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2014 April 7

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MINUTES OF THE UNIVERSITY SENATE

April 7, 2014

1. The regular meeting of the University Senate of April 7, 2014 was called to order by Moderator Faustman at 4:04 p.m.
2. Approval of the Minutes

Moderator Faustman presented the minutes of the March 3, 2014 meeting for review.

The minutes were approved as written.

3. Report of the Provost

(Attachment #44)

President Herbst was in Dallas for the NCAA Men's Basketball Championship. Provost Choi congratulated UConn's outstanding scholar athletes and coaches.

Regarding the budget, the Provost said that state resources are being used to hire faculty and recruit students. The Academic Plan is to focus on excellence in research, outreach, and teaching. Budget cuts, including unexpected fringe cuts, totaled \$14M this year. The Provost's office has dealt with the structural deficit in FY14 and now is working closely with deans and University leaders to address the FY15 budget. The Provost's office asked the deans to provide plans for meeting the deficit mitigation plan and requested that faculty and staff hiring be protected--only about 6 faculty and 5 staff searches have been cancelled. The total number of faculty is increasing. As a result, the student-to-faculty ratio has improved from 18.3 in fall 2011 to an anticipated 16.0 this fall. The handling of the current \$46.2M structural deficit will require a multi-year strategy that allows the University to focus on Next Gen growth. The deans are to prepare for 3% cuts for both FY15 and FY16. The University's budget changes weekly, and expenses are monitored and adjusted to ensure that the next budget presented to the Board of Trustees will be approved. With sound fiscal management and protection of academic programs, the University will be able to address enrollment growth despite a reduction in state support. This year the University will reduce its projected enrollment, in hopes that the state appropriations for next year either remain constant or increase. As part of Next Gen, the University will receive additional funds for its operating budget. By FY19, the University will have raised more than \$39M in tuition. The total increase from FY14 to FY19 will be 40.1%, yet progress can be realized only by dealing with the structural deficit in FY15 and FY16. Also, because state support is unpredictable and we need to be careful stewards, the University will prepare for FY17. It has some work to do, but with careful management the University will be able to grow in strategic ways.

Senator Manheim asked whether the 109 anticipated faculty hires for fall 2014 consists of new positions or whether these are replacement hires for to refill retirement vacancies. Provost Choi responded that hiring is nearly in place for next year, with only a small reduction. There is an additional desire to refill retirements, which is on track.

Senator Manheim stated the importance of keeping Next Gen funding and state support separate. The combining of state support and Next Gen funding gives the appearance that we are receiving a lot more money. Declining state support for the operating budget has been a major problem that is not going away. Also, in the past the University was asked to spend down reserves prior to requesting more

funding from the state. This fiscal year is the last time reserves will be available; they have already been spent down. Therefore, it is time for the state to increase its support. Provost Choi responded that the administration is constantly reminding stakeholders that the flagship university cannot grow without a growth in state support. As far as keeping funds separate, today's presentation was designed to show the whole picture, but the Provost does in fact keep the two funds separate. When deciding strategic ways for the University to grow, the University's leadership examines the total budget.

Senator Zirakzadeh expressed his appreciation to the Provost for his honesty in speaking about the unpredictability of the budget. He noted that faculty worry that research and teaching missions are being permanently compromised by budget tightening. The belt-tightening was originally expected to be a one-year sacrifice, but will now persist for at least another year if not longer. Senator Zirakzadeh offered that it would allay concerns if the Provost could share tenure-track faculty-hiring figures when discussing total anticipated faculty hiring. The Provost responded that the 440 figure of new faculty hires includes faculty hires at all ranks. Last year, 180 new faculty were hired, of whom 120-125 were tenure track. He expressed confidence that the University will continue to hire faculty members and meet teaching needs. It was able to do that this year by hiring new faculty, GA's, and TA's.

Senator Chinchilla shared that department heads in the humanities are being asked to cut budgets in FY16. Departments stand to lose GA positions or possibly assistant professors in residence. She inquired how much of Next Gen funding will help departments in the humanities and social sciences. Provost Choi responded that the University provided approximately \$3.5M to departments to meet the growth in enrollment this year. Much of the enrollment growth came in engineering and science, but the bulk of support went to the humanities. This year the University will add another \$1.6M in departmental support. Those units that feel the need to increase GA and teaching positions will be provided resources (this is a goal of Next Gen). The University will need to address the FY16 deficit, in order to present a balanced budget at this time next year. Budget increases will not stay in the Provost's office, but will go back to the departments.

Senator Goodheart inquired about the status of the recommendations made by the Smoking Task Force. Provost Choi stated that the Smoking Task Force provided a list of recommendations that have been shared with Labor Relations and Michael Egan (Office of the General Counsel.) After being vetted by those offices, the recommendations will go back to the Office of the Provost, who will shepherd them through the next steps required for approval.

4. Report of the Senate Executive Committee presented by Senator Zirakzadeh

(Attachment #45)

5. Consent Agenda Items

a. Report of the Curricula & Courses Committee

(Attachment #46)

A motion to approve the Report of the Curricula & Courses Committee was made by Senator Jain and seconded by Senator Makowsky.

The motion carried.

b. Report of the Nominating Committee

(Attachment #47)

A motion to approve the Report of the Nominating Committee was made by Senator Schwab and seconded by Senator Caira.

The motion carried.

6. Report of the Nominating Committee presented by Andrea Hubbard

PRESENTATION of 2014/2015 standing committee membership slate for vote at the May 5, 2014 Senate meeting

(Attachment #48)

7. Report of the Scholastic Standards Committee presented by Senator Recchio

(Attachment #49)

Senator Recchio presented two motions for information and vote at the May meeting of the Senate.

- PRESENTATION of a motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II. E.10. Appeals of Assigned Course Grades for vote at the May 5, 2014 Senate meeting
- PRESENTATION of a motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II.E.12.a. Semester Examinations and Final Assessments for vote at the May 5, 2014 Senate Meeting

8. Report of the Curricula & Courses Committee presented by Senator Recchio

(Attachment #50)

VOTE on a motion to add a new section to the By-Laws, Rules, and Regulations of the University Senate, Section II.I.5. Syllabi as presented at the March 3, 2014 Senate meeting.

Senator Manheim inquired about the discussion at the March 3, 2014 Senate meeting. His understanding was that an agreement was reached that faculty should provide “written” syllabi in a “timely” manner.

Senators Shultz and Darre clarified that the Senate had discussed Senator Manheim’s suggestions; however, no consensus was reached on the recommendations. They can be made as formal motions to amend the motion.

Senator Manheim made a motion to amend.

Syllabi

Faculty shall provide syllabi to students in their courses **by the end of the first week of classes**, including internships and independent studies. Syllabi shall specify what will be taught, how it will be taught, how learning will be assessed, and how grades will be assigned.

- Senator Zirakzadeh observed that because of diversity among faculty and courses, any specificity in language will require amendments to deal with exceptions. With respect to the proposed amendment, some classes do not meet the first week in the fall, and some classes do not use a 13-week or 14-week schedule.

- Senator Manheim stated that to remove the time constraint would allow faculty to distribute syllabi at the end of the semester. He also suggested that faculty could arrange for the posting of syllabi in their absence. He noted that the language could say, “shall provide or post syllabi.”
- Senator Shultz noted that the three committees that worked on this motion recognized the importance of avoiding overly specific language, for which exceptions may arise. The current motion states the required elements of good syllabi, while steering clear of potentially objectionable requirements.
- Senator Cantino drew attention to the special circumstances of independent studies, for which projects may be decided upon through discussion. She suggested that rather than specifying a deadline in terms of the week of the semester, it may be preferable to say, “by end of first meeting with the student.”
- Senator Recchio noted that the motion implies that syllabi will be provided prior to learning because it says, “will be taught.”

The Senate voted against the motion to amend, with one vote in favor and everyone else opposed.

Senator Teitelbaum spoke against the original motion on the grounds that the topic does not belong in the By-Laws, but rather should be codified by school and departmental policies.

Senator Shultz noted that there are already multiple references to syllabi in the By-Laws. As a member of the Curricula & Courses committee, he believes that this requirement, which stipulates minimum required elements, will ensure adequacy of syllabi submitted to C&C.

Senator Manheim made a motion to amend the motion, which was seconded by Senator Jain.

Syllabi

Faculty shall provide **written** syllabi to students in their courses, including internships and independent studies. Syllabi shall specify what will be taught, how it will be taught, how learning will be assessed, and how grades will be assigned.

- Senator Spiggle noted that syllabi written on a blackboard would meet this requirement.
- Senator Clark noted that syllabi are inherently written documents.

The Senate voted against the motion to amend, with one vote in favor and everyone else opposed.

- Senator Cantino noted that not all existing syllabi will include all four components required by the By-Laws motion and inquired how faculty will be notified of this new requirement.
- Senator Shultz responded that notification of the change was discussed and that there are a number of avenues identified for distribution.
- Senator Jockusch noted the pitfall of requiring syllabi to state what will be taught, as it is commonplace for faculty to not cover what they originally expected.
- Senator Bushmich suggested faculty include “subject to change” language in syllabi.
- Senator Cairra shared concern about lack of specificity in the language and the implications of allowing for “subject to change” language.
- Senator Manheim opined that syllabi provided to students are contracts, regardless of whether they are required by the By-Laws.

- Senator Kaminsky noted the qualitative difference between having something come from Scholastic Standards versus leaving it up to local legislatures (departments and colleges). It is important that the requirement comes from Scholastic Standards as a representation of what is important across the University.
- Senator Croteau asked about enforcement and the difficulties it poses to department heads if enforcement falls under their jurisdiction.
- Senator Makowsky noted that the greatest benefit is to students, who need to understand what is expected of them.
- Senator Clarke stated that, as a department head, he believes requiring “learning contracts” will be less confusing than requiring “syllabi”.

The Senate passed the motion with a majority vote.

9. Annual Report from the Retention & Graduation Task Force presented by Wayne Locust

(Attachments #51 & 52)

Senator Clark inquired about the slide, “R&G Rates by Race/Ethnicity.” Across all figures, 4th-year graduate rates seem significantly lower than 3rd-year. Senator Clark requested elucidation about whether this is mainly due to internal factors that interfere with students completing courses or external factors, such as finances. Senator Locust responded that it is usually attributable to a combination of factors. Students can struggle to find an academic home and/or meet financial barriers. If we look at 6-year graduation rates, tremendous progress has been made.

Senator Lillo-Martin inquired about the availability of statistics for students with disabilities. Senator Locust responded that his office can look at those statistics in the future.

Senator Manheim further inquired about the difference between 3rd- and 4th-year graduation rates, specifically about how retention is defined vis-à-vis credit load. Senator Locust responded that retention rates represent full-time status (minimum 12 credit hours per semester). 12 credits per semester makes one eligible for financial aid, but will not enable degree completion in 4-years. Assistant Vice President for Enrollment Planning and Management, Gary Lewicki, added that this is a retention figure, not a timely-progress-to-degree figure. This is typical of the national pattern. 5th and 6th year graduation rates are closer than 3rd- and 4th-year. Factors that influence graduation statistics include affordability, change of majors, and availability of classes.

Senator Goodheart shared that at the regional campuses, most students work while attending school. By necessity, a student may be able to attend UConn only part-time. This may skew graduation rates; however, from the student’s perspective and in light of their other obligations, they are on track for their graduation goals.

Senator Faustman inquired about STEM scholarships. Senator Locust replied that the STEM Scholars Program is a new initiative and part of Next Gen. Through this program, 75 high achieving students are selected as STEM Scholars. They must demonstrate strong interest in a STEM fields. In addition to typical cognitive measures (SAT, class rank, GPA), students are evaluated on what have done (e.g. special research project, internships.) This program is offered via the Honors program.

10. Annual Report of the Center for Excellence in Teaching & Learning presented by Peter Diplock

(Attachments #53 & 54)

Senator Schwab noted that UConn's ECE program also encourages teachers to raise standards. This is particularly important in urban schools. Dr. Diplock has data on urban-school participation rates and can add them to his report in future years.

11. There was a motion to adjourn.

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

The meeting adjourned at 5:39PM.

Respectfully submitted,
Jill Livingston
Health Sciences Librarian
Secretary of the University Senate

The following members and alternates were absent from the April 7, 2014 meeting:

Accorsi, Michael	Ego, Michael	McManus, George
Ammar, Reda	English, Gary	Ogbar, Jeffrey
Barreca, Regina	Gianutsos, Gerald	Pratto, Felicia
Becker, Loftus	Gilbert, Michael	Raheim, Salome
Bedard, Martha	Googins, Kara	Rana, Parth
Bird, Robert	Hamilton, Douglas	Ricard, Robert
Boyer, Mark	Harris, Sharon	Rios, Diana
Bradford, Michael	Herbst, Susan	Saha, Dipanjan
Bramble, Pamela	Hussein, Mohamed	Salamone, John
Brown, Scott	Kendig, Tysen	Seemann, Jeffrey
Charrette, Jason	Libal, Kathryn	Simsek, Zeki
Cobb, Casey	LoTurco, Joseph	Skoog, Annelie
DeFranco, Thomas	Luxkaranayagam, Brandon	Teschke, Carolyn
Desai, Manisha	Lynch, Rachael	Visscher, Pieter
DiGrazia, Lauren	Machida, Margo	Wong, Danielle
Dominguez, Teresa	MacKay, Allison	Yelin, Susanne
Donahue, Amy	Martinez, Samuel	



Enrollment Trends at UConn

13/14 - A -244

	FY08	FY09	FY10	FY11	FY12	FY13	FY14
Total Storrs Freshmen	3,179	3,604	3,221	3,339	3,327	3,114	3755
Total Storrs UG Students (% indicate change from FY08)	16,005	16,459 (2.8%)	16,691 (4.3%)	16,970 (6.0%)	17,450 (9.0%)	17,517 (9.4%)	18,026 (12.6%)
State Support (\$M) (% indicate change from FY08)	\$328	\$328 (0.0%)	\$317 (-3.4%)	\$313 (-4.6%)	\$282 (-14.0%)	\$286 (-12.8%)	\$299 (-8.8%)

Project Enrollment

13/14 - A -245

	FY14	FY15	FY16	FY17	FY18	FY19
Total Storrs Freshmen	3,755	3,550	3,550	3,625	3,775	3,875
Total Storrs UG Students (% indicate change from FY14)	18,026	18,299 (1.5%)	18,448 (2.3%)	18,892 (4.8%)	19,115 (6.0%)	19,531 (8.3%)
State Support (\$M)	\$299.0	\$299.0	\$299.0	\$299.0	\$299.0	\$299.0
Next GEN CT (\$M)	0	\$15.0	\$34.1	\$54.2	\$70.5	\$80.7
Add'l Tuition (\$M)	0	\$4.5	\$7.9	\$17.1	\$25.5	\$39.1
State + NGC + Tuition (% indicate change from FY14)	\$299.0	\$318.5 (6.5%)	\$341.0 (14.0%)	\$370.3 (23.8%)	\$395.0 (32.1%)	\$418.8 (40.1%)

Report of the Senate Executive Committee
to the University Senate
April 7, 2014

The Senate Executive Committee has held two sets of meetings since the March 3 meeting of the entire University Senate.

On March 28 the Senate Executive Committee first met alone with the Senate Representatives to the Board of Trustees. This occurs annually. The conversation focused (1) on ways to enhance participation within the subcommittees of the Board of Trustees and (2) on topics to bring to the attention of the Board – for example, the importance of increasing diversity on all major planning committees of the University and of arranging formal representation for graduate students on the Board of Trustees.

The SEC then met for an hour in closed session with Provost Choi.

After that meeting, the SEC met for an hour and a half with the chairs of the Senate's standing committees to plan the April 7 meeting of the Senate and to exchange information about the state of the campus.

Among the topics of discussion were:

- The role of the upper administration in the promotion of diversity.
- The role of academic analytics in the refinement and the implementation of the University's new academic plan.
- The vagueness in the academic plan of GEOC mission and role.
- The emerging procedures within the Space Allocation Renovation Committee and their implications for enhancing and impeding faculty, student, and staff input.

On April 4 the SEC met alone for an hour to discuss appointments to different University-wide committees and share information about changing University capacities regarding bubblesheets and computer testing. No conclusions were reached: just an exchange of opinions.

The SEC, then, met for an hour in open session with Provost Mun Choi, Executive Vice President Richard Gray, Vice President Wayne Locust, and Vice President Michael Gilbert.

- Provost Choi discussed the budget situation and possibilities for further belt-tightening during academic year 2015-16. There was give and take, with the members of the Senate Executive Committee arguing that belt-tightening is compromising the University's research and teaching missions and the central administration arguing that in fact study-to-faculty ratios are improving and that research will rise significantly once hiring targets are appropriate and Next Gen monies arrive.

- Provost Choi also stated that over the summer and through the first six weeks of the fall, there will be calls for proposals involving student enrollments, faculty hiring, and investments that relate to the goals specified in the academic plan.
- Vice-President Locust reported that admissions letters have been mailed, that the quality of applications has been exceptional, and that new recruitment activities have been successful. The vice president also stated that “we’re hell-bent that we won’t go over 3550 for the fall.”
- Vice-President Gilbert discussed searches for specialists in mental-health services as well as for drug and alcohol counselors. The vice president described new curricula for the summer orientation, which will include units on sexual assault and consent and drug/alcohol use. Interviews are being held with the nine semi-final candidates for the position of Dean of Students.

Special Announcement:

The meeting on April 6 was the last opportunity for the Senate Executive Committee to work with Richard Gray. On behalf of the committee, I wish to say that working alongside Rich has been a true honor. Over the years, he has been honest, forthright, and cooperative. His assessments of budget conditions appropriately balance hope with fears. He listens and respects everyone who approaches him and never condescends. His kind smiles are one of the reasons people like working here. Please join me in thanking Richard for his service to our University.

In closing I wish to remind Senators of two upcoming fora:

11th Annual Promotion, Tenure, and Reappointment Forum
 Friday April 11th; 3:00-5:00
 Student Union, room 304 A and B

Forum regarding, first, the report from the President’s Task Force on Civility and Campus Culture and, second, the University’s response.
 Monday April 28th; 3:30-4:30
 Konover Auditorium, Dodd Research Center

After I answer any questions, I will like to ask Senator Ed Courchaine to make an announcement.

Respectfully submitted,

Cyrus Ernesto Zirakzadeh
 Chair, Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
April 7, 2014

I. The Curricula and Courses Committee recommends approval to ADD the following new 1000- or 2000-level courses:

- A. UNIV 2XXX Gender, Sexuality and Community

Proposed Catalog Copy

2XXX Gender, Sexuality and Community

Three Credits. Open to Sophomores, Juniors and Seniors

A weekly lecture and discussion series with guest scholars, community activists, and educators from assorted disciplines. Critical investigation and exploration of interrelationships of gender, sexuality and community.

- B. UNIV 2600 Individualized Study Across Academic Disciplines

Proposed Catalog Copy

2600 Individualized Study Across Academic Disciplines

One credit. Consent of instructor is required.

Introduction to disciplinarity, multidisciplinarity, and interdisciplinarity. Recommended for students exploring an application to the Individualized Major Program.

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

- A. DRAM 1710 Exploration of Acting (repeatability)

Current Catalog Copy

1710 Exploration of Acting

Three credits. Four hours per week. Prerequisite: Open only with consent of instructor. Not open for credit to Acting majors or those who have passed DRAM 1701.

The basic elements of the acting process and related skills for those not intending to pursue professional acting careers.

Revised Catalog Copy

1710 Exploration of Acting

Three credits. Four studio hours per week. Prerequisite: Open only with consent of instructor. Not open for credit to Acting majors or those who have passed DRAM 1701. May be repeated for credit to a total of six credits with change of instructor, or with instructor consent.

The basic elements of the acting process and related skills for those not intending to pursue professional acting careers.

- B. MCB 2410 Genetics (course description)

Current Catalog Copy

2410 Genetics

(200) Three credits. Two lectures and one problem session. Not open to students who have passed MCB 2400. Prerequisite: BIOL 1107.

Principles of eukaryotic genetics.

Revised Catalog Copy

2410 Genetics

(200) Three credits. Two lectures and one discussion session. Not open to students who have passed MCB 2400. Prerequisite: BIOL 1107.

Foundational principles of classical genetics and modern genomics with a focus on eukaryotic model genetic organisms. Emphasis on molecular mechanisms underlying heredity. Intended for majors in MCB and related disciplines.

C. ENGL 1003 English for Foreign Students (Title)

Current Catalog Copy

1003 English for Foreign Students

(103) Three credits. Course may be repeated for credit. Graduate students may elect this course. Instruction in English for non-native speakers of the language.

Revised Catalog Copy

1003 English for Non-Native Speakers

(103) Three credits. Course may be repeated for credit. Graduate students may elect this course. Instruction in English for non-native speakers of the language.

D. PRLS 3295 / LAMS 2995 Special Topics in Latino and Latin American Studies (subject area and number change)

Current Catalog Copy

PRLS 3295 Special Topics in Puerto Rican and Latino Studies

May be repeated for credit with approval from advisor.

LAMS 2998 Special Topics in Latin American Studies

May be repeated for credit with approval from advisor.

Revised Catalog Copy

LLAS 2995 Special Topics in Latino and Latin American Studies

Credits, prerequisites and hours as determined by the Senate Curricula and Courses Committee. May be repeated for credit with a change in topic and approval from advisor.

III. The Curricula and Courses Committee recommends approval to DELETE the following 1000- or 2000-level course:

A. HORT 2092 Practicum in Staging Horticulture Materials

IV. The General Education Oversight Committee and Curricula and Courses Committee recommend approval of the following courses for inclusion in Content Area 1 – Arts and Humanities:

A. DRAM 3132 African American Women Playwrights, 1900-the present

Proposed Catalog Copy

3132 African American Women Playwrights, 1900-the present

3 credits.

Analysis of how African American women playwrights have addressed key issues in modern culture and politics in the 20th and 21st centuries to examine such concerns as colorism, community, sexuality, colonialism, freedom, history, miscegenation, violence, and economic oppression.

B. HEB/JUDS 1104 Modern Jewish Thought (note change in subject area)*Current Catalog Copy*

HEB/JUDS 1104 Modern Jewish Thought

(104) Three credits. Taught in English. May not be used to meet the foreign language requirement.

Nationalism, culture, ethics and philosophy in the writings of the major Jewish thinkers from Spinoza to the present. Emphasis will be placed on the work of Moses Mendelssohn, Nachman Krochmal, Ahad Haam, Hermann Cohen, Franz Rosenzweig, Martin Buber and Mordecai Kaplan.

New Catalog Copy

HEJS 1104 Modern Jewish Thought

(104) Three credits. Taught in English. May not be used to meet the foreign language requirement.

Nationalism, culture, ethics and philosophy in the writings of the major Jewish thinkers from Spinoza to the present. Emphasis will be placed on the work of Moses Mendelssohn, Nachman Krochmal, Ahad Haam, Hermann Cohen, Franz Rosenzweig, Martin Buber and Mordecai Kaplan.

V. The General Education Oversight Committee and Curricula and Courses Committee recommend approval of the following courses for inclusion in Content Area 4 – Diversity and Multiculturalism – non-International:

A. DRAM 3132 African American Women Playwrights, 1900-the present

B. DRAM 3133 Latina/o Theatre

Proposed Catalog Copy

DRAM 3133 Latina/o Theatre

Three credits. Two 75-minute periods.

A study of Latina/o theatre and performance in the U.S.

VI. The General Education Oversight Committee and Curricula and Courses Committee recommend approval of the following course for inclusion in Content Area 4 – Diversity and Multiculturalism – International:

A. HEJS 1104 Modern Jewish Thought

VII. For the information of the Senate, The General Education Oversight Committee and Curricula and Courses Committee approved revision to the following Writing Competency course:

A. BME 3600W Biomechanics (prerequisites and catalog description)

Current Catalog Copy

BME 3600W Biomechanics (261W) Four credits. Lecture and laboratory. Prerequisite: BME 3150 or CE 2110 and 2120; ENGL 1010 or 1011 or 2011 or 3800; open only to Biomedical Engineering majors, others by instructor consent.

Covers mechanics of bone and soft tissues. Biosolids and biofluids. Simple and combined stress and strain, torsion and flexure. Tissue strength and constitutive equations. Fatigue and fracture resistance of bone. Synovial joint mechanics, friction and wear.

Revised Catalog Copy

BME 3600W Biomechanics (261W) Four credits. Lecture and laboratory. Prerequisite: BME 2101; BME 3150 or CE 2110; ENGL 1010 or 1011 or 2011; open only to Biomedical Engineering majors, others by instructor consent.

Application of solid mechanics theory to describe and analyze mechanical behaviors of biological tissues. Basic concepts in mechanics of materials, including the essential mathematics, kinematics of deformation and motion, stress, constitutive relations. Biomechanics principles; identifying, formulating and solving problems related to bone, cartilage, tendon, cardiac and vascular tissues. Introduction of experimental methods and computational modeling of biological tissues. A separate laboratory component will introduce students to experimental methods in more detail. Laboratory reports with revisions are required.

Respectfully Submitted by the 13-14 Senate Curricula and Courses Committee: Eric Schultz – Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Maria Ana O'Donoghue, Jeffrey Ogbar, Annelie Skoog, Daniel Mercier, Deborah McDonald, Casey Cobb, Cody Grant, Lotaya Wright
02/20/14

**Nominating Committee Report
to the University Senate**

April 7, 2014

1. We move the following deletion from the named standing committee:

Ellen Tripp from the Student Welfare Committee

2. We move to appoint the following faculty members to two-year terms on the General Education Oversight Committee effective July 1, 2014 through June 30, 2016:

Thomas Abbott
Richard Jones
Thomas Meyer
Stephanie Milan
Oliver Morand
Gustavo Nanclares

Respectfully submitted,
Andrea Hubbard, Chair
Rajeev Bansal
Pamela Bramble

Marie Cantino
Cameron Faustman
Katharina von Hammerstein

University Senate Nominating Committee
Nominating Slate for 2014-2015 Standing Committee Membership
April 7, 2014

University Budget	Curricula & Courses	Diversity
*Thomas Bontly, Chair *Bansal, Rajeev *Becker, Loftus *Bouchard, Norma *Bradford, Michael Brightly, Angela *Caira, Janine Mannheim, Philip Marsden, James Martin, Jeanne *Nair, Suresh O'Brien, Corey *Sanchez, Lisa Stolzenberg, Daniel	*Pamela Bedore, Chair (Fall 2014) *Eric Schultz, Chair (Spring 2015) Buck, Marianne *Cantino, Marie *Darre, Michael *Hamilton, Douglas Hanink, Dean *Hubbard, Andrea *Kaminsky, Peter Labadorf, Kathy Martinez, Samuel *Mercier, Daniel *Nunnally, Shayla O'donoghue, Maria Ana *Van Heest, Jaci	*Maria-Luz Fernandez, Chair *Bushmich, Sandra *Cobb, Casey *Desai, Manisha Fairfield, Alice Hughey, Matthew *Machida, Margo Price, Willena Salorio, Eugene Schipani, Pamela Stephens, Robert *Stwalley, William
Enrollment	Growth & Development	Faculty Standards
*Maureen Croteau, Chair *Beer, Diane *Clark, Christopher *Croteau, Maureen *Eby, Clare (spring 2015) *Ego, Michael Fuerst, Nathan Gorbants, Eva *Makowsky, Veronica *McDonald, Deborah Ndiaye, Mansour *Rios, Diana Rockwood, Brian *Sanner, Kathleen *Simsek, Zeki Ulloa, Susana Yakimowski, Mary	*Faqir Jain, Chair *Ammar, Reda *Benson, David Bird, Robert Borden, Tracie *Gordina, Masha Hendrickson, Kathy *Libal, Kathryn Moiseff, Andrew *Renfro, James *Scruggs, Lyle	*Allison MacKay (Fall 2014) *Mark Boyer, Chair (Spring 2015) *Accorsi, Michael Balunas, Marcy *Barker, Keith *Bramble, Pamela *Britner, Preston *Clausen, John *Jockusch, Elizabeth *Lillo-Martin, Diane *MacKay, Allison *McManus, George *Naples, Nancy Punj, Girish Ricard, Robert *Siegle, Del Williams, Cheryl *Yelin, Susanne
Scholastic Standards	Student Welfare	
*Jill Livingston, Chair *Armstrong, Lawrence *Bresciano, Karen *Brown, Stuart *Clokey, David *Coulter, Robin Cowan, Susanna Crivello, Joseph *DiGrazia, Lauren *Freaque, Hedley Gramling, Lawrence Higgins, Katrina *Livingston, Jill *Recchio, Thomas *Teschke, Carol	*Karen Bresciano, Chair *Chinchilla, Rosa *Dey, Dipak *Dominguez, Teresa Fuller, Kate *Kaminsky, Peter Kennedy, Kelly *Martinez, Samuel Ortega, Morty *Polifroni, Carol *Skoog, Annelie *Spiggle, Susan *Tilton, Robert Tripp, Ellen	

UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
March 28, 2014

I. Proposal to Amend the By-laws to Present at the April 7, 2014 Senate Meeting:

1. Background

Our current rules concerning the cognizant person to whom grades were appealed did not fit some of our schools and colleges. This was brought to our attention by the School of Social Work in December, 2013. The SEC Head had to give a temporary approval for the Associate Dean to handle grade appeals for fall term, 2013.

2. BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE

Current Wording

By-Law II E 10. *Appeals of Assigned Course Grades*

[In the subsequent discussion in this section, the term "the dean of the school or college offering the course" should be substituted for "department head" when the grade in question is in a course offered in a non-departmentalized school or college.]

3. Motion:

To amend the By-Laws, Rules and Regulations of the University Senate as follows:

In Section II.E.10 (new language insert underlined)

"the Dean of the school or college offering the course" or his or her designated Associate Dean" should be substituted for "Department Head" when the grade in question is in a course offered in a non-departmentalized school or college.]

II. Proposal to Amend the By-laws to Present at the April 7, 2014 Senate Meeting:

1. Background

Michael Gilbert, VP for Student Affairs, has made the determination that the Office of Student Services and Advocacy should be renamed the Dean of Students Office. The name change should be in effect at the conclusion of the spring semester so that all new students will come to know the office through New Student Orientation as the Dean of Students Office. Based on this decision, we need to update the Senate By-Laws and replace 'Office of Student Services and Advocacy' with the 'Dean of Students Office'.

2. Current wording of Section II.E.12

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have an opportunity to take an examination without penalty.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the Office of Student Services and Advocacy, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

3. Motion:

To amend the By-Laws, Rules and Regulations of the University Senate, Section II.E.12, as follows: [Current language to be struck in strike-out; new language to insert is underlined]

A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the ~~Office of Student Services and Advocacy~~ Dean of Students Office for an excuse that will authorize the student's instructor to give a makeup.

A student whose absence from a final examination is not excused in this way shall receive a failure for this examination. A student whose absence is excused by the ~~Office of Student Services and Advocacy~~ Dean of Students Office shall have an opportunity to take an examination without penalty.

There shall be no more than five examination periods scheduled each day, covering two class periods, and each examination period shall be two hours in length. A student whose final examination schedule includes four examinations in two consecutive calendar days may request a rescheduled examination in place of one of the four scheduled examinations. A student whose schedule includes three examinations in one calendar day or three examinations in consecutive time blocks spanning parts of two consecutive days may request a make-up examination in place of one of the three scheduled examinations. In all cases concerning the rescheduling of bunched exams, the student must present to the instructor a note of permission granted by the ~~Office of Student Services and Advocacy~~ Dean of Students Office, whose prerogative it is to determine which of the bunched examinations may be rescheduled.

**Scholastic Standards, Faculty Standards, and Curricula and Courses Committees
of the University Senate**

MOTION:

New section of the *By-Laws, Rules, and Regulations of the University Senate, Section II.I.5*

Syllabus Requirement

April 7, 2014

Background: The syllabus provides essential information on course content and assessment, and it helps to clarify instructor expectations. Despite its important function, and despite language elsewhere in the By-Laws that assumes the existence of a syllabus, there presently is no requirement for a syllabus. Scholastic Standards has been discussing this problem for three years, and it has consulted with Faculty Standards and Curricula & Courses (hence the jointly sponsored motion) with particular attentiveness to the views of students. The overwhelming conclusion is that a syllabus supports the interests of instructors and students in fundamental ways, and consequently the By-Laws should make explicit that the provision of a syllabus is mandatory. The Motion defines four basic categories of information a syllabus should contain, categories that apply in equal measure (though they would be stated very differently) in regular courses and in independent studies and internships.

Motion: Add the following to Section II.I. *Miscellaneous* of the By-Laws, Rules, and Regulations of the University Senate:

5. *Syllabi*

Faculty shall provide syllabi to students in their courses, including internships and independent studies. Syllabi shall specify what will be taught, how it will be taught, how learning will be assessed, and how grades will be assigned.

UConn

DIVISION OF
ENROLLMENT PLANNING
AND MANAGEMENT

*Retention & Graduation Task Force
Annual Report to the
University Senate*

April 7, 2014

RETENTION & GRADUATION TASK FORCE REPORT/2013-2014

Introduction

Concerns regarding our country's declining global educational and economic competitiveness continue to drive the national conversation regarding the importance of college completion. The various discussants comprise our many constituents: parents, students, taxpayers, government, donors and employers.

All the while, faculty on college campuses continue to remind these constituents that improved graduation rates should not come at the expense of academic quality. Not only would that be inappropriate, it would not reap the intended individual and social benefits. These include a more educated society and highly competent workforce with a high quality of life aided by scientific and cultural advancements and satisfaction with our national security for this and future generations.

We are a national public research university with an international presence and a commitment to the state as its flagship institution. As such, we share these concerns and continue to commit tireless effort to meeting our University's mission and facilitating student attainment of desired educational, professional, social and personal outcomes.

This annual update conveys our level of commitment to student success in greater detail, as build upon retention and graduation rates that place us among the nation's best. We have a structured approach in place with regard to student success that involves academic programs characterized by excellence in teaching and research; academic enrichment and support opportunities that reflect high impact best practices; and, extracurricular activities and events that supplement the academic experience.

In addition, we have the Retention and Graduation Task Force comprised of individuals from these various programs, reviewing persistence data, discussing issues and opportunities conducting analyses, and providing actionable recommendations to be considered for implementation to enhance the student experience at UConn and beyond.

This report is organized into the following sections:

- UConn Retention and Graduation Trends
- R&G Task Force Action Plan Reports and Update
- Retention and Graduation Data Tables
- Institution-wide Inventory of UConn Retention and Graduation Efforts

UCONN RETENTION AND GRADUATION TREND UPDATE

Storrs Campus

UConn's high quality academics and enrichment and support programs, as well as myriad student life opportunities provide a robust learning environment for our undergraduates. Cognizant of the value we offer, the entering freshmen cohorts continue to grow in quality, quantity and diversity (see Table 1).

Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
# Incoming Freshmen	3,208	3,247	3,260	3,241	3,179	3,604	3,221	3,339	3,327	3,114	3,755
Average SAT	1167	1177	1189	1195	1192	1200	1212	1221	1216	1226	1233
Top 10% HS Class	30%	35%	37%	38%	40%	39%	44%	44%	43%	45%	48%
% Minority Freshmen	17%	17%	20%	19%	19%	20%	21%	25%	25%	27%	27%

Sources: Undergraduate Admissions and OIR

Getting off to a good start is a key to student success and timely graduation. Our retention rates (see below) remain strong, and most recently we reached a new high in first-year retention.

Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1-Year Retention	90%	92%	93%	93%	93%	92%	93%	92%	93%	94%
2-Year Retention	84%	85%	88%	87%	88%	87%	88%	87%	87%	
3-Year Retention	80%	83%	86%	85%	86%	85%	85%	85%		

Source: OIR

Our graduation rates continue to be among the best in the nation for public research universities. Our four-year completion rate was 7th highest out of 58 peer institutions according to the latest national data (Fall 2006 entering cohort), and our 70% four-year rate for the Fall 2009 cohort will likely improve our position.

Fall	2001	2002	2003	2004	2005	2006	2007	2008	2009
4-Year	54%	56%	61%	66%	68%	67%	68%	67%	70%
5-Year	72%	74%	76%	79%	81%	81%	81%	80%	
6-Year	75%	76%	78%	81%	83%	82%	83%		

Source: OIR.

Table 4, on the following page, illustrates that there is an achievement gap between White and Asian students on one hand and underrepresented minorities on the other at UConn, as there is nationally. Although retention rates between these groups during the first three years show less divergence, the graduation rate gaps are more pronounced. However, Table 5 indicates that these retention and graduation gaps, in most instances have become smaller over the past decade.

Table 4. Most Recent Retention & Graduation Rates by Race/Ethnicity

	White	Asian	Af-Am	Hisp	Total
Fall 12: 1-Year Retention	95%	94%	94%	88%	94%
Fall 11: 2-Year	88%	88%	82%	84%	87%
Fall 10: 3-Year	87%	86%	80%	78%	85%
Fall 09: 4-Year Graduation	73%	65%	54%	59%	70%
Fall 08: 5-Year	81%	81%	67%	75%	80%
Fall 07: 6-Year	84%	90%	72%	80%	83%

Table 5. UConn Storrs R&G Rates by

		Fall Semester	2003	Most Recent		
White	1-Year Retention		90%	95%		
	2-Year		85%	88%		
	3-Year		81%	87%		
	4-Year Graduation		63%	73%		
	5-Year		78%	81%		
	6-Year		79%	84%		
					Gap URM R/E vs. White	
					2003	Most Recent
Asian- American	1-Year Retention		93%	94%	3%	-1%
	2-Year		90%	88%	5%	0%
	3-Year		85%	86%	4%	-1%
	4-Year Graduation		64%	65%	1%	-8%
	5-Year		81%	81%	3%	0%
	6-Year		82%	90%	3%	6%
African- American (URM)	1-Year Retention		86%	94%	-4%	-1%
	2-Year		75%	82%	-10%	-6%
	3-Year		67%	80%	-14%	-7%
	4-Year Graduation		39%	54%	-24%	-19%
	5-Year		57%	67%	-21%	-14%
	6-Year		59%	72%	-22%	-12%
Hispanic (URM)	1-Year Retention		89%	88%	-1%	-7%
	2-Year		78%	84%	-7%	-4%
	3-Year Retention		75%	78%	-6%	-9%
	4-Year Graduation		46%	59%	-17%	-14%
	5-Year		66%	75%	-12%	-6%
	6-Year Graduation		70%	80%	-9%	-4%

Source: OIR

Numerous initiatives across the University contribute to these reductions in achievement gaps. Our Admissions office, in conjunction with our Center for Academic Programs (CAP), reaches out to first-generation and low-income students, many of whom are underrepresented minorities as early as middle school. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through four constituent programs. Educational Talent Search, Gear Up and Upward Bound provide programming to increase college access and retention; and Student Support Services provides programming to facilitate student retention and graduation from UConn. And, all of our students 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.

The Louis Stokes Alliance for Minority Participation (LSAMP) Leadership and Academic Enhancement Program is part of an alliance of New England institutions that received funding through NSF to strengthen preparation, representation, and success of historically under-represented students in Science, Technology, Engineering, and Mathematics (STEM) fields. And the recently initiated SEAL program offers stipends to first-generation students to participate in a variety of experiences that broaden their educational horizons and future outcomes.

Regional Campuses

Between Fall 2003 and Fall 2013, freshman enrollment at our regional campuses grew by 43%, and the portion of incoming freshmen minority students increased by 11%-points (see below).

Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
# Incoming Freshmen	909	1,028	986	1,140	1,147	1,254	1,141	1,241	1,295	1,301	1,104
Average SAT	1018	1035	1033	1011	1019	1012	1038	1025	1022	1028	1018
% Minority Freshmen	27%	27%	34%	30%	28%	31%	33%	37%	38%	38%	42%

Sources: Undergraduate Admissions and OIR

Table 7 shows that growth in retention rates has occurred at the regional campuses over the past decade. Graduation rates have remained relatively stable over the past five years.

Fall	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1-Year Retention	79%	79%	79%	79%	78%	80%	82%	81%	83%	83%
2-Year Retention	66%	65%	62%	65%	66%	64%	69%	69%	72%	
3-Year Retention	59%	59%	58%	58%	61%	62%	64%	65%		
6-Year Graduation	52%	50%	51%	51%	52%					

Source: OIR

Retention & Graduation Task Force 2012-13 Action Plan Update

Last year, we presented the action plan (on the following pages) to improve completion rates. Over the past year, subcommittees addressed three of the areas identified by the Task Force: *ACT Engage Survey*, *Women in STEM* and *Information Sharing*. Reports by each of the committees are also presented below.

TASK FORCE ACTION PLAN PRIORITY INITIATIVES

Activity/Objective	Timeline	Resources
<p>Achievement Gap Subcommittee</p> <p><i>ACT Engage Survey</i> to be completed by freshmen during orientation measures 10 non-cognitive factors related to persistence. Research shows non-cognitive factors are more predictive of college success, especially for African-American students, than traditional cognitive factors like standardized tests. Survey results will generate profile identifying at-risk students and recommends interventions to allow for more efficient targeting of resources suited to students' need tendencies.</p>	<p>Grant proposal by Michelle Williams & Crystal Park of the Psychology Department is being reviewed. Project Steps: Survey is administered. ACT analyzes results and prepares report. Supplementary questions from UConn are analyzed internally by the PI's and GAs. Students identified as at-risk will be referred to existing campus services such as ACES, other advisors, the Retention Outreach Coordinator, the Academic Achievement Center or UConn Connects.</p>	<p>The \$5 per survey x 3,000 freshmen \$15,000 cost will be funded by the grant if it is awarded. If not, alternative funding sources will be sought for the survey and for compensating GAs.</p>
<p>Coordinated Mentoring Programs, particularly those involving peer mentors, have improved URM STEM participation and success, nationally. UConn programs that connect new freshman/transfer mentees with student mentors include PAASS, METAS & AMP in the African American, Puerto Rican & Asian American Cultural Centers, and SSS' Peer Education Team. There exists a need for a coordinated, university-based peer mentoring program that reaches students not participating in current programs. It would be distinct from UConn Connects that provides academic support from an intervention perspective and will be framed within an academic excellence model, e.g., <i>Husky Excellence or Husky Scholars Program</i>.</p>	<p>Efforts could begin immediately, but, several components are needed to sustain the program, including a coordinator to work with our academic advising centers to identify students not currently involved in peer mentoring activities and for whom such activities may be beneficial, e.g., first-gen, URM. A model using elements of existing programs needs to be developed (e.g., minimal GPA requirement, mentor training, enrollment in INTD); multi-level mentorship experiences; and, assessment focused on graduation, not just retention. Also, some administrative support would be needed to assist with data collection, report writing, recruitment and training of mentors and mentees.</p>	<p>Resources for a full time coordinator, part time administrative support, peer mentor trainers, assessment and evaluation would be provided by the aforementioned grant if funded. If it is not funded, alternative plans would be made utilizing the current Retention Officer in the Registrar's Office.</p>

Activity/Objective	Timeline	Resources
<p>Women in STEM Subcommittee</p> <p><i>Assessment of UConn Undergraduate Women's Participation in STEM Programs:</i> Comprehensive examination and report identifying factors that lead women to persist or not in STEM, including quantitative analyses of retention and graduation & qualitative reviews of barriers facing women to persist in STEM.</p>	<p>Review women's persistence rates in STEM by major including D, F, W rates in gateway courses. Conduct qualitative survey of STEM female students regarding UConn experience. Convene focus groups and conduct benchmarking. Complete quantitative data analysis that informs qualitative survey and focus groups in the Spring and Summer.</p>	<p>GA to conduct statistical analyses and work directly with the subcommittee.</p>

Activity/Objective	Timeline	Resources
<p>Information Sharing Subcommittee</p> <p><i>Husky Help Desk:</i> Create a center that responds to student inquiries for assistance in person, via web form, or email, (potential for other technologies) during business hours and provides outreach to students identified as at risk, in coordination with current Retention efforts. One important distinction between existing similar information resources is that these transactions will be stored and tracked to identify trends which might inform new or ongoing initiatives that improve the student experience at UConn.</p>	<p>Refocus, redirect and expand the role of the current information desk housed in a very visible location at the main entrance to the Wilbur Cross building to ensure more effective referral services for students. Logistics include getting an email account from UITS (done); securing and building a web site: www.huskyhelp.uconn.edu, and developing a communication plan to inform students of its availability.</p>	<p>Time for advertising and creating a web site. Staffing: experienced orientation group leaders or Visitor's Center guides will serve as a valuable resource to staff positions associate with this initiative.</p>

ADDITIONAL POTENTIAL INITIATIVES

Activity/Objective	Timeline	Resources
<p>Achievement Gap Subcommittee Expanded Outreach to Urban Schools and Communities: Forge alliances, review feeder school academic profiles and offer programs to increase financial literacy and financial aid awareness. Provide outreach, exposure and access to prospective students and parents, e.g., front load parent orientation and provide online resources with FAQs, financial aid resources, answers regarding academic concerns, etc.</p>	<p>Conduct an inventory of these types of programs currently in existence at UConn. Convene meeting with coordinators of those programs for their input. Meet with selected school district representatives.</p>	<p>Administrative costs associated with running these programs.</p>
<p>Re-engaging Dropouts: Similar to “Finish in Four” developed several years ago, implement a campaign to re-engage students to finish their degree. We currently contact students, but efforts could be enhanced through a dedicated website and aggressive advertising, e.g., billboards, newspaper features, a “catchy” name: “finish what you started,” “it’s never too late.”</p>	<p>Set up the website and discuss advertising campaign with staff in University Communications.</p>	<p>Advertising costs and staff time devoted to the website.</p>
<p>Intrusive Advising: Several programs, nationally, identify intrusive and intensive advising coupled with coordinated resources as an effective strategy. Many are re-instituting academic centers with support services such as career services, counseling, mentoring, skill development, financial assistance, learning disabilities, and support services into a single unit so students can easily access resources.</p>	<p>Meet with Academic Deans, faculty and staff from Academic Advising Centers on campus to discuss the feasibility of this initiative.</p>	<p>Training and staff time.</p>

Activity/Objective	Timeline	Resources
Achievement Gap Subcommittee		
<p>External Support for URM STEM Participation: Successful programs focusing on URM STEM students have benefitted from a significant investment by private and corporate foundations and university support. LSAMP at UConn, funded by NSF, has a high URM completion rate, but impacts only a few dozen students. This may be an opportune time to engage in private fundraising and corporate sponsorship in light of CT Bioscience, the UConn Tech Park and Jackson Labs initiatives to develop and support programs geared to a broader population of URM students and workforce diversity.</p>	<p>Meet with the UCONN Foundation, Academic Deans and senior leadership regarding the possibility of implementing this effort.</p>	<p>Cost of developing and administering these programs.</p>

Activity/Objective	Timeline	Resources
Information Sharing Subcommittee		
<p>Centralized Up-to-Date Checklist for Faculty and Staff: Create a place for faculty and staff to plug into in order to get up-to-date information regarding a student that would help them address his or her needs.</p>	<p>A list of users would need to be developed and appropriate software identified.</p>	<p>System administrator/ analyst or resource person, and software.</p>
<p>Enhancements to the Early Warning System for Academic Advising: Use HuskyCT, the Student Administration System and the Four-Year Planner to provide advisors with data regarding students' entering characteristics, level of use of UConn learning resources and their four-year plan.</p>	<p>Modifications need to be made to HuskyCT and Student Administration System. The Four-Year Planner would need to be developed.</p>	<p>Time necessary to develop, build and test these systems, and possibly a consultant to help in doing so.</p>

RETENTION & GRADUATION TASK FORCE SUBCOMMITTEE FINAL REPORTS

- Achievement Gap Subcommittee
- Women in STEM Subcommittee
- Information Sharing Subcommittee

ACHIEVEMENT GAP SUBCOMMITTEE - FINAL REPORT

ACT Engage Survey/Assessment of Non-Cognitive Factors of Incoming Freshmen

Research shows non-cognitive factors are more predictive of college success, especially for African-American students, than traditional cognitive factors like standardized tests. With that in mind, The ACT Engage Survey was completed by Storrs incoming freshmen during Summer 2013 orientation. This survey measures 10 non-cognitive factors related to students' persistence toward degree attainment.

Survey results are currently being analyzed by Michelle Williams and Crystal Park of the Psychology Department and are being shared with the Retention and Graduation Task Force. The intent is to examine the profile generated by the instrument that identifies at-risk students and recommends interventions to allow for more efficient targeting of resources suited to students' need tendencies.

Supplementary questions, included by the two UConn researchers, also will be analyzed. After careful review of the results and discussion of appropriate and best use of this information to enhance student retention will be conducted. This will include an inventory of existing campus services that could utilize this information to assist students and an implementation plan. Ultimately, students identified as at-risk will be referred to campus services like ACES, other advisors, the Retention Outreach Coordinator, the Academic Achievement Center, UConn Connects or other programs as need and also, proactively.

These efforts will attempt to address the longstanding question in higher education regarding why some students with high SATs and exemplary high school performance struggle academically early on in college, and why others with lesser predictors of success, do well academically from the start. Sharing insights from this research with students, faculty and staff will enhance the academic experience of undergraduates at UConn and should result in higher and timelier graduation rates, greater student satisfaction and positive educational and career outcomes after graduation.

WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT

A Comprehensive Assessment of Women in Science, Technology, Engineering, and Mathematics (STEM) Majors at UConn

From January 2013 to March 2014, the Women in STEM Subcommittee of the Retention & Graduation Task Force worked to analyze persistence patterns by gender in undergraduate STEM majors at UConn. This report summarizes key findings.

Data from the combined entering student cohorts from Fall 2006 to Fall 2012 were analyzed. Descriptive data and statistical results of a survival analysis are presented. Sarah Newton conducted the statistical analysis under the guidance of the committee and project facilitators, David Ouimette, Gary Lewicki and Brian Boecherer.

KEY STEM FINDINGS:

Matriculation & Graduation Descriptive Findings

- 42% of incoming STEM Majors are female (on average).
 - This rate has been slowly increasing since Fall 2008. [See Appendix A]
- At initial entry, females are over-represented in fields such as: Nutritional Sciences, Animal Science, Pathobiology, and Coastal Studies; females are under-represented in Physics, Computer Science, and Engineering. [See Appendix B]
- 38% of the students initially entering UConn with STEM majors and graduating in STEM fields were female, whereas 62% were male.

Retention & Attrition Rates

- Attrition from STEM majors is most likely to occur for all students (male and female) during the first four semesters of study.
- Incoming female students with a declared STEM major are 1.89 times more likely to graduate from UConn than males.
- Females are 1.32 times more likely to defect from a STEM major than males. [See Appendix C]

WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT - CONTINUED

- Under-represented minority (non-White/non-Asian) females have the highest risk of attrition when compared with all other populations. [See Appendix D]

Effects of D, F, W in STEM Gateway Courses on Attrition & Graduation

- Students who earn at least one D, F, or W in a STEM gateway course have higher rates of attrition from STEM in the first five semesters. [See Appendix E]
- Females who earn at least one D, F, or W in a STEM gateway course defect up to 4 times higher a rate than males with a D, F, or W. [See Appendix F]

Degree Attainment

- Females make up the majority of degree earners (>66%) in six of the 40 STEM fields, including:
 - Animal Science, Horticulture, Nutritional Sciences, Geoscience, Applied Mathematical Sciences, and Pathobiology.
- Females make up the minority of degree earners (>33%) in 16 of the 40 STEM fields, including:
 - Structural Biology/Biophysics, Mathematics/Statistics, Management & Engineering for Manufacturing, Material Science & Engineering, Statistics, Civil Engineering, Management Information Systems, Computer Science & Engineering, Mechanical Engineering, Physics, Electrical Engineering, Cognitive Science, Computer Engineering, Computer Science, Engineering Physics, and Turfgrass & Soil Science.

(Note: Some of these fields have fewer than five graduates.) [See Appendix G]

PEER COMPARISONS:

Data from the Education Trust (2013) show the Top 50 institutions, in terms of percentage of STEM graduates that are female (ties bring the total to 52). Among these institutions, only North Carolina awarded more STEM degrees to females than males, and that is likely due to not having an engineering program there. Furthermore, only ten additional schools

WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT - CONTINUED

awarded more than 40% of STEM degrees to females. UConn ranked among the Top 20 on this measure, which is a positive finding for the University. [Appendix H]

The Office of Institutional Research and the University of Oklahoma, Center for Institutional Data Exchange and Analysis, 2012-13 CSRDE STEM Retention Report compared UConn's retention and graduation rate for females in STEM with our peer 20 peer research universities.

Female STEM to STEM Majors			
Freshman Cohort	Persistence Category	UConn Storrs	20 Research Peer U's (Weighted Avg)
2006	Graduated in 4 Years	52.3%	39.6%
2007	Graduated in 6 Years	65.2%	53.4%
2011	1-Year Retention	81.6%	76.5%

RECOMMENDATIONS:

Early Outreach and Recruitment/Communications Strategies to attract females to undersubscribed STEM majors:

1. Publicize UConn's Early Outreach Programs that promote interest among K-8 females in STEM.
2. Target for Recruitment ECE Female Students in CT High Schools
3. Develop Targeted Admission Programs to recruit females to undersubscribed STEM majors.

Develop strategies to support Women in Gateway Courses to off-set impact of D, F, W rates:

1. **Early Warning Notifications:** Request instructors of Gateway courses to utilize the early warning notification system to identify high-risk students (seek 100% participation) and then work with academic advisors, special program directors to intervene to provide support for women to encourage persistence.

WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT - CONTINUED

2. **Tutoring Resources:** Provide resources to Gateway Departments so that they continue and expand targeted tutoring assistance to Women in STEM through the various academic intervention programs on campus including but not limited to Learning Communities, Academic Support, LSAMP, and SSS (i.e. "Snack and Study Series in WiMSE LC).
3. **Supplemental Instruction:** Provide financial support to develop extensive Supplemental Instruction (SI) in the Gateway Courses (already being done in General Chemistry and Organic Chemistry).

Retention & Culture Commentary and Further Study

Preliminary review of descriptive data suggests that academic intervention programs (i.e. LC's related to Women in STEM, LSAMP) support students persistence in STEM. The number of women in these intervention programs from 2006-2012 was too small to do extensive modeling; nevertheless, the subcommittee believes these programs to be important in supporting women in STEM. Further analysis is recommended.

Extensive Review of the Literature suggests (selected highlights):

1. Effective programs connect females in STEM with female STEM faculty, students and professionals.
2. Providing internships and mentorships with female professionals in STEM fields are critical early in a female students' academic career.
3. Provide more opportunities for female STEM professionals to speak in classrooms.
4. Hold a National Women in STEM Conference for undergraduates, graduate and faculty on campus each year.

Department Culture:

The subcommittee intended to conduct a review of gender composition in STEM departments. Due to time limitations this analysis was not completed. That being said, the subcommittee would like to highlight several areas of focus following selected

WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT - CONTINUED

recommendations based on the content knowledge of committee members, national best practice and institutional priorities as identified in the University's National Science Foundation Advance grant proposal. It should be also noted that many of the practices are underway already on campus.

The subcommittee supports establishing or enhancing activities in the following four categories:

1. Focused recruitment and hiring of female STEM faculty.
2. Creating female faculty networks and support for retention.
3. Creating leadership opportunities and advancement for women STEM faculty
4. Implementing best practices at the department level and University wide to support and retain women faculty in the STEM.

WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT

Appendix A - Gender Composition of Incoming Fall 2006-2011 Students by Cohort and STEM Status

		Entering Cohort							
		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Total	FA 2006-FA 2011
Students Entering with STEM Majors									
Female	n	288	384	440	448	457	524	2541	
	%	0.358	0.45	0.39	0.43	0.412	0.463	0.419	
Male	n	516	470	688	595	653	607	3529	
	%	0.642	0.55	0.61	0.57	0.588	0.537	0.581	
Total	n	804	854	1128	1043	1110	1131	6070	
Students Entering with Intended STEM Majors									
Female	n	365	344	322	286	312	316	1945	
	%	0.664	0.676	0.657	0.641	0.611	0.6	0.641	
Male	n	185	165	168	160	199	211	1088	
	%	0.336	0.324	0.343	0.359	0.389	0.4	0.359	
Total	n	550	509	490	446	511	527	3033	
Students Entering with NON-STEM Majors									
Female	n	955	932	994	897	852	819	5449	
	%	0.52	0.527	0.514	0.53	0.508	0.507	0.518	
Male	n	883	836	940	794	824	797	5074	
	%	0.48	0.473	0.486	0.47	0.492	0.493	0.482	
Total	n	1838	1768	1934	1691	1676	1616	10523	
All Entering Students									
Female	n	1608	1660	1756	1631	1621	1659	9935	
	%	0.504	0.53	0.494	0.513	0.492	0.507	0.506	
Male	n	1584	1471	1796	1549	1676	1615	9691	
	%	0.496	0.47	0.506	0.487	0.508	0.493	0.494	
Total	n	3192	3131	3552	3180	3297	3274	19626	
<p>Note. The rows of this table represent student gender, and the columns indicate the numbers and percentages of students, who entered the University between Fall 2006 and Fall 2011. The rows in this table are organized by incoming STEM status (whether or not the student had declared a STEM major at the time of initial entry to the University).</p>									

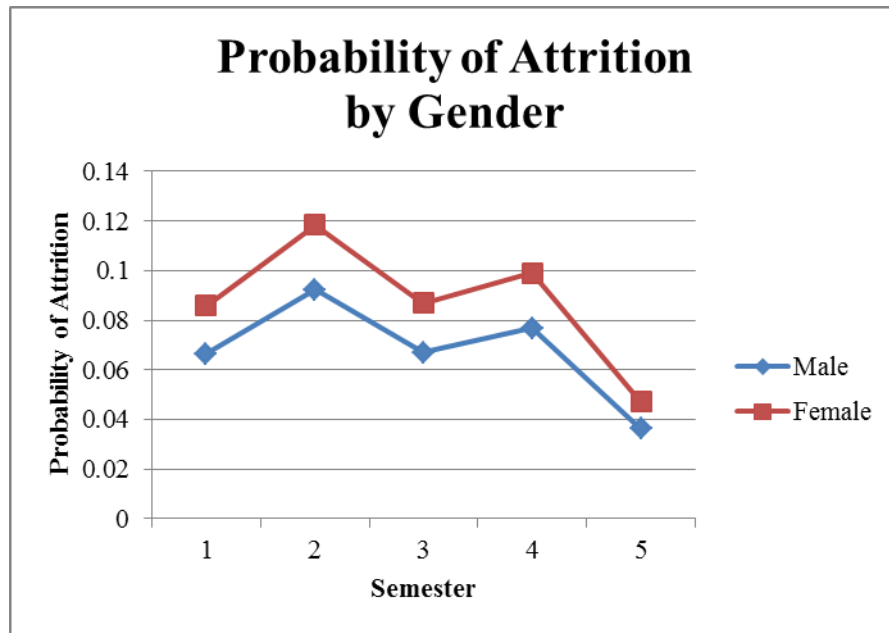
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Appendix B - Distribution of Incoming Students by STEM Major for Fall 2006-2011 Entering Cohorts

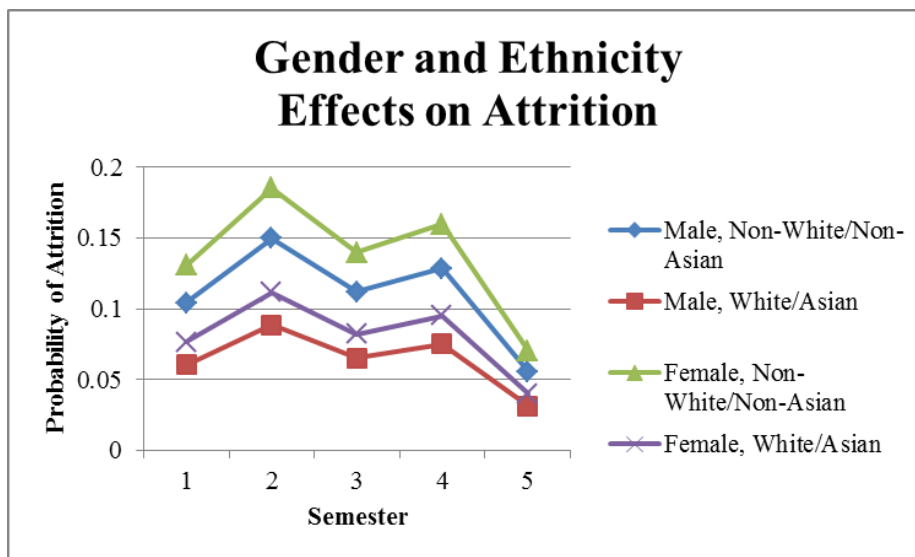
	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Total	
	n	F %	n	F %	n	F %	n	F %	n	F %	n	F %	n	F %
Marine Sci	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%	2	100%
Nutr Sci	12	92%	12	100%	14	93%	10	91%	8	89%	16	94%	72	94%
Animal Sci	27	79%	43	84%	44	90%	60	87%	41	85%	55	92%	270	87%
Pathobio	7	70%	3	75%	13	81%	11	69%	13	87%	11	73%	58	76%
Coastal St	3	75%	2	67%	4	67%	2	67%	5	100%	0	0%	16	76%
Horticult	2	100%	2	100%	1	100%	0	0%	0	0%	0	0%	5	63%
Cognitive Sci	2	67%	3	60%	3	43%	1	25%	6	60%	11	85%	26	62%
PNB	14	48%	21	66%	41	67%	27	55%	42	68%	37	60%	182	62%
Biol Sci	115	57%	147	60%	170	57%	158	58%	164	60%	167	59%	921	59%
Nat Resources	1	17%	2	50%	2	100%	3	75%	1	25%	3	100%	12	52%
MCL Bio	8	44%	9	53%	14	50%	14	58%	16	47%	21	54%	82	51%
Chemistry	16	47%	22	51%	18	49%	24	56%	20	49%	25	48%	125	50%
EE Bio	3	60%	1	100%	2	40%	2	33%	2	50%	3	60%	13	50%
Struc Biol/BP	6	46%	2	100%	0	0%	3	75%	2	67%	2	25%	15	45%
Mathematics	10	38%	6	40%	13	48%	14	48%	15	41%	20	51%	78	45%
Environ Sci	3	27%	4	67%	7	41%	15	60%	7	27%	11	46%	47	43%
Res Econ	2	50%	0	0%	0	0%	0	0%	1	33%	3	100%	6	43%
Envir EG	1	20%	3	38%	5	45%	9	41%	5	29%	11	55%	34	41%
Appl Math	0	0%	0	0%	1	50%	3	50%	4	50%	0	0%	8	38%
Agr & NR	1	50%	1	100%	0	0%	1	33%	0	0%	0	0%	3	38%
Math/Actur	11	37%	13	45%	13	35%	14	35%	12	30%	24	38%	87	36%
Biomed EG	8	20%	35	47%	28	29%	27	35%	29	36%	29	39%	156	35%
Statistics	2	50%	2	50%	0	0%	2	50%	2	20%	3	43%	11	34%
Math/Stat	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%
Land Arch	4	50%	1	50%	3	43%	0	0%	0	0%	0	0%	8	28%
Mgmt & EG	0	0%	2	22%	4	36%	4	29%	2	18%	4	31%	16	25%
Chem EG	4	19%	13	43%	6	14%	10	23%	12	20%	17	35%	62	25%
Geoscience	0	0%	0	0%	0	0%	0	0%	2	67%	0	0%	2	22%
Undecided - EG	13	16%	17	23%	14	19%	9	23%	10	20%	13	27%	76	21%
Trfgrss & SS	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1	20%
Mat Sci & EG	2	40%	1	20%	1	14%	0	0%	0	0%	4	25%	8	17%
Physics	2	11%	4	36%	0	0%	3	19%	1	11%	2	18%	12	15%
Civil EG	3	8%	5	17%	1	2%	5	14%	8	19%	9	32%	31	14%
MIS	1	100%	0	0%	0	0%	0	0%	1	17%	1	14%	3	10%
Comp Sci & EG	1	3%	1	4%	2	7%	6	25%	9	23%	0	0%	19	12%
Comp EG	0	0%	0	0%	3	14%	0	0%	3	16%	2	18%	8	10%
Mech EG	3	6%	4	8%	6	7%	5	6%	10	13%	13	18%	41	10%
Electr EG	1	7%	0	0%	1	5%	5	21%	2	11%	2	9%	11	9%
EG Phys	0	0%	1	11%	0	0%	0	0%	1	10%	2	20%	4	8%
Comp Sci	0	0%	2	13%	5	17%	1	5%	1	4%	0	0%	9	7%

Cells in green and red indicate where female students represent the top and bottom third of STEM majors

Appendix C

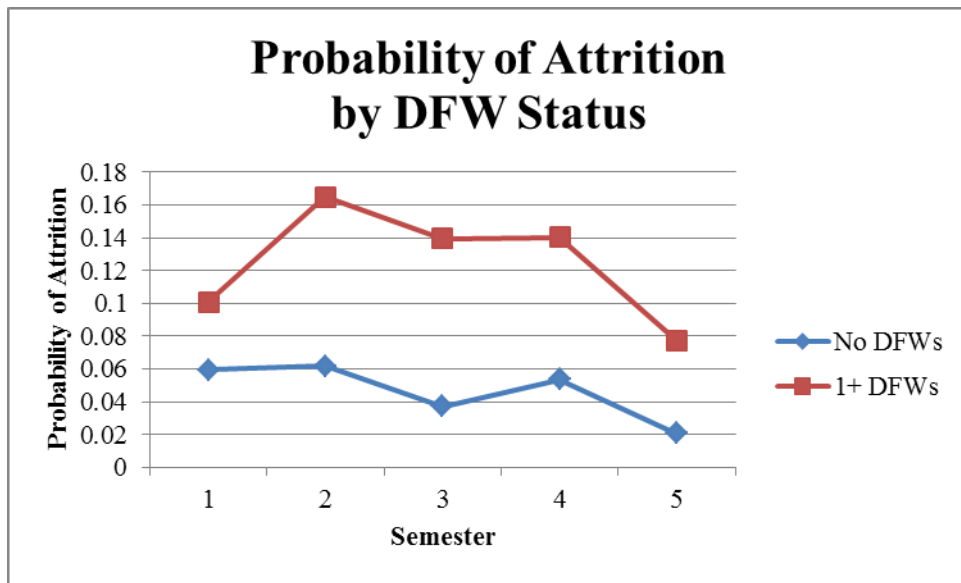


Appendix D

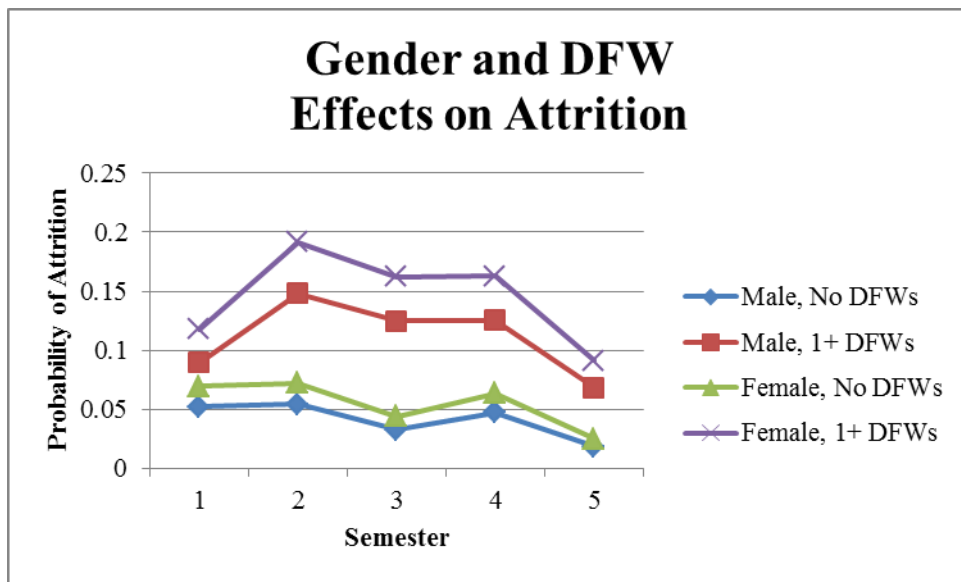


WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT

Appendix E



Appendix F



WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT

Appendix G

Distribution of Students Graduating in STEM by Major for Fall 2006-2009 Cohort Graduates					
	Female		Male		
	n F	% F	n M	% M	
Animal Science	80	90.9%	8	9.1%	
Horticulture	5	83.3%	1	16.7%	
Nutritional Sciences	33	80.5%	8	19.5%	
Geoscience	4	80.0%	1	20.0%	
Applied Mathematical Sciences	2	66.7%	1	33.3%	
Pathobiology	18	66.7%	9	33.3%	
Biological Sciences	153	56.0%	120	44.0%	
Landscape Architecture	5	55.6%	4	44.4%	
Ecology & Evolutionary Biology	12	50.0%	12	50.0%	
Physiology & Neurobiology	31	48.4%	33	51.6%	
Molecular and Cell Biology	71	48.0%	77	52.0%	
Chemistry	16	44.4%	20	55.6%	
Natural Resources	7	41.2%	10	58.8%	
Environmental Science	12	40.0%	18	60.0%	
Mathematics/Actuarial Science	30	39.0%	47	61.0%	
Mathematics	12	38.7%	19	61.3%	
Environmental Engineering	7	36.8%	12	63.2%	
Chemical Engineering	30	36.1%	53	63.9%	
Resource Economics	5	35.7%	9	64.3%	
Biomedical Engineering	49	34.8%	92	65.2%	
Structural Biology/Biophysics	1	33.3%	2	66.7%	
Mathematics/Statistics	3	30.0%	7	70.0%	
MGMT & ENGR for Manufacturing	9	30.0%	21	70.0%	
Materials Science and Engr	7	17.9%	32	82.1%	
Statistics	1	16.7%	5	83.3%	
Civil Engineering	15	14.4%	89	85.6%	
Management Information Systems	1	14.3%	6	85.7%	
Computer Science & Engineering	4	9.8%	37	90.2%	
Mechanical Engineering	15	8.1%	171	91.9%	
Physics	1	7.7%	12	92.3%	
Electrical Engineering	2	4.4%	43	95.6%	
Cognitive Science	0	0.0%	4	100.0%	
Computer Engineering	0	0.0%	10	100.0%	
Computer Science	0	0.0%	27	100.0%	
Engineering Physics	0	0.0%	6	100.0%	
Turfgrass and Soil Science	0	0.0%	3	100.0%	
Totals	641	38%	1029	62%	1670
<p>Note. In the right-most column, cells in green represent majors for which 67% or more of the graduating students across cohorts were female. Cells in red represent majors for which 33% or less of the graduating students across cohorts were female.</p>					

WOMEN IN STEM SUBCOMMITTEE - FINAL REPORT

Appendix H - Top 50 STEM Universities by Female Degree Attainment

Standing	University	% Female	Standing	University	% Female
1	North Carolina	54.5%	27	Rutgers	34.3%
2	SUNY CESF	47.2%	28	UMass	34.0%
3	Wm & Mary	46.1%	29	Delaware	33.6%
4	Georgia	45.2%	30	Texas	33.6%
5	UC Davis	45.0%	31	Binghamton	33.4%
6	UC San Diego	44.7%	32	Alabama	32.6%
7	Indiana	42.9%	33	Michigan	32.6%
8	UC Santa Cruz	42.5%	34	Kansas	32.4%
9	UCLA	41.7%	35	Minnesota	32.1%
10	UC Irvine	41.0%	36	Texas A&M	32.1%
11	Virginia	40.7%	37	Florida	31.8%
12	Michigan State	38.3%	38	Oklahoma	31.7%
13	UC Berkeley	37.6%	39	Iowa	30.5%
14	UC S. Barbara	37.6%	40	Ohio State	30.0%
15	Colorado	37.5%	41	Virginia Tech	29.9%
16	Miami (OH)	37.5%	42	Illinois	28.9%
17	Stony Brook	37.1%	43	Tennessee	28.9%
18	Washington	37.1%	44	Auburn	28.4%
19	UConn	36.3%	45	Clemson	28.2%
20	Florida State	36.2%	46	Missouri	27.5%
21	Pittsburgh	36.2%	47	Penn State	26.1%
22	Wisconsin	35.9%	48	Iowa State	25.6%
23	Maryland	35.4%	49	Georgia Tech	24.9%
24	NC State	35.1%	50	Nebraska	23.6%
25	Vermont	34.8%	51	Col Sch of Mines	22.9%
26	UNH	34.7%	52	Purdue	21.4%

INFORMATION SHARING SUBCOMMITTEE - FINAL REPORT

A new information resource as the *iCenter*, located inside the entrance to the Wilbur Cross Building, has been created based on the work done by the Information Sharing Subcommittee to the Retention & Graduation Task Force. The *iCenter* responds to student inquiries for assistance in person, via web the web and by phone during business hours. It also provides outreach to students in coordination with retention efforts. Information will be stored and tracked to identify trends which might inform new or ongoing initiatives that improve the student experience at UConn. The branding activity of replacing the former help desk with the *iCenter* has taken place over the spring semester. The *iCenter* has reserved an email address, and a website is in development.

University Communications and *iCenter* staff have met and developed a communications plan. The *iCenter* hired trained student employees with previous experience as Orientation Leaders, tour guides and FYE mentors who are well-informed, engaged, committed to excellence and devoted to helping students. The *iCenter* is currently accepting applications with the intent of hiring 8 new student employees for Fall 2014. Staffing (1 full-time UCPEA staff and students) will continue to be assessed as the scope of the desk changes and the work load increases.

Moving forward, a meeting with UITS will take place to discuss the possibility of a widget on HuskyCT and a link on the GO site. We are also looking at new technology (SAND) that was developed by an internal resource to track the various activities of the *iCenter*. Over the next few months, in an effort to get word out to the University population, iCenter staff in conjunction with Registrar staff will be speaking at a variety of meetings including the Regional forum meeting, advising council and various USG committees. There also will be information posted to the Daily Digest.

RETENTION & GRADUATION TASK FORCE MEMBERS, 2013-14

Brian Boecherer, Associate Director, UConn Early College Experience

Gabe Castro, Undergraduate Student

Lauren DiGrazia, University Registrar

Joy Erickson, Program Coordinator LSAMP, School of Engineering

Patti Fazio, Assistant Vice-President, University Communications

Pam Fischl, Assistant to the University Registrar for Retention and Graduation Outreach

Nathan Fuerst, Director of Undergraduate Admissions

Eva Gorbants, Assistant Dean for Academic Affairs & Director of Advising, School of Fine Arts

David Gross, Associate Department Head, Undergraduate Program, Mathematics

Fany Hannon, Director, Puerto Rican/Latin American Cultural Center

Kathleen Holgerson, Director, Women's Center

Lauren Jorgensen, Research Analyst, Office of Institutional Research and Effectiveness

Jennifer Lease Butts, Assistant Vice Provost and Director of the Honors Program

Gary Lewicki, Assistant Vice-President for Enrollment Planning and Management

Wayne Locust, Chair, Vice-President for Enrollment Planning and Management

Mona Lucas, Director, Student Financial Aid Services

Jean Main, Assistant to the Vice-President for Enrollment Systems and Operations

Katie Martin, Program Director, Student Services, Greater Hartford Campus

Maria Martinez, Assistant Vice Provost, Institute for Student Success

Erin Mason, Associate Registrar

Sarah Newton, Graduate Assistant, Department of Educational Psychology

Jeffrey Ogbar, Vice Provost for Diversity

David Ouimette, Director, First Year Programs and Learning Communities

Willena Price, Director, African American Cultural Center

Pamela Robinson-Smey, Executive Assistant to the Vice-President, Enrollment Planning & Management

Maria A. Sedotti, Director, Orientation Services

Ellen Tripp, Interim Director, Counseling Program for Intercollegiate Athletes

Gilbert Valencia, Undergraduate Student

Michelle Williams, Associate Vice-President for Research

RETENTION & GRADUATION TASK FORCE REPORT

Attachments A1-A4

Table A1. UConn 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 California-Santa Barbara	4.2
5	University of Connecticut	4.2
6	University of Illinois at Urbana-Champaign	4.2
7	University of Pittsburgh	4.2
8	University of California-Los Angeles	4.2
9	Pennsylvania State University	4.3
10	University of California-Irvine	4.3
11	University of Massachusetts-Amherst	4.3
12	University of Maryland at College Park	4.3
13	U. of Florida	4.3
14	University of California-Berkeley	4.3
15	Indiana U. at Bloomington	4.3
16	Rutgers State U. of New Brunswick, NJ	4.3
17	Virginia Polytechnic Institute State	4.3
18	Florida State University	4.3
19	U. of Washington-Seattle Campus	4.4
20	U. of Minnesota-Twin Cities	4.4
21	U. Iowa	4.4
22	U. of Georgia	4.4
23	Stony Brook University	4.4
24	Michigan State University	4.4
25	University of Missouri-Columbia	4.4
26	U. of Wisconsin at Madison	4.4
27	University of California-San Diego	4.4
28	Ohio State University	4.4
29	U. of Texas at Austin	4.4
30	University of California-Davis	4.4
31	Texas A&M University-College Station	4.4
32	University at Buffalo	4.4
33	Colorado State University	4.5
34	University of Colorado at Boulder	4.5
35	West Virginia University	4.5
36	U. of Arizona at Tucson	4.5
37	Arizona State University-Tempe	4.5
38	Purdue University-West Lafayette	4.5
39	U. of Kansas	4.5

40	North Carolina State University	4.5
41	Iowa State University	4.5
42	U. of Tennessee at Knoxville	4.5
43	Temple University	4.5
44	University of Illinois at Chicago	4.5
45	University of Kentucky	4.6
46	Louisiana State U. A & M-Baton Rouge	4.6
47	University of Alabama at Birmingham	4.6
48	Virginia Commonwealth University	4.6
49	Oregon State University	4.6
50	University of Nebraska at Lincoln	4.6
51	Georgia Institute of Technology-Main Campus	4.7
52	Utah State University	4.7
53	University of Cincinnati	4.7
54	University U. of Utah	4.8
55	New Mexico State	4.9
56	U. of Hawaii at Manoa	4.9
57	Wayne State University	4.9
58	U. of New Mexico	4.9

Average time to graduate derived from 2012 Graduation Rate data for 2006 cohort.

Source: IPEDS Peer Analysis System: 2012 Graduation Rate Survey, 2006 entering freshman cohort.
OIRE January 2014

Table A2. ASQ: Trend Regarding Most Cross-Admits

	Fall 1994	Fall 2001	Fall 2005	Fall 2007	Fall 2012
1	CCSU	UMass	Northeastern	UMass	UMass
2	BU	URI	UMass	Northeastern	Northeastern
3	UMass	Northeastern	URI	BU	BU
4	Fairfield	BU	BU	Vermont	Delaware
5	URI	UNH	Delaware	Penn State	URI
6	SCSU	Quinnipiac	Quinnipiac	Delaware	Penn State
7	ECSU	Delaware	Penn State	URI	Vermont
8	BC	Syracuse	UNH	UNH	Maryland
9	UNH	Rutgers	Providence	Maryland	Quinnipiac
10	Quinnipiac	Vermont	Fairfield	Quinnipiac	Drexel
11	Providence	Penn State	Syracuse	Syracuse	BC
12	WCSU	Fairfield	Rutgers	Rutgers	Fordham

Red Font = CT Institution, Blue = New England, Green = Outside of New England

Table A3. University of Connecticut
 Most Recent Retention and Graduation Rates
 for Entering Freshman Classes by Campus as of Fall 2013

Storrs	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.					
Fall 2012	94								
Fall 2011	93	87							
Fall 2010	92	87	85						
Fall 2009	93	88	85						
Fall 2008	92	87	85						
Fall 2007	93	88	86	83					
Fall 2006	93	87	85	82					
Fall 2005	93	88	86	83					
Fall 2004	92	85	83	81					
Fall 2003	90	84	80	78					
Fall 2002	88	82	79	76					

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.	Stamford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2012	83				Fall 2012	82			
Fall 2011	83	72			Fall 2011	86	77		
Fall 2010	81	69	65		Fall 2010	78	69	67	
Fall 2009	82	69	64		Fall 2009	81	67	66	
Fall 2008	80	64	62		Fall 2008	81	60	57	
Fall 2007	78	66	61	52	Fall 2007	83	75	69	62
Fall 2006	79	65	58	51	Fall 2006	79	74	67	53
Fall 2005	79	62	58	51	Fall 2005	80	67	66	57
Fall 2004	79	65	59	50	Fall 2004	82	70	64	55
Fall 2003	79	66	59	52	Fall 2003	81	72	60	55
Fall 2002	76	61	56	48	Fall 2002	71	61	59	49

Avery Point	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.	Torrington	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2012	79				Fall 2012	77			
Fall 2011	81	67			Fall 2011	75	68		
Fall 2010	80	70	65		Fall 2010	71	61	61	
Fall 2009	77	61	55		Fall 2009	85	73	67	
Fall 2008	79	63	62		Fall 2008	73	57	54	
Fall 2007	76	59	55	48	Fall 2007	63	53	45	37
Fall 2006	82	64	56	47	Fall 2006	70	50	43	40
Fall 2005	75	56	52	48	Fall 2005	67	54	44	43
Fall 2004	75	59	56	45	Fall 2004	73	63	47	39
Fall 2003	80	65	60	53	Fall 2003	82	73	66	55
Fall 2002	81	60	52	44	Fall 2002	74	62	50	47

Hartford	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.	Waterbury	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2012	85				Fall 2012	85			
Fall 2011	86	73			Fall 2011	81	69		
Fall 2010	83	69	65		Fall 2010	83	70	65	
Fall 2009	85	74	68		Fall 2009	82	68	64	
Fall 2008	79	66	64		Fall 2008	81	69	63	
Fall 2007	80	71	65	54	Fall 2007	78	62	57	48
Fall 2006	81	70	65	59	Fall 2006	76	56	49	44
Fall 2005	83	65	59	52	Fall 2005	77	60	57	50
Fall 2004	79	69	62	54	Fall 2004	81	62	56	46
Fall 2003	77	63	59	52	Fall 2003	79	64	55	46
Fall 2002	80	65	63	56	Fall 2002	66	53	42	38

Table A4. University of Connecticut
Most Recent Retention Rates and Graduation Rates for Entering Freshman Classes
By Ethnicity of Freshmen as of Fall 2013

Storrs Campus - Minority¹ Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2012	91			
Fall 2011	91	84		
Fall 2010	92	85	82	
Fall 2009	92	85	81	
Fall 2008	94	88	85	
Fall 2007	92	88	86	82
Fall 2006	91	83	82	77
Fall 2005	91	85	81	74
Fall 2004	93	82	77	72
Fall 2003	89	82	77	72
Fall 2002	88	78	75	70
Fall 2001	87	78	76	68

Total Five Regional Campuses - Minority¹ Freshmen

Freshmen Entering Class:	Retention After 1 yr.	2 year Retention	3 year Retention	Graduated in 6 yrs.
Fall 2012	84			
Fall 2011	86	75		
Fall 2010	80	66	62	
Fall 2009	86	73	67	
Fall 2008	81	66	63	
Fall 2007	79	67	61	51
Fall 2006	80	69	61	52
Fall 2005	83	64	58	49
Fall 2004	78	64	60	45
Fall 2003	81	74	63	56
Fall 2002	81	65	61	53
Fall 2001	80	68	57	47

Storrs Campus – Latest Retention and Graduation Rates by Ethnic Category

Rate	Entering Freshman Class	Asian American	African American	Hispanic American	Native American ¹	Native Hawaiian/ Other Pac Islander ^{1,2}	Two or More Races ²	All Minority ³	Non Res Alien	White ⁴	Total
Retention after 1 yr.	Fall 2012	94	94	88	100	100	84	91	92	95	94
Retention after 2 yr.	Fall 2011	88	82	84	50	33	78	84	86	88	87
Retention after 3 yrs.	Fall 2010	86	80	78	100	100	86	82	83	87	85
Graduated in 4 yrs.	Fall 2009	65	54	59	na			60	59	73	70
Graduated in 5 yrs.	Fall 2008	81	67	75	80			75	63	81	80
Graduated in 6 yrs.	Fall 2007	90	72	80	91			82	87	84	83

¹ Entering freshman classes of Native Americans and Native Hawaiian/Other Pacific Islanders have less than 15 students.

² Beginning in Fall 2010 for Federal Reporting, multiple races can be reported, Native Hawaiian/Other Pacific Islander was added, and the definition for reporting race/ethnicity changed. For more information refer to http://nces.ed.gov/ipeds/news_room/ana_Changes_to_10_25_2007_169.asp

³ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 cohort also includes Native Hawaiian/Other Pacific Islander and Two or More Races

⁴ White category includes self reported white, other, and "refused to indicate".

RETENTION & GRADUATION TASK FORCE REPORT

Attachment B - Task Force Inventory of Retention & Graduation Efforts Institution-Wide

A. Honors Program

- The structure of advising for students enrolled in the *Honors Program* provides individualized advising by faculty or specialized professional staff in areas of academic interest. Fostering these close relationships through faculty and staff support, guidance and mentorship helps students persist toward their degree.
- *General Honors advising* is provided by Honors staff for interested students. Advisors aid retention by offering support and guidance and sometimes referring students to other appropriate resources.
- *Students on Honors probation* are strongly encouraged to utilize the advising resources of both their Honors advisors and Honors staff. These efforts are designed to get students back on track in Honors.
- *UNIV 1784 first-year seminar courses* help students transition into college, successfully.
- *EGEN 3092 and 3200 Peer Facilitation courses* offer leadership opportunities primarily for sophomores to help in them succeed and prepare them to help first-year students in their UNIV classes succeed.
- *PATH (Peer Allies Through Honors) mentoring partnerships and events* connect first-year students to upper-class Honors students.
- *Honors Learning Communities and Honors Resident Assistants* engage in proven best practices in student success by having students with common interests take classes and work together.
- *Honors in the Major Series: UConn and Beyond* connects students to UConn and their major so they feel competent and ready to blossom and grow at UConn in that major and in the Honors Program.
- In the *Buckley Programming and Events Office*, staff develop relationships with students in this residence and are committed to providing support with their unique transition to college life.
- *Welcome to Honors/Upper-class Orientation* events help students connect to the Honors community & UConn.

B. Cultural Centers

African American Cultural Center Programs and Organizations

The mission is to promote cultural preservation, quality leadership, and academic excellence through a unique approach to cultural advocacy, academic support, and community outreach.

- The PA2SS (Peer African Americans Sustaining Success) Peer Mentor Program *connects African American freshmen and transfers with upper class mentors to improve academic performance, retention and graduation. The program is a 1 credit course. Faculty/staff mentoring and grade monitoring are two features. Peer educators are enrolled in the mentor section of the 1 credit class that focuses on good study habits, time management skills and opportunities to maximize interactions with teaching faculty.*
- *Annual Scholarship Awards Day & Senior Banquet* honors graduating seniors and their families.

- *AACC Outreach* brings middle and high school students from New Haven, Bridgeport, Hartford and East Hartford public schools to campus to join in motivational, educational, cultural, and recreational experiences.
- *AACC's Vision* monthly newsletter articles, announcements, commentaries, editorials and advertisements keep the campus community aware of events, opinions and concerns of African American members.
- *African American Faculty & Staff Association* fosters relationship among Africans, African Americans, Third World people and the entire University and surrounding communities via academic programming for black students, and encouraging the recruitment and retention of professional faculty and staff.
- *Brothers Reaching Our Society (BROS)*: Developing men committed to academic success, professional development and community stewardship as students, professionals, and people.
- *Black Student Association (BSA)* enhances scholastic, cultural, and social life on campus by representing the interests of the Black community to the University while educating the overall community on Black culture.
- *The National Association of Black Accountants, Inc. (NABA)* is a membership organization whose purpose is developing, encouraging and serving as a resource for greater in the accounting profession.
- *National Society of Black Engineers (NSBE)*: This group's goal is to increase the number of culturally responsible Black Engineers who excel academically and professionally, and positively impact the community.
- *Black History Month*: Throughout the year, the Center sponsors programming that celebrates African American heritage and history. In February, nationally designated as Black History Month, the Center works especially hard to celebrate African American legacy and culture through lectures, workshops, exhibits, etc.

Asian-American Cultural Center

The mission is to serve as an informational resource center regarding the Asian American experience and create an appreciation and understanding of the diverse Asian cultures represented in the community. The Center aids and supports Asian American students in understanding and assessing the resources available to them on campus.

- *The Asiantation Mentoring Program* is an award-winning peer education program that assists incoming Asian American students adapt to the college environment by pairing them with continuing students who serve as a resource for them through their first year. AMP also hosts various workshops- academic success, career preparation, and outreach opportunities-with each catering specifically to the incoming UConn student. The program also provides new students the opportunity to connect with other students, faculty and staff and learn how to get involved with the Center and its affiliated student organizations. The program awards scholarships to honor the AMP mentor and mentee of the year.
- *Senior Banquet and Awards Night*: This year-end celebration honors accomplishments of graduating seniors and recognizes outstanding contributions of students, faculty and staff to the AsACC and Asian American community throughout the past academic year. Families of seniors and special honorees are part of this event.

- Revolving around a chosen theme, *Asian American Heritage Observance* starts in October and continues throughout the academic year, hosting various speakers, performers, artists, films, workshops, panel discussions and receptions that highlight the Asian/Asian American experience.
- *KUBE* is a one-on-one mentoring program with middle school students from Killingly and Windham. The aim is to create a multicultural mentoring program that builds literacy, educational aspirations, and social skills development. Monthly gatherings consist of cultural events, field trips, science programs, and journal writing.
- The *sIAAm!* (*sampling literature by Asian Americans!*) book club features work of both well-known and rising Asian American writers. Participation includes reading and discussing one book each semester lead by a club member, university-wide readings by the authors and a private discussion and dinner with the authors.

Puerto Rican / Latin American Cultural Center

The Center is open to all students, faculty, staff, and community members interested in increasing awareness and understanding of Latin American cultures. Throughout the year, it coordinates and sponsors a variety of programs and events such as receptions, films, lectures, artistic performances, conferences, and workshops that enrich the academic experience, explore social and cultural issues, and celebrate cultural traditions.

- *Hispanic Heritage Month* celebrates the contributions, history, culture, and traditions of Latino/as throughout the year. During the national observance of Hispanic Heritage Month (September 15 – October 15), we proudly honor the richness and diversity of our community by sponsoring programs focused on Latino themes and issues, which include guest speakers, lectures, conferences, films, artistic performances and workshops.
- *Latin Fest* is an annual spring celebration for students, faculty, staff, and the wider community, held at the Jorgensen Center for Performing Arts. This event celebrates Latino cultures.
- *Recognition Banquet*: At the end of each year, PRLACC honors graduates and outstanding faculty, staff and students. We also recognize PRLACC Scholarship recipients for their outstanding involvement with and commitment to Latino issues through leadership and service to the community and beyond.
- *Movie Nites*: Every semester, PRLACC offers a series of films about Latin America and Latinos. Discussions are held after the movie.
- *Between the Líneas*: This book club is open to all interested in reading stories and books by Latino authors. The club meets every other week.
- *Guest Speaker/Lecturers*: Throughout the year, the Center brings in local, state, and nationally renowned guest speakers and authors.

Women's Center

- *Violence Against Women Prevention Program (VAWPP)*: Grounded in a social justice and feminist perspective, VAWPP is a peer education program dedicated to addressing and preventing all forms of sexual violence via education, outreach and advocacy. Workshops facilitated by peers/professional staff are interactive discussions that explore the entire continuum of sexual violence, from media images to criminal behavior.
- *Women's Center Student Staff Development*: Our student staff functions as an informal mentoring and leadership development opportunity. Students participate in on-going professional

development activities to meet our designated Learning Objectives and are integrally involved in and/or primarily responsible for program planning, graphic design, newsletter editing, and marketing. Our student staff includes students from traditionally underrepresented/underserved populations, and their work experience also serves as a retention strategy for those students.

- *Between Women* is a support/discussion group for lesbian, bi-sexual, and/or questioning women.
- *Stronger* is a support/psycho-educational group for survivors of sexual assault and/or intimate partner violence.
- *Crisis intervention services* offer short-term individualized support to anyone experiencing issues related to sexual harassment, sexual assault, relationship violence, or discrimination. Individual advocacy services (accompanying a survivor through the hearing process, assistance with navigating other resources as requested, etc.) may be a result of crisis intervention.

Rainbow Center

The mission of the Center is to serve the diversity of the Gay, Lesbian, Bisexual, Transgender, Queer, Questioning, and Allied community; provide resources and services to the wider community of students, faculty, staff, and local residents; ensure everyone has the opportunity to learn, work, and grow in a supportive and safe environment; act as an accessible and safe space for reporting incidents of harassment and discrimination; and, reduce the effects of alienation experienced by community members by diminishing negative behaviors and/or attitudes towards the GLBTQ community through the use of education and advocacy.

- *The Rainbow Center Speakers Bureau* strives to increase the visibility of LGBTQA people and to counteract the myths and misinformation about LGBTQA people that are prevalent in our culture.
- *Husky Ally Training* is the umbrella term for educational outreach programs on sexual orientation and gender identity and expression to achieve our goals of education and resources to those who support diverse sexual orientations and gender identities/expressions. This is in compliance with the State of Connecticut Human Rights Commission and the University of Connecticut Academic plan.
- The Pink Tongue, a newspaper, which creates more visibility for the Rainbow Center.
- Lending Library: We have a large collection of gay, lesbian, bisexual, transgender and queer literature. Any UConn student, faculty member, staff or community member may check out books, videos/dvds and board games with a Rainbow Center Library Card.
- The Out To Lunch Lecture Series is an interdisciplinary lecture series that focuses on queer studies.

C. Regional Campus Retention Efforts

All Regional Campuses

- Campus specific scholarships and award ceremonies
- Student Support Services
- Individual counsel by Directors of Student Services if student is considering a leave or withdrawing (VSN)
- First Year Experience Programs – UNIV 1800
- Small campus environment promotes more individual attention

Avery Point

- Follow-up with students on probation and with students on the midterm warning list
- Academic Center (tutoring)
- Advising Center that is available to any student, regardless of advisor assignment
- Veterans Rep and the existence of the Veterans Center supports returning military
- Honors Program

Hartford

- Advising and Exploration Center
- Counseling and Wellness Center
- UNIV course (formally INTD 1820) specifically for students on probation
- Academic Support Program for students continued on special probation
- Veterans Support
- School/College Visits from Storrs each semester
- Advisor outreach program for students that receive mid-term warnings
- Honors Program

Stamford

- An academic probation program for ACES students (trial run)
- Provide referrals to those students who receive mid-term warnings
- Career Services
- Oasis Center for Veterans
- Fitness Center
- Honors Program

Torrington

- Two awards/recognition events a year
- UConn Connects for students on academic probation
- Honors Program

Waterbury

- Individual meetings with probationary students
- Advisor follow-up for students on midterm warning list
- Career Development services for students
- Personal Counselor available for students

D. The Counseling Program for Intercollegiate Athletes

- The program serves 750 student-athletes.
- There are 9 full time staff members so our student/staff ratio is small.
- We have a 6-week Summer Bridge program for our incoming student-athletes during which they take 6 credits of academic work. The goal is to help students acclimate to campus and a structured academic environment.
- Students work with tutors and participate in required study halls.

- A full time learning specialist on staff works with our student-athlete population to support students who have diagnosed learning issues, but also to work identifying students who may have potential issues and need additional support.
- Students are tracked closely and any having issues meet with their CPIA advisor, the Director of CPIA and, in some cases, the Athletic Director in order to provide support needed to help the student be successful.
- We encourage our students to be connected with their academic advisors and participate in Freshmen UNIV courses as well as a junior/senior life skills course.
- In addition, we are held to additional academic requirements by the NCAA, including APR.

E. Institute for Student Success (ISS)

Academic Center for Exploratory Students (ACES) is UConn's academic advising program for students who want to explore academic opportunities before deciding on a field of study and for students who must complete specific requirements before applying to a University program. The goal of ACES is to connect every student with an appropriate major as early as possible in their academic career. Each student is assigned an ACES advisor who will work with the student until he or she officially declares a major. The ACES advisors work in collaboration with a variety of campus resources including faculty, Counseling and Mental Health Services, and Career Services to ensure that students and academic programs reach their full potential.

- ACES advisors served approximately 3,000 students in 2011-2012.
- ACES advisors worked with 1,200 new students to introduce them to the University through summer and spring orientation programs; 875 of those were incoming freshman.
- Last year advisors met with over 8,800 students; 16% (1,400) were non-ACES students

First Year Programs & Learning Communities (FYP & LC) currently encompasses five distinct programs whose common purpose is helping students succeed at UConn. FYP & LC offers students opportunities to develop a strong foundation, engage with faculty and staff across campus early in their academic careers, and seek enrichment activities that complement their academic studies.

First Year Experience (FYE) assists freshmen and transfers with transition to UConn by fostering positive academic, personal and social practices proven to increase persistence and success. FYP & LC offers two general FYE seminar courses: UNIV 1800 – University Learning Skills and UNIV 1820 – First Year Seminar. UNIV 1800 is a holistic introduction to UConn, information literacy, scholarly engagement on campus, and life-long learning intended to help students thrive in their academic careers. UNIV 1820 sections are topical seminars led by experts in the content area intended to engage students in exciting hands-on learning, exposing them to skills and resources fundamental to their academic success at a research intensive institution. Peer mentors support FYE instructors and students by serving as junior TAs and introducing the students to opportunities and resources on campus. New instructors and 1820 course proposals are always welcome.

- 8 out of 10 first year students enroll in a FYE course.
- Over 150 faculty and staff serve as instructors in close to 300 sections of FYE university- wide.
- Trains undergraduate student mentors who support FYE courses (Mentors enroll in EPSY 3020).

Learning Communities (LCs) led by Faculty Directors supported by FYP & LC, provide opportunities for students to engage with faculty, staff and peer mentors in an area of academic interest. LC students have unique opportunities to get involved in undergraduate research, course clusters, volunteer projects, internships, study abroad, student clubs/organizations, and more. Learning Community themes relate to majors, career interests, or interdisciplinary areas such as the environment, public health or the humanities. FYE courses reserved for LCs are UNIV 1810 – FYE Learning Community Seminar, a course that blends the learning objectives of UNIV 1800 and UNIV 1820; and UNIV 1840 – Learning Community Service-Learning, intended to foster active communal learning and global citizenship.

- 2,400 first year students (42%) are participating in one of 27 Learning Communities.
- LC's serve as an effective structure for promoting curricular coherence, deeper learning, student success and engagement.
- 4 LC's are currently planning short-term study abroad programs for freshmen and sophomores

The Academic Achievement Center (AAC) provides academic process coaching in skills necessary for academic excellence. Study approaches; techniques for taking and utilizing class notes; and methods for effectively reading textbooks, journal articles, and lab manuals comprise the process skills core. These are complemented by training in time management, motivation, and stress management skills required for consistent academic performance at the highest levels.

UConn Connects is a direct intervention program designed to help students on academic warning or probation, or subject to dismissal. Trained faculty, staff and undergraduate facilitators meet individually with at-risk students on a weekly or bi-weekly basis throughout the semester to help them achieve their potential for academic excellence. Identifying campus resources, encouraging sound choices, and introducing efficient strategies and techniques to manage the academic work load are some of the areas emphasized by facilitators.

- Last year more than 600 students benefited from individual appointments, class presentations or workshops offered by the Academic Achievement Center (AAC).
- The Early Warning Intervention program provides FYE instructors and UConn Connects facilitators with information about students who have earned less than a "C" for a mid-term grade.
- In spring 2012, more than 400 students worked with 165 facilitators (110 undergraduate students and 55 staff) through the UConn Connects program.
- In the last 20 years, UConn Connects has assisted more than 7,000 students.

Peer Education opportunities exist across campus. The goal of First Year Programs & Learning Communities is to coordinate and promote peer education to strengthen existing programs, encourage the creation of new peer opportunities, and cultivate and train a pool of peer educators in the early stages of their UConn careers.

The Center for Academic Programs provides educational opportunities and access to higher education for students who are the first generation to college, from underrepresented populations and/or from low-income backgrounds. CAP prepares students for successful entry into, retention in and graduation from post-secondary institutions through its three constituent programs: Educational Talent Search, ConnCAP and Student Support Services. It also grooms talented undergrads to seek doctoral degrees, mainly in STEM fields via the McNair Scholars Program. CAP serves over 1,800 students (low-income,

first-gen and underrepresented individuals) through programs on UConn campuses and in public school systems in New Haven, Windham and Hartford.

Educational Talent Search (ETS) is designed to increase the number of traditionally underrepresented students who enter and graduate from a university or college. First-gen, low-income students from New Haven and Windham with potential and desire to be successful in higher education are provided services such as: Early college awareness programs for students in 6th – 8th grade, college/university visits, fairs and career awareness days, assistance in completing college/university applications and federal financial aid forms, SAT preparation workshops, and summer programming.

- ETS works with 600 students in grades six through twelve in New Haven and Windham.
- 98% of program participants obtained a high school diploma.
- 91% of ETS students were accepted to and enrolled in a program of postsecondary education.

Connecticut Collegiate Awareness and Preparation Program (ConnCAP) is designed to make educational opportunities available to selected high school students from Hartford and Windham. Students participate in academic-year and summer components. Program services include weekly team meetings, tutoring, mentoring, career-awareness workshops, college and financial-aid preparation, college trips, and an intensive academic six-week residential program during the summer.

- ConnCAP provides services to 120 students from target high schools in New Haven, Hartford & Windham.
- 98% of senior high school participants received a high school diploma.
- 95% of seniors were accepted to a college or university.

The Student Support Services programs seek to increase the enrollment, retention and graduation of low-income, first-gen-college, and/or minority students from UConn. Selected students must take part in a six-week pre-collegiate program for which they earn up to seven college credits. The skills taught, and support provided, during the summer are continued throughout the student's tenure at UConn. The program introduces students to the rigors of university life, helps them develop discipline and skills required to succeed academically, provides professional/peer counseling and academic services like tutoring, supplemental instructions & peer mentoring.

- SSS serves over 1,100 UConn students.
- 420 students are at the regional campus; 688 are at Storrs.
- CAP has implemented a study abroad program specifically designed for SSS students. Since its inception in 2001, 262 SSS students have studied abroad. They have a 92% graduation rate.

The McNair Scholars Program prepares talented, highly motivated UConn undergrads for doctoral studies in STEM disciplines. As part of UConn's TRIO programs, McNair is open to low-income, first-gen college students or those from populations underrepresented in STEM graduate fields seeking to pursue a Ph.D. McNair Scholars are paired with faculty mentors for academic enrichment, research and internships. Students participate in workshops, seminars, and conferences designed to help them secure admission to doctoral programs and obtain financial resources for graduate study. McNair helps them build skills related to academic writing, critical thinking, professional development, GRE prep, applying to graduate school, and presenting their research professionally. Scholars design and

conduct original research projects during the academic year and also for 9 weeks during one summer of their undergraduate careers. CAP was awarded a \$1.1M grant from the U.S. Dept. of Ed. in 2012 (UConn's first award of this type). It will serve 25 low-income, first-generation and underrepresented students for enrollment in doctoral programs, particularly in STEM fields.

First Star Academy: New to UConn in 2013, this is a 4-week summer residential program for high school students in foster care who take courses for college credit while living in a safe, healthy and nurturing collegiate environment. They also participate in activities designed to help them build academic and life skills. Participants enter the program after their high school freshman or sophomore year and continue each summer until they graduate and are ready to enter college. The program also includes regular follow up during the academic year. This past summer, 18 students participated in First Star.

F. The Office of the Registrar

- Provides retention efforts on both broad and targeted scales:
- Broad: Early Warning System, iCenter, Packaged Scheduling, Gateway Course D, F, W analyses
- Targeted: contact students who have not registered for upcoming semester, meet with students who requested transcripts for other schools

G. **The Division of Student Affairs** provides programs, services and co-curricular experiences that enhance student success. These 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. Services delivered meet students' basic needs of housing, dining and wellness (physical and mental); provide opportunities to be involved in 500+ clubs and organizations; encourage service to the community through a vibrant community outreach operation; offer career coaching job search preparation assistance with interview skills, resume enhancement and access to employers registered to list positions exclusively for UConn grads. Internship placement and career fairs provide additional opportunities for UConn students to be competitive in the job market. National Association of Colleges and Employers benchmarking studies have shown there is a highly positive correlations to student retention and persistence to graduation when there is early and continued career development counseling provided for undergrads; support for students with disabilities; support for students with respect to administrative and academic processes; counseling for students regarding resources that encourage retention; and guides for students wanting to return to campus on strategies for successful readmission. Staff members work to ensure students' statuses are accurate in order to assure better tracking and retention statistics. The Division plays a vital role in retention by providing students with referrals to the appropriate academic support offices, high quality services and programs and activities that compel students to stay involved, engaged and successful as they progress towards graduation. Residential Life sponsors the First Five Weeks, a combination of programs and outreach to help students adjust early in the fall semester. Student peer leader Resident Assistants (RAs) sponsor academic success programs in the residence halls and professional Hall Directors participate in the university's early academic warning program by assessing students' needs and assisting students in finding the appropriate university academic resources. UConn's Senior Transition and Engagement Programs (STEP) offer a Senior Year Experience one credit, 10 week course that enrolls 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.

- H. **The Department of Recreational Services** recognizes many freshmen were on teams in high school and encourages continued involvement through intramural athletics and exercise. Research by the National Intramural-Recreational Sports Association showed involvement in recreational sports is a determinant of student satisfaction and success, e.g., recreational facility use, controlling for other important academic, financial and social fit factors, is positively associated with academic success.



Retention and Graduation Task Force Presentation to the University Senate

April 7, 2014

Wayne Locust, Vice President, Task Force Chair
Gary Lewicki, Assistant Vice President
Enrollment Planning and Management

RETENTION & GRADUATION TASK FORCE OVERVIEW

- Recruitment
- Cost and Financial Aid
- Retention and Graduation
- Task Force Action Plan Outcomes

INCOMING FRESHMAN PROFILE

Storrs					
Fall Entering Cohort	1997	2002	2007	2013	97-13 Change
Applications	9,928	13,760	21,105	27,479	177%
Incoming Freshmen	2,759	3,186	3,179	3,755	36%
Average SAT	1112	1149	1192	1233	+121 pts
Top 10% HS Class	21%	26%	40%	48%	+27% pts
Minority Freshmen	14%	15%	19%	27%	+13% pts

Regional Campuses					
Fall Entering Cohort	1997	2002	2007	2013	97-13 Change
Applications	784	917	1,250	1,610	105%
Incoming Freshmen	560	849	1,147	1,104	97%
Average SAT	998	1012	1019	1020	+22 pts
Minority Freshmen	23%	26%	28%	42%	+19% pts

DISTRIBUTION OF UNIVERSITY-CONTROLLED GIFT AID FUNDS: INSTITUTIONAL GRANT AID

Award Year	Total Recipients	Recipients Completing FAFSA	Recipients with Need	Total \$ Distributed	\$ Applied Toward Unmet Need	\$ Applied Toward Merit Only
2009-10	8,044	7,416 (92%)	6,979 (87%)	\$52.4M	\$47.2M (90%)	\$5.2M (10%)
2010-11	8,382	7,736 (92%)	7,303 (87%)	\$58.8M	\$53.1M (90%)	\$5.7M (10%)
2011-12	9,084	8,348 (92%)	7,829 (86%)	\$65.0M	\$58.6M (90%)	\$6.4M (10%)
2012-13	9,856	9,049 (92%)	8,469 (86%)	\$62.5M	\$55.8M (89%)	\$6.7M (11%)
2013-14	9,929	9,088 (92%)	8,421 (85%)	\$69.2M	\$62.0M (90%)	\$7.2M (10%)

UCONN STORRS R&G TRENDS

Fall Enrollment Growth	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1-Year Retention	90%	92%	93%	93%	93%	92%	93%	92%	93%	94%
2-Year Retention	84%	85%	88%	87%	88%	87%	88%	87%	87%	
3-Year Retention	80%	83%	86%	85%	86%	85%	85%	85%		
4-Year Graduation	61%	66%	68%	67%	68%	67%	70%			
5-Year Graduation	76%	79%	81%	81%	81%	80%				
6-Year Graduation	78%	81%	83%	82%	83%					

MOST RECENT R&G RATES BY RACE/ETHNICITY

Fall Semester - Storrs	White	Asian	Af-Am	Hisp	Nat Am	Total
Fall 2012 One-Yr Ret	95%	94%	94%	88%	100%	94%
Fall 2011 Two-Yr Ret	88%	88%	82%	84%	50%	87%
Fall 2010 Three-Yr Ret	87%	86%	80%	78%	100%	85%
Fall 2009 Four-Yr Grad	73%	65%	54%	59%	na	70%
Fall 2008 Five-Yr Grad	81%	81%	67%	75%	80%	80%
Fall 2007 Six-Yr Grad	84%	90%	72%	80%	91%	83%

R&G TASK FORCE ACTION PLAN UPDATE

1. Research and Best Practices
2. Identified and Prioritized Issues
3. Set up 3 Subcommittees:
 - Achievement Gap
 - Women in STEM
 - Information Sharing

ASQ: Trend Regarding Most Cross-Admits

	Fall 1994	Fall 2001	Fall 2005	Fall 2007	Fall 2012
1	CCSU	UMass	Northeastern	UMass	UMass
2	BU	URI	UMass	Northeastern	Northeastern
3	UMass	Northeastern	URI	BU	BU
4	Fairfield	BU	BU	Vermont	Delaware
5	URI	UNH	Delaware	Penn State	URI
6	SCSU	Quinnipiac	Quinnipiac	Delaware	Penn State
7	ECSU	Delaware	Penn State	URI	Vermont
8	BC	Syracuse	UNH	UNH	Maryland
9	UNH	Rutgers	Providence	Maryland	Quinnipiac
10	Quinnipiac	Vermont	Fairfield	Quinnipiac	Drexel
11	Providence	Penn State	Syracuse	Syracuse	BC
12	WCSU	Fairfield	Rutgers	Rutgers	Fordham

Red Font = CT Institution, Blue = New England, Green = Outside of New England

Annual Report of the Center for Excellence in Teaching and Learning

(University Senate April 7, 2014)

The Center for Excellence in Teaching and Learning (CETL) facilitates development and implementation of innovative academic programs and teaching strategies, and provides institutional-wide support for faculty in the development of online, blended, and face-to-face courses and programs. CETL is comprised of three major units, eCampus, the Institute for Teaching and Learning (ITL), and the Office of Early College Programs (OECF). Highlights for the past year are noted below.

The newly created eCampus (www.ecampus.uconn.edu) provides enhanced centralized support for development of entrepreneurial programs in schools and colleges and more specifically UConn's online initiative, working with faculty and departments to facilitate the development of high demand/high enrollment quality online courses at the undergraduate level, and at the graduate level, the development of post-baccalaureate and graduate certificates and degrees. eCampus staff provide a suite of services to support new academic program development from idea generation through successful program launch including market research, program approval process support, systemic instructional design, marketing and business services, and program evaluation and assessment strategies. eCampus now supports more than 200 fully online courses at the undergraduate and graduate level, and more than 20 online or blended/hybrid graduate degree and certificate programs at various stages of development. Other highlights this past year include ensuring 24/7 technical support for online courses and students, and a Board of Trustees approved comprehensive fee of \$750 per credit hour for graduate certificates.

The Institute for Teaching and Learning (ITL) (www.itl.uconn.edu) provides enhanced pedagogical and technological support for faculty, TA's, and undergraduate and graduate students, through a variety of methods including individual consultations for faculty, teaching enhancement plans, faculty learning communities, and orientation programs for newly hired faculty and teaching assistants. Over four dozen faculty members from all ranks and across departments and campuses are currently working collaboratively with ITL staff in order to enhance their instruction. Also, ITL is collaborating with several departments, schools and colleges in order to provide training specific to their discipline. ITL is also working closely with the Office of Institutional Research and Evaluation in order to support faculty who wish to administer mid-semester formative surveys. The Institute is piloting a new program, the Teaching Exemplar's Network (TEN), this spring with the intent to open it to the University in Fall 14. Additionally, ITL is leading efforts to establish a University-wide testing center. The Q and W centers continue to provide support for large numbers of undergraduate students.

The Early College Experience (www.ece.uconn.edu) program continues to grow and now grants more than 60,000 credits per year. There are over 940 high school teachers involved offering 61 different

UConn courses representing 24 departments from four schools and colleges, to more than 10,000 high school juniors and seniors in CT high schools. These courses cost \$25 per credit. Approximately 40% of entering first year UConn student's transfer credits from the ECE program, with 1/3 of honors students being ECE alumni, and 40% of SSS students being ECE alumni (60% of ECE Seniors applied to UConn, 93% of whom were accepted, with 38% accepting admission).

Additional details will be shared during the presentation.

Center for Excellence in Teaching and Learning



eCampus

(www.ecampus.uconn.edu)

Institute for Teaching and Learning

(www.itl.uconn.edu)

Office of Early College Programs

(www.oecp.uconn.edu)

Peter Diplock

Assistant Vice Provost Center for Excellence in Teaching and Learning

eCampus

Desmond Mccaffrey Associate Director
Judy Buffolino Associate Director



- ❖ Serve our students, meet their diverse learning needs, increase graduation rates, generate revenues for new programs, developed by UConn faculty
- ❖ More than 200 online courses, and 20 online and hybrid graduate programs
- ❖ Online enrollments now account for ~25% of all undergraduate summer/winter enrollments
- ❖ Continued focus on high demand undergraduate courses and post-baccalaureate/graduate certificate programs
- ❖ Amended and updated intellectual property agreement (1/27/14), <http://www.ecampus.uconn.edu/documents/IntellectualPropertyAgreement.pdf>
- ❖ secured 24/7 technical support for students,
- ❖ working toward institutional-wide ADA compliance,
- ❖ securing online proctoring solution,
- ❖ providing full program development and instructional design support,
- ❖ new 4-week online course for faculty interested in developing an online course

www.ecampus.uconn.edu

Online Degree Programs



13/14 - A-308

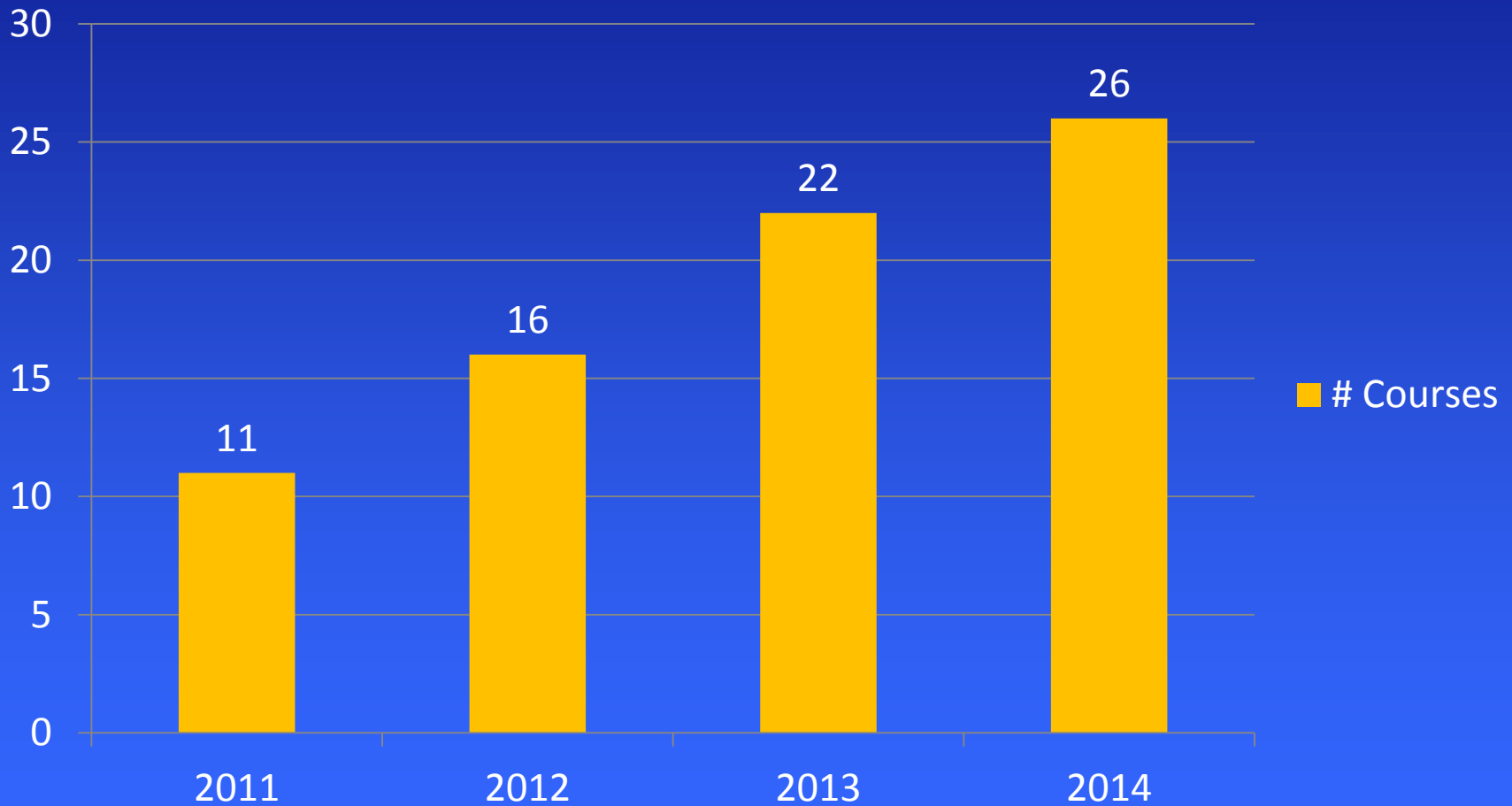
- Degrees (Online)
 - M.S. Accounting (BUSN)
 - M.A. Survey Research (CLAS)
 - MPS. Human Resource Management (BUSN)
- Degrees (Blended/Hybrid)
 - M.A. Educational Technology (Neag)
 - M.A. Gifted and Talented Education (Neag)
 - M.S. Nursing (Neonatal Acute Care) (NURS)

Online Certificate Programs



- Post-Baccalaureate & Graduate Certificates
 - Survey Research (CLAS)
 - Geographic Information Systems (CLAS)
 - Nonprofit Management (CLAS)
 - Puppet Arts (Fine Arts)
 - Digital Media (Fine Arts)
 - Arts Administration (Fine Arts)
 - Bridge Program in Accounting (Business)
 - Sustainable Environmental Management & Planning (CANR)
 - Occupational Safety and Health (CANR)
 - Disability Studies (Public Health)
 - Post-Secondary Disability Services (Neag)
 - Gifted Education and Talent Development (Neag)
 - Diversity and Leadership in Sport Management (Neag)
 - School Law (Neag) (*pending BOT*)
 - (>12 under discussion)

Building Capacity: Number of newly developed Online Undergraduate Courses for Summer 2011-2014

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Summer 2014....

- ❖ 118 UG (95) & Grad (23) courses
- ❖ 44 UG Gen Ed courses
- ❖ 26 new UG courses
 - ❖ 7 Gen Ed
 - ❖ 7 High Demand
 - ❖ 6 High Transfer



Institute for Teaching and Learning

Dan Mercier (Director)



- ❖ Currently working with over 50 faculty members across the different schools and colleges
- ❖ In collaboration with OIRE, have administered 38 online mid-semester formative evaluations
- ❖ ITL & the IRC are partnering with the Schools of Business, Engineering and Nursing to provide discipline specific programming for their faculty
- ❖ IRC supports more than 4,000 HuskyCT sites supported each semester

Institute for Teaching and Learning

Dan Mercier (Director)



- ❖ Continued development of seminars for Faculty and TA's
- ❖ Seminars for TA's in several departments including ANTH, COMM, CHEM, LCL
- ❖ Fall 2014 Initiatives
 - ❖ Teaching Exemplars Network (TEN)
 - ❖ Hybrid Course Design Institute (HCDI)
 - ❖ Testing Center

Institute for Teaching and Learning

Dan Mercier (Director)



- ❖ ITL is working in partnership with Pharmacy, Education, Engineering and Nursing in order to support the online distribution of video content
- ❖ Currently, ~80 faculty members are using Mediasite Desktop Recorder to capture content.
 - ❖ 258% increase in # of presentations (>4100)
 - ❖ 400% increase in # of unique views over last year (413,000)
 - ❖ Since January 22nd there have been 95,000 unique views or 16,400 hours of content watched.
- ❖ Support 25 synchronously delivered videoconferencing courses

Institute for Teaching and Learning

Tom Deans (Director W Center)



- ❖ 4,000 individual tutorials each year
- ❖ Assists writers across the STEM and humanities fields
- ❖ Offers workshops for faculty and TA's
 - ❖ Supporting first-generation students
 - ❖ Assessment of W courses
 - ❖ Research on Writing
- ❖ Newest partnerships include Athletics and the Graduate School

Institute for Teaching and Learning

Alvaro Lozano-Robledo (Q Center Director)



- ❖ Supports Q Courses in Math, Statistics, Chemistry and Physics
- ❖ 9,000 individual visits per semester
 - ❖ 51% Math
 - ❖ 21% Chem
 - ❖ 20% Phys
 - ❖ 8% Stats
- ❖ 41 Review Sessions
- ❖ 31 Workshops for tutors

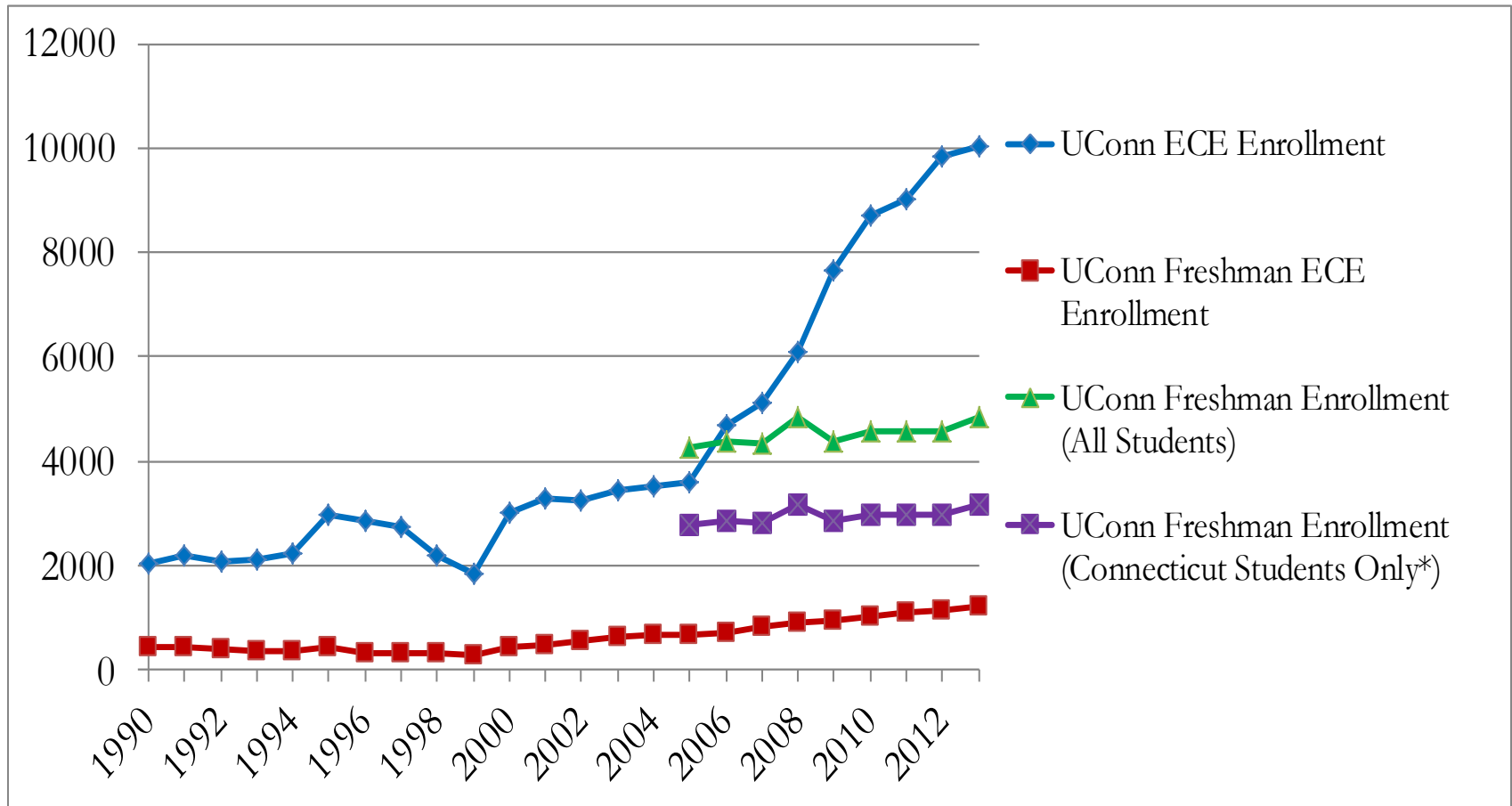
Office of Early College Programs

Jill Thorne (Director)



- ❖ Recipient of Provost's Outstanding Engagement Award
- ❖ Early College Experience Program (ECE) is the oldest and one of the largest concurrent enrollment programs in the country
- ❖ > 10,000 students 2013-2014
- ❖ Partner with 170 CT High Schools (85% participation rate)
- ❖ ~50 UConn courses from 25 Departments (top five: English, Physics, Biology, Spanish, History)
- ❖ ECE alumni account for 28% of the freshman class, 33% of all Honors students, and 40% of SSS students
- ❖ Implementing new registration system (COMPASS) in coordination with the registrar that will handle non-credit and non-degree registrations

UConn ECE Enrollment & Matriculation ^{3/14 - A -318}



This graph shows **UConn ECE enrollment** as well as **UConn ECE Alumni matriculation** into UConn, in relationship to overall **Freshman enrollment**.

2013-2014 First-Year Freshman Matriculation

per Campus

