

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (FY 2014)
IPEDS Retention Data (1)				
Bachelors degree students	92%	93%	94%	93%
IPEDS Graduation Data (150% time) (2)				
Bachelors degree students	81%	83%	82%	83%
Graduate programs *				
Retention rates first-to-second year (3)	Est. 80% - 85%	Est. 80% - 85%	Est. 80% - 85%	Est. 80% - 85%
Graduation rates @ 150% time (4)	Est. 75% -85%	Est. 75% -85%	Est. 75% -85%	Est. 75% -85%
Distance Education				
Course completion rates (5)	89%	92%	91%	93%
Branch Campus and Instructional Locations				
Course completion rate (6)	95%	93%	95%	95%
Retention rates (7)	81%	83%	83%	86%
Graduation rates (8)	50%	51%	51%	50%
Definition and Methodology Explanations				
1	IPEDS reporting of base population of entering freshmen cohort at the Storrs campus with Fall 2013 the most recent cohort reported for this summary. Retention is defined as the continued registration status of the entering cohort student at any campus of the University in the subsequent fall.			
2	IPEDS reporting of base population of entering freshmen cohort at the Storrs campus with Fall 2004 the most recent cohort reported for this summary. Graduation rate is IPEDS defined as graduation from the University by the entering cohort student within six years of the entering fall semester.			
3	Estimated IPEDS reporting of base population of graduate students defined as first-time-in-graduate-career (regardless of graduate plan or degree level) in first fall compared to estimated continued registration for classes in subsequent fall.			
4	Degree requirements differ greatly among fields of study for master's and doctoral degree students; thus, graduation rates also vary. All students are expected to complete a degree within a reasonable time. Some master's programs can be completed in 2 years; others take longer. Master's level students must complete within 6 years. An equivalent of 3 years of full-time study beyond the baccalaureate or 2 years past the master's is required of all doctoral students, and the program must be completed within 8 years unless an extension is allowed. However, capturing this information remains difficult because of the nature of graduate student persistence, e.g., part-time pursuit of a degree while employed or parenting, concurrent pursuit of more than one field of study or degree level, and employment opportunities while in graduate study or while writing the thesis or dissertation. Completion rates for most master's degree fields are expected to be 80-85% within 6 years; and, for doctoral students, 65-70% in 8 years.			
5	Course completion rate in distance education courses was calculated for the fall 2013 semester and three prior fall semesters by a comparison of (a) count of students enrolled in on-line courses at official census time of semester (tenth day, or end of course drop-add registration) with (b) count of students receiving a grade at the end of the term. Students withdrawing or receiving failing grades were omitted from the end of term count.			
6	Course completion rate at the regional campuses (Avery Point, Hartford, Stamford, Torrington, and Waterbury) was calculated for the fall 2013 semester and three prior fall semesters by a comparison of (a) count of students enrolled in a regional campus undergraduate course at official census time of semester (tenth day, or end of course drop-add registration) with (b) count of students receiving a grade at the end of the term. Students withdrawing or receiving failing grades were omitted from the end of term count.			
7	IPEDS reporting of base population of entering freshmen cohort at an undergraduate regional campus (Avery Point, Greater Hartford, Stamford, Torrington, or Waterbury) with Fall 2013 the most recent cohort reported for this summary. Retention is defined as the continued registration status of the entering cohort student at any campus of the University in the subsequent fall.			
8	IPEDS reporting of base population of entering freshmen cohort at an undergraduate regional campus (Avery Point, Greater Hartford, Stamford, Torrington, or Waterbury) with Fall 2004 the most recent cohort reported for this summary. Graduation rate is IPEDS defined as graduation from the University by the entering cohort student within six years of the entering fall semester.			
* An institution offering graduate degrees must complete this portion.				

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared: UConn Recent Alumni Survey of Bachelor's Degree Recipients					
1	Was your UConn degree helpful when applying for your current job?	70%	74%	69%	73%
2	Are you satisfied with your current employment?	69%	71%	70%	71%
3	Do you consider your current position degree-related?	59%	60%	55%	62%
4	Assessment of your program in terms of finding a position appropriate to your major field (scale 1-7, 1=extremely dissatisfied, 7=extremely satisfied)	Mean 5.0	Mean 4.8	Mean 4.6	Mean 4.8
Definition and Methodology Explanations					
Population of bachelor's degree recipients is surveyed by mail in fall following spring graduation. Population response rate for all graduates is 25-30%.					

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (FY 2014)
State Licensure Passage Rates *					
1	Connecticut Bar Exam - first time takers	87%	92%	87%	87%
2	Teacher Education Praxis II – pass rate before graduation	99%	100%	100%	100%
National Licensure Passage Rates *					
1	National Board of Dental Examiners, Step 2 (fourth yr)	100%	100%	100%	100%
2	National Board of Medical Examiners, Step 2 (fourth yr)	93%	92%	97%	98%
3	North American Pharmacist Licensure Examination (NAPLEX) – first time takers	98%	96%	98%	99%
4	National Council of State Boards of Nursing (NCLEX) Licensure Exam - RN	94%	94%	93%	92%
Job Placement Rates **					
UConn Recent Alumni Survey, Bachelor’s Degree Recipients, 6 months after Graduation: % of Respondents Employed Full-time or Part-time (a)					
1	Agriculture & Natural Resources	77%	81%	80%	77%
2	Business	89%	89%	88%	94%
3	Continuing Studies	88%	79%	92%	80%
4	Education	73%	70%	65%	60%
5	Engineering	93%	90%	89%	88%
6	Fine Arts	78%	62%	68%	70%
7	Liberal Arts & Sciences	76%	79%	80%	76%
8	Nursing	94%	92%	96%	95%
9	Pharmacy	74%	71%	79%	74%
Law School Placement Rate (b)					
	% of J.D. graduates employed	86%	83%	87%	88%
School of Business Placement Rates (c)					
	Bachelor’s degree employed	83%	75%	73%	73%
	MBA degree employed	93%	89%	95%	95%
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.					
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.					
Institutional Notes of Explanation					
a	Population of bachelor’s degree recipients is surveyed by mail in fall following spring graduation. Population response rate for all graduates is 25-30%.				
b	Survey of J.D. graduates nine months after degree conferred.				
c	School of Business Career Center compilation of percentage of bachelor’s degree and MBA degree graduates employed, enrolled in graduate programs, or planning full-time graduate study by December after graduation. The bachelor’s degree percentages are estimates based upon voluntary student reporting.				