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RETENTION &

GRADUATION

REPORT

ABSTRACT
This report details trends in undergraduate student retention and graduation rates at UConn, and highlights university initiatives and actions aimed at improving these outcomes.

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Introduction

The Retention and Graduation (R & G) Task Force, initiated and led by Nathan Fuerst, the Vice President for Enrollment Planning and Managements (at the time), evolved over the years to include an Executive Committee of senior leaders and three subcommittees: the Research Committee, the Student Success and Intervention Committee, and the Policy and Procedure Barriers Committee. These groups and their functions are detailed in the May 2023 R & G Task Force Report. Since its inception, the R & G Taskforce produced an annual report, which was presented to the University Senate by Nathan Fuerst or a designee.

In the fall of 2023, because of the many transitions that were taking place at the University of Connecticut (UConn), Mona Lucas, Assistant Vice President for Enrollment Policies and Strategies and Gladis Kersaint, Vice Provost for Academic Affairs, were tasked with leading the R & G Taskforce. Unlike Lucas, Kersaint had not previously been involved with the task force or any of its subcommittees. Therefore, Lucas and Kersaint dedicated time to reviewing the previous reports and deliberating on future directions. They began their work in earnest by analyzing trends identified across the 2019-2023 R & G Task Force reports. A key finding was that the outcomes for UConn's diverse student population had remained consistent across the years. This analysis led to the convening of R &G Taskforce Executive Committee meeting in late fall 2023, where the consistent trends across the reports were shared and discussed. The Executive Committee members who participated in this meeting included:

- Daniel Burkey, Associate Dean, Undergraduate Education and Diversity, School of Engineering
- Sarah Croucher, Assistant Vice Provost for Academic Affairs
- Jim Hill, Executive Director, Office of Student Retention
- Lauren Jorgensen, Director of Institutional Research
- Gladis Kersaint, Vice Provost for Academic Affairs
- Mona Lucas, Assistant Vice President for Enrollment Policies & Strategic Initiatives
- David Ouimette, Executive Director, First Year Programs & Learning Communities
- Tadarrayl Starke, Associate Vice Provost for Student Success
- Frank Tuitt, Vice President & Chief Diversity Officer
- Dan Weiner, Vice President for Global Affairs

Based on this conversation, the Executive Committee decided not to reconvene the subcommittees. Instead, we agreed on two main courses of action for the 2023-24 academic year: 1) to continue to report on data obtained from Budget, Planning and Institutional Research (BPIR) to allow the monitoring of trends and 2) to identify efforts to support retention and graduation within each of our respective areas. This strategy aimed to leverage our individual capacities to access existing and initiate meaningful activities related to our areas of responsibility, thereby engaging in activities to enhance student retention and graduation without the immediate need to convene the subcommittees during this period of university transition. In addition, the availability of this information can support collective efforts to enhance undergraduate student retention and graduation.

Moving forward, the Vice Provosts for Student Success and Academic Affairs will assume leadership responsibilities for university efforts focused on undergraduate student retention and graduation.

The 2023-24 academic year (AY23-24) marked a year of significant transitions for the University. In particular, the elimination of the Division of Student Affairs resulted in the transition of the existing student affairs units into the Divisions of Student Life and Enrollment (formerly Enrollment Planning & Management) and Division of Academic Affairs as noted below.

Table 1. Reporting Unit of the Former Division of Student Affairs Units

Division of Student Life and Enrollment	Division of Academic Affairs
Community Standards	Center for Students with Disabilities
One Card	Dean of Students
Residential Life	Student Activities
Student Affairs Information Technology	Student Care and Concern
Student Health and Wellness	Student Activities
Student Union	
UConn Recreation	

During this time, the Office of the Provost was also in transition. Appointed as the Provost and Executive Vice President in November 2022, Provost Anne D'Alleva was building her leadership team. In addition to the planned hire of a Vice Provost for Academic Operations, a Vice Provost for Student Success would be hired to address the addition of student affairs units to the Provost's Office. Beginning in July 2024, the Provost's leadership team will be comprised of the following individuals:

- **Vice Provost for Academic Affairs**, Gladis Kersaint, as of July 2023
  - Formerly Vice Provost for Strategic Initiatives, 2021-2023
- **Vice Provost for Health Sciences**, Amy Gorin, as of as of July 2023
- **Vice Provost for Academic Operation**, Dan Schwartz, as of January 2024
- **Vice Provost for Graduate Education and Dean of the Graduate School**,
  - Kent Holsinger, 2012 – 2024
  - Leslie Shor, as of July 2024
- **Vice Provost for Student Success**, Tadarrayl Starke, as of July 2024

The expansion of student affairs units within the Office of the Provost offered a valuable opportunity to reevaluate and enhance the alignment of personnel, units, and activities. This realignment will bolster support for faculty, staff, and students going forward. Specifically, the addition of student affairs units to the Office of the Provost served as a catalyst for reimaging how to support students, with a particular focus on meeting students where they are and supporting them as they come to, matriculate through, and move beyond the university.

Changing Student Demographics

The enrollment of first-year students at UConn has shown a significant trend towards greater diversity. Appendix A illustrates this progression: in fall 1990, only 10.9% of the student body, out of 17,999 students, were from minoritized backgrounds. This figure has impressively increased to 44.4% of 24,356 students in fall 2023. The term "minoritized" encompasses students who identify as American Indian or Alaskan Native, Asian, Black/African American, Hispanic/Latine, Native Hawaiian or Pacific Islander, or

Two or More Races. In addition, UConn continues to admit a growing number of first-generation and low-income students from all races and ethnicities.

This notable demographic shift underscores the importance of not only assessing the overall academic and social outcomes at UConn but also of conducting a nuanced analysis of the experiences and achievements of students across different demographic groups and across all UConn campuses. Such targeted examination can reveal valuable insights into how the University can further support an accessible, diverse, and inclusive academic environment.

Residual Effects of the COVID-19 Pandemic on Students

In addition to these demographic shifts, more recently, it has become important to highlight first-year student cohort differences considering students' experiences before and during the COVID-19 pandemic as well as the residual effects for years to come. As was done in prior reports, we repeat and build on this information to highlight the importance of understanding our students and their needs as we aim to enhance retention and graduation outcomes.

The Fall 2019 cohort of first-year students embarked on their university journey with traditional expectations, only to have their academic and social life abruptly transformed by the pandemic in early 2020. This group had to adapt to remote learning and missed out on many rites of passage – showcasing remarkable resilience and flexibility. Transition to college was complete, relationships with peers, advisors and faculty had been established. With this group, no pandemic induced high school learning-loss was present. However, they had to adjust to an altered university learning and social environment.

Students who enrolled in Fall 2020 began their university experience during the pandemic. As high school seniors, they had the final two months of their high school experience disrupted. Students missed closing high school milestones, such as prom, commencement, and other typical celebrations. They experienced orientation online and had limited to no in-person engagement upon arrival at UConn, if they physically arrived on campus at all. Relationships with peers, advisors, staff, and faculty occurred under very different circumstances than what was traditional. However, high school credentials, including test scores, were influenced by the pandemic to a limited degree or no degree at all. Which is to suggest minimal high school learning-loss was present.

The Fall 2021 cohort entered university as the world began to adjust to the new norm, with hybrid learning models becoming more normal. These students experienced a mix of online and in-person learning. Because of the multi-year disruptions to their high school experience, this is the first cohort to demonstrate some form of high school learning-loss. As it was at UConn and elsewhere, high schools switched to Pass/Fail grades. Students had limited access to standardized tests, accelerating a previously existing Test Optional movement. The transition to college again occurred virtually. Upon arrival, while restrictions were less significant than Fall 2020, relationships were established under impediments of the pandemic. And finally, by the spring semester, we were solidly emerging from COVID restrictions and limitations to the student experience that were imposed by the pandemic.

Beginning in Fall 2022 there was a gradual return to more traditional campus life. However, the residual effects of the pandemic continue to be observed. Students continue to enter the university with challenges that include, but are not limited to:

- **Mental Health Concerns:** The uncertainty and isolation brought about by the pandemic have had a significant impact on students' mental health. Many have reported increased levels of stress, anxiety, and depression due to concerns about their health, the health of their loved ones, and the disruption of their academic and social lives.
- **Academic Disruptions:** The sudden shift to online learning, and later, hybrid models, while necessary, disrupted the traditional educational experience. Students have faced challenges with the lack of hands-on learning, difficulties in maintaining motivation and discipline in a remote setting, and the struggle to adapt to new modes of assessment.
- **Social Isolation:** The limitation of in-person interactions has led to feelings of isolation among students. The lack of traditional campus life activities, such as clubs and connections has impacted their sense of belonging and community.
- **Financial Insecurity:** The pandemic and the current inflationary economic environment have led to economic downturns, affecting students' and their families' financial stability. Many have faced increased financial stress due to the loss of part-time jobs, internships, or family income, complicating their ability to pay for tuition, housing, and other necessities.
- **Digital Divide:** The shift to online learning highlighted the digital divide, with not all students having equal access to the necessary technology and reliable internet. This has exacerbated inequalities, affecting students' ability to participate fully in their education.
- **Uncertainty about the Future:** The pandemic has introduced a great deal of uncertainty about the future, affecting students' career prospects, study plans, and personal goals. The rapidly changing job market and potential long-term impacts of the pandemic on various industries have added to the anxiety and uncertainty students face.
- **Impact of Social Unrest and Other Contemporary Issues:** The global pandemic period also witnessed significant social unrest, including movements for racial justice, climate change protests, political polarization, and, more recently, the Hamas-Israel war, deeply influencing university students' engagement and activism. These issues have heightened students' awareness and involvement in societal and global issues, leading to a more politically and socially engaged student body. However, they also present challenges in terms of campus climate and dialogue. We are now tasked with fostering environments where diverse viewpoints can be respectfully exchanged and where activism can be challenged into constructive community and global contributions. Collectively, contemporary issues such as the ongoing impacts of climate change, racial tensions, economic uncertainties, and the rapid pace of technological change continue to shape students' concerns, priorities, and engagement both inside and outside the classroom.

In sum, the residual effects of the pandemic have significantly impacted student engagement, both academically and socially. The extended periods of isolation and remote learning have disrupted traditional learning environments and, for some, hindered the development of interpersonal and social skills essential for classroom and extra-curricular participation. Many students continue to struggle with motivation and mental health challenges, which further detracts from their ability to engage fully in university life. Consequently, we are now faced with the critical task of rekindling engagement and rebuilding community to foster a supportive, accessible, inclusive, and interactive educational experience.

The Impact of Technological Advancements

More recently, the rise of artificial intelligence (AI) has and will continue to significantly impact students' academic and future career landscapes. AI technologies have the potential to transform the way students learn, offering personalized learning experiences, virtual tutoring, and new forms of academic assistance. However, AI also presents ethical considerations and challenges related to data privacy, academic integrity, and the potential for increased educational inequalities. On the career front, AI is reshaping job markets, introducing both opportunities in emerging technology fields and uncertainties about automation and the future of work. We are tasked with preparing students for these realities by integrating AI literacy and ethics into their curricula, promoting digital skills, and fostering critical thinking about the societal implications of AI and other emerging technologies. If embraced, this dynamic landscape will encourage students to engage deeply with technology, not just as users but as informed citizens and potential innovators who can steer AI development towards positive societal impacts.

Retention and Graduation Trends from 2012-2022

In this section, we summarize the findings from Appendix B: Overall Student Success 10-Year Trends, which includes the data on retention and graduation across UConn's campuses for first year and transfer students from Fall 2012 to Fall 2022. A review of this data reveals a comprehensive narrative that highlights the University's strengths and areas for improvement.

Overall UConn Storrs Trends

UConn continues to stand out as a top-tier university that continues to be a leader for its exceptional overall student success rates. The data reveals the following for the UConn Storrs campus:

- **First-Year Retention Rate**: Consistently high, ranging between 91% and 94%.
- **Four-Year Graduate Rate:** An impressive increase from 72% to 76%, indicating most students complete their degrees within a reasonable timeframe.
- **Six-year Graduation Rate:** Between 83% and 85%, further underscoring the University's effectiveness in facilitating student success.
- **Average Time to Degree:** At 4.1 years, this is indicative of efficient pathways and supports in place for timely graduation. Moreover, compared to peer institutions, UConn is highly ranked, which can be attributed to the quality and effectiveness of its educational program and student support services.

Trends for Disaggregated Student Demographic Groups

Despite these achievements, the data also reveals that specific student demographic groups experience lower retention and graduation rates, highlighting areas for targeted intervention. While it is important to exercise caution when comparing student outcomes between the Storrs campus and regional campuses, the data shows that, generally, retention and graduation rates are lower for students at regional campuses, though there are some differences among these campuses. Notably, gaps in retention and graduation rates were observed for the following populations across all UConn campuses.

- **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.)
- **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.)

While not represented in the tables in this document, dashboards developed by the Office of Budget, Planning & Institutional Research (BPIR) are allowing us to compare the groups and subgroups of students across multiple variables, including Federal Pell Eligibility and First-Generation (i.e., neither parent nor guardian has a degree from a four-year college) status. When doing so, we observe the following:

- **Pell Grant Recipients:** Female Federal Pell recipient retention increased overall, especially among Black and Latine students. Conversely, White Male Federal Pell recipient retention has dropped to 90% from last year's all-time high of 96%.
- **First-Generation Students**: First-generation retention increased for Male First-Generation students, while rates for Female First-Generation students remained flat. Perhaps one of the most significant increases; however, is among Black Males who are First-Generation, with a 13-percentage point increase from Fall 2021 (73%) to Fall 2022 (86%).

Given UConn's typically high overall retention and graduation rates, it is critical to delve into the outcomes for specific demographic groups of students. This examination becomes increasingly vital as the diversity of UConn's incoming first-year classes continues to grow (refer to Appendix A).

University Initiatives to Enhance Undergraduate Student Retention and Graduation

The AAC&U has identified [high-impact teaching and learning practices](#) (HIPs) demonstrated to have substantial educational benefits for students who engage in them, including students from demographic groups that have traditionally been underrepresented in higher education. The HIPs are:

- 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

While UConn has implemented programs that encompass several HIPs, there is a pressing need to expand these initiatives to ensure they effectively support and cater to our diverse student body. Currently, the implementation of some HIPs depends heavily on the initiatives of specific units, or on the initiative of an individual or small groups of faculty members, highlighting the need for broader, more coordinated efforts to bring them to scale and maximize their impact on student engagement, retention, and graduation.

Moving forward, we recommend that each school/college and units/departments actively monitor and report on the execution and outcomes of utilized HIPs and related activities as part of routine reporting, such as annual reports, programmatic assessments, and academic program reviews. By doing so, we can better assess their collective effectiveness and make informed decisions to enhance these practices, ultimately improving student outcomes across the board.

In the sections below, we highlight various initiatives and actions implemented by the University to enhance undergraduate student retention and graduation rates. This overview encompasses both long-standing efforts and recent actions taken in response to recommendations from previous R & G Task Force reports. While comprehensive, this list is not exhaustive; for example, it excludes specific actions undertaken by individual schools/colleges or other university units.

We present this information to inform the University community about the diverse efforts and support systems available. This awareness ensures that future actions taken by faculty, programs, and units can effectively integrate with, build upon, or extend existing University efforts. This will ensure we leverage limited human and fiscal resources to have greater impacts by investing in, supplementing, or extending existing University initiatives.

Actions to Improve Communication with Students and Families

Because UConn continues to enroll an increasing number of first-generation students and students from under-resourced circumstances, we must refine our communication strategies to ensure they address the unique challenges and barriers these students might face (refer to Appendix A). First-generation students of all races and ethnicities (i.e., neither parent nor guardian has a degree from a four-year college) may require clearer explanations of academic norms and expectations, financial aid processes, and campus resources. Low-income students may benefit from targeted information about scholarships, part-time job opportunities, and cost-effective living options. In addition, they may need support to meet the curricular expectations (e.g., transportation to participate in experiential learning opportunities). An inclusive communication approach helps demystify the complex landscape of higher education, fostering a supportive environment that enhances students' educational experiences and retention. By adapting our communication methods, we can help level the playing field for our students, promoting greater accessibility and success for these underserved groups.

Below we share several strategies the University has adopted to improve communication with students and their families. We urge academic departments to review their communication approaches and explore methods to make them more accessible to our diverse student body, especially for those who require assistance in navigating the higher education landscape.

One Stop Student Services

One Stop Student Services was established to streamline assistance for students and families, combining services previously scattered across three different offices – registration, financial aid, and admission – into a single, more efficient point of contact. By cross-training customer service staff from these departments, we enable students to resolve multiple concerns in one interaction, enhancing efficiency and reducing the need for multiple visits or calls.

Since opening in January 2024, One Stop has significantly reduced the number of student contacts – through emails, phone calls, and drop-ins – compared to the totals from the three former offices combined, indicating fewer instances of students being shuffled between offices. In less than four months, One Stop has successfully managed four critical periods: the start of the semester, admissions decision releases, registration appointments, and the withdrawal deadline. As of late April/early May, One Stop began releasing financial aid offers for the 2024-25 academic year (AY24-25).

Continued staff development remains a top priority throughout this inaugural year. One Stop is committed to enhancing its team's capabilities with ongoing training sessions held two or three times weekly. Looking ahead, One Stop plans to refine their daily operational tools to boost efficiency further and are laying the groundwork for the establishment of regional One Stop offices to expand their reach and impact.

Undergraduate Catalog

The Undergraduate Catalog is a required publication of the University, but it is also an essential resource for students. It provides detailed information about academic policies, program and degree

requirements, course descriptions, and more. It serves as a go-to reference to help students avoid pitfalls and ensure compliance with academic standards.

Students should easily be able to make informed decisions about which courses to take for required course sequences based on clear descriptions of courses and majors. By ensuring the catalog is user-friendly, accessible, and integrated with other student support systems, stakeholders (students, faculty, advisors) can use it as a tool for supporting student retention and timely graduation.

The catalog is also increasingly recognized as an external facing document. New statutory requirements mean that program descriptions, as presented in the catalog, are included on the Connecticut Office of Higher Education Postsecondary Credential Registry. This makes it more likely that catalog information will be found by students when searching for information on specific majors.

Implementation is underway for the CourseLeaf curriculum management software to present the Undergraduate Catalog, and to handle the workflow for all courses and curricula approval processes. To date, CourseLeaf has already been implemented for course scheduling. Once fully operational, CourseLeaf will improve available data related to undergraduate education, such as the experiential learning opportunities we offer students.

Implementation of CourseLeaf will include improved processes and guidelines aimed at improving the undergraduate catalog as an effective source of information for students. Accessibility of the catalog is vital to all students, particularly first-generation students, so they can navigate their educational journey efficiently and effectively. Initial advice for faculty and programs to ensure information submitted is accurate, student-centered, and helpful include:
- Make sure all descriptions, whether they are for courses, programs, or policies, are clearly written and free of jargon. Use straightforward language that can be easily understood by someone who might not have a deep knowledge of your subject area or university norms.
- Think about the questions and concerns students might have when reading the catalog. Include information that addresses these points, such as specific outcomes, real-world application of the course content, and how the program ties to potential career paths.
- Provide enough information to fully explain the course or program requirements but avoid unnecessary details that could overwhelm or confuse students. Aim for a balance that offers depth without sacrificing clarity.
- Regularly review and update the content of the catalog (and program websites) to prevent outdated information from misleading students.
- Clearly list prerequisites for courses and suggest a sequence for taking them. This helps students plan their academic journey without encountering surprises that could delay their progress.
- Articulate what students are expected to know or be able to do by the end of the course or program (i.e., learning objectives). Program learning objectives are a requirement for all educational programs. Clarity on learning outcomes for the program and courses are best practices to support student understanding of educational expectations.

Orientation Messaging and Presentations

Over the past two years, as New Student Orientation transitioned back to its traditional in-person format, Undergraduate Advising has worked to align the messaging of presentations to incoming students, orientation leaders, and families. The language used in these presentations has emphasized principles such as student responsibility, the advisor's role, supporting students through challenges and

growth, and normalizing the act of seeking help. By maintaining the use of consistent messaging across all schools and colleges, the aim is to foster a sense of responsibility, trust, and support among undergraduates as they commence their academic journey at UConn.

Strategic Communications Working Group

Since Fall 2022, the Director of Undergraduate Advising has led a small working group of advising leaders and campus partners aimed at improving and coordinating communications with students, as well as with one another. This initiative was launched to minimize unexpected policy communications, ensuring clear and effective messaging while avoiding redundancy.

Significant achievements of the group include enhancing midterm grade communications, identifying institutional weakness, and creating a communications calendar that will eventually be shared beyond the group. With the integration of staff from One Stop in Fall 2023, this collaboration has strengthened, centralizing student-facing inquiries and communications.

Moving forward, this partnership will develop a comprehensive strategy and timeline for optimizing communications, ensuring clarity on who is messaging students, when correspondences are sent, and evaluating the effectiveness of these communications through both qualitative and quantitative data.

Informing Stakeholders about the New Common Curricula

In anticipation of the new General Education program, the [Common Curriculum for Leadership and Global Citizenship](), launching in Fall 2025, the Communication and Coordination Subcommittee of the University Senate's Common Curriculum Committee (CCC+) is developing a comprehensive communication plan. This plan will detail the program's features and requirements, ensuring all stakeholders are well-informed. The Subcommittee will partner with University Communications to create a Communications Toolkit. This toolkit will standardize the presentation and messaging across all Common Curriculum materials, establishing a clear brand for this program. The toolkit will address the specific needs of diverse stakeholders, including new undergraduate students entering in Fall 2025, prospective students, community colleges, participants in the Early College Experience (ECE), employers, parents, advisors, faculty, and relevant staff members. This initiative is already underway and will continue to evolve, ensuring effective and consistent communication about the Common Curriculum to all relevant parties.

Policy Actions

To ensure the efficacy of our policies, we must regularly assess their impact on student outcomes, making adjustments, when necessary, to avoid adverse effects. Additionally, we should consider and implement policies that are likely to yield positive results for students. We provide examples below of University Senate policy actions designed to enhance student outcomes. It is imperative to periodically review student outcomes to confirm that student-facing policies are achieving their intended effects.

Midterm Grades

Before AY23-24, University Senate By-Laws mandated that instructors of 1000 and 2000-level courses submit "warning grades" (C or below) for all students. However, beginning in AY21-22, the emphasis

shifted to encourage submission of *all* mid-semester grades. This change allowed students, advisors, and other campus partners to assess student performance holistically, moving away from a deficit-focused approach that only highlights underperformance.

In response to this new approach, amendments to the By-Laws were proposed and enacted in Spring 2023. These amendments required the submission of all midsemester grades for 1000- and 2000-level courses, not just "warning" grades. This policy shift, supported by strategic communications to faculty and campus partners, lead to a marked increase in the number of midsemester grades submitted – from 6,426 in Spring 2021 (warning grades only) to 28,661 in Spring 2023, and further to 66,865 in Spring 2024.

When midsemester grades are submitted, staff and faculty advisors can engage in efforts to acknowledge and encourage students who are doing well and provide additional support to students who may require some intervention. For example, First Year Experience and Learning Communities (FYE & LC) instructors are notified of students identified in academic risk via mid-semester grades. Instructors are encouraged to have personal conversations with the students and to provide strategies and connections to resources for success.

Feedback from advisors, campus partners, and students has underscored the benefits of this comprehensive approach, especially in providing more nuanced and strategic support to students facing challenges in one or more courses. Moving forward, the Provost's Office will maintain regular communications to reinforce the importance of this practice with all instructors, aiming to make the submission of midsemester grades a standard part of the university culture and achieve a near-total compliance for 1000- and 2000-level courses. In addition, Undergraduate Advising and student support units will continue to facilitate collaborative conversations on optimal strategies for reaching out to students regarding their midterm grades and available support. These discussions will focus on both timing and methods, advocating for strategic and supportive (non-punitive) interventions that foster holistic and academic success for students.

Scholastic Standing Review and By-Law Changes

Undergraduate academic advisors are regularly engaged with and support students who are on a status of academic warning, probation, or subject to dismissal. They serve as "Academic Support Advisors," closely working with students with these standings to review their Academic Success Plan (ASP) for the upcoming semester and conducting required academic success meetings.

Over the past several years, the Office of Undergraduate Advising conducted a thorough review of the University's Scholastic Standing process and its associated supports. This review culminated in a comprehensive report with recommendations, which was presented to the Provost's Office in Fall 2023. Following this review, significant amendments to the Senate By-Laws were proposed, debated, and approved in April 2024. These amendments included changes aimed at using more positive language, reducing the time away from the University after a first or second dismissal, and streamlining academic standings and thresholds. A summary of these approved By-Laws changes can be found on the University Senate website here.

Moving forward, it is essential for student success leaders to continually assess the scholastic standards reports and its recommendations. Engaging in ongoing discussions and strategic planning is crucial as we strive to support students who encounter academic challenges at the University. There should be a

particular focus on providing proactive support for students before they reach probationary status or face dismissal, aiming to mitigate academic difficulties early and effectively.

Student Holds Impacting Enrollment/Registration

Enrollment restrictions known as "student holds" have been employed by universities to ensure compliance with required actions, such as paying fees, meeting immunization requirements, completing specific educational programs (e.g., AlcoholEdu), and submitting transcripts. These holds prevent students from accessing certain facilities (e.g., UConn Recreation Center) or registering for future courses until the requirements are met.

During the pandemic, the use of such holds significantly increased. However, evidence suggests that holds merely delay the enforcement of compliance until students meet with their academic advisors, who, although not directly responsible for imposing these holds, are perceived as gatekeepers to students' future success. It is important to note that advisors can only remove advising-related holds, not the myriad of other types that affect a student's ability to register for courses.

In response to these challenges, several initiatives have been undertaken. In 2021, a "Holds Moratorium" was introduced to prevent the placement of non-essential holds during two critical periods: the five business days before 1) the start of each semester through the 10th day in the semester and 2) registration for the next term through the end of the opening of the registration window. This moratorium has helped make the process of holds more predictable and has reduced instances of students encountering unexpected holds.

Additionally, a subcommittee of the R & G Task Force met throughout the 2022-23 year to evaluate the impact of holds and develop standards for their future use. Although no definitive policy changes emerged from these discussions, there was a notable decline in the number of holds affecting student registration during AY23-24.

Data shows that first-generation students, under-represented students, and regional students are most likely to be affected by multiple holds, which in turn hinders their timely registration, retention, and graduation prospects. Moving forward, it is critical to continuously assess and judiciously determine the necessity and timing on non-advising holds that impact registration, to minimize barriers to student success.

Office of Academic Integrity and Scholastic Standards

To enhance support for students facing academic challenges, we plan to establish a comprehensive office dedicated to assisting students who have violated the Academic, Scholarly, and Professional Integrity and Misconduct (ASPIM) Policy or are not meeting scholastic standards, including those on academic notice, suspension, or who have been dismissed from a school/college and are seeking alternative pathways within the University to complete their education. Our primary aim is to address the root causes of their academic issues, helping them return to good standing and achieve their educational objectives.

Currently, these services are segmented across three different units:
- **Community Standards:** Manages the academic integrity procedures for undergraduate students.
- **The Graduate School:** Manages the academic integrity procedures for graduate students.
- **Undergraduate Advising:** Handles the scholastic standards process for undergraduate students.

In April 2023, the University Senate endorsed the new ASPIM policy and its procedures to tackle systemic issues identified with the academic integrity processes since 2006, which had not been previously resolved. The policy was implemented in the fall of 2023, with procedures set to commence once the new Office of Academic Integrity is operational.

In the academic year 2023-24, the Provost's Office identified additional gaps in student support relating to academic integrity and scholastic standards. To address these issues, we decided to consolidate efforts into a centralized entity. The Office of Academic and Scholarly Integrity and Scholastic Standards will oversee the academic integrity processes for both undergraduate and graduate students, as well as manage the scholastic standards process for undergraduate students. The Provost's Office concluded that a unified office could effectively address these areas. When established, this Office will:

- **Promote a culture of integrity**: Lead initiatives to foster academic, scholarly, and professional integrity across UConn.
- **Educational Initiatives:** Undertake educational roles, offering workshops, seminars, and resources to educate students, instructors, and advisors helping them to understand and navigate relevant policies and processes.
- **Develop training materials**: Create tutorials and training sessions, such as online modules and webinars, to clarify policies, procedures, consequences, and available support.
- **Offer consultative services**: Assist faculty, staff, and students regarding the ASPIM policy and scholastic standards, including interpretations of the policy, advice on best practice, and support for students accused of violations or who do not meet academic standards.
- **Handle ASPIM Violations:** Investigate reports of academic dishonesty and conduct hearings and interviews, gather evidence, and determine the veracity of allegations.
- **Support due process**: Aid those involved in hearing panels, grievances, or appeals processes.
- **Collaborate for student success**: Work with Undergraduate Advising and other support services to ensure students have the necessary resources to succeed.

The University recognizes the vital importance of establishing this office to enhance student success. However, current fiscal challenges are hindering our ability to move forward with its creation. In the interim, we will continue to utilize our existing approaches. Moving forward, ongoing discussions will focus on finding ways to realize this initiative in the future.

Advising Actions

Professional staff, faculty, and career advisors each play distinct yet complementary roles in supporting students' academic and professional growth. Professional staff advisors help students understand degree requirements, select appropriate courses, and plan their academic schedules to ensure timely graduation. They also assist students with overcoming academic challenges and connect students to campus resources (e.g., tutoring, counseling, and other services) to support their academic success and personal development. Faculty advisors offer expert guidance in their specific fields of study, helping students navigate complex academic decisions and providing insights on career paths and industry trends, including necessary qualifications and potential employers. They may also connect students with their professional network, internships, job opportunities, and professional associations. Faculty advisors can act as advocates for students within the academic department, particularly in matters related to academic progress or department-specific opportunities. Career advisors in the Center for Career Development specialize in providing guidance related to career planning and job search strategies,

offering resume critiques, interviewing tips, and networking opportunities. This tailored advice helps students align their academic experiences with their career aspirations, enhancing their employability and ensuring smoother transitions into the workforce. Together, these advisors create a holistic support network that addresses various aspects of a student's university experience and post-graduate success.

Professional Staff Advising

Led by the Office of Undergraduate Advising, we highlight several proactive measures taken by professional advisors to bolster undergraduate student retention and graduation rates. In a strategic move towards fostering cohesive advising practices, the role of the Office of Undergraduate Advising will undergo expansion. Commencing in the summer of 2024, the Academic Center for Exploratory Students and the Bachelor of General Studies program will transition from the Institute for Student Success to the purview of the Office of Undergraduate Advising.

Moreover, Undergraduate Advising will have a dotted-line supervisory relationship with all other advising units, including those situated within schools/colleges and regional campuses. A dotted-line supervisory relationship refers to a structure where an employee (i.e., professional staff advisor in schools/colleges) reports to a primary supervisor while also having a secondary reporting line to another supervisor or unit (i.e., Undergraduate Advising). This expanded oversight will facilitate streamlined coordination and cooperation among advising entities university-wide. Furthermore, Undergraduate Advising is committed to elevating the professional development of academic advisors by providing comprehensive training, pertinent information, and essential resources for both staff and faculty advisors.

This strategic alignment empowers the Office of Undergraduate Advising to collaborate with schools/colleges, regional campuses, and professional staff advisors throughout the University to address critical challenges such as identifying and implementing targeted strategies to support at-risk student populations (e.g., transfer students who may face unique advising needs within UConn's current structure). Additionally, Undergraduate Advising will engage in a thorough examination of all advising practices, including advisor caseloads to ensure advisors have the requisite time and resources to cater to the evolving needs of our diverse student body. Moreover, the transition process for students moving between different types of advisors, such as from professional staff advisors to faculty advisors, will be examined to ensure the University provides a seamless experience where all students feel supported.

Types of Advising Services Provided

Professional staff advisors offer a range of advising supports that focus on the needs of various categories of students.

Mandatory Advising, Advising Appointments, and Drop-In Advising

Advising is fundamental to student success. Across our schools, colleges, and regional campuses, advisors engage with students from the initial Open Houses and UConn Bound days in the spring, continuing through New Student Orientation, and multiple engagement opportunities throughout the academic year. In response to evolving student needs, advising units have diversified their methods, modalities, and resources to meet their students' needs. This includes offering both virtual and in-person appointments, expanding peer-mentoring and other advising initiatives, and providing various drop-in options.

As our student population has increased, advising teams are serving larger groups of students on their caseloads, resulting in the emergence of creative group advising approaches and shared training and caseload management. Consistent with evidence-based practices in advising and student success, most schools/colleges and regional campuses mandate that first-year students (and often, students in subsequent years) participate in regular advising. This ensures that students consult with advisors, make informed decisions about their courses, and receive necessary support.

Effective advising relies on sufficient resources, including enough advisors to allow for meaningful engagement with students, especially those requiring extra assistance. Moving forward, it is imperative that we define advisor roles and manage their caseloads prudently to support our undergraduate students effectively, meet their intricate curricular demands, and provide the mentorship and resources necessary for their successful navigation of UConn. This is particularly important given the growing number of challenges confronting our students.

Targeted Outreach to Unregistered First-Year Students

Advisors and advising units maintain regular communication with their advisees to help them prepare for course registration, understand degree requirements, explore opportunities, and access necessary resources. However, the COVID-19 pandemic heightened concerns about student success and retention. In response, over the past two years, undergraduate advising teams have proactively reached out to first-year students who remain unregistered for the next term's classes after registration has opened to all continuing students, typically around mid-November and early April.

This focused outreach has not only enhanced student retention but has also provided critical insights into the barriers affecting student registration and retention, as well as the reasons students may choose to leave UConn. As of May 20, 2024, 93.3% of first-time, full-time undergraduates from the Fall 2023 cohort at the Storrs campus have registered for the Fall 2024 term. Registration closed for continuing students on May 17, 2024 and will reopen on July 23, 2024. For regional campuses, the current registration rate stands at 79.7% for their Fall 2023 entering cohort.

Moving forward, it is essential that any student success strategy includes a concrete timeline for engaging students who have not registered, as well as clearly defined pathways for outreach and support that involve more than just undergraduate advisors. These measures are crucial for ensuring all students have the guidance and resources they need to successfully navigate their academic journeys.

Academic Center for Exploratory Students (ACES)

ACES is UConn's academic advising program for students who want to explore the University's academic opportunities before deciding on a field of study and for students who must complete specific requirements before applying to an application-based major. ACES also provides a non-residential learning community for students who are exploratory majors to help them build a sense of community as they navigate their UConn journey and seek to confirm their major plan of study.

Generalized Advising

To address an identified gap in our advising services, ACES advisors have stepped up to provide direct advising to students who are not ACES/exploratory students. Without a general advising office at UConn, ACES advisors have intervened to provide a critical need for students seeking to get advising advice for their major, including students who are looking to switch their major or who have been supplementarily

dismissed from their school/college and want to explore other available options. Because this approach is not sustainable, moving forward, the Office of Undergraduate Advising will consider how this type of advising should be addressed and propose strategies for consideration by the Provost's Office.

Pre-Professional Advising

The Office of Pre-Professional Advising, housed within Enrichment Programs, offer education and services to all UConn students and alumni interested in medical, dental, or legal careers as they establish and achieve professional school admission and career goals.

Transfer Student Advising

In the absence of a dedicated transfer student advising office, ACES advisors have taken the initiative to offer crucial support to transfer students. ACES advisors lead a collaborative initiative to provide transfer student mentoring through Transfer Insiders. Moreover, they spearheaded a university-wide initiative aimed at enhancing the overall experience of transfer students at UConn. Programming includes connections to campus resources and Transfer Insiders, a mentoring program for transfer students. At this time, UConn does not have an identified approach for supporting these students who may fall through the cracks. Because this approach is not sustainable, moving forward, the Office of Undergraduate Advising will consider how this type of advising should be addressed and propose strategies for consideration by the Provost's Office.

Bachelor of General Studies (BGS)

Given students' diverse interests and needs, beginning in summer 2024, the University will engage in a planning effort to revitalize and expand its Bachelor of General Studies (BGS) program to provide students greater options for earning their degree credentials. The BGS is an individualized undergraduate degree designed for students who want a broad education rather than specializing in a specific field. The BGS typically allows students to take courses from a variety of disciplines (e.g., combining multiple minors), allowing students to tailor their education to their personal interests and career goals. Unlike traditional degree programs that require a specific major in a focused area of study, a BGS program provides a broader scope of course selection across various disciplines. This flexibility can be particularly beneficial for students who have diverse interests or who are unsure about committing to a single field of study. The BGS program can support student retention and graduation by serving our diverse populations of students, including non-traditional students and those in the military.

Graduation Planning & Advising (Record Review)

In partnership with the Registrar's Office, BGS staff review records of students with high credit hours to determine if they will qualify for enrollment in BGS to complete their degree within the retention table period. Staff advise students on the best path for them to finish their degree if the student does not elect to enroll in BGS.

Students With Significant College Credits, But No Degree

The BGS degree offers a practical and efficient pathway for students with high college credits to consolidate their educational experiences into a recognized degree, facilitating quicker graduation and improving career prospects. When such students are identified, UConn can allow students to incorporate credits from various disciplines and from different institutions, which is ideal for those who have studied intermittently or at multiple colleges such as veterans. By maximizing the use of existing credits, a BGS

can shorten the time required to graduate. This is a crucial advantage for students eager to enter the workforce or those who are balancing education with other responsibilities like work or family.

Advising for Students Interested in an Integrated, Interdisciplinary Degree.
Moving forward, the intent is to provide UConn students with two options for completing an individualized degree, through either obtaining a BGS or a BA/BS of [Name of Individualized Major]. Both options empower students to design an integrated and interdisciplinary degree by offering the unique opportunity to combine courses from multiple disciplines (i.e., several minors) into a cohesive curriculum. This flexibility allows students to explore a variety of areas of interest—from sciences and humanities to business and technology—thereby creating a personalized educational experience that aligns with their specific passions and career aspirations. Such degrees not only broaden their knowledge base but also enhance their skill set across different fields, making them more adaptable and versatile professionals. Moreover, the ability to study diverse subjects can lead to innovative ideas and approaches, enhancing career potential by preparing students for a range of roles and industries, and equipping them with the tools to tackle complex, real-world problems in an increasingly interconnected global economy.

Both degrees offer great flexibility, but the key difference lies in their structure and intent—BGS providing a broad education across various fields without a concentrated focus, whereas an individualized degree is tailored to specific, often interdisciplinary, academic interests. Students seeking an individualized major work closely with advisors or a committee to propose and structure their own curriculum, which may involve courses from various departments that collectively meet their unique educational objectives. The focus is highly personalized, allowing students to delve deeply into a particular area of study that spans multiple traditional disciplines.

Finish Line Project

The Finish Line project has been an ongoing initiative to ensure that students who started in Schola2rs House, which was established in AY16-17, finish their degree by tracking each cohort of student's course completion at the end of each year. Staff from First Year Programs & Learning Communities monitor progress to graduation and intervene with support and guidance on financial barriers, course selection and navigation of policies that may be barriers to finishing their degree. This yearly review is also being done in Women in Math, Science, and Engineering (WiMSE), Black Sisters Optimizing Unity and Leadership (BSOUL), and La Comunidad Intelectual (LCI) as each of these learning communities have been created to address retention and graduation gaps.

Additional Advisor Engagement

Professional staff advisors not only fulfill their advising duties but also actively support student success through various activities. They teach First-Year Experience (FYE) courses and facilitate learning communities, enhancing the educational experience from the onset. Advisors are instrumental in making non-academic referrals to other campus offices, providing students with comprehensive support. Their daily collaborations help students navigate complex curricular pathways and gain admission to challenging programs, such as pre-business and pre-engineering. Moreover, advising teams continuously innovate by developing new peer mentoring programs, advising models, and instructional methods.

Additionally, advising directors play a crucial role in shaping the strategic direction of advising by participating in the Undergraduate Advising Council (UAC), which includes advising directors, assistant

directors, and campus partners, as well as the UAC Policy Group and various campus committees. This involvement is vital for policy development and curricular design, recognizing advising leaders as essential, on-the-ground experts at UConn committed to fostering student success.

Undergraduate Advising Microgrants

In the 2023-24 academic year, the Office of Undergraduate Advising introduced *Innovation in Undergraduate Advising Microgrants* to support innovative, scalable, and collaborative advising and mentoring programs. A call for proposals was issued, with the goal of encouraging advising units to think creatively about how to grow and scale programs to enhance advising. Five awards were granted, including three awards to the Stamford campus. These small grants have allowed recipients to better support unique student populations, including Spring to Storrs and campus change students, pilot of a faculty advising fellows program, and engage advisors in academic coaching training, which will then be scaled to peer advisors. While this was a one-time, one-year funding opportunity, it demonstrates the impact of relatively small yet strategic investments in advising on both the student and advisor experience.

Career Advising

Among other things, the Center for Career Development offers programs, resources, and professional development opportunities to support faculty and staff efforts to embed the National Association of Colleges and Employers (NACE) career readiness competencies as part of courses and academic program. The NACE Career Readiness Competencies include: career and self-development, communication, equity and inclusion, leadership, professionalism, teamwork, and technology.

During AY23-24, the Center embarked on two new initiatives described below.

Worker Learner

At UConn, student employment oversight is currently managed by one half-time staff position (.5 FTE), resulting in inconsistencies across hiring practices, onboarding processes, supervision methods, and access to professional development opportunities for our student workforce of over 6,000 during any given semester. This lack of consistent management not only leads to varying experiences for our student employees, but also contributes to inequities in both the hiring process and working conditions. Moreover, there is a notable absence of standardized accountability measures and training protocols for supervisors, some of whom may lack prior experience in managing employees but are tasked with this responsibility, often with little to no training. This discrepancy in supervision quality further exacerbates disparities among student employees.

For students who may perceive unfair treatment as a student employee or require accommodations, the absence of clear channels for seeking support creates a sense of uncertainty and isolation.

Insights gleaned from the Design Sprint facilitated by Arizona State University staff and the Work+ Collective in July 2023, involved interviews with current supervisors and student employees, shed light on the primary barriers hindering the success of UConn's student employment program:

- Lack of a cohesive and inclusive approach to supporting student employee success.
- Uncertainty regarding supervisor roles and expectations.
- Inadequate staffing structure and model.

To address these problems, the Center for Career Development is collaborating with eight departments on campus to create Work+ UConn. This pilot program will be launched in the fall 2024 semester. Expansion to additional departments, and eventually the entire working learner community of 6,000 students, will require an investment of additional resources.

What is Work+ UConn?

Work+ UConn is the transformation of student employment from transactional to impactful and provides consistency across hiring practices, onboarding processes, supervision methods, and access to professional development opportunities for our student workforce. Work+ supports working learners in developing key career skills that will benefit them post-graduation. Changing the student employment paradigm benefits the University and individual departments by employing more engaged and dedicated students who are eager to work in this new structure and can have a positive impact on retention.

Why is this student employment framework important?

According to research conducted by Georgetown University, 43% of student employees fall into the low-income category. A Work+ program is designed to transform the student employment landscape by offering all students the chance to work, develop essential skills, and substantially improve their readiness for success in the workforce. The Working Learner program aims to:

- Offer students enriching learning experiences that not only bolster retention rates but also cultivate vital career-ready skills, thereby fostering equity in student employment, academic success, and post-graduation career mobility (Employing Student Success, NASPA, page 1).
- Establish a fair and consistent framework to support the success of working learners, commencing from the recruitment stage.
- Provide supervisors with comprehensive guidance, including clear expectations and tailored training, to underscore the pivotal role of supervision.
- Implement a cohesive and standardized approach to hiring, onboarding, training, and professional development, regardless of the student's hiring location.
- Enhance students' feelings of belonging by fostering connections with mentors, supervisors, colleagues, and peers.

Through the establishment of Work+ UConn, our aim is to cultivate an inclusive environment wherein every student enjoys equitable access to on-campus employment opportunities. We endeavor to ensure consistency in the working learner experience across units and departments by holding supervisors to uniform standards through comprehensive training and fostering accountability. Regardless of their background, all working learners will emerge from their on-campus employment equipped with the requisite skills and confidence to thrive in their future careers. These enriching and empowering work experiences will enable students in these roles to cultivate a profound sense of belonging and readiness for their careers, thereby potentially bolstering student retention rates.

Life Skills

Supporting UConn student's development of life skills such as emotional intelligence, financial literacy, and creativity is essential for retention for several compelling reasons:

1. **Emotional Resilience**: College students often face a myriad of emotional challenges, including stress, anxiety, and loneliness. By teaching emotional intelligence skills, such as self-awareness,

self-regulation, and empathy, we can help students develop the emotional resilience needed to navigate these challenges and persevere through difficult times, ultimately enhancing their retention rates.

2. **Financial Stability**: Financial concerns are a significant barrier to college retention. Many students struggle with managing their finances, leading to stress and distractions that can interfere with their academic performance and retention. Teaching financial literacy skills, such as budgeting, debt management, and investment basics, empowers students to make informed financial decisions and reduce financial stressors, increasing their likelihood of staying enrolled and completing their degrees.

3. **Innovative Problem-Solving**: Creativity and innovation are critical for overcoming obstacles and adapting to new situations. By fostering creativity and innovation skills, we can empower students to approach challenges with fresh perspectives, develop innovative solutions, and persist in the face of setbacks, all of which contribute to higher retention rates by increasing students' ability to overcome academic and personal challenges.

4. **Enhanced Communication and Relationships**: Strong interpersonal relationships and effective communication are essential for academic success and retention. Emotional intelligence skills, such as social awareness and relationship management, help students build positive connections with peers, faculty, and staff, fostering a supportive learning environment that promotes retention.

5. **Personal Growth and Development**: College is a time for personal growth and development, and life skills such as emotional intelligence, financial literacy, and creativity play a crucial role in this process. By teaching these skills, we can empower students to develop a deeper understanding of themselves, set meaningful goals, and cultivate the resilience and adaptability needed to navigate the complexities of college life and persist towards graduation.

6. **Career Readiness**: Employers increasingly value candidates who possess a combination of technical expertise and soft skills, including emotional intelligence, financial literacy, and creativity. By equipping students with these skills, colleges enhance their employability and readiness for the workforce, motivating them to stay enrolled and complete their degrees as they see the tangible benefits of their education in their future careers.

Supporting student development of life skills is essential for retention as these skills empower students to overcome challenges, manage stress, build positive relationships, and achieve their academic and personal goals, ultimately increasing their likelihood of staying enrolled and completing their degrees.

We are currently working with CivilTalk as a potential vendor for the emotional intelligence piece of life skills. While that could be a component of this overall program, it is only one tool that would eventually comprise the entire programmatic offering. We are also in conversations with Webster Bank to explore a collaboration on the financial literacy component of life skills. Many other components will have to be explored to create a robust offering. In order to develop a comprehensive and compelling Life Skills program at UConn would require the investment in resources for both technology and staff.

Faculty Advising

Faculty advisors play a pivotal role in supporting student retention and graduation by providing personalized guidance that helps students navigate their academic and personal journeys. Through regular, meaningful interactions, advisors not only help students select appropriate courses to meet the requirements of their major and areas of personal interests, but also assist them in identifying their career goals and the educational pathways best suited for achieving them. Faculty advisors serve as a

crucial link between students and various resources available at the university, including tutoring, counseling, and career services, ensuring students are aware of and utilize these supports effectively. Their proactive approach in identifying and addressing academic or personal challenges that students may face is vital in preventing attrition and encouraging persistence to graduation. Moreover, by fostering a supportive and understanding relationship, faculty advisors significantly contribute to a positive, inclusive academic environment that motivates students to succeed.

At present, UConn lacks a cohesive framework that delineates clear expectations, rewards, and models for undergraduate faculty advising across all schools and colleges. Effective and quality undergraduate advising must be acknowledged and noted in faculty review processes (e.g., annual performance review, merit review, and PTR/PR). Additionally, there is a notable deficiency in the resources available to assist faculty in fulfilling their roles as advisors effectively. To address these gaps, Undergraduate Advising is poised to become a pivotal resource for faculty advisors. It will aim to provide onboarding resources, guides, and tools designed to bolster their advisory capabilities. As a key component of this initiative, the roles of professional staff and faculty advisors will be distinctly defined. This clarification will ensure that each group understands their specific responsibilities, thereby facilitating a smoother transition for students as they navigate between different advisors. This strategic differentiation aims to enhance the overall advising experiences, ensuring the students receive consistent, informed, and supportive guidance throughout their academic journey.

Curricular Actions

Revising and updating the implemented curricula can significantly enhance student retention and graduation rates. By ensuring that the curriculum aligns with current industry standards and student interests, we can increase engagement and motivation among students. This approach not only keeps the coursework relevant but also helps students see a clear connection between their studies and their prospective career paths, thereby reducing feelings of disillusionment or irrelevance. Furthermore, by incorporating adaptive learning technologies and varied instructional methods, curricula can cater to diverse learning approaches and needs, minimizing the risk of student dropout due to academic struggles or disengagement. For this reason, regular updates to the curriculum and pedagogy are essential for nurturing a supportive and effective educational environment that encourages students to persist through their studies and achieve their academic and professional goals.

Program Learning Objectives and Assessment

Learning from previous efforts in the assessment of student learning at UConn, in 2021, an assessment task force developed a five-year plan to enhance student success through a culture of assessment focused on:

- Defining what we want students to know and be able to do by graduation;
- Utilizing evidence to assess to what extent students have gained the intended knowledge, skills, and attitudes; and
- Reflecting on assessment findings to improve student learning outcomes in each program.

As outlined in the five-year timeline, between Fall 2021-Spring 2024, undergraduate programs without specialized accreditation defined learning objectives, mapped the curricular and assessment measures, defined key performance indicators, and developed their assessment plan. In academic years 2024-2025

and 2025-2026 graduate programs will participate in these activities, while the undergraduate programs proceed with annual assessment reporting and receive report feedback from the University Student Learning Assessment Committee (USLAC).

Even in this development phase, academic programs have reported increased faculty collaboration pertaining to their curriculum and student success. By learning more about what is taught in their courses, programs have identified and addressed curricular shifts and gaps. Academic programs are engaged in conversations with other programs about promoting the integration of knowledge across disciplines. Through their key performance indicators, academic programs are addressing disparities in DFW grades, retention, and graduation rates.

First Year Experience (UNIV Courses)

To be successful during their first year at college and beyond, students must navigate a multitude of transitions across dimensions of their life. Many students do not arrive at UConn prepared to independently navigate these transitions which can cause them to become disengaged and not persist. The First Year Experience Program designs and implements 1-credit First Year Experience (FYE) courses (UNIV 1800, 1810, 1820, 1840, 3820) for first- and second-year students. The FYE curricula are designed to support students' transition to UConn, build skills for personal and social development, and connect them with resources and opportunities that will not only retain them in the first year, but propel them to graduation. FYE courses enhance academic skills and kickstart professional development while providing a sense of belonging on campus, thereby generating the psychological safety required for innovation, creativity, and risk-taking. Curricula are tailored to meet the needs of diverse student populations including students in the Center for Access and Postsecondary Success (CAPS) Program, first generation students, international students, and veterans. In addition, the University's Learning Communities each teach a 2-year FYE curriculum through the lens of their learning community theme. FYE also offers special topics seminars taught by content area experts who support student transition, growth, and access to opportunities through the lens of their course topic.

Video Captioning

The need for closed captions to support students with disabilities is widely acknowledged and mandated but the impact is broader. Research has shown that incorporating closed captions into recorded lectures not only benefits disabled students but also improves inclusivity and learning outcomes for other groups, including students with cognitive disabilities, international students, English Learners, and the broader student population.

Beginning in summer 2024, we will be providing additional support to students by proactively close captioning videos in high-enrollment, foundational courses. The aim is to create more accessible and inclusive classes maximizing the impact on students. A team comprised of representatives from the College of Liberal Arts and Sciences (CLAS), Instructional Technology Services, Center for Excellence in Teaching and Learning (CETL) have spent the spring 2024 semester planning for the summer and fall by consulting bi-weekly with the CLAS dean's office, determining which high-impact courses to engage, and meeting with relevant department heads to share information, get advice, and secure buy-in. Once completed, this initiative will be evaluated by utilizing surveys to students and faculty teaching the courses to determine the extent to which the captions have improved student outcomes.

Reducing DFW Rates and Improving Pathways for Success

Receiving a D, F, or W grade in key gateway courses represents a barrier to student success and increases likelihood that a student will not be retained at the University and will not graduate in a timely manner. The overall DFW rate for the University for the period from fall 2017 through spring 2022 is 7%. However, noticeable differences emerge as soon as data is disaggregated by campus, student demographics, and science, technology, engineering, and mathematics (STEM) vs. non-STEM classes.

The DFW rate for STEM courses is often nearly twice that of non-STEM courses. This difference holds true for most demographic groups. DFW rates are higher for URM students and low-income students. Black students at the University have an overall DFW rate of 13%, and Hispanic and Pell-eligible students have DFW rates of 10%. The DFW rate falls to 5% for White students, and 6% for non-Pell students. Many groups have a one in 10 likelihood of receiving a D, F, or W on their transcript for any course that they are registered in. This likelihood can be one in five or higher for some groups in STEM courses. Closing gaps in DFW rates and reducing the overall DFW rate at the University will better support students in successfully pursuing their academic pathways, particularly in STEM fields.

Table 2. DFW rates for UConn undergraduate students, from fall 2017 through spring 2022.

Campus[1] STEM / non-STEM	All students	Asian American	Black	International	Hispanic	Two or more races	White	Pell eligible	Non-Pell
Overall UConn DFW rate (all classes, all campuses)	**7%**	**7%**	**13%**	**9%**	**10%**	**8%**	**5%**	**10%**	**6%**
UConn Storrs									
non-STEM	4%	4%	8%	8%	6%	5%	3%	6%	4%
STEM	9%	9%	19%	11%	13%	9%	7%	13%	8%
UConn Avery Point									
non-STEM	7%	5%	16%	10%	10%	12%	6%	9%	6%
STEM	13%	11%	22%	13%	20%	17%	11%	16%	12%
UConn Hartford									
non-STEM	10%	8%	15%	10%	14%	11%	8%	11%	9%
STEM	19%	16%	30%	19%	26%	19%	15%	21%	18%
UConn Stamford									
non-STEM	8%	7%	12%	7%	10%	10%	6%	10%	7%
STEM	15%	13%	23%	12%	18%	14%	12%	17%	14%
UConn Waterbury									
non-STEM	10%	8%	15%	8%	13%	13%	7%	12%	8%
STEM	17%	15%	25%	10%	20%	19%	14%	19%	15%

[1]Campus location refers to the students' home campus.

Specific activities to reduce and close gaps in DFW rates will include:

- Improved DFW data literacy for academic units, including better availability of data.
  - In spring 2023 academic units were provided with disaggregated, benchmarked, DFW data. Ongoing efforts are underway to provide ongoing access to this data.

- Utilization of DFW rates as key performance indicators (KPIs) within program assessment efforts.
- Encouraging the implementation of large-course redesign, particularly for gateway courses with high DFW rates.
- Encouraging units to secure grants to improve teaching and educational outcomes for students, particularly in gateway courses with high rates of DFW grades. An example of such efforts is the [Inclusive Excellence](#) grant funded by Howard Hughes Medical Institute (HHMI) that addresses inequities within STEM at UConn, including the AY23/24 Equity-Based Teaching in Mathematics at HSI-Affiliated UConn regional campuses project.

Empowering Student Success Through Data-Informed Strategies

The University is dedicated to enhancing student retention and graduation rates by strategically utilizing data-informed approaches. This commitment is facilitated through both [public and restricted access dashboards](#) hosted on the Budget, Planning and Institutional Research (BPIR) website. These dashboards offer vital insights into university operations, academic performance, and student demographics. By fostering a culture committed to data-informed decision-making, we ensure the efficient allocation of educational resources—human, fiscal, and capital—and strengthen our ability to make decisions that enhance student success. Access to restricted dashboards is limited to individuals who require data for specific business purposes.

Recognizing the growing demand for robust data to enhance university outcomes—such as assessing program learning outcomes and supporting disciplinary accreditation—the Provost's Office, the Office of Program Assessment, and BPIR are actively collaborating. These ongoing discussions aim to develop a comprehensive, university-wide data strategy that will optimize the provision of data to support specific program and unit needs effectively and efficiently.

Academic Support Services

As part of our commitment to fostering a supportive and inclusive academic community, UConn provides a range of academic achievement support services designed to help students excel during their university journey. These services are essential for addressing the diverse needs of our student body, ensuring that everyone, regardless of their background or academic level, has the tools and resources necessary to succeed. By accessing these resources, students can refine their study habits, improve their understanding of complex subjects, and develop key academic skills that are crucial for both academic and professional success. Engaging with these services early and often can significantly enhance a student's learning experience, leading to higher retention rates, better grades, and a more fulfilling university experience.

In the following section, we describe the academic achievement support services offered at UConn, each designed to cater to the unique needs of our students and prepare them for success both in and out of the classroom. While our existing academic support services focus on key targeted areas, it is important for university faculty to consider additional ways to provide academic support for courses not currently covered by these units. For example, when opportunities for further learning are identified, faculty can develop supplementary learning modules or provide other resources students can review outside of class to enhance their understanding and ensure they are well-prepared to actively engage with the course content. By extending support beyond the current offerings, we can enhance learning outcomes across all courses, leading to higher retention rates, better grades, and a more comprehensive

educational experience, particularly given the anticipated residual effects of the pandemic, which may include gaps in learning opportunities.

Academic Achievement Center (AAC)

Located on the Hartford, Storrs, and Waterbury campuses, AAC provides holistic support and strategic academic counseling through four signature programs: academic coaching, supplemental instruction, UConn connects, presentation and workshops that outline academic success strategies.

Supplemental Instruction

Supplemental instruction (SI) supports academic success by integrating "what to learn" with "how to learn." SI targets traditionally difficult gateway courses that serve as pre-requisite courses for multiple majors and is directly connected to a particular class and corresponding faculty member. During SI session, students discuss class materials, work in small groups, and review test-taking strategies.

Cross-campus AAC initiatives

The AAC engages in efforts to support campus-change students in adapting to the academic demands and transitions from regional campuses to the environment at Storrs.

Success 360

For the past five years a committee of staff reviews a monthly report of first-year first-generation students with Bursar Holds. The Committee consisting of staff from the Academic Achievement Center, Academic Advising, Bursar's Office, Cultural Centers, Dean of Students, Financial Aid and First Year Programs meets to review each student with a goal of helping them develop a plan to be successful both academically and with financing their UConn education. Staff on the committee reach out to students and provide first-generation students and their families with extra assistance. Over the past five years, students have been able to navigate the complexity of their financial situations while also getting support in other areas of their student life. The committee has also identified several institutional barriers and gaps and presented recommendations to the R & G Taskforce.

Quantitative Learning Center (Q Center)

The Q Center provides peer tutoring and review sessions for undergraduate quantitative courses in math, chemistry, physics, and statistics. Students are tutored by peers who have successfully completed the courses. Tutors are screened to ensure they can effectively assist students. In addition, graduate assistants from the four disciplinary areas also assist with tutoring.

Writing Center (W Center)

The W Center is a dedicated space where students and tutors collaborate on writing projects, encompassing academic, civic, personal, and multimedia texts at any stage of the composing process. Tutors support students by guiding them through strategic revisions, aiming to expand each writer's capacity to make intentional and reflective choices. Beyond tutoring, the W Center offer faculty development for teaching writing across the disciplines.

Support for First-Year Students

The University provides an array of resources tailored to first-year students to facilitate their smooth transition from high-school to the university environment.

Care/Concern Form for Instructors & Follow-Up

An online Concern and Create Form has been designed specifically for instructors of first-semester students. Its purpose is to alert the Office of First Year Programs & Learning Communities (FYP/LC) about students who are showing signs of concern, such as irregular attendance or incomplete assignments. Upon receiving these notifications, the FYP/LC office initiates an investigation and reaches out to the student's advisor and/or the student directly, as well as tapping into other relevant resources when necessary.

Population-specific FYE 1800

FYP/LC develops and actively recruits for targeted FYE 1800 courses tailored to academically at-risk populations, including initiatives like the First-Generation Student FYE course.

Engagement Initiatives for First Year International Students

International students are invited to join a specially tailored FYE class that caters to their specific needs. Additionally, they participate in a range of activities and events aimed at honoring their culture while fostering a strong sense of community and belonging. These events may include celebrations like the Mid-Autumn Festival, Lunar New Year Celebration, and FYE International Reunion, all geared towards enriching their experience and connections within the community.

Support for First-Generation, Low-Income, and Underrepresented Students.

We have a critical role in ensuring that all students, particularly those from first-generation, low-income, and underrepresented backgrounds, can succeed. Providing targeted support for these students is vital because they often face unique challenges and barriers in higher education, such as limited access to academic resources, financial constraints, and a lack of familial experience in navigating university environments. By offering tailored resources and support systems, we can level the playing field, helping to break cycles of inequality and empowering these students to achieve their full academic and professional potential. This commitment not only benefits the students themselves but also enriches the academic community by fostering a diverse and inclusive environment that enhances learning and innovation for everyone.

The Institute for Student Success (ISS) spearheads a multitude of initiatives aimed at bolstering the retention and graduation rates of first-generation students, contributing to UConn's designation as a First Gen Forward Institution. These initiatives include the establishment of the First Gen Undergraduate Society, a dedicated First Gen faculty and staff organization, the creation and implementation of First Gen Week, as well as the establishment and fundraising for the First-Generation Foundation account. Additionally, ISS has initiated the launch of a First Gen honor society, actively supports FAFSA completion efforts, and maintains continuous communication and outreach to first-gen students.

Center for Access and Postsecondary Support (CAPS)

The Center for Access and Postsecondary Success (CAPS) College Program provides students who are first-generation to college, from low-income households, and/or from populations underrepresented in higher education with access to UConn and supports them in achieving their goal of graduation.

Collegiate Awareness and Preparation Programs
The CAPS Collegiate awareness and preparation programs encompass a range of programs, including externally funded programs (e.g., ConnCAP, Upward Bound, Upward Bound Math & Science, College Advising Corps) that motivates and prepares Connecticut students from underserved communities with potential for success, in grades 9-12 and at the post-secondary level. To participate in these programs, students must meet one or both of the following criteria: (1) be first-generation to college (neither parent nor guardian has a degree from a four-year college) or (2) the family must meet federal income guidelines and be considered low-income (parents/guardians' income documentation are requested to complete the application).

Louis Stokes Alliance for Minority Participation (LSAMP)
The LSAMP initiative supports historically underrepresented students in science, technology, engineering, and mathematics (STEM). This program helps develop incoming first-year, transfer, and campus change students into professional, experienced scholars.

Research Opportunities
The CAPS research opportunities program prepares first-generation, low-income, and historically underrepresented students for graduate school, specifically for M.S. and Ph.D. studies in STEM disciplines, and careers in academia. CAPS Research Apprentice is a single-semester hands-on shadowing experience for 2nd and 3rd year students to gauge how they enjoy being a researcher through holistic mentoring and community engagement activities, to strongly consider applying for Scholar Candidate, and to learn about graduate school life. Scholar begins with 2nd and 3rd year students being a CAPS Research Scholar Candidate while they establish a project mentor to advance on a project through many semesters until graduation, secure a purposeful summer internship, maintain academic performance, reflect on pursuing research-focused graduate study during holistic mentoring sessions, and enhance their social and cultural capital through active participation in our community/ professional development events; students are either named CAPS Research Scholar or McNair Scholar after the conclusion of their first spring semester based on their graduate school goals and their level of follow-through during that spring semester. As a Scholar, students earn access to our research intensive, residential, graduate school summer component, and students receive step-by-step guidance to submit strong graduate school applications and funding for research conference presentation and graduate school visits. Alumni also receive informal support as they navigate being a graduate student; the US Dept of Education also requires an update of each McNair Scholar's matriculation through graduate study for a decade.

In addition, these programs hold additional UNIV course sections open to all UConn students who are interested in research but do not know how to go about starting. Because engaging undergraduates in research is a high impact practice, this course promotes student involvement and engagement in programming that connects them to faculty and academic opportunities, promoting retention and graduation.

Student Support Services (SSS)

The SSS program provides students who are first-generation to college and/or from low-income households with access to UConn and supports them in achieving their goal of graduation.

Promoting Academically Successful Students (PASS)

The PASS program provides supplemental academic and engagement support to minoritized students in academic difficulty (warning, probation, subject to dismissal). Students can choose between workshop or class-based engagement programming, in addition to enrolling in UConn Connects (details about this program are available in the Mentoring section). Participants also engage in a variety of personal development and peer support activities.

Regional Campus: Intro to Graduate School Workshops

Led by the Director of the McNair Scholars Program on the Storrs Campus, these workshops introduce 1st and 2nd year regional campus students to potential pathways to graduate school. The workshops include information on participation in research.

First Gen Forward

First Gen Forward is a nationally recognized program operated out of the Academic Achievement Center providing programming, resources, and support to UConn 8000 first generation college students (including CAPS students). This program includes a faculty/staff first in family organization, First Gen Society Student Club, sponsors a First Gen week, First Gen Honor society, FAFSA support and a green cord ceremony for first generation graduates. The First Gen Advisory Board provides support and advice creating new initiatives including First Gen FYE and FYW courses.

Synchrony's Equity in Student Success Initiative

ISS has recently launched a new initiative on UConn's Hartford, Stamford, and Avery Point campuses. Led by a Director for Student Success, Equity, and Inclusion at each location, the Resilience, Inclusion, Success, & Equity (RISE) program, generously funded by Synchrony, is designed to address achievement disparities, and foster a profound sense of belonging among students historically underrepresented in higher education. RISE employs cohort-based programming alongside campus-wide activities to complement academic support, engagement, and holistic student development efforts. Moreover, scholarships facilitating student involvement in impactful practices are integrated into the RISE initiative.

Support for High-Achieving Students

UConn recognizes the importance of acknowledging and continuing to engage with students who excel academically to retain them at UConn. Below are a couple of approaches that have been used to support these students.

Honors Program

UConn's Honors Program offers academically motivated students a dynamic and enriching educational experience. Through a combination of rigorous coursework, personalized advising, and opportunities for research, internships, and study abroad, the program cultivates intellectual curiosity, critical thinking skills, and leadership qualities. The Honors Program theoretical model and program requirements

facilitate students' abilities to explore UConn's broad curriculum alongside experiential learning opportunities. Students complete a thesis or scholarly project to practice creative productivity. Students also participate in leadership skill development with a focus on change for social good. The Honors Program provides students with small, discussion-based classes and a supportive community of peers and faculty mentors. Honors students engage in interdisciplinary exploration and pursue their passions while fostering a commitment to social responsibility and lifelong learning.

Alpha Lambda Delta (ALD) National Honor Society for First-Year Students

Students who attain a GPA of 3.5 or higher in their first semester receive an invitation to join the prestigious Alpha Lambda Delta (ALD) honor society. Induction ceremonies take place at both the Storrs and Hartford campuses, providing a special moment for students and their families to celebrate this significant accomplishment. Membership in ALD not only acknowledges academic excellence but also opens doors to regional and national recognition, paving the way for enhanced engagement and scholarship opportunities. The ALD executive board, typically comprising sophomores, receives guidance as they organize various engagement activities throughout the academic year and keep members informed about available opportunities.

Congratulatory Correspondences

Upon achieving Dean's List status following their first semester, students receive a personalized congratulatory letter via traditional mail. This letter not only celebrates their academic success but also provides tailored recommendations for campus involvement. This proactive measure aims to tackle a retention challenge identified at UConn, particularly concerning high-achieving female students, who were found to be departing the University at a higher rate.

Mentoring and Other Student Supports

At UConn, we aim to provide students with comprehensive support and development opportunities that extend beyond the traditional classroom experience. Each program is designed to enhance personal growth, academic success, and professional development through targeted, meaningful interactions and experiences. Whether students are looking for one-on-one guidance from experienced mentors, group workshops that cultivate critical skills, or specialized programs that connect them with industry leaders and innovators, our diverse offerings ensure that every student has the tools and resources needed to thrive both during their time at the university and in their future careers.

Mentor Training

The Institute for Student Success (ISS) offers a comprehensive mentor training program tailored for UConn's mentoring initiatives beyond ISS.

First-Year Programs (Peer Mentoring Program)

The First-Year Program's Peer Mentoring Program is a comprehensive student leadership initiative designed to foster community and a profound sense of inclusion, particularly for students navigating their first year of college. Serving as FYE mentors, students undergo rigorous training to offer peer mentorship and guidance to both first- and second-year students. This preparation includes a multi-day summer training session and enrollment in the EPSY Peer Counseling course during the fall semester. Furthermore, Teaching Assistants (TAs) for this course, who were previously FYE mentors themselves, play a pivotal role in mentoring their assigned groups. They receive specialized training through two

distinct EPSY courses focused on cultivating leadership skills, fostering community building, and enhancing the first-year experience. Overseeing the TAs, Supervising TAs offer continuous education and support, ensuring the effectiveness of the program. Their training is conducted through regular meetings with the FYE Director, reinforcing best practices and maintaining program quality.

Academic Achievement Center (Mentoring Programs)

The Academic Achievement Center (AAC) offers two types of mentoring programs.

Peer Mentoring Programs

AAC's Peer Mentoring Program is a tiered student leadership/mentorship program that provides one to one individualized coaching in the center including students on academic probation. As AAC mentors, students are trained to provide peer support and guidance to at-risk students through a multi-day summer training and EPSY Peer Counseling course each semester. Mentor Coaches (MCs) for this course (previous AAC mentors) provide guidance to their mentor group and are trained through two separate EPSY courses with an emphasis on leadership, student success and building a community of caring support. AAC interns (top tier leadership) provide education and support and are trained through weekly meetings with the AAC Director.

UConn Connects

UConn Connects is the University's largest volunteer mentoring program offered by the AAC. It is an academic intervention program, designed to provide students with the skills and support needed for academic success. Student participants are provided with the opportunity to meet weekly with a faculty, a staff, or an undergraduate peer mentor. Connects Mentors are knowledgeable about important university resources and are trained to assist students with developing effective strategies for success.

Graduate School Insight Sessions

To better inform undergraduate students about the resources and opportunities available in graduate school, ISS has introduced Graduate School Insight Sessions. These sessions, held monthly and conducted online, are designed to engage students from all campuses in discussions about their academic aspirations for the near future. The virtual format ensures broader accessibility, allowing not only those involved in CAPS Research opportunities but all interested students to gain the necessary insights and foundational knowledge. These discussions are crucial for students considering graduate school, helping them to effectively prepare and enhance their competitiveness for advanced study.

Innovation Zone Makerspace

The Innovation Zone at UConn provides a dynamic environment where students can transform their ideas into tangible products. Within this space, students have access to a wide range of prototyping equipment, including 3D printers, a vinyl cutter, table and band saws, a laser cutter, and various hand tools. Additionally, dedicated stations for textile and electronics work allow for diverse project development. This facility empowers students to explore and realize their creative visions from initial concept to actual creation.

Learning Communities

There are two distinct models of Learning Communities designed to engage student cohorts at our university: Living/Learning Communities and Non-Residential Learning Communities. The former includes faculty-led groups that are organized around affinity, interdisciplinary themes, or major-specific

topics, offering a blend of academic and residential experiences. The latter encompasses Non-Residential Learning Communities, which are primarily FYE (First-Year Experience) courses tailored to specific majors and taught by faculty or advisors from the respective programs. Learning Communities are recognized as a high-impact practice that significantly benefits college students from diverse backgrounds. These communities provide structured opportunities for students to explore their interests through both coursework and co-curricular activities, whether these interests are aligned with their major or span across various disciplines. By fostering a culture of inquiry within a learner-centered environment, Learning Communities aim to cultivate knowledgeable, responsible, and engaged citizens. These communities not only ease students' transition into academic life but also replicate a small college atmosphere within a larger university setting. They foster meaningful, sustained interactions with faculty, staff, and student leaders. Moreover, Learning Communities are effective in creating curricular coherence and promoting deeper learning, thereby enhancing student success, persistence, and overall engagement.

Undergraduate Research

The Office of Undergraduate Research (OUR) is dedicated to enhancing undergraduate education through research experiences across all disciplines. The office provides resources, funding, and support for students interested in pursuing research, scholarship, and creative projects. OUR assists students in beginning their research journey, from connecting with faculty to understanding research ethics and safety. They also guide students on how to write proposals and prepare applications for research opportunities. A variety of funding programs are available through OUR, including the Summer Undergraduate Research Fund (SURF), which supports students conducting summer research projects with a stipend. Other programs like the Health Research Program and UConn IDEA Grants offer financial support for health-related research and self-designed projects, respectively. The office facilitates connections between students and faculty, providing a structure for mentorship. This includes advising sessions where students can get personalized guidance on engaging in research activities. OUR hosts various events, including workshops, information sessions, and the Frontiers in Undergraduate Research exhibitions, which allow students to present their research findings and network with peers and faculty. Students are encouraged to share their research through presentations, publications, and poster sessions. OUR supports these activities by offering presentation awards and advising on effective communication strategies. The office aims to make research an integral part of the undergraduate experience, preparing students for future academic and professional pursuits by providing them with the necessary tools and resources to succeed in their research endeavors.

Investments to Support Teaching Excellence

The quality of instruction students receive is the linchpin for retention and graduation, as it directly influences their engagement, comprehension, and academic success. Effective teaching not only fosters a stimulating learning environment but also equips students with the critical thinking and problem-solving skills essential for their academic and professional careers.

Center for Excellence in Teaching and Learning (CETL) plays a pivotal role in supporting faculty by providing resources, professional development opportunities, and innovative teaching strategies designed to enhance instructional quality. By empowering educators to adopt best practices in curriculum design and pedagogy, CETL helps ensure that students are more likely to stay engaged, persist in their studies, and ultimately achieve their educational goals.

Faculty and instructional staff members experiencing instructional challenges—such as managing diverse classroom dynamics, integrating technology effectively, or designing assessments that accurately measure student learning—are encouraged to seek assistance from the CETL. CETL offers tailored support to address these issues, fostering a collaborative environment where instructors can share insights and strategies. By leveraging the expertise and available resources (e.g., [The Teaching Professor and Magna Digital Library](#)), faculty members, programs, and units can overcome instructional obstacles (e.g., high DFW rates, lack of student engagement) and enhance their teaching effectiveness, thereby contributing to efforts to improve student retention and graduation rates.

Acknowledgements

We would like to express our profound appreciation to all members of the UConn community who have dedicated themselves to enhancing student retention and graduation. Your efforts have enriched the university community significantly, and we are deeply grateful for your commitment to student success. We eagerly anticipate observing the continued impact of your work in the years ahead.

Additionally, we extend our heartfelt thanks to everyone involved in the creation of the 2024 Retention and Graduation Report. This important work could not have been realized without the significant contributions from leaders in Academic Affairs, who have meticulously documented the varied initiatives underway at UConn to bolster student engagement, retention and graduation.

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Appendices

Appendix A. UConn Total University Undergraduate Enrollment Headcount[1] by Ethnicity, Gender, Percent Minority, and Percent Female, Fall 1990 - 2023

	International		Hispanic/Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Pacific Islander		White[2]		Two or More Races		Total Head Count	Percent Female	Percent Minority	Percent Int'l
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
Fall 1990	45	50	248	276	30	47	348	326	313	368			7,719	8,229			17,999	51.6%	10.9%	0.5%
Fall 1991	58	47	252	266	27	46	332	329	317	374			7,483	7,719			17,250	50.9%	11.3%	0.6%
Fall 1992	62	62	258	261	23	40	345	373	307	329			7,174	7,173			16,407	50.2%	11.8%	0.8%
Fall 1993	72	66	269	271	19	28	384	391	284	301			6,669	6,738			15,492	50.3%	12.6%	0.9%
Fall 1994	65	59	273	279	26	31	427	397	296	335			6,222	6,309			14,719	50.3%	14.0%	0.8%
Fall 1995	71	58	297	321	28	27	439	401	305	365			6,163	6,192			14,667	50.2%	14.9%	0.9%
Fall 1996	80	55	286	335	30	24	461	400	313	333			5,926	6,211			14,454	50.9%	15.1%	0.9%
Fall 1997	82	46	286	326	29	23	459	385	306	362			5,894	6,184			14,382	50.9%	15.1%	0.9%
Fall 1998	84	54	321	375	32	19	427	425	321	426			5,959	6,412			14,855	51.9%	15.8%	0.9%
Fall 1999	99	49	341	411	29	21	439	457	372	456			6,172	6,895			15,741	52.7%	16.0%	0.9%
Fall 2000	107	65	380	466	36	25	475	518	385	460			6,533	7,231			16,681	52.5%	16.5%	1.0%
Fall 2001	97	68	405	499	32	18	532	581	407	486			6,968	7,537			17,630	52.1%	16.8%	0.9%
Fall 2002	109	95	423	538	31	28	594	576	412	515			7,216	8,125			18,662	52.9%	16.7%	1.1%
Fall 2003	104	113	429	557	32	34	660	599	477	568			7,446	8,268			19,287	52.6%	17.4%	1.1%
Fall 2004	102	108	461	591	27	41	653	670	519	588			7,858	8,533			20,151	52.3%	17.6%	1.0%
Fall 2005	98	124	502	611	29	46	735	723	546	673			7,832	8,606			20,525	52.5%	18.8%	1.1%
Fall 2006	96	145	535	666	32	44	753	764	571	663			8,032	8,483			20,784	51.8%	19.4%	1.2%
Fall 2007	127	176	546	715	38	40	767	736	536	686			8,063	8,416			20,846	51.7%	19.5%	1.5%
Fall 2008	143	159	607	748	32	33	850	810	545	710			8,355	8,380			21,372	50.7%	20.3%	1.4%
Fall 2009	163	177	645	792	35	27	873	838	550	737			8,419	8,240			21,496	50.9%	20.9%	1.6%
Fall 2010	218	214	741	882	27	25	924	841	567	731	11	11	8,395	8,110	95	89	21,881	49.8%	22.6%	2.0%
Fall 2011	288	278	853	952	20	21	948	889	624	789	12	13	8,390	8,063	160	172	22,472	49.7%	24.3%	2.5%
Fall 2012	367	358	902	1019	18	17	965	910	594	814	11	15	8,146	7,687	218	260	22,301	49.7%	25.8%	3.3%
Fall 2013	435	371	973	1,114	17	18	999	996	600	768	6	10	8,066	7,649	234	339	22,595	49.9%	26.9%	3.6%
Fall 2014	536	486	1,077	1,195	11	16	1,096	1,126	610	791	8	8	7,842	7,556	265	350	22,973	50.2%	28.5%	4.4%
Fall 2015	661	593	1,141	1,247	11	22	1,166	1,211	664	821	7	8	7,761	7,459	285	350	23,407	50.0%	29.6%	5.4%
Fall 2016	745	672	1,208	1,414	14	19	1,265	1,278	701	855	6	8	7,528	7,245	303	369	23,630	50.2%	31.5%	6.0%
Fall 2017	929	840	1,280	1,589	12	21	1,291	1,362	736	913	8	8	7,155	6,972	343	386	23,845	50.7%	33.3%	7.4%
Fall 2018	1,063	970	1,382	1,778	15	17	1,298	1,386	785	967	5	7	6,855	6,684	373	393	23,978	50.9%	35.1%	8.5%
Fall 2019	1,169	969	1,459	1,908	11	10	1,294	1,449	813	1,005	3	7	6,597	6,392	390	424	23,900	50.9%	36.7%	8.9%
Fall 2020	1,168	883	1,604	2,232	9	13	1,366	1,520	847	1,102	2	7	6,309	6,383	425	501	24,371	51.9%	39.5%	8.4%
Fall 2021	1,037	731	1,688	2,309	7	13	1,416	1,557	836	1,120	1	6	6,014	6,153	451	498	23,837	52.0%	41.5%	7.4%
Fall 2022	1,055	728	1,805	2,403	5	16	1,491	1,582	828	1,120	1	6	5,858	6,147	472	559	24,076	52.2%	42.7%	7.4%
Fall 2023	1,030	725	1,895	2,553	8	15	1,544	1,623	849	1,192	4	5	5,615	6,184	524	590	24,356	52.9%	44.4%	7.2%

Note: Beginning Fall 2010, for Federal Reporting, new race/ethnic categories are required for porting. [1] Includes all undergraduate enrollments at all campuses. Includes full-time and part-time students and degree and non-degree students in credit programs. [2] Includes White plus other/unknown ethnicities. BPIR 2023

Appendix B. Overall Student Success 10-Year Trends[1]

The University of Connecticut is considered a leader among public universities for student success rates. Table 1 illustrates how we compare to other public universities.

Table 1. First Year, Four Year, and Six Year Graduation Rates and Average Time to Degree Completion.

	UConn[1]	Rank
First Year Retention	93%	18
Four Year Graduation	74%	7
Six Year Graduation	84%	20
Average Time to Degree	4.1 years	1[2]

[1]The rates above may vary from results displayed in tables below due to timing, exclusions, or differences in reported year data versus available peer ranking information. [2]UConn is tied with eight top research universities.

UConn boasts impressive overall achievement rates, yet these figures mask underlying disparities among students from different demographic groups or those studying at the various campuses. It is essential to recognize that each of UConn's campuses possess distinct characteristics and serve diverse cohorts of students who have unique educational goals, pathways, and, often, lived experiences. The data presented in the following sections aim to highlight these achievement gaps, thereby equipping the university community with the necessary insights to effectively address them.

First Year Students at UConn: Retention and Graduation Rates

Table 2 below illustrates the past ten years of retention and six-year graduation rates of first-year students on the Storrs and the total across all regional campuses.

Table 2. 10-Year Trends in Retention and Graduation Rates (%) for Storrs and Regional Campuses

UConn Storrs						Total Regional Campuses				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years		First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2022	**91**					**Fall 2022**	**78**			
Fall 2021	91	**87**				**Fall 2021**	79	**68**		
Fall 2020	92	87	**85**			**Fall 2020**	77	67	**63**	
Fall 2019	93	87	86			**Fall 2019**	82	69	64	
Fall 2018	94	88	86			**Fall 2018**	83	72	66	
Fall 2017	93	88	86	**84**		**Fall 2017**	82	72	68	**60**
Fall 2016	94	88	86	83		**Fall 2016**	84	74	70	62
Fall 2015	92	88	86	83		**Fall 2015**	85	73	68	61
Fall 2014	92	87	85	83		**Fall 2014**	85	75	70	62
Fall 2013	93	89	87	85		**Fall 2013**	86	75	70	63

[1] All the data presented in this section was assembled by the Office of Budget, Planning and Institutional Research (BPIR).

Table 3 presents the retention and six-year graduation rates of first-year students across the regional campuses over the past decade. While these rates vary among campuses, they consistently fall below those recorded at the Storrs campus. Considering the diverse student population at these regional campuses, this data underscores the imperative to enhance support for their academic needs.

Table 3. 10-year Retention and Six Year Graduation Rates (%) for each Regional Campus.

UConn Avery Point					UConn Hartford				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years	First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2022	80				Fall 2022	78			
Fall 2021	79	61			Fall 2021	76	68		
Fall 2020	76	63	62		Fall 2020	78	66	63	
Fall 2019	81	62	55		Fall 2019	85	76	71	
Fall 2018	86	72	65		Fall 2018	83	75	72	
Fall 2017	78	67	63	57	Fall 2017	84	77	73	65
Fall 2016	86	74	68	59	Fall 2016	82	73	70	62
Fall 2015	84	67	60	56	Fall 2015	85	77	74	65
Fall 2014	86	73	69	64	Fall 2014	84	73	67	59
Fall 2013	87	73	64	61	Fall 2013	87	77	73	66
UConn Stamford					UConn Waterbury				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years	First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2022	78				Fall 2022	79			
Fall 2021	81	72			Fall 2021	76	65		
Fall 2020	77	68	63		Fall 2020	78	66	64	
Fall 2019	82	67	64		Fall 2019	78	61	55	
Fall 2018	81	71	65		Fall 2018	81	68	59	
Fall 2017	80	69	65	57	Fall 2017	84	72	67	59
Fall 2016	84	76	73	64	Fall 2016	85	73	65	60
Fall 2015	85	72	67	58	Fall 2015	86	76	72	65
Fall 2014	85	76	74	65	Fall 2014	88	78	76	65
Fall 2013	87	74	71	64	Fall 2013	85	76	69	64

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.

Retention and Graduation Rates for First Year Classes by Race/Ethnicity as of Fall 2023

Table 4 presents the retention and six year graduation rates of first-year minority students on the Storrs and the total for all first-year minority students on regional campuses. These rates consistently fall below those recorded at the Storrs Campus. Because UConn first-year classes continue to grow in their diversity, this data underscores the imperative to enhance support for minoritized students across all UConn campuses.

Table 4. 10-year Retention and Graduation Rates (%) for First-Year Students on Storrs and the Total for Regional Campuses

UConn Storrs - Minority[1] First Year Students						Total Regional Campuses - Minority[1] First Year Students				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years		First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2022	89					Fall 2022	76			
Fall 2021	88	83				Fall 2021	75	66		
Fall 2020	91	85	84			Fall 2020	75	63	59	
Fall 2019	93	87	84			Fall 2019	83	67	61	
Fall 2018	92	88	86			Fall 2018	82	72	67	
Fall 2017	92	87	85	82		Fall 2017	83	72	68	58
Fall 2016	92	85	82	78		Fall 2016	83	73	68	58
Fall 2015	91	86	83	80		Fall 2015	87	75	70	60
Fall 2014	90	84	83	78		Fall 2014	85	75	71	61
Fall 2013	93	88	85	82		Fall 2013	84	72	67	59
Fall 2012	91	86	84	79		Fall 2012	84	74	70	64

[1] Minority includes Asian Americans, Hispanic American, Native American, and beginning with Fall 200 first year class also includes Native Hawaiian/Other Pacific Islander and Two or More Races.

Table 5 illustrates the retention and graduation gaps by ethnicity, with the most significant gaps among Hispanic/Latine and Black/African American students, which are most significant in the four-year graduation rate. International student rates have also emerged as a challenge in comparison to the overall student population. These gaps have grown amid the pandemic.

Table 5. Storrs Campus and Total Regional Campuses– Retention and Graduation Rates (%) by Race/Ethnicity.

Rates (%)	First Year Class	Asian American	Black /African American	Hispanic American	Native American[2]	Native Hawaiian/ Other Pacific Islander[2]	Two or More Races	All Minority[1]	Int'l	White[3]	Total
UConn Storrs											
Retention											
One Year	Fall 2022	92	90	88	*	*	88	89	91	94	91
Two Year	Fall 2021	90	77	80	*	*	87	83	79	91	87
Three Year	Fall 2020	92	78	78	*	*	88	84	78	88	85
Graduation											
Four Year	Fall 2019	75	57	68	*	*	65	68	58	81	73
Five Year	Fall 2018	89	70	73	*	*	87	79	73	86	82
Six Year	Fall 2017	88	73	81	*	*	79	82	77	87	84
Total Regional Campuses											
Retention											
One Year	Fall 2022	85	68	75	*	*	77	76	76	82	78
Two Year	Fall 2021	80	53	62	*	*	76	66	73	72	68
Three Year	Fall 2020	80	49	55	*	*	55	59	70	67	63
Graduation											
Four Year	Fall 2019	47	18	24	*	*	25	30	42	46	38
Five Year	Fall 2018	69	45	49	*	*	57	54	51	59	56
Six Year	Fall 2017	74	54	51	*	*	57	58	67	63	60

Many regional campuses students transfer to the Storrs campus to complete their degrees. Table 6 provides the data for students who entered a regional campus but may have completed at a different campus. That is, rates are calculated by campus of entry regardless of the campus a student attended at

graduation. Although the number of four-year students served by each regional campus is small, we must ensure that programs offered on these campuses are serving students' needs and are positioning them for success in the future.

Table 6. Regional Campuses - Retention and Graduation Rates (%) by Race/Ethnicity

Rates (%)	First Year Class	Asian American	Black/ African American	Hispanic American	Native American[2]	Native Hawaiian/ Other Pacific Islander[2]	Two or More Races	All Minority[1]	Int'l	White[3]	Total
UConn Avery Point											
Retention											
One Year	Fall 2022	92	*	68	*	*	80	**79**	50	81	**80**
Two Year	Fall 2021	94	58	53	*	*	64	**63**	67	60	**61**
Three Year	Fall 2020	86	*	48	*	*	44	**52**	*	68	**62**
Graduation											
Four Year	Fall 2019	39	*	27	*	*	15	**28**	*	38	**34**
Five Year	Fall 2018	79	*	58	*	*	71	**64**	*	56	**60**
Six Year	Fall 2017	81	*	55	*	*	60	**58**	33	57	**57**
UConn Hartford											
Retention											
One Year	Fall 2022	87	66	68	*	*	71	**74**	71	82	**78**
Two Year	Fall 2021	79	45	52	*	*	83	**62**	57	77	**68**
Three Year	Fall 2020	78	44	47	*	*	58	**58**	63	68	**63**
Graduation											
Four Year	Fall 2019	50	21	29	*	*	36	**37**	42	53	**44**
Five Year	Fall 2018	70	50	47	*	*	63	**58**	67	61	**59**
Six Year	Fall 2017	80	60	56	*	*	45	**64**	*	67	**65**
UConn Stamford											
Retention											
One Year	Fall 2022	84	71	77	*	*	74	**76**	78	81	**78**
Two Year	Fall 2021	78	60	69	*	*	77	**69**	78	76	**72**
Three Year	Fall 2020	78	55	58	*	*	54	**61**	77	65	**63**
Graduation											
Four Year	Fall 2019	45	17	22	*	*	25	**25**	45	45	**25**
Five Year	Fall 2018	63	49	51	*	*	52	**53**	43	58	**54**
Six Year	Fall 2017	65	54	48	*	*	55	**53**	68	63	**57**
UConn Waterbury											
Retention											
One Year	Fall 2022	74	62	79	*	*	87	**76**	88	82	**79**
Two Year	Fall 2021	80	47	59	*	*	64	**63**	60	67	**65**
Three Year	Fall 2020	83	48	55	*	*	59	**61**	71	66	**64**
Graduation											
Four Year	Fall 2019	48	13	23	*	*	14	**25**	*	41	**33**
Five Year	Fall 2018	73	28	42	*	*	36	**46**	*	57	**51**
Six Year	Fall 2017	67	53	49	*	*	77	**56**	*	61	**59**

[1] Minority includes Asian American, African American, Hispanic American, Native American, 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. (*) Other ethnicities with a * have less than 10 students in the cohort. [3] White category includes self-reported white, other, and "refused to indicate". BPIR/April 2024

Retention and Graduation Rates for First Year Classes by Residency

UConn also observes an achievement gap among our out-of-state students and international students, in comparison to their in-state counterparts. Tables 7 and 8 below illustrate these differences. Table 8 provides the retention and graduation rates by residency for the Hartford and Stamford campus, which serves out-of-state or international students.

Table 7. Storrs and Total Regional Campus – Retention and Graduation Rates (%) by Residency

	First Year Class	In State	Out of State	International	Total
Storrs Campus					
Retention					
One Year	Fall 2022	93	89	91	**91**
Two Year	Fall 2021	89	84	79	**87**
Three Year	Fall 2020	87	85	78	**85**
Graduation					
Four Year	Fall 2019	76	74	58	**73**
Five Year	Fall 2018	84	82	73	**82**
Six Year	Fall 2017	87	79	77	**84**
Total Regional Campuses					
Retention					
One Year	Fall 2022	79	70	76	**78**
Two Year	Fall 2021	69	59	73	**68**
Three Year	Fall 2020	63	53	70	**63**
Graduation					
Four Year	Fall 2019	38	30	32	**38**
Five Year	Fall 2018	57	30	51	**56**
Six Year	Fall 2017	61	38	67	**60**

Table 8. Hartford and Stamford - Retention and Graduation Rates (%) by Residency

	First Year Class	In State	Out of State	International	Total
Hartford Campus					
Retention					
One Year	Fall 2022	78	*	71	**78**
Two Year	Fall 2021	68	*	*	**68**
Three Year	Fall 2020	63	*	63	**63**
Graduation					
Four Year	Fall 2019	44	*	42	**44**
Five Year	Fall 2018	60	*	67	**59**
Six Year	Fall 2017	66	*	*	**65**
Stamford Campus					
Retention					
One Year	Fall 2022	78	73	78	**78**
Two Year	Fall 2021	73	56	78	**72**
Three Year	Fall 2020	62	54	77	**63**
Graduation					
Four Year	Fall 2019	34	24	45	**25**
Five Year	Fall 2018	55	33	43	**54**
Six Year	Fall 2017	58	38	68	**57**

Retention and Graduation Rates for First-Year Classes by Gender

Table 9 and 10 illustrate retention and graduation rates between students who self-identify on binary fields. Notably, Female retention notably across all races and ethnicities with the onset of the pandemic. In addition, first-year retention rates for:

- Black Females increased 7 percentage points from the Fall 2021 cohort to the Fall 2022 cohort.
- Latina Females increased 1 percentage point from the Fall 2021 cohort to the Fall 2022 cohort.
- Black Males increased 8 percentage points from the Fall 2021 cohort to the Fall 2022 cohort.
- Latino Males increased 8 percentage points from the Fall 2021 cohort to the Fall 2022 cohort.

Table 9. Storrs and Total Regional - Retention and Graduation Rates (%) by Gender

	First Year Class	Female	Male	Total
Storrs Campus				
Retention				
One Year	**Fall 2022**	91	92	**91**
Two Year	**Fall 2021**	87	86	**87**
Three Year	**Fall 2020**	86	84	**85**
Graduation				
Four Year	**Fall 2019**	79	67	**73**
Five Year	**Fall 2018**	86	77	**82**
Six Year	**Fall 2017**	87	80	**84**
Total Regional Campuses				
Retention				
One Year	**Fall 2022**	78	78	**78**
Two Year	**Fall 2021**	69	68	**68**
Three Year	**Fall 2020**	64	61	**63**
Graduation				
Four Year	**Fall 2019**	42	33	**38**
Five Year	**Fall 2018**	61	51	**56**
Six Year	**Fall 2017**	64	56	**60**

Table 10. Regional Campuses - Retention and Graduation Rates by Gender

Rates (%)	First Year Class	Female	Male	Total
Avery Point Campus				
Retention				
One Year	Fall 2022	80	80	**80**
Two Year	Fall 2021	66	59	**61**
Three Year	Fall 2020	61	62	**62**
Graduation				
Four Year	Fall 2019	43	24	**34**
Five Year	Fall 2018	67	52	**60**
Six Year	Fall 2017	64	52	**57**
Hartford Campus				
Retention				
One Year	Fall 2022	78	78	**78**
Two Year	Fall 2021	67	69	**68**
Three Year	Fall 2020	65	61	**63**
Graduation				
Four Year	Fall 2019	50	39	**44**
Five Year	Fall 2018	64	55	**59**
Six Year	Fall 2017	69	62	**65**
Stamford Campus				
Retention				
One Year	Fall 2022	79	76	**78**
Two Year	Fall 2021	71	73	**72**
Three Year	Fall 2020	65	60	**63**
Graduation				
Four Year	Fall 2019	36	32	**25**
Five Year	Fall 2018	58	50	**54**
Six Year	Fall 2017	61	53	**57**
Waterbury Campus				
Retention				
One Year	Fall 2022	75	83	**79**
Two Year	Fall 2021	69	60	**65**
Three Year	Fall 2020	64	64	**64**
Graduation				
Four Year	Fall 2019	40	28	**33**
Five Year	Fall 2018	57	45	**51**
Six Year	Fall 2017	60	59	**59**

While not represented in the tables in this document, dashboards developed by the Office of Budget, Planning & Institutional Research (BPIR) are allowing us to compare the groups and subgroups of students across multiple variables, including Federal Pell Eligibility and First Generation status. When doing so, we observe the following: Female Federal Pell recipient retention increased overall, especially among Black and Latina students. Conversely, White Male Federal Pell recipient retention has dropped to 90% from last year's all-time high of 96%. First Generation retention increased for Male First Generation students, while rates for Female First Generation students remained flat. Perhaps one of the most significant increases, however, is among Black Males who are First Generation, with a 13-percentage point increase from Fall 2021 (73%) to Fall 2022 (86%.)

Transfer Students Success Rates

Transfer student completion rates are calculated differently. Uniform standards for calculating transfer student success rates are not well established. The methodology for doing so is utilized by both UConn and 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.

Transfers to All UConn Campuses

Tables 11 through 13 present the average credits accepted and graduation rates for all transfers to the university, all CT Community College transfers, and transfers from the Guaranteed Admissions Program (GAP).

Table 11. Average Credits Accepted and Graduation Rates of All Transfers to UConn

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	1,067	45.6	53.0	76.2	78.9
Fall 2016	1,054	46.0	54.1	73.5	77.4
Fall 2017	1,126	45.6	50.9	69.4	72.6
Fall 2018	988	45.6	53.8	71.6	73.9
Fall 2019	951	45.4	50.6	69.9	72.7
Fall 2020	992	43.9	44.0	53.6	
Fall 2021	839	45.9	20.4		

Table 12. Average Credits Accepted and Graduation Rates for all CT Community College Transfer

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	377	56.7	39.3	70.3	75.3
Fall 2016	378	56.5	43.7	68.5	74.6
Fall 2017	394	55.9	36.0	61.7	67.8
Fall 2018	324	54.5	44.4	68.5	72.8
Fall 2019	301	56.8	36.5	64.5	69.8
Fall 2020	363	54.5	36.9	55.9	
Fall 2021	294	53.0	25.9		

Table 13. Guaranteed Admission Program (GAP) Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	40	61.9	55.0	85.0	85.0
Fall 2016	58	62.9	55.2	81.0	87.9
Fall 2017	48	62.1	45.8	66.7	68.8
Fall 2018	68	62.1	70.6	91.2	94.1
Fall 2019	55	64.4	58.2	74.5	76.4
Fall 2020	45	60.9	44.4	68.9	
Fall 2021	38	62.8	55.3		

Note: For newer cohorts such as Fall 2021, caution should be taken in using these graduation rates since students transferring in lower amounts of credits have not been at the University long enough to graduate in four years.

As we observe with first-year students, completion rates for Storrs transfer students are also higher than those across all campuses. Tables 14 – 16 below illustrate outcomes for transfer students who begin at the Storrs campus.

Table 14. All Transfers to the UConn Storrs Campus

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	835	46.5	54.3	78.7	81.2
Fall 2016	849	46.7	56.9	76.2	80.4
Fall 2017	865	45.7	55.7	73.8	77.0
Fall 2018	780	46.8	57.8	75.4	77.8
Fall 2019	735	46.8	55.0	74.3	76.9
Fall 2020	745	45.1	47.2	57.0	
Fall 2021	633	46.4	21.2		

Table 15. All CT Community College Transfers to the UConn Storrs Campus

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	262	58.8	36.6	70.2	75.6
Fall 2016	261	59.8	46.7	70.9	78.9
Fall 2017	262	58.2	37.8	63.4	69.8
Fall 2018	217	58.2	47.9	72.4	78.3
Fall 2019	209	58.8	39.2	66.5	71.3
Fall 2020	242	57.1	36.8	57.0	
Fall 2021	182	56.0	28.0		

Table 16. Guaranteed Admission Program (GAP) Transfers to the UConn Storrs Campus

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	36	61.5	52.8%	83.3	83.3
Fall 2016	49	63.0	59.2%	79.6	87.8
Fall 2017	41	62.2	53.7%	65.9	68.3
Fall 2018	59	62.2	71.2%	91.5	94.9
Fall 2019	42	65.7	54.8%	76.2	78.6
Fall 2020	39	61.6	46.2%	66.7	
Fall 2021	27	64.1	48.1%		

Note: For newer cohorts such as Fall 2021, caution should be taken in using these graduation rates since students transferring in lower amounts of credits have not been at the University long enough to graduate in four years.

Rates for transfer students, 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[2] (NSC), students who begin at a four-year public university, graduate with a bachelor's degree at a six-year rate of 71.8% (Fall 2016 cohort), UConn's transfer students graduate at a rate of approximately 88% (Fall 2016 cohort). NSC data illustrates that students who begin at a community college graduate with a bachelor's degree at a six-year rate of 49.2% (Fall 2016 cohort), where UConn's rate for CTCC transfers across all campuses is 78.9% (Fall 2016 cohort).

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[2] *Source: Yearly Success and Progress Rates (April 2023). Herndon, VA: National Student Clearinghouse Research Center.*

Transfer to UConn Regional Campuses

Tables 17 through 19 present data on transfers to all UConn regional campuses. Tables are not presented for individual regional campuses, as cohort sizes are often very small, and therefore not statistically meaningful. Tables 19 and 20 present data on transfers from Connecticut State Universities.

Table 17. All Transfers to UConn Regional Campuses

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	232	41.6	48.7	67.2	70.7
Fall 2016	205	43.1	42.4	62.4	64.9
Fall 2017	261	45.3	36.0	55.9	59.0
Fall 2018	208	41.3	38.9	57.2	59.1
Fall 2019	216	40.8	35.6	55.1	58.3
Fall 2020	247	40.3	34.0	43.3	
Fall 2021	206	44.6	18.0		

Table 18. Connecticut Community College Transfers to UConn Regional Campuses

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
Fall 2015	115	51.8	47.0	72.2	76.5
Fall 2016	117	49.2	36.8	63.2	65.0
Fall 2017	132	51.4	32.6	58.3	63.6
Fall 2018	107	46.9	37.4	60.7	61.7
Fall 2019	92	52.1	30.4	59.8	66.3
Fall 2020	121	49.3	37.2	53.7	
Fall 2021	112	48.2	22.3		

Note: For newer cohorts such as Fall 2021, caution should be taken in using these graduation rates since students transferring in lower amounts of credits have not been at the University long enough to graduate in four years.

Table 19. Average Credits Accepted and Graduation Rates of Connecticut State University Transfers to All UConn Campus and to the Storrs Campus only.

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate (%)		
			4 Year	5 Year	6 Year
All UConn Campuses					
Fall 2015	147	35.5	64.6	81.0	81.6%
Fall 2016	150	38.7	66.7	82.7	86.0%
Fall 2017	135	38.4	63.0	83.0%	85.2%
Fall 2018	128	35.4	56.3	64.1%	65.6%
Fall 2019	114	40.9	56.1	75.4%	75.4%
Fall 2020	123	38.9	50.4	59.3%	
Fall 2021	96	36.3	13.5		
UConn Storrs Campus Only					
Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2014	126	37.6	63.5%	82.5%	84.9%
Fall 2015	118	37.2	66.1%	85.6%	86.4%
Fall 2016	139	39.5	66.2%	83.5%	87.1%
Fall 2017	116	39.7	65.5%	85.3%	87.9%
Fall 2018	104	36.7	60.6%	69.2%	70.2%
Fall 2019	89	44.9	59.6%	82.0%	82.0%
Fall 2020	98	40.2	52.0%	61.2%	
Fall 2021	77	36.7	14.3%		

Note: For newer cohorts such as Fall 2021, caution should be taken in using these graduation rates since students transferring in lower amounts of credits have not been at the University long enough to graduate in four years.

Table 3. Average Credits Accepted and Graduation Rates of All CSU Transfer students Overall and by CSU Institution (December 2023)

| | Total UConn Storrs and Regional Campuses | | | | | Total UConn Storrs | | | | |
| | Enrolled Count | Average Credits Accepted | Graduation Rate | | | Enrolled Count | Average Credits Accepted | Graduation Rate | | |
Cohort			4 Year	5 Year	6 Year			4 Year	5 Year	6 Year
Central CT State University										
Fall 2011	63	42.8	58.7%	79.4%	84.1%	57	43.6	61.4%	80.7%	86.0%
Fall 2012	43	37.5	60.5%	81.4%	81.4%	34	39.6	67.6%	85.3%	85.3%
Fall 2013	41	45.9	61.0%	78.0%	80.5%	35	47.7	60.0%	80.0%	82.9%
Fall 2014	28	41.8	42.9%	67.9%	75.0%	25	43.8	44.0%	68.0%	76.0%
Fall 2015	32	36.7	62.5%	81.3%	81.3%	25	39.8	60.0%	84.0%	84.0%
Fall 2016	42	39.0	71.4%	83.3%	85.7%	40	39.7	72.5%	85.0%	87.5%
Fall 2017	27	36.3	70.4%	81.5%	81.5%	23	38.0	78.3%	87.0%	87.0%
Fall 2018	33	37.3	51.5%	60.6%	63.6%	26	41.3	57.7%	69.2%	73.1%
Fall 2019	29	45.1	55.2%	72.4%	72.4%	23	51.9	52.2%	73.9%	73.9%
Fall 2020	29	44.0	51.7%	65.5%		23	46.6	52.2%	69.6%	
Fall 2021	23	33.4	8.7%			17	35.1	5.9%		
Eastern CT State University										
Fall 2011	61	38.8	55.7%	80.3%	82.0%	55	39.4	52.7%	80.0%	81.8%
Fall 2012	53	41.5	41.5%	71.7%	75.5%	44	42.5	43.2%	77.3%	79.5%
Fall 2013	60	33.9	71.7%	83.3%	83.3%	52	35.6	71.2%	84.6%	84.6%
Fall 2014	66	32.6	68.2%	87.9%	87.9%	60	33.4	70.0%	90.0%	90.0%
Fall 2015	70	35.1	71.4%	85.7%	87.1%	64	35.4	70.3%	85.9%	87.5%
Fall 2016	71	39.0	66.2%	85.9%	87.3%	67	39.7	67.2%	88.1%	89.6%
Fall 2017	54	37.0	68.5%	83.3%	87.0%	48	37.4	68.8%	83.3%	87.5%
Fall 2018	39	37.6	56.4%	69.2%	69.2%	34	37.7	61.8%	76.5%	76.5%
Fall 2019	35	46.3	51.4%	74.3%	74.3%	29	48.9	58.6%	82.8%	82.8%
Fall 2020	36	37.6	47.2%	55.6%		29	37.3	51.7%	55.2%	
Fall 2021	28	39.3	10.7%			26	37.9	7.7%		
Southern CT State University										
Fall 2011	53	35.7	56.6%	77.4%	79.2%	39	36.7	61.5%	84.6%	84.6%
Fall 2012	33	37.4	60.6%	75.8%	78.8%	22	39.7	54.5%	68.2%	72.7%
Fall 2013	32	40.6	65.6%	84.4%	87.5%	25	40.1	60.0%	84.0%	88.0%
Fall 2014	36	40.7	61.1%	75.0%	77.8%	26	43.7	65.4%	80.8%	84.6%
Fall 2015	21	31.4	52.4%	76.2%	76.2%	14	37.1	57.1%	85.7%	85.7%
Fall 2016	14	39.5	50.0%	71.4%	78.6%	12	42.0	41.7%	66.7%	75.0%
Fall 2017	30	40.3	53.3%	86.7%	86.7%	26	42.7	53.8%	88.5%	88.5%
Fall 2018	35	32.5	62.9%	65.7%	68.6%	26	31.8	65.4%	65.4%	65.4%
Fall 2019	35	34.5	68.6%	85.7%	85.7%	24	39.0	75.0%	95.8%	95.8%
Fall 2020	38	38.5	50.0%	60.5%		29	41.2	51.7%	65.5%	
Fall 2021	32	37.7	21.9%			23	39.4	30.4%		
Western CT State University										

| | Total UConn Storrs and Regional Campuses | | | | | Total UConn Storrs | | | | |
| | Enrolled Count | Average Credits Accepted | Graduation Rate | | | Enrolled Count | Average Credits Accepted | Graduation Rate | | |
Cohort			4 Year	5 Year	6 Year			4 Year	5 Year	6 Year
Fall 2011	36	37.5	69.4%	80.6%	86.1%	33	38.4	72.7%	84.8%	90.9%
Fall 2012	39	40.1	53.8%	76.9%	82.1%	28	42.6	57.1%	78.6%	85.7%
Fall 2013	18	32.9	38.9%	61.1%	61.1%	15	35.7	33.3%	60.0%	60.0%
Fall 2014	16	32.8	62.5%	75.0%	75.0%	15	33.6	66.7%	80.0%	80.0%

Fall 2015	24	39.0	58.3%	70.8%	70.8%	15	40.9	66.7%	86.7%	86.7%
Fall 2016	23	36.7	69.6%	78.3%	87.0%	20	37.4	65.0%	75.0%	75.0%
Fall 2017	24	41.8	54.2%	79.2%	83.3%	19	43.6	57.9%	84.2%	89.5%
Fall 2018	21	33.0	52.4%	57.1%	57.1%	18	35.0	55.6%	61.1%	61.1%
Fall 2019	15	35.1	40.0%	60.0%	60.0%	13	35.1	46.2%	69.2%	69.2%
Fall 2020	20	34.6	55.0%	55.0%		17	34.3	52.9%	52.9%	
Fall 2021	13	31.3	7.7%			11	30.5	9.1%		