

AGENDA

Special Telephone Meeting
TRUSTEE-ADMINISTRATION-FACULTY-STUDENT (TAFS) COMMITTEE
University of Connecticut
Monday, April 24, 2023
1:00 p.m.

Meeting held by Telephone

Public Call-In Number:

(415) 655-0002 US Toll

Access Code: 2621 492 9153

Public Access Link (with live captioning):

<http://ait.uconn.edu/bot>

*(A recording of the meeting will be posted on the Board website
<https://boardoftrustees.uconn.edu/> within seven days of the meeting.)*

Call to order at **1:00 p.m.**

1) Public Participation (limited to agenda items)*

*Individuals who wish to speak during the Public Participation portion of the Monday, April 24, meeting must do so 24 hours in advance of the meeting's start time (i.e., 1:00 p.m. on Friday, April 21) by emailing BoardCommittees@uconn.edu. Speaking requests must include a name, telephone number, topic, and affiliation with the University (i.e., student, employee, member of the public). The Committee may limit the entirety of public comment to a maximum of 30 minutes. As an alternative, individuals may submit written comments to the Committee via email (BoardCommittees@uconn.edu), and all comments will be transmitted to the Committee.

2) Minutes of the Special Meeting of November 16, 2022

3) Supporting Student Success at UConn

Discussion Question: Research has validated the impactful practices that support student success, especially for underrepresented and minoritized students, including faculty-student contact, robust advising, residential and cultural communities, peer mentoring, and cocurricular involvement.

- Where is UConn achieving in these areas and what are areas for improvement?
- What kinds of student support initiatives could we develop that we do not currently have in place?
- How does student support vary across our campuses?
- What do we need to do to erase the achievement gap and ensure that every student has the opportunity to succeed?

4) Identification of Agenda Items for Next Meeting

5) Executive Session (*as needed*)

6) Adjournment

PLEASE NOTE: If you are an individual with a disability and require accommodations, please call the Office of the Provost at (860) 486-4037 prior to the meeting.

TAFS 4/24/23 Pre-Reading Resources

1. Harackiewicz, J. M., Barron, K. E., Tauer, J. M., & Elliot, A. J. (2002). Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshman year through graduation. *Journal of Educational Psychology, 94*(3), 562–575.

Abstract

The authors examined the role of achievement goals, ability, and high school performance in predicting academic success over students' college careers. First, the authors examined which variables predicted students' interest and performance in an introductory psychology course taken their first semester in college. Then, the authors followed students until they graduated to examine continued interest in psychology and performance in subsequent classes. Achievement goals, ability measures, and prior high school performance each contributed unique variance in predicting initial and long-term outcomes, but these predictors were linked to different educational outcomes. Mastery goals predicted continued interest, whereas performance-approach goals predicted performance. Ability measures and prior high school performance predicted academic performance but not interest. The findings support a multiple goals perspective.

Full text: [Harackiewicz Barron et al 2002JEP.pdf](#)

2. The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First-Generation College Students, Jessica M. Dennis , Jean S. Phinney , Lizette Ivy Chuateco

Abstract

The role of personal motivational characteristics and environmental social supports in college outcomes was examined in a longitudinal study of 100 ethnic minority first-generation college students. Personal/career-related motivation to attend college in the fall was a positive predictor and lack of peer support was a negative predictor of college adjustment the following spring. Lack of peer support also predicted lower spring GPA.

Full text: [Dennis et al. \(2005\).pdf](#)

3. Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review, 31*(3), 313–327.

Abstract

Student motivation as an academic enabler for school success is discussed. Contrary to many views, however, the authors conceive of student motivation as a multifaceted construct with different components. Accordingly, the article includes a discussion of four key components of student motivation including academic self-efficacy, attributions, intrinsic motivation, and achievement goals. Research on each of these four components is described, research relating

these four components to academic achievement and other academic enablers is reviewed, and suggestions are offered for instruction and assessment.

Full text: [Motivation as an Enabler for Academic Success. \(2002\).pdf](#)

4. Student success in college: Creating conditions that matter, GD Kuh, J Kinzie, JH Schuh, EJ Whitt - 2011

Abstract

Student Success in College describes policies, programs, and practices that a diverse set of institutions have used to enhance student achievement. This book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present. Based on the Documenting Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University, this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success-oriented campus culture and learning environment.

Full text:

<https://books.google.com/books?hl=en&lr=&id=9KnzFmNYuBMC&oi=fnd&pg=PT9&dq=academic+success+in+college&ots=mliprJXsSv&sig=wzannaNMmyuaPL3hiHzhP7IjF8sw#v=onepage&q=academic%20success%20in%20college&f=false>

Other Resources:

https://nces.ed.gov/npec/pdf/Kuh_Team_Report.pdf

<https://files.eric.ed.gov/fulltext/ED504448.pdf>

https://www.pearson.com/content/dam/one-dot-com/one-dot-com/ped-blogs/wp-content/pdfs/584_H091_EdDive2.pdf

Institute for Student Success

Dr. Tadarrayl M. Starke

Associate Vice Provost for Student Success

UConn

INSTITUTE FOR
STUDENT SUCCESS



Who Are We: Our Mission

The Institute for Student Success

- Works to increase access to higher education
- Promotes student academic engagement across the university system
- Strengthens student preparation and learning
- Provides one-on-one holistic support
- Promotes the recruitment, retention, and graduation of University of Connecticut undergraduates

Finance & Administration Institute for Student Success NELSAMP Alliance

Office of Student Retention

Bachelors of General Studies Transfer Connections

Graduation Planning & Advising Academic Center for Exploratory Students

The Major Experience

First Year Programs, Learning Communities, & Academic Achievement Center

Academic Support

AAC Storrs

AAC Hartford

AAC Waterbury

FGEN @ UConn Initiative

UConn Connects

Supplemental Instruction

First Year Experience

FYE Courses

Faculty Courses and Curriculum Oversight Board

Learning Communities

Residential

BSOUL House

Connecting with the Arts House

Engineering House

Global House

Humanities House

International Engineering House

Leadership House

Pharmacy House

SCHOLA2RS House

WiMSE House

Business Connections House

EcoHouse

Fine Arts House

Human Rights & Action House

Innovation House

La Comunidad Intellectual

Nursing House

Public Health House

Transfer Connections House

Non-Residential

Allied Health

Communication

Exploratory

LCI-Stamford

Physiology & Neurobiology

Pre-Teaching

Animal Science

English

Kinesiology

Nutritional Sciences

Pre-Journalism

Psychological Sciences

Center for Access & Postsecondary Success

Access Programs

ConnCAP, Hartford/Storrs

Upward Bound/ConnCAP Program, Avery Point

College Advising Corps

ConnCAP Stamford

Upward Bound/ConnCAP Program, Waterbury

College Programs

Student Support Services

CAPS Avery Point

CAPS Stamford

PASS

CAPS College Program, Storrs

CAPS Hartford

CAPS Waterbury

CAPS Education Abroad

CAPS Research Scholars

McNair Scholars Program



The Major Units of ISS

Academic Engagement & Academic Support

- First-Year Experience (FYE)
- First-/Second-Year Programs
- Learning Communities
- Innovation Zone/Makerspace
- Month of Discovery
- Women in Making
- Academic Achievement Center
- UConn Connects
- My 1st Year Podcast

Office of Student Retention

- ACES (Exploratory Advising)
- Bachelor of General Studies
- Graduation Planning & Advising (GPA)
- Campus Change/Transfer Connections
- The Major Experience

First-Gen at UConn

- FGEN Forward
- Success 360

Center for Access & Postsecondary Success (CAPS)

- Student Support Services (SSS)
- McNair Scholars Program
- McNair Apprentice Program
- CAPS Research Scholars
- ConnCAP
- College Advising Corps (CAC)
- Upward Bound Program, Avery Point
- Upward Bound Program, Waterbury
- SSS Summer Programs
- PASS
- CAPS Education Abroad

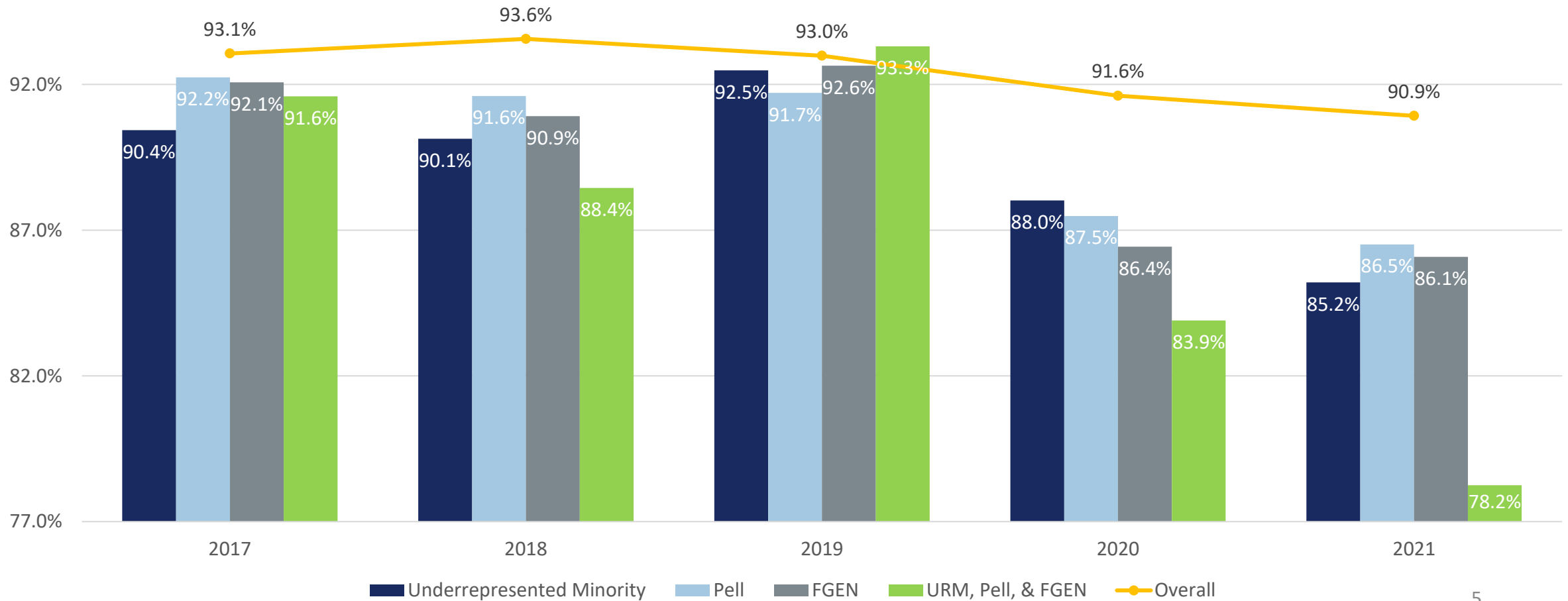
Louis Stokes Alliance for Minority Participation (LSAMP) in STEM



Trends at UConn

Underrepresented Student Retention Decreasing

First-Year Retention by Student Group (Storrs)

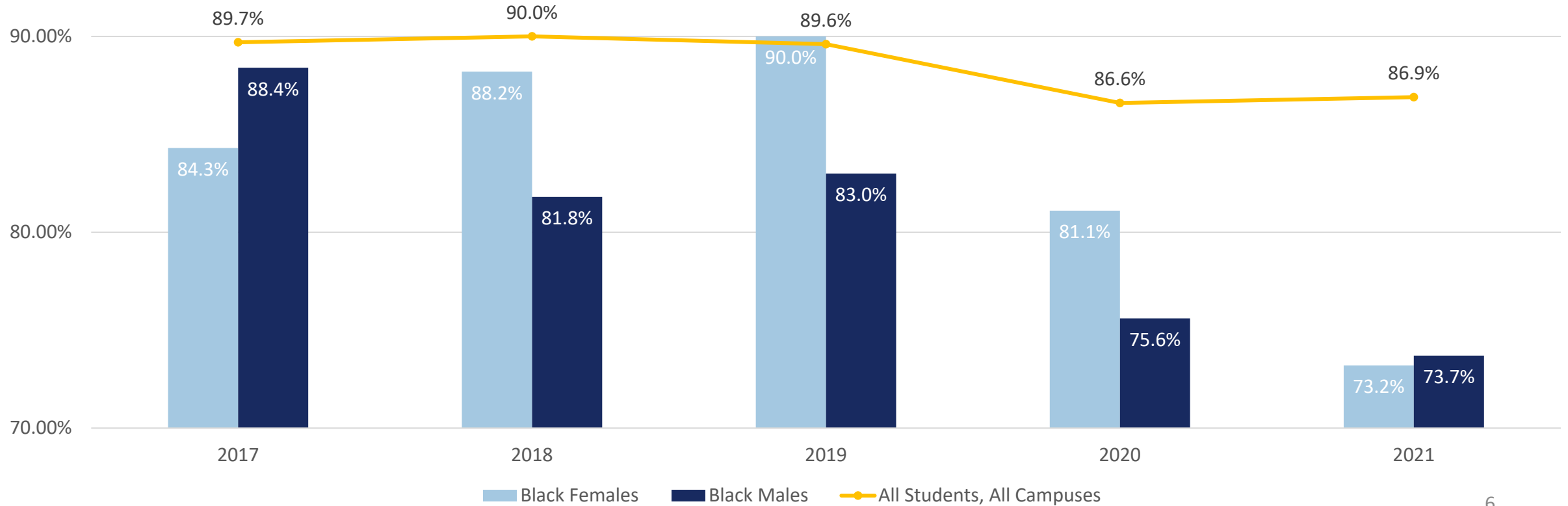




Trends at UConn

Underrepresented Student Retention Decreasing

1st Year Retention, Black Students (All Campuses)





Trends at UConn

Other Measures of Student Success

DFW Rates: Rates are consistently higher for underrepresented students compared to the general population in both STEM and non-STEM courses, with Pell students showing the highest DFW rates.

Academic Probation: Probation rates have decreased from last year but remain higher than pre-pandemic levels. URM students' probation rates have decreased since 2019. Black students remain overrepresented in the percent of students on probation across all campuses.

Graduation Rates: Graduation rates have held steady (~83% Storrs, ~62% Regionals). The 5-year graduation rate show promise for next year's numbers, as the 5-year rate for the 2017 cohort is equal to the 6-year rate of the previous cohort. Underrepresented minority, Pell, and FGEN students all are showing a similar pattern.

Impact of Underrepresented Students' 1st Year Retention: Current graduation rates most likely to be impacted by underrepresented student decreases in retention.



Challenges

- **Course Availability**
- **Program Availability**
 - **Affordability**
- **Students Seeking Community**
- **Learning Loss & Need for Academic Support**
 - **Student Well-Being**
- **Need for More Advisors & Other Support Staff**



Promoting Student Success at UConn

Addressing Trends & Meeting the Challenges

Building Community & Promoting Success

- SCHOLA2RS House
- BSOUL*
- LCI
- LCI-Stamford*
- ACES
- Focused FYE Courses
- FGEN @ UConn
- 1,000+ Peer mentoring roles in ISS

Increase Regional Campus Support

- Balfour Expansion of CAPS
- Synchrony Student Success Initiative*
- Academic Achievement Center
- Stamford increase in Summer participation

Addressing Retention & Graduation

- BGS
- GPA
- Success 360
- STEM Coaching in AAC
- UConn Connects
- PASS

Emphasis on High Impact Practice Engagement

- Education Abroad
- Innovation Zone/Makerspace
- Student Research
- Expansion of McNair Program to other populations
- LSAMP

Questions & Discussion