

**Report to the University Senate on  
Undergraduate Education & Instruction (UEI)  
Michael Bradford  
Vice Provost for Faculty, Staff and Student Development  
February 1, 2021**

## Executive Summary

The following is a summary of the Academic Affairs programs that contribute toward the Life Transformative Educational success of our undergraduate education and instruction (UE&I) mission at UConn. These programs actively engage with our students and provide holistic support that celebrates the diversity of their academic needs, and that supports the work of the faculty, graduate assistants, and staff whose teaching, advising, and scholarship brings the entire offerings of the university to life. The initiatives below, and many more, make it possible to achieve exceptionally high rates of first-year retention of over 90%, an overall four graduation rate of 73% (the national average is just over 30%) and a six year graduation rate of 85%. Given the ever-rising cost of higher education, identifying strategies to help students succeed and graduate on time greatly reduces their overall college cost and the following academic affairs programs greatly aid in this endeavor.

Following are recent accomplishments within the six UE&I units. While not an exhaustive list, it includes strategic high priority areas of foci, their corresponding progress and recent accomplishments.

## Center for Excellence in Teaching and Learning (CETL)

**Center for Excellence in Teaching and Learning** (<https://cetl.uconn.edu/>). CETL is dedicated to the support and advancement of best practices in teaching and learning, and includes the following units: Faculty Development, Educational Technologies, UConn Online/eCampus, Academic Program Development and Support, Data Analytics/Nexus, Office of Early College Programs, Summer & Winter Programs, Writing Center, Quantitative (Q) Center, Testing Center, Office of University Advising, Service Learning, Bachelor of General Studies Program, and the newly formed Office of Continuing and Professional Education. Peter Diplock, Associate Vice Provost Teaching and Learning. 48 Staff.

### Highlights of Achievements:

- **Our team of faculty development, instructional design, and educational technology staff were exceptional in their systematic support of the faculty** pivot to remote online teaching in the spring 2020 and provided an extensive amount of comprehensive training and support for faculty throughout the summer. We had more than 8,000 points of contact (e.g. workshop seats, consultations) with more than 2,500 distinct individuals, more than 500 unique

workshops this past year and delivered more than 50 invited presentations to classes, groups, departments, and other units at UConn. These numbers are more than double from the previous year with more than half of the increase occurring during the incredible surge in demand from March-July.

- Not included in the data above, CETL consultants worked with approximately 250 individual instructors of all ranks during the 2019/2020 academic year for general faculty/teaching development. Consultants met multiple times (and for extended periods of time) with many of these clients. Some clients worked with us for as many as 40 hours during this time span. These **confidential consultations** covered almost all aspects of teaching---teaching improvement, innovation, documentation for PTR, course redesign, syllabus construction, assessment of learning, classroom management, the academic job search, classroom observations, etc.
- CETL staff rapidly **developed a one-week short course “Preparing for Distance Education”** (PDE). PDE introduced faculty to best practices in curriculum design and online teaching and learning as well as available University resources. It provided an opportunity for faculty to use HuskyCT tools and experience online teaching and learning from the student perspective. Stressing the mix of asynchronous and synchronous approaches, PDE culminated with faculty creating an action plan to help them prepare for pivoting to distance education in summer and fall. Staff from multiple CETL units collaborated to offer PDE 13 times from May to August with over 800 faculty members participating.
- We developed a series of faculty-facing educational technology workshops designed to provide faculty with enhanced training on HuskyCT and informed technology options (e.g. WebEx, Teams, Collaborate for remote synchronous instruction)-these were our most popular workshops by far with more than 4,000 registrations, assessment-related workshops that bridged the pedagogical/technological divide (400 faculty registered for these assessment workshops). We also wanted to mention that our success on the faculty-facing side of educational technology could not have been possible without the amazing support and commitment of our colleagues in Academic IT who put in extraordinary effort to ensure that the technologies faculty and students rely upon (Blackboard-HuskyCT, WebEx, Teams) work as intended and troubleshoot when it doesn't.
- We launched a faculty-facing [keep teaching website](#) (7500 page views within the first six weeks) and a student-facing [keep learning website](#) in mid-March.
- We **increased our emphasis on diversity, equity, and inclusion** by introducing a series of new workshops and initiatives, continued our support of [National Center for Faculty Development and Diversity](#) (NCFDD) programming including the [Faculty Success Program](#), the [Solo Success Program](#) (How to thrive in the Academy when you're the only \_\_\_\_ in your department)--cancelled due to Covid-19, participated in the Black and Brown Faculty Networking event, cosponsored ODI's Thriving at Work series, started (Spring 2020) a Contemplative Practice Learning Community Focused on Rhonda Magee's Book, The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness, were awarded 3 President's Initiative on Community grants (some in collaboration with faculty and community

partners), and worked with colleagues in the library to begin creating a library guide for anti-racist pedagogy. CETL staff and faculty affiliates developed a new workshop series on Equity and Inclusive Teaching. Regularly offered sessions included:

- 
- Equity and Inclusive Teaching in Distance Learning: A Practical Overview
  - Equity and Inclusive Teaching in Discussion Based Courses
  - Equity and Inclusive Teaching in STEM Courses
  - Equitable Participation: Ways to Teach and Design your Course for Inclusion
  - Implementing Inclusive Teaching Principles and Facilitating Challenging Conversations
  - Dialogue in the Classroom: Strategies for Building Engagement and Empathy
  - Dialogue Moderation Skills
  - Designing an Accessible Syllabus
- 
- CETL staff consulted with **six of UConn's seven 2020 NSF CAREER grant winners** on their education plans. We provided letters of collaboration for five of them. We also consulted with at least 10 other faculty members on additional and upcoming NSF grants. We continue to lead a workshop on developing educational plans for CAREER grants for School of Engineering and participate in a similar session for CLAS.
  - **Research Activity:** Members of our team are co-PI's on two NSF grants; IUSE/PFE: Innovation Beyond Accommodation: Leveraging Neurodiversity for Engineering Innovation---5 year, \$2M; DUE: Redefining Public Engagement at the University of Connecticut: Studying the Impact of an Innovative STEM Service Learning Model on the University Community—5 year, \$2.25M; CETL is one of 38 finalists invited to submit a final proposal for a \$2.5M 5 year award from HHMI (Driving Change), and we are awaiting word on another HHMI proposal submitted on Inclusive Excellence (IE3).
  - We continue to support university wide **SET+** efforts. We worked collaboratively with Faculty Standards, academic departments, and centers to enhance assessment of teaching effectiveness to highlight the importance of collecting teaching and learning data with a variety of different methods (SET+) in order to strengthen the validity of the evaluation strategy. We emphasized that multiple lines of evidence can include qualitative and quantitative measures that provide a more holistic view of the extent to which course learning objectives were accomplished successfully. This year showed an increased number of departments with official SET+ policies. CETL consulted on documentation of teaching through the use of student, self, and peer evaluation tools with 11 departments and 14 individual faculty members. We held meetings with Department Heads and gave presentations at 5 faculty meetings. We also provided calibration training for peer observations and updated our SET+ website.
  - We continue to **support new faculty and new TA orientations** in Storrs and participate in new faculty orientations at the regional campuses. We also support the teaching of two foundation courses in the **Graduate Certificate of College Instruction (GCCI)** GRAD6000 (Seminars in College Instruction) and GRAD6001 (Introduction to College Instruction).

- We **expanded support for regional campus faculty** including adjuncts by extending consultations and other services and offering more than 28 different workshops prior to Covid-19. We also continue to coordinate the **Reed Fellowship at the Waterbury Campus** (this year's recipient was Stephen Dyson from Political Science).
- We convene the **Annual Teaching and Advising Awards** (in-person event cancelled this year due to Covid-19). Award winners this year included Devra Dang from Pharmacy Practice (University Teaching Fellow), Jason Hancock from Physics (University Teaching Fellow), Sarah Reed from Animal Science (Teaching Innovation Award), Anthony Rizzie from Math (Teaching Innovation Award), David Tonn from Electrical and Computer Engineering (Outstanding Adjunct Award), Samantha Lawrence from Human Development and Family Sciences (Outstanding Graduate Student Teaching Award), and Mathew Phelps from Physics (Outstanding Graduate Student Teaching Award. University Advising Award Winners were Judy Brown from Allied Health, and Shoshana Armington from the School of Engineering.
- We are a **pedagogical partner to Schwarzman College (SC) at Tsinghua University**, delivering remote workshops to faculty and SC Teaching Fellows on teaching strategies, and authoring quarterly teaching tips. This partnership supports a full time Post-Doc position at UConn in the Neag School of Education.
- We **helped develop a multi-disciplinary 1 credit hour free COVID-19 pop-up course** with 15 faculty from 6 different schools and colleges in 3 weeks: The COVID-19 Pandemic: Impacts on Health, Business and Society. It became the **largest undergraduate course in UConn history**, with more than 4,200 students enrolled in the spring, another 800 in May term, and more than 1,000 graduate students, staff and faculty. The course was also launched separately to alumni with close to 2,000 enrollments.
- We provided thought leadership for key strategic initiatives including the **multi-disciplinary Data Science Initiative (graduate programs)**, the **Entrepreneurial graduate program revenue share agreement**, and **accelerated degree programs** (4+1 and 'degree in 3' initiatives).
- We support the **University Learning Spaces Committee** (formed 2018) to re-imagine and re-configure centrally controlled learning spaces; Science I tiered active learning classroom with capacity of 204 will be first large active learning classroom space on campus (completion date of Fall 2022). Approved research-informed Principles & Guidelines to optimize the design of existing and new learning spaces at the University, improving the way we assess and identify learning space needs as well as setting priorities for the creation of new learning spaces and the renovation of existing spaces.
- We **launched (rebranded) UConn Online** (<https://online.uconn.edu/>) in January 2020, which is supported by our legacy *eCampus* (UConn's faculty-facing course development support for faculty). We currently have >350 online undergraduate courses, >200 online graduate courses, ~50 online graduate certificate and degree programs). *eCampus* provided financial support and instructional design support to faculty for the development of more than 75 new online undergraduate and graduate courses in 2019/20. We supported the development of two **new online graduate degree programs**; Master of Energy and Environmental Management (MEEM), a collaboration between CLAS, LAW, CAHNR and Master of Research Methods and

- Measurement (Neag), and five **new online graduate certificate programs**--- graduate certificate in Healthcare Innovation, graduate certificate in Life Story Practice and Research, graduate certificate in Clinical Genetics and Genomics (Allied Health), graduate certificate in Remote Sensing (CAHNR), and a graduate certificate in Educating Bilingual Learners (Neag).
- Our **academic program and support staff** continue to support more than 30 graduate programs with web design and content creation, search engine optimization, digital advertising (Google Ad Words), automated and one-on-one customer relationship management (CRM) and (program web design, marketing, and enrollment support), and enrollment management support (non-degree student enrollment and assistance for matriculated students). New projects/programs this past year include a major redesign of graduate online nursing programs including Family Nurse Practitioner (FNP), Adult Gerontology Acute Care, Adult Gerontology Primary Care, Nurse Leader, and Nurse Educator.
  - We enhanced our **academic program research capabilities** this past year by securing a desktop application (**Burning Glass**) to more effectively support the market research process necessary for exploring and validating launch of new academic programs. Burning Glass allows us to conduct more effective analysis related to predicting enrollment demand because of crosswalks between academic programs and employment demand and trends including insights into skill clusters and competencies that can be useful for curriculum design and alignment. Burning Glass also provides competitive analysis and 5-year enrollment trends in similar programs through CIP and IPEDS data. We also continue to have memberships with the **Education Advisory Board** (Continuing Online Education Forum) and **Hanover Research**.
  - We initiated a partnership with Trilogy Education and worked to support School of Engineering launch of [UConn Coding Bootcamps](#) at the Hartford and Stamford regional campuses, and we worked to create and hire a new staff member for the Office of Continuing and Professional Education to provide centralized university wide support for high quality non-credit programs.
  - The Office of [Summer](#) and [Winter](#) programs continues to be strategically important as a mechanism that **helps UConn students get the courses they need when they need them to graduate on time**. It is *also an important source of additional revenue for academic departments and central administration*. This past year we continued to see a shift toward online course enrollments in favor of face-to-face enrollments with 93% of all enrollments in winter term now online, and 65 % of all enrollments in summer term now online. Year over year enrollment increased by 8%. This year we successfully piloted marketing of niche summer courses to non-UConn (non-degree) students and will coordinate a much larger scale version of this strategy next year working closely with Enrollment Management aimed at students who attend other colleges and universities throughout the year but who return ‘home’ and live in CT during summer and winter breaks.
  - The Office of Early College Programs, [Early College Experience \(ECE\) program is the University’s largest academic outreach program](#) - allowing high school students to take UConn courses at their high school, taught by their high school instructors who are certified by the UConn departments based on academic credentials. It is the oldest (est. 1955) and one of the largest concurrent enrollment programs in the country---13,363 statewide enrollments last

year (mostly high school juniors and seniors), 81,584 credit hours attempted, 208 partner high schools throughout CT, and 1,377 certified instructors, offering 75 different courses in 32 participating UConn academic departments. More than 1/3<sup>rd</sup> of entering UConn students are UConn ECE alumni, bringing in an average of 9 credits per student (although some as many as 36 credits). UConn ECE hosted approximately 300 hours of professional development workshops this year to engage and enhance the instruction of UConn courses at our 208 high school partners. The program hosted a number of student events - annual events such as the French Immersion Day and Quiz Bowl, the Globalization Conference (cancelled due to COVID-19), and Cardboard Boat Race - as well as new events: the German Immersion Day and Quiz Bowl and the Italian Immersion Day and Quiz Bowl. This was also the third year that OECP was scheduled to host the Connecticut Science Olympiad (CTSO) – a 1,200 student event that involved two dozen UConn professors (UConn and UConn Health) and industry specialists (cancelled due to COVID-19).

- [UConn's Pre-College Summer](#) program was cancelled because of Covid-19 on April 17, which is about 1.5 months before applications and course enrollments typically peak. One goal this year was to provide more access to students with financial need. In addition to working with Noble Network's 'Summer of a Lifetime', who were on track to send about 30 students from Chicago, we also collaborated with UConn ECE partner schools to provide access to 20 Connecticut high schools students. Through a collaboration with UConn's Department of Geoscience, we were able to provide a scholarship opportunity for ten Connecticut students to participate in the GEOPATHS course as part of an NSF grant entitled, "GP-IMPACT: Creating Pathways for Literacy, Undergraduate Majors and Careers in the Geosciences through Institutional Collaborations". The PCS program is gaining the interest of Departments and Faculty around campus. This year we added a number of DMD courses, another engineering course, and a neuroanatomy course. With these new courses on the roster, and enrollments high, it was unfortunate that we had to cancel and hope to add them back next year.
- The Office of University Advising convened the third **Annual Advising Conference** featuring Dr. Richard Miller of Olin College as keynote and with more than 150 faculty and staff advisors in 20 workshops throughout the day, **formed the Scholastic Standing Working Group** and helped modify the scholastic standing process in partnership with schools/colleges/regional campuses to adjust for the pass/fail grading in the spring semester, and developed a set of Guiding Principles for the Office of University Advising.
- The **Q Center** had another busy year (~20,000 student visits) and made the successful transition from in-person to online/remote tutoring for all supported courses within 10 days in the spring semester. The Q Center currently funds 6.5 full time TA's who go through extensive training including expanded training on diversity, equity and inclusive teaching/mentoring practices and provided enhanced support and collaboration with regional campuses.
- The **Writing Center** had another productive year of sustaining excellent tutoring operations (~4,000 tutoring sessions and 800 hours of one on one tutoring support for first-gen students), providing developmental workshops for faculty (more than 100 faculty participated in the full day W teaching orientation in August, December, and January) partnering with units across the

university (our 1010S/Writing Fellows program in collaboration with SSS an First Year Writing is a gem that quietly and effectively enhances diversity on campus by improving the retention and success of first-gen students), and research productivity (multiple papers and conference presentations).

- The **Office of Service Learning** supported more than 75 SL designated courses this past year, and supported a number of interesting projects including a \$50,000 Fats/Oils/Grease biofuel project through the School of Engineering (funded by the Hartford Metropolitan District Commission), the Keney Park Sustainability Project, the UConn Hartford focused SSEI (Social Sector Engagement Initiative) with the Food Delivery Platform Project for the North End of Hartford, the Healthy Hartford Hub, the North Hartford Promise Zone UConn Collaborative, the Sustainable Food Systems Community initiative, and assisted in service learning focused NSF grants.
- Jeff Winston, the creator and administrator of **Nexus (student advising and success portal)** continues to make improvements and enhancements that improve the end user experience and functionality. Many features were added or enhance this past year including the '60 second' student profile, remote Kiosk student check-in capabilities, enhanced network notification features, expanded student email, name, and pronoun options, improved filter and search options that enhance productivity, advanced charting capability to geo-locate students, and many other enhanced customization options for advisors. Jeff was also instrumental in facilitating CETL's ability to pivot quickly and support the surge of faculty demand for pedagogical-technological support. We utilized his FINS scheduling and tracking database to help us seamlessly monitor and adjust workshop enrollment strategies and Nexus to create an efficient remote appointment booking system for faculty to select available appointment times for one-on-one 30 minute consultations with CETL staff.
- We created a new unit 'Office of Continuing and Professional Education' to provide enhanced centralized support to existing continuing education and professional education non-credit programs across the university and to develop enhanced capabilities for developing innovating non-credit programming including non-credit online short courses, webinars and podcasts that address employee and workforce development needs.

## Honors and Enrichment Programs

The UConn Honors Program provides opportunities for students to move from **consumers of knowledge to producers of knowledge**. The Honors experience has been designed around a [theoretical framework](#) supporting student growth toward becoming **leaders in their fields and in their communities**.

### Explore

- Starting in the Honors First-Year Seminar and continuing into specially designed courses, such as those in the interdisciplinary Honors Core
- Honors courses across the UConn curriculum that provide intellectual breadth across broad epistemological areas, including many that meet general education requirements



- Community and events that support the social-emotional growth of students as they live, study, and socialize

#### Create

- Unique contributions within a diverse community of scholars
- Cutting-edge research and creative projects under the supervision of leading faculty
- Growth in skills and abilities in preparation for future endeavors as students share their research and scholarship with authentic audiences.

#### Lead

- Within Honors and UConn through commitments to student organizations, clubs, and learning communities
- In an academic field by presenting and publishing
- As a citizen-scholar driving change at UConn and beyond.

Our emphasis is on an **Honors education** rather than educating Honors students. We promote inclusive practices and admissions strategies to ensure that students from diverse backgrounds have access to Honors courses, research and mentorship by UConn faculty, and co-curricular experiences that promote growth and development.

#### Highlights from 2019-20

- Continued implementation of new Honors graduation requirements, including a new online Honors Preliminary Plan of Study process.
- COVID-19 changed many facets of our work, including:
  - Virtual recruitment of incoming students;
  - Online Orientation, including new tools for efficient and comprehensive advising; met with each student individually for course registration
  - Providing a full slate of remote events for community development, student social-emotional support, and academic and professional development
- Welcomed our largest ever entering first-year Honors cohort (591 students, including 27 at UConn Stamford) in Fall 2020

#### Top Initiatives for 2020-21

1. Continue implementation of new Honors requirements across all campuses; first graduates under these requirements expected in 2021
2. Enhance Honors and Enrichment Programs opportunities for students at all UConn regional campuses
3. Increase fundraising for Honors Program students and program initiatives.

#### [OFFICE OF UNDERGRADUATE RESEARCH](#)

The Office of Undergraduate Research (OUR) helps students from all majors and UConn campuses to develop opportunities to conduct research and engage in creative activity. By providing funding for student projects and venues for showcasing project outcomes, the OUR supports students in exploring the unknown,



creating new knowledge, and sharing their discoveries. View full 2019-20 report [here](#).

### Signature Programs

- The **Health Research Program**, which connects undergraduates to researchers at UConn Health within a program structure that supports sustained engagement in research.
- The **UConn IDEA Grant Program**, which supports students' immersion in projects they have conceived and developed, whether a service initiative, research project, creative endeavor, or entrepreneurial venture.
- The **BOLD Women's Leadership Network**, which develops a diverse cohort of women leaders through individual and collaborative service/leadership projects and professional development programming.
- The **Frontiers in Undergraduate Research Poster Exhibitions**, which provide two annual opportunities for students across the university to share their research and creative work with the university community.

### Highlights for 2019-20

- Disbursed over \$620,000 in support of undergraduate research and creative activity through 256 awards across 8 funding programs. Pivoted 7 of those funding programs to online/remote operations, collaborating with students and their mentors to modify planned projects in response to pandemic-related restrictions and to ensure that undergraduates' engagement in research could continue.
- Secured \$1.2M grant renewal from the Helen Gurley Brown Foundation to support scholarship funding, service/leadership projects, programming, and post-graduation fellowships for two additional cohorts in the BOLD Women's Leadership Network initiative.
- Collaborated with the Office of First Year Programs and Learning Communities and the Werth Institute to promote marquee research and innovation programming in October (Research Connections, Experience Innovation Expo, Fall Frontiers) under the Month of Discovery banner.

### Top Initiatives for 2020-21

1. Redesign advising services (staff and peer advising) and workshops to offer a range of options in a virtual format that are responsive to the particular challenges of getting involved in undergraduate research this year.
2. Collaborate with the Office of the Provost and the Office of the Vice President for Research to develop and communicate undergraduate research guidance consistent with evolving campus policies and practices.
3. Modify funding programs and processes, as well as key office events (Research Connections, Frontiers research exhibitions), as needed to accommodate changes to research modalities and reduced density on UConn's campuses.

### [INDIVIDUALIZED AND INTERDISCIPLINARY STUDIES PROGRAM](#) & [UNIVERSITY SCHOLAR PROGRAM](#)

The Individualized and Interdisciplinary Studies Program (IISP) supports individualized and

interdisciplinary learning opportunities for undergraduate students at the University of Connecticut through the Individualized Major Program and several interdisciplinary minors. The University Scholar Program allows undergraduates to design and pursue an in-depth research or creative project and to craft an individualized plan of study that supports their intellectual interests during their final three semesters.

#### Highlights for 2019-20

- The **Individualized Major Program** (offered by the College of Liberal Arts and Sciences and the College of Agriculture, Health, and Natural Resources) offers students the opportunity to create their own majors. Common themes remain health studies, international studies, data science, and law, rights and justice studies. **The percentage of applicants who completed the gateway course increased from 47 to 69 percent**, thereby strengthening the quality of applications and students' understanding of disciplinary and interdisciplinary perspectives and practices.
- The **University Scholar Program**. The Program's Oversight Committee reviewed and substantially revised the application process to gain a more holistic picture of applicants.

#### Top Initiatives for 2020-21

1. Implement the new application process for the University Scholar Program and develop recorded materials for online workshops.
2. Adapt the Individualized Major gateway and capstone courses to Distance Learning format during pandemic.
3. Rebuild Individualized Major student records database using more up-to-date and adaptable software.
4. Streamline online communication and approval processes for the Individualized Major by introducing a weekly digest and an online change in plan of study form.

## OFFICE OF NATIONAL SCHOLARSHIPS & FELLOWSHIPS

The Office of National Scholarships & Fellowships (ONSF) advises and mentors UConn students who are competing for prestigious, nationally-competitive scholarships and fellowships. ONSF is open to all graduate and undergraduate students at the University, including students at the regional campuses. ONSF's mission is to foster the intellectual and personal growth of students from all backgrounds who are applying for nationally- competitive awards. By incorporating faculty, staff, and administrators into the recruitment, endorsement, and advising processes, ONSF engages the entire university community in promoting fellowships and celebrating the excellence of UConn students.

### **Signature Programs**

- The **National Fellowships Incentive Program** provides UConn and UCH faculty up to \$1,000 in professional development funds for mentoring students as they prepare applications for prestigious external fellowships. Additionally, graduate students who submit eligible fellowship applications may receive up to \$250 in scholarship funds.
- **Fulbright Week at UConn** (co-sponsored by the Office of Global Affairs) brings together staff from the Institute of International Education (which administers the Fulbright Program) and UConn faculty and graduate students to discuss their interest in the Fulbright Scholar and Fulbright U.S. Student Programs.
- The **Graduate Fellowships Summer Writing Institute** is a multi-day workshop held early each summer that helps graduate and undergraduate students jumpstart fellowship applications they plan to submit in the fall. In 2020, the workshop was conducted virtually, attracting the largest number of participants to date.

### **Top Initiatives for 2020-21**

1. Adapt efforts to recruit outstanding scholarship and fellowship applicants – especially from under-represented disciplines and backgrounds – through virtual outreach to relevant learning communities, student organizations, faculty, staff, and administrators.
2. Coordinate with the Office of Global Affairs and other relevant units to raise awareness of Fulbright U.S. Scholar and Fulbright U.S. Student Programs among faculty, graduate students, and undergraduate students.
3. Build on the success of previous collaborations with CETL (e.g., the annual workshop on “Writing Letters of Recommendation”) by integrating efforts to raise awareness of unconscious bias into internal ONSF recruitment and selection processes.

## **OFFICE OF PRE-PROFESSIONAL ADVISING**

UConn's Office of Pre-Professional Advising serves current UConn students and alumni in pre-medical, pre-dental, and pre-law areas. In addition, we work with students in the Special Program in Medicine (SPiM), Special Program in Dental Medicine (SPiDM), and Special Program in Law (SPinL), as well as students in the Medicine and Dental Medicine Post-Baccalaureate Program and the Accelerated Program in Law (six-year combined bachelor's and JD program).

## Signature Programs

- In conjunction with the Office of Undergraduate Admissions and the respective Deans, the **Special Program in Medicine/Dental Medicine** and the **Special Program in Law** offer conditional admission to these graduate schools for outstanding incoming first-year students.
- The **Accelerated Program in Law** allows undergraduates to begin the first year of law school during their senior year of undergraduate studies, thereby saving a year of law school tuition.
- The **Post-Baccalaureate Certificate in Medicine and Dental Medicine** provides courses, programs, and education abroad opportunities to college graduates seeking a career change to the health professions or to enhance the competitiveness of their applications to programs of study in the health professions.

## Highlights of 2019-20

- Supported over 350 applicants (current UConn students and alumni) as they applied to medical, dental, physician assistant, optometry, and other health professions programs.
- Conducted regular offerings of pre-med/dental group advising sessions at Storrs, Waterbury, Hartford (new), and Stamford (new—virtual in April) campuses as well as four spring advising workshops (all recorded and posted online). We continued to support our pre-professional community through a combination of live [virtual] group advising sessions, collaborative programming with campus partners, and 1:1 advising and programming via Webex.
- Hired Dr. Erin Ciarimboli as Director, University Advising and Pre-Professional Advising, in May 2020.

## Top Initiatives for 2020-21

1. Benchmarking, transforming, and implementing a new advising model to support pre-medical and pre-dental students throughout their journey to medicine. This competency-based advising model, launching in Spring 2021, will focus on an exploratory, developmental, and holistic approach that will allow students to explore the health professions, engage in regular reflection and feedback opportunities, and empower them to fully tell their own story and present their best candidacy for study in the health professions.
2. Developed a new partnership with the UConn Health Leaders Program, allowing our Post-Bacc students to participate in a six-week intensive program incorporating patient care, physician shadowing, and educational modules in December 2020 and January 2021. This will allow our Post-Bacc students to gain over 60 hours in direct patient care experience, a critical component of their professional school applications.
3. Successfully transition the Law Fair (Fall 2020) and all additional 2020-21 advising, programming, and community-building to online modalities.

## Institute for Student Success (ISS)

**Institute for Student Success** (<https://iss.uconn.edu/>). The Institute oversees the Academic Center for Exploratory Students and Bachelor of General Studies program, Center for Academic Programs, First Year Programs, Learning Communities, the Academic Achievement Center, and the Louis Stokes Alliance for Minority Participation.

### **Recent accomplishments:**

- We secured a new \$1.8 million five-year grant for Student Support Services to continue supporting our efforts to serve students who traditionally underrepresented in higher education, with an emphasis on low-income, first-generation to college students. Among all campuses, SSS served 1190 students over the course of the year.
- We launched four new non-residential student Learning Communities (LCs) since 2017, bringing our total to 20 residential and 14 non-residential LCs. 48% of our first-year class is involved in a LC this year, and nine out of ten first-year students take a First Year Experience (FYE) course. These programs greatly contribute to UConn's 93% first year retention rate.
- The Major Experience (<https://tme.uconn.edu/>), a student-centered program dedicated exclusively to major exploration, experienced substantial growth and development over the last year and garnered national recognition from NACADA .
- We successfully launched an Academic Achievement Center on our urban Hartford Campus (HAAC) to provide students with programs, resources, and services to enhance skill development, effective decision-making, and personal transitions to and within the university setting. As of May 30, 2020, HAAC had 2,752 sign-ins including 267 First Gen students and 93 SSS students. We received national recognition as a First Gen Forward Institution from the Center for First-Generation Student Success, recognizing UConn as an institution that shows particular success and dedication in supporting first-generation students through evidence-based practices and resources to bolster recruitment, retention, and graduation.
- In the wake of COVID, we successfully transitioned all services to virtual delivery. The Summer Bridge Program supported 373 transitioning underrepresented students in their matriculation to all UConn campuses, and our High School Initiatives program engaged 38 high school students to continue to motivate students to pursue a postsecondary education.

Provided targeted programming to nearly 1000 students transferring to Storrs from other institutions or the regional campuses. Transfer Insiders hosted a number of events including Fall Welcome Breakfast, Fall New to Storrs Resource Fair, Transfer Connections House Learning Community Seminar Panel and a spring 2020 Welcome Dinner.

## Institute for Student Success (ISS) - Associate Vice Provost Tarrayl Starke

The **Institute for Student Success** (ISS), under the leadership of Tarrayl M. Starke, Ed.D., works to increase access to higher education; promote student academic engagement across the university; strengthens student preparation and learning; provides one-on-one holistic support; and promotes the recruitment, retention, and graduation of University of Connecticut undergraduates.

ISS is comprised of the following departments and programs:

- Academic Center for Exploratory Students (ACES)
- Bachelor of General Studies (BGS) program
- First Year Programs (FYP) & Freshmen Year Experience (FYE)
- Learning Communities (LC) and the Learning Community Innovation Zone (LCIZ)
- Academic Achievement Center (AAC)
- Louis Stokes Alliance for Minority Participation (LSAMP)
- Center for Academic Programs (CAP)
- Transfer Connections
- First Generation UConn

Once students arrive on campus, ISS programs provide high impact practices for student success that include advising exploratory students, First Year Experience (FYE) seminars, Learning Communities, academic support, and student leadership and enrichment. ISS recognizes the critical importance of the first year for students to build a sense of belonging at UConn and healthy habits of mind. As such, ISS programs seek to personalize the academic experience for incoming students by scaffolding learning environments and experiences utilizing best practices to build a foundation for all students to thrive during their time at UConn.

The work we do is particularly important, as ISS is responsible for ensuring equity and access to students coming from high schools in CT cities with large achievement gaps. ISS serves as the University's primary outreach to support student success for first-generation, low-income, and other students historically underrepresented in higher education. Starting in high school, UConn College Access and Preparation Program (UCAP), UConn Rising Scholars, Hartford Promise, New Haven Promise, and the First Generation program offer students a structured pipeline that includes secondary school engagement, college transition summer programs, and postsecondary student engagement through their graduation from UConn and beyond.

ISS has a long history of reaching out to external funding sources such as the US Department of Education as well as private donors to supplement University funding and is currently managing close to seven million dollars from external funding sources. For over 50 years, UConn's low-income and first-generation students have benefited from critical programming funded by federal TRIO programs. ISS administers the National Science Foundation's Louis Stokes Alliance for Minority Participation (LSAMP) grant and serves as the lead institution for the Northeast LSAMP Alliance comprised of six institutions in the region. FYP/LC has also been aggressively pursuing grants and donors to support high impact initiatives for our students.

Through ISS programs, students benefit from small course sections and seminars, community-building, mentoring and strong academic advising. As a result, ISS is uniquely positioned to offer programs that lead to greater student retention and success and to contribute to the University's Life-Transformative Education Initiative. Below are some of the selected programs initiated in the past decade to address major University initiatives.

#### **Select Signature Programs:**

- **Short-term Study Abroad Experiences** - SSS created specialized education abroad opportunities for first-generation/low-income students in the program. Studies show that studying abroad has a positive impact on retention, graduation, and overall student success for this population.

- **Comprehensive Peer Leadership Programs** - Over 400 peer educators serve in para-professional roles across all programs, advising, teaching, counseling, and mentoring.
- **Learning Communities** - First and second-year students can participate in one of 34 faculty-led communities, including 20 Living/Learning Communities that are major-based or interdisciplinary. These Communities align with UConn areas of research and programmatic excellence, including the environment, innovation, creativity & entrepreneurship, global citizenry, human rights and the humanities.
- **Learning Community Innovation Zone (LCIZ)** - A 1500 square foot makerspace in the Peter J. Werth Residence Tower engages students of any major in innovative, hands-on experiences that enable synthesis of their academic studies, personal interests, and creativity through making.. Equipped with wood working tools, 3-D printers, a laser cutter, an electronics station, and other tools and equipment, the LCIZ offers students a place to implement design thinking as they work to solve problems big and small. Signature events include HackUConn, a 24-hour hackathon; Women in Making Forum; Maker Faire and summer programs for high school students.
- **UConn Rising Scholars** - This program for foster/independent youth holds a summer program and monthly academic days. Over 90% of the students who attend matriculate into higher education, significantly higher than the 20% national average for this population.
- **The Major Experience (TME)** - TME is a student-centered approach to discovering which major(s) are best for students. An online program and small group workshops provide comprehensive resources for self-exploration, as well as connection to student mentors, career coaches and academic advisors.
- **Transfer Connections** –Students transferring from other institutions or relocating from UConn’s regional campuses benefit from targeted programming and peer-to-peer mentoring to support their transition to and success at Storrs.
- **Supplemental Instruction** – offered for 11 courses, provides students in “gateway” STEM courses with additional support to succeed through tutoring and small group instruction.
- **UConn Connects** – provides students, especially those at-risk of dismissal, with an assigned faculty, staff, or peer mentor for monthly meetings and assistance.
- **First Gen Outreach** – ISS leads University efforts in reaching out to and supporting students who are the first in their families to attend college (25% of undergraduates at Storrs and nearly 50% of students at regional campuses).
- **First-gen Forward** - UConn this year was honored with the designation by the Washington, D.C.-based Center for First-Generation Student Success.
- **Support for undergraduate research experiences** - Each October a Research Connections event primarily for first & second year students showcases all the potential research opportunities at UConn. McNair and LSAMP offer intensive training and support of underrepresented students conducting research on campus with faculty collaborators. In collaboration with five partner institutions through the Northeast Louis Stokes Alliance for Minority Participation an annual international research summer program has been added to conduct NSF supported research abroad.

*Following is a brief summary of the offices housed under the umbrella of the Institute for Student Success.*

## ACADEMIC CENTER FOR EXPLORATORY STUDENTS & BACHELOR OF GENERAL STUDIES PROGRAM



## Academic Center for Exploratory Students

The **Academic Center for Exploratory Students (ACES)** is UConn's advising program for students who want to explore their options before deciding on a field of study or students who must complete specific requirements before applying to a major. An advisor works closely with each student until they officially declare a major.

**The Major Experience (TME)** is a student-centered program dedicated exclusively to major exploration. It is a University-wide initiative led by the Academic Center for Exploratory Students in collaboration with the Center for Career Development, and UConn's academic schools/colleges.

## Bachelor of General Studies (BGS)

The **BGS program** is the University's degree completion program. Designed primarily for returning adult students, BGS is offered at all UConn campuses. Students must have an associate degree or 60 credits from a regionally accredited college or university to be eligible for the program.

## Highlights for ACES & BGS

- Further Development and Expansion of Programs Supporting Transfer and Campus Change Students
- Over the course of the year, ACES advisors handled over 5,600 student visits through a combination of scheduled and walk-in appointments.
- Seventeen percent (17%) or 965 of students advised were not "officially" in the program, thus underscoring the critical role ACES plays in serving all undergraduate students at the University.
- The third year of the ACES Turning Point Program (TPP), an intensive advising and engagement program for students on academic probation, served 45 students. All students successfully increased GPA to be able to remain at UConn.

## CENTER FOR ACADEMIC PROGRAMS (CAP)

### Student Support Services

UConn **Student Support Services (SSS)**, funded in part by a federal TRIO grant, provides students who are first-generation to college, from low-income families, and/or from populations underrepresented in higher education with access to the University, services to support their goal of graduation, and programming to enhance their academic, professional, and personal growth at UConn and beyond. Each year, UConn accepts approximately 300 students from Connecticut through the SSS program to Storrs and the regional campuses.

### High School Initiatives (UCAP & UConn Rising Scholars)

High School Initiatives has several programs that assist historically disadvantaged youth in Connecticut schools to motivate them to pursue and succeed in college.

The **University of Connecticut College Access and Preparation Program (UCAP)** provides programming to help high school students graduate and enroll in the college of their choice. Each year, approximately 100 UCAP students participate in a variety of academic, social, and cultural activities throughout the year to support this goal. UCAP has been working with Connecticut high school students for 50 years. Currently, UCAP recruits students in the 9th grade from Hartford and Windham who are low-income

and/or will be first-generation to college. The program had an average 100% high school graduation rate and a 96% college placement rate for the class of 2020.

The **UConn Rising Scholars Program**, partially funded through a partnership with the Connecticut Department of Children and Families (DCF), supports CT foster youth. The program continues to work with 34 students from existing cohorts to encourage their secondary success and postsecondary enrollment, although new students were not added in 2019-2020. The 2020 graduating class had a 100% high school graduation rate and a 100% college acceptance rate.

Both high school programs provide ongoing support year-round and a summer residential component at UConn's Storrs campus. Both programs have offered services online since March 2020.

### McNair Scholars Program

The McNair Scholars Program prepares talented, highly motivated UConn undergraduate students for doctoral studies in science, technology, engineering, and math (STEM) disciplines. Faculty work closely with Scholars during an intensive residential summer research program, followed by a customized academic year component. McNair is open to low-income, first-generation college students or those from populations underrepresented in STEM graduate fields who are seeking to pursue a Ph.D. In summer 2020 participants received virtual instruction as well as participated in virtual research experiences.

### Highlights for CAP

- SSS was awarded a 5-year renewal from the Department of Education to continue serving students at all regional campuses and Storrs.
- The McNair Fellows Program has transformed into a semester-long program. The program now serves students throughout the fall semester to allow for enhanced research shadowing opportunities and more extensive support for students.
- SSS held its inaugural *Growing Resilience & Inspiring Transformation* (GRIT) conference in August 2020. The virtual conference was geared towards students on scholastic probation.
- A total of 82 students studied abroad in summer 2019, either through the SSS short-term study abroad programs or through other international education opportunities. Forty-nine students studied abroad through SSS, attending classes and taking advantage of cultural immersion activities in Costa Rica, Croatia, and the Czech Republic. Additionally, students experienced education abroad over the past year in locations such as Brazil, Granada, Israel, Japan, Korea, and Peru.

### LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (LSAMP)

The **Louis Stokes Alliance for Minority Participation (LSAMP)** program, funded by the National Science Foundation (NSF), supports UConn undergraduates toward achievement and graduation in the science, technology, engineering, mathematics, and pre-health (STEM) disciplines. By design and structure, LSAMP programs function in alliance settings, and as of 2016, the University of Connecticut became the lead institution of the **Northeast Louis Stokes Alliance for Minority Participation (NELSAMP)**. This

valuable collaboration, dating back to 2001, brings together LSAMP programs at Northeastern University, University of Rhode Island, University of Massachusetts-Amherst, Worcester Polytechnic Institute, and Tufts University with UConn to support the goals of the LSAMP program through joint events including symposia and GEM Grad Lab.

Open to underrepresented students in STEM majors, LSAMP provides opportunities for mentoring, workshops, personal and professional development, and support for international research experiences, undergraduate research, and regional and national professional organizations and events.

#### Highlights for LSAMP

- Increased participation in LSAMP funded research opportunities (e.g REU's and international research) through faculty collaboration.
- Presented NELSAMP research abroad program at national conference, highlighting the program's success in bringing LSAMP students from across the Northeast Alliance to China and Australia. A total of 40 students from the alliance participated in international research experiences 2016-2019.
- Submitted proposal to renew the program through a 5-year grant from the NSF in November 2020

## FIRST YEAR PROGRAMS, LEARNING COMMUNITIES & THE ACADEMIC ACHIEVEMENT CENTER (FYP|LC|AAC)

### First Year Programs (FYP)

Since 1999, UConn's **First Year Experience (FYE)** program has offered courses and services that foster student success, development, transition, and leadership. Through our course offerings, first and second year students at the University study and engage in exploration, learning, and research in small 19-seat seminar sections. Nine out of ten first year students participate.

### Learning Communities (LC)

**Learning Communities** provide cohorts of students with opportunities to investigate areas of interest, based on their major or an interdisciplinary topic, through guided courses and co-curricular activities. Living Learning Communities develop knowledgeable, responsible, engaged citizens in a culture of inquiry within a learner-centered university in a residential environment. While assisting students with their transition to academic life, they offer a small college feel and a sense of place on a large campus; they promote meaningful and sustained interactions with faculty, staff and student leaders; and they provide an effective structure for curricular coherence, deeper learning, student success, persistence, and engagement. This year 48% of the incoming class participated in a learning community, as well as hundreds of students beyond the first year.

### Learning Community Innovation Zone (LCIZ)

The **Learning Community Innovation Zone** makerspace is a 1500 square foot space in the Werth Residence Tower designed to support experiential learning around concepts of innovation, creativity and entrepreneurship.

## Academic Achievement Center (AAC)

The **Academic Achievement Center(AAC)** and the new **Hartford AAC** assist students to attain academic and personal goals by providing a comprehensive, personalized array of programs, resources, and services to enhance skill development, effective decision-making and personal transitions to and within the university. **UConn Connects** is the university's largest volunteer mentoring program with over 230 undergraduate, graduate, faculty, and staff volunteers who work one-on-one with over 700 students per year. Each semester, students on probation are sent invitations to join and over 54% of responded and were assigned mentors. The AAC also provides specialized support and targeted outreach to cohorts including Transfer students, Hartford Promise and New Haven Promise Scholars and those on academic probation. **First Generation UConn** provides additional programming, advising, and support for students who are first in their families to attend college.

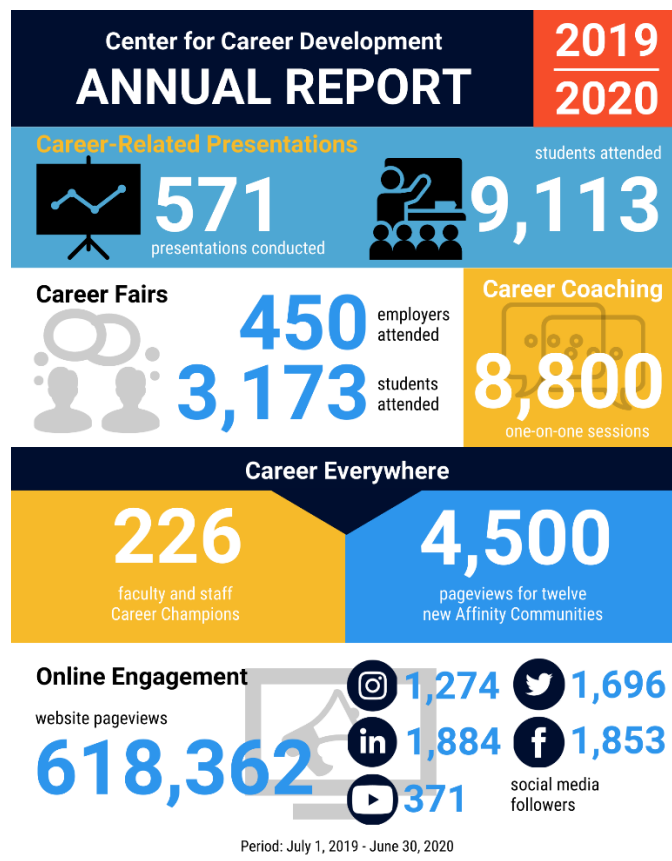
The AAC offered **Supplemental Instruction** in 11 entry-level STEM courses, providing additional support to students through peer tutoring, and small group sessions to build a foundation for future studies in STEM.

### Highlights for FYP,LC, AAC & LCIZ

- Launched **Hartford AAC** Fall 2019. This expanded ISS academic support services to Hartford, connecting students to academic success services and supplemental instruction. During the pre-launch phase of Summer 2019, over 50 faculty and staff members volunteered to be UConn Connects mentors in Hartford to work with students on academic probation on the regional campus.
- Created and launched an FYE Instructor Network (I.N.) to support over 30 FYE instructors and allow them to network and share best practices
- Developed specialized and intentional programming for First Generation students (e.g. Welcome Reception, First Gen Day, Faculty/staff retreat for First Gen, and Success 360).
- **SUCCESS 360!**, a collaborative effort with Financial Aid, Bursar's, Dean of Students, Advising, FYP, and Registrar's Offices, assisted the University and students in resolving complex student and financial issues, with a particular focus on at-risk first-generation students.
- Created FYE Peer Mentoring Class EPSY 3020 to support undergraduate student mentors as they work with first-year students. This course concentrates on continuing each mentor's self-awareness and development in areas such as leadership, diversity, facilitation, classroom management, lesson planning, and mentoring.
- Launched **Month of Discovery** event series, which builds on success of Research Connections, as a new UConn tradition that engages students in a variety of enrichment, research, innovation, and creativity-orientated events designed to offer the most impactful and informative UConn undergraduate experience.
- **Women in Making Conference:** One of the many groundbreaking events hosted by the Learning Community Makerspace in Werth Tower, this conference engages students with a panel of women involved in making, helps identify barriers and best practices to navigate disparities for women in making, and hosts skill-building workshops to increase education and participation in making for women.

- Began full implementation of supports and services designed specifically for the Hartford Promise and New Haven Promise Scholars students at the Storrs and Hartford Campuses.
- Submitted an application to be designated a First Gen Forward Institution and was awarded this designation for the 2020-2021 Cohort in recognition of the programming and support offered to this population.
- Continued internal partnership with Student Support Services (SSS) on the state grant-funded PASS **Blueprint** program to increase retention of students of color on academic probation

## Career Center



In February of 2013, UConn’s Provost created the position of Assistant Vice Provost and Executive Director of Career Services. At the time, the vision for this new role was summarized as follows:

*This newly created position will support the mission of uniting all Career Services functions throughout the University. We believe that this change will enable Career Services to provide transformational leadership in the development and implementation of new programs, internship opportunities and employer partnerships for a comprehensive, university-wide Career Services platform that serves as a national model for Career Services excellence.*

Since that time, an incredible team has been developed and has achieved unprecedented success in providing UConn students with nationally recognized offerings and career-related programs. That success is evident in our most recent First Destination Reporting that indicates that 81% of students utilize the services of the Center for Career Development during their undergraduate careers. This compares to a national average of 55%, as recently reported in a Gallup national polling. This scale has been accomplished through the development of innovative programs, student outreach via social media and other modes of communication, and an aggressive campaign aimed at bringing employers to campus and presenting students with viable jobs and internships. Metrics that demonstrate this success are evident when comparing 2013 data to our most recent levels of student and employer engagement:

<b>Category</b>	<b>2013</b>	<b>2020</b>	<b>% Increase</b>
Employers at Career Fairs	313	450	325%
Students Active in Husky Career Link	7,076	19,000	229%
Students Attending Career Fairs	2,872	3,000	250%
One-on-One Career Advising Sessions	4,796	8,800	140%
Formal Presentations	248	598	241%
Students Attending Presentations	6,756	9,898	147%
Website Page Views	254,478	693,289	272%
Social Media Followers	1,905	6,535	343%

In addition to these metrics, the national thought leadership of the UConn Center for Career Development is evident through the following:

- Every year for the past five years, the Career Center has been selected to present best practices at the annual conferences of both the National Association of Colleges and Employers and the Eastern Association of Colleges and Employers.
- For five of the past six years, the Career Center has been recognized as a finalist for a national award presented by the National Association of Colleges and Employers, winning the top Members Choice Award in 2016 and most recently garnering Honorable Mention for innovation in technology in 2020.
- For two out of the past four years the Career Center has been recognized by the Eastern Association of Colleges and Employers for innovative programing at their annual conference, most recently in 2020 for Diversity and Inclusion initiatives.
- This past year, the Center won the Annual Excellence in Career Center Innovation Award from The Career Collective, a national consortium of career centers.

- Every year for the past five years the Career Center has been featured by both the National Association of Colleges and Employers and the Eastern Association of Colleges and Employers in their membership media and communications.
- Within the UConn community, members of the Center's team have been recognized as finalists at the annual UConn Spirit Awards every year since the program began, most recently in 2020 for our team's innovation in diversity and inclusion programming. Additionally, in 2020 one of our Career Consultants was selected to receive the Student Support Services (SSS) Faculty Recognition Award. Each year, SSS students nominate various UConn faculty and staff members to be recognized for their support and dedication to SSS students.

The Center for Career Development has been transformed over the past six years to a national model of excellence. Other institutions regularly look to us for thought leadership and insight into best practices in service and delivery of career-related information.

Our most recent challenge has been to address the career-related needs of the students that we serve in the midst of a campus-wide closing due to the Covid-19 pandemic. As students became accustomed to the virtual environment and aware of our continued services, from May 1<sup>st</sup> to June 30<sup>th</sup>, 2020 we successfully completed 549 virtual appointments. **This marks a 77% increase in appointment volume** when compared to the same time period in 2019. In response to Covid-19, the Center for Career Development engaged these students through a number of tailored programs and direct outreach efforts.

When moving to a fully virtual format, we quickly realized that email-type communication was going to play a crucial role in how we conduct business. As an incredibly collaborative team, we realized that even the quick questions that someone might pop by an office with would need to be dealt with in a different way. Our office initially rallied around Slack to manage and organize our conversations in a number of channels. We were able to seamlessly move to Teams after a number of weeks in order to fully integrate our internal communications and file management as well as leverage the ability to conduct bi-weekly video conferences with all staff.

In addition to this, the Career Center has addressed the needs of the multiple customers that we serve through:

- Flipping the spring career fair to a virtual format – one of the first in the country to do so
- Swiftly converting all student offerings to a virtual format
- Engaging with other departments to ensure continuous and uninterrupted service offerings
- Hosting two virtual Corporate Advisory Council Meetings
- Serving as panelists for 1 international and 4 national webinars based on our thought leadership in virtual conversion
- Co-leading the Big East summer virtual career fair
- Producing and distributing 6 newsletters since February 2020 to support Career Everywhere



- Average number of recipients per newsletter - 369
- Average open rate – 42.5%
- Average click rate – 3.2%

**Center for Career Development Metrics**

	2016-2017	2017-2018	2018-2019	2019-2020	%Change 2019/2020	%Change 2016/2020
<b>EMPLOYER ENGAGEMENT</b>						
Employers Conducting On-Campus Interviews	83	79	88	76	-14	-8
Employers at Career Fairs	773	880	1,019	862	-15	11
Alumni Actively Engaged at Events		391	673	444	-34	
<b>STUDENT ENGAGEMENT</b>						
Students Active in Handshake	10,991	10,702	16,207	19,830	22	80
Students at Career Fairs	7,241	6,700	7,176	6,367	-11	-12
One-on-One Sessions	7,208	7,069	6,726	6,985	4	-3
Formal Presentations	460	514	598	571	-5	24
Students Attending Presentations	9,647	9,252	9,898	9,113	-8	-6
<b>VIRTUAL ENGAGEMENT</b>						
Website page views	593,064	667,624	693,289	618,362	-11	4
Unique Visitors	114,221	171,551	209,642	182,091	-13	59
Visits	239,389	295,947	324,467	283,155	-15	18
CCD On Demand Views			18,033	33,778	87	
<b>SOCIAL MEDIA</b>						
Facebook	1,668	1,669	1,925	1,853	-4	11
Twitter	1,504	1,563	1,674	1,696	1	13
LinkedIn	1,821	1,939	1,925	1,884	-2	3
Instagram	478	699	1,011	1,274	26	167

**NOTES:**

- Employers conducting on-campus interviews fell slightly which can be attributed solely to COVID-19 and the program ending early in the spring.
- Web traffic (page views, users, and sessions) declined markedly around the outbreak of COVID-19 and did not start increasing again until mid-May. We experienced an increase in traffic due to

programming and marketing efforts from mid-May to end of June, which helped to bring us back up for the academic year but still falling short of last year.

- March 17 to May 17, 2020 = 74,294
  - March 17 to May 17, 2019 = 113,009
  - Difference = 38,715
  - 52% decrease in traffic over that same period from last year
- Students at Career Fairs
    - Slight decline but we did not have the in-person Spring Career Fair; only a small percentage of students attended the Virtual Fair in comparison to what we typically experience for the in-person fair.
  - Formal Presentations
    - Slightly down from last year, attributed to COVID-19 and the semester ending early.
  - Students attending presentations
    - Slightly down from last year, attributed to COVID-19 and the semester ending early.
  - Facebook
    - Historically we have not looked to Facebook for student engagement leading to stagnation over the past few years.
  - LinkedIn
    - We do not currently have access to the LinkedIn CCD group due to budgetary constraints, leading to an inability to approve new members.

### **CORPORATE PARTNER RELATIONS (CPR)**

The Corporate Partner Relations Team is outwardly focused, with an overall goal of bringing employers on campus – both physically (to all campuses) and virtually – to engage, recruit and hire UConn students for internships, co-ops and full-time jobs. There are a number of ways to accomplishing this goal, all centered on increasing employer engagement while delivering positive employer/student experience. This is accomplished using traditional methods such as job postings and career fairs, as well as more innovative ways, ranging from campus wide career / employer events to leveraging our Corporate Advisory Council.

Utilizing well-established protocols, we facilitate organization and student engagements through job postings (Handshake), On-Campus Interviewing, Career Fairs, Career Conversations, Panel Discussions, as well as events such as CCD On-demand Launch and Beyond UConn. Currently we have 13,042 approved organizations posting jobs on our Handshake platform on a regular basis.

We continue to leverage the Employer Continuum, established in 2015, to increase partnership engagements (recruiting, OCI, participation in on-campus events) as well as establish a deeper understanding of our partners recruiting goals and strategies for our Top 60 partners. The Continuum

identifies employee partners along four levels of engagement: Prospect, Awareness, Engagement and Partnership. Our top corporate partners include:

- Stanley Black & Decker
- General Dynamics/Electric Boat
- Enterprise
- Aetna
- Indeed.com
- Liberty Mutual
- MassMutual
- Northwestern Mutual
- Synchrony
- Target
- The Hartford
- Travelers
- UTC/Raytheon
- Cigna
- Sikorsky Lockheed Martin
- Spectrum

We continue to chair CCD's Corporate Advisory Council, comprised of strategic members of UConn staff (CCD, academic advising and learning communities) and representatives from our most actively engaged employers on campus. The goals for the council are to provide an opportunity for feedback from our most active "customers," including areas of improvement; and to provide value to our partners in terms of professional development. This past year we hosted 3 meetings (2 in Storrs and 1 virtual) featuring UConn speakers related to the field of recruiting in the college (university relations) space.

Representative interactions include the UTC sponsorship of Career Fest and the UConn Stamford Synchrony Digital Technology Innovation Center Grand Opening with President Katsouleas and Margaret Keane (CEO-Synchrony) and state representatives. This event supported the vision of the Career Center showcasing the partnership between UConn, CT-Based Corporations and State government.

#### **EMPLOYER RELATIONS DIVERSITY IN THE WORKPLACE INITIATIVES**

- LLAS it Up! - Partnered with PRLACC, El Instituto and Latin American Studies Dept. on October 8 with representatives from Target (sponsor, 2 reps), Cigna (2 alums), The Hartford (1 alum), Pratt & Whitney (3 alums and a UConn parent) and Travelers' (1) Employee Resource Groups (ERG's) talked with students about the value (and existence) of ERG's at companies, as well as the value of diversity in the workplace. Forty-eight students signed into the standing-room-only space.
- Diversity in the Workplace (Asian American Cultural Center-AsACC) - Hosted panelists from Sikorsky, Webster Bank, Travelers (alum & AsACC member), The Hartford (2 alums), Pratt & Whitney (3 alums) and Cigna (alum). At least 45 students attended.
- Queer & Conquering the Workforce – partnered with the Rainbow Center to host LGBT ERG members from Gartner, Target, Electric Boat, The Hartford, Travelers, Webster Bank and Pratt & Whitney.
- TESLaS – Technology, Engineering, Latinx Symposium – October 28, 2019 – Supported the professional development conference in partnership with PRLAAC to identify employers as panelists and speakers.
- Diversity in the Workplace (African American Cultural Center) - Sponsored by Target, hosted panelists from Target, The Hartford, Farm Credit East and Webster Bank to talk with 45 students about diversity and culture in the workplace on February 13.

## **CAREER FAIR SUMMARY**

We ran highly successful Fall 2019 career fairs in Storrs and Stamford and a Winter Break Career Fair in Hartford. A major pivot took place in the spring due to the coronavirus. The Stamford Career Fair was delivered in-person, the Storrs career fair was flipped to virtual.

Our Career Fairs tend to be more successful as regionally based events. And, while we do have several companies from outside our region, the majority of employers come from the northeast and specifically from Connecticut. However, starting in Fall 2019, our Stamford campus actively targeted Metro NY employers and secured several first-time employers to Stamford. Feedback from both employers and students let us know that our career fairs continue to provide tremendous value to both employers and students. It is an efficient way for employers to engage a large number of students in a very short period of time.

### **Storrs**

- Fall 2019 Career Fairs move back to Gampel Pavilion
  - All Majors Career Fair – 123 employers attended; 992 students attended
  - STEM Career Fair - 139 employers attended the; 1,072 students attended
- Supported by CCD, Athletics hosted a fair for athletes, with employers and alums.
- Engineering Spring Fairs – 656 students attended the ENG Fair on 2/19 and 352 on 3/3.
- Internship and CO-OP Fair – 67 employers attended; 773 students attended
- Non-Profit and Public Service (Careers for the Common Good) Career Fair – 81 employers attended; 158 students attended

### **Virtual Spring All Majors Career Fair Career Fair**

The Center for Career Development worked with Firsthand, the technology behind Husky Mentor Network, UConn's tool for students to network with and learn from Alumni. Using a variation of the appointment scheduling model within Husky Mentor Network, profiles were created for the recruiters attending and students were given detailed instructions on how to schedule appointments with employers. 225 one-on-one meetings took place between students and employers on March 25, and nearly 200 were scheduled to occur after the fair concluded.

### **Stamford**

- Fall 2019: Stamford continues to “sell out” the Fall Career Fair and a Part Time Job Fairs with 107 employers (79 at the Career Fair). Given this is the second year of large-scale fairs, student attendance at both Fall 2019 Fairs increased up to +25%. NY employers; MSG, Captivate and The Shade Store registered for Fall 2019 career fair; Reached out to junior/senior professors to promote Career Fair resulting in 25 class visits.
  - Fall 2019 Career Fair - 79 employers participated; 365 students attended
  - Fall Part-Time Job Fair – 28 employers participated; 170 students attended

- Spring 2020 Career Fair – live event just prior to coronavirus shutdown; 70 employers participated (79 had registered, with cancellations due to COVID19): 325 students attended.
- Just In Time Summer Part-Time Job Fair; cancelled due to COVID19 and part time employers were directed to post positions during and post the academic year.

## **Hartford**

- UConn Hartford Part-time Fair – held on October 16, 22 students participated; we worked with the Hartford Chamber and the event brought 20 (24 registered) new employers to the Hartford Public Library campus. Employers were a mix of for-profit and non-profit from a variety of industries and we advertised to all college students in the area, using Handshake, the Hartford Consortium for Higher Ed and the Office of the State University System.
- UConn Hartford Career Fair (*winter break*) - 28 employers participated at this 2<sup>nd</sup> annual offering in Hartford; a total of 238 students attended. Additionally, we worked with the Hartford Consortium of Higher Education, other Handshake schools in the area, the state university system, major employers (for their employees’ children) and the Ct. Insurance and Financial Services Cluster to market the event to all schools and students in Hartford County.
  - 172 UConn students
  - 29 Total UConn Alum
  - 37 Non-UConn student participation

**Waterbury** - Fall Organization Career Fair; 22 organizations participated with 70 students attending

**Avery Point** – Career Expo – October 16, 2019. 8 companies, 10 students attending

## **REGIONAL CAMPUS ENGAGEMENT**

Beginning in Fall 2016, the Center for Career Development developed and implemented a strategy for bringing career service, programs and events to Regional Campus students in alignment with support provided to Storrs based students. Now, regardless of location, students have full access to all career service resources. CCD is now fully established in 3 of 4 regional campuses: Hartford, Stamford and Avery Point. Some gains are being made in Waterbury connecting students with potential employers through the weekly Career Conversations Events. Additionally, In Hartford, Stamford and Avery Point, the Career Center participates in Admitted Students events, Orientation, Involvement Fairs and FYE Classes.

The Center for Career Development has significantly increased its presence and improved the delivery of career service at our regional campuses during the past year. A key measure of success being the increase in student 1-on-1 advising and rising student participation in career-related events.

## **GRADUATE STUDENT PARTNERSHIPS AND INITIATIVES**

### ***Selected Signature Programs***

- **Expand Your Career Options**

- Creating and contributing to a culture in which career diversity is valued, Expand Your Career Options was launched in spring of 2017. This event occurs 2 times a year and features the career journeys of UConn doctoral program alumni in career sectors that value a PhD degree.

**Fall 2019:** Research Institute Jobs Alumni Panel

**Spring 2020:** Government Jobs Alumni Panel

- **Employer Insights** – New program Fall 2019
  - With many PhD candidates and postdocs never working outside of academia, employer engagement provides enhanced understanding of employer needs, insights about being a competitive job candidate, and importance of gaining and conveying various skills, knowledge, competencies, and experience.
- **PhD Employer Pipeline Program** – New program Fall 2019 – Spring 2020
  - Many employers are faced with an aging PhD population of employees and are seeking greater access to PhDs for future hiring. Other employers have heard great things about UConn and seek to more intentionally recruit talent from the University.

**Fall 2019:** Pfizer Parenteral R & D Rotational Program (co-coordinated with OVPR as corporate partnerships with faculty were also explored) – highly selective program

**Spring 2020:** Healthcare Consultancy Group – Medical & Scientific Communications Careers

**Spring 2020:** Henkel 1-year rotational program for PhDs – adhesives division

- **Navigating the U.S. Job & Internship Search** for International Students – Fall 2019
  - As international students benefit from gaining tips and insights from others who have successfully navigated OPT and H1B sponsorship with employers, this program was developed and has been delivered in collaboration with our partners in International Student and Scholar Services for the past three years. This year there were 7 panelists (combination of being in-person and virtual.)
- **Graduate Student Career Council**
  - With a focus to increase awareness of the Center within departments and fields of study, and to deliver department-based initiatives, the Graduate Student Career Council launched in the fall of 2017. During academic year 2019-2020, the Council had 14 graduate student members, representing 13 departments.
- **Career Wellness Series**
  - Understanding that one's sense of career potential and confidence can contribute to overall sense of wellness, launched Career Wellness Series for women identifying doctoral candidates in collaboration with colleague from ONSF, Rowena Grainger. Series topics included: Resiliency, Importance of Mentors, Effectively Communicating Your Message(s), How you think and Stress, Navigating Advisor/Supervisor Relationship – all within the context of navigating one's career now and beyond.

In addition to core presentation offerings offered in-person, recorded, and live on-line, the Center offers distinct programs and services to graduate students and postdoc scholars, recognizing unique needs, and a preference for cultivating skills in their peer group. 31 workshops are presented within departments and

on-line by request from faculty or graduate student groups, with some topics also being centrally presented where any graduate student can attend.

### **FACULTY /STAFF PARTNERSHIPS**

In any given year, faculty/department collaborations range from providing consultation to department leadership on integrating career development with curricular components and milestones, to creating a career development rubric for grant funded research programs, to supplementing career preparation offered to students in departmental and class-based programs.

Highlights:

- OVPR collaboration – Mark Aindow, IMS, bringing recruiters for Pfizer’s highly selective Parenteral R & D Program to campus
- Provided career planning content for multi-Principal Investigator NIH application submitted by Mark Peczuh – Chem.
- Reviewed course feedback from co-teaching POLS5010 in spring of 2019 in preparation for next time being offered – Poli. Sci.
- Provided career training on select topics to program manager of Science of Learning & Art of Communication – SLAC Grant
- Career Conversations faculty training development – Jane Gordon, Poli. Sci.
- Consultation on workshop creation for Southern New England Chapter of the American Fisheries Society 2020 Winter Meeting – Résumé / CV session led by Christopher Sullivan, Graduate Assistant, Natural Resources & the Environment

### **(ISSS) International Student & Scholar Services**

Highlights:

- Development of new Affinity Group career page for international students
- Presenter at Fall and Jan. International Student Orientations
- Participated in UConn’s first Arrival Weekend for international students, staffing help and information stations at key points throughout campus
- Delivered Navigating U.S. Internship & Job Search Panel (Fall)
- Delivered Resume Review Sessions 3xs (Fall)
- Periodic attendance at ISSS events and student gatherings, speaking on topics including internships and CCD overview (Fall and Spring)

### **(OCSS) Off-Campus Student Services**

As the majority of graduate students and postdoc scholars live off campus, it is important for the Center to collaborate with the organizations and departments that support these populations. Highlights include semesterly résumé/CV review sessions for off-campus students.

### **Graduate School Partnerships**

- Fall & Winter Orientations – deliver career-related presentations and contribute to overall planning
- Graduate Student Appreciation Week events – contribute to planning and deliver events



- Postdoc Appreciation Week events – contribute to planning and deliver events
- Timely Topic Events – Presented on Burning Glass Labor Insights product and Center for Career Development Overview (Faculty Career Advising session cancelled due to COVID-19)

**ETHNICITY ANALYSIS**

The Center strives to provide services that are available and relevant to all student populations that we serve. By analyzing our distinct student population engagement by ethnicity, we can better address the needs of underserved populations.

**Methodology**

Taking, for example, students that self-identify as Asian as reflected in the chart below, we know that: (1) Students who self-identify as Asian comprise 24.12% of our total enrollment and (2) Students who self-identify as Asian comprise 27.20% of our total interactions. Based on this, and all things being equal, we would expect that approximately 24.12% of the students that utilize our services would identify as Asian. In this example, a small percentage (3.09%) of this student population is utilizing services at a higher rate than we would expect (27.20% - actual vs. 24.12% - expected).

We are continually assessing services offered and utilization rates to determine overall programming and marketing strategies to address the needs of all students.

**Year 2019-2020 Ethnicity – All Services**

<b>Race and Ethnicity</b>	<b>Number of Students Using CCD Services with Known Ethnicity Status</b>	<b>Percentage of Students Using CCD Services with Known Ethnicity Status</b>	<b>Ethnicity Percentage of Total Enrollment</b>	<b>Difference</b>
<b>Asian</b>	2,292	27.20%	24.12%	3.09%
<b>American Indian/Alaska Native</b>	7	0.08%	0.20%	-0.12%
<b>Black/African American</b>	913	10.84%	9.30%	1.53%
<b>Hispanic/Latino</b>	256	3.04%	2.68%	-0.36%
<b>Native Hawaiian/Other Pac Island</b>	6	0.07%	0.08%	-0.01%
<b>White</b>	4,951	58.77%	63.62%	-4.86%

# UNDERGRADUATE FIRST DESTINATION

2019  
to  
2020

Positive Outcomes Rate  
as of 6 months post-graduation

85%

percentage of  
graduates who fall  
into the categories  
below

60%

Employed

24%

Continuing Education

<1%

Serving in the U.S.  
Armed Forces

<1%

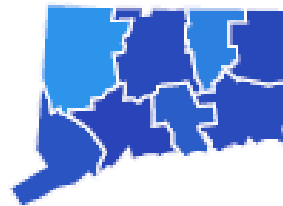
Participating in  
Volunteer Service

<1%

Other

73%

of graduates who attended  
high school in CT, who are  
employed, are working in  
the state



22%

of graduates who did not  
attend high school in CT,  
who are employed, are  
working in the state

## TOP JOB TITLES

Analyst  
Audit Associate  
Client Specialist  
Financial Analyst  
Marketing Coordinator  
Mechanical Engineer  
Project Engineer  
Registered Nurse  
Software Developer  
Software Engineer

87%

of graduates with a positive outcome  
reported participating in experiential  
learning prior to graduation

79%

of graduates utilized services offered at  
the Center for Career Development  
during their time at UConn

## TOP HIRING EMPLOYERS

Aetna  
Cigna  
Deloitte  
Hartford Hospital  
PwC  
Raytheon Technologies  
Synchrony  
The Hartford  
Travelers  
Yale New Haven Health

## Student-Athlete Success Program (SASP)

The Student-Athlete Success Program (SASP) recognizes the unique needs of student-athletes and provides an individualized, holistic approach to supporting their efforts to reach their full potential academically, personally, and athletically during their time at UConn. The Student-Athlete Success Program works collaboratively with the UConn community to assist our student-athletes as they transition into the university, progress through their coursework, receive their diploma, and move on to succeed in graduate school, the work force, or to pursue professional athletic opportunities. The Student-Athlete Success Program supports the overall mission of the university, helping every student-athlete grow intellectually in their effort toward earning a degree from UConn and becoming productive members of their communities.

The Student-Athlete Success Program collaborates with academic advisors within the various schools or colleges to ensure students are working towards meeting university, graduation and NCAA requirements. The Student-Athlete Success Program also works in conjunction with the Office of the Registrar and Office of Athletics Compliance to track the NCAA eligibility, retention and graduation of our students.

In May 2020, men's basketball, men's golf, men's ice hockey and men's and women's tennis teams were awarded the NCAA's Public Recognition Award, signifying Top 10 status for the Academic Progress Rate. Twelve of the athletic teams scored a perfect 1000 for the 2018-2019 APR cohort. The Academic Progress Rate (APR) is a team-based metric that accounts for both the eligibility and retention of each student-athlete who receives athletic related financial aid for each academic term. Each team must earn a four-year APR average of 930. If these benchmarks are not met, there is a progression of penalties for the specific teams and the overall institution.

The Student-Athlete Success Program has collaborated with the Office of Athletic Compliance, Office of the Registrar and the NCAA Faculty Representative, Dr. Jaci Van Heest, to form a collective working group, which meets regularly to discuss NCAA concerns, university policies and procedures which affect the student-athlete cohort as well as reviews of specific student-athletes' cases. These discussions allow this group to address any issues in a timely fashion and to effectively plan to address any potential challenges.

The Student-Athlete Success Program has established a tracking system with the Office of Athletic Compliance and Community Standards to track any academic integrity issues within the student-athlete population. The NCAA has specific bylaws regarding academic misconduct and requires a system to be put in place to track, investigate as needed, any violations of both pre and post enrollment regarding academic misconduct and impermissible academic assistance.

This past year, the program saw an increase with students who were dealing with various learning challenges as well as various mental health challenges. In response, we created the Student-Athlete Academic Wellness team, which consists of Kelly McGill Seega, our Learning Service Director, Dawn Shadron, from Mental Health, who works specifically with our student-athlete cohort and Gabrielle Tyer, our Tutoring Coordinator and Learning Service Coordinator. This team meets monthly to discuss the current student-athlete caseload and discuss how we can best support the students in a holistic manner.

Goals for 2020-2021 Academic Year:

- Meet the NCAA criteria for institutional APR scores
- Have 60% or higher of student-athlete population achieve over a 3.00 semester grade point average
- Collaborate the Office of Athletic Compliance and Office of the Registrar to design more effective tracking mechanisms to meet the NCAA requirements regarding academic progress towards degree, transfer opportunities and extensions of seasons of eligibility
- Continue to enhance services to meet the needs of our diverse populations

## Veterans Affairs and Military Programs (VAMP)

**Overview:** The Office of Veterans Affairs and Military Programs (VAMP) (<https://veterans.uconn.edu/>) is a first-stop shop for all military connected students, faculty, and staff on all UConn campuses. The VAMP staff provides a full range of benefits and services to students that have served or continue to serve in our Armed Forces. These services include benefits processing, event programming and community outreach. Our goal is to provide an excellent experience for all veterans, members of the military, and dependents that attend the University of Connecticut, and for each of them to know that they have a home here, a support network, and are an integral part of the University. The total number of students receiving educational benefits of some kind is currently around 800, with over 40% of these students in STEM majors. We employ VA funded work-study students across all UConn campuses and have an OASIS center at each campus as well.

**VAMP:** There is a saying in the military, “improve your foxhole every day.” VAMP lives by this mantra, and this past year, more than ever, the team worked to improve our processes, our support to our students, and expand what we offer at UConn and beyond. In addition to things we have done that have been well received and successful for years (various community building events to include partnering with Athletics, career services, UConn Recreation, the VA, other schools in CT, and more; a University-wide, multi-campus drive for homeless veterans or veterans in transitional housing), processing benefits in a timely and efficient manner, and being present and advocating for our students (in-person, then virtually), we also branched out with new events and looked to improve our office organization, as well as our processes. We brought the Army War College to UConn Storrs and Hartford for campus-wide events. We expanded our role in the Kyle Milliken Run, an annual run honoring a fallen UConn alum. We worked with the Dodd Center to ensure that our Veteran’s History Project interviews are not only being saved and made available by the Library of Congress, but also right here at UConn. We did a complete overhaul of the approved UConn courses with the State and the VA, which was a major undertaking and are looking at realigning UConn for VA approvals under one facility code to better support our students and decrease processing time.

The Veteran’s History Project was growing prior to COVID, we have a good size list waiting for the interview process to resume. We also increased the number of students involved in different departments by partnering with interested faculty members. Lastly, we sent 20 interviews to the Library

of Congress. Once it is safe to interview veterans in person again, we will pick up the project in earnest. This project has a lot of potential to continue to expand and we will push to improve each year.

During COVID, the VAMP team has come up with creative solutions to continue to support our students, and from a manager's perspective, has become a more cohesive and impressive team working together through adversity. We continued to employ key student workers who have served critical roles throughout working remotely. VAMP certifying officials have been having remote meetings with students during regular "office hours", we have been sending out updates particular to our community of students, and we have been checking in with students we know struggle in the online learning environment. We also have worked closely with many students who were called up to support the COVID response in the midst of their semester, to ensure they could manage their competing responsibilities and still finish classes in a reasonable manner. We worked with state and federal officials at the start of the pandemic to provide insight and feedback on legislation that moved quickly to directly effect our students and their ability to continue to pay for school. Most importantly, we have continued to provide our students the most current information on their benefits in this uncertain environment, have been there to answer their small and large questions, and advocated on their behalf when they faced challenges unique to them as veterans, non-traditional students, VA benefits recipients, or currently serving members of the military.

**Army ROTC (AROTC – Nathan Hale Battalion):** Commissioned 27 officers into the US Army including 16 into Active component, 9 in Army National Guard, and 2 in Army Reserve. 3 seniors ranked in top 10% nationally. Although we did not have Cadet Summer Training, UConn led the planning, resourcing and execution of a regional Basic Camp at Camp Nett for 12 lateral entry cadets. We maintained recruiting and retention through COVID, resulting in an increase of 9 dedicated Guard/Reserve scholarships to UCONN and UNH, not including inbound national scholarship winners. We sustained our relationship with new CASA and Reserve Ambassadors resulting in those nominations. We retained two of the largest ROTC classes (YG22 and YG23) UConn ROTC has seen in over 45 years in each class across our Program.

**Air Force ROTC (AFROTC – Detachment 115):** Det. 115 enrolled 67 cadets during the AY and achieved a 100% graduation rate for those targeting a degree by this summer. UConn AFROTC commissioned 10 new 2nd Lieutenants in the United States Air Force, and had a further 6 cadets apply for the US Space Force; results from the selection board are pending. During the Summer of 2020 we had 10 cadets selected for Field Training and 6 of those cadets were able to attend, despite COVID-19 travel and logistics complications. Feedback from Field Training has been positive for UConn AFROTC participants. The cadets continue to excel academically, despite their significant time commitment to ROTC training, the wing held a term GPA of 3.53 after the spring 2020 semester.

Together, Army and Air Force ROTC conducted the first joint military ball in recent history. Attendance was excellent, and the event drew leaders from both services from across the state and beyond. Another joint venture between AROTC, AFROTC, and VAMP is the "Sisters in Arms" program, a mentorship program for female cadets with female leaders from the military in the state and beyond. Additionally, both programs were extremely inventive and flexible in commissioning their cadets and conducting their awards ceremonies in the COVID environment, coming up with ways to celebrate each cadet's accomplishments safely and without incident.

Top Initiatives for AY 20-21

- 1) Data/Survey: We have a Public Policy Graduate Intern who has put together a survey for students and a survey for faculty and staff. This survey will provide our office with needed information on how to improve our services and support for students, and to find out more about the military affiliated faculty and staff at UConn and how we can best support them.
- 2) Chapter 31 Students: Last year the VA put a new system in place for CH31 students, which hampered our goal of conducting additional outreach to CH31 students. This is our most at-risk population, and as such, we will continue to focus additional efforts on working with these students.
- 3) Veterans Orientation/Summer Program: Expand on the first ever veterans Orientation (conducted in August 2020), with a veteran's summer session program for Summer 2022. This may be an aggressive goal, given the current conditions, but working towards it now will only make it more feasible once we move beyond the current pandemic. The initial concept for this program was approved, and has the support of the Veteran's Advisory Council and others on campus.
- 4) ROTC Goals: Both ROTC programs desire to sustain the gains and success of the last few years in periods of transition. AFROTC has a new commander and many new staff this year, and AROTC will have a new commander at the end of AY 20-21, as well as many new staff. Each program has grown in numbers and grown in success over the past 3-5 years, and each commander has expressed a goal of setting the conditions to ensure that doesn't get lost in the transition of leadership.