



2018/2019 Annual Report on Retention and Financial Aid
University Senate

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Submitted by:

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Introduction

Over the past 20 years, UConn has emerged as one of the finest universities in the nation, and is now a destination for top students in Connecticut and beyond. Central to UConn's growing reputation are high student success rates. Other universities have taken note of the success here, and hold UConn as an aspirant with regard to the retention and graduation of our students. The four-year graduation rate of 72% ranks UConn as 12th among public universities, and average time to degree of 4.2 years is 4th in the US among publics. Of course, many of UConn's competitors for students are private universities, including a number who boast completion rates that rival those here.

With stable and strong student success rates, the university has reached a moment of evaluation, with the specific question of "Where do we go from here?" with regard to our retention and graduation initiatives. The purpose of the question is quite simple. While UConn's culture drives us to be competitive with others, to boast student success that rivals our competitors, the desire to be among the very best universities in the US on student success is a means to an end. The main driver on student success initiatives at UConn is a desire for optimizing opportunity for our students.

Student success initiatives at UConn are decentralized, with many departments contributing to positive outcomes. The Retention and Graduation Taskforce, which includes membership of key stakeholders throughout the institution, assembles six times each year, three times each term, to review latest statistics, discuss new initiatives and best practices. The taskforce is chaired by the Vice President for Enrollment Planning & Management. This year, the taskforce was charged with pursuing critical information needed to formulate a new path forward for UConn's R&G initiatives. Through this charge, the taskforce divided efforts in two subgroups; Completion Analysis Subgroup and High Impact Practices Subgroup. The outcome of this effort is presented in this document, and is the result of the effort of numerous thought leaders on campus.

While past activity of the Retention & Graduation Taskforce has been productive in obtaining a deeper understanding of the overall success and pathways for our students, actions associated with many of these discussions has been limited. The work of the taskforce, and in general, the university is limited in its ability to act upon information regarding leavers. In the 2018-19 academic year, through the work of its subgroups, the taskforce began to take steps toward making student success initiatives responsive and actionable. A general goal has been to build the institution's competency toward identifying students at risk, and appropriately engaging with those students in an effort to eliminate barriers to success. Also, the taskforce recognizes that past initiatives have been largely Storrs freshmen centric. For this reason, the taskforce was charged with designing all future analyses and initiatives in a manner that was scalable across regional campuses and transfers students.

Current State

Latest Retention & Graduation Statistics

Driven by a highly qualified entering class, paired with the dedication of countless faculty and staff, the University of Connecticut is considered a leader among public universities for student success rates. The below ratings, assembled by OIRE, illustrate the high points in how we fare against other public universities:

	UConn	Ranking
First Year Retention	93%	25
Four Year Graduation	72%	12
Six Year Graduation	85%	21
Average Time to Degree	4.2	4

Storrs Freshmen

The below tables illustrate the past ten years of retention and six year graduation rates of Storrs freshmen. These rates have earned UConn broad acclaim on the part of prospective students, and the success of our students is often cited as one of the reasons for the UConn's ascension in national rankings. The rates illustrate our success, but also our achievement gaps among minority students. The third table illustrates these gaps by ethnicity, which illustrates the most significant gaps among Hispanic/LatinX and African American students.

Storrs Campus					Storrs Campus - Minority ¹ Freshmen				
Freshmen Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years	Freshmen Entering Class:	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2017	93				Fall 2017	92			
Fall 2016	94	88			Fall 2016	92	85		
Fall 2015	92	88	86		Fall 2015	91	86	83	
Fall 2014	92	87	85		Fall 2014	90	84	83	
Fall 2013	93	89	87		Fall 2013	93	88	85	
Fall 2012	94	90	88	85	Fall 2012	91	86	84	79
Fall 2011	93	87	85	83	Fall 2011	91	84	81	77
Fall 2010	92	87	85	82	Fall 2010	92	85	82	77
Fall 2009	93	88	85	83	Fall 2009	92	85	81	77
Fall 2008	92	87	85	81	Fall 2008	94	88	85	78

¹ 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.

Storrs Campus - Retention and Graduation Rates by Race/Ethnicity											
Rates (%)	Entering Freshmen Class	Asian American	African American	Hispanic American	Native American ²	Native Hawaiian/ Other Pacific Islander ²	Two or More Races	All Minority ¹	Internat'l	White ³	Total
Retention											
One Year	Fall 2017	96	90	91	*	*	89	92	93	94	93
Two Year	Fall 2016	89	82	83	*	*	87	85	84	90	88
Three Year	Fall 2015	90	80	76	100	*	86	83	83	87	86
Graduation											
Four Year	Fall 2014	71	60	59	*	*	65	65	65	77	72
Five Year	Fall 2013	84	70	77	*	*	81	79	79	84	83
Six Year	Fall 2012	85	78	75	*	*	72	79	76	88	85

¹ 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.

² Entering freshmen classes of Native Americans and Native Hawaiian/Other Pacific Islanders have less than 10 students. (*)

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

OIRE/October 2018

UConn also observes an achievement gap among our out of state students and international students. The below table illustrates these differences.

Storrs Campus - Retention and Graduation Rates by Residency					
Rates (%)	Entering Freshmen Class	In State	Out of State	Internat'l	Total
Retention					
One Year	Fall 2017	95	89	93	93
Two Year	Fall 2016	91	84	84	88
Three Year	Fall 2015	92	76	83	86
Graduation					
Four Year	Fall 2014	75	68	65	72
Five Year	Fall 2013	84	80	79	83
Six Year	Fall 2012	87	79	76	85

The final table illustrates completion rates between students who self-identify on binary gender fields, which are collected on the application for admission as prescribed by the US Department of Education. While we observe lower rates for males here, further investigation is needed to determine difference among underrepresented minority students, out of state, and perhaps other segments of the population.

Storrs Campus - Retention and Graduation Rates by Gender				
Rates (%)	Entering Freshmen Class	Female	Male	Total
Retention				
One Year	Fall 2017	94	92	93
Two Year	Fall 2016	90	86	88
Three Year	Fall 2015	88	83	86
Graduation				
Four Year	Fall 2014	78	67	72
Five Year	Fall 2013	86	80	83
Six Year	Fall 2012	88	81	85

Regional Freshmen

Generally, the taskforce avoids benchmarking regional and transfer retention rates against the Storrs freshmen rates. Truly, these are different cohorts, with different objectives than our traditional

freshmen at our largest residential campus in Storrs. That said, the rates of regional freshmen and transfers do lag. Further analyses are necessary to fully assess the needs of these populations.

Total Regional Campuses				
Freshmen Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2017	82			
Fall 2016	84	74		
Fall 2015	85	73	68	
Fall 2014	85	75	70	
Fall 2013	86	75	70	
Fall 2012	83	73	68	63
Fall 2011	83	72	67	61
Fall 2010	81	69	65	58
Fall 2009	82	69	64	56
Fall 2008	80	64	62	52

Total Regional Campuses - Minority ¹ Freshmen				
Freshmen Entering Class:	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2017	83			
Fall 2016	83	73		
Fall 2015	87	75	70	
Fall 2014	85	75	71	
Fall 2013	84	72	67	
Fall 2012	84	74	70	64
Fall 2011	86	75	68	61
Fall 2010	80	66	62	52
Fall 2009	86	73	67	58
Fall 2008	81	66	63	51

¹ 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.

Avery Point Campus				
Freshmen Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2017	78			
Fall 2016	86	74		
Fall 2015	84	67	60	
Fall 2014	86	73	69	
Fall 2013	87	73	64	
Fall 2012	79	66	61	58
Fall 2011	81	67	63	58
Fall 2010	80	70	65	57
Fall 2009	77	61	55	49
Fall 2008	79	63	62	54

Hartford Campus				
Freshmen Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2017	84			
Fall 2016	82	73		
Fall 2015	85	77	74	
Fall 2014	84	73	67	
Fall 2013	87	77	73	
Fall 2012	85	76	72	65
Fall 2011	86	73	69	63
Fall 2010	83	69	65	57
Fall 2009	85	74	68	58
Fall 2008	79	66	64	54

Stamford Campus				
Freshmen Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2017	80			
Fall 2016	84	76		
Fall 2015	85	72	67	
Fall 2014	85	76	74	
Fall 2013	87	74	71	
Fall 2012	82	75	71	67
Fall 2011	86	77	70	64
Fall 2010	78	69	67	58
Fall 2009	81	67	66	57
Fall 2008	81	60	57	48

Waterbury Campus				
Freshmen Entering Class of:	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2017	84			
Fall 2016	85	73		
Fall 2015	86	76	72	
Fall 2014	88	78	76	
Fall 2013	85	76	69	
Fall 2012	85	74	68	64
Fall 2011	81	69	66	60
Fall 2010	83	70	65	59
Fall 2009	82	68	64	57
Fall 2008	81	69	63	52

Transfer Students

Transfer student retention is a bit elusive, as a national standard for calculating transfer student success rates are not well established. By mandate of the CT General Assembly, UConn prepares the below statistics annually. The methodology for doing so is utilized by both UConn and the Board of Regents institutions, and captures effective cohorts in the context of grade level. For example, a transfer student who is of freshmen class standing cannot be expected to graduate from UConn in two years, for an effective completion rate of three years. Rather, the calculations account for grade level and report out effective time to degree, such that this can be considered in the context of total number of years from beginning of each student's education to completion.

All Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	1,090	42.7	50.6%	73.2%	77.2%
Fall 2012	1,058	45.0	50.4%	71.3%	76.2%
Fall 2013	948	43.6	54.5%	74.9%	76.8%
Fall 2014	970	43.7	54.5%	72.7%	76.2%

CT State University Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	213	39.0	59.2%	79.3%	82.6%
Fall 2012	168	39.3	53.0%	76.2%	79.2%
Fall 2013	151	38.5	63.6%	79.5%	80.8%
Fall 2014	146	36.4	60.3%	79.5%	81.5%

CT Community College Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	276	54.3	41.7%	65.9%	73.2%
Fall 2012	320	57.5	38.4%	64.4%	73.4%
Fall 2013	299	53.3	38.5%	65.6%	69.6%
Fall 2014	302	54.6	39.7%	62.6%	69.2%

Guaranteed Admission Program (GAP) Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	27	59.7	48.1%	74.1%	77.8%
Fall 2012	33	61.2	45.5%	60.6%	69.7%
Fall 2013	29	61.5	37.9%	62.1%	69.0%
Fall 2014	26	61.0	50.0%	65.4%	73.1%

Storrs Transfers Only

As we observe with freshmen, completion rates for Storrs transfer students also are higher than those across all campuses. The below tables isolate those transfer students who begin at the Storrs campus. Regional only transfer tables are not presented, as often cohort sizes are very small, and therefore not statistically relevant.

All Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	849	43.5	53.1%	75.5%	79.0%
Fall 2012	816	45.0	53.6%	73.3%	78.6%
Fall 2013	743	42.9	57.1%	78.6%	80.6%
Fall 2014	779	43.9	57.5%	76.3%	80.0%

Connecticut State University Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	184	39.9	60.9%	82.1%	85.3%
Fall 2012	128	41.3	54.7%	78.1%	81.3%
Fall 2013	127	39.8	61.4%	80.3%	81.9%
Fall 2014	126	37.6	63.5%	82.5%	84.9%

CT Community College Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	179	57.1	41.3%	66.5%	73.2%
Fall 2012	216	58.7	39.8%	64.4%	75.0%
Fall 2013	200	55.5	39.5%	68.0%	73.0%
Fall 2014	206	56.9	39.3%	64.1%	71.8%

Guaranteed Admission Program (GAP) Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2011	23	60.4	52.2%	69.6%	73.9%
Fall 2012	28	61.2	46.4%	57.1%	67.9%
Fall 2013	25	62.0	44.0%	60.0%	68.0%
Fall 2014	22	61.4	50.0%	63.6%	68.2%

Rates for transfers, while not as high as Storrs freshmen, continue to outcompete the national averages of entering freshmen, an accomplishment worth acclaim. Nationally, according to the National Student Clearinghouse, students who begin at a four year public university, graduate with a bachelors degree at a six year rate of 62.4%, where UConn's rate for CT CSU transfers across all campuses is 81.5%. Those students who begin at a community college graduate with a bachelors degree at a six year rate of 39.3%, where UConn's rate for CTCC transfers across all campuses is 69.2%.

Source: Completing College: Eight Year Completion Outcomes for the Fall 2010 Cohort (Signature Report No. 12c, February 2019). Herndon, VA: National Student Clearinghouse Research Center.

Taskforce Subgroup Reports

Completion Analysis Subgroup Findings

Members of the Completion Analysis Subgroup include:

Mansour Ndiaye, Director of Academic Services, CLAS (Chair)
Maureen Armstrong, Associate Dean of Students
Brian Boecherer, Director, Early College Experience
Greg Bouquot, University Registrar
David Gross, Undergraduate Program Director & Lecturer, Department of Mathematics
Kathleen Holgerson, Director of Women's Center
Lauren Jorgensen, Director, OIRE
Katie Martin, Assistant Campus Director, Hartford Campus
Patricia Szarek, Associate Director for Enrollment Management, Honors Program
Jeffrey Winston, CETL Database Systems & Solutions

The University of Connecticut (UConn) is ranked among the top schools in the country when it comes to freshman retention rates. The most recent official retention rate is 94% (Fall 2017). Obviously, UConn Storrs campus continues to be a destination of choice among students given the continued rise in applications and quality of students. However, while our freshman retention rates are high, between 6-8% of these students still leave the institution before the beginning of their second academic year at UConn.

In an attempt to continuously improve retention rates, the Completion Analysis Subcommittee was charged by the Vice President of Enrollment Management to (1) identify freshman leavers, and (2) provide recommendations on how to best improve attrition rates relative to this group.

The subcommittee reviewed leavers' data for the last three fall semesters (Fall 2015, 2016 and 2017), and took a mixed methods approach (i.e., quantitative and qualitative) – a quantitative analysis using data received from OIRE was followed by a qualitative analysis of advising notes to gain a deeper understanding of leavers' motivations to separate from the institution.

While students (812) left UConn for various reasons prior the beginning of their second year, the majority of these students (575) or approximately 70% were voluntarily discontinued (VDIS) by the

Registrar's Office. A VDIS student is an individual who is eligible to return to UConn but was discontinued due to a failure to register by Census date (Day 10). This means, UConn has limited knowledge about leavers' motivations to separate from the institution. For these reasons, the committee decided to quantitatively and qualitatively focus on the VDIS group.

Our findings further reveal that our leavers disproportionately come from:

- Racial/Ethnic minorities (i.e., Latino, Black, individual with multiple ethnicities)
- First-Generation (FG) – one in three leavers identified as FG
- Male – average of 52% yet represent roughly 50% of entire student population.
- In-state
- International students

The subcommittee also requested and received data from the Integrated Postsecondary Education Data System (IPEDS) for all VDIS leavers and found that 382 students or 66% transferred to other institutions (Transfer Group) but no transfer information was available for the remaining 193 (Non Transfer Group).

Overall, the academic profiles of the leavers show that UConn lose high-quality students. The Transfer Group earned an average of 2.85 GPA and 27 credits prior to departure compared to 2.5 GPA and 19 credits for the Non-Transfer Group. These performance data are consistent with previous UConn findings but the proportion of students with 3.0 GPA or higher is much higher now compared to prior results.

Overall, 17% of the Transfer Group went to 2-year school while the vast majority (85%) attended a 4-year institution. Furthermore, the majority of In-state leavers (~50%) transferred to local or regional institutions such as CT State Universities, Cornell, Quinnipiac and University of Hartford compared to 1/3 of Out-of-state leavers who attended a group of 12 specific institutions with UMass and Stony Brook as top destinations (students who probably went back to their home institutions).

The qualitative review of the Non-Transfer Group's advising notes uncovered the following themes/reasons, and they might explain leavers' motivations to separate from UConn.

- **Financial** – Cheaper tuition (e.g., transfer back to home institutions or to community colleges), need to work to earn money to support self or family members.
- **Health** – medical or mental condition of self or family members, anxiety, stress.
- **Academic** – supplemental dismissal from Business or Engineering, lack of acceptance into desired majors, lack of attendance, probationary status, failing.
- **Institutional fit** - homesickness, feelings of isolation, UConn location, weather.
- **Personal/Family** – Attend to family needs (e.g., divorce, death), family-induced stress.

High Impact Practices Subgroup Findings

Members of the High Impact Practices Subgroup include:

Maria A. Sedotti, Director of Orientation Services (Chair)
Eva Gorbants, Assistant Dean, Director of Advising, School of Fine Arts
Leo Lachut, Director of Academic Achievement Center, Institute for Student Success
Jennifer Lease Butts, AVP for Enrichment Programs

Erin Mason, Associate Registrar
Suzanne Peters, Director of Student Financial Aid Services
Willena Price, Director of African American Cultural Center
Ellen Tripp, Director of Student-Athlete Success Program

The High Impact Practices subgroup was charged with conducting an inventory of existing practices at UConn, and compare the results to UConn's peer and aspirant schools. Based on this inventory, the subgroup makes recommendations that are designed to provide opportunities for students who are at risk that may help them be successful.

HIPs or High Impact Practices are active learning practices that educational research suggests increase the rates of student retention and student engagement according to George Kuh (2008). The subgroup evaluated existing services and programming at UConn against this framework, which includes 11 categories of High Impact Practices, as follows:

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

Further, the subgroup researched the activities of numerous other public universities, in search of emerging HIPs and in an effort to benchmark the quality of existing programs and services. The institutions evaluated include:

- University of Delaware
- University of Georgia
- University of Illinois - Urbana-Champaign
- University of Indiana
- University of Maryland - College Park
- University of Michigan
- Michigan State
- University of North Carolina - Chapel Hill
- Penn State University
- Purdue University
- University of Florida
- Rutgers University
- Stony Brook University
- University of Texas – Austin
- The Ohio State University
- University of Vermont
- University of Virginia
- University of Washington
- University of Wisconsin - Madison

When considering HIPs activities at these institutions, the University of Connecticut is far above most of the universities researched in reference to the implementation of the vast majority of High Impact Practices. Below is a brief overview of the HIPs categories and how UConn measures up to our peers.

First Year Seminars & Experiences (FYE)

FYE at UConn is extensive and more robust than other universities in the practice of First-Year Seminars & Experiences and Learning Communities. Nine out of ten students are enrolled in an FYE class with 10 International sections, and unique sections for Athletes, Honors, SSS and LSAMP students. FYE sections vary in their content with some covering basic university skills and others devoted to special topics. Stamford supported 17 sections of FYE last year. In comparison to the other universities researched we found one (Indiana) that described an FYE as an "Intensive Freshmen Seminar" (IFS) where international

and domestic students moved in two weeks early for a two and a half week long program. Other than this more extensive example of an FYE, UConn's offerings were more robust than most.

Common Intellectual Experiences

Common Intellectual Experiences consist of a set of required common courses or a vertically organized general education program that includes advanced integrative studies or required participation in a learning community. UConn does a fine job and is growing in this HIP practice. Students in the Schools of Business, Engineering, Fine Arts, Nursing and Pre-Pharmacy can select to live in a Learning Community that supports their college major due to the extensive variety of Learning Communities the university has. Other efforts that support the Common Intellectual Experience include the "UConn Reads" program, Metanoia and First Summer. The General Education Oversight Committee (GEOC) is currently proposing changes to the undergraduate curriculum that will support this HIP practice even more.

Learning Communities

The number of different Learning Communities at Storrs total 34. UConn's Learning Communities consist of residential and non-residential opportunities for students. This number was above many of the schools that we studied. UConn currently has 2700 students in Learning Communities on campus. In addition, Stamford has added a Business Connections Residential Learning Community that currently houses 60 students. UConn needs to continue to maintain and expand in this High Impact Practice area. We also need to provide similar resources and experiences for each of the regional campuses. While the Stamford campus can support Residential Learning Communities, Avery Point, Hartford and Waterbury can support Non-Residential Learning Communities.

Writing-Intensive Courses

UConn excels in Writing-Intensive Courses as compared to the other schools we studied and they span all academic levels and disciplines. The university offers nearly 500 W-courses across all schools and colleges above the 2000 level, in addition to classes below at the 1000 level, as well as a required freshman seminar in writing course. Examples of the diversity of writing courses at the university include ANTH -3704W "Experimental Archaeology" is a course offered by the College of Liberal Arts and Sciences. ECE-2001W "Electrical Circuits" is a writing course offered by the School of Engineering, and FINA-3710W "Protecting the Creative Spirit: The Law and the Arts" is a writing course offered by the School of Fine Arts. There are also two required senior design courses in Management & Engineering that feature writing components, ENGR, MEM 4971W & 4972W "Senior Design Capstones."

Collaborative Assignments & Projects

Teaching students to work and solve problems in the company of others, and to sharpen their understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences is an experience that is present in many schools and departments across campus. Students in the school of Nursing need to complete NURS3130 – Public Health Nursing which follows this HIP format. Students in Biomedical Engineering complete BME-4900/4010: Biomedical Engineering and Design I & II that focus on a team-based approach in various concepts and projects in the field of biomedical engineering from the design process and specification to the division of responsibility and ethics in engineering design. UConn's "HackUConn" experience is a 24-hour marathon event that brings students and technology industry experts together for a non-stop invention competition. Finally, UConn has Makerspaces in the Werth Tower and the Homer Babbidge Library which provide the environment that fosters the collaborative experience among students.

Undergraduate Research

There are several opportunities for students to participate in undergraduate research at the university. IDEA grants which are open to all majors provide up to \$4000 in funding to support creative projects, research and innovation. Courses like NURS – 3205 provide an introduction to qualitative and quantitative research and application to evidence-based nursing practice. The Health Research Program (HRP) which is coordinated by the Office of Undergraduate Research offers a pathway into undergraduate research for students with interests in health and the biomedical sciences. Students participate in cutting-edge research at UConn Health in Farmington. A shuttlebus transports students to and from Storrs.

Diversity/Global Learning

There are a variety of Diversity and Global Learning opportunities at the university that include a number of courses offered across all schools and colleges on campus. Students in the school of Nursing must take at least two multicultural/diversity general education courses in order to graduate. First Year International (FYI) provides students with a program that gives them opportunities to explore the world through faculty led global field study courses. There are many educational abroad programs that include opportunities to study all over the world and at universities in the United States sponsored by the department of Global Programs. Some of these experiences are tailored to specific student populations such as the SSS (Student Support Services) Education Abroad program. The university offers alternative break trips that travel to other countries. Another strength for UConn are the cultural centers, which are robust in presence in the student union, and even more so in the programmatic offerings. Many UConn students make a cultural center their 'home away from home', in a way that is more robust than the institutions evaluated by the subgroup.

ePortfolios

UConn along with the universities that were researched is not using ePortfolios extensively on campus. Currently, it is being piloted with the freshmen Honors group at Storrs. In comparison to our minimal use of ePortfolios our peers and aspirants are not using ePortfolios in a high degree either. It seems to be used only in certain programs at other institutions like Washington and Michigan State but not broadly.

Service Learning/Community-Based Learning

Service and Community Based Learning exists in many courses spread across the university's schools and colleges. MGMT 3882 consists of structured, team –based field work in management or entrepreneurial consulting. Students are selected to enroll in this course through a competitive application process. Students in the Neag School of Education have a student teaching experience that puts them in a classroom. The Undergraduate Health Research Program (HRP) is a service learning model. Outside of classes the University's Community Outreach department provides many opportunities for this service and community-based learning. Students lead programs that connect students to various communities both around UConn and abroad. There are one-time service projects, semester-long service programs, alternative breaks, education events and opportunities to undertake philanthropy.

Internships

A majority of the internship experiences offered at the university are connected to specific classes and offered all across schools and colleges. HRTS-4291 is a service learning seminar/internship that is a required course to earn a minor in Human Rights. DMD-4081 is a digital medical internship in the School of Fine arts where students earn 2.5 credits of supervised professional experience in their field of study. There are also external internships that can be found using numerous resources through the Center for

Career Development. CCD uses Handshake and Husky Career Link in addition to having internship and Co-op Career Fairs.

Capstone Courses & Projects

Capstone Courses and Projects span schools and colleges across the university. All Honors students must complete a senior Capstone project. Numerous schools and colleges require students to complete a capstone project as well. Political Science (4997W Honors Senior Thesis) must be taken during a student's final two semesters. All Business majors are required to complete a capstone course experience (MGMT -4900 or MGMT-4902). All Engineering majors are required to complete a capstone course experience that includes a writing intensive component. Capstone courses in Engineering include CHEG-4040 Chemical Engineering Capstone Design I and CHEG-4143W Chemical Engineering Capstone Design II.

APLU Transformation Cluster

The APLU Cluster Initiative was officially launched during the most recent APLU Conference held in New Orleans, LA in November 2018. The purpose of the initiative is to advance student success and degree completion nationwide by producing several hundred thousand more degrees by 2025; working to eliminate the achievement gap for low income, minority and first generation students; and expanding access to higher education for students from all backgrounds. In excess of 100 public institutions are participating in the initiative, each committed to student success and degree completion; collaborative learning; transparency, including the sharing of key data; and sharing knowledge and best practices to drive institutional change across campuses.

UConn is part of the Eastern Cluster which includes Stony Brook University, Temple University, University at Buffalo, University of Delaware, University of Maryland-Baltimore County, University of Missouri-Columbia, University of South Florida and University of Vermont. UConn's participation in this initiative are being coordinated through the Retention & Graduation Taskforce members and initiatives.

Moving R&G Forward

The work of the subgroups, informed by historical student success performance and best practices for HIPs, the Retention and Graduation Taskforce is assembling recommendations of new strategies and actions to advance student success rates. The following areas have been identified as areas of focus for these new strategies and actions:

- Enhance representation of key stakeholders on the R&G Taskforce
- Establish an R&G Steering Committee to include members authorized to provision resources for initiatives that emanate from the work of the Taskforce
- Designate and deploy a student success information system, designed to create a data rich environment surrounding R&G initiatives
- Better coordination and utilization of information systems surrounding best practices in R&G
- Enhance Analyses to identify and appropriately engage with students at risk for attrition
- Scale the scope of R&G initiatives to more adequately address the needs of regional campus and transfer students
- Enhance access for institutional leaders to evaluate student success performance within the various academic and campus units

The specific set of recommendations are under development and will be presented to new UConn President Katsouleas upon his arrival in August.

Financial Aid

The university is aggressive in its investment in financial aid resources necessary to reduce financial barriers associated with the pursuit and completion of a college education at UConn. EPM directs financial aid activity utilizing the following guiding principles:

1. Address financial barriers for our neediest students first
2. Ensure reliable financial support for students throughout their undergraduate education
3. Allocate financial aid in a manner that supports student success, and meets enrollment goals
4. Accomplish these goals while living within a limited pool of financial aid resources

In Fall 2018, there were 11,743 recipients of gift aid, of which 80% received need-based and 20% received merit-based only.

Financial Aid: All Campuses, Undergraduates (Fall 2016-2018)			
	Fall 2016	Fall 2017	Fall 2018
# Recipients	11,321	11,602	11,743
Average Gift Aid	\$7,653	\$8,395	\$9,147
# Need-Based Recipients	9,193	9,361	9,404
# Merit-Only Recipients	2,128	2,241	2,339
Total Gift \$*	\$88.6M	\$98.5M	\$107.8M
Need-Based**	\$68.1M	\$76.3M	\$83.4M
Merit-Based**	\$19.2M	\$21.1M	\$24.0M

*Total Gift \$ reflects EPM controlled need and merit-based aid allocation.

**Represents expenditures as of fall census date.

Appendix A: 2018-2019 Retention & Graduation Taskforce Members:

Maureen Armstrong, Associate Dean of Students
Lloyd Blanchard, Associate Vice Provost, Office of Institutional Research & Effectiveness
Brian Boecherer, Director, UConn Early College Experience
Gregory Bouquot, University Registrar
Eleanor Daugherty, Associate Vice President for Student Affairs & Dean of Students
Nathan Fuerst, Vice President for Enrollment Planning & Management (Chair)
Jeff Gagnon, Enrollment Analyst and Fiscal Officer, Enrollment Planning & Management
Eva Gorbants, Assistant Dean for Academic Affairs & Director of Advising, School of Fine Arts
Vern Granger, Director, Undergraduate Admissions
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, Director, Office of Institutional Research and Effectiveness
Leo Lachut, Assistant Director of FYP&LC, Director of Academic Support
Jennifer Lease Butts, Assistant Vice Provost for Enrichment Programs, Director of Honors Programs
Mona Lucas, Assistant Vice President for Enrollment Policies & Strategic Initiatives
Katie Martin, Assistant Campus Director, Hartford Campus
Maria Martinez, Assistant Vice Provost, Institute for Student Success
Erin Mason, Associate Registrar
Mansour Ndiaye, Assistant Dean & Executive Director, CLAS Academic Services Center
Suzanne Peters, Director, Student Financial Aid Services
Willena Price, Director, African American Cultural Center
Maria A. Sedotti, Program Director, Orientation Services
Annmarie Seifert, Director, Avery Point Campus
Patricia Szarek, Associate Director for Enrollment Management, Honors Program
Ellen Tripp, Associate Athletic Director for the Counseling Program for Intercollegiate Athletes
John Volin, Vice Provost for Academic Affairs
Dana Wilder, Interim Associate Vice President & Chief Diversity Officer, Office of Diversity & Inclusion
Jeff Winston, Data Base Systems & Solutions, CETL

Appendix B: High-Impact Educational Practices

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