

A group of diverse graduates in black gowns and caps, smiling and celebrating outdoors under green trees. The graduates are of various ethnicities and are captured in a joyful moment, some with their arms raised. The background is filled with lush green foliage, suggesting a campus setting.

Retention and Graduation Report 2024

Review of Recommendations and
Actions (Reports FY20-FY23)

10-Year Trend (UConn Storrs)

- Overall, UConn has excellent graduations rates.
 - + First Year Retention: Range 92-94%
 - + Four Year Graduate: 72-76%
 - + Six Year Graduate: 83-85%
 - + Average time to degree 4.1 years

We are highly ranked compared with other institutions

Trends for Disaggregated Student Demographic Groups

Lower Retention and Graduate Rates

- **Minoritized Students** (Notably, Black/African American, and Hispanic/Latine students, with minoritized students on regional campuses showing greater gaps than those on the Storrs campus.)
- **Out-of-State and International Students** (in comparison to their in-state counterparts.)
- **Males** (when compared to their female counterparts.)
- **First-Generation Students** (Most noticeably in graduation rates on Storrs campus.)
- **Transfer and Regional Campus Change Students** (Gaps are identified for the four- and five-year retention rates, but six-year graduation rates for transfer students are comparable to that of the overall UConn student population.)

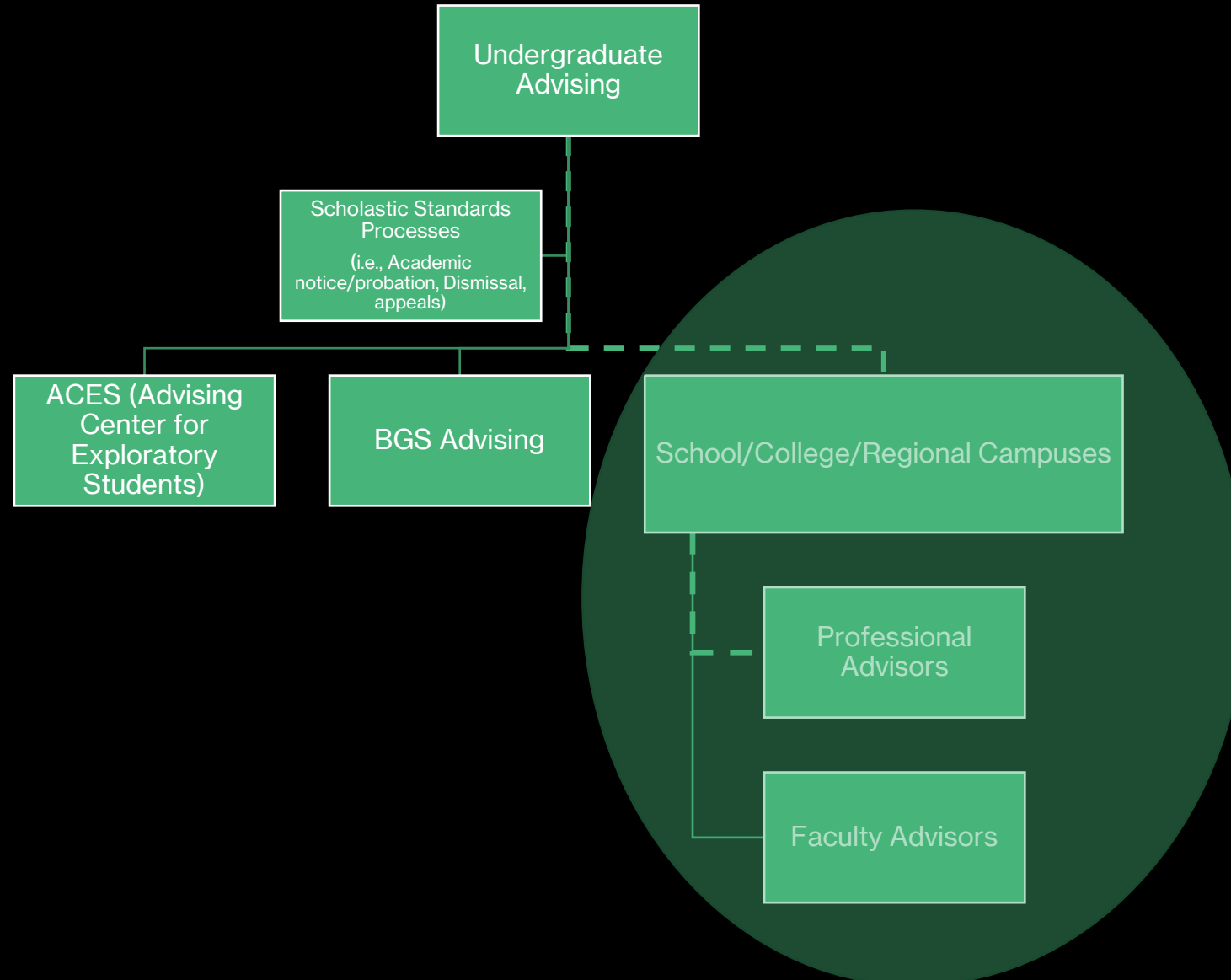
High Impact Teaching and Learning Practices (HIPs)

- Capstone Courses and Projects
- Collaborative Assignments and Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- ePortfolio
- First-Year Seminars and Experiences
- Internships
- Learning Communities
- Service Learning, Community-Based Learning
- Undergraduate Research
- Writing-Intensive Courses

HIPs are demonstrated to have substantial educational benefits for students who engage in them across all subgroups.

UConn engagement: Mixed and not well-coordinated across all levels

Advising at UConn



Leadership

- Erin Ciarimboli, Director
- Kelly Gilbert, Assistant Director for Engagement, Learning, & Development

In Progress/Consideration

- Formalizing dotted-line relationship for all advisors
- Document Development
 - Roles and Responsibilities
 - Advising Resources

Barriers

- Lack of Resources
 - Need more advisors (in the right locations)
- Large advisor to student ratios (e.g., 700 to 1)
- Lack of time
 - All time devoted to serving larger number of students do not leave time to focus on other areas of need.
 - Insufficient time to support our most vulnerable students (i.e., those on academic notice.
 - Asst Dir not used as intended)

Advising Services

Types of Available Advising

- ACES (years 1 & 2)
 - Exploratory students
- Professional advising (for some majors)
- Faculty Advising (years 3 & 4) for majors
- Pre-professional advising (dental medicine, law, medicine)

Advising Services Provided

- Mandatory advising, advising appointments, drop-in advising
- Targeted outreach to first-year students
- 1-1 and group advising
- Virtual and in-person

Advising Needs

- **General Advising for non-ACES students**
 - Students who want to change majors
 - Student who have been supplementary dismissed from their school/college
- **Transfer (and Campus Change) Student Advising**
- **Professional Development for Advisors, including Faculty advisors**
 - Clarifying roles and responsibilities
 - Culturally competent advising
 - Guidance for faculty advisors (e.g., expectations, models for, etc.)
- **Other Efforts**
 - Monitoring Student Registrations, including effects of “holds”
 - Expanding BGS as option for some students
 - Students with significant credits (e.g., 105+) but no degree
 - Integrated, Interdisciplinary degree Options (i.e., BGS or Individualized degree)

Supporting Students During Periods of Transition

- HS to College
- Gen Ed to Major
- ACES to Major
- Campus Change
 - + Students transferring from regional campuses to Storrs (or Vice Versa_
- Transfer Students
 - + Students transferring from community college to other 4-year institution
- From professional advisors to faculty advisors
- From Degree Completion to Graduate School or Career

Actions to Improve Communication with Students and Families

- One Stop Student Services (Nathan's Shop)
- Undergraduate Catalog (Courseleaf Implementation)
 - Student facing communications (i.e., course descriptions, program learning objectives, course objectives)
- Orientation Messaging and Presentations
 - Providing consistent and agreed-upon language
- Strategic Communication Working Group
 - Coordinated communications with students

Curricular Action

- Program learning objectives and assessment
- First-year experiences (UNIV courses)
- Video Captioning
- Reducing DFW rates and improving pathways for success
 - Gateway STEM courses

Policy Actions

- Midterm grade notification (1000 & 2000-level courses)
- Scholastic Standard Review and University Senate By-law changes
 - Reduced the amount of time dismissed students need to stay away prior to possible readmission (from 2 to 1 semester)
- Effort to limit Student Holds Impacting Enrollment/Registration
- Office of Academic Integrity and Scholastic Standards (Action on Hold)
 - Academic Integrity: New policy and procedures developed
 - New policy has been implemented, but not the procedures (has consequences for students)
 - Scholastic Standards:
 - Goal is to move this process from Undergraduate Advising to enable UA to focus on its core work
 - Barrier: Lack of Resources (i.e., staff to focus on this efforts) (has consequences for student)

Career Advising

- Career Prep
 - (e.g., Resume, interview skills, recruitment fairs, etc.)
- Worker Learner (i.e., Work+)
 - Pilot: Career development, Student Union, Stamford IT, Library, Some Academic Units
- Life Skills
 - Emotional Resilience
 - Financial Stability
 - Innovative Problem Solving
 - Enhanced Communication and Relationships
 - Personal Growth and Development
 - Career Readiness
- Faculty Career Champions

Areas of Strategic Focus

- Career Everywhere
- One-on-One Career Coaching
- DEI, i.e., programming for affinity groups
- Programming
- Corporate Partner Relationship
- Marketing and Communications
- Experiential Learning
- Technology
- Regional Campus Support
 - e.g., bus to Storrs Career Fair
- Graduate Student Support*

Barrier

- Cannot implement to scale due to lack of resources
- Opportunity funds to support student engagement in Experiential Learning (e.g., internships)

Academic Support Services

- Academic Achievement Center
 - Supplemental Instruction
 - Cross-Campus Initiatives
- Quantitative Learning Center (Q-Center)
- Writing Center (W-Center)
- Knack (CAPS students & Stamford Campus)
- Beyond Access (Center for Students with Disabilities)

Barriers

- Academic Support not available in all subjects
- Regional Campus Variation & Resources to deliver academic support services
- Costs of SI Leaders, GAs, and Tutors
- Need for increased online academic support services at diverse times (late night, weekends, etc.)
- Facilities
- Cost of Beyond Access

In Progress/Consideration

- Reviewing Regional Campus Academic Support Programming
- Development of Academic Support Collaborative
 - Standardize Training
 - Establish Qualifications & Academic Support Delivery Expectations
- New CASE Academic Support programming in Stamford

Support for First-Year Students

- 93% UNIV FYE Enrollment
- Population-specific FYE 1800
- Care/Concern Form for Instructors and Follow Up
- Engagement Initiatives for First Year International Students
- Embedded Peer Leaders
- Residential & Non-Residential Learning Communities

Barriers

- Volunteer FYE structure

In Progress/Consideration

- First-Year Experience Committee to review current experiences & recommend additional “menu” of opportunities for students to engage in their first year.
- Review of Learning Communities system to develop procedures, models, and baseline requirements for establishing/maintaining LCs that builds upon UConn’s award-winning model
- New staff focused on faculty/staff development and student development initiatives in FYE, as well as increased Regional Campus support.

Support for 1st-Gen, Low-Income, & Underrepresented Students

- Center for Access and Postsecondary Support (CAPS)
 - + CAPS Research Scholars & McNair Scholars Program
 - + Student Support Services
 - + Camina Conmigo (Developing Hispanic-Serving Institutions grant at Waterbury)
 - + Promoting Academically Success Students (PASS)
 - + Regional Campus: Intro to Graduate School Workshops
- Success 360
- First Gen Forward
- LSAMP
- Synchrony's Equity in Student Success Initiative: Resilience, Inclusion, Success, & Equity (RISE)
- AANAPISI in Hartford
- BOSS LADI (minority women in STEM initiative)

Barriers

- Lack of student financial support
- Space limitations in programs
- No formalized Campus Change/Transfer Student Office or Program
- Housing Insecurity (Regional Campuses more pronounced)
- Transportation Issues

In Progress/Consideration

- New First-Generation College Student Learning Community in Storrs
- Expansion of LCI in Stamford & Waterbury
- Cultural Center programming on Regional Campuses
- First-Generation College Student Graduation Celebration
- Traveler's EDGE relocation to Student Success

Support for High Achieving Students

- Honor's Program
- Alpha Lambda Delta Honor's Society (1st year students)
- Undergraduate Research
- Alpha Alpha Alpha (First Generation Student Honor Society)

Mentoring and Other Student Support

- Mentor training
- Peer Mentoring (1st year)
- AAC mentoring programs
 - Peer mentoring
 - UConn Connects
- Cultural Center mentoring programs
- Grad School Insight Sessions
- Innovation Zone Makerspace
- Learning Communities

Enhancing Teaching Excellence

- CETL
- Digital resources

Empowering Student Success through Data-informed Strategies

Provost's Office, BPIR, Office of Program Assessment are collaborating on dashboards to support university functions:

- University operations
- Academic performances (i.e., Are we meeting the needs of students as intended?)
- Disaggregated student outcome data across all campus.

Goal

- Data-informed strategies to support resource allocation

Barriers

- Need to enhance data literacy
 - i.e., nuanced interpretation of the data
 - Understand the different data reporting needs and requirements
 - IPEDS data vs. data for ranking (focused on Storrs outcomes)
- Focus on collecting the data and not on acting on the robust trend data that already exists
 - Lack of coordination of data collection efforts (e.g., multiple climate surveys, use on inappropriate surveys)
 - Approaches for making existing survey data available to appropriate units (e.g., COACHE, SERU)
 - Focus on enhancing response rate on high-impact surveys so that they are useful
 - Lack of traction on efforts to mitigate identified issues.
- Lack of an institutional approach for data
- Increase demand for data, lack of resources to support the increased need

Area of Need

- Transitions
 - 2nd to 3rd year (from general ed to major)
 - From professional advisors to faculty advisors
 - Campus change and transfer students
 - Pre-semester on-boarding (high school to college)
- Needed Student Supports
 - Supplemental dismissal from school/college (but not from the university)
 - Enrolled students with large credits, but no degree (BGS as an option)
 - Stopped out students with credits, but no degree (BGS as an option)
 - Students with academic challenges (e.g., academic integrity, probation, etc.)
 - Support for readmitted, previously dismissed students.

Barriers

- Lack of investments to bring initiatives to scale
 - Lack of Resources (Fiscal & Human)
 - Resources are not in the appropriate locations
 - Needed changes are not implemented as intended
 - Delay in action or inaction
 - Constantly revisiting the same issues, with no action or follow-through
- Lack of staff in key roles
 - Limits out engage in areas of identified need
 - Too busy doing, to address areas of need (e.g., PD for advisors)
 - Challenges with implemented processes (e.g., academic integrity, scholastic standards)
 - No success coaching targeting non-academic advising student needs.
 - No dedicated, full-time financial aid personnel on each Regional Campus.