



**2020/2021 Annual Report on Retention and Graduation
University Senate**

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Submitted by:

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Introduction

Over the past 25 years, UConn has emerged as one of the finest universities in the nation, and is now a destination for top students in Connecticut and beyond. Central to UConn's growing reputation are high student success rates. Other universities have taken note of the success here, and hold UConn as an aspirant with regard to the retention and graduation of our students. The four-year graduation rate of 73% ranks UConn as 7th among public universities, and average time to degree of 4.2 years is 6th in the US among publics.

There is a competitive spirit within UConn's culture that drives us toward continual improvement. While we are motivated to an overall outcome of superb student success rates on the whole, our focus is centered on ensuring a positive student experience for all students. While in its early phase of planning, the Life Transformative Education (LTE) initiative is certain to set the student experience at UConn on a new trajectory.

For this reason, the R&G Student Engagement committee has been fully integrated in to LTE. The Research and Undergraduate Enrollment & Fiscal Services committees continue to engage in conversation around identification of the issues, barriers and mitigating strategies aimed at addressing impediments to students success at UConn. All three committees are advancing recommendations for leadership to consider that membership believes will make a difference.

This annual report includes the most recent undergraduate statistics on retention and graduation across UConn's campuses for entering first year students and transfers. Included below is an overview of the activity of the Retention and Graduation Taskforce in the past year, followed by a summary of the university's Financial Aid program.

Student Success Rates

Retention & Graduation Statistics

Driven by a highly qualified entering class, paired with the dedication of countless faculty and staff, the University of Connecticut is considered a leader among public universities for student success rates. The below ratings, assembled by the Office of Institutional Research & Effectiveness (OIRE), illustrate how we compare to other public universities:

	UConn	Rank
First Year Retention	93%	16
Four Year Graduation	73%	7
Six Year Graduation	85%	18
Average Time to Degree	4.2 years	6

Storrs First Year Students

The below tables illustrate the past ten years of retention and six year graduation rates of Storrs first year students. These rates have earned UConn broad acclaim, and the success of our students is often cited as one of the reasons for the UConn's ascension in national rankings. The rates illustrate our success, but also our achievement gaps among minority students. The third table illustrates these gaps by ethnicity, where the most significant gaps among Hispanic/LatinX and African American students. These gaps did shrink this year over the prior year. Yet it is evident much work remains.

Storrs Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	93			
Fall 2018	94	88		
Fall 2017	93	88	86	
Fall 2016	94	88	86	
Fall 2015	92	88	86	
Fall 2014	92	87	85	83
Fall 2013	93	89	87	85
Fall 2012	94	90	88	85
Fall 2011	93	87	85	83
Fall 2010	92	87	85	82

Storrs Campus - Minority ¹ First Year Students				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2019	93			
Fall 2018	92	88		
Fall 2017	92	87	85	
Fall 2016	92	85	82	
Fall 2015	91	86	83	
Fall 2014	90	84	83	78
Fall 2013	93	88	85	82
Fall 2012	91	86	84	79
Fall 2011	91	84	81	77
Fall 2010	92	85	82	77

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

Storrs Campus - Retention and Graduation Rates by Race/Ethnicity											
Rates (%)	First Year Class	Asian American	African American	Hispanic American	Native American ²	Native Hawaiian/Other Pacific Islander ²	Two or More Races	All Minority ¹	Internat'l	White ³	Total
Retention											
One Year	Fall 2019	94	92	93	*	*	92	93	90	94	93
Two Year	Fall 2018	94	82	85	*	*	93	88	79	91	88
Three Year	Fall 2017	90	79	86	*	*	79	85	77	89	86
Graduation											
Four Year	Fall 2016	73	60	66	*	*	62	67	72	79	74
Five Year	Fall 2015	85	74	72	80	*	74	78	79	84	82
Six Year	Fall 2014	83	75	75	*	*	77	78	79	86	83

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

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

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

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

Storrs Campus - Retention and Graduation Rates by Residency					
Rates (%)	First Year Class	In State	Out of State	Internat'l	Total
Retention					
One Year	Fall 2019	95	90	90	93
Two Year	Fall 2018	91	86	79	88
Three Year	Fall 2017	90	81	77	86
Graduation					
Four Year	Fall 2016	75	74	72	74
Five Year	Fall 2015	87	73	79	82
Six Year	Fall 2014	87	77	79	83

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

Storrs Campus - Retention and Graduation Rates by Gender				
Rates (%)	First Year Class	Female	Male	Total
Retention				
One Year	Fall 2019	94	92	93
Two Year	Fall 2018	91	85	88
Three Year	Fall 2017	89	83	86
Graduation				
Four Year	Fall 2016	79	69	74
Five Year	Fall 2015	86	77	82
Six Year	Fall 2014	86	80	83

Regional First Year Students

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

Total Regional Campuses				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	82			
Fall 2018	83	72		
Fall 2017	82	72	68	
Fall 2016	84	74	70	
Fall 2015	85	73	68	
Fall 2014	85	75	70	62
Fall 2013	86	75	70	63
Fall 2012	83	73	68	63
Fall 2011	83	72	67	61
Fall 2010	81	69	65	58

Total Regional Campuses - Minority ¹				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2019	83			
Fall 2018	82	72		
Fall 2017	83	72	68	
Fall 2016	83	73	68	
Fall 2015	87	75	70	
Fall 2014	85	75	71	61
Fall 2013	84	72	67	59
Fall 2012	84	74	70	64
Fall 2011	86	75	68	61
Fall 2010	80	66	62	52

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

Avery Point Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	81			
Fall 2018	86	72		
Fall 2017	78	67	63	
Fall 2016	86	74	68	
Fall 2015	84	67	60	
Fall 2014	86	73	69	64
Fall 2013	87	73	64	61
Fall 2012	79	66	61	58
Fall 2011	81	67	63	58
Fall 2010	80	70	65	57

Hartford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	85			
Fall 2018	83	75		
Fall 2017	84	77	73	
Fall 2016	82	73	70	
Fall 2015	85	77	74	
Fall 2014	84	73	67	59
Fall 2013	87	77	73	66
Fall 2012	85	76	72	65
Fall 2011	86	73	69	63
Fall 2010	83	69	65	57

Stamford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	82			
Fall 2018	81	71		
Fall 2017	80	69	65	
Fall 2016	84	76	73	
Fall 2015	85	72	67	
Fall 2014	85	76	74	65
Fall 2013	87	74	71	64
Fall 2012	82	75	71	67
Fall 2011	86	77	70	64
Fall 2010	78	69	67	58

Waterbury Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2019	78			
Fall 2018	81	68		
Fall 2017	84	72	67	
Fall 2016	85	73	65	
Fall 2015	86	76	72	
Fall 2014	88	78	76	65
Fall 2013	85	76	69	64
Fall 2012	85	74	68	64
Fall 2011	81	69	66	60
Fall 2010	83	70	65	59

Transfer Students

Transfer student completion rates are calculated differently. There are varied approaches and uniform standards for calculating transfer student success rates are not well established. The methodology for doing so is utilized by both UConn and the Board of Regents institutions, and captures effective cohorts in the context of grade level. For example, a transfer student who is of first year class standing cannot be expected to graduate from UConn in two years, for an effective completion rate of three years. The transfer calculations account for a number of variables that place time to degree in context of total number of years from beginning of each student’s education to completion.

All Campuses

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2012	1,058	45.0	50.4%	71.3%	76.2%
Fall 2013	948	43.6	54.5%	74.9%	76.8%
Fall 2014	970	43.7	54.5%	72.7%	76.2%
Fall 2015	1,067	45.6	53.0%	76.2%	78.9%
Fall 2016	1,054	46.0	54.1%	73.5%	77.4%
Fall 2017	1,126	45.6	49.4%	61.1%	
Fall 2018	988	45.6	19.2%		

CT Community College Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2012	320	57.5	38.4%	64.4%	73.4%
Fall 2013	299	53.3	38.5%	65.6%	69.6%
Fall 2014	302	54.6	39.7%	62.6%	69.2%
Fall 2015	377	56.7	39.3%	70.3%	75.3%
Fall 2016	378	56.5	43.7%	68.5%	74.6%
Fall 2017	394	55.9	36.0%	37.1%	
Fall 2018	324	54.5	26.5%		

Guaranteed Admission Program (GAP) Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2012	33	61.2	45.5%	60.6%	69.7%
Fall 2013	29	61.5	37.9%	62.1%	69.0%
Fall 2014	26	61.0	50.0%	65.4%	73.1%
Fall 2015	40	61.9	55.0%	85.0%	85.0%
Fall 2016	58	62.9	55.2%	81.0%	87.9%
Fall 2017	48	62.1	45.8%	66.7%	
Fall 2018	68	62.1	61.8%		

Note: For newer cohorts such as Fall 2018, caution should be taken in using these graduation rates since students transferring in lower amounts of credits have not been at the University long enough to graduate in four years.

Storrs Transfers Only

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

All Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2012	816	45.0	53.6%	73.3%	78.6%
Fall 2013	743	42.9	57.1%	78.6%	80.6%
Fall 2014	779	43.9	57.5%	76.3%	80.0%
Fall 2015	835	46.5	54.3%	78.7%	81.2%
Fall 2016	849	46.7	56.9%	76.2%	80.4%
Fall 2017	865	45.7	65.7%	67.6%	
Fall 2018	780	46.8	21.5%		

CT Community College Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2012	216	58.7	39.8%	64.4%	75.0%
Fall 2013	200	55.5	39.5%	68.0%	73.0%
Fall 2014	206	56.9	39.3%	64.1%	71.8%
Fall 2015	262	58.8	36.6%	70.2%	75.6%
Fall 2016	261	59.8	46.7%	70.9%	78.9%
Fall 2017	262	58.2	37.8%	58.4%	
Fall 2018	217	58.2	31.8%		

Guaranteed Admission Program (GAP) Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 2012	28	61.2	46.4%	57.1%	67.9%
Fall 2013	25	62.0	44.0%	60.0%	68.0%
Fall 2014	22	61.4	50.0%	63.6%	68.2%
Fall 2015	36	61.5	52.8%	83.3%	83.3%
Fall 2016	49	63.0	59.2%	79.6%	87.8%
Fall 2017	41	62.2	53.7%	65.9%	
Fall 2018	59	62.2	61.0%		

Note: For newer cohorts such as Fall 2018, caution should be taken in using these graduation rates since students transferring in lower amounts of credits have not been at the University long enough to graduate in four years.

Rates for transfers, while not as high as Storrs first year students, continue to outpace the national averages of entering first year students, an accomplishment worth acclaim. Nationally, according to the National Student Clearinghouse (NSC), students who begin at a four year public university, graduate with a bachelors degree at a six year rate of 67.4%, UConn's transfer students graduate at a rate of approximately 80%. NSC data illustrates that students who begin at a community college graduate with a bachelors degree at a six year rate of 17%, where UConn's rate for CTCC transfers across all campuses is 79%.

Source: *Completing College: National & State Report (Signature Report No. 19, December 2020)*. Herndon, VA: National Student Clearinghouse Research Center.

Taskforce Committee Reports

In 2019, the Retention and Graduation Taskforce developed a strategic plan. Key among the recommendations of the plan was to restructure the taskforce to be more inclusive of key stakeholders, while also being conducive to thoughtful analysis and progress to improving student success rates at UConn across all undergraduate student populations. To this end, an Executive Committee was established, and three standing R&G Taskforce Committees were initiated and provided a charge. The evolution of this framework continues, with the emergence of the Life Transformative Education (LTE) initiatives. The 2020-2021 committee membership, annual activities, and recommendations from each committee are included below.

Retention & Graduation Executive Committee Membership

Lloyd Blanchard	Associate Vice Provost, Budget, Management & Institutional Research
Michael Bradford	Vice Provost for Faculty, Staff and Student Development
Sarah Croucher	Director of Academic Policy, Provost Office
Nathan Fuerst (chair)	Vice President for Enrollment Planning & Management
Michael Gilbert	Vice President for Student Affairs
Lauren Jorgensen	Director of Office of Institutional Research and Effectiveness
Mona Lucas	Assistant Vice President for Enrollment Policies & Strategic Initiatives
Tadarrayl Starke	Associate Vice Provost, Institute for Student Success
Frank Tuitt	Vice President & Chief Diversity Officer
Dan Weiner	Vice President for Global Affairs

Executive Committee - Summary of Activity:

While the executive committee generally steers the activity of the three committees, this year, the committee took on a more regular discussion around the identification of students at risk for attrition amid the pandemic. At the suggestion of the committee, the Registrar, Academic Advising, Institute for Student Success, and others identified lists of students who were not registered, but should be, and proactively coordinated outreach and check ins.

The executive committee has also received the recommendations of the three committees, and will determine which shall be advanced for implementation or further research and consideration.

Research Committee

Charge:

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

Membership:

Lloyd Blanchard	Associate Vice Provost, Budget, Management & Institutional Research
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Dan Doerr	Director of Student Affairs Planning, Assessment and Evaluations
Jeff Gagnon	Enrollment Analyst & Fiscal Officer, Enrollment Planning & Management
Vern Granger	Director of Undergraduate Admissions
Kathleen Holgerson	Director of Women's Center
Lauren Jorgensen (chair)	Director of Office of Institutional Research and Effectiveness
Tadarrayl Starke	Associate Vice Provost, Institute for Student Success
Patricia Szarek	Associate Director for Enrichment Programs

Research - Summary of Activity:

1. Update/Enhance R&G Leadership Dashboard
 - a. Updated through Fall 2020, demonstrated to the Research Committee for feedback, OIRE staff demonstrated to the R&G Task Force in the Fall Summit. Will be updated annually.
2. Establish Predictive Retention/Student Success Models – in collaboration with Gagnon/Diplock group
 - a. In progress. Two OIRE staff members are working with the Data Analytics Task Force in building a dashboard for student success using the OIRE tracking file, which will be available to advisors and others on campus to assist students.
3. Evaluate first year results of 60 Second Survey Data – What was the correlation between responses to the survey and actual student success metrics?
 - a. OIRE staff analyzed 60 Second Survey data comparing Fall 2019 and Fall 2020 Storrs first year students, and determined that in Fall 2020, there are significantly more students at the sophomore, junior, and senior level who feel strongly bonded with the University (question “I feel I belong to UConn”). There are less first-time first year students and Junior students in Fall 2020 who want to transfer out of UConn compared to Fall 2019 (question “I am considering transferring out of UConn.”) These results show positively towards retaining and graduating students.
 - b. The survey instrument is in the process of being revamped which may have an impact on longitudinal/trend data analysis, but the available survey data at least initially seems to be a good tool for gauging student success.
4. Competitor Leadership Dashboard
 - a. Updated through Fall 2020, demonstrated to the Vice President for Enrollment Planning & Management and the Associate Vice President for Budget, Management, and Institutional Research. Some modifications are in progress, will be updated annually.

Research - Recommendations:

1. Establish the following framework:

We often start with “collect data” when we should start with “identify issue.” If we identify a broad issue (e.g., retention), then we are simply fishing through data looking for patterns. If we

identify a specific issue (e.g. relationship between some student activity and retention), preferably to the point of stating a hypothesis (e.g., students who are engaged in certain activities are more likely to be retained), we can then pinpoint our data collection to the task at hand. The analysis would then test and report the validity of the hypothesis. This would be iterative, as the results of the analysis often lead to deeper questions, which is a good process to follow in finding solutions to specific challenges.

How can the above framework be used to address the following questions asked by the Executive Committee:

- To what extent are high impact practices impacted marginalized, minoritized student populations?
 - How do we measure high impact practices and impact of them at UConn?
2. Encourage use of Leadership Dashboards including retention and graduation and other available student data dashboards.
 3. Read White Papers to inform best practices – some examples below posted on the Committee HuskyCT page:
 - a. The Effects of Student Coaching: An Evaluation of a Randomized Experiment in Student Advising, Eric P. Bettinger, Rachel B. Baker, Stanford University (2014, Educational Evaluation and Policy Analysis)
 - b. Interventions in higher education and their effect on student success: a meta-analysis, Eline Sneyers & Kristof De Witte (2018, Educational Review)
 - c. Incentives And Services For College Achievement: Evidence From A Randomized Trial, By Joshua Angrist, Daniel Lang, and Philip Oreopoulos (2009, American Economic Journal: Applied Economics 2009)

Student Engagement Committee

Charge:

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

Membership:

Joe Briody	Interim Assistant VP for Student Affairs, Director of Student Activities
Erin Ciaramboli	Director, Academic Advising
Sarah Croucher (chair)	Director of Academic Policy
Eleanor Daugherty	Associate Vice President for Student Affairs & Dean of Students

Fany Hannon	Director Puerto Rican/Latin American Cultural Center
Leo Lachut	Director of Academic Achievement Center
Katie Martin	Program Director, UConn Hartford
Erin Mason	Associate Registrar
Dan Mercier	Director of Academic Services, UConn Avery Point
Willena Price	Director, African American Cultural Center
Jeff Winston	Data Base Systems & Solutions, CETL

Student Engagement - Summary of Activity:

The Student Engagement group worked to ensure that key issues were addressed, but without any replication across other existing units. To this end, the work of the group has been dispersed across all of the Life-Transformative Education working groups. Members of the Student Engagement committee are now in place as R&G champions within these working groups so they can raise issues related to R&G as they arise in the process of building out LTE at UConn, and can make sure that there are clear lines of communication between the full breadth of the LTE working groups and the R&G task force. The Student Engagement committee will now be reconvening once each semester to be able to discuss this LTE work in order to find synergies between LTE and the R&G task force and to help make sure clear connections are made between these initiatives.

Student Engagement - Recommendations:

Recommendations of the Student Engagement committee will continue to emerge as we reflect on the development of LTE in relation to R&G issues. At present, we have implemented a structure which we think will be effective at linking these two initiatives and by fall 2021, as the LTE working groups develop clear recommendations on the next steps of broadening LTE opportunities at UConn, the Student Engagement committee will be able to highlight the elements that we think will most effectively contribute to R&G efforts.

Undergraduate Enrollment & Fiscal Services Committee

Charge:

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

Membership:

Maureen Armstrong	Associate Dean of Students
Gregory Bouquot	University Registrar
Jennifer Lease Butts	Assistant Vice Provost for Enrichment Programs Director of Honors Programs
Mona Lucas (chair)	Assistant Vice President for Enrollment Policies & Strategic Initiatives
Suzanne Peters	Director of Student Financial Aid Services

Margaret (Peggy) Selleck University Bursar
Maria A. Sedotti Director Orientation Services
Ellen Tripp Director of the Student-Athlete Success Program

Undergraduate Enrollment & Fiscal Services - Summary of Activity:

The committee met monthly during the academic year. The majority of our work this year focused on undergraduate students who are eligible or nearly eligible for graduation in an effort to identify possibly barriers and to make recommendations for enhanced outreach and referral measures. We worked to evaluate student eligibility for graduation in order to make recommendations on actions we could take to amplify completion/graduation rates.

Examples of undergraduate populations reviewed and discussed included:

1. Inactive students with 105+ credits
2. Active undergraduate students with more than 120 credits who have not applied for graduation. (active = eligible to enroll)
3. Active students with 120+ credits who previously applied for graduation but did not complete the requirements. This group currently receives a communication from the Office of the Registrar (Graduation Letter) for 3 semesters beyond their intended graduation date. The letter advises of outstanding graduation requirements.
4. Active students with 120+ credits who previously applied for graduation but have not completed the graduation requirements 4 semesters after the intended graduation date. This group no longer receives the Office of the Registrar communication (Graduation Letter).
5. Active Juniors and Seniors enrolled in ACES

As a result of committee recommendations discussed during the year, the Office of the Registrar agreed to implement two communication enhancements by June 30, 2021

1. Expand the period of time in which the office communicates with active students who applied for graduation but have not completed all requirements from 3 semesters beyond the intended graduation date to 4 semesters.
2. Update the language in the communication (Graduation Letter) by adding a sentence that will encourage students who are experiencing any difficulties (unrelated to the academic graduation requirements outlined in the letter) to contact the Dean of Students Office for assistance. The Dean of Students Office will refer students as appropriate or work with the students to address the difficulty/difficulties.

Questions for Leadership Consideration:

1. Should students be required to provide an anticipated graduation date upon matriculation that would be housed in PeopleSoft and could be updated by the student as appropriate?

2. Should the university establish a formal communication plan for the students with a significant number of credits but no application for graduation?
3. Should the university establish formal academic advising/counseling for students beyond the junior level who are still enrolled in ACES?

Undergraduate Enrollment & Fiscal Services - Recommendations:

1. Reinstate the former Office of the Registrar, Retention Officer position
 - Enhance the position description to reflect current university goals and priorities
 - Determine the most appropriate level for the position (e.g., UCPEA vs. Managerial)
 - Determine to whom the employee should report
2. Appoint a structural, cross divisional working group to work closely with the Retention Officer to continuously identify and address complexities that hinder or delay graduation, using proactive rather than reactive strategies (e.g., Office of the Bursar, Dean of Students, Financial Aid, Advising, etc.)

Joint Taskforce Meetings

The Joint Taskforce convened twice this year, once at the end of both the fall and the spring semester.

At the Fall semester meeting, Lauren Jorgensen, Director of OIRE, reviewed the latest retention and graduation statistics. This was followed by presentations by each of the respective committee chairs on the activities of their committees thus far in the year.

The Spring semester meeting featured two speakers. The first was Dr. Amber Williams, Vice Provost for Student Success at the University of Tennessee, Knoxville, who shared the philosophy and approach of Positive Psychological Capital Student Success initiatives at Tennessee. Dr. Michelle Williams, Associate Vice President for Research here at UConn, shared the findings of the ongoing student success study, for which she is the Principal Investigator.

Both presentations were recorded and will be posted to the Enrollment Planning & Management site, along with accompanying slides.

APLU Powered by Publics Initiative

The university continues to participate in APLU's Powered by Publics initiative, aimed "at eliminating the achievement gap, increase college access and award hundreds of thousands more degrees by 2025." Powered by Publics are organized through "transformation clusters", which group institutions together in collaboration with one another. UConn is a member of Cluster 9, which is led by the University of Missouri, and includes institutions such as the University of Vermont, the SUNY University at Buffalo, University of Delaware, and others.

The focus of Cluster 9 to date has been to focus conversation around achievement gaps for first generation students, as well as male students. Amid the pandemic, the cluster conversations transitioned to one of sharing strategies to ensure students don't slip through the cracks during this

global health crisis. Moving forward, the cluster will be taking up “mentoring” as a strategy to address first generation and male achievement gaps.

While UConn has a lot to offer to the mentorship conversation, with robust and established mentorship initiatives already underway, this will also serve as an opportunity for the university to consider mentorship as a more comprehensive and holistic strategic.

Financial Aid

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

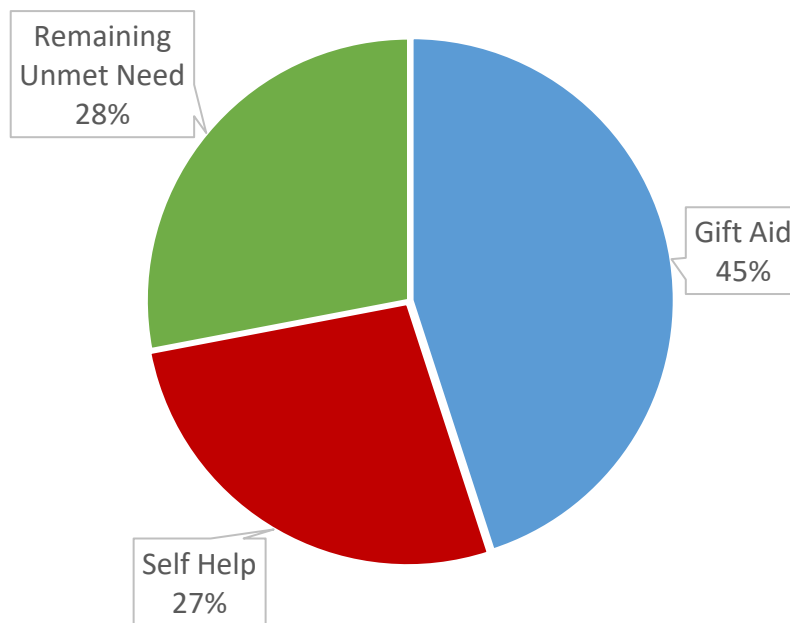
1. Address financial barriers for our neediest students first
2. Ensure reliable financial support for students throughout their undergraduate education
3. Allocate financial aid in a manner that supports student success, and meets enrollment goals
4. Accomplish these goals while living within a limited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

By the end of the FY20 Fiscal Year, UConn distributed nearly \$199 million to approximately 14,729 undergraduate students. Forms of gift aid include Federal programs (Federal Pell, SEOG), State grants, Foundation supported awards, and institutional scholarships and grants. Of these funds, \$152 million, or 77%, in gift aid directly covered demonstrated financial need of Free Application for Federal Student Aid (FAFSA), or Institutional Aid Application filers.

The overall financial need of UConn students was sizable, coming in at a total of \$341 million. The balance of remaining unmet need was addressed with student loans, federal work study (self-help) and other personal or family resources (e.g. family support, college savings plans).

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

Financial Need - All Undergraduates



Appendix A: 2020-2021 Retention & Graduation Taskforce Members:

R&G Member	Title
Rae Alexander	Director of International Student Support Services
Maureen Armstrong	Associate Dean of Students
Lloyd Blanchard	Associate Vice Provost
Gregory Bouquot	University Registrar
Michael Bradford	Vice Provost for Faculty, Staff and Student Development
Joe Briody	Interim Assistant Vice President for Student Affairs, Director of Student Activities
Jamie Caruso	Director of Special Programs, UConn Waterbury
Erin Ciriamboli	Director, University Advising
Sarah Croucher	Director of Academic Policy, Provost's Office
Eleanor Daugherty	Associate Vice President for Student Affairs & Dean of Students
Peter Diplock	Associate Vice Provost, Center for Excellence in Teaching & Learning (CETL)
Dan Doerr	Director of Student Affairs Planning, Assessment and Evaluation
Nathan Fuerst	Vice President for Enrollment Planning & Management
Jeff Gagnon	Enrollment Analyst & Fiscal Officer
Michael Gilbert	Vice President for Student Affairs
Eva Gorbants	Assistant Dean for Academic Affairs & Director of Advising, School of Fine Arts
Vern Granger	Director of Undergraduate Admissions
David Gross	Associate Department Head Undergraduate Program, Mathematics
Fany Hannon	Director Puerto Rican/Latin American Cultural Center
Kathleen Holgerson	Director of Women's Center
Lauren Jorgensen	Director of Office of Institutional Research and Effectiveness
Leo Lachut	Director of Academic Achievement Center
Jennifer Lease Butts	Assistant Vice Provost for Enrichment Programs Director of Honors Programs
Mona Lucas	Assistant Vice President for Enrollment Policies & Strategic Initiatives
Katie Martin	Program Director, UConn Hartford
Erin Mason	Associate Registrar
Dan Mercier	Director of Academic Services, UConn Avery Point
Mansour Ndiaye	Assistant Dean & Executive Director CLAS Academic Services Center
Suzanne Peters	Director of Student Financial Aid Services
Willena Price	Director, African American Cultural Center
Maria A. Sedotti	Director, Orientation Services
Annamarie Seifert	Campus Director, UConn Avery Point
Peggy Selleck	University Bursar
Tadarrayl Starke	Associate Vice Provost, Institute for Student Success
Patricia Szarek	Associate Director for Enrollment Management, Honors & Enrichment Programs
Ellen Tripp	Director of the Student-Athlete Success Program
Frank Tuitt	Vice President & Chief Diversity Officer
Dan Weiner	Vice President for Global Affairs
Jeff Winston	Data Base Systems & Solutions, CETL

Appendix B: R&G Leadership Dashboard

Below is a screenshot of the R&G Leadership Dashboard that was established by the Office of Institutional Research and Effectiveness in 2020. The dashboard provides Deans, Campus Directors and others the capacity to drill down in to student success metrics through using numerous variables. Leaders in these roles who wish to utilize or receive training on the dashboard should contact OIRE.

Retention Data - Storrs Campus - Retention After 1 yr.

Filters: Storrs | Liberal Arts & Sciences | Entry Department

Click on '+' sign to see further details such as where did the student go, current department and current plan of the student.

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

Filter Panel:

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

You are currently viewing data for Campus: Storrs; Entry School: Liberal Arts & Sciences; Entry Department: -No Item selected-; Gender: Female, Male; Race/Ethnicity: White, Unknown, Two or more races, Native Hawaiian/Pacific Islander, Native American, International, Out-of-State, Connecticut; Entry STEM category: Non-STEM, STEM; Retention Type: Retention After 1 yr.; Did student go to home state? No, Yes; Did student go to the home state public university? No, Yes; CAP Student: No, Yes; Student Received Poll Grant: No, Yes

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