UCONN

UNIVERSITY OF CONNECTICUT

2022/2023 Annual Report on Retention and Graduation

University Senate

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Submitted by:

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Division of Enrollment Planning & Management

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Introduction

The University of Connecticut has a superb reputation as one of the finest universities in the nation and is now a destination for top students in Connecticut and beyond. As we entered the pandemic, and now the post-pandemic period, the university and our students faced new challenges. For our students, the pandemic brought changes to modality and strict constraints on social activity during critical developmental periods. For our faculty and staff, we learned to deliver an education and provide essential services remotely. Arguably, students and faculty alike gained significant competency navigating these unforeseen circumstances.

UConn approached the pandemic with many student success metrics standing among the very best in the country. This continues to be the case, as UConn reached the fastest ever average time to degree of 4.1 years, placing UConn as #1 in the US among publics (tied with several other institutions). However, from the onset of the pandemic, presumably on its effect on students and the experience, we have observed slippage in key success metrics of First-Year Retention and Four-Year Graduation rates.

The declines in student success metrics across the past several cohorts played out disproportionately among under-represented minority students, Federal Pell recipients, first generation students, and female students. The pandemic experience shined a light on vulnerabilities in UConn's storied student success rates.

Further, the evidence presented in this report suggests the need for increased emphasis on the student experience and transition to college. Three cohorts (Fall 2019, Fall 2020 and Fall 2021) with very different experiences resulting from the timing of the onset of the pandemic illustrate that there is far more to consider than learning-loss alone.

We have continued to find ways for the Retention & Graduation Taskforce to evolve in its structure. This year, the taskforce established two new committees in place of prior ones. The two new committees include the Student Success Response & Intervention Committee (SSRIC), and the Policy and Procedure Barriers Committee. SSRIC set its sights on replicating initiatives that work (namely Success 360) on new populations. Where Success 360 was oriented around assisting First Generation students facing barriers to success, SSRIC's design was to 'clone' this effort to apply toward Pell eligible students. The Policy and Procedure Barriers Committee was designed to identify and address institutional barriers facing students, with strong emphasis on confronting the perpetuation of registration holds.

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

The University of Connecticut is considered a leader among public universities for student success rates. The below ratings, assembled by the Office of Budget, Planning & Institutional Research (BPIR), illustrate how we compare to other public universities:

	UConn	Rank
First Year Retention	93%	19
Four Year Graduation	72%	8
Six Year Graduation	83%	25
Average Time to Degree	4.1 years	1*

*UConn is tied with four top research institutions.
Note: rates above may vary from results displayed in tables below due to timing, exclusions, or differences in reported year data versus available peer ranking information.

As the reader considers outcomes of the past several cohorts, there is important context to take into consideration across three very different cohorts, which is known but important to articulate for purposes of the observations in this report.

First, the Fall 2019 cohort of entering students began before the onset of the pandemic but confronted the impact of the COVID shutdown three-quarters of the way through their first year. Transition to college was complete, relationships with peers, advisors and faculty had been established. And needless to say, no pandemic induced high school learning-loss was present.

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

For the Fall 2021 cohort, the high school experience was disrupted. This is the first cohort to demonstrate some form of high school learning-loss. As it was at UConn and elsewhere, high schools switched to Pass/Fail grades. Students had limited access to standardized tests, accelerating a previously existing Test-Optional movement. The transition to college again occurred virtually. Upon arrival, while restrictions were less significant than Fall 2020, relationships were established under impediments of the pandemic. And finally, by the spring semester, we were solidly emerging from COVID restrictions and limitations to the student experience that were imposed by the pandemic.

These are three very different experiences. In conversations with our community, there often is an emphasis on high school learning-loss. Evidence illustrates record-high outcome statistics for the Fall 2019 cohort. The Fall 2020 cohort outcome statistics declined precipitously. And Fall 2021 remained on par with Fall 2020. Because high school learning-loss for the Fall 2020 cohort was so limited, yet the outcome is the same between Fall 2021 and Fall 2020, it suggests greater emphasis on the need for evaluation of the UConn student experience and transition to college.

Storrs First Year Students

The tables below illustrate the past ten years of retention and six-year graduation rates of Storrs first-year students. The rates illustrate the successes of our students, but also our achievement gaps among minority students. The third table illustrates these gaps by ethnicity, with the most significant gaps among Hispanic/LatinX and African American students, which are most significant in the four-year graduation rate. International student rates have also emerged as a challenge in comparison to the overall student population. These gaps have grown amid the pandemic.

Storrs Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	91			
Fall 2020	92	87		
Fall 2019	93	87	86	
Fall 2018	94	88	86	
Fall 2017	93	88	86	
Fall 2016	94	88	86	83
Fall 2015	92	88	86	83
Fall 2014	92	87	85	83
Fall 2013	93	89	87	85
Fall 2012	94	90	88	85

Storrs Campus - Minority[1] First Year Students				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2021	88			
Fall 2020	91	85		
Fall 2019	93	87	84	
Fall 2018	92	88	86	
Fall 2017	92	87	85	
Fall 2016	92	85	82	78
Fall 2015	91	86	83	80
Fall 2014	90	84	83	78
Fall 2013	93	88	85	82
Fall 2012	91	86	84	79

[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 2021	95	83	85	*	*	91	88	88	94	91
Two Year	Fall 2020	93	81	80	*	*	89	85	82	90	87
Three Year	Fall 2019	88	79	84	*	*	82	84	75	89	86
Graduation											
Four Year	Fall 2018	81	57	62	*	*	74	68	62	79	73
Five Year	Fall 2017	87	71	79	*	*	78	80	76	86	83
Six Year	Fall 2016	83	75	75	*	*	78	78	79	87	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, in comparison to their in-state counterparts. 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 2021	92	89	88	91
Two Year	Fall 2020	88	87	82	87
Three Year	Fall 2019	88	83	75	86
Graduation					
Four Year	Fall 2018	75	73	62	73
Five Year	Fall 2017	86	78	76	83
Six Year	Fall 2016	85	80	79	83

The final table illustrates completion rates between students who self-identify on binary gender fields. However, what is notable is that Female retention slipped notably across all races and ethnicities with the onset of the pandemic. This was most significant among Black Females where first-year retention slipped by 12 percentage points from the Fall 2019 cohort to the Fall 2021 cohort. And also among Latina students, whose first-year retention rates decreased by 11 percentage points from Fall 2019 to the Fall 2021 cohorts.

Storrs Campus - Retention and Graduation Rates by Gender				
Rates (%)	First Year Class	Female	Male	Total
Retention				
One Year	Fall 2021	91	90	91
Two Year	Fall 2020	87	87	87
Three Year	Fall 2019	88	83	86
Graduation				
Four Year	Fall 2018	79	66	73
Five Year	Fall 2017	87	79	83
Six Year	Fall 2016	86	80	83

While not represented in the tables in this document, dashboards developed by the Office of Budget, Planning & Institutional Research (BPIR) are allowing us to compare the groups and subgroups of students across multiple variables. Including Federal Pell Eligibility and First Generation status.

When doing so, we again observe that Female Federal Pell recipient retention went down, especially among Black and Latina students. Conversely, White Male Federal Pell recipient retention now stands at the highest rate ever of 96%.

First Generation retention went down as a whole, but in a more significant way, again, for Female First Generation students. Perhaps one of the most significant declines, however, is among Black Males who are First Generation, with a 17-percentage point decline from Fall 2019 to Fall 2021.

Regional First Year Students

Great care is taken in drawing direct comparisons between regional and transfer retention rates versus those at the Storrs campus. These are truly different cohorts, with different educational objectives, pathways, and in many cases, lived experiences than first year students in Storrs. Rather, what is more informative is an identification of where the gaps in achievement exist among our regional campus students.

Total Regional Campuses				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	79			
Fall 2020	77	67		
Fall 2019	82	69	64	
Fall 2018	83	72	66	
Fall 2017	82	72	68	
Fall 2016	84	74	70	62
Fall 2015	85	73	68	61
Fall 2014	85	75	70	62
Fall 2013	86	75	70	63
Fall 2012	83	73	68	63

Total Regional Campuses - Minority[1] First Year Students				
First Year Class	1 Year Retention (%)	2 Year Retention (%)	3 Year Retention (%)	Graduated in 6 Years (%)
Fall 2021	75			
Fall 2020	75	63		
Fall 2019	83	67	61	
Fall 2018	82	72	67	
Fall 2017	83	72	68	
Fall 2016	83	73	68	58
Fall 2015	87	75	70	60
Fall 2014	85	75	71	61
Fall 2013	84	72	67	59
Fall 2012	84	74	70	64

[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 2021	79			
Fall 2020	76	63		
Fall 2019	81	62	55	
Fall 2018	86	72	65	
Fall 2017	78	67	63	
Fall 2016	86	74	68	59
Fall 2015	84	67	60	56
Fall 2014	86	73	69	64
Fall 2013	87	73	64	61
Fall 2012	79	66	61	58

Hartford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	76			
Fall 2020	78	66		
Fall 2019	85	76	71	
Fall 2018	83	75	72	
Fall 2017	84	77	73	
Fall 2016	82	73	70	62
Fall 2015	85	77	74	65
Fall 2014	84	73	67	59
Fall 2013	87	77	73	66
Fall 2012	85	76	72	65

Stamford Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	81			
Fall 2020	77	68		
Fall 2019	82	67	64	
Fall 2018	81	71	65	
Fall 2017	80	69	65	
Fall 2016	84	76	73	64
Fall 2015	85	72	67	58
Fall 2014	85	76	74	65
Fall 2013	87	74	71	64
Fall 2012	82	75	71	67

Waterbury Campus				
First Year Class	1 Year Retention	2 Year Retention	3 Year Retention	Graduated in 6 Years
Fall 2021	76			
Fall 2020	78	66		
Fall 2019	78	61	55	
Fall 2018	81	68	59	
Fall 2017	84	72	67	
Fall 2016	85	73	65	60
Fall 2015	86	76	72	65
Fall 2014	88	78	76	65
Fall 2013	85	76	69	64
Fall 2012	85	74	68	64

Note: Retention percentages include early graduates. Graduation rates are calculated according to Federal Student Right to Know legislation and the NCAA Graduation Rates Policy. Graduation rates include students graduating in the summer session of the sixth year of study.

Transfer Students

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

All Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
Fall 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	50.9%	69.4%	72.6%
Fall 2018	988	45.6	53.8%	71.6%	73.9%
Fall 2019	967	44.5	47.9%	59.4%	
Fall 2020	986	43.9	16.6%		

CT Community College Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
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%	61.7%	67.8%
Fall 2018	324	54.5	44.4%	68.5%	72.8%
Fall 2019	304	55.8	36.2%	57.2%	
Fall 2020	397	53.5	26.7%		

Guaranteed Admission Program (GAP) Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
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%	68.8%
Fall 2018	68	62.1	70.6%	91.2%	94.1%
Fall 2019	55	63.3	61.8%	74.5%	
Fall 2020	45	60.8	42.2%		

Note: For newer cohorts such as Fall 2020, 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 are also higher than those across all campuses. The below tables illustrate those transfer students who begin at the Storrs campus. Regional only transfer tables are not presented, as cohort sizes are often very small, and therefore not statistically meaningful.

All Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
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	55.7%	73.8%	77.0%
Fall 2018	780	46.8	57.8%	75.4%	77.8%
Fall 2019	748	45.8	53.2%	64.7%	
Fall 2020	739	45.1	17.7%		

CT Community College Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
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%	63.4%	69.8%
Fall 2018	217	58.2	47.9%	72.4%	78.3%
Fall 2019	212	58.1	38.7%	59.9%	
Fall 2020	271	55.7	29.2%		

Guaranteed Admission Program (GAP) Transfers

Cohort	Enrolled Count	Average Credits Accepted	Graduation Rate		
			4 Year	5 Year	6 Year
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%	68.3%
Fall 2018	59	62.2	71.2%	91.5%	94.9%
Fall 2019	43	65.2	58.1%	74.4%	
Fall 2020	39	61.6	46.2%		

Note: For newer cohorts, such as Fall 2020, 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 71.8% (Fall 2016 cohort), UConn's transfer students graduate at a rate of approximately 88% (Fall 2016 cohort). NSC data illustrates that students who begin at a community college graduate with a bachelors degree at a six year rate of 49.2% (Fall 2016 cohort), where UConn's rate for CTCC transfers across all campuses is 78.9% (Fall 2016 cohort).

Source: Yearly Success and Progress Rates (April 2023). 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. To this end, an Executive Committee was established, and also called for the creation of subcommittees. The 2022-2023 committee membership, annual activities, and recommendations from each committee are included below.

Retention & Graduation Executive Committee Membership

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

Executive Committee - Summary of Activity:

The Executive Committee generally steers the activity of the three committees, using an approach of development and approval of research questions, pursuit of evidence, and the issuance of findings and recommendations. The executive committee has received the recommendations of the three committees and will determine which shall be advanced for implementation or further research and consideration.

Research Committee
Submitted by: Lauren Jorgensen

Charge:

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

Membership:

Joe Briody	Assistant VP for Student Affairs & Executive Director of Student Activities
Jeff Gagnon	Executive Advisor for Enrollment Analytics & Fiscal Officer
Lauren Jorgensen, *Chair*	Director of Institutional Research
Eric Loken	Associate Professor, Neag School of Education

Katherine Martin	Assistant Campus Director and Director of Student Services, UConn Hartford
Mansour Ndiaye	Assistant Dean & Executive Director, CLAS Academic Services
Lauren Schlesselman	Executive Director, Academic Program Assessment and Learning Initiatives
Kim Shellenberger	Admissions Officer, UConn Stamford
Dan Sokol	Data Warehouse Administrator Team Lead II, Institutional Research
Patricia Szarek	Associate Director for Enrollment Management, Honors Program

Research - Summary of Activity:

For the latest retention and graduation rates, the most concerning rate is the Storrs Fall 2021 cohort at 91% retained in Fall 2022.

- Fall 2003 cohort (90%) last time rate was below 92%
- Average from Fall 2004 to Fall 2020 cohorts has been 93%

As a result of the 91% retention rate at Storrs Campus, a goal of Budget, Planning and Institutional Research (BPIR) is to proactively provide data on an ongoing basis to assist with alleviating barriers to registration.

- The current initiative is to aid in the retention of the Fall 2022 first year cohort returning Fall 2023.

Daily Registration Dashboard provides a "One-Stop-Shop" solution to reduce time in gathering data.

- e.g., Student demographics, advisors, academic standing, enrollment holds (e.g., financial, enrollment, immunization, alcohol training).
- Primary dashboard users are involved with the student registration process such as advisors.

Daily Enrollment Dashboard
- To track upcoming term registrations proactively.
- BPIR releases daily updates.
- Uses Fall 2022 all students but can be filtered to first-year cohort.
- Extract data as needed for nonregistered students.
- Any available fields can be included in export.
- Advisor name(s).
- Student contact information.
- Campus, School/College, Major.
- Pell status, first-generation status.
- Holds, academic standing.
- Student Housing.

Available by request to users with a business need:
https://bpir.uconn.edu/home/institutional-research/dashboards/

Submitted by: David Ouimette & Jim Hill

Charge:

> The Student Success Response & Intervention Committee, comprised of a network of university staff engaged in student support services, is responsible for identifying students/student groups needing support and enacting immediate responses to promote persistence and timely graduation. This committee will establish and share best practices for undergraduate student success efforts across all campuses and will make recommendations for enhancements to policy, procedures, processes, and reports as necessary to enhance student success and support across the UConn system.

Membership:

Terrence Abney	Assistant Director of Residence Education
Rebecca Bacher	Director, CLAS Academic Services Center
Vivian Castelli	Financial Aid Officer, Student Financial Aid Services
James Chrobak	Professor & Associate Dept Head of Undergraduate Studies, Psychological Sciences
Kimberly Duby	Assistant Dean of Students
Erica Granoff	Director of Student Services, UConn Stamford
Jim Hill, *Co-Chair*	Executive Director, Office of Student Retention
Kathleen Holgerson	Director, Women's Center
Daniel Lis	Accounts Receivable Supervisor, Office of the Bursar
Caroline McCall	Admissions Officer, Transfer Admissions
Monique Nelson	Assistant Director, Office of Student Services, UConn Hartford
Mike Ormsby	Director, One Stop Student Services
David Ouimette, *Co-Chair*	Executive Director, First Year Programs & Learning Communities
Heather Parker	Academic Advisor, Department of History
Erin Provistalis	Director of New Student Programs
Jonelle Reynolds	Director of Diversity & Inclusion Initiatives
Carl Rivers	Associate Registrar, Degree Audit, NCAA Compliance, Records & Enrollment Services
Danyelle Rossetti	Assistant Director, Client Services, Student Financial Aid Services
Stephany Santos	Assistant Professor in Residence, Biomedical Engineering and Exec. Director of Vergnano Institute for Inclusion
Kristina Stevens	Director of Mental Health, Student Health and Wellness
Ellen Tripp	Director of Student-Athlete Success Program
Susana Ulloa	Director of College Access and Preparation Programs, Center for Access and Postsecondary Success
Jeff Winston	Director, Nexus Student Success Platform, CETL

Summary of Activity & Committee Approach:

- The committee adapted the Success 360 Program's approach (First Year Programs, Institute for Student Success, Focused on First Generation students). The committee applied this approach to other groups of potentially at-risk students.

- The committee focused on the Fall 2020 cohort who had outstanding balances as of December 8, 2022 (End of the Fall 2022 semester) and were not enrolled for Spring 2023 classes.

- The committee examined Academic Progress, Financial Needs, Connections with Campus Resources/Offices to look for areas where students encountered barriers or where there were identifiable gaps in transitions or department/university protocols.

- The committee tracked a sample of 72 students in the Fall 2020 cohort (all campuses), who had significant outstanding fee balances precluding enrollment for the Spring 2023 semester.

  - Students owed >$500 as of 12/8/22.
  - 56% Identify as Black/African American or Hispanic/Latino.
  - 33% Federal Pell Grant recipients.
  - 44% First Generation Students.
  - 75% First Generation Students (Black/African American or Hispanic/Latino).
  - 21% Federal Pell Grant & First Generation.
  - 20% Of students were out-of-state.

- The committee met monthly from November 2022 through April 2023, and discussed students with remaining fee balances, high credit differentials (attempted vs completed), academic progress from both financial aid eligibility (SAP) and graduation path standpoints.

Outcomes:

19 of the 72 students (26%) did not return for the Spring 2023 Semester.

  - 11 students were academically dismissed from the University.
  - 6 students were Discontinued.
  - 2 students took a Leave of Absence.
  - 12 of 19 identify as Black/African American or Hispanic/Latino.
  - 10 First Generation did not return (8 Black/African American or Hispanic/Latino).
  - 15 students had credit differentials of 19 credits or higher (Placing them a semester & ½ behind).
  - 5 students were out-of-state students.
  - 5 students did not meet SAP for Financial Aid.

The remaining 53 students were tracked through March 2023.

  - 26 students still had outstanding fee balances > $500 as of April 9, 2023.
  - The range in credit differential for the 53 students was from 0 to 36 credits.
  - Average credit differential for the 53 students was 12 credits.
  - Cumulative GPAs ranged from 1.7 to 3.9.

General Themes & Recommendations:

Hand-offs: Especially for at risk students (high credit differentials and balances owed) there is a need for personalized hand-offs as a student transitions or encounter difficulties, e.g., transition to a new advisor, supplemental dismissal processes, curriculum changes, campus change, next steps after an SAP appeal. Further exploration and evaluation of these important transitions is needed, as gaps in communication during these critical transitions were identified by the committee.

Financial: Students leave due to finances, and owed balances pose barriers to student enrollment at registration times, often placing students behind or resulting in less purposeful classes. Financial literacy should be integrated into conversations/curriculum prior to students enrolling and across all four years of their undergraduate careers.

Connections: There is a need for stronger connections and individualized evaluation of at-risk student groups at critical points in their academic career (e.g., there is a higher likelihood that upper-level students are at higher risk for scholastic probation). The committee recommends continued tracking, (similar to the committee's efforts), especially focused on students moving from the second to the third year. The accumulated effects of academic struggles and financial challenges often come to a head at this critical juncture of the student's career.

Policies: Continual reliance on repeat forgiveness, and ability to circumvent the academic standing process (not evaluating overall grade point average for students under 24 credits) often results in diminished credit accumulation, and SAP issues with an emphasis on degree completion rates. The committee recommends a study of how frequently repeat forgiveness is utilized by students, and a potential review of these policies.

Policy and Procedure Barriers Committee
Submitted by: Mona Lucas

Charge:

The Policy & Procedure Barriers Committee shall identify policy and procedural barriers to undergraduate student success across all student service areas at UConn and make recommendations to enhance, improve, change, or discontinue practices that impede a student's ability to successfully navigate, persist, and complete their degree at UConn. The committee will also catalog and evaluate the efficacy of various intervention strategies at UConn as they relate to actual retention and graduation outcomes. The committee will place emphasis on barriers to successful outcomes for populations that are identified groups of focus for bridging achievement gaps.

Membership:

Rae Alexander	Assistant Vice President for Global Affairs
Maureen Armstrong	Associate Dean of Students & Director of Dean of Students Office
Gregory Bouquot	University Registrar
Erin Ciarimboli	Director, Undergraduate Advising
Peter Diplock	Associate Vice Provost, Center for Excellence in Teaching & Learning
Vern Granger	Director, Undergraduate Admissions
Fany DeJesus Hannon	Interim Dean of Students
Leo Lachut	Assistant Director, FYP & Learning Communities; Director of Academic Support
Jennifer Lease Butts	Associate Vice Provost for Enrichment Programs, Director of the Honors Program
Alyse Lofman-Kwapien	Interim Director of Cash Management and University Bursar
Mona Lucas, *Chair*	Assistant Vice President for Enrollment Policies & Strategic Initiatives
Dan Mercier	Director of Academic Affairs, UConn Avery Point
Suzanne Peters	Director of Student Financial Aid Services
Tadarrayl Starke	Associate Vice Provost for Student Success
Michael Vidal	Interim Director of the Puerto Rican / Latin American Cultural Center

The committee met every three weeks during the academic year and started their work by first converting the charge into one research question. The next step for the year was to establish evidence gathering approaches to respond to the research question. After establishing evidence gathering approaches, the committee initiated the approach to the work.

The committee found that significant outreach to students takes place at the departmental level aimed at moving students to action on various tasks such as submitting required documents, paying fee bill balances due for the current semester, scheduling an appointment with the academic advisor and/or completing mandatory online training. Registration Holds have been used in some cases to extend the time students may need to take a designated action (e.g., submit a final high school or college transcript.)

After cataloging existing Registration Holds and reviewing their purposes, the committee sorted them into groups that align with its recommendations (outlined below). The committee gathered scholarly, fiduciary and/or regulatory/statutory evidence to support the use of Registration Holds in limited situations.

The committee wrapped up its work for the year by summarizing its findings, developing recommendations for decision maker consideration, and identifying tasks for a future committee with a relevant charge.

Research Question:

To what extent is the university's current hold structure impacting persistence to graduate for our undergraduate students?

Preliminary Findings:

The committee believes the number of Registration Holds is negatively impacting undergraduate student success, retention, and graduation. We have also found evidence that (1) significant communication with students takes place in units prior to issuance of Registration Holds. (2) Several Registration Holds can be eliminated if administrative units enforce deadlines and manage exceptions. (3) There is a need to develop alternative methods of moving students to action other than restricting registration.

Recommendations:

Holds Reductions: The committee reviewed existing holds and categorized them into three categories.
- Maintain the hold as-is
- Keep the hold for use on student exceptions only
- Convert the Hold such that it doesn't restrict registration

Implementation of this recommendation would reduce the total amount of holds, and the associated consequence on students' ability to register for classes.

Institute Formal Institutional Policy and Process: The committee recommends the creation of a policy or senate bylaw to govern the creation of holds in StudentAdmin.

Future Activity: The committee recommends further investigation on the following:

- Develop alternative approaches to move undergraduate students to action.
- Develop an undergraduate student communication strategy and timeline outlining all communications sent to undergraduate students by month. Include the purpose and the action(s) the communication asks students to take, if applicable. Determine if related communications can be combined to reduce the number of emails sent to undergraduate students.
- Consider enhancing the use of HUSKY - CT for sharing key information and deadlines with undergraduate students.

Additional detail on the activity of the Policies and Procedures Barriers Committee can be found in Appendix B.

Joint Taskforce Convenings
Submitted by: Nathan Fuerst

The Joint Taskforce (including all committee and at large members) convened three times this year, once at the beginning of the fall semester, and once at the end of both the fall and the spring semester.

Attendees at the fall semester kick-off meeting received a demo on the Retention and Graduation Dashboard, presented by Dan Sokol and Joe Daniels. The Academic Program Assessment Plan was also discussed in depth by Sarah Croucher and Lauren Schlesselman. Lastly, committee membership was established, and breakout sessions were enabled to allow the committees to formulate their research questions for the year.

The end of the fall semester meeting included an in-depth discussion, led by Kathleen Holgerson & Angela Rola, on the University's Cultural Centers and Programs. This discussion was followed by presentations from each of the respective committee chairs on the activities of their committees thus far in the year; including a presentation by Lauren Jorgensen, Erin Ciarimboli, and Joe Daniels on the Daily Registration Report.

The Spring semester meeting included special guest speaker, Dr. Timothy Renick, Executive Director of the National Institute for Student Success at Georgia State University. Dr. Renick is a prominent, internationally recognized leader in student success and enrollment efforts, and he shared the philosophy and approach of Eliminating Equity Gaps through Data and Institutional Change as it relates to the advancement of student success. Dr. Renick inspired collaboration toward addressing achievement gaps at UConn using the tools and tactics shown to be impactful at Georgia State University. The presentation was followed by a discussion on Bias Protocol led by Fany Hannon and John Armstrong.

APLU Powered by Publics Initiative
Submitted by: Dr. Tadarrayl Starke

The university continues to actively engage in APLU's *Powered by Publics* initiative. The formal *Powered by Publics* work, however, has drawn to a close. Our work as a member of Cluster 9 has continued to focus on peer mentoring as a vehicle for student success.

A survey of existing peer mentoring programs was developed and distributed to all Cluster 9 institutions, which had significant participation from UConn offices to outline the work we do across campus in peer mentoring. This information has been compiled to produce a "playbook" that outlines best practices and suggestions in designing, implementing, and evaluating peer mentoring programs that can promote student success among various student populations. A small group of Cluster 9 members will work over

the coming months to complete the report and prepare it for public dissemination. We are proud that the current draft does include examples of our effective peer mentoring at UConn.

Moving forward, APLU will be changing course away from the *Powered by Publics* initiative and format and launch a new model for institutions to engage. What that model looks like will be announced at a later date but will focus on increased inter-institutional engagement. There will also be increased emphasis on improving access to, training for, and usage of data metrics that are within APLU systems, which will include leveraging the APLU Learning Exchange platform to disseminate all the learning and information within the APLU systems in a more public manner.

Financial Aid

Submitted by: Suzanne Peters

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 Fiscal Year 2022 (FY22), UConn distributed $237 million to approximately 16,103 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, $175 million, or 74%, 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 continues to be sizable, coming in at a total of $357 million in FY22. 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 ($357M) of our undergraduate students, and the manner in which it is addressed at UConn.

Financial Need - All Undergraduates

Remaining
Unmet Need
30%

Gift Aid
49%

Self Help
21%
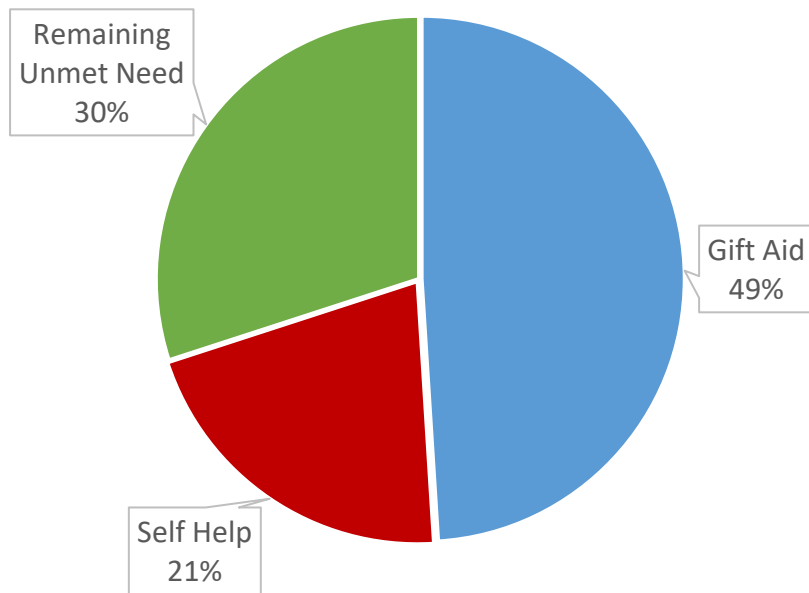
Appendix A: 2022-2023 Retention & Graduation Taskforce Members

R&G Member	Title
Terrence Abney	Assistant Director of Residence Education
Rae Alexander	Assistant Vice President, Global Affairs
Shoshana Armington	Associate Director of Advising for Student Transitions
Maureen Armstrong	Associate Dean of Students and Director, Dean of Students Office
Rebecca Bacher	Director, CLAS Academic Services
Lloyd Blanchard	Vice President for Strategic Initiatives and Planning, Chief Strategy Officer
Gregory Bouquot	University Registrar
Joe Briody	Assistant Vice President for Student Affairs & Executive Director of Student Activities
Daniel Burkey	Associate Dean, Undergraduate Education and Diversity, School of Engineering
Jamie Caruso	Director, Academic Affairs, UConn Waterbury
Vivian Castelli	Financial Aid Officer, Student Financial Aid Services
James Chrobak	Professor & Associate Dept Head of Undergraduate Studies, Psychological Sciences
Erin Ciarimboli	Director, Undergraduate Advising
Sarah Croucher	Assistant Vice Provost for Academic Affairs
Joe Daniels	Senior Data Warehouse Developer, Institutional Research
Peter Diplock	Associate Vice Provost, Center for Excellence in Teaching & Learning
Morgaen Donaldson	Associate Dean for Research, Neag School of Education
Kimberly Duby	Assistant Dean of Students
Nathan Fuerst	Vice President for Enrollment Planning & Management
Jeff Gagnon	Executive Advisor for Enrollment Analytics & Fiscal Officer
Michael Gilbert	Vice President for Student Affairs
Vern Granger	Director of Undergraduate Admissions
Erica Granoff	Director, Student Services, UConn Stamford
Fany Hannon	Interim Dean of Students
Jim Hill	Executive Director, Office of Student Retention
Kathleen Holgerson	Director, Women's Center
Lauren Jorgensen	Director, Institutional Research
Leo Lachut	Assistant Director, First Year Programs & Learning Communities Director of Academic Support
Jennifer Lease Butts	Associate Vice Provost for Enrichment Programs and Director, Honors Program
Daniel Lis	Accounts Receivable Supervisor, Office of the Bursar
Eric Loken	Associate Professor, Neag School of Education
Alyse Lofman-Kwapien	Interim Director of Cash Management and University Bursar
Mona Lucas	Assistant Vice President for Enrollment Policies & Strategic Initiatives
Katherine Martin	Assistant Campus Director and Director of Student Services, UConn Hartford
Noemi Maldonado	Director, Student Services, UConn Avery Point
Caroline McCall	Admissions Officer, Transfer Admissions
Dan Mercier	Director, Academic Affairs, UConn Avery Point
Monique Nelson	Assistant Director, Office of Student Services, UConn Hartford

Mansour Ndiaye	Assistant Dean & Executive Director, CLAS Academic Services
Lyndsey Neville	Program Coordinator, Student Services, UConn Avery Point
Michael Ormsby	Director, One Stop Student Services
David Ouimette	Executive Director, First Year Programs & Learning Communities
Heather Parker	Academic Advisor, Department of History
Suzanne Peters	Director of Student Financial Aid Services
Diandra Prescod	Associate Professor and Program Coordinator of Counselor Education NEAG School of Education
Erin Provistalis	Director of New Student Programs
Jonelle Reynolds	Director of Diversity & Inclusion Initiatives
Carl Rivers	Associate Registrar, Degree Audit, NCAA Compliance, Records & Enrollment Services
Danyelle Rossetti	Assistant Director, Client Services, Student Financial Aid Services
Stephany Santos	Assistant Professor in Residence, Department of Biomedical Engineering Executive Director, Vergnano Institute for Inclusion
Lauren Schlesselman	Executive Director, Academic Program Assessment and Learning Initiatives
Annemarie Seifert	Campus Director, UConn Avery Point
Kimberly Shellenberger	Admissions Officer, UConn Stamford
Jeffrey Shoulson	Senior Vice Provost for Academic Affairs
Dan Sokol	Data Warehouse Administrator Team Lead II, Institutional Research
Tadarrayl Starke	Associate Vice Provost for Student Success
Kristina Stevens	Director of Mental Health, Student Health and Wellness
Patricia Szarek	Associate Director for Enrollment Management, Honors Program
Ellen Tripp	Director, Student-Athlete Success Program
Frank Tuitt	Vice President & Chief Diversity Officer
Susana Ulloa	Director of College Access and Preparation Programs, Center for Access and Postsecondary Success
Michael Vidal	Interim Director of the Puerto Rican / Latin American Cultural Center
Dan Weiner	Vice President for Global Affairs
Jeff Winston	Director, Nexus Student Success Platform, CETL
Reka Wrynn	Associate Vice President for Budget, Planning and Institutional Research

Appendix B: Policy and Procedure Barriers Committee – Supplemental Tables and Charts

Below is supplemental Evidence Gathering Approaches, details on recommendations, tables, charts and resources that the committee utilized in their activity for the 2022-2023 Academic Year.

Evidence Gathering Approaches:

1. Review the Office of the Registrar list of currently used Registration Holds. For each hold, define and document the following:
   - Unit owner
   - Institutional or regulatory authorization to use the HOLD as a means of moving students to action (if applicable)
   - Unit action(s) that take place before hold is applied
   - Student action(s) required to resolve the hold
   - Time it takes and process to lift the hold after the student resolves matter
   - Possible alternatives to the HOLD to move the student to action e.g., can the hold be eliminated? (Confer with unit owners if not represented on committee)

2. At least one month prior to the start of Fall 2023 registration in March 2023, gather (hard) evidence of the impact/create barriers of HOLDs on overall student success (retention & graduation):
   - Determine the number of inactive undergraduate students, in good standing, with holds by type of hold
   - Determine ways to establish whether the HOLD(s) caused the student to discontinue enrollment
   - Determine if Exit Survey (Voluntary Separation Form) data is available for students who exited the university with holds and whether the information useful in helping us establish the impact of holds
   - Other

(See Appendix B for more information).

Recommendation #1:

Implement the Registration Holds process using the classifications listed below as indicated on the corresponding table.

Classifications of Registration HOLDs

Group A: The Registration Hold should be maintained based on one of the reasons below:

The hold is authorized by university policy, Senate by-law, accreditation, state, or federal regulations/statute.
(Note: The committee found no such requirement for any of the existing holds.)

There is evidence that supports continued use of the hold because there is a correlation to student success.

Group B: The Registration Hold should only be used to manage exceptions to deadlines (e.g., current process for mandatory Orientation).

Group C: The Registration Hold should be converted into a Hold that does not restrict registration.

The table below summarizes committee classification of each of the Registration Holds:

Registration HOLD	Description	Committee Classification & Comments
AASC	AASC Advising Required	A
ADISM	*Advising Required	A
ADVIS	Advising Required	A
ADVSG	ISSS Advising Needed	A
ALED2	AlcoholEdu Compliance	C
ALEDU	AlcoholEdu Compliance	C
BDEBT	Verify Payment Details – Bad Debt	A (impacts just a few students each semester)
BUSN	BUSN Advising Action Required	A
BUSN2	Business Advising Required	A
CARE	Ofc of Student Care & Concern	C
CHECK	Intl Student Check-in Needed	B (enforce deadline/manage exceptions)
CLAS	ASC Advising Required	A
DHOLD	Scholastic Standing Hold (SSH)	A
FTRAN	Final H.S. Transcript Required (Also used for transfer student transcript requests)	B (enforce deadline/manage exceptions)
GDIV	Not Anymore Training	A
IMMUN	Immunization Record Required	B (enforce deadline/manage exceptions)
NDAP	Non-Degree Application Pending	C
NEWFT	New First Year/Transfer Reg	B (enforce deadline/manage exceptions)
OCS	Office of Community Standards	C
OHOLD	Orientation advising hold	B (enforce deadline/manage exceptions)
OHOLD	Incoming students are required to attend an orientation session	B (enforce deadline/manage exceptions)
ORIEN	Mandatory Orientation Required	B (enforce deadline/manage exceptions)
OWES	Owes Balance	A
POP	Protect our Pack (Protect our Pack Bystander Training, tbd)	A
PREPS	Progress Sts: Preliminary POS	A
REGIS	Registrar's Office Hold	C
SAPTR	Sexual Assault Prev Training	A
SFFA	SF Agreement/1098T Consent (Fall)	A (hold immediately removed after student completes the agreement)
SFSP	SF Agreement/1098T Consent (Spring)	A (hold immediately removed after student completes the agreement)
SSS	SSS Counseling Required	A (in many cases the SSS employee is also the academic advisor)
TTRAN	Final Coll Transcript Required	B (enforce deadline/manage exceptions)

Note: HOLDs that are not included on the table are those that do not impact undergraduate students; serve as secondary hold for the same issue as a primary hold or are used to drive processes in the Student Administration System.

   Recommendation #2:

Prepare a senate by-law and/or policy proposal to address the guidelines for using Registration Holds as a means of moving students to action or, implement a Registration Holds protocol comparable to the suggestion below.

Protocol Owners:
Establish a small committee (maximum of three individuals) to include Directors and AVPs from designated administrative units such as Dean of Students Office, Undergraduate Advising, Office of the Registrar, Office of the Bursar (e.g., Registration Hold Committee)

Decision Makers for Appeals:
Vice President for Enrollment Planning and Management, Vice President for Student Affairs, Associate Vice President and University Controller, Senior Vice Provost for Academic Affairs

Protocol Applies to:
Faculty and Staff

Campus Applicability:
Storrs and Regional Campuses

Effective Date:
July 1, 2023

For Additional Information, contact:
Committee chairperson, TBD

Contact Information:
Committee chairperson, TBD

PROTOCOL PURPOSE:
The purpose of this protocol is to standardize the process for requesting the creation of a new Registration Hold and the process for request review and approval/denial.

APPLIES TO:
These procedures apply to any University department/unit requesting a new Registration Hold.

DEFINITIONS:
The term "Registration Hold" refers to a negative service indicator placed on a student's account via the Student Administration System (PeopleSoft) that prevents the student from registering for classes.

PROCEDURE STATEMENT:
University departments may request a new Registration Hold to restrict/prevent registration for undergraduate students under limited circumstances. The Registration Hold must be deemed required to support a student's academic success.

1. The Registration Hold
   a. Is authorized by university policy, Senate by-law, accreditation, state, or federal regulations or statutes.
   b. Is supported by evidence that supports its use because of a correlation to student success.
2. The Registration Hold will only be used to manage exceptions to deadlines such as the current process used to enforce mandatory New Student Orientation registration and attendance.

ENFORCEMENT:

The Registration Hold Committee will review requests and render decisions on each request. Denials may be appealed to the decision makers listed above. The Registration Hold Committee will also periodically review the list of Registration Holds to ensure they continue to serve as an appropriate measure to support undergraduate student academic success or continue to be authorized by university policy, Senate by-law, accreditation, state, or federal regulations/statute.

PROCEDURES/FORMS:
1. The following best practices and procedures are required by any department requesting a new Registration Hold:
   - Formal communication, such as an email sent to the student's UConn email address, informing the student that a Registration Hold will be placed on their account if required action. The communication must include the student's responsibility and action required to avoid having the Registration Hold added to their account; the date the Registration Hold will be added to their account should the student fail to act by the deadline; action required to remove the hold; and contact information for the responsible department should the student have additional questions.

   - Departments granted approval for a new Registration Hold must agree to publicize information about the hold on their website, clearly outlining the department's policies and procedures related to the hold.

   - New Registration Holds cannot be added to student accounts during the Office of the Provost, Holds Moratoriums each semester.

2. Departments seeking approval for a new Registration Hold must submit a request to the Registration Holds Committee Chairperson via the online Registration Hold Request Form (to be developed).

3. Departments not authorized to restrict student registration may consider the following alternatives:
   - Restrict other University services with a hold, such as access to the Recreation Center (Storrs Campus students).

   - Place a hold that does not restrict any University services but is visible to the student on their Student Administration account to encourage action.

Recommendations for Future Committee with Relevant Charge:

1. Develop alternative approaches to move undergraduate students to action.

2. Develop an undergraduate student communication strategy and timeline outlining all communications sent to undergraduate students by month. Include the purpose and the action(s) the communication asks students to take, if applicable. Determine if related communications can be combined to reduce the number of emails sent to undergraduate students.

3. Consider enhancing the use of HUSKY - CT for sharing key information and deadlines with undergraduate students.

Scholarly, fiduciary and/or regulatory/statutory evidence to support the use of Registration Holds

1. **Advising:** Research linking [mandatory] advising and student success:
   - What Matters Most for Equity: How Student Success Initiatives Are Closing Achievement Gaps
     - Notably, *"96% of advising programs had a positive lift. In fact, advising and degree planning help historically underserved populations more consistently than any other initiative studied. In some cases, advising programs were up to three times as helpful for Black students as they were for White students."*
   - Does Contact with Advisors Predict Judgments and Attitudes Consistent with Student Success? A Multi-institutional Study
     - Found that students that engaged with an advisor at least once a semester scored higher on 5 cognitive and 3 affective learning outcomes of academic advising (see below).
     - Students that engaged more than once a semester with an advisor scored even higher.
     - Recommendations from this article include implementing mandatory advising: "Mandatory advising would allow institutions to verify that students have gained knowledge and developed attitudes predictive of success."
     - Mandatory advising is one of the only factors within an institution's control that would positively impact student success.
   - Driving Towards a Degree: Closing Outcome Gaps Through Student Supports
     - Identifies "Mandatory Advising with an advisor at least once per academic year" as having a high impact on student academic outcomes.
     - Discusses the relationship between advising caseloads, technology, and the ability implement critical advising practices, such as mandatory advising, in order to affect student outcomes.
   - Academic Advisement and Student Retention: Empirical Connections & Systemic Interventions
     - "Unfortunately, it has also been found that college students under-utilize academic support services (Friedlander, 1980; Walter & Smith, 1990), especially those students who are in most need of support (Knapp & Karabenick, 1988; Abrams & Jernigan, 1984). At-risk students, in particular, have trouble recognizing that they are experiencing academic difficulty and are often reluctant to seek help even if they do recognize their difficulty (Levin & Levin, 1991). These findings are especially disturbing when viewed in light of meta-analysis research, which reveals that academic-support programs designed for underprepared students exert a statistically significant effect on their retention and grades when they are utilized, especially if these services are utilized by students during their freshman year (Kulik, Kulik, & Shwalb, 1983).
     - Taken together, the foregoing set of findings strongly suggests that institutions should deliver academic support intrusively—by initiating contact with students and aggressively bringing support services to them, rather than offering services passively and hoping that students will come and take advantage of them on their own accord. Academic advisors are in the ideal position to "intrusively" connect students with academic support professionals, who can provide students with timely assistance before their academic performance and persistence are adversely affected by ineffective learning strategies."
   - The Role of Academic Advising in Student Retention and Persistence

2. **CAPS (formerly SSS):** Research linking CAPS Advising to the promotion of student success.
   - Consistent with the rationale for maintaining general advising holds, the CAPS Advising Hold is designed to promote academic retention, degree progress, and timely graduation for students participating in the CAPS network of programs.
   - CAPS uses a form of *intrusive advising*, which research supports as effective in serving various populations, including those at-risk for attrition and from underrepresented minority populations. Intrusive advising is designed to promote retention and increase students' motivations for going to and remaining in college (Earl, 1998; Heissrer & Parette, 2002). Holmes (2000) noted that students who were engaged in intrusive advising were more likely to maintain their courseload

and keep up with their classwork as a result of the more intense advisor relationship, better navigate financial issues, be connected to valuable university services that enhance their potential to be retained, and have more connections to faculty and staff that help increase their perception of the campus community as valuing them being on campus (Museus, & Ravello, 2010). CAPS advising doesn't remove the reality of being a minority student on the UConn campus but, rather, humanizes their experiences and uses their pre-college experiences as motivation and evidence of students' potential to succeed at UConn. On a PWI, this is important as recent UConn studies have referenced the aversion many minority students feel to traditional UConn advising.

- The design of CAPS advising also aligns with the recommendations of the Institute of Education Sciences and the What Works Clearinghouse. CAPS advising structure 1) is intentionally designed and delivered as a comprehensive, integrated service that incorporates academic and non-academic supports to empower students to reach their educational goals; 2) focuses on the development of sustained, personalized relationships with individual students throughout their college career; 3) uses mentoring and coaching to enhance comprehensive, integrated advising in ways that support students' achievement and progression; and 4) embeds positive incentives in intentionally designed advising structures to encourage student participation and continued engagement. Admittedly, the current use of the CAPS registration hold requires restructuring, which will be done beginning Fall 2023. The hold will be used as a last resort after repeated outreach and promotion of incentives for students engaging in advising processes. The hold will be used as a last-ditch effort to ensure the students receive the support they need and allows CAPS (and UConn) to be proactive in engaging and retaining our students from traditionally underrepresented populations. CAPS will also be reforming its advising offerings to include more group advising and student engagement to provide additional ways for students to meet their expectations before any mention of a hold will be placed on students.

- As CAPS students are a targeted group UConn invests significant resources in, including alternative admissions benefits, the University has a responsibility to help students develop the habits required to succeed in the rigorous and immersive environment of higher education at UConn. The hold sets an expectation of their active engagement in the educational process and serves to help students increase agency and ownership over their college experience. The population CAPS serves are among the most at-risk for discontinuing their education and, as higher educational data and research demonstrates, this population is more likely to leave college without notice and with a lack of information on how they could remain. UConn brought these students here, even when they may have not met qualifications for traditional admissions and has a responsibility to ensure they can succeed here. The registration hold is one of a variety of tools to enable the department to present a return on the university's investment through retention while also living up to our mission as a public institution. The system UConn has established reinforces our commitment to access and shows that access is not simply admissions but providing the resources and systems to ensure a student will be successful.

3. **Bursar:** Responsibility to ensure students are aware of their financial obligation to the university and fiduciary responsibility to collect revenue owed to the university.
   - The Office of the Bursar has a responsibility to the students, to help ensure they do not incur a debt to the University that they cannot feasibly pay. The Bursar Hold, restricting registration for students with past due balances, is needed to uphold the financial obligations to the University, State of Connecticut, and student population.
   - The Office of the Bursar is charged with billing and collecting payment for student tuition and fees. As such, the office has a fiduciary responsibility to collect payment on behalf of the University and as an agency of the State of Connecticut.
   - Balances not collected prior to a student leaving the University are sent through a collection cycle and ultimately written off as uncollectible. Amounts deemed uncollectible are reflected in the

University's financial statements and reported to the State of Connecticut Office of Policy and Management.

- Typically, over half of the students with outstanding fee bill balances at the time of registration owe over $4000, evidence that raising the threshold for the Bursar Hold slightly would not benefit most of the students with balances due.
- This year, the University is writing off over 400 uncollectible student accounts totaling $773K, an increase over recent years. This further validates the need to continue preventing students from incurring additional debt to the university by registering for classes they have no way of paying for.
- The Student Financial Responsibility Agreement is required to ensure that students acknowledge their understanding of the financial terms and conditions associated with taking courses at the university. This agreement prevents students from implying (later in their time at UConn) that they were unaware of the costs associated with attending university. Almost immediately after the students complete the agreement, the registration hold drops off the account.

4. **U Got This (formerly Not Anymore Training):** Requirement for Dean of Students Office enforcement
   - This hold is related to consent, bystander intervention, sexual assault, dating, domestic violence and more. AN ACT CONCERNING SEXUAL MISCONDUCT ON COLLEGE CAMPUSES.

5. **Protect our Pack:** Requirement for Dean of Students Office and Orientation Services enforcement
   - This is federally mandated training. AN ACT CONCERNING SEXUAL MISCONDUCT ON COLLEGE CAMPUSES.

6. **International Student Check In**
   - **8 USC 1372(a)(4)**
     (4) REPORTING REQUIREMENTS- Not later than 30 days after the deadline for registering for classes for an academic term of an approved institution of higher education or other approved educational institution for which documentation is issued for an alien as described in paragraph (3)(A), or the scheduled commencement of participation by an alien in a designated exchange visitor program, as the case may be, the institution or program, respectively, shall report to the Immigration and Naturalization Service any failure of the alien to enroll or to commence participation.
   - **8 CFR 214.3(g)(2)(iii)**
     (iii) Each term or session and no later than 30 days after the deadline for registering for classes, schools are required to report the following registration information:

     (A) Whether the student has enrolled at the school, dropped below a full course of study without prior authorization by the DSO, or failed to enroll;

     (B) The current address of each enrolled student; and

     (C) The start date of the student's next session, term, semester, trimester, or quarter. For initial students, the start date is the "program start date" or "report date." (These terms are used interchangeably.) The DSO may choose a reasonable date to accommodate a student's need to be in attendance for required activities at the school prior to the actual start of classes when determining the report date on the Form I-20. Such required activities may include, but are not limited to, research projects and orientation sessions. The DSO may not, however, indicate a report date more than 30 days prior to the start of classes. The next session start date is the start of classes for continuing students.

(D) Adjustment to the program completion date. Any factors that influence the student's progress toward program completion (e.g., deferred attendance, authorized drop below, program extension) must be reflected by making an adjustment updating the program completion date.

- After SEVIS introduced a "Program Start Date" into its system, regulatory guidance provided further instructions to school officials regarding the reporting of <u>new</u> students, and this more explicitly discusses the student requirement to report to the school. The timeline for new students differs slightly from the above (30 days after the start date listed on the I-20, which is the start of classes): https://www.ice.gov/sevis/dso-requirements, so that it essentially creates two deadlines for schools – 1) For new students, reporting to the government that the student has reported to the school (by 30 days after the semester start date) and 2) For new and current students, reporting to the government that the student is enrolled on a full time basis (by 30 days after the add/drop deadline).