1-31-2011

2011 January 31

MINUTES OF THE UNIVERSITY SENATE
January 31, 2011

1. The regular meeting of the University Senate January 31, 2010 was called to order by Moderator Spiggle at 4:03 PM.

2. Election of the Secretary

   Moderator Spiggle opened the floor for nominations for Secretary of the University Senate for its meeting of January 31, 2011. Senator Bramble nominated Senator Chambers. The motion was seconded by Senator Holsinger. Senator Chambers was elected Secretary of the University Senate for the January 31, 2011 meeting.

3. Approval of Minutes

   Moderator Spiggle presented the minutes from the regular meeting of December 13, 2010 for review.

   The minutes were approved as written.

4. Report of the President

   In lieu of the President's Report, the Moderator recognized Provost Peter Nicholls who delivered remarks. Provost Nichols reported on preparations for the consultant activity with the McKinsey Group. McKinsey staff and members of the University's administration are working out timelines for the McKinsey group's work. A date of completion has not yet been set.

   Provost Nicholls reported that buildings across campus are being evaluated for safety and snow removal. Due to the unusually large number of snow days this semester a class make-up day is scheduled for Saturday, March 24. Faculty can use this date to make up a missed class due to class cancellations. Faculty should contact the Registrar's Office if they need a classroom. Vice Provost Doug Cooper and the staff at the Institute for Teaching and Learning will circulate suggestions for using technology to make up missed classes.

   Provost Nicholls reported that the University's consulting forms from Human Resources and the State have been condensed into one form which will simplify the process of applying to consult.

   Provost Nicholls reported that the Legislative fund sweep for fiscal year 2011 will remove $4 million from academic units, $1 million from UConn's research budget, and $10 million from administrative areas. The search for the Dean of Graduate School has been suspended in light of our budgetary situation. Provost Nicholls pledged his commitment to this position. Provost Nicholls will appoint an Interim Dean of the

Graduate School and also discuss the position with incoming President Herbst upon her arrival.

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

(Attachment # 23)

6. Moderator Spiggle presented the Consent Agenda

The Senate voted to approve the Consent Agenda report as presented.

a. Report of the Nominating Committee

(Attachment #24)

7. Presentation of Resolution on Spring Weekend

(Attachment # 25)

Whereas, University students, as well as visitors, have been subject to violence and alcohol abuse during Spring Weekend, including a tragic fatality in 2010; and

Whereas, Spring Weekend at the University of Connecticut requires enormous University, town of Mansfield, and State of Connecticut funds and resources that might be better applied; and

Whereas, Spring Weekend potentially detracts from an academic culture and harms the reputation of the University; now, therefore, be it

Resolved, That the University Senate endorses the recommendations of the January 20, 2011 Report of the UConn Spring Weekend Task Force including the recommendation of a moratorium on Spring Weekend in 2011; and

Resolved, That the Senate commits to be part of the ongoing conversation regarding Spring Weekend with other members of the University community; and

Resolved, That the University Senate initiate a Metanoia on community civility.

The resolution was approved as written.

8. Report of the Curricula & Courses Committee

(Attachment #26)

Justification to remove pattern of offering from the Undergraduate Catalog: The Undergraduate Catalog currently includes some mention of the pattern of offering for courses. However, the information collected about patterns of offering has become increasingly complex in recent years, moving beyond semester and year to include intersession and summer schedules. This can no longer be distilled down into a simple catalog statement, but is included in the Browse Course Catalog function within the

Student Administration system. The "typically offered" field in the Browse Course Catalog function allows departments a variety of offering patterns including "Alternate Years" and "Not regularly offered" as choices. This on-line resource is a more frequently used source of information for undergraduate students than the Catalog itself. In addition, the information in the published Undergraduate Catalog is sometimes inaccurate, particularly when listing courses that are seldom taught, misinforming students as they plan their schedules.

Motion: Reference to semester or year of offering will be eliminated from course descriptions in the Undergraduate Catalog.

The motion carried.

9. Vice President for Enrollment Management & Planning, Lee Melvin, presented the Annual Report of the Financial Aid & Retention and the Graduation Task Force.
(Attachment #27)

Discussion ensued around how well the University is doing with 4-year graduation rates, the average debts of our undergraduate students upon completion of their degree, and issues surrounding male students not progressing as well through their college career as female students.

10. Moderator Spiggle asked if there were any new business items for the Senate's consideration, of which there were none.

11. Drs. Gregory Anderson and Mark Brand, Co-chairs of the Arboretum Committee, presented the Report of the Arboretum Committee.
(Attachment #28)

A *"Campus Tree Touring Guide"* was distributed to all who were present. The guide can also be found online at: *http://www.hort.uconn.edu/arboretum/walk.pdf*

12. There was a motion to adjourn.

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

The meeting adjourned at 5:18 PM.

Respectfully submitted,

Kim Chambers
Secretary of the University Senate

The following members and alternates were absent from the January 31, 2011 meeting:

Accorsi, Michael
Aindow, Mark
Altobello, Marilyn
Anderson, Amy
Anderson, Elizabeth
Austin, Philip
Bansal, Rajeev
Bavier, Anne
Biechele, Travis
Bouchard, Norma
Breen, Margaret
Brown, Scott
Carrah, Jr., Michael
Choi, Mun
Collins, Grace
Cote, Lisa
Deibler, Cora Lynn
Desai, Manisha
Dunne, Gerald
Faustman, L. Cameron
Forbes, Robert
Gray, Richard
Hamilton, Douglas
Hiskes, Richard
Knecht, David
Laurencin, Cato
McCoy, Patricia
McDonald, Earl
Munroe, Donna
Neumann, Michael
Paul, Jeremy
Recchio, Thomas
Roe, Shirley
Sanner, Kathleen
Segerson, Kathleen
Siegle, Del
Singha, Suman
Skoog, Annelie
Thorpe, Judith

Report of the Senate Executive Committee
to the University Senate
January 31, 2011

The Senate Executive Committee has met twice since the December 13th meeting of the University Senate.

On January 21rd the Senate Executive Committee met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. The Faculty Standards Committee is busy and continues its review of the PTR procedures. The SEC continues to provide input in the By-Laws of the University regarding the functioning of the University Senate. Most recently, the SEC discussed language providing for student representatives during the summer months; currently they are not represented. The SEC is currently reviewing guidelines for interpreting the Student Evaluation of Teaching results, prepared by the Faculty Standards Committee. At some point in the near future, those guidelines will be made available for public comment.

The SEC also discussed the January 20, 2011 Report of the UConn Spring Weekend Task Force and prepared the resolution for the Senate that is a latter agenda item today.

On January 28th the Senate Executive Committee met privately with President Austin. Afterwards, the SEC met with President Austin, Provost Peter Nicholls, and Vice Presidents Richard Gray, Barry Feldman, John Saddlemire, and Suman Singha. COO Feldman reported on the Gulley Hall fire and the difficulties and costs associated with the weather. UConn-Storrs has 100 miles of sidewalks and thousands of stairs in addition to the roads and parking areas. He emphasized safety issues, regarding closings. CFO Gray reminded us of the anticipated Governor's budget to be delivered February 16th. VP Saddlemire discussed the smooth re-opening of the dorms following the break. He also stated that roof and ice issues being discussed in the media are also being experienced at UConn. VPRGE Singha reported that there was $131M of research grants and contracts for the Storrs campus for this past year, another increase. This generated about $20M in indirects. There is reported to be no Federal earmarks for FY 11, which is a concern, especially for those supported currently on such funds.

Respectfully submitted,
John C. Clausen
Chair, Senate Executive Committee
January 31, 2011

Nominating Committee Report
to the University Senate
January 31, 2011

1. The Nominating Committee moves to appoint the following faculty and staff members to the named committee effective immediately with the term ending June 30, 2011.

    - Anita Garey to the Faculty Standards Committee
    - Evelyn Simien to the University Budget Committee

Respectfully submitted,

Marie Cantino, Chair	Andrea Hubbard
Thomas Bontly	Debra Kendall
Karla Fox	Andrew Moiseff

UNIVERSITY OF CONNECTICUT

UNIVERSITY SENATE

January 31, 2011

RESOLUTION

Whereas, University students, as well as visitors, have been subject to violence and alcohol abuse during Spring Weekend, including a tragic fatality in 2010; and

Whereas, Spring Weekend at the University of Connecticut requires enormous University, town of Mansfield, and State of Connecticut funds and resources that might be better applied; and

Whereas, Spring Weekend potentially detracts from an academic culture and harms the reputation of the University; now, therefore, be it

Resolved, That the University Senate endorses the recommendations of the January 20, 2011 Report of the UConn Spring Weekend Task Force including the recommendation of a moratorium on Spring Weekend in 2011; and

Resolved, That the Senate commits to be part of the ongoing conversation regarding Spring Weekend with other members of the University community; and

Resolved, That the University Senate initiate a Metanoia on community civility.

University Senate Curricula and Courses Committee
Report to the Senate
January 31, 2011

I. Motion to remove pattern of offering from the Undergraduate Catalog

A. Justification

The Undergraduate Catalog currently includes some mention of the pattern of offering for courses. However, the information collected about patterns of offering has become increasingly complex in recent years, moving beyond semester and year to include intersession and summer schedules. This can no longer be distilled down into a simple catalog statement, but is included in the Browse Course Catalog function within the Student Administration system. The "typically offered" field in the Browse Course Catalog function allows departments a variety of offering patterns including "Alternate Years" and "Not regularly offered" as choices. This on-line resource is a more frequently used source of information for undergraduate students than the Catalog itself. In addition, the information in the published Undergraduate Catalog is sometimes inaccurate, particularly when listing courses that are seldom taught, misinforming students as they plan their schedules.

B. Motion

Reference to semester or year of offering will be eliminated from course descriptions in the Undergraduate Catalog.

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Financial Aid &

Retention & Graduation Task Force

Presentation

University Senate

Monday, January 31, 2011

Prepared by the
Division of Enrollment Planning & Management

Lee Melvin,
Vice-President
and
Gary Lewicki,
Assistant Vice-President

Table 1. University of Connecticut
Student Financial Aid

Merit and Need-Based Aid

Undergraduate Recruitment Scholarships

	2006-2007	2007-2008	2008-2009	2009-2010	1-Yr Change
Day of Pride	567,816	511,304	545,788	612,365	66,577
Nutmeg	227,363	248,993	259,956	158,438	(101,518)
Merit Scholarships *	6,566,506	6.516,258	8,878,551	12,802.476	3,923,925
Total	**7,361,685**	**7,258,863**	**9,684,295**	**13,573,279**	**3,888,984**

Undergraduate Need-Based Aid

	2006-2007	2007-2008	2008-2009	2009-2010	1-Yr Change
University Support **	34,351,487	31,581,883	35,425,304	39,740,003	4,314,699
State Support	9,731,851	14,379,496	14,246,342	13,308,799	(937,543)
Federal Support	10,982,814	12,570,874	13,107,833	18,812,093	5,704,260
Loans	118,182,862	128,386,967	140,820,168	162,054,038	21,233,870
Total	**173,248,744**	**186,919,220**	**203,599,647**	**233,914,933**	**30,315,286**

* Includes Academic Excellence, Leadership, Presidential

** Includes Student Employment and Required Matches

Retention and Graduation Task Force Report to University Senate 1/31/11

National Overview

Over the last two years, graduation rates have drawn so much attention in Washington, D.C. and around the country that Baum (2010) referred to the issue as a *national higher education agenda* resulting from a *perfect storm* comprised of the following elements: 1) a growing population of students from underrepresented ethnic or economic backgrounds with traditionally lower degree completion rates; 2) a higher-education system increasingly underfinanced for its mission; and, 3) national political leadership demanding unprecedented levels of success in graduating students. An outcome of the attention has been increased calls for accountability. Regional accreditation agencies are being scrutinized to determine whether the current system of quality control is working. Colleges, universities and accrediting agencies are responding while, at the same time, assuring higher education's continued health and vitality of quality improvement, peer and professional review, and self-regulation (Kelderman, 2010).

President Obama recently cautioned that we are facing a *Sputnik moment* in the race to educate and train a workforce that can compete in the global economy (Bacon, 2010). In 2009, the *American Recovery and Reinvestment Act* appropriated $48.6 billion to states to advance educational reform from early learning through postsecondary education and $5 billion for *Race to the Top* and *Investing in What Works and Innovation* grants that address preparation for college and student attainment (Field, 2010). A number of goals have been set nationally. The current administration, concerned that the U.S. is only 12th in the world for postsecondary attainment in the *25 to 34 year old demographic,* has called for America to once again have the highest proportion of college graduates in the world by 2020. The *Big Goal* set by the Lumina Foundation for Education in 2010 calls for increasing the percent of Americans *between 25 and 64 years of age* with high-quality two or four-year degrees from the current 38% to 60% by 2025. And, the *College Board's Commission on Access, Admissions and Success in Higher Education* is studying the education pipeline from pre-school through college to find ways to increase the percent of *25 to 34-year olds* who have an associate's degree or higher from the current 42% to 55% by 2025. The Commission is especially concerned with increasing attainment rates of low-income students and other under-represented minorities. It established 10 interdependent recommendations regarding educational standards, college preparation, access and completion to guide state and national policymakers (College Board, 2010):

1. *Provide voluntary preschool education universally available to children from low-income families.*
2. *Improve middle and high school college counseling.*
3. *Implement the best research-based dropout prevention programs.*
4. *Align the K-12 education system with international standards and college admissions expectations.*
5. *Improve teacher quality and focus on recruitment and retention.*
6. *Clarify and simplify the college admissions process.*
7. *Provide more need-based grants and make financial aid processes simpler and more transparent.*
8. *Keep college affordable.*
9. *Dramatically increase college completion rates*
10. *Provide more and better opportunities for adult education.*

Recently, the *Council of Chief State School Officers* and the *State Higher Education Executive Officers (SHEEO)* met to discuss how they can work together to better educate students and close achievement gaps, focusing on a mutual set of expectations that describe college-ready students and student-ready colleges (Lederman, 2010). The *Common Core State Standards Initiative* developed by the *Council of Chief State School Officers* and the *National Governors Association* identified a common core of K–12 English language arts and mathematics standards.

Storrs Campus

Our University has among the highest degree completion rates public national universities. *National Center for Education Statistics (NCES) IPEDS Peer Analysis System 2009 Graduation Rate Survey* data indicated that, relative to 58 public research institutions nationally, we have the ninth highest four-year graduation rate and fifth best average time to graduate among students earning baccalaureate degrees within six years. Over the past eight years, UConn's freshman retention rate has increased from 88% to 93%; our four-year graduation rate has grown from 53% to 67%; and, our five-year and six-year completion rates are up from 71% to 81% and 74% to 81%, respectively. These rates compare very favorably to national rates reported by the *ACT* in 2010 for Ph.D. granting

public institutions, including an average freshman retention rate of 79%, four-year graduation rate of 29%, and five-year and six-year graduation rates of 48% and 54%.

Findings by The Education Trust (2010) based on a the three-year average of 2006, 2007, 2008 six-year graduation rates indicated that at public institutions, 57% of all students graduated within six years. The rate for white students who graduated within six years was 59.5%, compared with 44.6% of Hispanic students and 43.3% of African-American students. The corresponding average rates for UConn for that period were 75% for all students, 76% for white students, 64% for Hispanic students and 58% for African-American students. So, our rates were higher than the national rates but the graduation rates were similar. Our most recent six-year rates for students graduating from UConn in Spring 2010 were 83% for white students, 72% for Hispanic students and 61% for African-American students.

Retention and graduation starts with enrolling high quality, diverse entering student cohorts. Our *Undergraduate Admissions Office* connects with enrollment prospects as early as their sophomore year in high school. In conjunction with our *Center for Academic Programs (CAP)*, we contact first-generation and low-income students many of whom are underrepresented minority students, even sooner.. *CAP* prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its four constituent programs: *Educational Talent Search, Gear Up* and *Upward Bound* provide programming to increase middle and high school students' college access and retention; and *Student Support Services* provides programming to facilitate students' retention in and graduation from the University of Connecticut. UConn students also benefit from the *African-American, Asian-American and Puerto-Rican/Latino/a Cultural Centers* and *International, Women's and Rainbow Centers* that offer programs and support for diverse students and provide a conduit for all to benefit from the presence of diverse individuals and cultures.

Over the past decade the Storrs campus has seen an increase in the number of freshman and freshman minority students. There has been an 81 point climb in average SAT scores and nearly a doubling of percent of freshmen from the top 10% of their high school class.

Table 2. UConn Storrs Incoming Freshman Cohort Profile (2000-2010)

Fall	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
# Incoming Freshmen	2,836	3,149	3,186	3,208	3,247	3,260	3,241	3,179	3,604	3,221	3,339
Average SAT	1140	1140	1149	1167	1177	1189	1195	1192	1200	1212	1221
Top 10% HS Class	23%	23%	26%	30%	35%	37%	38%	40%	39%	44%	44%
% Minority Freshmen	17%	16%	15%	17%	17%	20%	19%	19%	20%	21%	25%

Sources: UConn OIR and Admissions Office

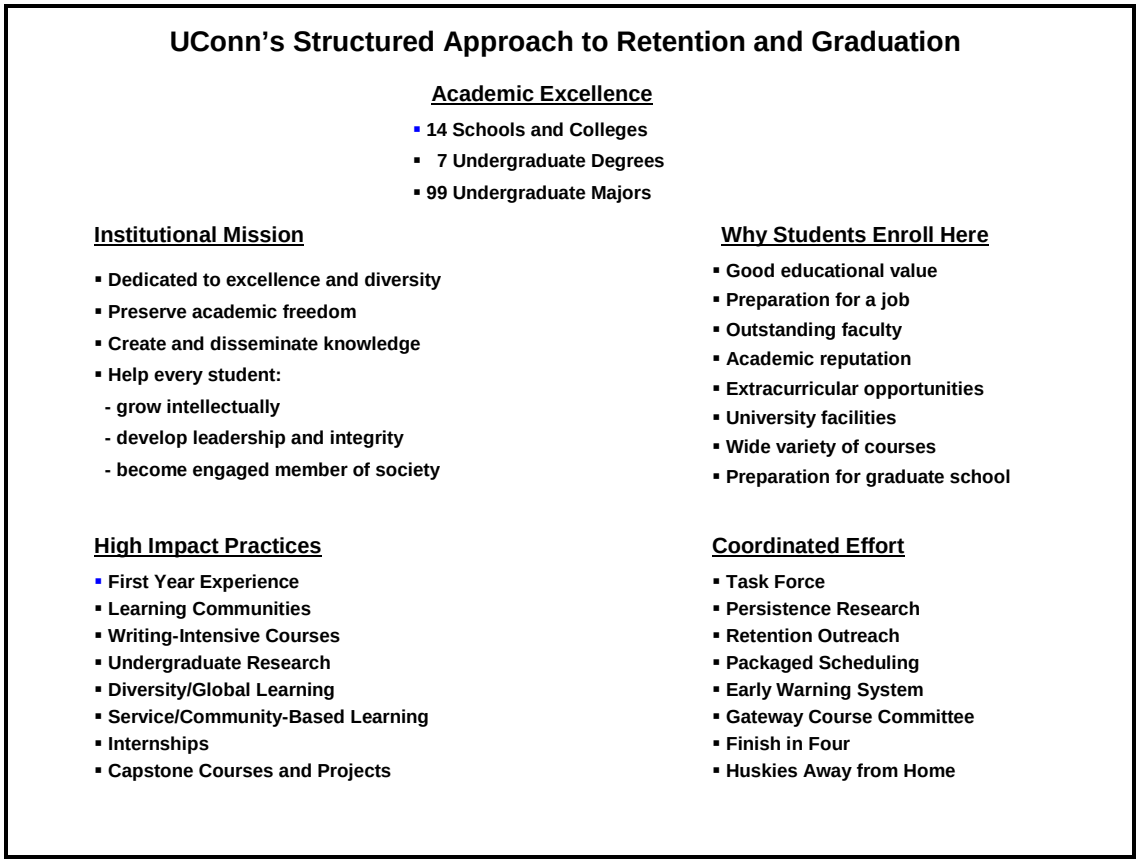
UConn is well-positioned to facilitate students' academic and personal growth because our incoming freshmen are primarily traditional-age, recent high school graduates who attend full-time and reside on campus. In fact, we house the highest percentage of undergraduates among public research universities, nationally. Research by Bowen, Chingos and McPherson (2010) indicates a strong relationship between students residing in campus housing and retention and graduation rates. Our performance with regard to progress toward six goals (see below) set in the University's *Academic Plan* for recruitment, retention and graduation are encouraging.

Table 3. UConn Academic Plan: Update on Progress Toward Fall 2014 Goals

Entering Freshman Class Metrics	**Fall 2007**	**Fall 2010**	**Goal**
Freshman Average SAT (Math & Verbal)	1192	1221	1220
% Students in top-10% of high school class	40%	44%	45%
Freshman Retention Metrics	**Fall 2005**	**Fall 2009**	**Goal**
First-year retention rate	93%	93%	95%
First-year minority retention rate	91%	92%	95%
Graduation Metrics (Fall Entering Cohort)	**Fall 2000**	**Fall 2004**	**Goal**
Six-year graduation rate	74%	81%	78%
Six-year minority graduation rate	69%	72%	78%

Sources: UConn Academic Plan, OIR and Admissions Office

Guided by our institutional mission and cognizant of why students choose to attend UConn, we take a structured approach to retention and graduation (see diagram below) by complementing our high quality academic offerings with an array of academic enrichment and support programs which reflect high impact practices identified by Kuh (2008) as enhancing student success. Coupled with student affairs programs and co-curricular experiences that enrich the student experience, students have the resources to become academically and socially integrated early on into our campus environment. Tinto (1994) found that purposeful early involvement leads to higher GPA and more likely degree completion. We also perform retention outreach and assessment efforts, conduct database persistence analyses and survey students at selected intervals of their UConn experience.



UConn academic enrichment and support programs and initiatives contribute to retention and graduation success. A comprehensive, but by no means exhaustive, selection of these is presented below:

Freshman Orientation provides incoming students the opportunity to come to campus in the summer to learn about college life, meet with an academic advisor, tour campus and stay in a dorm overnight. Last year, nearly 97% of Storrs incoming freshmen participated, which was among the highest rates in the nation. Hossler, Ziskin and Gross (2009) noted that campuses with higher orientation participation rates have higher retention rates. Students tell us they enjoy our program, value the insights provided by the student orientation leaders and like knowing that other new students have the same kinds of questions they do. When students arrive on in the fall, they also experience the *Week of Welcome*, a series of events that bridge the gap between orientation and commencing their college career.

First-Year Programs and Learning Communities facilitate student transition by providing guidance, opportunities and resources for student engagement and learning with a purpose. Through an *FYE* course taken by most freshmen and a *Peer Education* program, students discover the value of the intellectual, social and cultural dimensions of the university. The *Academic Support Program* offers coaching in attitudes, skills and strategies that foster academic excellence, and at the *Academic Achievement Center,* students speak with trained peer coaches about time management, study skills, motivation, and stress management. *UConn Connects* matches students on academic probation with peer facilitators who mentor them throughout the semester to improve their grades and overall

experience. Our analyses have shown that *UConn Connects* participants benefit from this program as indicated by higher spring semester GPAs than those who decline participation. Cuseo (2010), Chickering (1993), and Upcraft and Gardner (1989) stressed the importance of holistic, student-centered first-year seminars in promoting college success because they help students progress toward fulfilling key educational and personal goals like:

- developing academic and intellectual competence;
- establishing and maintaining interpersonal relationships;
- developing an identity;
- deciding on a career and life-style;
- maintaining personal health and wellness; and,
- developing an integrated philosophy of life.

Pascarella and Terenzini (1991, 2005) conducted a meticulous synthesis of more than 2,600 postsecondary studies on the impact of college programs on student development, concluding that first-year seminars produce consistent evidence of a positive and statistically significant impact on persistence and degree completion. Hunter and Linder (2005), in their review of research regarding first-year seminars found that the overwhelming majority findings show these courses positively affect retention, GPA, number of credit hours attempted and completed, graduation rates, student involvement in campus activities, and student attitudes and perceptions of higher education.

The *Academic Plan* called for the establishment of living and learning communities at UConn in emerging areas of interdisciplinary excellence to increase opportunities for small-group, experiential, and service learning and to that end set a metric goal of 25% incoming class participation. Over 280 deans, faculty, staff and students make up *Learning Community Teams* that work closely with the student cohorts. In 2010-11, 1,985 students are participating in one of UConn's *15 Living and Learning Communities* or *9 non-residential Learning Communities* made up of a themed-first year experience course based on a major. Of these, 1,183 are first-year students. The incoming class of 456 *Honors Program* students are required to live in the *First-Year Honors Learning Community.*

In June 2010, the *Office of First Year Programs and Learning Communities* was awarded a $203,000 grant from the *Davis Educational Foundation* to integrate freshman English courses into learning communities. Based on the success of a pilot developed with the *Freshman English Program* that offers learning community-themed freshmen writing courses, the *Davis Foundation* provided support to grow the program significantly over a three year period. In Fall 2010, 13 themed sections were offered with a goal of offering 25 sections by Fall 2012.

School of Pharmacy Dean Robert McCarthy and Associate Dean Andrea Hubbard, faculty and the Pharmacy Librarian teach small pharmacy-themed first year experience seminars for students living in the *(Pre-) Pharmacy Learning Community.* First-semester students meet other students in their major, and interact with key people from their program who can help jump start their education and address issues critical for successful transition to college.

In Fall 2010, 49 *Public Health House* students, the majority in their first semester, completed almost 2,000 hours of community service work. *WiMSE (Women in Math, Science and Engineering)* students took a lab tour seminar with *Professor Erin Mullen,* visiting 12 labs on campus to learn about different research fields while connecting with research opportunities in their first and second year.

The Academic Center for Exploratory Students (ACES) at UConn advises more than one-third of entering students exploring academic choices, planning to apply to specific programs or enrolled in pre-professional majors. Habley & McClanahan (2004) found from results of a national *ACT* survey of public four-year institutions that practices considered most tied to retention were advising centers, advising selected populations, first-year programs and learning communities, summer BRIDGE programs and tutoring. Those considered as having the most impact, were freshman seminar for credit, learning communities and advising selected populations

The Institute for Teaching & Learning provides pedagogical and technology support for faculty, graduates, and undergraduate students and houses the *Q Center* and *W Center* which offer tutoring for students who would like to improve their quantitative and writing skills.

Enrichment Programs: *The Honors Program* enables intellectually gifted and highly motivated students to receive the richest possible education. *The Individualized and Interdisciplinary Studies Program* enhances the academic experience with interdisciplinary and unique learning opportunities. *The Office of National Scholarships* recruits and mentors high-

achieving students to compete for prestigious national and international scholarships. *The Office of Undergraduate Research* provides opportunities to students interested in engaging in independent or collaborative research with faculty and research professionals. *Study Abroad* offers over 200 programs in 65 countries. And, the *Pre-Law Program* assists students interested in exploring careers in law and gaining admission to law school.

Experiential Learning includes internships linked to an academic department or done independently. Academic *internships* have specific guidelines and requirements that vary by major; *non-credit, non-academic internships* are usually done independently by students to supplement their formal education and gain practical work experience.

Student Support Services (SSS) facilitates enrollment, retention, and graduation of low income and/or first generation college students. Selected students are contingently accepted to UConn based on their successful attendance and completion of a 6-week pre-collegiate program for which each student can earn up to seven credits prior to fall matriculation. The program introduces students to the rigors of university life, helps them develop the discipline and skills required to succeed academically, and provides orientation to the general campus community and facilities. *SSS staff* act as liaisons between faculty, students and campus resources; also each student is assigned a *SSS counselor* who provides support and advocacy for the student throughout their tenure at UConn. The Center also offers academic support services in the form of individual and group tutoring; peer advising; academic, personal, and professional developmental workshops; study groups; First Year Experience courses; supplemental instruction; and, academic, cultural and social group activities.

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 aims to provide students a successful academic and social transition from high school to college, a positive academic experience, opportunities and strategies to help students reach their educational goals, and information and skills to make a successful transition to graduate studies or professional life.

The Division of Student Affairs (DSA): provides programs, services and co-curricular experiences that enhance student success. *DSA's* efforts support the academic mission of the university and the development of each student by fostering an awareness of lifelong learning and promoting the development of skills for effective citizenship in a diverse world. *DSA* delivers services to meet students' basic needs of housing, dining, and wellness (physical and mental); enhances students' academic experiences through support of residential learning communities; provides opportunities to be involved in 500+ clubs and organizations; encourages service to the community through a vibrant community outreach operation; offers career advice and opportunities through internship placement and career fairs; balances the needs and rights of individuals with the welfare of the community; supports students with disabilities; advocates for students regarding faculty and staff issues; counsels students on resources to encourage retention; and guides returning students on strategies for successful readmission. Staff also work to ensure students' statuses are accurate in order to assure better tracking and retention statistics. *The Division of Student Affairs* plays a vital role in the retention of students by providing students with high quality services, programs and activities that compel students to stay involved, engaged and successful as they progress towards graduation. UConn's *Senior Transition and Engagement Programs (STEP)* offer a *Senior Year Experience* one credit, 10 week course that enrolls about 180 students in a combined lecture and discussion format. Students attend lectures delivered by content experts on a number of topics and participate in small 15 person discussion sections. Typically, lecture speakers address such topics as résumé writing, job searching, interviewing, job offers, personal financial management, car buying, retirement investing, and transitional issues. This program, balanced with academic and programmatic initiatives, provides an opportunity for reflection to determine the meaning and value of the undergraduate experience and the student's growing role as a productive and valued citizen and university alumnus.

The Department of Recreational Services recognizes many freshmen were on athletic teams in high school and encourages continued involvement through intramural athletics and exercise. Research by the National Intramural-Recreational Sports Association (2002) showed involvement in recreational sports is a determinant of student satisfaction and success. Huesman, et.al. (2007) examined the relationship of student use of campus recreation facilities on GPA, persistence and graduation at a large public university and found recreational facility use, controlling for other important academic, financial and social fit factors, was positively associated with academic success.

The Retention and Graduation Task Force chaired by the Vice President for Enrollment Management and Planning and broadly represented from across UConn augments these academic enrichment and support efforts through research and discussions which lead to recommendations made to executive leadership regarding retention and graduation issues. Robbins' (2007 recommended designating a visible individual to coordinate a campus-wide Retention Planning Team and conducting systematic analyses of academic and non-academic characteristics and needs of students who persist or leave. Hossler and Lucido (2009) indicated 74% of respondents to their survey on institutional practices have an administrator coordinating retention efforts, and 63% have a retention committee similar to our Task Force (research institutions in particular).

Enrollment Management has a full-time retention and graduation outreach coordinator housed in the Office of the Registrar who conducts a calling campaign to new freshmen early in the fall semester to see how things are going; contacts freshmen who submitted their FAFSA past the March 1 deadline the previous year as a reminder; and checks in with students who request an academic transcript be sent to another institution, did not register for the upcoming semester as scheduled, were on approved leaves of absence, or who left school just short of graduation. She also ensures that students who never showed up are not included in Day 10 counts of students included as the base cohort for persistence-to-degree calculations**.**

Cuseo (2010) contended that early feedback is important for poor-performing students because they tend to be poor self-monitors--i.e., often lacking self-awareness of how poorly they are doing. Hossler and Lucido (2007) reported that more than two-thirds of institutions they surveyed reported have initiatives early-alert assessment and monitoring systems for first-year students. The Registrar established and coordinates our early-warning assessment system and has conducted follow-up assessments which indicate the program is helping students who are contacted. Hossler and Lucido's survey indicated that 53% of respondents regularly flag courses with many Ds, Fs, or Ws. Our Registrar has conducted these types of analyses. UConn, like 46% of the institutions in Hossler and Lucido's survey, offers voluntary sessions to deepen learning in courses with high percentages of Ds, Fs or Ws. These courses are often referred to as gateway courses because for many students, 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 a university at the end of their first year. Although lack of success in these courses is too high for all students, it is disproportionately high for underrepresented students.

Another important recent UConn initiative was *The Summer Session 2007 Assessment* that garnered 6,675 student responses. This show of interest in summer enrollment reflected many respondents' desire to stay on track toward graduation. Respondents indicated the following reasons for falling behind: time off, low semester course credit loads and changing majors. As a result of this survey and other efforts, summer enrollment has increased dramatically in the past few years, enabling more students to graduate on time.

Student Surveys: Obtaining feedback from students at selected intervals during the college experience is a very informative and crucial part of our structured approach to student success. The *Entering Student Survey* is administered during freshman orientation every other year. Perhaps, the most compelling consistent finding is that students have very high expectations of themselves and us when they enter UConn. Our ability to deliver on our promise to meet their needs coupled with informing them regarding the differences between high school and college will help them succeed and increase their satisfaction with their experience here. Results of our *Mid-Career and Senior Student Satisfaction Survey* indicated three-fourths of sophomores, juniors and seniors were satisfied or more than satisfied with *academic advising*. And, when seniors were asked to reflect on their experience at UConn, one-third of those not graduating in 4 years cited *changing majors* or *earning a second degree* as a reason. *OIR's Annual Alumni Survey* of recent graduates provides selected outcome measures for our educational process. Primarily focused on the academic experience of graduates, it also allows respondents to report their current activities. Selected responses in the 2008 report from students who graduated between July 2007 and June 2008 included the following: 82% who lived in campus residence halls for eight semesters were satisfied with their experience; 78% of respondents had decided on a major prior to junior year, and 41% had changed their major one or more times. Respondents also were asked to rate the importance of 23 potential benefits of a college education and the extent to which they believed UConn helped provide each benefit. The most highly rated potential benefit, based on perceived importance, was to *learn on your own, pursue ideas and find information you need,* followed by *gain a range of information that might be relevant to a career,* and *understand yourself, your abilities, your interests and personality.* The three most highly rated potential benefits of UConn education, in terms of UConn's

helpfulness in providing them were: *learn on your own, pursue ideas and find information you need, understand and be able to get along with different kinds of people and think analytically and logically.* Finally, 95% of respondents would recommend UConn to a friend or a relative; and, 92% reported being employed or having entered graduate school. More detailed discussions of findings from these surveys are in Attachments D, E and F.

Retention by Race/Ethnicity and Gender

As planned, we also focused this past year on the issue of persistence and completion by race/ethnicity and gender at UConn based on results of our longitudinal leaver analyses and within the context of the current national situation and conversation.

Adelman (2006) stated that, "The core question is not about basic *access* to higher education . . . It is about *completion* of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment." Bowen, Chingos and McPherson (2009) reiterated this point, noting that college graduation, much more than college attendance, transforms individuals' lives. Their research showed that students were much more likely to complete college if their parents were graduates. By contrast, having a parent who started college but did not finish had very little effect. This implies benefits of earning a degree are intergenerational. These authors also found that not only is there a gap between underrepresented minority students and white students with regard to college graduation rates, this gap has been growing over time.

Bowen, et. al. also found in their review of retention and graduation rates of Fall 1999 entering freshmen at 21 AAU-member public flagship research universities that large disparities existed in four-year and six-year graduation rates by race/ethnicity and gender. They also found that gaps were growing over time

The data in Table 4 through Table 7 addresses these rates at UConn Storrs campus. Table 4 on the following page presents a comprehensive summary of retention and graduation rate trend data by race/ethnicity at UConn Storrs. Clearly, our trends have been quite positive. However, there is a gap between graduation rates for white (and Asian) students on one hand and African-American and Hispanic students on the other. Native-American enrollment cohorts were too small to include in these comparisons.

As the data in Table 5 indicate, the gap between Hispanic students at and white students at UConn for each of the first three years of retention has actually gotten smaller. And, while the four-year graduation rate gap has grown, the five and six-year rate gaps have not changed.

The retention and graduation gap between African-American and white students has grown, however, with the exception of second year retention rate. But the most recent gap in four-year graduation rate between white and African-American students is relatively small, increasing by just one percentage point.

The gaps in four-year graduation rates between white and both underrepresented minority groups in general and at UConn are worth noting because these students are less likely to be able to afford additional costs associated with extra time needed to earn a degree.

Obviously, because retention and graduation rates fluctuate to a certain extent from year to year even if they are trending one way or the other long term, this analysis is not an attempt from which to draw broad conclusions. Rather, it is a first step toward further analyses regarding whether there is a distinct trend in the retention and graduation comparisons of underrepresented minority students and white students here at UConn.

Although, it is encouraging that our rates by race/ethnicity compare favorably to national averages and that white, Asian, Hispanic and African-American persistence and completion rates here are increasing.

Table 4. UConn Storrs Retention & Graduation Rates by Race/Ethnicity											
	Fall Semester	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian	1-Year Retention			**92%**	93%	96%	94%	92%	97%	96%	**93%**
	2-Year Retention		**82%**	84%	90%	89%	91%	86%	95%	**90%**	
	3-Year Retention	**82%**	81%	81%	85%	83%	86%	85%	**93%**		
	4-Year Graduation	**52%**	53%	51%	64%	64%	66%	**66%**			
	5-Year Graduation	**73%**	73%	75%	81%	80%	**81%**				
	6-Year Graduation	**78%**	78%	79%	82%	**81%**					
African-American	1-Year Retention			**85%**	86%	90%	88%	90%	88%	92%	**87%**
	2-Year Retention		**78%**	71%	75%	80%	79%	82%	83%	**86%**	
	3-Year Retention	**74%**	76%	70%	67%	72%	75%	82%	**77%**		
	4-Year Graduation	**36%**	33%	28%	39%	43%	42%	**49%**			
	5-Year Graduation	**58%**	60%	57%	57%	58%	**62%**				
	6-Year Graduation	**61%**	66%	59%	59%	**61%**					
Hispanic	1-Year Retention			**85%**	89%	90%	88%	91%	90%	91%	**95%**
	2-Year Retention		**73%**	77%	78%	75%	84%	80%	85%	**87%**	
	3-Year Retention	**74%**	69%	74%	75%	74%	80%	78%	**86%**		
	4-Year Graduation	**44%**	40%	43%	46%	54%	53%	**52%**			
	5-Year Graduation	**60%**	55%	66%	66%	68%	**70%**				
	6-Year Graduation	**64%**	59%	70%	70%	**72%**					
Native-American	1-Year Retention			**83%**	85%	100%	100%	88%	91%	80%	**67%**
	2-Year Retention		**67%**	67%	77%	83%	100%	63%	91%	**100%**	
	3-Year Retention	**75%**	67%	50%	77%	83%	100%	57%	**91%**		
	4-Year Graduation	**38%**	50%	33%	46%	58%	78%	**63%**			
	5-Year Graduation	**75%**	83%	50%	62%	67%	**89%**				
	6-Year Graduation	**75%**	83%	50%	77%	**75%**					
All Minority	1-Year Retention			**88%**	89%	93%	91%	91%	92%	94%	**92%**
	2-Year Retention		**78%**	78%	82%	82%	85%	83%	88%	**88%**	
	3-Year Retention	**77%**	76%	75%	77%	77%	81%	82%	**86%**		
	4-Year Graduation	**44%**	43%	42%	51%	54%	55%	**57%**			
	5-Year Graduation	**65%**	64%	66%	68%	69%	**73%**				
	6-Year Graduation	**69%**	68%	70%	72%	**72%**					
Non-Resident Alien	1-Year Retention			**89%**	85%	94%	85%	91%	92%	80%	**93%**
	2-Year Retention		**71%**	80%	74%	89%	85%	88%	90%	**70%**	
	3-Year Retention	**46%**	67%	76%	59%	78%	85%	78%	**86%**		
	4-Year Graduation	**n/a**	35%	56%	52%	61%	50%	**63%**			
	5-Year Graduation	**31%**	35%	71%	59%	72%	**75%**				
	6-Year Graduation	**34%**	60%	76%	63%	**72%**					
White	1-Year Retention			**89%**	90%	92%	93%	93%	93%	92%	**93%**
	2-Year Retention		**82%**	83%	85%	86%	88%	88%	88%	**87%**	
	3-Year Retention	**79%**	79%	80%	81%	85%	87%	86%	**87%**		
	4-Year Graduation	**56%**	56%	59%	63%	68%	71%	**70%**			
	5-Year Graduation	**73%**	73%	76%	78%	81%	**83%**				
	6-Year Graduation	**75%**	76%	76%	79%	**83%**					
All	1-Year Retention			**88%**	90%	92%	93%	93%	93%	92%	**93%**
	2-Year Retention		**81%**	82%	84%	85%	88%	87%	88%	**87%**	
	3-Year Retention	**78%**	78%	79%	80%	83%	86%	85%	**86%**		
	4-Year Graduation	**53%**	54%	56%	61%	66%	68%	**67%**			
	5-Year Graduation	**71%**	72%	74%	76%	79%	**81%**				
	6-Year Graduation	**74%**	75%	76%	78%	**81%**					

Data Source: Office of Institutional Research

Table 5. UConn Storrs Retention & Graduation Rates by Race/Ethnicity						
	Fall Semester	Base	Gap	Latest	Gap	Change
White	1-Year Retention	**89%**		**93%**		
	2-Year Retention	**82%**		**87%**		
	3-Year Retention	**79%**		**87%**		
	4-Year Graduation	**56%**		**70%**		
	5-Year Graduation	**73%**		**83%**		
	6-Year Graduation	**75%**		**83%**		
Hispanic-American	1-Year Retention	**85%**	**4**	**95%**	**(2)**	**(6)**
	2-Year Retention	**73%**	**9**	**87%**	**0**	**(9)**
	3-Year Retention	**74%**	**5**	**86%**	**1**	**(4)**
	4-Year Graduation	**44%**	**12**	**52%**	**18**	**6**
	5-Year Graduation	**60%**	**13**	**70%**	**13**	**0**
	6-Year Graduation	**64%**	**11**	**72%**	**11**	**0**
African-American	1-Year Retention	**85%**	**4**	**87%**	**6**	**2**
	2-Year Retention	**78%**	**4**	**86%**	**1**	**(3)**
	3-Year Retention	**74%**	**5**	**77%**	**10**	**5**
	4-Year Graduation	**36%**	**20**	**49%**	**21**	**1**
	5-Year Graduation	**58%**	**15**	**62%**	**21**	**6**
	6-Year Graduation	**61%**	**14**	**61%**	**22**	**8**

Source: OIR

A compilation of insights and suggestions from two Education Trust reports by Lynch and Engle (2010) on big and small gaps in graduating African-American and Hispanic is presented below for consideration as we move forward. These represent long- and near-term strategies and reflect existing approaches at UConn as well as new ideas:

- support financial investment in children under the age of five
- encourage parental involvement in education of students from early childhood on
- develop diverse, great teachers, particularly in STEM areas
- communicate the priority of diversity success through institutional leadership and institution-wide commitment
- make yourself the institution of choice for minority students
- set high expectations for students
- look at institutions where retention and graduation gaps are small for new ideas
- develop a plan and set realistic stretch goals to raise rates
- calculate cost-effectiveness of retention
- track data as an ongoing feedback loop so empirical lessons are used to improve strategies
- develop strategies to review transcripts to identify students who are high-risk
- incorporate support mechanisms to trigger alert when data show students falling behind, e.g., dropping courses
- consider student success a core value, part of the culture of the campus, and an ethical obligation to foster

Gender

Whitmire (2010) indicated that national data in recent years show a 57%-43% split in college enrollment and graduation rates. He explains that some believe as the world has become more verbal, schools allowed boys to slip in literacy skills, leading them to conclude that schooling is more geared, from early education on, toward girls who are more adept at absorbing early literacy demands. Thus, men seek other outlets for energy and creativity, start to disengage in middle school and begin dropping out at age 16. Those who don't drop out, graduate from high school and continue to college and graduate from college at lower rates than girls. This is important because it impacts the competitive knowledge base of our workforce and creates more economic difficulties and social disparities. In light of the projected rapid shift in demographics, in which underrepresented minority males who in particular have tended to struggle, he stressed the need to invest in this population.

Men's struggle in college academically might be reflected, in part, by national survey responses of incoming freshmen by gender regarding their self-perceptions of personal characteristics and high school senior year study habits. Responses from *The Fall 2008 CIRP Freshman Survey* (shown below) indicate males were more likely to rate themselves in the top 10% of students on a variety of personal characteristics than women rate themselves; yet women were more likely to report strong study habits during their last year in high school than men did. It should be noted that this pattern of responses is very consistent from year to year on this survey.

Table 6. 2008 CIRP Freshman Survey Self-Perceptions and Reported Behaviors			
Opinions of Own Personal Characteristics			
Student rated self above average or highest 10 percent in:	**Men**	**Women**	**M > W**
Physical health	68%	46%	22%
Mathematical ability	55%	37%	18%
Computer skills	48%	30%	18%
Intellectual self-confidence	70%	53%	17%
Popularity	48%	33%	15%
Emotional health	62%	48%	14%
Self-understanding	64%	54%	10%
Social self-confidence	58%	48%	10%
Public-speaking ability	42%	34%	8%
Leadership ability	66%	59%	7%
Academic ability	73%	66%	7%
Creativity	57%	56%	1%
Cooperativeness	73%	74%	-1%
Spirituality	39%	40%	-1%
Writing ability	46%	49%	-3%
Artistic ability	29%	32%	-3%
Drive to achieve	73%	77%	-4%
Understanding of others	65%	69%	-4%
High School Senior Year Study Habits			
During the past year, did you frequently:	**Men**	**Women**	**W > M**
Take notes in class	51%	78%	27%
Revise your papers to improve your writing	37%	55%	18%
Seek feedback on your academic work	41%	53%	12%
Ask questions in class	50%	57%	7%
Accept mistakes as part of the learning process	50%	53%	3%
Seek solutions to problems and explain them to others	51%	52%	1%
Evaluate the quality or reliability of information you received	37%	37%	0%
Seek alternative solutions to a problem	46%	43%	-3%
Look up scientific-research articles and resources	24%	20%	-4%
Support your opinions with a logical argument	61%	56%	-5%
Explore topics on your own, even though it was not required for a class	35%	28%	-7%

Fall 2008 CIRP Freshman Survey

Sax (2008) presented and discussed findings from a longitudinal study based on survey data from the *UCLA's Cooperative Institutional Research Program (CIRP) National Freshman Norm and Senior Surveys.* The study measured whether men and women responded differently to a range of factors within higher education settings that influence their academic, personal and professional development. The same group of students was surveyed when they entered college and again four years later. Findings showed men and women were much more similar than different, but significant gaps existed regarding academic engagement and educational attainment. Among the effects of the college experience that were significant and in a similar direction, more than three-fourths were stronger for men than women, a finding supported by Whitt, Pascarella, et al. (2003) who concluded men "seemed

to reap significantly greater cognitive benefits from their engagement than did their female peers." Two other significant findings from the Sax (2008) study are presented below:

- *Academic engagement:* Women spent more time studying, volunteering and getting involved in clubs. These activities positively relate to academic success but also may induce stress. Men spent more time on sports, exercise, partying, and video games, which may relieve stress but can negatively impact academic success. Sax recommends encouraging *a healthier balance* for both genders. Men need to join learning communities, participate in first-year seminars and writing courses, conduct student-faculty research, study abroad, and get involved in internships and capstone experiences; while women may benefit by getting involved in intramurals or exercise which could relieve their stress.
- *Careers and majors:* Colleges often find it hard to attract women to traditionally male fields. Many opt out of the science and engineering pipeline long before college because of family influences or early educational experiences and because they do not see a connection between these fields and altruism. Sax contends colleges could recruit and retain more women to STEM careers by conveying how math and science help improve the human condition. Strategies include summer internships, mentoring and online networks of women in science.

Table 7 below presents a comparison between UConn and our metric peers with regard to graduation rates by gender using the most recent available national data presented by College Results Online. This data represents four-year and six-year graduation rates for the entering classes of Fall 1996 and Fall 2002 from the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey data. The Fall 2002 six-year graduation rates, for example, are for those in this entering cohort who graduated within four years by Spring 2006 and within six years by Spring 2008. The data illustrates that UConn's female and male graduation rates are at or near the top when compared to graduation rates for females and males at our metric peer institutions for both years' entering cohorts. The chart also shows female graduation rates exceed male graduation rates in every case except for the most recent six-year graduation rate for the University of Georgia where both genders' rates are the same. The data also clearly indicate that the gender gap is larger with regard to four-year graduation rates than six-year rates. The table also provides input regarding whether there is a growing achievement gap by gender at each institution. The University of Connecticut and the University of Georgia were the only two institutions which showed a smaller four and six-year graduation rate gap for the more recent cohort than the earlier cohort.

Table 7. Graduation Rates by Gender for UConn and Metric Peers

	4-Year Graduation Rate							6-Year Graduation Rate						
	Begin Fall 1996 - Done Spring 2000			Begin Fall 2002 - Done Spring 2006				Begin Fall 1996 - Done Spring 2002			Begin Fall 2002 - Done Spring 2008			
Gender	**Fem**	**Male**	**Gap**	**Fem**	**Male**	**Gap**	**Diff**	**Fem**	**Male**	**Gap**	**Fem**	**Male**	**Gap**	**Diff**
UConn	52	32	**20**	64	47	**17**	**(3)**	74	65	**9**	79	73	**6**	**(3)**
Georgia	48	33	**15**	56	42	**14**	**(2)**	72	68	**4**	78	78	**0**	**(4)**
Rutgers	49	37	**12**	55	43	**12**	**0**	75	69	**6**	78	71	**7**	**1**
Ohio State	32	19	**13**	52	33	**19**	**6**	61	56	**5**	76	70	**6**	**1**
Missouri	40	28	**12**	50	32	**18**	**6**	67	63	**4**	73	65	**8**	**4**
Minnesota	29	23	**6**	45	36	**9**	**3**	56	52	**4**	67	64	**3**	**(1)**
Purdue	35	25	**10**	47	31	**16**	**6**	65	62	**3**	75	69	**6**	**(3)**
Iowa State	36	23	**13**	44	25	**19**	**6**	68	63	**5**	70	65	**5**	**0**
Iowa*	44	30	**14**	*45*	*33*	**12**	**(2)**	65	63	**2**	*68*	*64*	**4**	**2**

Source: Education Trust, College Results Online, collegeresults.org.

** U. Iowa 2008 data unavailable so for that school the 2007 data is presented.*

A compilation of selected insights and suggestions offered by Fuchs (2010) regarding recruiting, retaining and graduating men are presented below for consideration as we move forward.

- *Audit Academic Offerings:* Be attentive not only to sports and co-curricular offerings but also academic programs that interest males. Review national data on career choice to see gender distribution in various professions; then, identify gender-balanced careers and those more sought after by men. Take an internal look at programs and a 10-year trend line. Where are we losing men?
- *Provide an Earlier Hands-on Experience:* Men are inspired by doing and seeing that what they're doing matters. They are often attracted by earlier, hands-on experience. Internship opportunities in junior or senior year are not enough. Earlier hands-on experiences, and promising that early in the recruitment process, are crucial.
- *Find Opportunities to Inspire Them:* Because men seek inspirational models/mentors, colleges hoping to recruit and retain more men can see gains by providing that earlier. Engage faculty in these efforts. Show men profiles of successful graduates in fields of interest to men. Convey that they do not need to know what he is going to do from day one to be successful. Inspire their imagination by having alumni visit campus and speak.
- *Focus Messaging on Product, as well as Process:* Focus on results and outcomes. How do we help connect young men with their chosen careers? What inspirational examples can we provide?
- *Engage Men in the Classroom:* Men have different learning styles than women and come to college with a different level of preparation. This critical issue is best addressed by campus teaching and learning centers.

Regional Campuses

Between Fall 2000 and Fall 2010 incoming freshman enrollment at our regional campuses increased by 66%, average SAT scores were up by six points, and the proportion of incoming freshmen who are minority students increased by 12 percentage points.

8. UConn Regional Campus Incoming Freshman Cohort Profile (2000-2010)											
Fall	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
# Incoming Freshmen	749	764	849	909	1,028	986	1,140	1,147	1,254	1,141	1,241
Average SAT	1019	1009	1018	1018	1035	1033	1011	1019	1012	1038	1025
% Minority Freshmen	25%	27%	26%	27%	27%	34%	30%	28%	31%	33%	37%

Sources: UConn OIR and Admissions Office

Between Fall 2000 and Fall 2009, our regional campus freshman retention rate was up by eight percentage points, the 2-year rate was up by four, and the 3-year rate by eight. Our latest six-year graduation rate is up by four percentage points from the Fall 2000 entering cohort rate but did drop two percentage points compared to last year.

Table 9. UConn Regional Campus Retention & Graduation Rates (2000-2009)										
Fall Semester	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
1-Year Retention	74%	77%	76%	79%	79%	79%	79%	78%	80%	82%
2-Year Retention	60%	60%	61%	66%	65%	62%	65%	66%	64%	
3-Year Retention	53%	53%	56%	59%	59%	58%	58%	61%		
6-Year Graduation	46%	46%	48%	52%	50%					

Source: UConn OIR

Regional campus six-year graduation rates are compared to Connecticut State University institutions' graduation rates below. They exceed the graduation rate at each of the four CSU campuses.

Table 10. Six-Year Graduation Rates of UConn Regional Campuses vs. CSU				
Entering Cohort	**2000**	**2001**	**2002**	**2003**
UConn Regionals	46%	46%	48%	52%
CCSU	40%	44%	46%	49%
ECSU	48%	48%	46%	50%
SCSU	34%	38%	38%	42%
WCSU	37%	37%	40%	40%

Source: CT Department of Higher Education, Higher Education Counts: Achieving Results, 2010.

All five regional campuses offer an array of services and support facilities, including high technology classrooms, computer labs, a University library, a student learning commons, a bookstore, community space, student organizations, and tutoring. Each campus has a writing coordinator to assist students. Avery Point's Learning Center offers academic support and access to technology with faculty or staff providing academic and career advice. Stamford has an advising center, and program advisors at the tri-campus (Hartford, Torrington and Waterbury) deal directly with the advising office liaison to the regional campuses. Regional campuses offer student activities that include health and wellness and substance abuse prevention programs, diversity initiatives, special interest clubs and student government. The particular activities vary from campus to campus. Avery Point has athletic facilities, and the athletic program includes intercollegiate competition in men's baseball, men's basketball and women's basketball. Athletic opportunities at other regional campuses are limited.

Each regional campus, in addition to offering a variety of courses to meet academic program requirements and enable timely graduation, also has a special focus that to some extent reflects their location and the communities they are in or around them... At Avery Point, located on Long Island Sound, the emphasis is Marine Sciences and Maritime Studies. The Greater Hartford Campus in West Hartford, next to the state's capital city has a focus on Metropolitan Issues, Public Policy, and Urban & Community Studies. The International and Business emphasis at the Stamford Campus is enhanced by its Fairfield County location and proximity to New York City. At the Waterbury Campus, located downtown, Civic and Community Engagement is a symbol of the city's economic and urban development. At the Torrington Campus, Arts and Humanities Studies is identified as an area of emphasis.

Campus-transfer sessions are available for students moving from a regional campus to the Storrs campus. An analysis of these students' performance in their first semester at Storrs versus their last semester at a regional campus shows that on average, their GPA drops, regardless of when they make the switch to Storrs. However, their performance at Storrs in subsequent semesters improves as they progress.

UConn Storrs and Regional Campus Retention and Graduation Analyses

Enrollment Planning and Management, utilizing *Office of Institutional Research* quantitative data and qualitative data from an annual phone survey of voluntary leavers conducted by the *Undergraduate Admissions Office,* conducts analyses regarding the *who, why, when, and what* issues associated with student persistence and departure. Our database currently contains the following data:

- Quantitative Data Files:
  - Fall 2000-Fall 2009 incoming freshman cohort one-year retention
  - Fall 2003-Fall 2008 incoming freshman cohort two-year retention
  - Fall 2005-Fall 2009 incoming transfer student cohort one-year retention
  - Fall 2003 and Fall 2004 incoming freshman six-year progress-to-graduation tracker
- Phone Survey of Voluntary Leavers Responses Data Files:
  - Fall 2002-Fall 2009 incoming freshman cohort one-year retention
  - Fall 2004-Fall 2008 incoming freshmen cohort two-year retention
  - Fall 2006-Fall 2009 incoming transfer student one-year retention

The quantitative component of our database contains tenth-day data, including student demographic characteristics such as *gender, race, and residence status;* entering characteristics such as *SAT scores, AP credits earned, and high school attended;* enrollment information such as *academic major/intended major, GPA, credits earned and enrollment status;* and, outcome information pertaining to *return status and degree completion.* Phone survey data includes *why students chose to separate from UConn, their current status,* and *what we could have done better.*

More detailed discussions of our quantitative and qualitative analyses findings are included as Attachments B and C of this report, however, a summary of major findings from our longitudinal analyses are presented below:

- Among freshmen, sophomores and transfer students who leave from Storrs or the regional campuses, significantly more do so voluntarily than involuntarily.
- Among Storrs freshman, sophomore and transfer students, males were more likely than females to be academically dismissed
- Among Storrs freshman and sophomores, Hispanic and African-American students were more likely to be academically dismissed
- Among Storrs freshman, females with GPA's > 2.75 were more likely to leave voluntarily
- Among Storrs freshman and sophomores, those from out-of-state were more likely to choose not to return
- Phone survey responses indicate that Storrs out-of-state freshman leavers indicated *cost, distance from home, large campus and rural location* as a primary reasons for leaving; in-state students who left cited *large campus, not right fit, and issues with major (access to selective program, undecided about major)*
- Storrs and regional campus sophomore leavers were most likely to mention *not being admitted into their desired major or uncertainty regarding their major.*
- In-state students who transfer out generally enroll at a Connecticut State University school or at one of the state's 12 community colleges. Out-of-state students largely enroll at schools in their home state.

In addition to our regular analyses, we have conducted a number of drilldown analyses focusing on specific populations or topics. Some findings from these are presented below:

- Fall 2003 Storrs entering freshmen who graduated with a double major had a four-year graduation rate that was seven percentage points higher than the overall average for that entering cohort.
- Fall 2007 Storrs incoming freshman *Honors Program* students had a 96% freshman retention rate.
- Fall 2008 Storrs and regional campus *Center for Students with Disabilities* students' freshman retention rates were 91% at Storrs and 86% at the regional campuses.
- Fall 2008 Storrs and regional campus incoming freshmen retention rates are somewhat higher than their timely progress toward a degree which was defined as an average of 15 credits per semester.
- Freshman year retention rates for Fall 2008 Storrs campus students who participated in UConn Connects exceeded the retention rate of students who were invited but did not participate by ten percentage points.
- A follow-up study of Fall 2000 campus incoming freshmen conducted in Fall 2008 using *National Student Clearinghouse Student Data* identified an additional 9% of Storrs students and an additional 12% of regional campus students had earned their bachelor's degrees elsewhere.

Conclusion

As we look ahead, we will continue to address the issue of retention and graduation by race/ethnicity and gender at the University of Connecticut. The Retention and Graduation Task Force will continue to discuss and research this topic and will look at the possibility of setting up subcommittees with representation from experts and those interacting with the general population and selected subpopulations to develop recommendations and goals for enhancing degree completion for all students, but particularly males and underrepresented minorities.

Another focus between now and our next annual presentation will be reviewing retention and graduation at the school and college level here at UConn. Chatman (2009) suggested that there are important differences in student experience and engagement by academic discipline and that assessing, recognizing and addressing these differences and identifying predictors lead to better recruitment, retention and completion practices. Lynch and Engle (2010) asserted the value of individual colleges implementing and managing strategies, monitoring results and linking students to enrichment and support services, along with bringing these efforts together for review by provosts and senior faculty fosters a culture of purpose, collaboration, and success.

In closing, we want to reiterate that retention and graduation rates are important outcomes associated with higher education, but only with the assurance that a college diploma reflects the highest standards of academic quality. This principle guides our University's efforts in recruitment, retention and graduation.

Retention & Graduation Task Force Members

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Attachment A

Table A1. University of Connecticut vs. Other Public Research Peer Universities: Four-Year Graduation Rate		
Rank	Institution	Rate
1	U. of Virginia	84%
2	U. of Michigan-Ann Arbor	73%
3	U. of North Carolina at Chapel Hill	72%
4	U. of California-Los Angeles	67%
5	U. of California-Berkeley	66%
6	U. of Illinois at Urbana-Champaign	65%
7	U. of Maryland at College Park	63%
8	Pennsylvania State University	62%
9	**U. of Connecticut**	**61%**
10	U. of California-Irvine	58%
10	U. of Florida	58%
12	U. of Pittsburgh	57%
13	U. of California-San Diego	56%
14	U. of Washington	54%
15	U. of California-Santa Barbara	53%
15	Virginia Polytechnic Institute	53%
15	Indiana U. at Bloomington	53%
18	Rutgers State U. of New Brunswick, NJ	52%
19	U. of Texas at Austin	51%
20	U. of California-Davis	50%
21	U. of Georgia	49%
21	Michigan State University	49%
21	U. of Massachusetts at Amherst	49%
24	U. of Wisconsin at Madison	48%
24	Ohio State University	48%
26	Florida State University	47%
27	Texas A&M University-College Station	45%
27	U. of Minnesota-Twin Cities	45%
27	State U. of New York at Stony Brook	45%
30	University of Missouri-Columbia	43%
31	North Carolina State University at Raleigh	42%
31	U. of Iowa	42%
31	State U. of New York at Buffalo	42%
34	University of Colorado at Boulder	41%
35	Purdue University-West Lafayette	38%
35	Temple University	38%
37	Iowa State University	35%
37	Colorado State University	35%
39	University of Kansas	32%
39	U. of Kentucky	32%
39	U. of Arizona at Tucson	32%
39	West Virginia University	32%
43	Georgia Institute of Technology	31%
43	U. of Tennessee at Knoxville	31%
45	Arizona State University at Tempe	29%
46	Oregon State University	28%
47	Utah State University	27%
48	Louisiana State U. A & M-Baton Rouge	26%
49	U. of Nebraska at Lincoln	25%
50	U. of Illinois at Chicago	24%
50	Virginia Commonwealth University	24%
52	U. of Utah	22%
53	U. of Cincinnati	20%
54	U. of Alabama at Birmingham	17%
55	U. of Hawaii at Manoa	16%
56	New Mexico State University	13%
57	U. of New Mexico	10%
57	Wayne State University	10%

Source: IPEDS Peer Analysis System, 2009 Graduation Rate Survey for 2003 entering freshman cohort. OIR/2010

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

Source: IPEDS Peer Analysis System: 2009 Graduation Rate Survey, 2003 entering freshman cohort.
Average time to graduate derived from 2009 Graduation Rate data for 2003 cohort.
OIR/2010

Table A3. Storrs Campus vs. Other Public Research Peer Universities Average Freshman to Sophomore Retention Rate (%), Fall 2009		
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 Georgia	94
7	U. of Wisconsin at Madison	94
11	U. Maryland at College Park	93
11	U. of Washington	93
11	Georgia Institute of Technology	93
11	U. of Illinois at Urbana-Champaign	93
11	**U. of Connecticut**	**93**
11	Ohio State University	93
11	Pennsylvania State University	93
18	U. of Texas at Austin	92
18	Texas A & M University-College Station	92
20	U. of California at Davis	91
20	Rutgers University - New Brunswick, NJ	91
20	U. of California at Santa Barbara	91
20	Michigan State University	91
20	U. of Pittsburgh	91
20	Virginia Polytechnic Institute	91
26	North Carolina State University	90
27	State U. of New York at Stony Brook	89
27	Florida State University	89
27	Indiana U. at Bloomington	89
30	State U. of New York at Buffalo	88
30	U. of Minnesota - Twin Cities	88
32	Temple University	87
33	Purdue University-West Lafayette	86
34	U. of Massachusetts - Amherst	85
34	U. of Missouri at Columbia	85
36	Louisiana State U. A & M-Baton Rouge	84
36	U. of Colorado at Boulder	84
36	U. of Tennessee at Knoxville	84
36	Iowa State University	84
36	U. of Nebraska at Lincoln	84
41	Virginia Commonwealth U.	83
41	U. of Cincinnati	83
41	U. of Iowa	83
44	Oregon State University	82
44	Colorado State University	82
46	U. of Utah	81
47	Arizona State University at Tempe	80
47	U. of Kansas	80
47	West Virginia University	80
50	U. of Illinois at Chicago	79
50	U. of Arizona at Tucson	79
50	U. of Kentucky	79
53	U. of Hawaii at Manoa	78
53	U. of Alabama at Birmingham	78
55	U. of New Mexico	77
56	New Mexico State University	76
57	Utah State University	74
58	Wayne State University	71

Retention rate: Average percent of 2005-2008 freshmen returning the following fall.
Source: *U.S. News and World Report: 2011 Edition America's Best Colleges*. Fall 2009 data was requested.
OIR: November 20, 2010

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

	Six-Year All Freshman Graduation Rate			Six-Year Minority Freshman Graduation Rate	
1	U. of Virginia	93	1	U. of Virginia	91
2	U. of California at Berkeley	90	1	U. of California at Berkeley	91
3	U. of California at Los Angeles	89	3	U. of California at Los Angeles	89
3	U. of Michigan at Ann Arbor	89	4	U. of Michigan at Ann Arbor	87
5	U. of North Carolina-Chapel Hill	87	5	U. of California at San Diego	84
6	U. of California at Santa Barbara	86	6	U. of California at Irvine	82
7	Pennsylvania State University	85	7	U. of Florida	80
7	U. of California at San Diego	84	7	U. of Washington	80
9	U. of Illinois at Urbana-Champaign	83	9	U. of North Carolina-Chapel Hill	79
10	U. of California at Irvine	82	9	U. of California at Santa Barbara	79
10	U. of Maryland at College Park	82	9	U. of California at Davis	79
10	U. of Florida	82	12	U. of Texas at Austin	78
10	U. of Wisconsin at Madison	82	13	Pennsylvania State University	77
14	U. of California at Davis	81	13	Georgia Institute of Technology	77
14	U. of Texas at Austin	81	15	U. of Illinois at Urbana-Champaign	76
14	U. of Washington	81	15	U. of Maryland at College Park	76
14	U. of Georgia	81	15	Rutgers State U. of New Brunswick,NJ	76
18	Texas A & M University-College Station	80	18	Virginia Polytechnic Institute	75
18	Virginia Polytechnic Institute	80	19	U. of Georgia	73
20	Georgia Institute of Technology	79	19	State U. of New York at Stony Brook	73
21	**U. of Connecticut**	**78**	**21**	**U. of Connecticut**	**72**
21	U. of Pittsburgh	78	**22**	Texas A & M University-College Station	71
23	Rutgers State U. of New Brunswick,NJ	77	23	U. of Wisconsin at Madison	70
23	Michigan State University	77	24	U. of Pittsburgh	69
25	Ohio State University	75	24	Ohio State University	69
26	Indiana U. at Bloomington	74	24	Florida State University	69
27	Florida State University	73	27	Indiana U. at Bloomington	65
28	North Carolina State University	70	27	Iowa State University	65
28	Purdue University-West Lafayette	70	29	North Carolina State University	64
30	U. of Iowa	69	30	Purdue University-West Lafayette	63
30	Iowa State University	69	30	Temple University	63
32	U. of Minnesota - Twin Cities	68	32	Michigan State University	62
32	U. of Missouri at Columbia	68	32	U. of Iowa	62
34	Temple University	67	32	U. of Missouri at Columbia	62
34	State U. of New York at Stony Brook	67	35	State U. of New York at Buffalo	60
34	U. of Colorado at Boulder	67	35	U. of Massachusetts at Amherst	60
37	State U. of New York at Buffalo	66	37	U. of Colorado at Boulder	59
37	U. of Massachusetts at Amherst	66	38	U. of Minnesota - Twin Cities	58
39	Colorado State University	64	39	Colorado State University	57
40	U. of Nebraska at Lincoln	63	40	U. of Tennessee at Knoxville	56
41	Louisiana State U. A & M-Baton Rouge	61	40	Oregon State University	56
41	U. of Kansas	61	40	U. of Utah	56
41	U. of Tennessee at Knoxville	61	43	U. of Nebraska at Lincoln	54
44	Oregon State University	60	44	Virginia Commonwealth	53
44	U. of Kentucky	60	44	U. of Hawaii at Manoa	53
46	U. of Arizona at Tucson	58	46	U. of Arizona at Tucson	52
46	U. of Utah	58	46	U. of Illinois at Chicago	52
46	West Virginia University	58	48	U Louisiana State U. A & M-Baton Rouge	51
49	Arizona State University at Tempe	56	48	U. of Kansas	51
49	Utah State University	56	50	West Virginia University.	50
51	U. of Cincinnati	55	51	Arizona State University at Tempe	49
52	U. of Illinois at Chicago	54	52	U. of Kentucky	48
53	Virginia Commonwealth U.	51	53	Utah State University	47
54	U. of Hawaii at Manoa	48	54	U. of Cincinnati	41
55	New Mexico State University	45	55	New Mexico State University	40
56	U. of New Mexico	43	56	U. of New Mexico	37
57	U. of Alabama at Birmingham	39	57	U. of Alabama at Birmingham	36
58	Wayne State University	32	58	Wayne State University	15

Source: *U.S. News and World Report: 2011 Edition America's Best Colleges*. Fall 2009 data was requested.

Source: IPEDS Peer Analysis System, 2009 Graduation Rate Survey, 2003 entering freshmen cohort. OIR/October 2010

Table A5. Storrs Campus vs. Other Public Research Peer Universities, Fall 2009 Entering Freshmen

	SAT 75th Percentile			Top 10% of High School Class	
1	U. of California at Berkeley	1470	1	U. of California at Davis	100
2	U. of Virginia	1440	1	U. of California at San Diego	100
3	Georgia Institute of Technology	1430	3	U. of California at Berkeley	98
4	U. of California at Los Angeles	1410	4	U. of California at Los Angeles	97
4	U. of North Carolina-Chapel Hill	1410	5	U. of California at Irvine	96
6	U. of Maryland at College Park	1390	5	U. of California at Santa Barbara	96
7	U. of California at San Diego	1380	7	U. of Michigan at Ann Arbor	92
8	U. of Texas at Austin	1360	8	U. of Virginia	89
8	U. of Florida	1360	9	U. of Washington	86
8	U. of Pittsburgh	1360	10	Georgia Institute of Technology	81
11	U. of California at Santa Barbara	1330	11	U. of North Carolina-Chapel Hill	80
11	U. of Washington	1330	12	U. of Texas at Austin	77
11	U. of Georgia	1330	12	U. of Florida	77
14	U. of California at Irvine	1320	14	U. of Maryland at College Park	71
14	U. of California at Davis	1320	15	U. of Illinois at Urbana-Champaign	58
16	Rutgers State U. of New Brunswick,NJ	1310	16	U. of Wisconsin at Madison	57
16	U. of Connecticut	1310	17	U. of Georgia	54
16	Texas A & M University-College Station	1310	18	Texas A & M University-College Station	50
16	Virginia Polytechnic Institute	1310	18	Pennsylvania State University	50
20	Pennsylvania State University	1300	20	Ohio State University	49
21	State U. of New York at Stony Brook	1290	20	U. of Pittsburgh	49
21	Florida State University	1290	22	U. of Connecticut	44
21	Indiana U. at Bloomington	1290	22	Virginia Polytechnic Institute	44
24	North Carolina State University	1280	24	U. of Minnesota - Twin Cities	43
24	U. of Massachusetts at Amherst	1280	25	Rutgers State U. of New Brunswick,NJ	42
24	Purdue University-West Lafayette	1280	26	North Carolina State University	41
27	State U. of New York at Buffalo	1250	27	U. of Tennessee at Knoxville	39
28	U. of Arizona at Tucson	1220	28	State U. of New York at Stony Brook	38
29	Temple University	1210	29	Purdue University-West Lafayette	35
29	Arizona State University at Tempe	1210	30	U. of Arizona at Tucson	34
31	U. of Hawaii at Manoa	1200	30	Florida State University	34
32	Virginia Commonwealth U.	1190	30	Indiana U. at Bloomington	34
32	Oregon State University	1190	33	Arizona State University at Tempe	31
	ACT Scores (ranked individually)		33	Michigan State University	31
1	U. of Illinois at Urbana-Champaign	31	35	U. of Hawaii at Manoa	28
1	U. of Michigan at Ann Arbor	31	35	U. of Illinois at Chicago	28
3	Ohio State University	30	35	State U. of New York at Buffalo	28
3	U. of Wisconsin at Madison	30	35	Iowa State University	28
5	U. of Minnesota - Twin Cities	29	39	U. of Alabama at Birmingham	27
5	U. of Colorado at Boulder	29	39	U. of Massachusetts at Amherst	27
5	U. of Tennessee at Knoxville	29	39	U. of Kansas	27
5	U. of Nebraska at Lincoln	29	39	U. of Kentucky	27
9	Louisiana State U. A & M-Baton Rouge	28	39	U. of Nebraska at Lincoln	27
9	U. of Kentucky	28	44	Louisiana State U. A & M-Baton Rouge	25
9	U. of Missouri at Columbia	28	44	U. of Colorado at Boulder	25
9	U. of Iowa	28	44	U. of Missouri at Columbia	25
9	Iowa State University	28	47	Oregon State University	24
14	U. of Alabama at Birmingham	27	47	Utah State University	24
14	U. of Cincinnati	27	49	U. of Utah	23
14	Michigan State University	27	49	U. of Iowa	23
14	Colorado State University	27	51	U. of Cincinnati	22
14	U. of Kansas	27	51	Colorado State University	22
14	U. of Utah	27	53	University of New Mexico	21
14	Utah State University	27	53	Temple University	21
21	U. of Illinois at Chicago	26	55	West Virginia U.	19
21	West Virginia U.	26	56	Virginia Commonwealth U.	16
23	University of New Mexico	25	57	New Mexico State University	15
24	Wayne State University	24		Wayne State University	NA
25	New Mexico State University	23			

Source: *U.S. News and World Report: 2011 Edition America's Best Colleges*. Fall 2009 data was requested. OIR/November 2010

Table A6. Storrs Campus vs. Other Public Research Peer Universities, Fall 2009 Entering Freshmen

SAT 25th Percentile

1	U. of California at Berkeley	1230
1	Georgia Institute of Technology	1230
1	U. of Virginia	1230
4	U. of North Carolina-Chapel Hill	1210
5	U. of Maryland at College Park.	1200
6	U of California at Los Angeles	1170
7	U. of Pittsburgh	1160
8	U. of California at San Diego	1150
9	U. of Florida	1140
10	U. of Georgia	1130
11	U. of Connecticut	1120
12	Florida State University	1110
12	Virginia Polytechnic Institute	1110
14	State U. of New York at Stony Brook	1100
14	U. of Texas at Austin	1100
14	U. of Washington	1100
14	Texas A & M University-College Station	1100
18	U. of California at Irvine	1090
18	Rutgers State U. of New Brunswick	1090
18	U. of California at Santa Barbara	1090
18	Pennsylvania State University	1090
22	U. of California at Davis	1080
22	North Carolina State University	1080
24	State U. of New York at Buffalo	1060
24	U. of Massachusetts at Amherst	1060
24	Indiana U. at Bloomington	1060
27	Purdue University-West Lafayette	1040
28	Temple University	1000
29	U. of Hawaii at Manoa	990
30	Virginia Commonwealth U.	980
31	U. of Arizona at Tucson	950
31	Arizona State University at Tempe	950
33	Oregon State University	940
	ACT Scores (ranked individually)	
1	U. of Michigan at Ann Arbor	27
2	U. of Illinois at Urbana-Champaign	26
2	U. of Wisconsin at Madison	26
4	Ohio State University	25
5	U. of Minnesota - Twin Cities	24
5	U. of Colorado at Boulder	24
5	U. of Tennessee at Knoxville	24
8	Michigan State University	23
8	Louisiana State U. A & M-Baton Rouge	23
8	U. of Missouri at Columbia	23
8	U. of Iowa	23
12	U. of Cincinnati	22
12	Colorado State University	22
12	U. of Kansas	22
12	U. of Kentucky	22
12	Iowa State University	22
12	U. of Nebraska at Lincoln	22
18	U. of Illinois at Chicago	21
18	U. of Alabama at Birmingham	21
18	U. of Utah	21
18	Utah State University	21
22	West Virginia U.	20
23	U. New Mexico	19
24	New Mexico State University	18
25	Wayne State University	17

Top Quarter of High School Class

1	U. of California at Irvine	100
1	U. of California at Los Angeles	100
1	U. of California at Berkeley	100
1	U. of California at Davis	100
1	U. of California at San Diego	100
6	U. of Michigan at Ann Arbor	99
7	U. of California at Santa Barbara	98
8	U. of Washington	97
8	U. of Virginia	97
10	U. of North Carolina-Chapel Hill	96
11	Georgia Institute of Technology	95
12	U. of Texas at Austin	94
12	U. of Illinois at Urbana-Champaign	94
14	U. of Florida	93
15	U. of Maryland at College Park	91
15	U. of Wisconsin at Madison	91
17	Texas A & M University-College Station	89
17	U. of Georgia	89
19	U. of Pittsburgh	86
19	Pennsylvania State University	86
21	Ohio State University	85
21	Virginia Polytechnic Institute	85
23	North Carolina State University	83
23	U. of Connecticut	83
23	U. of Minnesota - Twin Cities	83
26	Rutgers State U. of New Brunswick	80
27	State U. of New York at Stony Brook	72
28	Indiana U. at Bloomington U.	71
29	Michigan State University	70
29	U. of Tennessee at Knoxville	70
29	Purdue University-West Lafayette	70
32	U. of Massachusetts at Amherst	67
33	State U. of New York at Buffalo	65
34	U. of Illinois at Chicago	62
34	U. of Arizona at Tucson	62
34	Iowa State University	62
37	Florida State University	61
38	U. of Hawaii at Manoa	60
39	U. of Colorado at Boulder	58
40	Temple University	57
40	Arizona State University at Tempe	57
42	U. of Kentucky	56
43	U. of Alabama at Birmingham	55
43	U. of Kansas	55
43	U. of Missouri at Columbia	55
43	U. of Iowa	55
47	U. of Nebraska at Lincoln	54
48	Louisiana State U. A & M-Baton Rouge	53
49	Oregon State University	52
50	Colorado State University	50
51	U. of Cincinnati	49
51	Utah State University	49
53	U. of Utah	48
54	U. New Mexico	47
54	Virginia Commonwealth U.	47
56	West Virginia U.	45
57	New Mexico State University	42
	Wayne State University	NA

Source: *U.S. News and World Report: 2011 Edition America's Best Colleges*. Fall 2009 data was requested. OIR/November 2010

Table A7. University of Connecticut
Most Recent Retention and Graduation Rates
for Entering Freshman Classes by Campus as of Fall 2010

Storrs	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2009	**93**			
Fall 2008	92	**87**		
Fall 2007	93	88	**86**	
Fall 2006	93	87	85	
Fall 2005	93	88	86	
Fall 2004	92	85	83	**81**
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

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 2009	**82**			
Fall 2008	80	**64**		
Fall 2007	78	66	**61**	
Fall 2006	79	65	58	
Fall 2005	79	62	58	
Fall 2004	79	65	59	**50**
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

Stamford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2009	**81**			
Fall 2008	81	**60**		
Fall 2007	83	75	**69**	
Fall 2006	79	74	67	
Fall 2005	80	67	66	
Fall 2004	82	70	64	**55**
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

Avery Point	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2009	**77**			
Fall 2008	79	**63**		
Fall 2007	76	59	**55**	
Fall 2006	82	64	56	
Fall 2005	75	56	52	
Fall 2004	75	59	56	**45**
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

Torrington	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2009	**85**			
Fall 2008	73	**57**		
Fall 2007	63	53	**45**	
Fall 2006	70	50	43	
Fall 2005	67	54	44	
Fall 2004	73	63	47	**39**
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

Hartford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2009	**85**			
Fall 2008	79	**66**		
Fall 2007	80	71	**65**	
Fall 2006	81	70	65	
Fall 2005	83	65	59	
Fall 2004	79	69	62	**54**
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

Waterbury	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2009	**82**			
Fall 2008	81	**69**		
Fall 2007	78	62	**57**	
Fall 2006	76	56	49	
Fall 2005	77	60	57	
Fall 2004	81	62	56	**46**
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

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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 2010

Storrs Campus - Minority[1] Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2009	**92**			
Fall 2008	94	**88**		
Fall 2007	92	88	**86**	
Fall 2006	91	83	82	
Fall 2005	91	85	81	
Fall 2004	93	82	77	**72**
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

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 2009	**86**			
Fall 2008	81	**66**		
Fall 2007	79	67	**61**	
Fall 2006	80	69	61	
Fall 2005	83	64	58	
Fall 2004	78	64	60	**45**
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

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 2009**	**93**	**87**	**95**	**67**	**92**	**93**	**93**	**93**
Retention after 2 yr.	**Fall 2008**	**90**	**86**	**87**	**100**	**88**	**70**	**87**	**87**
Retention after 3 yrs.	**Fall 2007**	**93**	**77**	**86**	**91**	**86**	**86**	**87**	**86**
Graduated in 4 yrs.	**Fall 2006**	**66**	**49**	**52**	**63**	**57**	**63**	**70**	**67**
Graduated in 5 yrs.	**Fall 2005**	**81**	**62**	**70**	**89**	**73**	**75**	**83**	**81**
Graduated in 6 yrs.	**Fall 2004**	**81**	**61**	**72**	**75**	**72**	**72**	**83**	**81**

[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 & Graduation Analyses

B1. Storrs Campus Fall 2000-2009 Freshman Leaver Summaries 2.75 Cut Point for Voluntary Leave Profiles

Leave Status: Data for 2,843 Fall 2000-09 full-time freshmen who left the Storrs Campus are summarized below. Most who left did so voluntarily, and in similar numbers for those with total GPA < 2.75 and >= 2.75. So, three GPA Profiles were created: Involuntary Leavers: 454 (16%); Voluntary Leavers with GPA < 2.75: 1,112 (39%); Voluntary Leavers with GPA ≥ 2.75: 1,132 (40%); and Voluntary Leavers who withdrew with no GPA: 145 (5%).

Gender: Significantly more men were dismissed and significantly more women with GPA >= 2.75 chose to leave.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75	Voluntary Leavers Withdrew, No GPA
Men	47%	**311 (69%)**	593 (53%)	413 (36%)	64 (44%)
Women	53%	143 (31%)	519 (47%)	**719 (64%)**	81 (56%)

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	Voluntary Leavers Withdrew, No GPA
African-American	5%	**65 (14%)**	91 (8%)	23 (2%)	9 (6%)
American Indian	0.3%	3 (1%)	4 (0%)	2 (0%)	1 (0%)
Asian	7%	20 (4%)	56 (5%)	61 (5%)	5 (3%)
Hispanic	6%	**65 (14%)**	84 (8%)	47(4%)	14 (10%)
Non-Resident Alien	1%	4 (1%)	16 (1%)	12 (1%)	2 (1%)
White	81%	297 (65%)	861 (77%)	987 (87%)	114 (79%)

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 and those who withdrew with no GPA.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75	Voluntary Leavers Withdrew, No GPA
In-State	69%	329 (72%)	608 (55%)	505 (45%)	72 (50%)
Out-of-State	31%	125 (28%)	**504 (45%)**	**627 (55%)**	**73 (50%)**

INTD 1800: Students who withdrew from UConn were far less likely to have enrolled in INTD 1800.

	Norms	Involuntary Leavers	Voluntary Leavers GPA < 2.75	Voluntary Leavers GPA ≥ 2.75	Voluntary Leavers Withdrew, No GPA
Yes	54%	221 (49%)	531 (48%)	599 (53%)	11 (8%)
No	46%	233 (51%)	581 (52%)	533 (47%)	**134 (92%)**

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	Voluntary Leavers Withdrew, No GPA
Honors	9%	9 (2%)	17 (2%)	74 (7%)	3 (2%)
Honors/Athlete	0.2%	0 (0%)	0 (0%)	4 (0.4%)	0 (0%)
Athlete	6%	20 (4%)	**135 (12%)**	73 (6%)	10 (7%)
CAP	4%	**66 (15%)**	79 (7%)	23 (2%)	5 (3%)
CAP/Athlete	0.1%	0 (0%)	3 (0.3%)	0 (0%)	0 (0%)
None	81%	359 (79%)	878 (79%)	958 (85%)	127 (88%)

B2. Storrs Campus Sophomore Leaver Summaries Incoming Fall 2003-2008 Freshmen

Student Status Summary: The data summaries for 17,915 sophomores are presented in the next series of tables. The majority of students stayed (93%).

Student Status	Frequency of Students	Percent
Involuntary	278	2%
Voluntary	914	5%
Stay	16,723	93%

Gender: Significantly more men left involuntarily.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
Men	47%	**181 (65%)**	440 (48%)	7,794 (47%)
Women	53%	97 (35%)	474 (52%)	8,929 (53%)

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

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
African-American	5%	**43 (15%)**	54 (6%)	845 (5%)
American Indian	0.3%	1 (0.4%)	4 (0.4%)	49 (0.3%)
Asian	8%	22 (8%)	60 (7%)	1,306 (8%)
Hispanic	5%	**30 (11%)**	61 (7%)	804 (5%)
Non-Resident Alien	0.7%	2 (0.7%)	7 (0.8%)	109 (0.7%)
White	81%	180 (65%)	728	13,610 (81%)

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	71%	215 (77%)	532 (58%)	11,973 (72%)
Out-of-State	29%	63 (23%)	**382 (42%)**	4,750 (28%)

B3. Storrs Campus Leaver Summaries for Students Who Transferred to UConn
Fall 2005-2009 Incoming Classes

Status: Data for 3,375 full-time transfers to the Storrs Campus are summarized below. 86% stayed.

	Frequency of Students	Percent
Involuntary Leaver	40	1%
Voluntary Leaver	420	12%
Stayer	2915	86%

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Men	51%	**28 (70%)**	210 (50%)	1472 (50%)
Women	49%	12 (30%)	210 (50%)	1443 (50%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Freshmen	16%	**11 (28%)**	82 (20%)	460 (16%)
Sophomores	56%	16 (40%)	213 (51%)	1649 (57%)
Juniors	24%	11 (28%)	96 (23%)	712 (24%)
Seniors	4%	2 (5%)	29 (7%)	94 (3%)

Ethnicity: Percentages generally matched norm percentages.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
African-American	4%	0 (0.0%)	11 (3%)	115 (4%)
American Indian	0.6%	0 (0.0%)	3 (0.7%)	16 (0.5%)
Asian	4%	1 (2.5%)	17 (4%)	123 (4%)
Hispanic	4%	1 (2.5%)	14 (3%)	107 (4%)
Non-Resident Alien	1%	1 (2.5%)	6 (1.4%)	28 (1%)
White	87%	37 (92.5%)	369 (88%)	2,526 (87%)

State Residence: Percentages generally matched norm percentages.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
In-State	84%	34 (85%)	326 (78%)	2484 (85%)
Out-of-State	16%	6 (15%)	94 (22%)	431 (15%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
2-Year	23%	12 (30%)	116 (28%)	749 (26%)
4-Year	75%	27 (68%)	290 (69%)	2108 (72%)
Not Indicated	2%	1 (2.5%)	14 (3%)	58 (2%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Public	62%	26 (65%)	275 (65%)	1799 (62%)
Private	35%	13 (33%)	129 (31%)	1055 (36%)
Not Indicated	2%	1 (2.5%)	16 (4%)	61 (1%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
In-State Institution	42%	18 (45%)	168 (40%)	1236 (43%)
Out-of-State Institution	57%	22 (55%)	250 (60%)	1653 (57%)
Not Indicated	1%	0 (0.0%)	2 (0.5%)	26 (0.9%)

B4. Storrs Campus Fall 2003 and Fall 2004 Incoming Freshman Class

The data for 6,363 first-time full-time freshmen who enrolled in Fall 2003 and Fall 2004 were analyzed with respect to graduation status. The Chi-Square Goodness of Fit test was run to compare data distributions with the expected distribution based on population norms. In this way, we could determine if there was a statistically significant difference at the .05 level between the two distributions.

Graduated within Four Years

Gender: More women graduated within four years than projected based on norm percentages.

	Norm	Graduated within 4 Years
Male	45%	757 (39.5%)
Female	55%	1151 (60.5%)

Minority Representation: Percentages generally matched norm percentages.

	Norm	Graduated within 4 Years
African-American	5%	138 (3%)
American Indian	0.4%	12 (0.3%)
Asian	7%	270 (7%)
Hispanic	5%	36 (4%)
White	83%	167 (85%)

State Residence: Percentages for state residence matched norm percentages.

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

Advanced Standing: The distribution is skewed statistically, so credit categories also were reported in ranges, and those who graduated within 4 years were slightly more likely to have entered with at least 6 credits.

Credit Ranges	Norm	Graduated within 4 Years
None	59%	1089 (56%)
1 to 5	13%	239 (14%)
6 to 12	19%	384 (20%)
13 or more	9%	196 (11%)

Graduated within Five Years

Gender: Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
Male	45%	2098 (43%)
Female	55%	2814 (57%)

Minority Representation: Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
African-American	5%	199 (4%)
American Indian	0.4%	15 (0.3%)
Asian	7%	335 (7%)
Hispanic	5%	195 (4%)
White	83%	4169 (85%)

State Residence: Percentages for state residence matched norm percentages.

	Norm	Graduated within 5 Years
In-State	71%	3571 (73%)
Out-of-State	29%	1342 (27%)

Advanced Standing: This distribution is skewed statistically, so credit categories were reported in ranges, and those who graduated within 5 years generally matched norm percentages.

Credit Ranges	Norm	Graduated within 5 Years
None	59%	1395 (57%)
1 to 5	13%	308 (14%)
6 to 12	19%	438 (19%)
13 or more	9%	220 (10%)

Graduated within Six Years

Gender: Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
Male	45%	2181 (43%)
Female	55%	2854 (57%)

Minority Representation: Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
African-American	5%	208 (4%)
American Indian	0.4%	18 (0.4%)
Asian	7%	341 (7%)
Hispanic	5%	207 (4%)
White	83%	4262 (65%)

State Residence: Percentages for state residence matched norm percentages.

	Norm	Graduated within 6 Years
In-State	71%	3679 (73%)
Out-of-State	29%	1357 (27%)

Advanced Standing: This distribution is skewed statistically, so credit categories also were reported in ranges, and those who graduated within 6 years generally matched norm percentages.

Credit Ranges	Norm	Graduated within 6 Years
None	59%	1431 (57%)
1 to 5	13%	317 (14%)
6 to 12	19%	456 (20%)
13 or more	9%	222 (10%)

B7. Regional Campus 2000-2009 Freshman Leaver Summaries 2.5 Cut Point for Voluntary Leave Profiles

Leave Status: The data for 2,001 Fall 2000-09 full-time freshmen who left the regional campuses are summarized below. Most who left did so voluntarily. Three Grade Point Average Profiles were created: Involuntary Leavers: 361 (18%); Voluntary Leavers with GPA < 2.5: 825 (41%); Voluntary Leavers with GPA ≥ 2.5: 573 (29%); and, and Voluntary Leavers who withdrew with no GPA: 242 (12%).

Gender: Slightly more men left involuntarily than their representation in the population.

			Voluntary Leavers		
	Norms	**Involuntary Leavers**	**GPA < 2.5**	**GPA ≥ 2.5**	**Withdrew, No GPA**
Men	51%	214 (59%)	451 (55%)	259 (45%)	128 (53%)
Women	49%	147 (41%)	374 (45%)	314 (55%)	114 (47%)

Ethnicity: More white students left voluntarily with GPA >= 2.5 and withdrew with no GPA than their population norm.

			Voluntary Leavers		
	Norms	**Involuntary Leavers**	**GPA < 2.5**	**GPA ≥ 2.5**	**Withdrew, No GPA**
African-American	8%	41 (11%)	82 (10%)	25 (4%)	16 (7%)
American Indian	0.4%	1 (0.3%)	5 (0.6%)	3 (0.5%)	2 (0.8%)
Asian	10%	33 (9%)	52 (6%)	32 (6%)	11 (5%)
Hispanic	11%	55 (15%)	101 (12%)	49 (9%)	19 (8%)
Non-Resident Alien	1%	2 (1%)	8 (1%)	6 (1%)	0 (0%)
White	70%	229 (63%)	577 (70%)	**458 (80%)**	**194 (80%)**

INTD 180: Students who had enrolled in INTD 1800 were less likely to withdraw without a GPA.

			Voluntary Leavers		
	Norms	**Involuntary Leavers**	**GPA < 2.5**	**GPA ≥ 2.5**	**Withdrew, No GPA**
Yes	57%	191 (53%)	473 (57%)	327 (57%)	**6 (2%)**
No	43%	170 (47%)	352 (43%)	246 (43%)	236 (98%)

CAP Program: CAP students were less likely to withdraw without a GPA.

			Voluntary Leavers		
	Norms	**Involuntary Leavers**	**GPA < 2.5**	**GPA ≥ 2.5**	**Withdrew, No GPA**
CAP	6%	22 (6%)	82 (10%)	25 (4%)	**3 (1%)**
Non-CAP	94%	339 (94%)	743 (90%)	548 (96%)	239 (99%)

B8. Regional Campus Sophomore Leaver Summaries Incoming Fall 2003-2008 Freshmen

Student Status Summary: The data summaries for 4,902 sophomores are presented in the next series of tables. The majority of students stayed (80%).

Student Status Summary: The majority of students stayed (n = 3,914; 80%).

	Frequency of Students	Percent
Involuntary	259	5%
Voluntary	732	15%
Stay	3,911	80%

Gender: Slightly more men left involuntarily than their representation in the population.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
Men	52%	152 (59%)	354 (48%)	2,023 (52%)
Women	48%	107 (41%)	378 (52%)	1,888 (48%)

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

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
African-American	8%	**35 (14%)**	55 (8%)	291 (7%)
American Indian	0.2%	1 (0.4%)	0 (0.0%)	11 (0.3%)
Asian	11%	20 (8%)	60 (8%)	473 (10%)
Hispanic	10%	36 (14%)	80 (11%)	396 (12%)
Non-Resident Alien	0.7%	0 (0.0%)	0 (0.0%)	34 (0.9%)
White	70%	167 (65%)	537 (73%)	2,706 (69%)

B9. Regional Campus Leaver Summaries for Students Who Transferred to UConn
Fall 2005-2009 Incoming Classes

Status: Data for 1,124 full-time transfers to the regional campuses are summarized below. 79% stayed.

	Frequency of Students	Percent
Involuntary Leaver	26	2%
Voluntary Leaver	205	18%
Stayer	893	79%

Gender: Percentages generally matched norms, though the percent of men dismissed was above the norm for men.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
Men	45%	14 (54%)	85 (41%)	410 (46%)
Women	55%	12 (46%)	120 (59%)	483 (54%)

Incoming Academic Level: The percent of freshman and sophomore transfers dismissed was higher than norms.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
Freshmen	27%	**10 (38%)**	72 (35%)	219 (25%)
Sophomores	39%	**13 (50%)**	83 (40%)	343 (38%)
Juniors	28%	2 (8%)	38 (19%)	276 (31%)
Seniors	6%	1 (4%)	12 (6%)	55 (6%)

Ethnicity: Percentages generally matched norm percentages.

	Norms %	Involuntary Leavers	Voluntary Leavers	Stayers
African-American	6%	2 (8%)	11 (5%)	56 (6%)
American Indian	0.4%	0 (0.0%)	0 (0.0%)	4 (0.4%)
Asian	6%	1 (4%)	12 (6%)	56 (6%)
Hispanic	8%	2 (8%)	12 (6%)	80 (9%)
Non-Resident Alien	3%	0 (0.0%)	3 (1%)	26 (3%)
White	76%	21 (81%)	167 (81%)	671 (75%)

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

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
2-Year	40%	5 (19%)	57 (28%)	388 (43%)
4-Year	56%	**20 (77%)**	**141 (69%)**	473 (53%
Not Indicated	4%	1 (4%)	7 (3%)	32 (4%)

Transfer from Public or Private Institutions: The percent of transfers from private institutions who left voluntarily or involuntarily was greater than the norm.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
Public	65%	14 (54%)	112 (55%)	602 (67%)
Private	32%	**11 (42%)**	**86 (42%)**	258 (29%)
Not Indicated	4%	1 (4%)	7 (3%)	33 (4%)

Transfer from In-State or Out-of-State Institutions: The percent of transfers from out-of-state institutions who left voluntarily or involuntarily was greater than the norm.

	Norms %	Involuntary Leaver	Voluntary Leaver	Stayer
In-State Institution	56%	11 (42%)	96 (47%)	522 (58%)
Out-of-State Institution	42%	**15 (58%)**	**107 (52%)**	352 (39%)
Not Indicated	2%	0 (0.0%)	2 (1%)	19 (2%)

B8. Regional Campus Fall 2003 & Fall 2004 Incoming Freshman Class: The data for 1,837 first-time full-time freshmen who enrolled in Fall 2003 and Fall 2004 at a regional campus were analyzed with respect to graduation status. As was done with Storrs campus data, the Chi-Square Goodness of Fit test was run to compare data distributions with the expected distribution based on population norms.

Graduated within Four Years: Gender: More women finished in 4 years than projected based on the norms.

	Norm	Graduated within 4 Years
Male	53%	203 (46%)
Female	47%	238 (54%)

Minority Representation:

Slightly fewer underrepresented minority students graduated within four years compared to their projected rates.

	Norm	Graduated within 4 Years
African-American	7%	35 (4%)
American Indian	0.3%	0 (0.0%)
Asian	10%	20 (10%)
Hispanic	9%	36 (7%)
White	73%	167 (79%)

Graduated within Five Years: Gender: Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
Male	53%	427(52%)
Female	47%	392 (48%)

Minority Representation:

Percentages generally matched norm percentages.

	Norm	Graduated within 5 Years
African-American	7%	42 (5%)
American Indian	0.3%	3 (0.4%)
Asian	10%	20 (10%)
Hispanic	9%	36 (9%)
White	73%	167 (76%)

Graduated within Six Years: Gender:

	Norm	Graduated within 6 Years
Male	53%	482 (52%)
Female	47%	440 (48%)

Minority Representation:

Percentages generally matched norm percentages.

	Norm	Graduated within 6 Years
African-American	7%	58 (6%)
American Indian	0.3%	3 (0.3%)
Asian	10%	98 (11%)
Hispanic	9%	86 (9%)
White	73%	677 (73%)

ATTACHMENT C: Voluntary Leaver Phone Survey Results, December 2010

Introduction: We conduct an annual phone survey of students who chose not to return for the current fall semester consisting of three open-ended questions: What are your plans (and if you are transferring to another institution where)? What was your reason for leaving? What could UConn have done better or differently? Our phone survey database currently contains 8 years of freshman data, 5 years regarding sophomores and 3 years pertaining to transfer voluntary leavers.

Storrs Campus

Freshmen Voluntary Leavers: Response rates and the current status of respondents are provided in Tables 1 and 2. The majority of leavers who responded transferred to another institution.

1. Storrs Campus Freshmen Leaver Respondent Summary								
Incoming Class of:	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Total Call List	247	252	213	187	159	196	235	198
Responded	180	164	146	114	90	145	197	164

2. Storrs Campus Freshmen Leavers' Status After Leaving UConn								
Incoming Class of:	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Transfer	110	127	104	100	83	78	123	110
Employment	0	5	3	3	1	9	2	1
Proprietary School	0	0	2	1	3	0	0	1

Nearly all (65 of 67) out-of-state leavers who transferred went to an out-of-state institution compared to 16 of t43 in-state leavers who did so. Most of the out-of-state students went back to their home state.

3. Storrs Campus Freshmen: Institutional Destination, If Transferring								
Incoming Fall Class of:	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Out-of-State Institutions	76	83	65	78	64	64	107	81
Connecticut State University	16	24	20	12	10	6	9	11
Connecticut Community Colleges	8	12	9	3	5	6	2	12
CT Independent Institutions	10	8	10	7	4	2	5	6

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 were *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. Suggestions regarding things UConn could have done better were split rather evenly between those related to the *campus environment* and *academics.* Frequently mentioned suggestions included most offered by respondents in both GPA categories were *improving advising, improving dorm life,* and *reducing class size.*
Out-of-state respondents in both GPA groups were most likely to cite environment-related reasons as well as cost and personal reasons. The most oft mentioned individual reasons among leavers in both GPA groups included *cost, distance from home,* and *rural location.* Students in the higher GPA category recommended *offering more activities,* and both GPA groups called for *improved advising.*

4. Storrs Campus In-State Freshmen:	Reasons for Leaving Institution 2002-2009		
	2.75+	< 2.75	Total
Campus Environment	**136**	**66**	**202**
Too Big	42	23	65
Too Far Away	20	17	37
Rural, Lack Town	31	4	35
Housing / Roommate	19	11	30
Too Much Partying	12	6	18
Too Close	8	1	9
Not Enough Activities	4	1	5
Lack of Transportation	0	3	3
Academic	**101**	**44**	**145**
Issues Regarding Major	73	21	94
Lacked Academic Challenge	14	1	15
Class Size	8	5	13
Advising	3	8	11
Overwhelmed Acad.	0	8	8
Too Many Gen. Ed. Req.	2	0	2
TA English Proficiency	1	1	2
Cost	**29**	**35**	**64**
Personal	**76**	**82**	**158**
Not Ready/Not Right Fit	32	35	67
Personal/Family	19	24	43
Medical	12	17	29
Military	8	5	13
Had Not Planned on Staying	3	0	3
Athletic Team	2	1	3
5. Storrs Campus In-State Freshmen:	**Suggestions for Improvement 2002-2009**		
	2.75+	**< 2.75**	**Total**
Campus Environment	**66**	**31**	**97**
Improving Dorm Life	17	10	27
Offering More Activities	18	4	22
Smaller University Feel	15	7	22
Allow Freshman Parking	4	5	9
More Transportation Off Campus	4	1	5
More Freshmen Live Together	2	3	5
Less Tolerance of Partying	4	1	5
Improve Diversity	2	0	2
Academic	**70**	**43**	**113**
Improve Advising	24	21	45
Reduce Class Size	19	9	28
Improve Educational Quality	17	2	19
Address Issues Regarding Major	5	6	11
Improve TA English Proficiency	3	1	4
Offer More Academic Support Services	0	4	4
Broaden Honors Program	2	0	2
Cost (Reduce Cost/Increase Aid	**16**	**20**	**26**

6. Storrs Out-of-State Freshmen:	Reasons for Leaving Institution 2002-2009		
	2.75+	< 2.75	Total
Campus Environment	**172**	**76**	**248**
Too Far Away	62	24	86
Rural, Lack Town	42	22	64
Too Big	32	11	43
Housing / Roommate Issues	19	12	31
Not Enough Activities	8	4	12
Too Much Partying	6	2	8
Lack of Transportation Off-Campus	2	1	3
Diversity Issues	1	0	1
Academic	**50**	**45**	**95**
Issues Regarding Major	35	19	54
Overwhelmed Academically	1	11	12
Class Size	3	7	10
Advising	3	3	6
Lack of Academic Challenge	6	0	6
Too Many Gen. Ed. Requirements	0	3	3
TA English Proficiency	0	2	2
UConn Not First Choice	2	0	2
Cost	**64**	**46**	**110**
Personal	**58**	**53**	**111**
Not Ready / Not Right Fit	21	20	41
Personal/Family Issues	21	13	34
Medical	10	7	17
Athletic Team	6	10	16
Military	0	3	3

7. Storrs Out-of-State Freshmen:	Suggestions for Improvement 2002-2009		
	2.75+	< 2.75	Total
Campus Environment	**84**	**37**	**121**
Offer More Activities	31	9	40
Improve Dorm	12	10	22
More Transportation Off Campus	10	2	12
Smaller University Feel	7	5	12
House More Freshman Together	10	2	12
Allow Freshman Parking	6	2	8
Less Partying	4	1	5
Offer Better / More Activities	2	2	4
More Freshmen Support Services	1	2	3
Change / Develop Location	1	1	2
Improve Diversity	0	1	1
Academic	**48**	**37**	**85**
Improve Advising	22	21	43
Reduce Class Size	8	8	16
Improve Educational Quality	10	2	12
Address Issues Regarding Major	8	2	10
Offer More Academic Support Services	0	2	2
TA English Proficiency	0	2	2
Cost (Reduce Cost/Increase Aid	**53**	**27**	**72**

Storrs Campus Sophomore Voluntary Leavers: Response rates and current status of respondents are provided in Tables 8 and 9. The majority of leavers who responded transferred to another institution.

8. Storrs Campus Sophomore Leaver Respondent Summary					
Incoming Freshmen Class of:	2004	2005	2006	2007	2008
Total Call List	151	104	134	119	138
Responded	79	63	64	94	78

9. Storrs Campus Sophomore Leavers' Status After Leaving UConn					
Incoming Freshman Class of:	2004	2005	2006	2007	2008
Transfer	65	53	37	53	48
Employment	5	7	3	10	2

Sophomores were most likely to transfer to a four-year institution. In-state students were as likely to remain in-state as transfer out-of-state, while out-of-state students were almost exclusively transferring to out-of-state institutions, many to their home state.

10. Storrs Campus Sophomores: Institutional Destination, If Transferring					
Incoming Fall Freshman Class of:	2004	2005	2006	2007	2008
Connecticut State University	14	7	8	9	10
Connecticut Community Colleges	4	2	2	2	2
CT Independent Institutions	7	3	2	3	0
Out-of-State Institutions	40	41	25	39	36

The most oft mentioned individual reason by respondents was *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.*

11. Storrs Campus Sophomore Leaver Feedback 2004-2008			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**63**	**Environment**	**44**
Too Big	24	Offer Better/More Activities	22
Too Far Away	16	Improve Dorm	10
Rural / Lack of Town	15	Provide Smaller University Feel	7
Too Much Partying	4	Less Tolerance for Partying	4
Housing	4	Offer Better Off-Campus Transportation	1
Academics	**110**	**Academics**	**112**
Issues Regarding Major	78	Improve Advising	48
Class Size	8	Offer Better Quality Education	25
Overwhelmed Academically	8	Majors: Additional, Access, Undecided	16
Academic Issues - General	6	Reduce Class Size	14
Lack of Academic Challenge	5	Offer More Academic Support Services	6
Advising	3	Improve English Proficiency of TA's	2
Not Satisfied with Teaching	2	Improve Teaching	1
Cost	**55**	**Cost** (Reduce Cost/Increase Aid)	**44**
Personal	**112**		
Not Ready / Right Fit	37		
Medical	36		
Personal/Family Issues	27		
Athletic Teams	8		
Military	4		

Storrs Campus Transfer Student Voluntary Leavers: Response rates and current status of respondents are provided in Tables 12 and 13.

12. Storrs Campus Transfer Student Leaver Respondent Summary				
Incoming Class of:	2006	2007	2008	2009
Total Call List	51	91	66	56
Responded	24	39	45	28

13. Storrs Campus Incoming Transfer Student Leavers' Status				
Incoming Class of:	2006	2007	2008	2009
Transfer	14	19	21	21
Employment	6	3	3	3

Transfer students were most likely to transfer to a four-year institution, and students from Connecticut were as likely to attend an out-of-state university as they were to attend another Connecticut State university.

14. Storrs Campus Transfer Students: Institutional Destination, If Transferring				
Incoming Class of:	2006	2007	2008	2009
Connecticut State University	4	8	6	7
Connecticut Community Colleges	0	1	1	3
CT Independent Institutions	1	0	2	0
Out-of-State Institutions	9	9	12	11

Respondents most cited reasons for leaving in the *academics* and *personal* category. Among academic reasons, issues regarding majors were the most often cited individual response.

15. Storrs Campus Transfer Student Leaver Feedback			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**26**	**Environment**	**11**
Too Big	14	Improve Dorm	5
Too Far Away	5	Less Tolerance of Partying	2
Rural/Lack of Town	4	Have a Smaller University Feel	2
Diversity Issues	1	Improve Diversity	1
Too Much Partying	2	Offer More Activities	1
Academics	**43**	**Academics**	**41**
Issues Regarding Major	24	Improve Advising	12
Overwhelmed Academically	7	Majors: Additional, Access, Undecided	11
Advising	5	Reduce Class Size	9
Class Size	3	Offer More Academic Support Services	5
Study Abroad Opportunities	2	Offer Better Quality Education	3
Not Satisfied with Teaching	2	Improve Teaching	1
Cost	**15**	**Cost** (Reduce Cost/Increase Aid)	**5**
Personal	**41**		
Personal/Family Issues	21		
Medical	13		
Not Ready/Right Fit	7		

Regional Campuses

Freshmen Voluntary Leavers: Response rates and the current status of respondents are provided in Tables 16 and 17. The majority of leavers who responded transferred to another institution.

16. Regional Campuses Freshmen Leaver Respondent Summary								
Incoming Class of:	2002	2003	2004	2005	2006	2007	2008	2009
Total Call List	136	120	167	175	133	192	200	157
Responded	92	79	90	71	73	108	118	84

17. Regional Campuses Freshmen Leavers' Status After Leaving UConn								
Incoming Class of:	2002	2003	2004	2005	2006	2007	2008	2009
Transfer	57	39	51	51	42	61	82	64
Working	15	5	2	12	12	15	17	4
Plan to Return	11	15	9	5	6	9	3	1
Proprietary School	1	0	4	0	3	4	4	2

The types of institutions to which voluntary leavers have transferred are summarized in the table below.

18. Regional Campuses Freshmen: Institutional Destination, If Transferring								
Incoming Class of:	2002	2003	2004	2005	2006	2007	2008	2009
Connecticut State University	20	11	16	16	11	19	20	22
Out-of-State Institutions	24	10	16	24	22	21	23	21
Connecticut Community Colleges	11	14	16	8	8	16	36	16
CT Independent Institutions	2	4	3	3	1	5	3	5

Responses reflected a range of reasons. The most often mentioned individual reasons among leavers in both GPA groups included *issues regarding major, fit* and *cost.* 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 maintaining affordability through controlling cost or offering more financial aid.*

19. Regional Campus Freshmen:	Reasons for Leaving Institution 2002-2009		
	2.5+	< 2.5	Total
Campus Environment	**82**	**81**	**163**
Too Far Away	25	45	70
Disliked Campus	8	11	19
Too Close	14	3	17
Wanted Housing at Regionals	10	6	16
Too Big	9	7	16
Rural, Lack of Town	6	4	10
Not Enough Activities	7	1	8
Lack of Transportation	3	4	7
Academic	**111**	**74**	**185**
Issues Regarding Major	85	45	130
Not Satisfied with Advising	15	8	23
Overwhelmed Academically	2	12	14
Lack of Academic Challenge	6	3	9
Class Size	2	4	6
TA English Proficiency	1	2	3
Cost	**34**	**53**	**87**
Personal	**90**	**112**	**202**
Not Ready / Not Right Fit	44	56	100
Personal/Family/Medical	36	45	81
Military	10	11	21

20. Regional Campus Freshmen:	Suggestions for Improvement 2002-2009		
	2.5+	< 2.5	Total
Campus Environment	**31**	**37**	**68**
Offer Housing at Regionals	11	9	20
Improve Campus	3	11	14
Offer More/Better Activities	9	3	12
Have Smaller University Feel	3	7	10
Better/More Jobs	1	2	3
Improve Food Quality	2	1	3
Better Orientation	1	1	2
Transp. Off Campus	0	2	2
Less Tolerance of Partying	1	0	1
Better Parking	0	1	1
Academic	**101**	**70**	**171**
Improve Advising	34	25	59
Range of and Access to Majors	27	7	34
Breadth of Classes	17	9	26
Offer Better Quality Education	16	9	25
More Academic Support Services	3	12	15
Reduce Class Size	2	3	5
TA English Proficiency	1	2	3
Broaden the Honors Program	1	0	1
Lack of Academic Challenge	0	1	1
Improve Teaching	0	1	1
Offer More Online Courses	0	1	1
Cost (Reduce Cost/Increase Aid	**24**	**32**	**56**

Regional Campus Sophomore Voluntary Leavers: Response rates and current status of respondents are provided in Tables 21 and 22. The majority of leavers who responded transferred to another institution.

21. Regional Campuses Sophomore Leaver Respondent Summary					
Incoming Freshman Class of:	2004	2005	2006	2007	2008
Total Call List	99	107	115	120	130
Responded	41	57	53	56	81

22. Regional Campuses Sophomore Leavers' Status After Leaving UConn					
Incoming Freshman Class of:	2004	2005	2006	2007	2008
Transfer	28	41	39	35	59
Employment	7	8	6	13	5
Proprietary School	1	3	0	2	1

Students transferred to a mix of institutions including CSU, out-of-state institutions and CT community colleges.

23. Regional Campuses Sophomores: Institutional Destination, If Transferring					
Incoming Freshman Class of:	2004	2005	2006	2007	2008
Connecticut State University	13	11	21	17	24
Out-of-State Institutions	8	14	8	7	16
Connecticut Community Colleges	2	9	8	8	13
CT Independent Institutions	5	7	2	3	4

Academics dominated reasons for leaving and suggestions by students. The specific reasons most often cited were *issues regarding major* and *cost.* The most offered suggestions were *majors, improved advising,* and *reducing cost.*

24. Regional Campuses Sophomore Leaver Feedback			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**54**	**Environment**	**22**
Too Far Away	18	Offer Housing at Regionals	13
Too Big	11	Develop Location	3
Disliked Regional Campus	9	Offer Better/More Activities	3
No Housing	5	Improve Diversity	2
Did Not Want to Go to Storrs	4	Offer Better Off-Campus Transportation	1
Too Close to Home	4		
Weather	2		
Not Enough Activities	1		
Academics	**111**	**Academics**	**107**
Issues Regarding Major	80	Majors: Additional, Access, Undecided	37
Overwhelmed Academically	12	Improve Advising	29
Class Size	6	Offer Greater Breadth of Classes	21
Advising	6	Reduce Class Size	8
Lack of Academic Challenge	5	Offer More Academic Support Services	7
Too Many Gen. Ed. Requirements	2	Offer Better Quality Education	5
Cost	**39**	**Cost**	**33**
Cost	39	Reduce Cost/Increase Financial Aid	33
Personal	**50**		
Not Right Fit	18		
Personal/Family Issues	15		
Athletics	7		
Medical	6		
Employment	2		
Military	2		

Regional Campus Transfer Student Leavers: Response rates and current status of respondents are provided in Tables 25 and 26. The majority of leavers who responded transferred to another institution.

25. Regional Campuses Transfer Student Leaver Respondent Summary				
Incoming Class of:	2006	2007	2008	2009
Total Call List	45	70	31	34
Responded	21	29	16	17

26. Regional Campuses Incoming Transfer Student Leavers' Status				
Incoming Class of:	2006	2007	2008	2009
Transfer	10	10	8	12
Employment	5	9	6	1
Plan to Return	4	6	0	1

Transfer destinations are indicated in the table below.

27. Regional Campuses Transfer Students: Institutional Destination, If Transferring				
Incoming Class of:	2006	2007	2008	2009
Out-of-State Institutions	3	2	3	5
CT Independent Institutions	0	2	1	3
Connecticut State University	4	4	2	2
Connecticut Community Colleges	3	2	2	2

Personal reasons such as institutional fit dominated, but most oft mentioned reasons were *issues regarding major* and *cost.* The most offered suggestions were *improved advising,* and *offering a greater breadth of classes.*

28. Regional Campus 2006-08 Entering Class Transfer Leaver Feedback			
Reason for Leaving		**Could Have Done Better/Differently**	
Environment	**12**	**Environment**	**4**
Too Far Away	3	Offer Housing at Regional Campus	3
No Housing	3	Offer More Activities	1
Too Big	2		
Too Close to Home	2		
Lack of Transp. Off-Campus	1		
Not Enough Activities	1		
Academics	**32**	**Academics**	**34**
Issues Regarding Major	22	Improve Advising	15
More Transf. Credits Accepted	6	Offer Greater Breadth of Classes	12
General Education Courses	2	Offer More Majors	3
Greater Breadth of Classes	2	Improve Support Service	2
		Issues Regarding Faculty	2
Cost	**14**	**Cost** (Reduce Cost/Increase Aid)	7
Personal	**47**	**Personal**	**1**
Not Ready/Right Fit	16	Had issues with staff	1
Personal/Family	9		
Employment	8		
Military	6		
Medical	5		
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								
	2003		2005		2007		2009	
It will be Very or Somewhat:	**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.

ATTACHMENT F: The University of Connecticut

Report on the Alumni Survey - 2008 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 almost thirty 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 2008 responses. It is also available at the following website: http://www.oir.uconn.edu/alum08.pdf. Separate reports will also be generated for each School/College and for larger departments.

1. Number of Respondents and Response Rates

In Fall 2008, 4,583 questionnaires were sent to graduates who received a bachelor's degree from July 2007 through June 2008. This includes 157 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 4,591 actual degrees conferred, including dual degrees, from July 2007 through June 2008).

1,451completed questionnaires were returned, for a total response rate of 33%[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 2008 survey. Graduates from Nursing have the highest response rate (46%) while graduates from Pharmacy have the lowest response rate (22%). Compared to previous year, the response rate of graduates from Nursing increased by 9%, and the response rate of graduates from Agriculture increased by 3%. The response rate decreased by 3% for Education and by 2% for Engineering 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	347	127	37%
Business	601	190	32%
Continuing Studies	352	118	34%
Education	199	73	37%
Engineering[1]	321	86	27%
Fine Arts	127	39	31%
Liberal Arts & Sciences	2,399	729	30%
Nursing	142	66	46%
Pharmacy	103	23	22%

[1]Includes 12 graduates in Management & Engineering for Manufacturing.

The majority of respondents to the survey are female (65%) as were the majority of all graduates in the 2008 class (55%). The number of female graduates returning the completed surveys is 943 while the number of male graduates returning the completed surveys is 506. Female graduates responded at a higher rate (37%) than male graduates (24%), as has been the case in previous alumni surveys.

[1] Calculation of response rate excludes 124 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 83% of 2008 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 remained the same and the number of respondents who are 25 years or more decreased by 1%. In terms of School or College, Continuing Studies (General Studies majors) has the largest number of respondents (59%) 35 years or above in age; within all other Schools/Colleges, the most common age category is 21-24 years. 8% of respondents in Business, and 7% of respondents in Liberal Arts, 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	8%
35 to 49	5%
Over 50	<2%

In terms of ethnic background, the majority of respondents to the survey are white (83%). The percentage of respondents belonging to American minority groups (12%) is similar to the percentage of all 2008 graduates belonging to American minority groups (16%).

In summary, the sample of respondents is fairly representative of the 2008 graduating population in terms of gender, age, and ethnicity.

2. General Questions

2.1. Freshman Entrance Rate

Overall, 79% 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
Pharmacy	100%
Education	95%
Fine Arts	92%
Nursing	89%
Business	85%
Liberal Arts &Sciences	84%
Engineering	81%
Agriculture & Natural Resources	78%
Continuing Studies	14%

Pharmacy has the highest freshman entrance rate (100%), followed by Education (95%) and Fine Arts (92%). 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, 80% 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	13	52	35	162	25	257	32	168
Percentage	2%	7%	5%	22%	3%	35%	4%	23%

For the four-year respondents, 23% lived in a residence hall for all eight semesters. This is substantially lower than the 36% living in a residence hall for all eight semesters from the previous year. 9% did not live in a residence hall at any point (this is 1% lower than previous year). A large percentage of four-year respondents (22%) lived in a residence hall for exactly four semesters and another large percentage of four-year respondents (35%) 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, 71% were satisfied, 17% were neutral, and 12% 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	34	117	71	238	44	313	52	238	16
Satisfied	19	62	51	160	35	222	40	195	16
Neutral	6	27	11	47	3	52	8	36	0
Dissatisfied	9	28	9	31	6	39	4	7	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	36%	9%	35%	18%	2%
Business	33%	11%	36%	18%	3%
Continuing Studies	19%	3%	16%	52%	10%
Education	57%	17%	22%	4%	0%
Engineering	58%	21%	17%	4%	0%
Fine Arts	49%	10%	23%	15%	3%
Liberal Arts & Sciences	20%	13%	42%	22%	2%
Nursing	82%	6%	11%	0%	2%
Pharmacy	74%	17%	9%	0%	0%
Overall (Total)	**32%**	**12%**	**34%**	**20%**	**2%**

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, 32% 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 (28%).

80% or more respondents within each School or College, except Continuing Studies (38%), and Liberal Arts & Sciences (76%), decided their major before or during their sophomore year. Almost half of all respondents from Liberal arts & Sciences (42%) decided their major during their sophomore year.

Nursing (82%), followed by Pharmacy (74%), Engineering (58%), and Education (57%) have the highest within-School/College percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 18% for Nursing, by 15% for Engineering, but is lower by 16% for Fine Arts and 10% 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
Agriculture & Natural Resources	53%	30%	11%	6%
Business	54%	32%	9%	5%
Continuing Studies	82%	10%	4%	4%
Education	75%	16%	8%	0%
Engineering	72%	27%	1%	0%
Fine Arts	69%	18%	10%	3%
Liberal Arts & Sciences	51%	30%	12%	8%
Nursing	88%	11%	2%	0%
Pharmacy	83%	9%	0%	9%
Overall (Total)	**59%**	**26%**	**9%**	**6%**

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

Nursing (88%), followed by Pharmacy (83%), Continuing Studies (82%), and Education (75%) have the highest percentage of respondents who never changed their major. Liberal Arts & Sciences (51%), followed by Agriculture (53%) and Business (54%), have the lowest percentage of respondents who never changed their major.

Agriculture (11%), and Liberal Arts and Sciences (12%) have the highest percentage of respondents who changed their major two times. Overall 59% of all respondents never changed their major while 6% changed their major more than two times. This is consistent with the 2007 respondents where overall 58% 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 (25%); Location (20%); 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 (44%); Tuition and Fees (15%); and Specific programs offered (13%).

Compared to the original reasons for selecting UConn, quality of educational programs gains 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: Original reason for selecting UConn

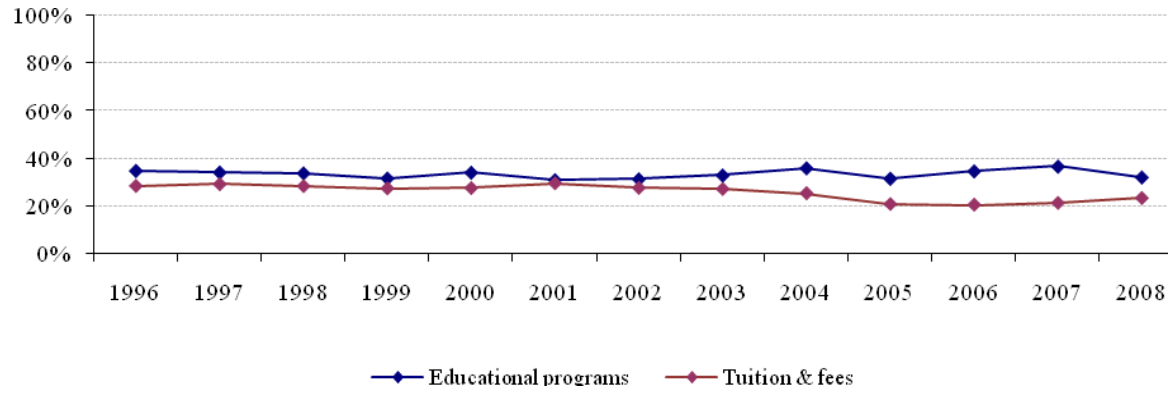
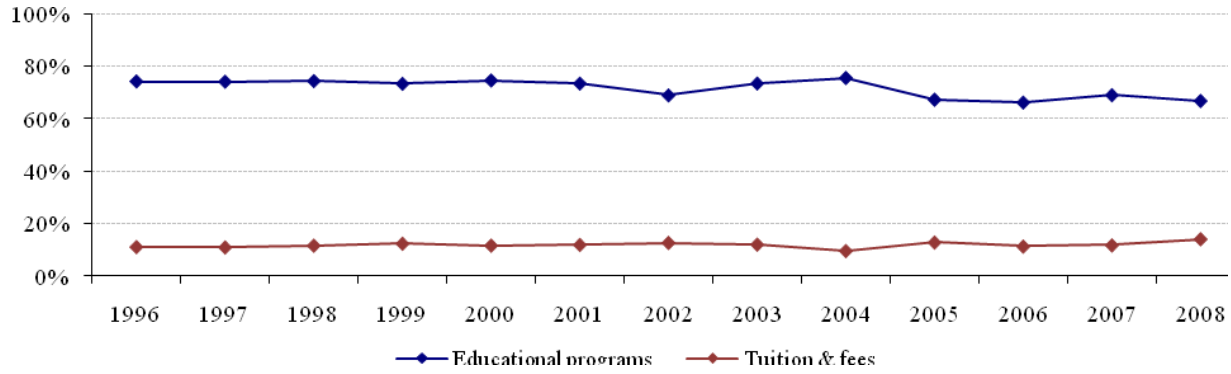


Chart 2.4.2: Retrospective reason for selecting UConn



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/College 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	46%
Business	32%
Continuing Studies	38%
Education	55%
Engineering	32%
Fine Arts	40%
Liberal Arts & Sciences	31%
Nursing	37%
Pharmacy	50%

School/College	Tuition & Fees
Agriculture & Natural Resources	20%
Business	28%
Continuing Studies	6%
Education	24%
Engineering	34%
Fine Arts	21%
Liberal Arts & Sciences	28%
Nursing	32%
Pharmacy	27%

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

School/College	Educational Programs
Agriculture & Natural Resources	75%
Business	66%
Continuing Studies	74%
Education	83%
Engineering	71%
Fine Arts	71%
Liberal Arts & Sciences	70%
Nursing	64%
Pharmacy	70%

School/College	Tuition & Fees
Agriculture & Natural Resources	14%
Business	17%
Continuing Studies	5%
Education	11%
Engineering	19%
Fine Arts	16%
Liberal Arts & Sciences	15%
Nursing	20%
Pharmacy	13%

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, 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.

32% of respondents indicate that they are first generation college students. 14% of respondents' parents attended UConn, and 24% of respondents' siblings attended UConn, while 1% of spouses and 1% of children of respondents attended 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	6.25	4	4.63	19	-1.62	23
Acquire background and specialization for further education in a professional, scientific or scholarly field	5.96	12	4.92	15	-1.04	18
Gain a range of information that might be relevant to a career	6.27	2	5.16	8	-1.11	21
Develop an understanding and enjoyment of literature, art, music and drama	4.66	23	4.50	22	-0.16	1
Develop an understanding of diversity and cultural differences	5.18	19	4.87	17	-0.31	4
Write clearly and effectively	6.21	6	5.30	4	-0.91	16
Become fluent in the computing of your discipline	5.89	13	5.02	10	-0.87	15
Obtain a general foundation in computing regardless of your discipline	5.61	14	4.88	16	-0.73	10
Become aware of different philosophies, cultures and ways of life	5.37	16	5.09	9	-0.28	3
Develop your own values and ethical standards	6.00	11	5.02	11	-0.98	17
Understand yourself, your abilities, your interests and personality	6.27	3	5.16	7	-1.10	20
Understand and be able to get along with different kinds of people	6.16	7	5.37	2	-0.79	12
Understand the nature of science and experimentation	5.00	21	4.78	18	-0.23	2
Understand new scientific and technical developments	5.07	20	4.57	21	-0.50	7
Become aware of the consequences (benefits/hazards) of new applications	4.94	22	4.36	23	-0.57	8
Learn and apply information technology	5.25	18	4.62	20	-0.63	9
Think analytically and logically	6.10	9	5.34	3	-0.76	11
Think in quantitative terms, understand probabilities, proportions, etc.	5.36	17	4.94	13	-0.42	5
Learn on your own, pursue ideas and find information you need	6.29	1	5.44	1	-0.85	14
See the importance of history for understanding the present as well	5.44	15	4.95	12	-0.49	6
Know how to speak before groups, actively participate in group discussion, function as a team manager	6.12	8	5.28	5	-0.85	13
Know how to lead and supervise groups of people	6.10	10	4.92	14	-1.18	22
Formulate creative and original ideas	6.24	5	5.18	6	-1.07	19

***** 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 first in terms of perceived importance and was ranked first for perceived helpfulness. Based on relative helpfulness, the item ranks 14th in 2008 and was ranked 14th in 2007.

The second most highly rated potential benefit, based on perceived importance, is '*Gain a range of information that might be relevant to a career.*' This benefit is ranked eighth for UConn's helpfulness in providing this benefit, and ranks 21st on relative helpfulness. In terms of perceived importance, the above item was ranked fifth in 2007.

The third most highly rated potential benefit, based on perceived importance, is '*Understand yourself, your abilities, your interests and personality*.' This benefit ranks seventh for UConn's helpfulness in providing this benefit. It ranked lower at 20th on the relative helpfulness scale. The perceived importance of this item was ranked second in 2007, and ranked fourth for UConn's helpfulness in 2007.

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 along with 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 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
Education	5.2
Pharmacy	5.2
Agriculture & Natural Resources	5.1
Engineering	5.1
Business	5.0
Continuing Studies	5.0
Liberal Arts & Sciences	4.9
Nursing	4.9
Fine Arts	4.8

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 2008, as in 2007, Continuing Studies received the highest average satisfaction rating for general education requirements and for courses outside the major field and Agriculture 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
Continuing Studies	5.6
Business	5.1
Agriculture & Natural Resources	5.0
Engineering	5.0
Liberal Arts & Sciences	4.8
Education	4.7
Nursing	4.5
Pharmacy	4.5
Fine Arts	4.4

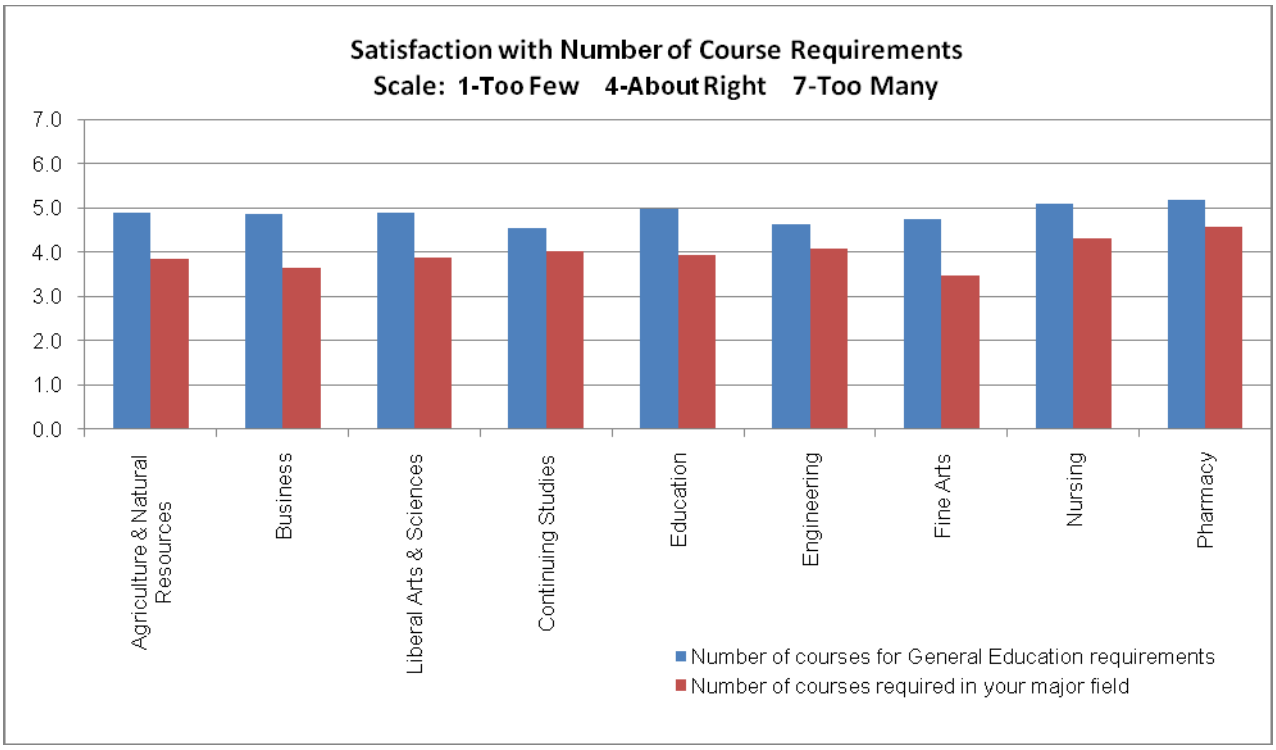
Overall Experience with Required School/College Courses Outside Your Major	Mean
Continuing Studies	5.5
Agriculture & Natural Resources	5.1
Business	4.9
Education	4.9
Engineering	4.9
Liberal Arts & Sciences	4.9
Fine Arts	4.6
Nursing	4.6
Pharmacy	4.5

Overall Experience with Courses in Your Major Field	Mean
Agriculture & Natural Resources	6.0
Business	5.8
Education	5.8
Liberal Arts & Sciences	5.8
Pharmacy	5.8
Continuing Studies	5.7
Engineering	5.7
Fine Arts	5.4
Nursing	5.1

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 Fine Arts, Business, and Agriculture, felt they had fewer courses as major field requirements. On average, respondents from Nursing 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, 95% 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%
Continuing Studies	98%
Fine Arts	97%
Agriculture & Natural Resources	96%
Business	96%
Engineering	96%
Pharmacy	96%
Liberal Arts & Sciences	94%
Nursing	94%

4. Post-Graduate Experiences

4.1 Employment Rates

Overall, 86% of respondents are employed either full-time or part-time, 34% are in graduate school either full-time or part-time; 92% are either employed or have entered graduate school; 8% 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	81	160	6
Part-time	71	20	85
Not in graduate school	781	102	114

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

100% of Engineering graduates are employed, followed by Engineering graduates (96%) and Nursing graduates (95%). While 72% of Education graduates are employed, 97% of Education graduates are either employed or in graduate school.

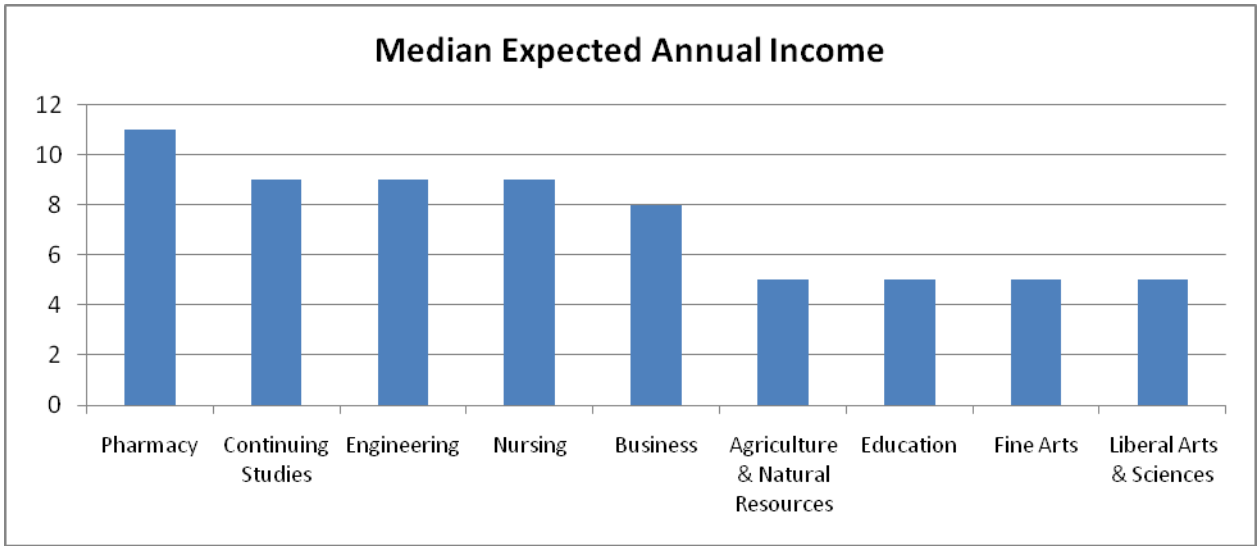
100% of Engineering and Pharmacy graduates, 97% of Education graduates, and 95% of Nursing graduates are either employed or in graduate school; data supports the integrated undergraduate-graduate nature of some or all of the programs offered by these schools. The percentage of respondents who are either employed or in graduate school ranges from 87% to 94 % among other Schools and Colleges. On the other hand, the percent graduates who are neither employed nor in graduate school is high for Fine Arts (13%), and Continuing Studies (11%).

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	
Pharmacy	100%	Engineering	100%	Engineering	0%
Engineering	96%	Pharmacy	100%	Pharmacy	0%
Nursing	95%	Education	97%	Education	3%
Business	90%	Nursing	95%	Nursing	5%
Continuing Studies	88%	Agriculture & Natural Resources	94%	Agriculture & Natural Resources	6%
Agriculture & Natural Resources	84%	Business	91%	Business	9%
Liberal Arts &Sciences	83%	Liberal Arts &Sciences	91%	Liberal Arts &Sciences	9%
Fine Arts	82%	Continuing Studies	89%	Continuing Studies	11%
Education	72%	Fine Arts	87%	Fine Arts	13%

Overall, 73% of the respondents felt their degree was helpful when applying for their current job, and 63% 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)

Pharmacy graduates have the highest median expected annual income range of more than $70,000. Continuing Studies, Engineering, and Nursing graduates have the next highest median expected annual income range of $50,001 to 60,000. Business has the third highest expected annual income range of $45,001 to 50,000. Agriculture, Education, Fine Arts, and Liberal Arts & Sciences have an expected income of $30,001-35,000.

4.2 Use of UConn Career Services

32% of all respondents have used Career Services (30% employed and 40% unemployed respondents). Table 4.2.1 shows that Business (55%) and Engineering (39%) have the highest percentages and Pharmacy (5%) has the lowest percentage of using the service. The relatively low percent usage of career services by 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	55%
Engineering	39%
Liberal Arts & Sciences	33%
Agriculture & Natural Resources	24%
Fine Arts	18%
Nursing	17%
Education	16%
Continuing Studies	14%
Pharmacy	5%

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	2003	2004	2005	2006	2007	2008
Prof./Managerial/Admin./Tech. (except Teaching and Health)	46%	47%	47%	44%	46%	44%
Teaching	15%	12%	14%	13%	11%	12%
Health	13%	12%	12%	15%	16%	14%
Clerical or Sales	14%	14%	15%	12%	11%	11%
Public & Personal Service	5%	8%	7%	5%	5%	7%
Technicians, Craft Workers, Operators & Repair Workers	3%	2%	2%	2%	2%	2%
Agricultural & Natural Sciences	3%	3%	3%	3%	2%	3%
Multiple Responses/Other	2%	3%	1%	6%	7%	8%

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.

Camperdown Elm – Planted on campus in 1875

ATTACHMENT #28

Volunteer membership

THE ARBORETUM COMMITTEE

Co-chairs:
Greg Anderson, EEB
Mark Brand, Plant Science

Members:
Auer, Carol, Plant Science, faculty
Beall, JC, Philosophy, faculty
Brown, Richard, History faculty
Cartabiano, Julia, grad
Coon, Christine,
Costigliola, Frank, History, faculty
Decker, John, landscaping supervisor
Dionne, Heather, arborist
Henry, Charles, EEB, faculty
Hoss, Audrey, undergrad
Jones, Christine , arborist
Jones, Cynthia S., EEB, faculty
Kask, Virge, Biology, staff
Kehoe, John, arborist
Kremer, Steven, Asst. VP, Res Life
Kuzovkina, Julia , Plant Science, faculty
Mahoney, Charles, English, faculty
Marinoff, Skylar, undergrad
McHugh, Eileen, landscape architect
Miller, Richard, Dir. Envirn. Policy
Mingrone, Joseph, undergrad
Minkley, James, grad
Morse, Clinton, EEB staff
Pettit, Frederick, Plant Science, staff
Schroeder, David, NRE, faculty
Schwab, Kristin, Plant Science, faculty
Sykas, Ben, arborist
Tormey, Greg, Plant Science, staff
Treanor-Bois, Sarah, grad
Westa, Mark, Plant Science, faculty

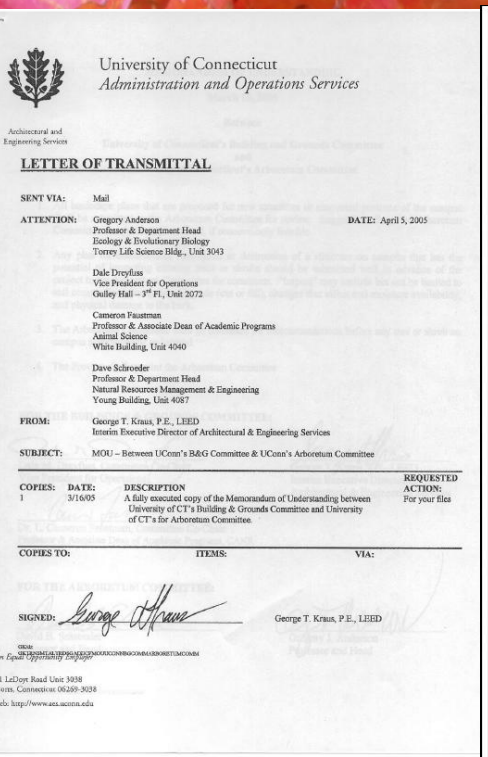
Ex officio:
Feldman, Barry , VP and Chief Oper. Officer

HISTORY AND CURRENT STATUS

FOUNDED IN MID-LATE 1980s
First Tree Guide was the beginning
supported by Peter McFadden, President's Office

Former Landscaping Dept. members
Bryan Krystoff and Pat Zugebar- Meisterling established formal recognition for campus trees as a nationally certified 'Arboretum'

MOU on status 2005 established roles



University of Connecticut
Administration and Operations Services

Architectural and Engineering Services

LETTER OF TRANSMITTAL

SENT VIA: Mail

ATTENTION: Gregory Anderson — **DATE:** April 5, 2005
Professor & Department Head
Ecology & Evolutionary Biology
Torrey Life Science Bldg., Unit 3043

Dale Dreyfuss
Vice President for Operations
Gulley Hall – 3rd Fl., Unit 2072

Cameron Faustman
Professor & Associate Dean of Academic Programs
Animal Science
White Building, Unit 4040

Dave Schroeder
Professor & Department Head
Natural Resources Management & Engineering
Young Building, Unit 4087

FROM: George T. Kraus, P.E., LEED
Interim Executive Director of Architectural & Engineering Services

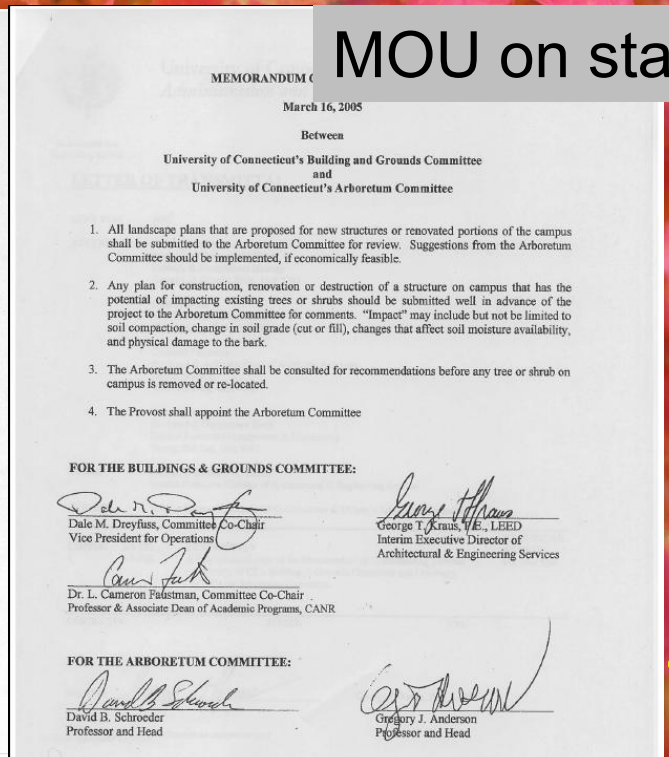
SUBJECT: MOU – Between UConn's B&G Committee & UConn's Arboretum Committee

COPIES:	DATE:	DESCRIPTION	REQUESTED ACTION:
1	3/16/05	A fully executed copy of the Memorandum of Understanding between University of CT's Building & Grounds Committee and University of CT's for Arboretum Committee.	For your files

COPIES TO: **ITEMS:** **VIA:**

SIGNED: George T. Kraus, P.E., LEED

1 LeDoyt Road Unit 3038
rrs, Connecticut 06269-3038
eb: http://www.aes.uconn.edu



MEMORANDUM

March 16, 2005

Between

University of Connecticut's Building and Grounds Committee
and
University of Connecticut's Arboretum Committee

1. All landscape plans that are proposed for new structures or renovated portions of the campus shall be submitted to the Arboretum Committee for review. Suggestions from the Arboretum Committee should be implemented, if economically feasible.
2. Any plan for construction, renovation or destruction of a structure on campus that has the potential of impacting existing trees or shrubs should be submitted well in advance of the project to the Arboretum Committee for comments. "Impact" may include but not be limited to soil compaction, change in soil grade (cut or fill), changes that affect soil moisture availability, and physical damage to the bark.
3. The Arboretum Committee shall be consulted for recommendations before any tree or shrub on campus is removed or re-located.
4. The Provost shall appoint the Arboretum Committee

FOR THE BUILDINGS & GROUNDS COMMITTEE:

Dale M. Dreyfuss, Committee Co-Chair
Vice President for Operations

George T. Kraus, P.E., LEED
Interim Executive Director of
Architectural & Engineering Services

Dr. L. Cameron Faustman, Committee Co-Chair
Professor & Associate Dean of Academic Programs, CANR

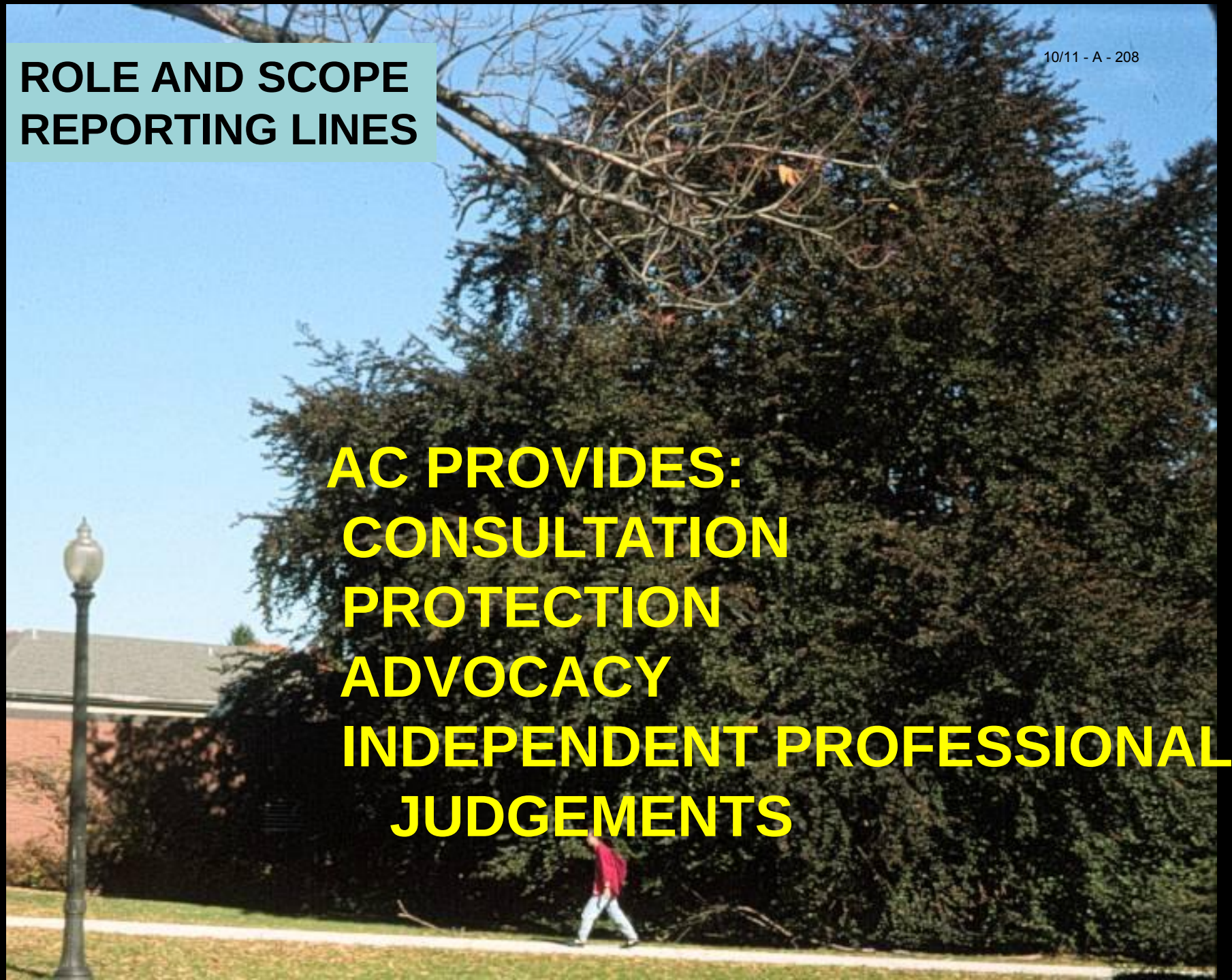
FOR THE ARBORETUM COMMITTEE:

David B. Schroeder
Professor and Head

Gregory J. Anderson
Professor and Head

1. All AES plans reviewed
2. Construction/renovation wit
   impact on trees reviewed
3. Consulted before any cuttin
4. Appointed by COO

ROLE AND SCOPE
REPORTING LINES



NEW-2010 CENSUS

2200 trees
312 species
88 genera

UConn_Trees_Shrubs

Tree_id	Genus	x	species	cultivar	Memorial	HT	DBH	Loc	Sta
1001	Fraxinus		americana		FALSE	76.7176	103.5	GL/195	GIS
1002	Acer		saccharum		FALSE	55.81156	68	GL/195	GIS
1003	Rhododendron		maximum		TRUE	1.5494		GL/195	GIS
1004	Rhododendron		maximum		TRUE	3.921966		GL/195	GIS
1005	Rhododendron		maximum		TRUE	3.208657		GL/195	GIS
1006	Rhododendron		catawbiense		TRUE	4.345901		GL/195	GIS
1007	Rhododendron		maximum		TRUE	5.521387		GL/195	GIS
1008	Sciadopitys		verticillata		FALSE	13.0034		GL/195	GIS
1009	Acer		griseum		FALSE	85.18286	134	GL/195	GIS
1010	Pseudotsuga		menziesii		FALSE	66.9994	66	GL/195	GIS
1011	Pseudotsuga		menziesii		FALSE	65.30699	52	GL/195	GIS
1012	Pseudotsuga		menziesii		FALSE	75.84805	47.3	GL/195	GIS
1013	Picea		abies		FALSE	70.07227	63.7	GL/195	GIS
1014	Picea		abies		FALSE	91.69027	72.8	GL/195	GIS
1015	Gymnocladus		dioicus		FALSE	47.16365	37.7	GL/195	GIS
1016	Ginkgo		biloba		FALSE	71.26523	88.7	GL/195	GIS
1017	Evodia		daniellii		FALSE	16.06891		GL/195	GIS
1018	Evodia		daniellii		FALSE	45.16912		GL/195	GIS
1019	Picea		abies		FALSE	18.53147	16.5	GL/195	GIS
1020	Picea		abies		FALSE	23.5421	20.1	GL/195	GIS
1021	Fagus		sylvatica	cv	FALSE	1.778		GL/195	GIS
1022	Acer		griseum		FALSE	8.328579	8.2	GL/195	GIS
1023	Rhododendron		mucronulatur	Cornell Pir	FALSE	7.190173		GL/195	GIS
1024	Morus		alba	Pendula	FALSE	10.41812	27.5	GL/195	GIS
1025	Ulmus	x	vegeta	Camperdo	FALSE	23.02045	81.5	GL/195	GIS
1026	Larix		decidua	Pendula	FALSE	6.232345	9.6	GL/195	GIS
1027	Malus		species		FALSE	13.98673	32.8	GL/195	GIS
1028	Betula		papyrifera		FALSE	42.15507	65.2	GL/195	GIS
1029	Quercus		alba		FALSE	36.43776	37.4	GL/195	GIS
1030	Pinus		nigra		FALSE	44.88808	104.7	GL/195	GIS
1031	Pinus		strobus		FALSE	0.9144		GL/195	GIS
1032	Cercidiphyllum		japonicum		FALSE	40.7234	25.5	GL/195	GIS
1033	Stewartia		koreana		FALSE	11.96889	10.6	GL/195	GIS
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1035	Acer		saccharum		FALSE	57.20257	95.5	GL/195	GIS
1036	Cornus		florida		FALSE	28.00074	33.8	GL/195	GIS
1037	Acer		rubrum		FALSE	9.593897	11	GL/195	GIS
1038	Acer		capillipes		FALSE	41.00884	106	GL/195	GIS
1039	Abies		concolor		FALSE	43.45458	26.9	GL/195	GIS
1040	Thuja		occidentalis		FALSE	55.85213	50	GL/195	GIS
1041	Thuja		occidentalis		FALSE	56.21917	47.6	GL/195	GIS
1042	Abies		concolor		FALSE	55.83149	37.1	GL/195	GIS
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1044	Fagus		sylvatica	cv	TRUE	12.38157	14.3	GL/195	GIS
1045	Malus		species	hybrid	FALSE	9.596349	13	GL/195	GIS
1046	Acer		saccharum		FALSE	53.78043	62.7	GL/195	GIS
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1049	Betula		pendula		FALSE	42.82499	50.1	GL/195	GIS
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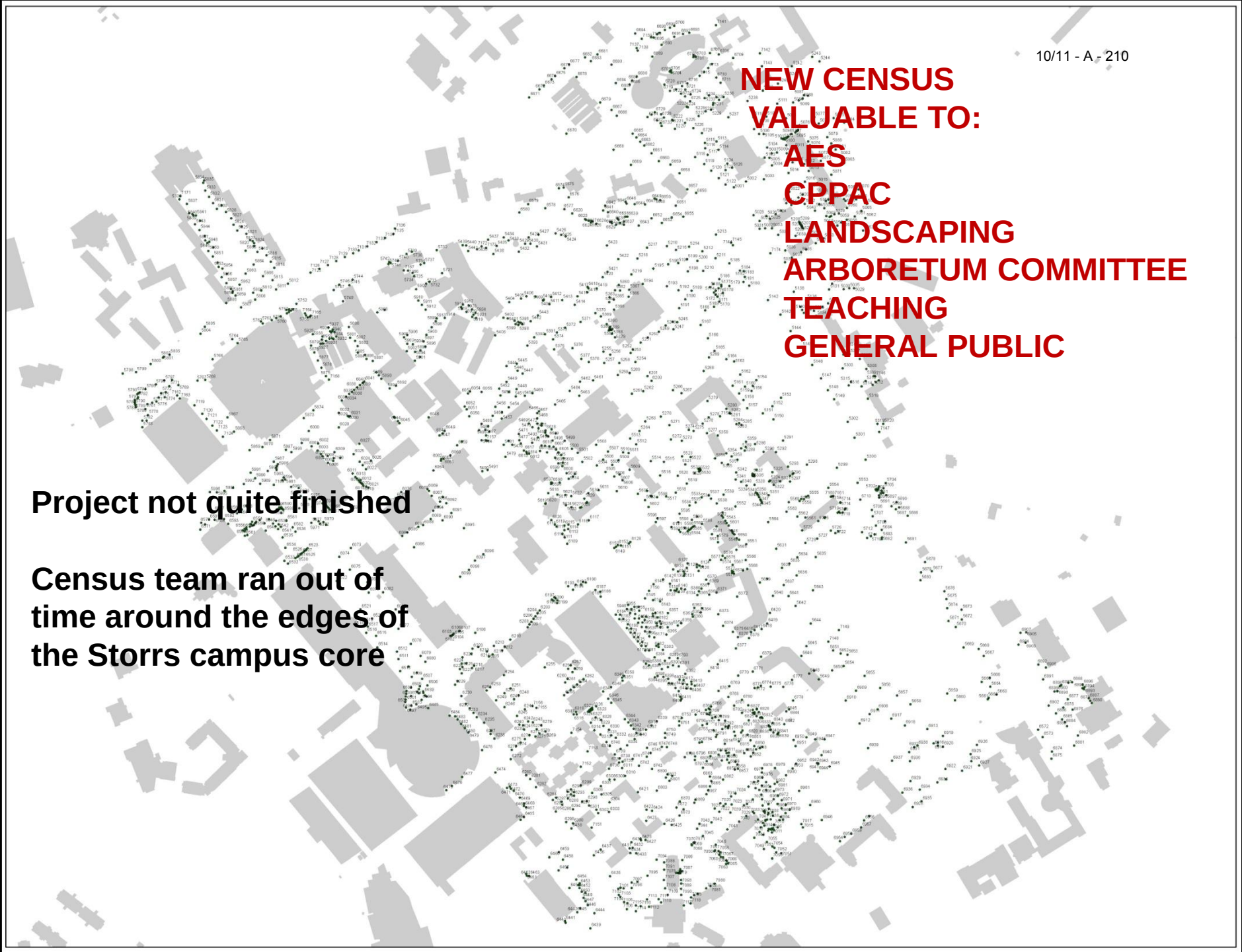


NEW CENSUS
VALUABLE TO:
AES
CPPAC
LANDSCAPING
ARBORETUM COMMITTEE
TEACHING
GENERAL PUBLIC

Project not quite finished

Census team ran out of time around the edges of the Storrs campus core

http://www.hort.uconn.edu/arboretum/walk.pdf

THE UNIVERSITY OF CONNECTICUT WELCOMES YOU

The University of Connecticut is the state's flagship institution of higher learning. Founded in 1881, UConn has grown to include 10 Schools and Colleges at its main Campus in Storrs, separate Schools of Law and Social Work in Hartford, five regional campuses throughout the state and Schools of Medicine and Dentistry at the UConn Health Center in Farmington.

UConn is a Land Grant and Sea Grant College and a Space Grant Consortium institution. The University spans 4,104 acres at its main campus and five regional campuses, and an additional 162 acres at the UConn Health Center in Farmington. The University of Connecticut is fully accredited by the New England Association of Schools and Colleges.

UConn is a research intensive university, a prestigious designation shared by only the nation's top higher education institutions. We have more than 70 funded research centers where faculty, graduate students and undergraduates explore everything from improving human health to enhancing public education and protecting the country's natural resources.

University of Connecticut Campus Arboretum Mission

The University of Connecticut Campus Arboretum serves as both an aesthetic and scholarly resource for the University and greater Connecticut communities. It functions as a living laboratory and integral part of the curricula of University of Connecticut. Furthermore, the outstanding outdoor environment provided by the Campus Arboretum is an essential part of what makes UConn a great place to study and work.

The Arboretum Committee strives to enhance tree, shrub and vine plantings on campus by recommending new plants to add to the collection and by providing input on how to best preserve and maintain existing specimens.

SPECIAL TREES - AN INTERESTING WALK *(see map)*

1. ***Platanus x acerifolia*** (NE, Tasker Admissions Bldg.) (I11) This tree is probably most beautiful in winter than in summer, because once the leaves fall off, there is a clear view of the marvelous multi-colored cream, tan and olive bark. The **London Planetree** is actually a hybrid species resulting from a cross between the Oriental Planetree and our native American Planetree (Sycamore). It has been planted extensively in cities because of its tolerance of pollution and urban conditions.

2. ***Aesculus flava*** (W side, main entry, Student Union) (I12) Of the large American buckeye trees, the **Yellow Buckeye** is considered to be the best. In May it bears half foot long panicles of yellow flowers that produce brown, nut-like "buckeyes" at the end of the summer. In the fall, the palmate, compound leaves turn a pleasing pumpkin orange.

3. ***Cercidiphyllum japonicum*** (SW corner, Castleman Bldg.) (I13) **Katsura** are native to Japan and China where they can reach over 100 feet tall. It is a fast growing tree that is sensitive to drought and likes a deep, moist soil. The mint green summer leaves turn yellow, orange and red in the fall. You can often catch the scent of burnt brown sugar or cotton candy released by the leaves in the autumn.

4. ***Sciadopitys verticillata*** (SW, Benton Museum) (I13) The University of Connecticut campus has many fine specimens of **Umbrella Pine**, but this is the largest and was planted by the class of 1935. This evergreen is native to Japan and sports prehistoric looking (in fact, known as a fossil here before it was reintroduced), needles held in whorls at the end of the stems. It is not your typical looking conifer.

5. ***Pseudocydonia sinensis*** (S, Wilbur Cross Bldg.) (I14) **Chinese Quince** is a small in the rose family that is closely related to the European Quince (*Cydonia*). It has lustrous dark green leaves in the summer and yellow, orange and red leaves in fall. The bark is quite beautiful, exfoliating to reveal a multi-colored mosaic. Mature trunks typically become fluted, enhancing the bark effect. Soft pink spring flowers can be followed by egg-shaped quince fruits. This particular specimen was transplanted in the late 1990s, from the west side of the Benton Museum to its current location. It is the largest individual of this species in Connecticut.

6. ***Quercus imbricaria*** (S, Wilbur Cross Bldg.) (I14) When does an oak not look like an oak? When it is a **Shingle Oak**! This oak is distinguished from most other oaks by its leaves, which are shaped like laurel leaves and lack the typical oak lobes. Nonetheless, it still has acorns. It is most abundant in the lower Ohio valley and middle of the Mississippi valley.

7. ***Ulmus parvifolia*** (NE, Wilbur Cross Bldg.) (I14) The **Lacebark Elm** is a medium-sized tree and is arguably the best elm for landscape use in Connecticut. It performs well in difficult urban settings, is resistant to insects that attack elms and is also resistant to the Dutch elm disease which has been so problematic for the American Elm. The trunk of **Lacebark Elm** has a handsome, flaking bark of mottled grays with tans and reds.

8. ***Sophora japonica (Styphnolobium japonicum)*** (I14) (N, Wilbur Cross Bldg.) **Japanese Pagodatree** or **Scholar Tree** is an Asian species that has been promoted as a good medium-sized tree for use in urban and difficult locations. In Connecticut, this tree blooms in August, producing large, pendulous clusters of creamy white, pea-like flowers. Flowers produce interesting green pods up to a foot long with distinct constrictions between each seed, making the fruits look like dangling strings of beads.

9. ***Celtis occidentalis*** (NE corner, Storrs Hall) (I14) **Common Hackberry** is easily distinguished by its cork-like bark with warty protuberances and the distinctly asymmetrical base of each leaf. The orange-red to purple black fruits that are produce in September and October taste just like dates and are relished by wildlife. Too bad there is only a thin layer of edible flesh on each fruit! Hackberry is a native to the northeastern two thirds of the country and is a relative of the elms.

10. ***Quercus alba*** (NW corner, Beach Hall) (I15) The **White Oak** is the state tree of Connecticut, because in 1687, the Connecticut Charter was hidden from the English in a White Oak known as the Charter Oak. White Oaks are prized for their high quality wood; their acorns are an important food source for many birds, small mammals and deer. It is not uncommon for White Oaks to live to be hundreds of years old and they make excellent large shade trees.

11. ***Nyssa sylvatica*** (W, Beach Hall) (I14) **Black Tupelo, Black Gum, Pepperidge** and **Sour Gum** are all common names for this medium to large shade tree that is native to Connecticut. During the summer the **Black Tupelo** wears lustrous dark green leaves that turn vivid shades of yellow, orange, red and purple in the fall. Honey bees love **Black Tupelo** flowers and bees that visit primarily ***Nyssa*** trees produce *Tupelo* honey, often considered a superior honey due to its delicate, distinctive flavor. Blue-black fruits that ripen in the early fall are relished by many song birds and migrating birds.

chemical from the bark that ends up in the tea, is a potential carcinogen.

17. ***Magnolia acuminata*** (W, Arjona Bldg.) (I13) **Cucumbertree Magnolia** is one of the largest and most cold hardy magnolias. It can reach heights of 50 to 80 feet tall at maturity and can endure temperatures below -20°F. The tree's common name comes from the unripe green fruits that resemble small cucumbers. **Cucumbertree Magnolia** is native to the Appalachian Mountain range and plateau, especially from Pennsylvania southward. The greenish yellow flowers are not as showy as many other magnolias, but genes for yellow flower color from ***M. acuminata*** have been bred in to create new hybrid magnolias with showy yellow flowers.

18. ***Liquidambar styraciflua*** (NE, Wilson Hall) (I14) **American Sweetgum** is native and ubiquitous throughout the southeastern United States. It makes an excellent shade tree and is clothed in glossy green, star-shaped leaves during the summer. In October, many trees display excellent red and purple fall foliage. The fruits are spiky, 1 inch diameter balls that look like miniature medieval maces.

19. ***Sophora japonica 'Pendula' (Styphnolobium japonicum 'Pendula')*** (W side, von der Mehden) (I15) The weeping form of the **Japanese Pagodatree** is a rare plant to begin with, but when you come across one this grand and old, it is really a unique find. Hands down, it is the largest in the state. The cascading green stems create the illusion of a waterfall and add intrigue to the winter landscape. Compare this cultivar of the **Japanese Pagodatree** to the non-weeping species form you saw earlier on the walk.

20. ***Pinus parviflora*** (E side, von der Mehden) (I15) **Japanese White Pine** is a small, graceful looking tree that develops a flat-topped, spreading crown. It reaches heights of 20 to 40 feet and creates a striking landscape element wherever it is used. Due to its slow growth rate, this species is an excellent choice for many small, residential landscapes. **Japanese White Pine** is considered by many to be the quintessential species for classic bonsai.

21. ***Pinus rigida*** (W, Mirror Lake) (I14) **Pitch Pine** is found on sandy, acidic soils in the northeastern United States. Those preferences make it the primary tree of the New Jersey Pine Barrens. It is fire resistant thanks to its thick, plate-like bark and ability after a fire to resprout directly from the trunk.

22. ***Betula davurica*** (W, Mirror Lake) (I14) **Dahurian Birch** is an Asian birch species that is rarely seen in the United States. In many ways it is very similar to the North American River Birch, *Betula nigra*. It is a medium-sized tree that is most noteworthy for its showy bark that displays a color mixture of orange, silver, gray and brown. On young branches the bark peels in thin curls and on old branches it forms "puffed up" blocky squares.

23. ***Salix x blanda*** (W, Mirror Lake) (I14) There are several different species of willows that are known as weeping willows. The **Wisconsin Weeping Willow** is believed to be a hybrid, but the exact background of this species remains a mystery. Weeping willows [illegible] if they are given sufficient space to expand and [illegible] do tend to be a bit messy and are continually

[illegible]amily Studies) (I15) The **Manchurian Fir** or **Needle** [illegible] tree that is native to parts of North Korea, Russia [illegible] England, but can make a fine ornamental plant as [illegible]s. This huge specimen is the largest of its kind in [illegible], ***holophylla***, produce chunky, upright cones near [illegible] disintegrate while still attached to the branches.

[illegible]ch Hall, Great Lawn) (I15) The **Tulip Tree** competes [illegible]e title of most massive North American deciduous [illegible]5, is the tallest tree on campus and has a circum- [illegible]e refers to either the tulip-shaped leaves or the

[illegible]' (NW, Great Lawn) (I15) This **Camperdown Elm** [illegible]d transplantation plus the '38 hurricane. Mature [illegible]entially priceless and irreplaceable. About 4 feet [illegible]ve the union where the tree was grafted to the [illegible]species.

[illegible] (I16) **Ginkgo**, or **Maidenhair Tree**, is a deciduous [illegible]related to pines and spruces than to maples and [illegible] you can observe its distinct, fan-shaped leaves. [illegible]examples of a living fossil. For centuries it was [illegible]und growing in eastern China. **Ginkgo** trees are [illegible]male individuals. Female trees produce seeds with [illegible]ut-like exterior, but the interior "nut" is edible and

[illegible]e Lawn) (I16) If you like big leaves, the **Kentucky** [illegible]t has 2 feet long and 2 feet wide bipinnately [illegible]on very stout twigs with the diameter of cigars. [illegible]s that look like brown lima beans. Inside the pods [illegible]kes that settlers to Kentucky are believed to have [illegible]rge, deciduous tree is widely dispersed, but rare,

19. ***Tsuga canadensis 'Sargentii'*** (NE, Great Lawn, opposite Horsebarn Hill Rd.) (I16) In the woods of Connecticut, the **Eastern Hemlock** can most often be found growing on north and east facing slopes, because it prefers the cooler summer temperatures found there. The species is a conical, evergreen tree to 70 feet tall, but the **Sargent's Weeping Hemlock** is a special cultivar that exhibits a distinctly pendulous habit and more limited growth. Despite its relatively small stature, this individual is actually an old and magnificent specimen of a weeping form.

Campus Tree Touring Guide

A self-guided tour visiting trees of special interest on the main campus of the University of Connecticut, Storrs.

University of Connecticut

Third or 4th edition

This pamphlet was prepared by the Campus Arboretum Committee. Design and production by Virge Kask, photos by Mark Wood.
Thanks to the University of Connecticut Foundation for financial help with the printing of this guide.
Printed on recycled paper, 2nd printing, April, 1988.

30. ***Metasequoia glyptostroboides*** (SW corner, Young Bldg.) (G7) This tree was first described as a fossil in 1941 and was believed to be extinct, but a few years later a small stand of living trees was found in China. Like the Baldcypress, the **Dawn Redwood** is a deciduous conifer that loses its needles and some of its branches each year. It has only been in the United States since 1948, but has already proven to be a fast growing and desirable ornamental tree. Dawn Redwoods develop interestingly flared or buttressed trunks that look like braided bread with distinct "arm pits" beneath each branch.

31. ***Larix decidua* 'Varied Directions'** (NW corner, Young Bldg.) (H7) Sid Waxman was a professor in the Department of Plant Science who worked on breeding and selecting dwarf conifers. He often used densely branched mutations ('Witches' Brooms) he found on large trees as the source of unusual branching patterns for many of his new plants. **Varied Directions European Larch**, with striking horizontal and pendulous branches that grow in random directions, was one of his introductions. This individual is one of the first grafted by Dr. Waxman and is the largest in Connecticut.

32. ***Kalopanax septemlobus* (*pictus*)** (S, White Bldg.) (H7) The **Castor-aralia** is from eastern Asia and is an interesting tree in a number of ways. Even though it is very cold hardy, it has tropical looking, large, palmate leaves. It is a member of the Araliaceae family and therefore is one of the few trees in Connecticut whose flowers are held in umbels. It also blooms late in the summer, long after buds have formed and the tree appears to be going dormant for the season. Watch out for the large, rose-like thorns that arm the stout branches! *Visit the Dairy Bar for refreshments!*

33. ***Ilex opaca*** (N side, N. Eagleville Rd.) (I15) The **American Holly** fits the bill as a classic holly. It has toothed and spiny, evergreen leaves and produces showy red fruits that make it a popular Christmas decoration. It is uncommon this far north, and does not get as large in Connecticut as it does in the southeastern U.S. There are male and female holly trees, with only the females bearing the cherished red berries.

34. ***Acer triflorum*** (S, Lakeside Bldg.) (I15) This relatively rare maple from China and Korea, called the **Three-flowered Maple**, has trifoliate leaves that are comprised of three leaflets. If you don't believe it is a maple, look for the winged samaras that are the type of fruit produced by all maples. It is a choice small tree for residential landscapes because of its excellent gold, orange and scarlet fall color and peeling silvery tan bark.

35. ***Taxodium distichum*** (N edge, Swan Lake) (I/J15) This specimen was planted in 1936, but still has a long way to go to reach its age potential of 1000 years. Despite being a conifer like a pine, spruce, or redwood, **the Baldcypress** loses all of its leaves and its deciduous branches in the winter. This species is commonly found in the swamps of the southeastern U. S. and Gulf Coast where it often has "knees" protruding above the water that supply the roots with oxygen.

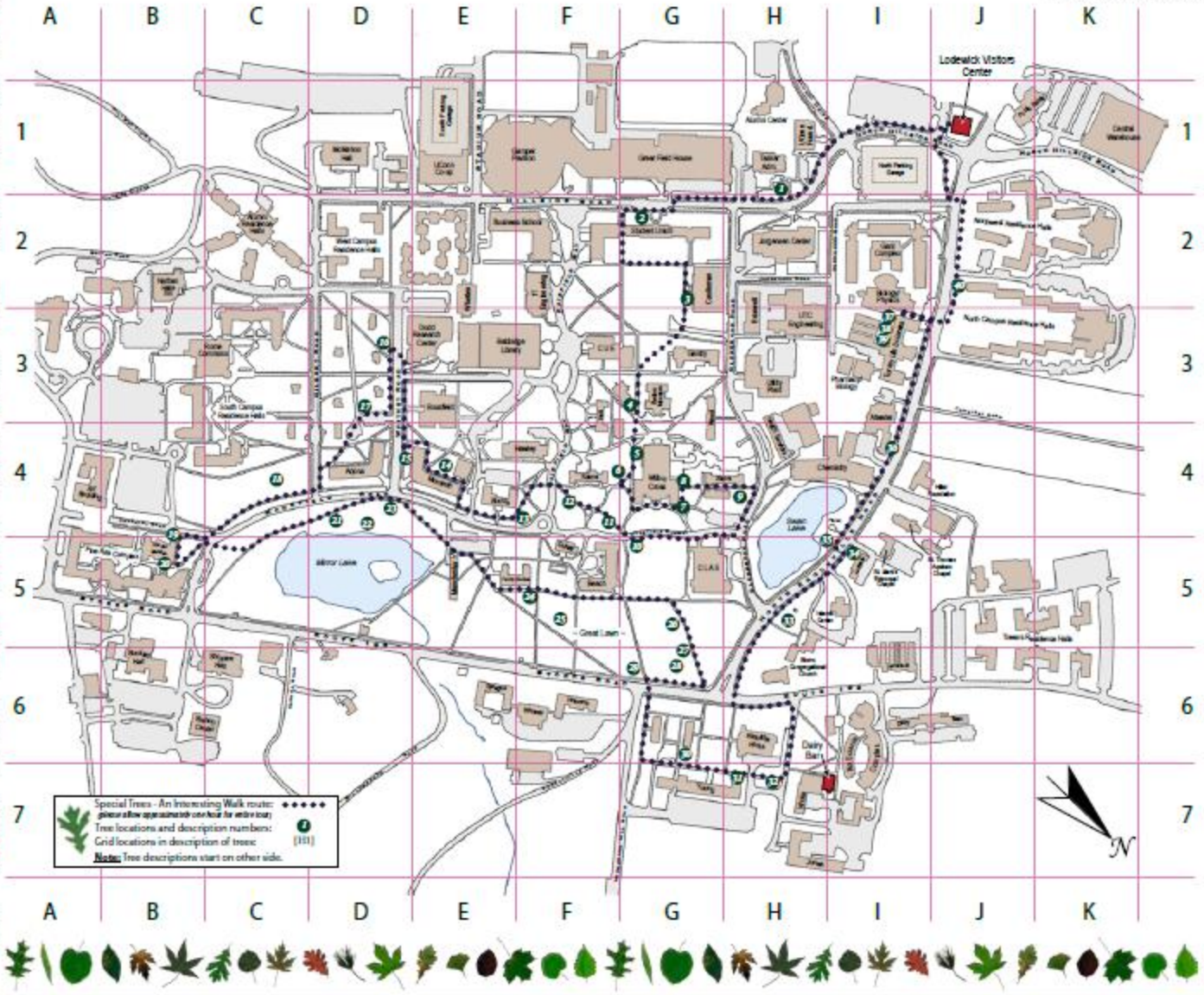
36. ***Magnolia virginiana*** (NE entry, Atwater Bldg.) (J4) The **Sweetbay Magnolia** is a little different from the more common saucer and star magnolias that are easy to spot blooming in Connecticut in early April. **Sweetbay Magnolia** blooms in June and the lemon-scent produced by the creamy white flowers can be wonderful carried on an early summer breeze. Another characteristic that makes **Sweetbay Magnolia** stand out is its semi-evergreen leaves that remain on the trees into early winter, revealing their silvery undersides as they blow in the wind.

37. ***Styrax obassia*** (S, Torrey Courtyard) (I3) The **Fragrant Snowbell** is a small tree that will grow to 20 or 30 feet tall. It produces fragrant, white, bell flowers in late spring that are borne in 8 inches long pendulous clusters. During the winter months, after the leaves have dropped, one can enjoy the eye-catching ash gray bark sported by the smooth and slightly fluted trunk and branches. The family Styracaceae is named after this genus and this species is native to parts of Japan and Korea.

38. ***Hovenia dulcis*** (S, Torrey Courtyard) (I3) The **Japanese Raisin Tree** is a medium-sized tree that is just sufficiently cold hardy to survive in Storrs. In June and July, clusters of small greenish white, fragrant flowers attract many insects and bees. By fall, these flowers produce small, fleshy, brown fruits which ripen to bright red and have a flavor similar to a sweet raisin, giving the tree its common name. In addition to the actual raisin-like fruits, the branchlets of the fruit clusters become swollen and they can be chewed to release a honey-like substance.

39. ***Sequoiadendron giganteum*** (S, Torrey Courtyard) (I3) **Giant Sequoia** is the world's largest tree in terms of total volume. In the Sierra Nevada Mountains of California these beasts can grow to heights of more than 275 feet and have trunk diameters exceeding 25 feet. Furthermore, they can live to be over 3,000 years old. On the east coast of the U. S. trees reach heights of 60-100 feet tall. "Big Trees" as they are often called, are at the edge of their cold hardiness in Connecticut. Growth in the northeastern U. S. is limited by the fact that the ground often freezes before it snows, providing challenges for the root system.

40. ***Oxydendrum arboreum*** (SW, North Campus Residences) (J2) **Sourwood** is a small tree native the southern Appalachian Mountains. It belongs to the Ericaceae family, is related to rhododendron, mountain laurel and blueberry, and therefore prefers cool, moist, but well-drained acidic soils. As an ornamental plant, the **Lily-of-the-Valley Tree**, as it is also known, has much to offer: white June flowers; lustrous summer leaves; vibrant red fall foliage and blocky "alligator hide" bark.



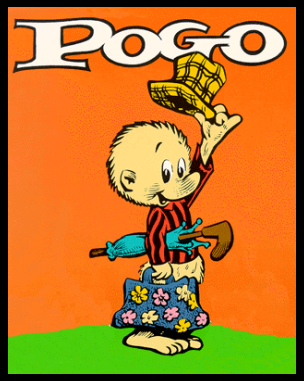
GOOD COMMUNICATION (the good)

‘Cover’: endorsed cutting of ageing tree -- that was replanted

NOT SUCH GOOD COMMUNICATION (the bad)

Healthy Sierra Redwood cut

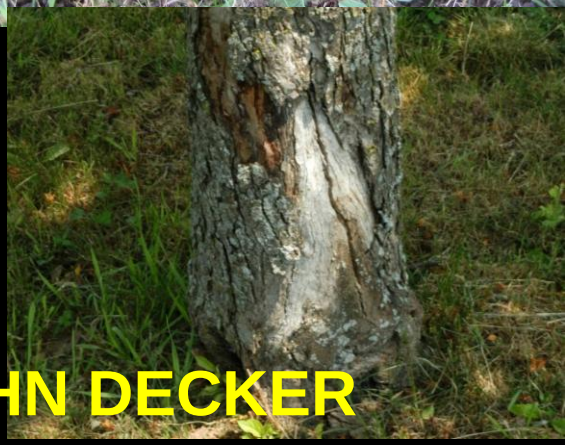
Excavation where roots severed on mature Cypress specimen



CONSTANT VIGILANCE (the ugly)

We have met the enemy and he is us

Good intentions,
but lack of information
or breakdown
in communications



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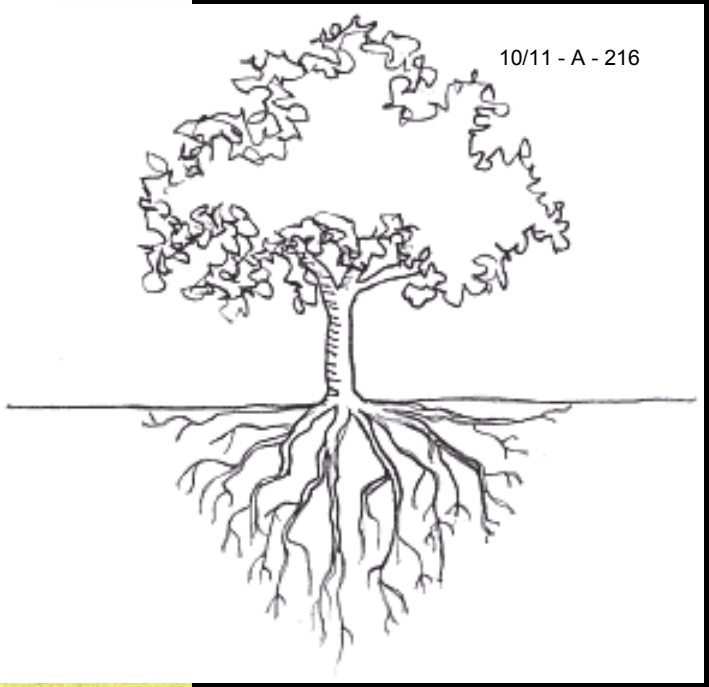
Root zone is just as large as the ‘leaf zone’

Compacted soil has less water and no oxygen



Fencing, but mis-understanding the concept of the ‘drip line’ and extent of roots (they = or exceed the spread of the branches)

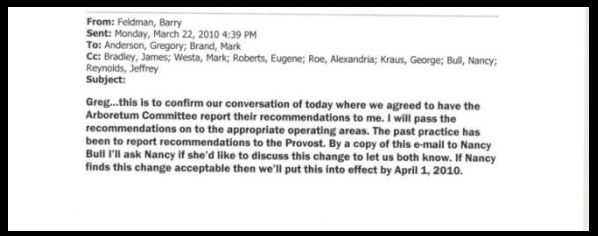
=

Hope for the Future

1. Two new **arborists** give us four

4. **ADDITIONAL -- UNDERGRADUATE, & GRADUATE STUDENTS & FAC/STAFF COMMITTEE MEMBERS --AND YOU!**

2. New **Landscape Architect** with a strong background in plant materials



From: Feldman, Barry
Sent: Monday, March 22, 2010 4:39 PM
To: Anderson, Gregory; Brand, Mark
Cc: Bradley, James; Westa, Mark; Roberts, Eugene; Roe, Alexandria; Kraus, George; Bull, Nancy; Reynolds, Jeffrey
Subject:

Greg...this is to confirm our conversation of today where we agreed to have the Arboretum Committee report their recommendations to me. I will pass the recommendations on to the appropriate operating areas. The past practice has been to report recommendations to the Provost. By a copy of this e-mail to Nancy Bull I'll ask Nancy if she'd like to discuss this change to let us both know. If Nancy finds this change acceptable then we'll put this into effect by April 1, 2010.

CALL JOHN DECKER
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"Who you gonna call?"

3. Renewed **Administrative support**