	Voluntary Leavers GPA ≥ 2.5
White	**58%**	166 (55%)	454 (62%)	**323 (76%)**
African-American	8%	33 (11%)	73 (10%)	19 (2%)
Hispanic	11%	50 (17%)	89 (12%)	46 (4%)
Asian/Pacific Islander	10%	29 (10%)	46 (6%)	31 (5%)
American Indian	0.3%	1 (0.3%)	4 (1%)	2 (0.1%)
Not Indicated/Other	13%	21 (7%)	66 (9%)	82 (11%)

College/School: Percentages generally matched norm percentages.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.5	Voluntary Leavers GPA ≥ 2.5
CLAS	44%	143 (48%)	299 (41%)	201 (40%)
ACES	41%	127 (42%)	339 (46%)	232 (46%)
Engineering	3%	4 (1%)	12 (2%)	14 (3%)
Business	3%	4 (1%)	15 (2%)	14 (3%)
Agriculture	6%	18 (6%)	48 (7%)	27 (5%)
Nursing	3%	4 (1%)	17 (2%)	10 (2%)
Fine Arts	0.4%	0 (0%)	2 (0.3%)	5 (1%)

INTD 180: Enrollment in INTD 180 for all leave profiles was slightly lower than the norm INTD 180 enrollment.

Enrolled	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.5	Voluntary Leavers GPA ≥ 2.5
Yes	65%	169 (56%)	421 (58%)	282 (56%)
No	35%	131 (44%)	311 (42%)	221 (44%)

CAP Program: Percentages generally matched norm percentages.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.5	Voluntary Leavers GPA ≥ 2.5
CAP Program	5.3%	21 (5.7%)	61 (8.5%)	21 (4.2%)
Non-CAP	94.7%	279 (94.3%)	671 (91.5%)	482 (95.8%)

B3. Storrs Campus Sophomore Leaver Summaries Incoming Fall 2003-2007 Freshmen

Student Status Summary: The data summaries for 14,621 sophomores are presented in the next series of tables. The majority of students stayed (93%).

Student Status	Frequency of Students	Percent
Involuntary	218	1.5%
Voluntary	774	5%
Stay	**13,629**	**93%**

Gender: Significantly more men left involuntarily.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
Men	**46%**	**145 (67%)**	373 (48%)	6,238 (46%)
Women	54%	73 (33%)	401 (52%)	7,391 (54%)

Minority Representation: The percent of minority students who left involuntarily was significantly greater than the population norm

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Non-Minority	69%	124 (57%)	543 (70%)	9,462 (69%)
Minority	**18%**	**74 (34%)**	159 (21%)	2,404 (18%)
Did Not Indicate	13%	20 (9%)	72 (9%)	1,763 (13%)

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

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
White	69%	124 (57%)	543 (70%)	9,462 (69%)
African-American	**5%**	**33 (15%)**	52 (7%)	690 (5%)
Hispanic	**5%**	**24 (11%)**	58 (7%)	633 (5%)
Asian/Pacific Island.	8%	16 (7%)	45 (6%)	1,037 (8%)
American Indian	0.3%	1 (0.5%)	4 (0.5%)	44 (0.3%)
Did Not Indicate/Other	13%	20 (9%)	72 (9%)	1,763 (13%)

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

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
In-State	72%	172 (79%)	449 (58%)	9,836 (72%)
Out-of-State	**28%**	46 (21%)	**325 (42%)**	3,793 (28%)

Student Subpopulation: A greater percentage of CAP participants were dismissed than their portion of the population and a slightly larger percentage of athletes who chose to leave than their population norm.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
None	78.9%	160 (73.4%)	598 (77.3%)	10,771 (79.0%)
Honors	8.4%	6 (2.8%)	26 (3.4%)	1,194 (8.8%)
Honors/Athlete	0.4%	0 (0.0%)	1 (0.1%)	52 (0.4%)
Honors/Greek	0.1%	0 (0.0%)	1 (0.1%)	11 (0.1%)
Athlete	6.5%	17 (7.8%)	**92 (12%)**	839 (6.2%)
CAP	4.0%	**33 (15.1%)**	38 (4.9%)	521 (3.8%)
CAP/Athlete	0.1%	1 (0.5%)	5 (0.6%)	13 (0.1%)
CAP/Greek	0.1%	0 (0.0%)	0 (0.0%)	11 (0.1%)
Greek Life	1.5%	1 (0.5%)	12 (1.6%)	211 (1.5%)
Greek/Athlete	0.05%	0 (0.0%)	1 (0.1%)	6 (0.04%)

B4. Regional Campus Sophomore Leaver Summaries Incoming Fall 2003-2007 Freshmen

Student Status Summary: The data summaries for 3,917 sophomores are presented in the next series of tables. The majority of students stayed (80%).

Student Status Summary: The majority of students stayed (n = 3,130; 80%).

	Frequency of Students	Percent
Involuntary	186	5%
Voluntary	601	15%
Stay	**3,130**	**80%**

Gender: Slightly more men left involuntarily.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
Men	52%	112 (60%)	295 (49%)	1,612 (52%)
Women	48%	74 (40%)	306 (51%)	1,518 (48%)

Minority Representation: The percent of minority students who left involuntarily was slightly greater than the population norm as was the percent of non-minority students who left voluntarily.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Non-Minority	56%	95 (51%)	365 (61%)	1,746 (65%)
Minority	29%	65 (35%)	159 (26%)	922 (35%)
Did Not Indicate/Other	14%	26 (14%)	77 (13%)	462 (19%)

Ethnicity: Slightly more White students voluntarily.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
White	56%	95 (51%)	365 (61%)	1,746 (55%)
African-American	8%	23 (12%)	44 (7%)	239 (8%)
Hispanic	10%	26 (14%)	63 (10%)	300 (9%)
Asian/ Pacific Islander	11%	15 (8%)	52 (9%)	374 (12%)
American Indian	0.3%	1 (0.5%)	0 (0%)	9 (0.3%)
Did Not Indicate/Other	14%	26 (14%)	77 (13%)	462 (15%)

B5. Storrs Campus Leaver Summaries for Students Who Transferred to UConn
Fall 2005-2008 Incoming Classes

Status: Data for 2,614 full-time transfers to the Storrs Campus are summarized below. Most stayed.

	Frequency of Students	Percent
Involuntary Leaver	29	1%
Voluntary Leaver	360	14%
Stayer	**2235**	**85%**

Gender: The percent of men who left was greater than the norm percent for the Storrs campus.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Men	**50%**	**20 (69%)**	174 (48%)	1118 (50%)
Women	50%	9 (31%)	186 (52%)	1107 (50%)

Incoming Academic Level: The percent of freshman and junior transfers dismissed was greater than the population norm.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Freshmen	**18%**	**7 (24%)**	75 (20%)	396 (18%)
Sophomores	56%	11 (38%)	186 (52%)	1255 (57%)
Juniors	**23%**	**9 (31%)**	77 (22%)	503 (22%)
Seniors	4%	2 (7%)	22 (6%)	71 (3%)

Minority Representation: The percent of non-minority students who left involuntarily was greater than the population norm.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Non-Minority	**68%**	**24 (83%)**	239 (66%)	1515 (68%)
Minority	12%	2 (7%)	37 (10%)	278 (12%)
Did Not Indicate/Other	20%	3 (10%)	84 (23%)	432 (19%)

State Residence: The percent of out-of-state students who left voluntarily was slightly greater than the norm as was the percent of in-state students who left involuntarily.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
In-State	**84%**	**26 (90%)**	278 (77%)	1886 (85%)
Out-of-State	**16%**	3 (10%)	**82 (23%)**	339 (15%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
2-Year	27%	8 (28%)	100 (29%)	582 (27%)
4-Year	73%	21 (72%)	247 (71%)	1572 (73%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Public	64%	19 (66%)	230 (67%)	1362 (63%)
Private	36%	10 (34%)	115 (33%)	809 (37%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
In-State Institution	43%	13 (45%)	140 (39%)	950 (43%)
Out-of-State Institution	57%	16 (55%)	218 (61%)	1249 (57%)

B6. Regional Campus Leaver Summaries for Students Who Transferred to UConn Fall 2005-2008 Incoming Classes

Status: Data for 870 full-time transfers to the regional campuses are summarized below. Most stayed.

	Frequency of Students	Percent
Involuntary Leaver	20	2%
Voluntary Leaver	168	19%
Stayer	**682**	**78%**

Gender: The percent of men dismissed is above the norm for men who transferred.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Men	**46%**	**13 (65%)**	71 (42%)	314(46%)
Women	**54%**	7 (35%)	97 (58%)	368 (54%)

Incoming Academic Level: The percent of freshman transfers dismissed was higher than the norm.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Freshmen	**29%**	**9 (45%)**	60 (36%)	179 (26%)
Sophomores	40%	8 (40%)	66 (39%)	278 (41%)
Juniors	26%	2 (10%)	33 (20%)	187 (27%)
Seniors	6%	1 (5%)	9 (5%)	38 (6%)

Minority Representation: Although the n size of involuntary leavers was small, the percent of non-minority students who were academically dismissed exceeded the norm.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Non-Minority	**59%**	**14 (70%)**	105 (63%)	396 (58%)
Minority	19%	4 (20%)	28 (17%)	137 (20%)
Did Not Indicate/Other	21%	2 (10%)	35 (21%)	149 (22%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
2-Year	41%	2 (11%)	47 (29%)	293 (45%)
4-Year	**59%**	**17 (89%)**	**115 (71%)**	360 (55%)

Transfer from Public or Private Institutions: The percent of dismissed students from private institutions was higher than the norm.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Public	**65%**	8 (42%)	93 (57%)	441 (68%)
Private	**35%**	**11 (58%)**	69 (43%)	211 (32%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
In-State Institution	**57%**	9 (45%)	75 (45%)	398 (60%)
Out-of-State Institution	**43%**	**11 (55%)**	**91 (55%)**	265 (40%)

B7. Storrs Campus Fall 2003 Incoming Freshman Class Who Graduated within Four Years

The data for 3,153 first-time full-time freshmen who enrolled in Fall 2003 were analyzed with respect to graduation status. A total of 1,908 students from this cohort (60.5%) graduated within four years.

Gender: More females graduated within four years than expected based on norm percentages.

	Norm	Graduated within 4 Years
Male	**46%**	**757 (40%)**
Female	**54%**	**1151 (60%)**

Minority Representation: Percentages generally matched norm percentages.

	Norm	Graduated within 4 Years
Non-Minority	75%	1477 (77%)
Minority	17%	267 (14%)
Did Not Indicate/Other	8%	163 (9%)

State Residence: Percentages for state residence matched norm percentages.

	Norm	Graduated within 4 Years
In-State	71%	1336 (70%)
Out-of-State	29%	572 (30%)

Student Subpopulation: Percentages generally matched norm percentages.

	Norm	Graduated within 4 Years
None	83%	1582 (83%)
NCAA Athlete	7%	124 (6.5%)
CAP Program	2%	17 (1%)
Honors Program	8%	182 (9.5%)
NCAA/Honors	1%	3 (0.2%)

SAT: Average scores of those who graduated in 4 years were a bit higher but generally matched norms.

	Norm	Graduated within 4 Years
SATM	594	599
SATV	573	577

INTD 180 Enrollment: The percentage of students who had enrolled in INTD 180 and graduated in four years was slightly higher than the freshmen population but generally matched norm percentages.

	Norm	Graduated within 4 Years
Yes	61%	1208 (63%)
No	39%	700 (37%)

Advanced Standing: Those who graduated within 4 years entered with more advanced credits (AP, ECE, other). This distribution is skewed statistically, so credit categories also were reported in ranges, and those who graduated within 4 years were more likely to have entered with at least 6 credits.

Number of Credits	Norm	Graduated within 4 Years
Mean	3.44	4.12
Ranges		
None	62%	1089 (57%)
1 to 5	13%	239 (12%)
6 to 12	**17%**	**384 (20%)**
13 or more	**8%**	**196 (11%)**

B8. Storrs Campus Fall 2003 Incoming Freshman Class Who Graduated within Five Years

The data for 3,153 first-time full-time freshmen who enrolled in Fall 2003 were analyzed with respect to graduation status. A total of 2,361 students from this cohort (75%) graduated within four years.

Gender: Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
Male	46%	1014 (43%)
Female	54%	1347 (57%)

Minority Representation: Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
Non-Minority	75%	1810 (77%)
Minority	17%	369 (16%)
Did Not Indicate/Other	8%	182 (8%)

State Residence: Percentages for state residence matched norm percentages.

	Norm	Graduated within 5 Years
In-State	71%	1701 (72%)
Out-of-State	29%	660 (28%)

Student Subpopulation: Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
None	83%	1952 (83%)
NCAA Athlete	7%	155 (7%)
CAP Program	2%	33 (1%)
Honors Program	8%	217 (9%)
NCAA/Honors	1%	4 (0.2%)

SAT: Average scores of those graduating within 5 years were a bit higher but generally matched norms.

	Norm	Graduated within 5 Years
SATM	594	598
SATV	573	577

INTD 180 Enrollment: The percentage of students who enrolled in INTD 180 and graduated within five years generally matched norm percentages.

	Norm	Graduated within 5 Years
Yes	61%	1464 (62%)
No	39%	897 (38%)

Advanced Standing: Those who graduated within 5 years entered with more advanced credits (AP, ECE, other). This distribution is skewed statistically, so credit categories also were reported in ranges, and those who graduated within 5 years generally matched norm percentages. The 3.85 average number of credits brought in by these students is lower than the average (4.12) of those finishing in four.

Number of Credits	Norm	Graduated within 5 Years
Mean	3.44	3.85
Ranges		
None	62%	1395 (60%)
1 to 5	13%	308 (13%)
6 to 12	17%	438 (19%)
13 or more	8%	220 (9%)

B9. Storrs Campus Fall 2003 Incoming Freshman Class Who Graduated within Six Years

The data for 3,153 first-time full-time freshmen who enrolled in Fall 2003 were analyzed with respect to graduation status. A total of 2,426 students from this cohort (77%) graduated within four years.

Gender: Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
Male	46%	1056 (44%)
Female	54%	1370 (56%)

Minority Representation: Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
Non-Minority	75%	1858 (77%)
Minority	17%	368 (15%)
Did Not Indicate/Other	8%	200 (8%)

State Residence: Percentages for state residence matched norm percentages.

	Norm	Graduated within 6 Years
In-State	71%	1761 (73%)
Out-of-State	29%	665 (27%)

Student Subpopulation: Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
None	83%	2006 (83%)
NCAA Athlete	7%	158 (7%)
CAP Program	2%	37 (1%)
Honors Program	8%	221 (9%)
NCAA/Honors	1%	5 (0.2%)

SAT: Average scores of those graduating within 6 years were a bit higher but generally matched norms.

	Norm	Graduated within 6 Years
SATM	594	598
SATV	573	576

INTD 180 Enrollment: The percentage of students who enrolled in INTD 180 and graduated within six years generally matched norm percentages.

	Norm	Graduated within 6 Years
Yes	61	1500 (62%)
No	39	926 (38%)

Advanced Standing: Those who graduated within 6 years entered with more advanced credits (AP, ECE, other). This distribution is skewed statistically, so credit categories also were reported in ranges, and those who graduated within 5 years generally matched norm percentages.

Number of Credits	Norm	Graduated within 5 Years
Mean	3.44	**3.84**
Ranges		
None	62%	1431 (59%)
1 to 5	13%	317 (13%)
6 to 12	17%	456 (19%)
13 or more	8%	222 (9%)

B10. Regional Campus Fall 2003 Incoming Freshman Class Who Graduated within Four Years

The data for 854 first-time full-time freshmen who enrolled in Fall 2003 at a regional campus were analyzed with respect to graduation status. A total of 197 students from this cohort (23%) graduated within four years. Their report summaries are presented below.

Demographic Characteristics

Gender: More females graduated within four years than expected based on norm percentages.

	Norm	Graduated within 4 Years
Male	**51%**	80 **(41%)**
Female	**49%**	117 **(59%)**

Minority Representation: Significantly fewer minority students graduated within four years.

	Norm	Graduated within 4 Years
Non-Minority	63%	133 (68%)
Minority	**27%**	30 **(15%)**
Did Not Indicate/Other	11%	34 (17%)

Aptitude and Achievement Data

SAT: Average scores of students who graduated in four years were higher on average than expected.

	Norm	Graduated within 4 Years
SATM	514	528
SATV	504	522

INTD 180 Enrollment: The percentage of students who enrolled in INTD 180 and graduated in four years generally matched norm percentages.

	Norm	Graduated within 4 Years
Yes	73%	141 (72%)
No	27%	56 (28%)

Advanced Standing: Freshmen who graduated within four years entered with more credits than the general freshman population. This distribution is skewed statistically, so credit categories were created and reported in the ranges table following this category. Also, the average amount of credits (1.34) for the entire cohort is low. Most students enrolled without any credits.

	Norm Mean	Graduated within 4 Years
Number of credits	1.34	1.84

Advanced Standing Ranges: Most students who graduated within four years did not bring in credit when they enrolled in Fall 2003.

	Norm	Graduated within 4 Years
No credits	**62%**	**143 (73%)**
1 to 5	13%	30 (15%)
6 to 13	17%	24 (12%)

B11. Regional Campus Fall 2003 Incoming Freshman Class Who Graduated within Five Years

The data for 854 first-time full-time freshmen who enrolled in Fall 2003 at the Storrs campus were analyzed with respect to graduation status. A total of 372 students from this cohort (44%) graduated within five years as of the beginning of Fall 2008. Their report summaries are presented below.

Demographic Characteristics

Gender: Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
Male	51%	186 (50%)
Female	49%	186 (50%)

Minority Representation: Significantly fewer minority students graduated within five years.

	Norm	Graduated within 5 Years
Non-Minority	63%	235 (63%)
Minority	**27%**	66 **(18%)**
Did Not Indicate/Other	11%	71 (19%)

Aptitude and Achievement Data

SAT: Average SATV scores of students who graduated within five years matched the norm average. SATM scores were slightly higher on average than the norm score.

	Norm	Graduated within 5 Years
SATM	**514**	**521**
SATV	504	510

INTD 180 Enrollment: The percentage of students who enrolled in INTD 180 and graduated within five years generally matched norm percentages.

	Norm	Graduated within 5 Years
Yes	73%	279 (75%)
No	27%	93 (25%)

Advanced Standing: Freshmen who graduated within five years entered with more credits than the general freshman population. This distribution is skewed statistically, so credit categories were created and reported in the range table following this category. (Note: The average number of credits (1.84) brought in by students graduating within five years is the same as the 1.84 brought in by students who graduated within four years in Table B10).

	Norm Mean	Graduated within 5 Years
Number of credits	1.34	1.84

Advanced Standing Ranges: Slightly more students who graduated within five years enrolled as freshmen with at least one advanced credit.

	Norm	Graduated within 5 Years
No credits	77%	266 (71%)
1 to 5	**14%**	**62 (17%)**
6 to 13	**9%**	**44 (12%)**

B12. Regional Campus Fall 2003 Incoming Freshman Class Who Graduated within Six Years

The data for 854 first-time full-time freshmen who enrolled in Fall 2003 at the Storrs campus were analyzed with respect to graduation status. A total of 423 students from this cohort (50%) graduated within six years as of the beginning of Fall 2008. Their report summaries are presented below.

Demographic Characteristics

Gender: Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
Male	51%	213 (50%)
Female	49%	210 (50%)

Minority Representation: Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
Non-Minority	63%	258 (61%)
Minority	27%	121 (29%)
Did Not Indicate/Other	11%	44 (10%)

Aptitude and Achievement Data

SAT: Average SATV scores of students who graduated within six years matched the norm average.

	Norm	Graduated within 6 Years
SATM	**514**	**517**
SATV	504	504

INTD 180 Enrollment: The percentage of students who enrolled in INTD 180 and graduated within six years generally matched norm percentages.

	Norm	Graduated within 6 Years
Yes	73%	321 (76%)
No	27%	102 (24%)

Advanced Standing: Freshmen who graduated within six years entered with more credits than the general freshman population. This distribution is skewed statistically, so credit categories were created and reported in the range table following this category. (Note: The average number of credits (1.83) brought in by students graduating within six years is about the same as the 1.84 brought in by students who graduated within four and five years in Tables 10 and 11).

	Norm Mean	Graduated within 6 Years
Number of credits	1.34	1.83

Advanced Standing Ranges: Slightly more students who graduated within six years enrolled as freshmen with at least one advanced credit.

	Norm	Graduated within 6 Years
No credits	77%	303 (72%)
1 to 5	**14%**	**71 (17%)**
6+	**9%**	**49 (12%)**

ATTACHMENT C

Storrs & Regional Campus Freshmen, Sophomores & Transfer Student Voluntary Leavers Phone Survey Results

Introduction

The University conducts an annual phone survey of students who chose not to return for the current fall semester. Student employees ask three open-ended questions: 1. What are your plans (and if you are transferring to another institution where)? 2. What was your reason for leaving? 3. What could UConn have done better or differently?

Responses to these questions are tallied, coded and included in one of three categories: *campus environment, academic,* or *personal.* Our phone survey database currently contains seven years of freshman data, four years regarding sophomores and three years pertaining to transfer voluntary leavers. These three sets of voluntary student leavers are discussed below.

Storrs Campus Freshmen Voluntary Leavers

The response rate for Storrs freshman voluntary leavers was 84% this year compared to 57% last year. The increased response rate was attributable to the persistent efforts of the callers and this year, supplemented by existing information from contact records compiled by the Registrar's Office Retention and Graduation Coordinator, Residential Life, and the Office of Student Services and Advocacy. The increase in voluntary leavers can be explained to an extent by a larger Fall 2008 entering freshman class.

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

As in past years the majority of leavers, 90%, who responded transferred to another institution.

2. Storrs Campus Freshmen Leavers' Status After Leaving UConn							
Incoming Class of:	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**
Transfer	110	127	104	100	83	78	123
Plan to Return	25	13	7	2	0	4	11
Employment	0	5	3	3	1	9	2
Proprietary School	0	0	2	1	3	0	0

Freshman leaver respondents who transferred were far more likely to transfer to an out-of-state institution. 90 of the 92 out-of-state leavers and 17 of the 31 in-state leavers transferred to out-of-state schools. 75 of the 90 out-of-state leavers transferred to institutions in their home state, and 58 of these 75 students transferred to a public institution, suggesting cost may have been a factor.

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

In-state Storrs campus freshman respondents with GPAs of 2.75+ were more likely to cite reasons for leaving associated with the *campus environment* while those with GPAs < 2.75 were a bit more likely to cite *personal* reasons. The most often mentioned individual reason among leavers in the higher of the two GPA groups was *academic*: *issues regarding majors such as adding more major, improving access to majors, or more assistance for undecided majors. Not ready /not right fit, cost* and the school being *too big* were also mentioned often by students in both GPA groups.

4. Storrs Campus In-State Freshmen: Reasons for Leaving									
	2.75+			**< 2.75**			**Total**		
Reasons for Leaving	***2002-06***	2007	2008	*2002-06*	2007	2008	*2002-06*	2007	2008
Campus Environment	*118*	3	9	*56*	5	3	*174*	8	12
Too Big	*34*	1	3	*21*	0	0	*55*	1	3
Too Far Away	*18*	0	1	*15*	1	1	*33*	1	2
Rural, Lack Town	*26*	1	1	*1*	2	0	*27*	3	1
Housing / Roommate	*19*	0	0	*9*	1	1	*28*	1	1
Too Much Partying	*9*	1	2	*5*	1	0	*14*	2	2
Too Close	*8*	0	0	*1*	0	0	*9*	0	0
Not Enough Activities	*4*	0	0	*1*	0	0	*5*	0	0
Lack of Transportation	*0*	0	0	*3*	0	0	*3*	0	0
Disliked Campus	*0*	0	1	*0*	0	1	*0*	0	2
Safety	*0*	0	1	*0*	0	0	*0*	0	1
Academic	*78*	9	5	*28*	5	5	*106*	14	10
Issues Regarding Major	*53*	8	5	*13*	1	4	*66*	9	9
Lacked Academic Challenge	*11*	1	0	*1*	0	0	*12*	1	0
Class Size	*8*	0	0	*4*	1	0	*12*	1	0
Advising	*3*	0	0	*8*	0	0	*11*	0	0
Overwhelmed Acad.	*0*	0	0	*1*	3	1	*1*	3	1
Too Many Gen. Ed. Req.	*2*	0	0	*0*	0	0	*2*	0	0
TA English Proficiency	*1*	0	0	*1*	0	0	*2*	0	0
Personal	*66*	18	12	*66*	23	14	*132*	41	26
Not Ready/Not Right Fit	*31*	1	0	*27*	3	2	*58*	4	2
Cost	*15*	6	4	*19*	4	4	*34*	10	8
Personal/Family	*9*	6	3	*9*	9	3	*18*	15	6
Medical	*6*	1	2	*5*	3	3	*11*	4	5
Military	*5*	2	0	*6*	3	2	*11*	5	2
Had Not Planned on Staying	*0*	0	3	*0*	0	0	*0*	0	3
Athletic Team	*0*	2	0	*0*	1	0	*0*	3	0

Suggestions regarding things UConn could have done better were split rather evenly between those related to the *campus environment* and *academics.* Frequently mentioned specific suggestions included most offered by respondents in both GPA categories were *improving advising, improving dorm life,* and *reducing class size.*

5. Storrs Campus In-State Freshmen: Things UConn Could Have Done Better or Differently									
	2.75+			**< 2.75**			**Total**		
Suggestions	*2002-06*	2007	2008	*2002-06*	2007	2008	*2002-06*	2007	2008
Campus Environment	*60*	3	3	*27*	2	2	*87*	5	5
Improving Dorm Life	*17*	0	0	*9*	0	1	*26*	0	1
Offering More Activities	*17*	1	0	*4*	0	0	*21*	1	0
Smaller University Feel	*13*	1	0	*6*	1	0	*19*	2	0
Allow Freshman Parking	*4*	0	0	*4*	0	1	*8*	0	1
More Transportation Off Campus	*4*	0	0	*1*	0	0	*5*	0	0
More Freshmen Live Together	*2*	0	0	*2*	0	0	*4*	0	0
Improve Diversity	*2*	0	0	*0*	0	0	*2*	0	0
Less Tolerance of Partying	*0*	1	2	*0*	1	0	*0*	2	2
Food Quality	*1*	0	0	*1*	0	0	*2*	0	0
Improve Campus	*0*	0	1	*0*	0	0	*0*	0	1
Academic	*61*	2	5	*30*	2	4	*91*	4	9
Improve Advising	*23*	0	1	*21*	0	0	*44*	0	1
Reduce Class Size	*19*	0	0	*6*	1	0	*25*	1	0
Improve Educational Quality	*15*	1	0	*2*	0	0	*17*	1	0
Address Issues Regarding Major	*0*	0	4	*0*	1	3	*0*	1	7
Improve TA English Proficiency	*2*	1	0	*1*	0	0	*3*	1	0
Broaden Honors Program	*2*	0	0	*0*	0	0	*2*	0	0
Offer More Academic Support Services	*0*	0	0	*0*	0	1	*0*	0	1
Personal	*7*	3	5	*5*	1	5	*12*	4	10
Reduce Cost/Increase Financial Aid	*7*	3	5	*5*	1	5	*12*	4	10

Note: 58 students responded nothing to things UConn could have done better or differently in the 4 most recent years.

Out-of-state Storrs campus freshman respondents with GPAs of 2.75+ also were more likely to cite reasons for leaving associated with the *campus environment* while those with GPAs < 2.75 were a bit more likely to mention *campus environment* and *personal* reasons. The most often mentioned individual reasons among leavers in both GPA groups included *cost, distance from home, rural location, issues regarding major, campus size,* and *not ready/not right fit.*

6. Storrs Campus Out-of-State Freshmen: Reasons for Leaving									
	2.75+			< 2.75			Total		
Reasons for Leaving	*2002-06*	2007	2008	*2002-06*	2007	2008	*2002-06*	2007	2008
Campus Environment	*107*	14	28	*54*	5	9	*161*	19	37
Too Far Away	*34*	6	13	*15*	1	5	*49*	7	18
Rural, Lack Town	*25*	2	5	*16*	3	0	*41*	5	5
Too Big	*22*	2	7	*9*	0	1	*31*	2	8
Housing / Roommate Issues	*15*	2	0	*9*	0	1	*24*	2	1
Not Enough Activities	*5*	0	1	*2*	1	1	*7*	1	2
Too Much Partying	*3*	2	1	*2*	0	0	*5*	2	1
Lack of Transport. Off-Campus	*1*	0	1	*1*	0	0	*2*	0	1
Diversity Issues	*1*	0	0	*0*	0	0	*1*	0	0
Too Close	*1*	0	0	*0*	0	0	*1*	0	0
Disliked Campus	*0*	0	0	*0*	0	1	*0*	0	1
Academic	*28*	8	9	*25*	8	4	*53*	16	13
Issues Regarding Major	*20*	4	7	*14*	3	1	*34*	7	8
Class Size	*1*	1	1	*4*	0	1	*5*	1	2
Advising	*3*	0	0	*2*	1	0	*5*	1	0
Lack of Academic Challenge	*4*	1	1	*0*	0	0	*4*	1	1
Overwhelmed Academically	*0*	0	0	*0*	4	2	*0*	4	2
Too Many Gen. Ed. Requirements	*0*	0	0	*3*	0	0	*3*	0	0
TA English Proficiency	*0*	0	0	*2*	0	0	*2*	0	0
UConn Not First Choice	*0*	2	0	*0*	0	0	*0*	2	0
Personal	*44*	17	37	*45*	12	26	*89*	29	63
Cost	*19*	7	22	*21*	4	13	*40*	11	35
Not Ready / Not Right Fit	*16*	2	1	*17*	1	1	*33*	3	2
Personal/Family Issues	*5*	5	6	*2*	6	4	*7*	11	10
Medical	*4*	1	2	*5*	1	0	*9*	2	2
Athletic Team	*0*	2	3	*0*	0	4	*0*	2	7
Had Not Planned on Staying	*0*	0	3	*0*	0	1	*0*	0	4
Military	*0*	0	0	*0*	0	3	*0*	0	3

Out-of-state students in increasing numbers are recommending *reducing cost.* Students in the higher GPA category also recommend *offering more activities,* and both GPA groups called for *improved advising.* 76 students responded nothing to things we could have done better or differently in the 4 most recent years.

7. Storrs Campus Out-of-State Freshmen: Things UConn Could Have Done Better or Differently									
	2.75+			< 2.75			Total		
Suggestions	*2002-06*	2007	2008	*2002-06*	2007	2008	*2002-06*	2007	2008
Environment	*63*	8	7	*22*	6	5	*85*	14	12
Offer More Activities	*27*	4	0	*7*	2	0	*34*	6	0
Improve Dorm	*8*	2	0	*7*	0	2	*15*	2	2
More Transportation Off Campus	*7*	0	2	*1*	1	0	*8*	1	2
Smaller University Feel	*7*	0	0	*3*	1	0	*10*	1	0
House More Freshman Together	*8*	1	0	*1*	0	0	*9*	1	0
Allow Freshman Parking	*5*	0	1	*1*	0	1	*6*	0	2
More Freshmen Support Services	*0*	0	1	*2*	0	0	*2*	0	1
Offer Better / More Activities	*0*	0	1	*0*	0	1	*0*	0	2
Less Tolerance of Parking	*0*	0	1	*0*	0	0	*0*	0	1
Change / Develop Location	*0*	0	1	*0*	0	0	*0*	0	1
Less Partying	*0*	1	0	*0*	0	0	*0*	1	0
Improve Campus	*0*	0	0	*0*	0	1	*0*	0	1
Improve Diversity	*0*	0	0	*0*	1	0	*0*	1	0
Improve Food Quality	*0*	0	0	*0*	1	0	*0*	1	0
Longer Orientation	*1*	0	0	*0*	0	0	*1*	0	0
Academic	*37*	1	8	*24*	6	4	*61*	5	11
Improve Advising	*21*	0	1	*17*	3	0	*38*	3	1
Reduce Class Size	*7*	1	0	*5*	1	2	*12*	2	2
Improve Educational Quality	*9*	0	1	*2*	0	0	*11*	0	1
Address Issues Regarding Major	*0*	0	6	*0*	0	2	*0*	0	8
TA English Proficiency	*0*	0	0	*0*	2	0	*0*	2	0
Personal	*17*	0	29	*13*	0	13	*30*	0	42
Reduce Cost/Increase Aid	*17*	0	29	*13*	0	13	*30*	0	42

Storrs Campus Sophomore Voluntary Leavers

The response rate was 79% this year versus 48% last year. Again, this was attributable to the persistent efforts of the callers supplemented by existing information from records compiled by the Retention and Graduation Coordinator, Residential Life, and the Office of Student Services and Advocacy.

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

As in past years the majority of leavers, 90%, who responded transferred to another institution.

9. Storrs Campus Sophomore Leavers' Status After Leaving UConn				
Incoming Freshman Class of:	2004	2005	2006	2007
Transfer	65	53	37	53
Employment	5	7	3	10
Plan to Return	1	0	1	7

Drilldown analyses of 2007 incoming freshman who chose not to return in Fall 2009 (Table 10) showed 13 of the 18 in-state leavers transferred in-state. 34 of the 35 out-of-state leavers transferred out-of-state; 30 to their home state and 22 of these to a public institution suggesting cost may have been a factor.

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

The most often mentioned individual reason was *academic*: *issues regarding majors such as adding more major, improving access to majors, or more assistance for undecided majors.* The second most frequently cited reason was *cost.* The two suggestions most offered by respondents were: *improve advising* and *reduce cost.* In addition to the 166 suggestions offered regarding what could have been done, 56 students indicated *nothing could have been done better/differently.*

11. Storrs Campus Sophomore Leaver Feedback			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**53**	**Environment**	**37**
Too Big	20	Offer Better/More Activities	19
Rural / Lack of Town	15	Improve Dorm	9
Too Far Away	10	Provide Smaller University Feel	4
Too Much Partying	4	Less Tolerance for Partying	2
Housing	3	Have More Freshmen Live w/Freshmen	1
Diversity Concerns	1	Improve Diversity	1
		Offer Better Off-Campus Transportation	1
Academics	**86**	**Academics**	**92**
Issues Regarding Major	65	Improve Advising	42
Class Size	8	Offer Better Quality Education	22
Overwhelmed Academically	5	Reduce Class Size	12
Advising	3	Majors: Additional, Access, Undecided	11
Lack of Academic Challenge	3	Improve English Proficiency of TA's	2
Lack of Internships	1	Offer More Academic Support Services	2
Not Satisfied with Teaching	1	Improve Teaching	1
Personal	**129**	**Personal**	**37**
Cost	47	Reduce Cost/Increase Financial Aid	37
Not Ready / Right Fit	31		
Medical	22		
Personal/Family Issues	21		
Military	4		
Athletic Teams	4		

Storrs Campus Transfer Student Voluntary Leavers

The response rate for transfer student leavers was 68% this year compared to 43% last year.

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

The greatest number of respondents indicated they were transferring to another institution.

13. Storrs Campus Incoming Transfer Student Leavers' Status			
Incoming Class of:	2006	2007	2008
Transfer	14	19	21
Employment	6	3	3
Plan to Return	2	1	1

Drilldown analyses of 2008 transfers opting not to return (below) showed 16 of the 21 respondents were from in-state; 7 of them had attended an in-state school, and 6 of the 7 were transferring in-state again. 5 of the 9 state residents who transferred in from out-of-state schools went back to their original school. Four of the 5 out-of-state transfer leavers enrolled at an out-of-state institution; 3 in their home state.

14. Storrs Campus Transfer Students: Institutional Destination, If Transferring			
Incoming Class of:	2006	2007	2008
Connecticut State University	4	8	6
U. S. Coast Guard Academy	0	1	0
Connecticut Community Colleges	0	1	1
CT Independent Institutions	1	0	2
Out-of-State Institutions	9	9	12

Respondents most cited reasons for leaving in the *personal* category. However, the most often cited individual response referred to *issues such as adding more majors* or *improving access to majors.* The suggestion most offered was to address issues regarding majors. In addition to the 42 responses about what could have been done, 35 responses indicated *nothing could have been done better/differently.*

15. Storrs Campus Transfer Student Leaver Feedback			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**20**	**Environment**	**8**
Too Big	10	Improve Dorm	4
Rural/Lack of Town	4	Offer More Activities	1
Too Far Away	4	Have a Smaller University Feel	1
Diversity Issues	1	Improve Diversity	1
Too Much Partying	1	Less Tolerance of Partying	1
Academics	**33**	**Academics**	**30**
Issues Regarding Major	22	Majors: Additional, Access, Undecided	10
Overwhelmed Academically	4	Improve Advising	8
Advising	3	Reduce Class Size	6
Study Abroad Opportunities	2	Offer Better Quality Education	3
Class Size	1	Offer More Academic Support Services	2
Not Satisfied with Teaching	1	Improve Teaching	1
Personal	**51**	**Personal**	**4**
Personal/Family Issues	18	Reduce Cost/Increase Financial Aid	4
Cost	15		
Medical	13		
Not Ready/Right Fit	5		

Regional Campus Freshman Voluntary Leavers

The response rate for transfer student leavers was 59% this year compared to 56% last year.

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

As in past years the majority of leavers who responded transferred to another institution.

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

Respondents this past year were more likely to transfer to community colleges than in previous years.

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

Respondents were more likely to cite *personal* reasons for leaving. The most often mentioned individual reasons among leavers in both GPA groups included *issues regarding major*, *fit* and *cost.*

19. Regional Campus Freshmen: Reasons for Leaving									
	2.5+			< 2.5			Total		
Reasons for Leaving	***2002-06***	**2007**	**2008**	***2002-06***	**2007**	**2008**	***2002-06***	**2007**	**2008**
Environment	*50*	6	11	*45*	10	10	*95*	16	21
Too Far Away	*13*	3	1	*26*	3	5	*39*	6	6
Wanted Housing at Regionals	*8*	0	2	*3*	3	0	*11*	3	2
Too Close	*7*	2	3	*2*	0	1	*9*	2	4
Too Big	*6*	1	1	*5*	0	1	*11*	1	2
Rural, Lack of Town	*6*	0	0	*4*	0	0	*10*	0	0
Lack of Transportation	*3*	0	0	*3*	0	1	*6*	0	1
Not Enough Activities	*6*	0	0	*1*	0	0	*7*	0	0
Disliked Campus	*0*	0	0	*0*	4	1	*0*	4	1
Too Much Partying	*1*	0	1	*1*	0	1	*2*	0	2
Academic	*56*	15	27	*32*	15	19	*88*	30	46
Issues Regarding Major	*44*	13	18	*28*	9	4	*72*	22	22
Not Satisfied with Advising	*9*	0	4	*2*	1	4	*11*	1	8
Overwhelmed Academically	*0*	0	1	*0*	2	8	*0*	2	9
Lack of Academic Challenge	*3*	0	3	*1*	1	0	*4*	1	3
Class Size	*0*	1	1	*1*	1	2	*1*	2	3
TA English Proficiency	*0*	1	0	*0*	1	1	*0*	2	1
Personal	*74*	23	15	*96*	31	27	*170*	54	42
Not Ready / Not Right Fit	*33*	6	3	*38*	9	6	*71*	15	9
Cost	*21*	4	5	*31*	8	9	*52*	12	14
Personal/Family/Medical	*13*	11	6	*21*	13	8	*34*	24	14
Military	*7*	2	1	*6*	1	4	*13*	3	5

Suggestions were most often in the *academic* category. Frequently mentioned specific suggestions included most offered by respondents in both GPA categories were *improving advising* and *cost.* In the past four years, 132 students indicated *nothing could have been done better/differently.*

20. Regional Campus Freshmen: Things UConn Could Have Done Better or Differently									
	2.5+			< 2.5			Total		
Suggestions	*2002-06*	2007	2008	*2002-06*	2007	2008	*2002-06*	2007	2008
Environment	*17*	2	9	*15*	6	13	*32*	8	22
Offer Housing at Regionals	*4*	2	3	*4*	3	1	*8*	5	4
Improve Campus	*0*	0	3	*0*	1	9	*0*	1	12
Offer More/Better Activities	*8*	0	0	*2*	0	1	*10*	0	1
Have Smaller University Feel	*2*	0	1	*2*	1	2	*4*	1	3
Better/More Jobs	*1*	0	0	*2*	0	0	*3*	0	0
Improve Food Quality	*1*	0	1	*1*	0	0	*2*	0	1
Better Orientation	*1*	0	0	*1*	0	0	*2*	0	0
Transp. Off Campus	*0*	0	0	*2*	0	0	*2*	0	0
Less Tolerance of Partying	*0*	0	1	*0*	0	0	*0*	0	1
Better Parking	*0*	0	0	*1*	0	0	*1*	0	0
Wanted Storrs	*0*	0	0	*0*	1	0	*0*	1	0
Academic	*51*	11	24	*35*	6	18	*86*	17	42
Improve Advising	*27*	2	4	*16*	4	3	*43*	6	7
Breadth of Classes	*10*	7	0	*8*	1	0	*18*	8	0
Offer Better Quality Education	*12*	1	3	*7*	1	0	*19*	2	3
Issues Regarding Major	*0*	1	15	*0*	0	3	*0*	1	18
More Academic Support Services	*0*	0	1	*0*	0	8	*0*	0	9
Reduce Class Size	*2*	0	0	*2*	0	1	*4*	0	1
TA English Proficiency	*0*	0	0	*2*	0	0	*2*	0	0
Broaden the Honors Program	*0*	0	1	*0*	0	0	*0*	0	1
Lack of Academic Challenge	*0*	0	0	*0*	0	1	*0*	0	1
Improve Teaching	*0*	0	0	*0*	0	1	*0*	0	1
Offer More Online Courses	*0*	0	0	*0*	0	1	*0*	0	1
Personal	*14*	0	5	*13*	5	9	*27*	5	14
Cost	*14*	0	5	*13*	5	9	*27*	5	14

Regional Campus Sophomore Voluntary Leavers

There was a 47% response rate this year compared to 46% last year.

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

As in past years the majority of leavers who responded transferred to another institution.

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

Most respondents transferred to a Connecticut State University school.

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

Respondents most cited reasons for leaving in the *academic* category followed by the personal category. The specific responses most often cited were *issues regarding major, too far away* and *cost.* Suggestions most offered were *reduce cost, improve advising, offer greater breadth of classes,* and *issues regarding majors*. In addition to the 107 suggestions offered regarding what could have been done, 56 students indicated *nothing could have been done better/differently.*

24. Regional Campuses Sophomore Leaver Feedback			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**37**	**Environment**	**18**
Too Far Away	13	Offer Housing at Regionals	11
Too Big	9	Disliked Regional Campus	3
No Housing	5	Offer Better/More Activities	2
Did Not Want to Go to Storrs	3	Improve Diversity	1
Too Close to Home	2	Offer Better Off-Campus Transportation	1
Weather	2		
Not Enough Activities	1		
Not Friendly	1		
Too Much Partying	1		
Academics	**79**	**Academics**	**74**
Issues Regarding Major	61	Improve Advising	22
Class Size	4	Offer Greater Breadth of Classes	20
Overwhelmed Academically	7	Majors: Additional, Access, Undecided	19
Advising	3	Reduce Class Size	8
Lack of Academic Challenge	3	Offer More Academic Support Services	3
Too Many Gen. Ed. Requirements	1	Offer Better Quality Education	2
Personal	**59**	**Personal**	**25**
Cost	29	Reduce Cost/Increase Financial Aid	25
Not Right Fit	12		
Personal/Family Issues	10		
Athletics	3		
Employment	2		
Medical	2		
Safety	1		

Regional Campus Transfer Student Leavers

The response rate for transfer student leavers was 52% this year, higher than the rate of 45% for the 3-year period.

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

Most respondents indicated they were transferring to another institution.

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

Transfer destinations were distributed somewhat evenly across the four categories of institutions.

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

Respondents most cited reasons for leaving in the *personal* or *academic* categories. Individual responses most often mentioned were *issues regarding major, not ready/right fit* and *cost.* The two suggestions most offered were *improve advising* and *offer greater breadth of classes.* In addition to the 39 suggestions offered, 33 students indicated *nothing could have been done better/differently.*

28. Regional Campus 2006-08 Entering Class Transfer Leaver Feedback			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**10**	**Environment**	**4**
Too Far Away	3	Offer Housing at Regional Campus	3
Too Big	2	Offer More Activities	1
No Housing	2		
Wanted Storrs	1		
Lack of Transp. Off-Campus	1		
Not Enough Activities	1		
Academics	**26**	**Academics**	**29**
Issues Regarding Major	18	Improve Advising	14
More Transf. Credits Accepted	4	Offer Greater Breadth of Classes	12
General Education Courses	2	Offer More Majors	1
Greater Breadth of Classes	2	Accept More Students to Storrs	1
		Improve Faculty Out-of-Class Access	1
Personal	**57**	**Personal**	**6**
Not Ready/Right Fit	15	Reduce Cost/Increase Financial Aid	5
Cost	14	Had issues with staff	1
Employment	8		
Personal/Family	8		
Military	5		
Medical	4		
Time Off	2		
Had Not Planned on Staying	1		

ATTACHMENT D

2009 UConn Entry Level Survey

Prepared by Division of Enrollment Planning, Management & Institutional Research (10/24/09)

Introduction:

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

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

Through the Entry Level Survey administered during orientation, we ascertain incoming students' outlook regarding their upcoming experience at UConn. Their responses provide us with valuable input that helps us help them make a smooth transition and get engaged in meaningful educational and social activities that nurture a connection with the university and success. The Entry Level Survey, formerly conducted annually and manually, is now completed on-line and done every other year. In 2009 there were 2,644 respondents, about the same as in 2007 (see below):

	2000	2001	2002	2003	2004	2005	2007	2009
Number of Respondents	2,328	2,561	2,539	2,318	2,325	2,823	2,667	2,644

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

a. Factors Associated with Decision to Enroll

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

Students' top reasons for deciding to attend UConn (based on percent of responses of extremely and very important) again, as in the past, were our being *a good educational value* followed by *job preparation* and our *outstanding faculty*. Other key factors included *academic reputation, extracurricular opportunities, facilities, course breadth,* and *graduate school preparation,* all of which were cited by more than three-fourths of the students (see Table 1 on the following page).

These findings are consistent with results of The American Freshman: National Norms Survey for Fall 2008 of 240,580 first-time, full-time students at 340 colleges and universities which indicated students'

top reasons (rated as very important) in choosing their college were *good academic reputation* and *graduates getting good jobs.*

1. Importance of Selected Factors In Your Decision to Attend UConn												
	2003			2005			2007			2009		
A = Extremely / Very Important B = Somewhat C = Not Very / Not at All	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**
Good Educational Value	97	3	0	95	4	1	95	5	0	95	5	0
Preparation for a job	87	10	3	87	10	4	87	10	3	87	10	3
Outstanding faculty	82	16	3	83	14	3	83	14	3	83	14	3
Academic reputation	76	20	3	77	19	5	81	17	3	81	17	3
Extracurricular opportunities	75	21	4	76	19	5	81	16	3	81	16	3
University facilities	77	21	2	76	20	4	80	17	3	80	17	3
Wide variety of courses	80	17	4	78	17	4	80	16	3	80	16	3
Preparation for grad/prof school	75	18	7	76	17	8	76	17	7	76	17	7
Cost of attending	72	20	9	70	20	11	69	21	10	69	21	10
Academic rep. of a dept or program	66	25	11	65	23	12	64	24	12	64	24	12
Campus visit before orientation	53	30	17	53	28	19	60	23	17	60	23	17
Study abroad/intern opportunities	52	28	21	56	26	18	57	27	13	57	27	13
Undergrad research opportunities	59	32	10	58	31	12	55	32	14	55	32	14
Scholarships/financial aid	58	23	20	54	23	23	47	24	29	47	24	29
Rec. by family/teacher/counselor	41	39	20	43	38	19	46	36	17	46	36	17
Information provided on the web	39	39	23	44	35	22	44	38	18	44	38	18
Intercollegiate athletics	39	29	32	44	26	29	44	24	32	44	24	32
Descriptive materials from UConn	40	44	15	41	41	18	38	45	17	38	45	17
Distance from home	40	41	20	41	39	20	35	42	22	35	42	22
Size of classes	41	44	14	43	42	15	33	47	19	33	47	19
Previous contact w/current students	34	32	35	35	32	34	32	32	36	32	32	36
Number of credits UConn accepted	31	31	38	36	29	35	27	30	43	27	30	43
Cultural diversity of student body	21	38	41	22	33	45	25	35	40	25	35	40
Previous contact with UConn grad	25	31	44	27	31	43	19	28	52	19	28	52
Cultural diversity of faculty/staff	29	32	40	29	27	44	18	32	51	18	32	51
Friends are here	17	28	55	20	28	53	17	29	54	17	29	54

b. Information Sources

Students were asked how often (a lot, some, or not) they used various sources of information regarding UConn before or after they applied (Table 2) and how they would rate the sources they used (excellent, good, fair, or poor) (Table 3).

Not surprisingly, by far, students use the *internet/our website* as their number one source of information. The second most popular source was our *campus tour,* followed by *current and former students*. This latter finding conveys the importance of current and former students having a positive experience here because they eventually become key ambassadors for the university.

High school guidance counselors still appear to play a role as a source of information as well, so it is encouraging that we continue to maintain close connections with them statewide, regionally, nationally and internationally. Also encouraging is that a new source of information for students included in the survey, and one to which we devote a great deal of attention *UConn emails,* immediately jumped to 5th place among the 12 items.

2. Information Source Used												
	2003			2005			2007			2009		
	A lot	Some	Didn't Use	A lot	Some	Didn't Use	A lot	Some	Didn't Use	A lot	Some	Didn't Use
Internet/Web	51	41	8	58	36	6	66	30	3	71	26	3
UConn Tour	33	47	20	39	42	20	43	39	18	47	36	17
Current/Former Students	35	43	23	36	41	23	37	44	19	40	44	17
HS Guidance Counselors	25	49	26	24	51	25	32	50	19	29	50	21
UConn emails	--	--	--	--	--	--	--	--	--	19	44	37
HS Teacher	14	36	50	14	37	49	18	42	40	17	41	41
UConn Publications	19	51	30	17	47	35	12	57	31	13	49	38
College Fair	11	37	53	11	39	50	12	42	46	12	40	48
Newspapers/Magazines	5	29	66	6	27	67	8	41	51	7	33	60
UConn Staff	7	28	65	8	30	63	6	34	60	6	30	65
UConn Faculty	6	24	70	6	27	68	6	29	65	5	26	69
Radio/TV	3	19	78	3	19	78	3	21	76	3	19	78

Students also were asked to rate the sources of information they used as *excellent, good, fair, or poor.* The data in the table below shows that students' ratings were high across the board. It should be noted that the three most utilized sources also were among the top three rated resources: *UConn Tours, Current/Former Students* and *Internet/Web*. The results below also are consistent with a 2006 *Eduventures, Inc.* survey indicating that campus visits were students' most trusted source of information, followed by college web sites, and personal recommendations.

3. Information Source Rating												
	2003			2005			2007			2009		
	Excellent/ Good	Fair	Poor	Excellent/ Good	Fair	Poor	Excellent/ Good	Fair	Poor	Excellent/ Good	Fair	Poor
UConn Tour	91	8	1	91	8	1	92	8	0	92	8	0
Current/Former Students	89	9	1	91	8	1	91	9	0	91	9	0
Internet/Web	88	11	1	90	9	1	90	9	1	90	9	1
UConn Staff	87	11	2	86	12	2	88	12	0	88	12	0
UConn Faculty	87	12	2	87	11	2	87	13	0	87	13	0
UConn Publications	88	11	0	87	12	0	84	17	0	84	17	0
HS Teacher	81	18	2	78	19	3	80	18	2	80	18	2
College Fair	73	24	3	74	23	3	77	21	2	77	21	2
HS Guidance Counselors	75	21	4	75	22	4	74	22	4	74	22	4
Newspaper/Magazines	71	26	2	72	26	2	71	27	2	71	27	2
Radio/TV	68	29	3	69	29	3	63	33	3	63	33	3

c. Information Sought:

(Note: Tables 4 and 5 present ranks rather than percentages because of a change in the way these questions were asked. Before 2009, there was an open ended response. In 2009, students were asked simply to check off listed response options. Understandably, this resulted in more sources being identified. Thus, rank provides the most reasonable comparison.)

Table 4 summarizes information most often accessed on our website prior to applying and after deciding to enroll. *Majors (fields of study)* remains the type of information most often accessed before students

applied. *Cost* moved up to second place, followed by *Academics, Student Life and Financial Aid,* all of which moved up. The top five types of information most often accessed after students decided to attend were *Orientation, Housing, Cost, General Information,* and *Meal Plans.*

4. Type of Information Most Often Accessed on the UConn Website (Ranked)

Before Applying	2003	2005	2007	2009	*After Deciding to Attend*	2003	2005	2007	2009
Majors (fields of study)	1	1	1	1	Orientation	5	3	2	1
Tuition/Cost/Fees	5	3	3	2	Residence halls/Dorms/Housing	1	1	1	2
Academics (General)	*	*	10	3	Tuition/Cost/Fees	*	*	*	3
Student life	6	8	*	4	General Information	4	2	7	4
Financial aid	*	*	*	5	Meal Plans	9	7	*	5
Statistical info (acceptance rate)	4	2	2	6	Majors (fields of study)	6	6	6	6
Social/extracurricular activities	6	4	4	7	Financial aid	7	8	9	6
Residence halls/Dorms/Housing	3	4	6	8	Important Dates/Deadlines	9	9	8	8
Application Process/Academic Req	10	9	10	9	Course Listing (classes)	2	4	4	9
General Info	*	*	*	10	New Husky	*	*	3	10

* Not in Top 10.

d. Anticipation

Table 5 lists *what students are looking forward to the most and least about attending UConn.* Students' responses to what they were looking forward to most and least about attending UConn reflect the mixed feelings common to freshman transition. Although our incoming students are looking forward to *new experiences and college life*, they are apprehensive about *missing home* and having to *starting anew. Cost* also has emerged near the top of the *looking forward to least* list, likely reflecting concerns resulting from the recent economic downturn.

5. What Incoming Freshmen are Looking Forward to Most and Least (Ranked)

Most	2003	2005	2007	2009	Least	2003	2005	2007	2009
New experiences/College life	2	3	4	1	Missing home/friends	3	4	5	1
Everything	*	*	*	2	Costs/Tuition	*	*	10	2
Meeting new people	1	1	1	3	Nothing	10	10	*	3
Social/extracurricular activities	3	6	3	4	Transition/Starting Over	6	6	6	4
Academics	3	2	2	5	Weather	*	10	7	5
Sports	6	4	4	6	Academics	1	1	1	6
Independence/Leaving home	3	4	6	7	Surrounding community	*	*	7	7
School reputation/Pride	7	9	9	8	Campus size/spread out	6	3	2	8
Costs/Tuition	*	*	*	9	Distance from home/location	5	5	4	9
Dorm Life	9	7	8	10	Number of students	4	10	10	10

* Not in Top 10.

e. Expectations

Table 6 summarizes responses about how *easy* or *hard* students believe it will be to do things during freshman year. Topping the list of what students felt would be very or somewhat easy were *getting involved in extracurricular activities, accessing counseling and health services, making friends and fitting in, and getting accurate information about degree requirements.* Among things expected to be somewhat or very hard to do were *getting good grades, adjusting to having some classes taught by international TAs, and finding your way around campus.*

6. Adjustment Expectations

It will be Very or Somewhat:	2003		2005		2007		2009	
	Easy	Hard	Easy	Hard	Easy	Hard	Easy	Hard
get involved in extracurricular activities	90	10	91	10	93	7	91	9
accessing counseling and health services	82	18	83	18	85	15	89	11
make friends and fit in	87	13	87	14	87	14	85	15
get accurate info about degree requirements	84	16	85	15	86	14	83	16
register for the classes you'll need	75	24	78	23	72	28	70	30
get to know faculty/staff who care about your success	71	29	72	28	76	24	69	32
be treated like a person, not a number	66	34	67	33	71	29	68	31
get enough time with your academic advisor	64	36	66	34	72	28	62	38
find your way around campus	55	45	56	44	59	41	56	44
adjust to some classes taught by international assistants	53	48	51	48	59	41	53	46
get good grades	52	48	49	52	47	54	40	61

Meeting these high expectations is extremely important. In addition to the things identified among the easier to do and at the other end of the scale, about two-thirds of the students indicated it would be relatively easy to *register for courses they need, get to know faculty and staff who care about their success, be treated like a person rather than a number* and *get enough time with their academic advisor.*

Conclusion

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

Many students enter college undecided about their major and are more likely to struggle than most of those who have a major. Here, they have a home in the Academic Center for Exploratory students where academic advisors will assist them in choosing classes and deciding upon a major.

Cultural centers and multicultural programs across campus exemplify and serve our diverse student body. Our comprehensive educational enrichment offerings which include the Honors program, study abroad, and undergraduate research opportunities provide a rigorous academic challenge for high achievers. And, our counseling program for intercollegiate athletics assists student athletes to balance the demands of academics and participation in sports.

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

ATTACHMENT E

UConn Spring 2006 Student Satisfaction Mid-Career and Senior Survey

Introduction

Research shows that schools with higher levels of satisfaction have higher graduation rates, lower loan default rates, and higher alumni giving rates. Assessing student satisfaction provides information to guide strategic planning, retention initiatives, marketing and recruitment.

Survey Descriptions

In Spring 2006, on behalf of the Division of Enrollment Management, the Center of Survey and Research Analysis (CSRA) administered the *Mid-Career Student Survey* to a random sample of sophomores and juniors for the fourth consecutive year. At the same time, the *Seniors Survey* (same survey containing some additional pertinent items) was administered to seniors by CSRA for the third consecutive year. About 1,000 students responded each year to the mid-career survey and about 425 students responded each year to the senior survey.

Mid-Career and Senior Satisfaction Survey Responses

Advising: While sophomore and junior satisfaction with academic advising showed little change between 2003 and 2006, senior satisfaction with academic advisors increased from 2004 to 2005 but came back to 2004 levels in 2006.

1. Student Satisfaction with Advising

	2003			2004			2005			2006		
Sophomores and Juniors	**M**	**S**	**L**	**M**	**S**	**L**	**M**	**S**	**L**	**M**	**S**	**L**
Care about your academic success & welfare	59	17	24	63	14	23	60	17	23	63	14	22
Provide accurate info about requirements	64	14	23	66	13	20	65	15	20	64	14	22
Offer useful info about selecting courses	58	15	27	62	14	25	59	16	25	58	16	26
Provide career counseling/advice	54	17	29	58	19	22	55	19	25	58	16	27
Seniors				**M**	**S**	**L**	**M**	**S**	**L**	**M**	**S**	**L**
Care about your academic success & welfare				54	16	31	59	13	28	53	14	33
Provide accurate info about requirements				56	15	29	58	13	29	56	12	33
Offer useful info about selecting courses				48	17	35	58	11	31	49	15	38
Provide career counseling/advice				49	15	36	54	15	31	49	15	37

M = 7, 6, 5; More than Satisfied; S = 4 Satisfied; L = 3, 2, 1 = Less than Satisfied

Course Availability: Responses to "In general, how satisfied are you with the availability of the courses that you need?" indicated that 70% of sophomores and juniors and 76% of seniors were satisfied or more than satisfied with course availability. However, responses regarding individual aspects of course availability of major and general education courses were more mixed. Major courses seemed to be a bit less available than general education courses, particularly for sophomores and juniors.

2. Course Availability													
		2003			2004			2005			2006		
Sophomores and Juniors		**N**	**M**	**O**	**N**	**M**	**O**	**N**	**M**	**O**	**N**	**M**	**O**
Major courses:	not being offered	47	13	40	40	15	44	45	9	46	42	12	45
	closed	38	10	52	31	10	59	39	9	52	34	11	55
	conflicted with other classes	30	13	57	24	12	65	31	13	56	30	14	57
	at an inconvenient time	42	18	38	39	16	45	40	16	43	39	15	47
Gen Ed courses:	not being offered	55	13	32	55	16	29	57	11	32	56	13	31
	closed	42	11	47	42	11	47	45	12	42	48	13	41
	conflicted with other classes	35	14	51	36	12	52	34	17	49	42	16	43
	at an inconvenient time	51	12	37	53	13	34	56	13	31	49	17	33
Seniors					**N**	**M**	**O**	**N**	**M**	**O**	**N**	**M**	**O**
Major courses:	not being offered				49	12	38	49	11	40	45	14	42
	closed				42	9	49	52	10	40	48	11	42
	conflicted with other classes				30	12	58	36	10	53	36	13	50
	at an inconvenient time				45	19	37	42	20	39	49	16	36
Gen Ed courses:	not being offered				56	12	33	56	13	31	55	12	33
	closed				46	12	43	52	13	35	47	16	38
	conflicted with other classes				33	14	53	40	13	48	36	17	47
	at an inconvenient time				50	12	38	59	12	30	48	17	35

Scale of 1 to 7= Not at All to Very Often; N = Not Often; M = Middle, O = Often

Registering using PeopleSoft: Table 3 shows that ratings of sophomores/ juniors and seniors were quite similar, with 4 out of 5 students indicating they were satisfied or more than satisfied.

3. Course Registration Using PeopleSoft													
	2003			2004			2005			2006		
Sophomores and Juniors	**M**	**S**	**L**	**M**	**S**	**L**	**M**	**S**	**L**	**M**	**S**	**L**
Registering on-line using PeopleSoft	58	19	24	56	16	27	64	17	18	63	18	19
Seniors				**M**	**S**	**L**	**M**	**S**	**L**	**M**	**S**	**L**
Registering on-line using PeopleSoft				58	17	26	67	16	18	66	15	20

M = 7, 6, 5 More than Satisfied; S = 4 Satisfied; L = 3, 2, 1 Less than Satisfied

Seniors' Responses to Additional Survey Questions: Eight out of ten seniors expected to graduate in 4 years when they first enrolled at UConn, and 58% indicated they would be doing so compared to UConn's most recent actual four-year graduation rate of 54%. Changing majors or adding a second degree or major was the most frequently cited reason for taking longer. Three of four seniors indicated they would choose UConn if they had to start over and would recommend UConn to others.

4. Looking Back	2004	2005	2006
When I began my career at UConn I expected to graduate in 4 years	75	72	80
I will graduate in 4 years	55	52	58
I took longer because I changed my major or added second major or degree	29	37	37
If I could start all over again, I would still choose to attend UConn	77	78	75
I would recommend UConn as a top choice to someone applying to college	75	76	74

56% of seniors plan to go to work and 36% plan to attend graduate school upon graduation.

5. Career Plans	2004	2005	2006
Go to work	62	58	56
Go to graduate/professional school	29	38	36
Work and attend graduate/professional school	0	0	2
Something else	9	4	6

Most students were more than satisfied with their overall experience and academic experience, and most indicated their education prepared them for graduate school or employment.

6. How Satisfied Are You . . .	2004			2005			2006		
	M	S	L	M	S	L	M	S	L
With your overall experience at UConn	77	11	13	74	13	13	75	13	13
With your academic experience at UConn	71	17	13	72	20	7	74	15	11
That your UConn education helped you:									
Prepare you for graduate/professional school	67	15	18	67	15	17	72	13	16
Prepare you for employment	60	21	19	66	13	22	65	16	21
Develop spoken communication skills	65	18	17	65	14	22	64	17	18
Develop writing skills	60	23	18	60	20	20	61	17	22
Develop computer skills	53	19	28	57	17	26	50	21	30

M = 7, 6, 5 More than Satisfied; S = 4 Satisfied; L = 3, 2, 1 Less than Satisfied

Most UConn students indicated it was easy to make friends with other students, and about 2/3 felt it was easy to get involved in campus life and get good grades.

7. How Easy Has the Following Been to Achieve?	2004			2005			2006		
	M	E	L	M	E	L	M	E	L
Make friends with other students	79	12	9	74	15	11	80	10	10
Get involved in co-curricular activities	61	18	21	65	14	22	66	14	20
Get good grades	58	24	18	55	25	19	64	19	17
Be treated as a person and not just a number	40	18	42	47	17	35	49	14	36

M = 7, 6, 5 More than easy; E = 4 Easy; L = 3, 2, 1 Less than Easy

The majority of seniors were more than proud to be a graduate of UConn; less than half indicated they were more than likely to keep in touch with UConn after graduation; and, only 28% responded that they were more than likely to join the UConn Alumni Association.

8. Pride and Involvement:									
	2004			2005			2006		
	M	P/L	L	M	P/L	L	M	P/L	L
How proud are you to be a graduate of UConn?	78	13	8	78	11	11	76	11	13
How likely are you to remain in touch with UConn after graduation?	52	18	30	47	19	35	44	17	38
How likely are you to join the UConn Alumni Association after graduation?	32	21	48	30	17	53	28	17	55

M = 7, 6, 5 More than Proud/Likely; P/L = 4 Proud/Likely; L = 3, 2, 1 Less than Proud/Likely

The data below suggest that seniors felt more connected with individuals with whom they shared a common interest, e.g., major department and clubs rather than larger groups.

9. Connectedness									
	2004			2005			2006		
How connected do you feel to the following?	M	S	L	M	S	L	M	S	L
The department of your major	59	16	23	60	16	24	62	12	25
A particular faculty member	55	17	29	48	16	36	56	13	32
Particular clubs that you have joined	53	12	35	57	14	28	54	15	31
Your particular graduating class	41	17	42	38	15	47	41	16	42
Your residence hall or apartment neighbors	51	10	40	45	13	43	40	13	47
The university as a whole	39	22	38	37	25	38	36	23	40
UConn athletic teams	37	8	54	48	16	36	36	11	53
The undergraduate student body	25	23	52	25	26	49	28	21	52

M = 7, 6, 5 More than Satisfied; S = 4 Satisfied; L = 3, 2, 1 Less than

Here are a few summary observations:

1. UConn students indicate that they are generally satisfied with academic advising but that there is room for improvement.
2. Mixed responses to satisfaction with course availability reinforce the value of current efforts to optimize opportunities.
3. Survey findings show that 80% of seniors expected to graduate in four years when they entered UConn. The most recent four-year graduation rate was 56%.
4. Three of four seniors would choose UConn if they had to do it over again and recommend UConn to others.
5. Seniors indicated ease in making friends and getting involved in campus life but mixed responses with regard to being treated by the university like a person and not a number.
6. Seniors indicated a greater level of connectedness to smaller groups on campus than to larger groups and the University as a whole.
7. Students expressed pride in being a graduate of the University but little indication of active alumni involvement in the future.

The University of Connecticut

Report on the Alumni Survey - 2007 Graduating Class

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

The present report is an overview of the 2007 responses. It is also available at the following website: http://www.oir.uconn.edu/alum07.pdf. Separate reports will also be generated for each School/College and for larger departments.

1. Number of Respondents and Response Rates

In Fall 2007, 4,328 questionnaires were sent to graduates who received a bachelor's degree from July 2006 through June 2007. This includes 129 graduates who received dual degrees, and were sent two surveys. A follow-up letter was sent to those who did not respond within two months of the initial survey mailing. (There were 4,354 actual degrees conferred, including dual degrees, from July 2006 through June 2007).

1,333completed questionnaires were returned, for a total response rate of 32%[1]. Over the past several years, the response rate has been in the range of 35% to 40%. Table 1.1 shows the response rate by School/College for the 2007 survey. Graduates from Education have the highest response rate (40%) while graduates from Pharmacy have the lowest response rate (22%); compared to previous year, the response rates of graduates from Education, Fine Arts, and Pharmacy increased by 4%. The response rate decreased by 5% for Engineering and Nursing graduates compared to the previous year.

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

School/College	Number of Graduates	Number of Respondents	Response Rate
Agriculture & Natural Resources	313	107	34%
Business	618	184	30%
Continuing Studies	368	123	33%
Education	190	76	40%
Engineering[1]	306	90	29%
Fine Arts	116	35	30%
Liberal Arts & Sciences	2,197	643	29%
Nursing	145	53	37%
Pharmacy	101	22	22%

[1]Includes 18 graduates in Management & Engineering for Manufacturing.

The majority of respondents to the survey are female (64%) as were the majority of all graduates in the 2007 class (55%). The number of female graduates returning the completed surveys is 848 while the number of male graduates returning the completed surveys is 477. Female graduates responded at a higher rate (35%) than male graduates (24%), as has been the case in previous alumni surveys.

[1] Calculation of response rate excludes 138 mailed surveys that were undeliverable.

Table 1.2 shows the distribution of respondents by age group. 85% of respondents are in the age category 21-24 years; which is very similar to the 81% of 2007 graduate (bachelor's degree recipients) population that is 21-24 years old. Compared to the previous year, the number of respondents who are 21 to 24 years increased by 1% and the number of respondents who are 25 years or more stayed the same. In terms of School or College, Continuing Studies (General Studies majors) has the largest number of respondents (54%) 35 years or above in age; within all other Schools/Colleges, the most common age category is 21-24 years. 9% of respondents in Engineering, and 14% of respondents in Pharmacy, are between 25 and 34 years old.

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

Age group (years)	Percent Respondents
18 to 20	<1%
21 to 24	85%
25 to 34	9%
35 to 49	4%
Over 50	<2%

In terms of ethnic background, the majority of respondents to the survey are white (82%). The percentage of respondents belonging to American minority groups (12%) is similar to the percentage of all 2007 graduates belonging to American minority groups (17%).

In summary, the sample of respondents is fairly representative of the 2007 graduating population in terms of gender, age, and ethnicity.

2. General Questions

2.1. Freshman Entrance Rate

Overall, 77% of respondents, an increase of about 2% from the previous year, entered UConn as freshmen. Table 2.1.1 shows the within-School/College freshman entrance rates, ranked in descending order.

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

School/College	Within-School/College Percentage
Nursing	91%
Engineering	89%
Education	87%
Pharmacy	86%
Business	85%
Agriculture & Natural Resources	83%
Fine Arts	83%
Liberal Arts &Sciences	82%
Continuing Studies	12%

Nursing has the highest freshman entrance rate (91%), followed by Engineering (89%) and Education (87%). The low freshman entrance rate for Continuing Studies (General Studies majors) is consistent with the nature of the program (junior-senior level program).

2.2. Residence Hall Habitation Rate

Overall, 78% of respondents lived in a residence hall on campus at some point during their time at UConn. Table 2.2.1 shows the residence hall habitation rates for respondents who entered UConn as freshmen and graduated in exactly four years (*four-year respondents)*.

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

Semesters	1	2	3	4	5	6	7	8
Respondents	5	44	27	130	19	146	38	235
Percentage	1%	7%	4%	20%	3%	23%	6%	36%

For the four-year respondents, 36% lived in a residence hall for all eight semesters (this is 1% lower than previous year); 10% did not live in a residence hall at any point (this is 1% lower than previous year). A large percentage of four-year respondents (20%) lived in a residence hall for exactly four semesters and another large percentage of four-year respondents (23%) lived in a residence hall for six semesters.

Respondents were asked to rate their overall satisfaction with residence halls. Of all the students who lived in residence halls for at least one semester, 74% were satisfied, 15% were neutral, and 11% were dissatisfied. The satisfaction rate is higher for students who lived in residence halls for five semesters or more than it is for students who lived in residence halls for less than five semesters. Table 2.2.2 summarizes the satisfaction rate by number of semesters lived in residence halls.

Table 2.2.2 Satisfaction with Residence Hall Experience

Semesters in Residence Halls	1	2	3	4	5	6	7	8	9 or more
Respondents	16	89	48	218	34	222	45	315	12
Satisfied	3	55	33	152	24	156	36	272	12
Neutral	4	13	9	38	7	43	5	31	0
Dissatisfied	9	21	6	28	3	23	4	12	0

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

2.3. Decisions about Major

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

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

School/College	Before College	As a Freshman	As a Sophomore	As a Junior	As a Senior
Agriculture & Natural Resources	38%	5%	26%	27%	4%
Business	31%	8%	43%	17%	2%
Continuing Studies	12%	7%	10%	57%	15%
Education	59%	11%	24%	6%	0%
Engineering	43%	40%	14%	4%	0%
Fine Arts	65%	10%	17%	8%	0%
Liberal Arts & Sciences	17%	14%	45%	23%	2%
Nursing	64%	18%	15%	3%	0%
Pharmacy	84%	0%	7%	1%	8%
Overall (Total)	**28%**	**13%**	**34%**	**22%**	**3%**

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

Overall, 28% of all respondents decided their major before entering college and another 34% of all respondents decided their major as sophomores. The percentage of respondents who decided their major before college was higher compared to the previous year (24%).

80% or more respondents within each School or College, except Continuing Studies (28%), Agriculture (69%), Liberal Arts & Sciences (76%), decided their major before or during their sophomore year. Almost half of all respondents from Liberal arts & Sciences (45%), and Business (43%), decided their major during their sophomore year.

Pharmacy (84%), followed by Fine Arts (65%), Nursing (64%), and Education (59%) have the highest within-School/College percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 27% for Fine Arts, by 6% for Nursing, and by 13% for Education, but is lower by 6% for Pharmacy.

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

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

School/College	Never changed	Changed one time	Changed two times	Changed more than two times
Pharmacy	91%	1%	0%	8%
Continuing Studies	82%	6%	7%	5%
Fine Arts	75%	14%	8%	3%
Education	74%	17%	8%	1%
Nursing	71%	29%	0%	0%
Engineering	67%	29%	2%	2%
Agriculture & Natural Resources	51%	27%	10%	11%
Liberal Arts & Sciences	51%	30%	9%	9%
Business	49%	31%	15%	5%
Overall (Total)	**58%**	**26%**	**9%**	**7%**

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

Pharmacy (91%), followed by Continuing Studies (82%), Fine Arts (75%), and Education (74%) have the highest percentage of respondents who never changed their major. Business (49%), followed by Liberal Arts & Sciences (51%) and Agriculture (51%), have the lowest percentage of respondents who never changed their major.

Agriculture (11%), and Liberal Arts and Sciences (9%) have the highest percentage of respondents who changed their major two times. Overall 58% of all respondents never changed their major while 7% changed their major more than two times. This is consistent with the 2006 respondents where overall 57% never changed their major, and 7% changed their major more than two times.

2.4. Reasons for Choosing UConn

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

Level of tuition and fees (22%); Location (19%); and Quality of educational programs (15%).

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

Quality of educational programs (43%); Specific programs offered (14%); and Variety of educational programs offered (13%).

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

Chart 2.4.1: <u>Original</u> reason for selecting UConn

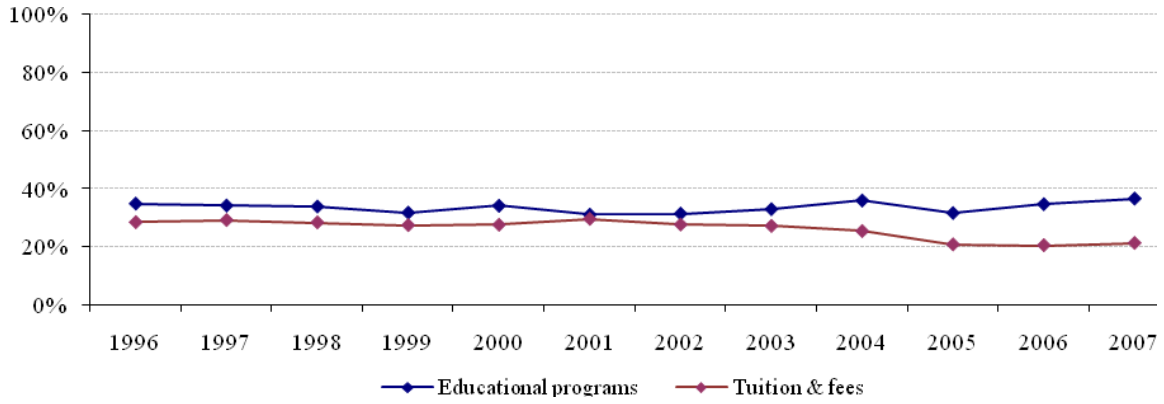
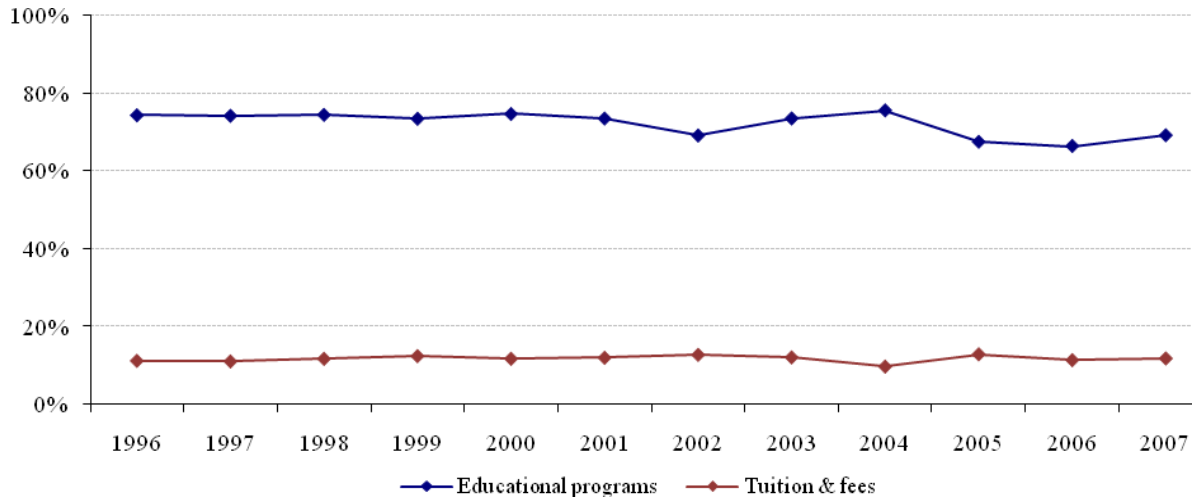


Chart 2.4.2: <u>Retrospective</u> reason for selecting UConn



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

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

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

School /College	Educational Programs
Agriculture & Natural Resources	58%
Business	34%
Continuing Studies	40%
Education	50%
Engineering	42%
Fine Arts	34%
Liberal Arts & Sciences	31%
Nursing	30%
Pharmacy	46%

School /College	Tuition & Fees
Agriculture & Natural Resources	11%
Business	21%
Continuing Studies	5%
Education	15%
Engineering	31%
Fine Arts	37%
Liberal Arts & Sciences	24%
Nursing	25%
Pharmacy	18%

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

School /College	Educational Programs
Agriculture & Natural Resources	77%
Business	67%
Continuing Studies	64%
Education	82%
Engineering	60%
Fine Arts	71%
Liberal Arts & Sciences	69%
Nursing	68%
Pharmacy	73%

School/College	Tuition & Fees
Agriculture & Natural Resources	10%
Business	12%
Continuing Studies	6%
Education	4%
Engineering	18%
Fine Arts	11%
Liberal Arts & Sciences	13%
Nursing	19%
Pharmacy	14%

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

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

3. Evaluation of Academic Experience

3.1. Helpfulness of UConn

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

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

	Perceived Importance		Helpfulness of UConn		Relative UConn Helpfulness*	
	1: Not Important 7: Very Important		1: Not helpful 7: Very Helpful		($Mean_{Helpfulness}$ - $Mean_{Importance}$)	
Potential Benefits:	Mean	Rank	Mean	Rank	(Helpfulness - Importance)	Rank
Obtain career training - knowledge and skills applicable to specific job/work	6.23	4	4.66	21	-1.56	23
Acquire background and specialization for further education in a professional, scientific or scholarly field	5.96	12	5.03	9	-0.93	17
Gain a range of information that might be relevant to a career	6.21	5	5.22	7	-0.99	20
Develop an understanding and enjoyment of literature, art, music and drama	4.74	23	4.55	22	-0.18	2
Develop an understanding of diversity and cultural differences	5.20	19	4.84	18	-0.36	4
Write clearly and effectively	6.16	7	5.23	5	-0.93	16
Become fluent in the computing of your discipline	5.83	13	5.01	11	-0.82	13
Obtain a general foundation in computing regardless of your discipline	5.54	14	4.90	15	-0.64	10
Become aware of different philosophies, cultures and ways of life	5.37	17	5.03	10	-0.34	3
Develop your own values and ethical standards	5.99	11	5.00	12	-0.99	18
Understand yourself, your abilities, your interests and personality	6.24	2	5.25	4	-0.99	19
Understand and be able to get along with different kinds of people	6.18	6	5.38	2	-0.80	12
Understand the nature of science and experimentation	5.01	21	4.86	17	-0.15	1
Understand new scientific and technical developments	5.12	20	4.70	19	-0.43	5
Become aware of the consequences (benefits/hazards) of new applications	4.92	22	4.46	23	-0.46	7
Learn and apply information technology	5.27	18	4.67	20	-0.60	9
Think analytically and logically	6.11	8	5.35	3	-0.76	11
Think in quantitative terms, understand probabilities, proportions, etc.	5.39	16	4.93	13	-0.46	6
Learn on your own, pursue ideas and find information you need	6.30	1	5.46	1	-0.85	14
See the importance of history for understanding the present as well	5.41	15	4.87	16	-0.54	8
Know how to speak before groups, actively participate in group discussion, function as a team manager	6.11	9	5.23	6	-0.88	15
Know how to lead and supervise groups of people	6.05	10	4.93	14	-1.13	21
Formulate creative and original ideas	6.23	3	5.10	8	-1.13	22

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

The most highly rated potential benefit, based on perceived importance, is '*Learn on your own, pursue ideas and find information you need'***.** This benefit ranks first in rating for UConn's helpfulness in providing this benefit. In 2006, this item was ranked third in terms of perceived importance and was ranked first for perceived helpfulness. Based on relative helpfulness, the item ranks 14th in 2007 and was ranked 12th in 2006.

The second most highly rated potential benefit, based on perceived importance, is '*Understand yourself, your abilities, your interests, and personality*'. This benefit is ranked fourth for UConn's helpfulness in providing this benefit, and ranks 19th on relative helpfulness. In terms of perceived importance, the above item was ranked second top in 2006.

The third most highly rated potential benefit, based on perceived importance, is '*Formulate creative and original ideas*.' This benefit ranks eighth for UConn's helpfulness in providing this benefit. It ranked lower at 22nd on the relative helpfulness scale. The perceived importance of this item was ranked fourth in 2006, and ranked seventh for UConn's helpfulness in 2006.

The three most highly rated potential benefits of UConn education, in terms of UConn's helpfulness in providing them, are:
•*Learn on your own, pursue ideas and find information you need*
•*Understand and be able to get different kinds of people*
• *Think analytically and logically*

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

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

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

Scale: 1 – Not helpful 7 – Very helpful

3.2 Satisfaction Ratings

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

For each School/College, '*Overall experience with courses in your major field*' received the highest average rating among the three items. In 2007, as in 2006, Continuing Studies received the highest average satisfaction rating for general education requirements and for courses outside the major field and Pharmacy received the highest average satisfaction rating for courses in the major field.

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

Overall Experience with General Education Requirements	
	Mean
Nursing	5.1
Education	4.9
Pharmacy	4.9
Business	4.8
Continuing Studies	4.8
Fine Arts	4.8
Liberal Arts & Sciences	4.8
Agriculture & Natural Resources	4.7
Engineering	4.6

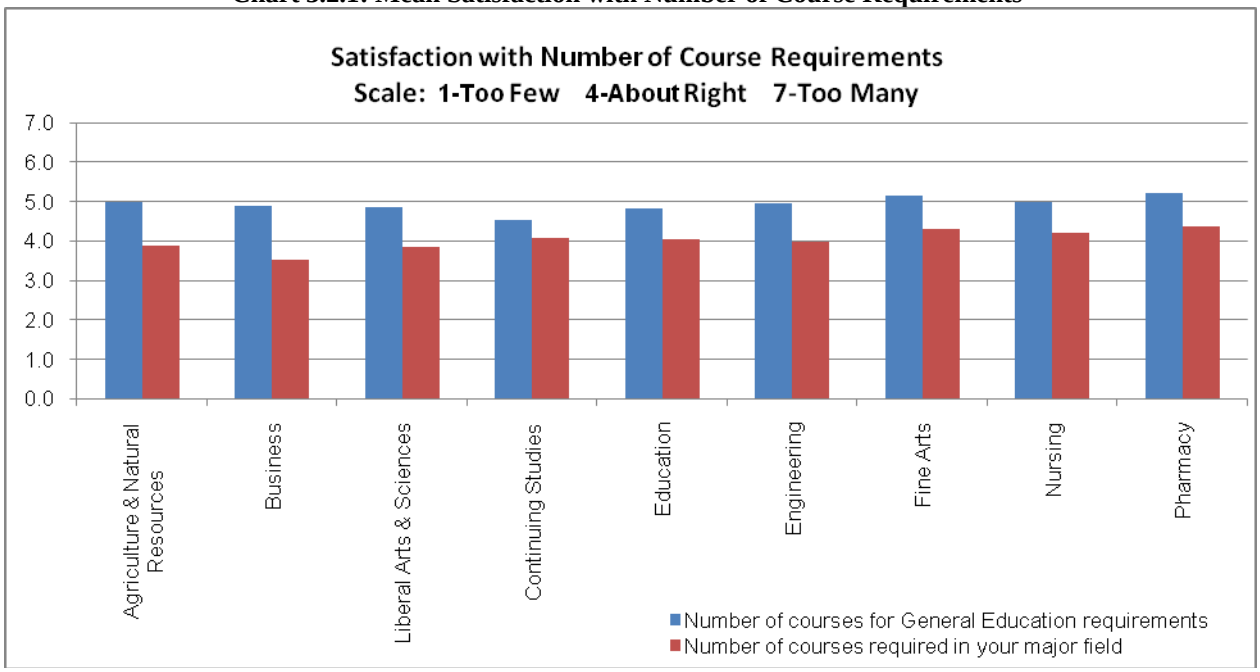
Overall Experience with Required School/College Courses Outside Your Major	
	Mean
Continuing Studies	5.4
Business	4.9
Liberal Arts & Sciences	4.9
Nursing	4.8
Education	4.8
Agriculture & Natural Resources	4.8
Pharmacy	4.6
Engineering	4.5
Fine Arts	4.4

Overall Experience with Courses in Your Major Field	
	Mean
Pharmacy	6.3
Continuing Studies	6.0
Fine Arts	5.9
Liberal Arts & Sciences	5.9
Education	5.8
Agriculture & Natural Resources	5.8
Business	5.7
Engineering	5.6
Nursing	5.4

Scale: 1 – Extremely Dissatisfied 7 – Extremely Satisfied

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

Chart 3.2.1: Mean Satisfaction with Number of Course Requirements



The ratings suggest an average perception toward right number of courses for major field requirements (overall mean 3.9) and toward too many courses for general education requirements (overall mean 4.9). Among Schools and Colleges, on average, respondents from Agriculture, Business, and Liberal Arts felt they had fewer courses as major field requirements. On average, respondents from Fine Arts and Pharmacy felt they had too many courses as general education requirements. Overall, all Schools or Colleges have an average perception of too many courses as general education requirements.

3.3 Recommendation Rates

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

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

School/College	% who would recommend UConn
Education	100%
Fine Arts	100%
Continuing Studies	99%
Business	98%
Engineering	98%
Liberal Arts & Sciences	96%
Nursing	96%
Pharmacy	96%
Agriculture & Natural Resources	95%

4. Post-Graduate Experiences

4.1 Employment Rates

Overall, 86% of respondents are employed either full-time or part-time, 32% are in graduate school either full-time or part-time; 94% are either employed or have entered graduate school; 6% of respondents are, both, unemployed and not in graduate school. The percentages above are based on valid responses only. Table 4.4.1 shows the cross-tabulated table of graduate school enrollment vs. employment status.

Table 4.4.1: Employment and/or Graduate/Professional School

Graduate school	Employment		
	Full-time	Part-time	Not employed
Full-time	65	149	90
Part-time	68	18	5
Not in graduate school	724	98	83

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

98% of Nursing graduates are employed, followed by Fine Arts graduates (94%) and Business graduates (91%). While 66% of Education graduates are employed, 99% of Education graduates are either employed or in graduate school.

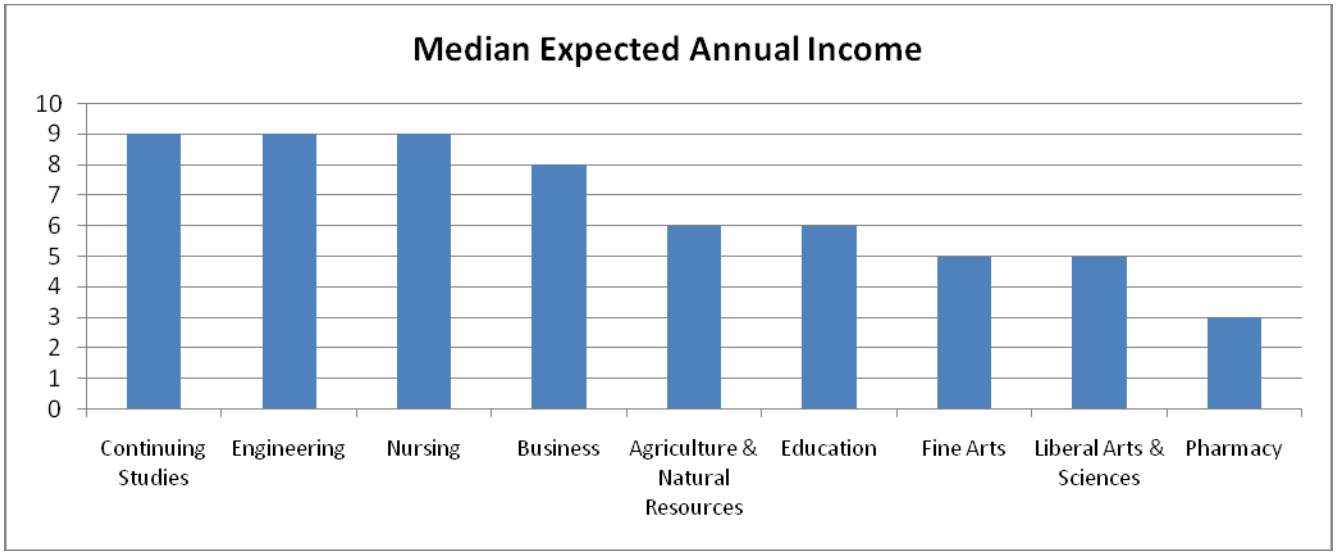
100 % of Pharmacy graduates, 99% of Education graduates, and 98% of Nursing graduates are either employed or in graduate school; data supports the integrated undergraduate-graduate nature of some or all of the programs offered by these schools. The percentage of respondents who are either employed or in graduate school ranges from 87% to 97 % among other Schools and Colleges. On the other hand, the percent graduates who are neither employed nor in graduate school is high for Continuing Studies (13%), and Liberal Arts (8%).

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

% Respondents Employed Full-time or Part-time		% Respondents **Either** Employed **or** in Graduate School		% Respondents **Neither** Employed **Nor** in Graduate School	
Nursing	98%	Pharmacy	100%	Pharmacy	0%
Fine Arts	94%	Education	99%	Education	1%
Business	91%	Nursing	98%	Nursing	2%
Agriculture & Natural	89%	Fine Arts	97%	Fine Arts	3%
Engineering	86%	Business	95%	Business	5%
Pharmacy	86%	Agriculture & Natural	94%	Agriculture & Natural	6%
Continuing Studies	82%	Engineering	94%	Engineering	6%
Liberal Arts &Sciences	82%	Liberal Arts &Sciences	92%	Liberal Arts &Sciences	8%
Education	66%	Continuing Studies	87%	Continuing Studies	13%

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

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



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

Continuing Studies, Engineering, and Nursing graduates have the highest median expected annual income range of $50,001 to 60,000. Business has the second highest expected annual income range of $45,001 to 50,000. Agriculture and Education have an expected income of $35,001 to $40,000, and Fine Arts and Liberal Arts and Sciences graduates expect a range of $30,001-35,000. Pharmacy has the lowest median expected annual income range of $20,001-$25,000, though this may be due to a small response size to this question for this School.

4.2 Use of UConn Career Services

36% of all respondents have used Career Services (36% employed and 36% unemployed respondents). Table 4.2.1 shows that Business (58%) and Engineering (47%) have the highest percentages and Pharmacy (9%) has the lowest percentage of using the service. The relatively low percent usage of career services by Nursing and Pharmacy graduates may be attributed, at least in part, to the integrated undergraduate-graduate nature of all or some of their programs.

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

School or College	% Respondents Who Used Career Services
Business	58%
Engineering	47%
Liberal Arts & Sciences	38%
Fine Arts	33%
Agriculture & Natural Resources	28%
Education	25%
Continuing Studies	15%
Nursing	15%
Pharmacy	9%

4.3 Type of Employment

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

Table 4.3.1: Percent employed by type of employer

Type of Employer	2002	2003	2004	2005	2006	2007
Prof./Managerial/Admin./Tech. (except Teaching and Health)	49%	46%	47%	47%	44%	46%
Teaching	13%	15%	12%	14%	13%	11%
Health	14%	13%	12%	12%	15%	16%
Clerical or Sales	11%	14%	14%	15%	12%	11%
Public & Personal Service	7%	5%	8%	7%	5%	5%
Technicians, Craft Workers, Operators & Repair Workers	1%	3%	2%	2%	2%	2%
Agricultural & Natural Sciences	3%	3%	3%	3%	3%	2%
Multiple Responses/Other	2%	2%	3%	1%	6%	7%

Note: Beginning 2003, in calculating the percentages, non-specific employer types have been grouped with the appropriate employer types from list if possible, otherwise the former are grouped with 'Others'.

5. Further Elaboration

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

Annual Report of the Curricula & Courses Committee
To the University Senate
March 1, 2010

Senate-approved actions April 6, 2009 through February 1, 2010

I. 1000-level courses

A. Courses added

CSE 1010	Introduction to Computing for Engineers (4/09)
DRAM 1206	Theatre Production I (10/09)
DRAM 1710	Exploration of Acting (12/09)
DRAM 1902	Voice and Speech II (12/09)
DRAM 1XXX	Theatre Production II (11/09)
ECON 1179	Economic Growth and the Environment (4/09)
HIST/LAMS/PRLS 1570	Migrant Workers in Connecticut (9/09)
MAST 1200	Introduction to Maritime Culture (12/09)
MUSI 100X	Popular Music and Diversity in American Society (11/09)
MUSI 1193	Foreign Study (12/09)
SPAN 1010	Contemporary Spanish Culture and Society through Film (10/09)

B. Courses deleted

DRAM 1102	Fundamentals of Theatrical Design (10/09)
DRAM 1207	Theatre Production Studio (11/09)

C. Courses revised

ARTH 1193	Foreign Study (12/09)
BADM 1801	Contemporary Issues in the World of Business (2/10)
DRAM 1201	Drafting for the Theatre (10/09)
DRAM 1202	Computer Drafting for the Theatre (11/09)
DRAM 1209	Drawing and Painting Techniques for the Theatre (11/09)
DRAM 1701	Acting I (11/09, 12/09)
DRAM 1702	Acting II (11/09, 12/09)
DRAM 1801	Stage Movement I (11/09, 12/09)
DRAM 1802	Stage Movement II (11/09, 12/09)
DRAM 1901	Voice and Speech I (11/09, 12/09)
ECE 1101	Electrical & Computer Engineering Tools (4/09)
MGMT 1801	Contemporary Issues in the World of Management (2/10)

II. 2000-level courses

A. Courses added

ANTH 2XXX	Anthropology of Museums (10/09)
ARTH 2993	Foreign Study (12/09)
CLCS 2XXX	Intercultural Competency Towards Global Perspectives (12/09)
DRAM 2141	Script Analysis (12/09)
DRAM 2810	Stage Movement III (12/09)

DRAM 2812	Stage Movement IV (12/09)
DRAM 2901	Voice and Speech III (12/09)
DRAM 2902	Vocal Performance Techniques (12/09)
MCB 2225	Cell Biology Laboratory (11/09)
MEM 2221	Principles of Engineering Management (5/09)
NRE 2215	Water Resources Assessment Development & Management (2/10)
NRE 2325	Fish and Fisheries Conservation (12/09)
NRE 2345	Introduction to Fisheries and Wildlife (12/09)
OPIM 2001	MIS In Business: A Hands-On Introduction (2/10)
SOCI 2XXX	Sociology of Anti-Semitism (10/09)
WS 2105	Gender and Science (10/09)
WS 2255	Sexualities, Activism, and Globalization (10/09)

B. Courses deleted

MCB 2225W	Cell Biology Laboratory (11/09)

C. Courses revised

BADM 2710	Principles of Managerial Accounting (4/09)
DRAM 2130	History of Drama I (11/09)
DRAM 2131	History of Drama II (11/09)
DRAM 2132	Masterpieces of the Drama: Aeschylus to Shakespeare (11/09)
DRAM 2133	Masterpieces of the Drama: Molière to the Present (11/09)
DRAM 2701	Acting III (12/09)
DRAM 2702	Acting Technique II (11/09)
DRAM 2711-2712	Introduction to Directing (11/09)
DRAM 2801	Theatre Jazz Dance I (11/09)
DRAM 2802	Theatre Jazz II (11/09)
DRAM 2941	Oral Interpretation (11/09)
MCB 2410	Genetics (4/09)
NRE 2010	Natural Resources Measurements (12/09)

III. S/U Graded Courses

A. Courses added

ENGR 3281	Engineering Internship (4/09)
ENGL 3082	Writing Practicum (4/09)
LING 3790	Field Study (10/09)

B. Courses revised

ANSC 2690	Animal Science Field Excursion (4/09)
ANSC 2699	Independent Study (4/09)
OSH/AH 4291	OSH Internship (12/09)
PNB 3279	Insights into Dental Science and Clinical Medicine (4/09)

IV. General Education courses

A. General Education Content Area courses

1. Inclusion in Content Area 1 - Arts and Humanities

CLCS 2XXX	Intercultural Competency for Global Perspectives (12/09)
HIST/LAMS/PRLS 1570	Migrant Workers in Connecticut (9/09)
MAST 1200	Introduction to Maritime Culture (12/09)
MUSI 100X	Popular Music and Diversity in American Society (11/09)
SPAN 1010	Contemporary Spanish Culture and Society through Film (10/09)

2. Inclusion in Content Area 2 – Social Sciences

ECON 1179	Economic Growth and the Environment (4/09)
WS 3XXX/W	Gender Representation in US Popular Culture (10/09)

3. Inclusion in Content Area 3 – Science and Technology

ENGR 1101	Living in an Engineered World (4/09)

4. Inclusion in Content Area 4 - Diversity and Multiculturalism

HIST/LAMS/PRLS 1570	Migrant Workers in Connecticut (9/09)
MUSI 100X	Popular Music and Diversity in American Society (12/09)
PRLS/SPAN 1009	Latino Literature, Culture, and Society (11/09)
SOCI 2XXX	Sociology of Intolerance and Injustice (5/09)

5. Inclusion in Content Area 4 - Diversity and Multiculturalism International

CLCS 2XXX	Intercultural Competency for Global Perspectives (12/09)
SPAN 1010	Contemporary Spanish Culture and Society Through Film (11/09)
SOCI 2XXX/W	Sociology of Anti-Semitism (11/09)
WS 2255/W	Sexualities, Activism and Globalization (11/09)
WS 2105	Gender and Science (11/09)

6. Content Area courses deleted

ENGL 3409	The Modern Novel (4/09)

B. General Education Skill Code courses

1. Added Skill Code courses

AFAM 4994W	Senior Seminar (11/09)
BADM 4070W	Effective Business Writing (11/09)
DIET 3231W	Writing for Community Nutrition Research (12/09)
ECE 4099W	Independent Study in Electrical and Computer Engineering (5/09)
EKIN 3547W	Service Learning Through Sport and Physical Activity (12/09)
ENGL 2408W	Modern Drama (9/09)
ENGL 2411W	Popular Literature (9/09)
MKTG 4997W	Senior Thesis in Marketing (9/09)
POLS 3214W	Comparative Social Policy (12/09)
SOCI 2XXXW	Sociology of Anti-Semitism (11/09)

SOCI 2501W	Sociology of Intolerance and Injustice (as SOCI 2XXXW, 5/09)
WS 2105W	Gender and Science (11/09)
WS 2255W	Sexualities, Activism and Globalization (11/09)
WS 3XXXW	Gender Representation in US Popular Culture (5/09)

2. Deleted Skill Code courses

DIET 3230W	Applied Community Nutrition (12/09)
MARN 4050W	Geological Oceanography (12/09)
MCB 2225W	Cell Biology Laboratory (11/09)
MGMT 3070W	Effective Business Writing (11/09)

3. Revised Skill Code Courses

ECON 2491W	Internship-Research Paper (4/09)
EKIN 4510W	Mechanisms and Adaptations in Sport and Exercise (11/09)
GSCI 4050W	Geoscience and Society (4/09)
HIST 3101W	History Through Fiction (4/09)
MATH 2720W	History of Mathematics (12/09)
SOCI 3211Q	Quantitative Methods in Social Research (11/09)

C. Competency Requirements

Add GEOG 3110 Location Analysis to the list of courses that satisfy the GEOG Computer Technology Competency exit requirement (12/09)

V. Reported for the information of the Senate

A. Approved for teaching in intensive session

HDFS 1060	Close Relationships Across the Lifespan (4/09)
NRE 1000	Environmental Science (5/09)

B. Provisionally approved for teaching in intensive session

1. Content Area Two - Social Sciences

ECON 1000	Essentials of Economics (9/09)
POLS 1402	Introduction to International Relations (9/09)

2. Content Area Four - Diversity and Multiculturalism, International

POLS 1402	Introduction to International Relations (9/09)

C. Natural Resources Management and Engineering (NRME) has changed to Natural Resources and the Environment (NRE). The following General Education courses were updated to reflect the change

1. Content Area 1 - Arts and Humanities

NRE 1235	Environmental Conservation

2. Content Area 3 – Science and Technology

NRE 1000	Environmental Science

3. Content Area 4 - Diversity and Multiculturalism, International

NRE 3305	African Field Ecology and Renewable Resources Management (cross-listed with EEB 3307)

4. Skill Code courses

NRE 4000W	Natural Resource Planning and Management
NRE 4697W	Undergraduate Thesis in Natural Resources

VI. Revision of Senate By-Laws and General Education Guidelines

A. To update the General Education portion of the existing University Senate Bylaws to conform to the 4-digit renumbering scheme implemented in May 2008 and to correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007 (12/09)

B. To revise the General Education Guidelines: update 3-digit course references to the 4-digit renumbering scheme; change “University Quantitative Center” references in the General Education Guidelines to the “University Quantitative Learning Center”; and, correct subject area language representing existing practice already effectively approved by the Senate December 10, 2007 (12/09)

Annual Report of the Growth and Development Committee

Presented to the University Senate at its March 1, 2010 Meeting

The Growth and Development Committee has met six times since the 2009 annual report. The April 6, 2009 meeting included Elizabeth Mahan, Nancy Bull, Mihwa Lee and Robert Chudy as guests to discuss the university's Visa policies. The Provost had decided that revisions to Visa policies should be done through the G&D Committee. Nancy Bull and Elizabeth Mahan detailed current policies regarding International Hires, including H1B, J1 and permanent residence applications. The guests also provided several pages of proposed policies from the Department of International Services and Programs (DISP). The G&D Committee agreed to review the proposals, secure input from department heads and present a proposed Visa policy document to the Senate Executive Committee and, ultimately, to the full Senate.

During the subsequent meetings of the 2009-2010 year, the G&D Committee engaged a range of issues and met with three invited guests, including Lee Melvin, Interim Vice President for Enrollment Planning, Management and Institutional Research, President Michael Hogan, and Provost Peter Nicholls. The financial crisis, and its many consequences, has been a central theme to these discussions.

At the meeting on November 2, 2009, Lee Melvin provided handouts on detailed data regarding enrollment, retention, growth and ranking. Mr. Melvin noted that enrollment targets have been met for the past several years, resulting in the most selective, most ethnically and racially diverse freshman classes in history at the university in the last two years. Four-year graduation rates have increased from 43% in 1995 to 66% in 2004. Six-year graduation rates have climbed from 70% in 1995 to 76% in 2002.

In the November 30, 2009 meeting, President Hogan answered questions regarding the University's long-term goals with hiring of professors and staff. The goal is to hire 20-30 new faculty in 2010-2011. Hogan explained that, for the next two years, higher education funds in the state are protected from any additional reductions, as a condition of federal government's Stimulus Plan. Still, the state extracted $3 million from the University's reserve this year and is expected to extract an additional $5 million next year. Hogan also detailed the financial circumstances of the UConn Health Center, which runs an annual deficit of about $23 million. Because the state funded the Health Center in anticipation of its usual deficit, in addition to the salary freeze and furlough, this year the UCHC is not in a deficit. However, due to the small number of beds, outdated facilities, benefit packages, and high proportion of charity and Medicare patients, the UCHC will return to a deficit next year. There was further discussion about the UCHC and long-term plans that include anticipated requests for additional beds and renovation at the hospital. Hogan announced his support to wage increases next year and to adjust the travel ban to grant faculty opportunities to attend professional meetings out of state. Much of this, of course, is contingent on factors beyond his administrative reach.

During the December 7, 2009 meeting Provost Nicholls noted that the state budget for 2010 has not been cut and that the university is "deriving a great deal of support" from the federal stimulus

package. The state cannot slash budget with acceptance of stimulus money. There will be increases in adjuncts to help maintain course offerings.

The Provost also noted that there will be continued reviews of centers and institutes every five years. A faculty committee makes recommendations regarding the status of these units. There are plans considering a bachelors degree in environmental studies, a business major at regional campuses. About “six or seven” Ph.D. programs have been eliminated in the last few months in the School of education and School of Agriculture.

Provost Nicholls noted that the university has not made great progress with diversifying its faculty, “if not regression.” The Provost also noted that the diversity initiative at the university seeks to broaden the pool of candidates for faculty positions, as well as provide incentives for hires through the Faculty Excellence Diversity Program (FEDP). This program, in the Provost office, will provide the salary for a position (search must first be approved in the Provost office). When the faculty member leaves, the salary is returned to the Provost office.

At its most recent meeting (February 4, 2010) the G&D Committee revisited the overview of the visa issues from 2008-2009 and attempted to address the major concerns by working with representatives of international affairs. Copies of a January 18, 2010 draft of proposals, “Hiring International Employees,” were reviewed. Representatives from International Services, Elizabeth Mahan, Robert Chudy, and Mihwa Lee are scheduled to meet with the Committee on March 4 to discuss the proposals in greater detail.

This report summarizes the annual activities of the G&D Committee.

Senate Student Welfare Committee
Annual Report
March, 2010

This committee shall review the conditions that contribute to the academic success, personal development and well-being of students, including available forms of financial aid. It may seek the opinion of the Senate on such matters and make recommendations. The committee shall include one graduate student and two undergraduate students. It shall make an annual report at the February meeting of the Senate.

Spring of 2009, the committee, chaired by Kathryn Ratcliff, met twice after the committee's annual Senate report, submitted for the March 2009 Senate meeting, but delivered April 2009 due to the cancellation of the March Senate meeting. Spring semester, subsequent to the March 2009 Annual Report, the committee:

- Discussed the "verification of student sickness process" that involves Student Health Services
- Met jointly with Scholastic Standards to investigate the elimination of the Dean of Students Office, the creation of the Office of Student Services and Advocacy, and the impact of these changes on students.

Since August 2009 the committee, chaired by Kim Chambers, met 4 times focusing on:

- Issues around the emergency disruption of classes, including the H1N1 virus
- Continued discussion of the "verification of student sickness process"
- Changes to the way FERPA is being interpreted nationally and its effect on UConn practice and UConn students.
- Follow-up on the elimination of the Dean of Students Office, the now established Office of Student Services and Advocacy, and the impact of these changes on students, again meeting jointly with Scholastic Standards.

Emergency disruptions of classes and their effect on students. Janet Jordan, Manager of the Instructional Resource Center, joined us to discuss academic plans related to "emergency disruption of classes" including the H1N1 epidemic. We discussed suggestions as to how the academic side of the university should proceed to address this issue and support student academic progress if classes are disrupted. Undergraduate Education is forming a task force to address this issue and we developed recommendations for this task force.

Establishment of the Office of Student Services and Advocacy. May 2009 and January 2010, Vice President for Student Affairs, John Saddlemire joined Student Welfare and Scholastic Standards to discuss changes to the Dean of Students Office structure and the establishment of the Office of Student Services and Advocacy (OSSA). The new director of OSSA, Chantal Bouchereau, accompanied John to the January meeting. Vice President Saddlemire explained the reasons for the elimination of the Dean of Students Office and responded to our concerns about losing the functions and good work established by this office. We also expressed concerns about the originally proposed name: Office of Student Advocacy, feeling like faculty and staff would not view this office as one to give them counsel on effectively working with student affairs issues. In January Vice President Saddlemire and Director Bouchereau updated us on what former Dean of Students Office functions remained in the newly established Office of Student Services and Advocacy and which were being addressed by other student affairs offices. They

too reported on both student and faculty use of OSSA. We suggested continued marketing of the work of this office and were encouraged that students appear to be using this new office to deal with significant student services issues.

Family Educational Rights and Privacy Act (FERPA). University Registrar Jeff von Munkwitz Smith and Rachel Krinsky Rudnick from the Office of Audit, Compliance and Ethics discussed evolutions to the interpretation of FERPA and their effect on students. We urge faculty and other instructors to contact the Compliance Office or the University Registrar with questions about FERPA interpretation when issues around sharing of student data arise.

Other issues:

Committee members discussed the untimely death of one of our student athletes, the reported response of the university, and the effect on students.

Committee members also discussed upcoming proposed changes to the university calendar and gave Scholastic Standards committee members feedback on issues related to these proposed changes.

Committee members:
*Kim Chambers, Chair
Connor Bergen, Undergraduate Student
Karen Bresciano
Preston Britner
Vanessa Chee, Graduate Student
Susanna Cowan
Beth DeRicco
Nina Heller
James Hintz, representative from the Provost's Office
*Donna Korbel
*Michael Kurland
*Joan Letendre
Corina Morris
*Kathryn Ratcliff
Clive Richards, Undergraduate Student
*Stephen Trumbo

*Senate member 2009/2010