



2019/2020 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 73% ranks UConn as 6th among public universities, and average time to degree of 4.2 years is 4th in the US among publics.

UConn's culture drives us to be competitive with others, and in this case, we are proud of student success statistics that rivals many of 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. Last year, the Retention & Graduation Taskforce engaged in a strategic planning exercise, which has adjusted the orientation of our taskforce to be more inclusive, collaborative and data driven. The Taskforce is positioned far better to create opportunity for improvements in support of student success at UConn, and will also lend itself sharpening the focus on student success across all undergraduate students on all campuses.

Student success initiatives at UConn are decentralized, with many departments contributing to positive outcomes. In the strategic plan, there was an acknowledgement that a single, very large taskforce did not lend itself to influencing positive change to student success initiatives. As a result, the taskforce was reorganized, with an executive committee and three additional committees which were established by the executive committee. Committees include Research, Student Engagement and Undergraduate Enrollment & Fiscal Services. The activity of these committees is described within this document.

This annual report includes the most recent undergraduate statistics on retention and graduation across UConn's campuses for entering first year students and transfers. Included below is an overview of the activity of the Retention and Graduation Taskforce in the past year, followed by a summary of the university's Financial Aid program. An inventory of the action plan from the R&G Strategic Plan, and other recent developments, are included in the appendix.

Student Success Rates

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 the Office of Institutional Research & Effectiveness (OIRE), illustrate how we compare to other public universities:

	UConn	Rank
First Year Retention	94%	16
Four Year Graduation	73%	6
Six Year Graduation	85%	14
Average Time to Degree	4.2 years	4

Storrs First Year Students

The below tables illustrate the past ten years of retention and six year graduation rates of Storrs first year students. These rates have earned UConn broad acclaim, 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				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2018	94			
Fall 2017	93	88		
Fall 2016	94	88	86	
Fall 2015	92	88	86	
Fall 2014	92	87	85	
Fall 2013	93	89	87	85
Fall 2012	94	90	88	85
Fall 2011	93	87	85	83
Fall 2010	92	87	85	82
Fall 2009	93	88	85	83

Storrs Campus - Minority ¹ First Year Students				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2018	92			
Fall 2017	92	87		
Fall 2016	92	85	82	
Fall 2015	91	86	83	
Fall 2014	90	84	83	
Fall 2013	93	88	85	82
Fall 2012	91	86	84	79
Fall 2011	91	84	81	77
Fall 2010	92	85	82	77
Fall 2009	92	85	81	77

¹ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 first year class also includes Native Hawaiian/Other Pacific Islander and Two or More Races.

Storrs Campus - Retention and Graduation Rates by Race/Ethnicity											
Rates (%)	First Year 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 2018	95	92	88	*	*	97	92	93	95	94
Two Year	Fall 2017	91	82	87	*	*	82	87	83	90	88
Three Year	Fall 2016	86	80	81	*	*	81	82	81	89	86
Graduation											
Four Year	Fall 2015	75	57	58	*	*	62	65	71	76	73
Five Year	Fall 2014	81	73	71	*	*	76	76	76	85	81
Six Year	Fall 2013	86	72	80	*	*	86	82	80	86	85

¹ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 first year class also includes Native Hawaiian/Other Pacific Islander and Two or More Races.

² Entering first year 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".

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 (%)	First Year Class	In State	Out of State	Internat'l	Total
Retention					
One Year	Fall 2018	95	91	93	94
Two Year	Fall 2017	91	83	83	88
Three Year	Fall 2016	89	81	81	86
Graduation					
Four Year	Fall 2015	76	67	71	73
Five Year	Fall 2014	85	76	76	81
Six Year	Fall 2013	87	80	80	85

The final table illustrates completion rates between students who self-identify on binary gender fields. We observe lower rates for males here, which informs the activity of our R&G committees, who are investigating these states and their interaction with other variables, such as ethnicity and residency.

Storrs Campus - Retention and Graduation Rates by Gender				
Rates (%)	First Year Class	Female	Male	Total
Retention				
One Year	Fall 2018	94	93	94
Two Year	Fall 2017	90	86	88
Three Year	Fall 2016	88	83	86
Graduation				
Four Year	Fall 2015	78	68	73
Five Year	Fall 2014	85	78	81
Six Year	Fall 2013	87	82	85

Regional First Year Students

Generally, the taskforce avoids benchmarking regional and transfer retention rates against the Storrs First Year rates. These are truly different cohorts, with different educational objectives and pathways than our traditional first year students in Storrs. That said, the rates of regional first year students and transfers do lag those of first year students at Storrs.

Total Regional Campuses				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2018	83			
Fall 2017	82	72		
Fall 2016	84	74	70	
Fall 2015	85	73	68	
Fall 2014	85	75	70	
Fall 2013	86	75	70	63
Fall 2012	83	73	68	63
Fall 2011	83	72	67	61
Fall 2010	81	69	65	58
Fall 2009	82	69	64	56

Total Regional Campuses - Minority ¹ First Year Students				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2018	82			
Fall 2017	83	72		
Fall 2016	83	73	68	
Fall 2015	87	75	70	
Fall 2014	85	75	71	
Fall 2013	84	72	67	59
Fall 2012	84	74	70	64
Fall 2011	86	75	68	61
Fall 2010	80	66	62	52
Fall 2009	86	73	67	58

¹ Minority includes Asian American, African American, Hispanic American, Native American, and beginning with Fall 2010 first year class also includes Native Hawaiian/Other Pacific Islander and Two or More Races.

Avery Point Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2018	86			
Fall 2017	78	67		
Fall 2016	86	74	68	
Fall 2015	84	67	60	
Fall 2014	86	73	69	
Fall 2013	87	73	64	61
Fall 2012	79	66	61	58
Fall 2011	81	67	63	58
Fall 2010	80	70	65	57
Fall 2009	77	61	55	49

Hartford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2018	83			
Fall 2017	84	77		
Fall 2016	82	73	70	
Fall 2015	85	77	74	
Fall 2014	84	73	67	
Fall 2013	87	77	73	66
Fall 2012	85	76	72	65
Fall 2011	86	73	69	63
Fall 2010	83	69	65	57
Fall 2009	85	74	68	58

Stamford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2018	81			
Fall 2017	80	69		
Fall 2016	84	76	73	
Fall 2015	85	72	67	
Fall 2014	85	76	74	
Fall 2013	87	74	71	64
Fall 2012	82	75	71	67
Fall 2011	86	77	70	64
Fall 2010	78	69	67	58
Fall 2009	81	67	66	57

Waterbury Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2018	81			
Fall 2017	84	72		
Fall 2016	85	73	65	
Fall 2015	86	76	72	
Fall 2014	88	78	76	
Fall 2013	85	76	69	64
Fall 2012	85	74	68	64
Fall 2011	81	69	66	60
Fall 2010	83	70	65	59
Fall 2009	82	68	64	57

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 first year class standing cannot be expected to graduate from UConn in two years, for an effective completion rate of three years. The transfer calculations account for a number of variables that place time to degree in 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%
Fall 2015	1,067	45.6	53.0%	76.2%	78.9%

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%
Fall 2015	377	56.7	39.3%	70.3%	75.3%

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%
Fall 2015	40	61.9	55.0%	85.0%	85.0%

Storrs Transfers Only

As we observe with first year students, 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%
Fall 2015	835	46.5	54.3%	78.7%	81.2%

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%
Fall 2015	262	58.8	36.6%	70.2%	75.6%

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%
Fall 2015	36	61.5	52.8%	83.3%	83.3%

Rates for transfers, while not as high as Storrs first year students, continue to outpace the national averages of entering first year students, an accomplishment worth acclaim. Nationally, according to the National Student Clearinghouse (NSC), students who begin at a four year public university, graduate with a bachelors degree at a six year rate of 62.4%, UConn's transfer student graduate at a rate of

approximately 80%. NSC data illustrates that 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 75.3%.

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 Committee Reports

One of the first steps in the Retention and Graduation Taskforce's 2019 Strategic Plan was to restructure the taskforce in a manner that is inclusive of key stakeholders, while also being conducive to thoughtful analysis and progress to improving student success rates at UConn across all undergraduate student populations. To this end, an Executive Committee was established in the fall, and three standing R&G Taskforce Committees were initiated and provided a charge. Below is a summary of the initial activity of these committees, including membership of the R&G Taskforce Executive Committee.

Retention & Graduation Executive Committee Membership

Lloyd Blanchard	Associate Vice Provost, Budget, Management & Institutional Research
Sarah Croucher	Director of Academic Policy, Provost Office
Nathan Fuerst (chair)	Vice President for Enrollment Planning & Management
Michael Gilbert	Vice President for Student Affairs
Lauren Jorgensen	Director of Office of Institutional Research and Effectiveness
Mona Lucas	Assistant Vice President for Enrollment Policies & Strategic Initiatives
John Volin	Vice Provost for Academic Affairs
Dan Weiner	Vice President for Global Affairs
Dana Wilder	Interim Associate Vice President & Chief Diversity Officer

Research Committee

Charge:

The R&G Research committee is tasked with ongoing pursuit of evidence in support of UConn's R&G initiatives. This includes examination of latest student success results at UConn, best practices at peer institutions, and emerging trends. The committee should monitor very carefully populations where achievement gaps exist, and track UConn's progress to bridging these gaps over time.

Membership:

Joe Briody	Interim Assistant VP for Student Affairs
Vern Granger	Director of Undergraduate Admissions
Kathleen Holgerson	Director of Women's Center
Lauren Jorgensen (chair)	Director of Office of Institutional Research and Effectiveness
Maria Martinez	Assistant Vice Provost Institute for Student Success
Patricia Szarek	Associate Director for Enrollment Management

Summary of Activity:

The Research Committee discussed the charge of the committee including current data available, peer data, student success at other schools, and identifying achievement gaps. The committee reviewed the 2019 Retention and Graduation Strategic Plan, looking at current rates and goals of the strategic plan to increase Storrs one year retention to 95%, and four year graduation to 75%. We discussed interventions with students at risk of leaving and the various offices such as the Women’s Center, cultural centers, UConn Connects who are already reaching out. Faculty and advisors need to be engaged in retention and graduation efforts.

Achievement gaps currently exist for African American males and Latino students. The committee decided that the next steps should be to review data for Storrs Campus at the School/College/Department level by race/ethnicity/gender to determine if there are specific gaps. The regional campuses will be reviewed as well as campus change students. This information can be used to guide best practices and focus on the specific students in need. The committee should also be reviewing articles for best practices at other schools – one example is using coaching provided by an outside vendor. The group has a HuskyCT page set up for sharing of articles, documents, and data.

Student Engagement Committee

Charge:

The R&G Student Engagement committee is focused on student success and engagement, including closing achievement gaps. Part of its focus will cover one of the university’s top priorities, which is to scale life-transformative education to all undergraduate students. As such it will engage with the life-transformative education taskforce to look for synergistic opportunities and initiatives in university-wide R&G efforts in both Academic Affairs and Student Affairs.

Membership:

Sarah Croucher (chair)	Director of Academic Policy
Eleanor Daugherty	Associate Vice President for Student Affairs & Dean of Students
Dan Doerr	Assistant to the VP for Student Affairs for Assessment and Strategic Planning
Fany Hannon	Director Puerto Rican/Latin American Cultural Center
Leo Lachut	Director of Academic Achievement Center
Katie Martin	Program Director Greater Hartford Campus
Erin Mason	Associate Registrar
Willena Price	Director African American Cultural Center
Jeff Winston	Data Base Systems & Solutions CETL

Summary of Activity:

The R&G Student Engagement Committee met and discussed progress on the Life-Transformative Education initiative. Members of the committee are in the process of reviewing the Coalition for Life-Transformative education White Paper and will engage with the Life-Transformative Education Task

Force by attending the Cultivate workshop and reading the report the LTE Task Force will produce in May 2020. As the LTE initiative develops, the R&G Student Engagement Committee plans to look at how we can be useful in finding ways to direct aspects of the LTE initiative to further bolster R&G, particularly through making sure that all students, particularly those in demographic groups where achievement gaps exist, are reached by the initiative.

Undergraduate Enrollment & Fiscal Services Committee

Charge:

Considering the entire student life cycle, this committee of the R&G Taskforce shall identify barriers to student success via the key enrollment transactions. The committee will also explore methods of identifying students who may benefit from existing 'completion grant' funds, and further evaluate the effectiveness of completion grants and related strategies as they relate to actual graduation outcomes, in particular for populations that are identified areas of focus for bridging achievement gaps.

Membership:

Maureen Armstrong	Associate Dean of Students
Gregory Bouquot	University Registrar
Elsie Gonzalez	Assistant VP for Diversity & Inclusion
Jennifer Lease Butts	Assistant Vice Provost for Enrichment Programs Director of Honors Programs
Mona Lucas (chair)	Assistant Vice President for Enrollment Policies & Strategic Initiatives
Suzanne Peters	Director of Student Financial Aid Services
Maria A. Sedotti	Director Orientation Services
Ellen Tripp	Director of the Student-Athlete Success Program

Summary of Activity:

The Undergraduate Enrollment and Fiscal Services Committee discussed the charge and brainstormed about approaches we might undertake to address the charge. Examples include but are not limited to (1) develop a list of barriers/challenges undergraduate students experience related to registration, financial aid and billing (2) benchmark with peer institutions as to their related undergraduate student challenges and approaches utilized to address the challenges (3) research national best practices (4) contact institutions offering Completion Grants funded through the Lumina Foundation initiative or obtain published reports outlining initiative outcomes (5) obtain, evaluate and develop recommendations on UConn's approach to Completion Grants (Policy Exception Grants).

Joint Taskforce Meetings

Twice annually, the R&G Executive Committee will convene a Joint R&G Taskforce Summit, at the end of the Fall and Spring terms. The first Summit will be held at the end of the Fall 2020 semester, and will provide each of the committees an opportunity to share activity and progress of the committees, and allow for collaborative work across the committees.

Financial Aid

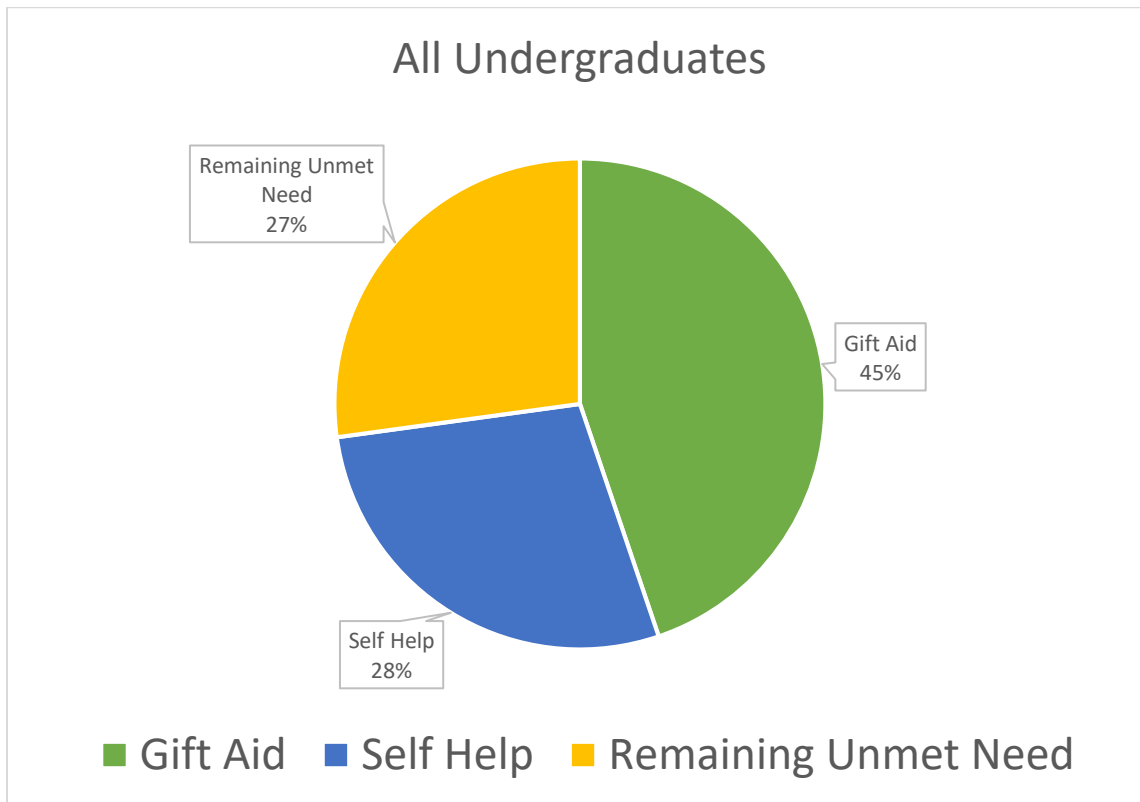
The university is aggressive in its investment in financial aid resources to reduce financial barriers associated with the pursuit and completion of a college education at UConn. EPM directs financial aid activity utilizing the following guiding principles:

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

By the end of the FY19 Fiscal Year, UConn distributed approximately \$190 million to approximately 15,200 undergraduate students. Forms of gift aid include Federal programs (Federal Pell, SEOG), State grants, Foundation supported awards, and institutional scholarships and grants. Of these funds, \$145 million, or 76%, in gift aid directly covered demonstrated financial need of Free Application for Federal Student Aid (FAFSA) filers.

The overall financial need of UConn students is sizable, coming in at a total of \$325 million. The balance of remaining unmet need is addressed with student loans, federal work study (self-help) and other personal or family resources (e.g. family support, college savings plans).

The below pie chart illustrates the total financial need of our undergraduate students, and the manner in which it is addressed at UConn.



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

R&G Member	Title
Rae Alexander	Director of International Student Support Services
Maureen Armstrong	Associate Dean of Students
Lloyd Blanchard	Associate Vice Provost, Budget, Management & Institutional Research
Gregory Bouquot	University Registrar
Joe Briody	Interim Assistant VP for Student Affairs
Sarah Croucher	Director of Academic Policy
Eleanor Daugherty	Associate Vice President for Student Affairs & Dean of Students
Dan Doerr	Assistant to the VP for Student Affairs for Assessment and Strategic Planning
Nathan Fuerst (chair)	Vice President for Enrollment Planning & Management
Jeff Gagnon	Enrollment Analyst & Fiscal Officer
Michael Gilbert	Vice President for Student Affairs
Elsie Gonzalez	Assistant VP for Diversity & Inclusion
Eva Gorbants	Assistant Dean for Academic Affairs & Director of Advising, School of Fine Arts
Vern Granger	Director of Undergraduate Admissions
David Gross	Associate Department Head Undergraduate Program, Mathematics
Fany Hannon	Director Puerto Rican/Latin American Cultural Center
Kathleen Holgerson	Director of Women's Center
Lauren Jorgensen	Director of Office of Institutional Research and Effectiveness
Jennifer Lease Butts	Assistant Vice Provost for Enrichment Programs Director of Honors Programs
Leo Lachut	Director of Academic Achievement Center
Mona Lucas	Assistant Vice President for Enrollment Policies & Strategic Initiatives
Katie Martin	Program Director Greater 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 of Student Financial Aid Services
Willena Price	Director African American Cultural Center
Maria A. Sedotti	Director Orientation Services
Annmarie Seifert	Campus Director Avery Point Campus
Patricia Szarek	Associate Director for Enrollment Management
Ellen Tripp	Director of the Student-Athlete Success Program
John Volin	Vice Provost for Academic Affairs
Dan Weiner	Vice President for Global Affairs
Dana Wilder	Interim Associate Vice President & Chief Diversity Officer
Jeff Winston	Data Base Systems & Solutions CETL

Appendix B: R&G Strategic Plan Inventory

Below is a summary of the strategies and actions identified by the R&G Strategic Plan that was issued in 2019, along with associated statuses.

Strategy	Action	Due Date	Status	Outcome
1. Create Data Rich Environment	A. Designation Nexus as UConn's Student Success System	Summer 2019	Complete	Clarity in information system utilized to actively manage retention initiatives at UConn
1. Create Data Rich Environment	B. Assess and Implement Enhancements to Nexus	Summer 2019	Complete	Create new fields and features necessary for categorization of notes, and to facilitate prompts and nudges to faculty/staff and students, respectively.
1. Create Data Rich Environment	C. Determine Points of Deployment for Nexus	Summer 2019	Complete	Establish scope of implementation/utilization of Nexus, and plan for necessary planning and training.
2. Create and Scale Actionable Analyses	A. Repeat the work of Completion Analysis Subgroup on Regionals, Transfers	Fall 2019	Incomplete	Reveal profile and demographics of students at risk for attrition from regional campuses and among transfer students
2. Create and Scale Actionable Analyses	B. Conduct Analyses and Develop Retention Models	Fall 2019	Ongoing	Develop predictive models and conduct analyses to determine meaningful prompts and nudges. Analyses should not only identify what information is actionable, but also determine appropriate timing of outreach.
2. Create and Scale Actionable Analyses	C. Enhance R&G Reporting Dashboard with ability to slice/filter on key characteristics	Fall 2019	Complete	Creates a secure environment for Vice Presidents, Deans and Department Heads to reveal student success metrics for respective units.
3. Comprehensive Communication & Collaboration	A. Establish Retention Protocols, Communications Templates and Training Program	Fall 2019	In Progress	Establish clear pathways for referrals, calendar for key points in the academic year for engagement, communication standards and a training program for all points of deployment of retention initiatives.
3. Comprehensive Communication & Collaboration	B. Identify Delivery Points for Student Nudges	Fall 2019	In Progress	Identify what nudges should be implemented for delivery directly to students via email, text and print. These prompts should be integrated with Nexus, and be determined through analysis in Strategy 2, Action B.
3. Comprehensive Communication & Collaboration	C. Identify Prompts for Faculty/Staff to Proactively Engage with Students	Fall 2019	In Progress	Identify what prompts should be implemented to send advisors and student services offices in order to conduct proactive outreach to students. These prompts should be integrated with Nexus, and be determined through analysis in Strategy 2, Action B.
4. Reinforce Enrollment Intervention Points	A. Completion Grants	Summer 2019	Complete	More sophisticated analyses will strengthen impact of completion grant initiatives, resulting in more impactful awarding of grants.
4. Reinforce Enrollment Intervention Points	B. Student Progression to Degree	Summer 2019	In Progress	Identify students who are eligible, or nearly eligible, for graduation, and the respective barriers to the conferral of their degree. Conduct direct outreach to students, where appropriate, or refer to advisors or other campus experts for outreach to students.

Appendix C: R&G Leadership Dashboard

Below is a screenshot of the R&G Leadership Dashboard that was established by the Office of Institutional Research and Effectiveness, in collaboration with the Division of Enrollment Planning & Management. The dashboard provides Deans, Campus Directors and others the capacity to drill down in to student success metrics through using numerous variables.

The screenshot displays the SAS Visual Analytics interface for 'Retention Data - Storrs Campus - Retention After 1 yr.'. The main data table is as follows:

Entry School	Entry Department	Retention Description	Entry Term	Fall 2016 Counts	Fall 2017 Counts	Fall 2018 Counts
Liberal Arts & Sciences	Anthropology	NOT Retained and data present in Clearinghouse		-	1	1
		Retained and same school		2	3	2
	Center for Integrative Geosciences	Retained and same school		1	2	-
		Dismissed from the University		1	-	-
	Chemistry	NOT Retained and data NOT present in Clearinghouse		1	1	-
		NOT Retained and data present in Clearinghouse		1	1	-
		Retained and same school		39	42	25
	CLAS - Other HU	Retained but changed school		9	5	10
		Dismissed from the University		-	1	-
	CLAS - Other LS	Dismissed from the University		8	4	9
		NOT Retained and data NOT present in Clearinghouse		2	2	4
		NOT Retained and data present in Clearinghouse		5	14	15
	CLAS - Other PS	Retained and same school		273	254	231
		Retained but changed school		18	27	28
	CLAS - Other SS	Retained and same school		1	-	1
Retained but changed school			-	1	-	
Communication	Dismissed from the University		-	1	-	
	Retained and same school		2	8	6	
	Retained but changed school		-	-	2	
		Dismissed from the University		2	-	2
		NOT Retained and data NOT present in Clearinghouse		-	1	1

The filter panel on the right includes the following sections:

- Select Retention Type:** Retention After 1 yr.
- Select Gender:** Female, Male
- Select Race/Ethnicity:** Asian American, Black, Hispanic/Latino, International, Native American, Native Hawaiian/Pacific Islander, Two or more races
- Select Residence Status:** 1.Connecticut, 2.Out-of-State, 3.International
- Select Entry STEM Category:** STEM, Non-STEM
- CAP Student?:** Yes, No
- Student Received Pell Grant?:** Yes, No

At the bottom, a note states: "Note: Selections on filters can change the table layout, with some options being expanded and some options being collapsed. To get back to the original format of the table use 'Refresh report' option at the top right corner with three vertical dots"