

# Strategic Assessment of UConn's Regional Campuses Strengthening Identity, Excellence, and Sustainability

## Executive Summary

The purpose of this document is to provide a framework for strategic decision making and resource allocation at the regional campuses. Potential strategies for strengthening the regional campuses are also presented.

As a land- and sea-grant university, UConn's mission is to promote education, research, and service in support of community health and wellness and economic development. UConn works to ensure access and opportunity for all Connecticut residents.

Under the President's leadership, UConn has identified five operational priorities that guide institutional execution: enhancing our academic and research profile, improving enrollment outcomes, strengthening financial and enterprise effectiveness, advancing fundraising and engagement, and championing athletic and institutional excellence. These priorities focus on ensuring that the University operates with the distinction, engagement, visibility, and stability required to compete as a leading public research university.

Within that operational context, the University's strategy for advancing its academic mission is anchored in three interdependent priorities as articulated in the strategic plan:

- **Students First:** Student success, as measured by retention and graduation rates and post-graduation outcomes
- **Reputation, Recognition, Rankings:** Significant improvement in national and international rankings, with the goal of being recognized as a Top 25 public university
- **Research excellence** through generating innovative, high-quality scholarship that advances knowledge, addresses complex societal challenges, and elevates the institution's global reputation. This requires fostering interdisciplinary collaboration, translating research into meaningful societal, economic, or educational outcomes, and attracting competitive funding and top research talent.

**Gains in each of these priority areas promote gains in the others.** For example, improvements in student success directly strengthen our rankings and competitiveness. Advances in our rankings improve our ability to build external research portfolios and attract top students, faculty, and staff. Research excellence likewise improves our rankings and our ability to support student success and educational outcomes. **All decisions about UConn's academic enterprise will be evaluated through the lens of these priorities.**

Institutional decisions must also consider the **significant demographic and fiscal challenges facing UConn and particularly our regional campuses**, including Connecticut's shrinking population of high school graduates, the expansion of free community college and guaranteed

admission policies, and competition from other public and private institutions, including the Connecticut State Colleges and Universities System.

The University's priorities coupled with its demographic and fiscal challenges require us to reexamine the role, identity, and sustainability of our regional campuses, which are our most diverse campuses with high proportions of first generation and Pell-eligible students. Historically, regional campuses primarily served as pathways to Storrs. Hartford and Stamford have evolved into distinct destinations offering unique academic and geographic strengths. Avery Point and Waterbury make essential contributions to UConn's mission but face stronger headwinds. To remain competitive, **UConn must differentiate, not compete, by reinforcing what a UConn degree represents: consistent academic quality, faculty distinction, research that drives impact, national reputation, and strong student outcomes that lead to career and lifelong success.** Our goal is to define and elevate the value of a UConn education across all campuses and ensure that all our faculty, staff, and students share a consistent UConn experience. This means prioritizing investments in the quality, rigor, and reputation that make UConn Connecticut's flagship university.

The presence of UConn campuses throughout the state is a strength that responds to student and community needs. Strategic decision making will strengthen the ability of the regional campuses to serve Connecticut while advancing UConn's ability to operate more holistically and efficiently as a university.

## **A System-Level Strategy for One Flagship University**

As outlined in Envisioning 2034, UConn is defined by seven world-class campuses united as one flagship university, advancing excellence in education, research, and outreach. The **regional campuses – Avery Point, Hartford, Stamford, and Waterbury – extend UConn's reach and impact**, and they must operate in concert with UConn Storrs as an integrated and interconnected system, not as four standalone institutions.

At times, **Storrs-based strategies do not fully align with the realities of the regional campuses.** Strategic decisions at Storrs should be made in ways that advance the mission of UConn and the sustainability of the regional campuses, ensuring they are partners in shared success rather than instruments for closing budget gaps. A coordinated, system-level approach allows UConn to strengthen access and opportunity statewide while enhancing its reputation.

Strategic decision making related to the regional campuses must acknowledge **key pressures:**

- **Demographic contraction:** Fewer high school graduates statewide and regionally
- **Structural financial constraints:** Regional campuses, due to their smaller enrollments, are unable to fully benefit from economies of scale when providing basic services as compared to Storrs
- **Resource gaps:** Advising, student support, learning communities, and percentage of full-time faculty at regional campuses lag behind Storrs

- **Infrastructure challenges:** Deferred maintenance at all campuses presents concerns and highlights the need for continued attention and investment.

Without strategic, targeted investment systemwide, UConn risks eroding its competitiveness, rankings, and its R1 research standing, and compromising its long-term financial sustainability.

## **Strategic Approach: Differentiation, Not Duplication**

### **UConn operates in a landscape transformed by policy and competition.**

The Connecticut State Community College system's free tuition program, transfer pathway initiative and recent stabilization of the CSCUs enrollments through efforts such as the Pell Promise program (offering full tuition coverage for Pell-eligible students) and the Connecticut Automatic Admissions Program (offering early and simplified entry to 10 universities) have intensified the challenge of attracting in-state students. As the market for higher education tightens, competition for students among regional, small private, and other non-flagship institutions is becoming acute.

UConn's regional campuses thus face two main challenges: out-of-state competitors offering large discounts and admit offers to students previously outside of their admit pool, and the quantity of public options in our state. As prices across the market segment approach a floor, institutions will increasingly compete for students on non-financial factors such as student experience, career outcomes, location convenience, and program offerings.

### **UConn's goal is not to compete on price or convenience, but on quality.**

As Connecticut's flagship university, UConn's role is to set the standard for academic excellence, not to chase enrollment through incentives that compromise that standard. Competing in markets defined primarily by cost or accessibility risks diluting the university's mission and the value of its degree. Our focus must remain on attracting students who seek challenge, opportunity, and distinction—those who are prepared to thrive in a rigorous, research-driven environment and contribute to UConn's culture of excellence.

A UConn degree must be synonymous with **excellence, opportunity, and prestige**. Strengthening the UConn brand means focusing on quality: ensuring every student on every campus experiences the same rigorous academics, engaged learning, and positive outcomes that define a flagship education.

Each regional campus should have a distinct identity and academic portfolio that can generate market pull by responding to student needs and aspirations. **Differentiation – not duplication – will drive reputation and growth.**

## **The Path Forward for our Regional Campuses**

UConn's enrollment and academic strategy must shift from recruitment-driven growth to reputation-driven growth and be guided by data, fiscal discipline, and brand differentiation.

Implementing the five strategies below will ensure that UConn remains a top-tier flagship and will strengthen its academic reputation across all campuses:

### **1. Sharpen the identity of each regional campus**

Define clear academic and geographic niches for each regional campus that align with workforce needs and institutional strengths and that leverage existing courses and infrastructure when possible. Distinct focal areas of each campus include:

- **Avery Point:** Coastal and marine sciences; sea grant research and extension work, coastal resilience research, and community support; Tribal Education Initiative.
- **Hartford:** Public policy, social work, law; business, and urban engagement; insurance-tech sector; development of cooperative learning models.
- **Stamford:** Business, finance, AI for the fintech sector; computer science; digital media and design and public relations; development of cooperative learning models. Leverage and integration with place-based opportunities in Stamford and New York City.
- **Waterbury:** Health sciences, aligned with workforce demand.

### **2. Invest in academic excellence and student experience**

Prioritize investments that directly impact student success, including professional advising, mental health support, and high-impact practices such as research, internships, and community engagement. Ensure consistency in academic quality across campuses through shared curriculum and access to full-time instructors, so that students can thrive whether they remain at a regional campus or campus change to Storrs.

### **3. Elevate the UConn brand and reputation**

Recommit to the metrics that drive national standing: student success, faculty distinction, research output, and post-graduate outcomes. Communicate clearly: **A UConn education, at any campus, is a premier education.**

### **4. Leverage partnerships rather than compete**

As the State's public flagship research university, UConn serves as the cornerstone of Connecticut's public higher education ecosystem in which every higher education institution in the state has a vital role to play. We are committed to strengthening partnerships with CT State community colleges and Connecticut State Colleges & Universities (CSCU) to build seamless academic pathways and clear articulation agreements that support student mobility and expand opportunity. By working in partnership rather than competition, we can ensure that students across Connecticut are connected to the right institution, at the right time, to meet their educational and career goals while advancing the long-term health, social wellbeing, and economic vitality of our state.

## 5. Align growth with mission and sustainability

Growth must be intentional, data-driven, and focused on areas where there is demonstrated student demand, alignment with workforce and industry needs, and a clear return on investment. Decisions about new programs or campus expansions must strengthen UConn's academic reputation and long-term financial health to ensure that growth enhances excellence rather than dilutes resources.

## Additional Strategies for Regional Campus Success

The following institutional strategies will further accelerate performance and differentiate UConn's regional campuses within the statewide higher education ecosystem:

1. **Market the value of a regional campus education.** Develop additional marketing around the affordability and opportunity our regional campuses offer. The cost of attending these campuses is often equal or lower than other public options, but for first generation students and others navigating the higher education landscape, this may not be clear. Given the net price and return on investment that a UConn degree offers, clear communication strategies may help retain additional high achieving students in-state.
2. **Promote the Individualized Majors Program at all campuses.** The Individualized Majors Program allows students to design interdisciplinary degrees using courses already offered at their campuses, thereby expanding degree pathways without requiring new resource investments. The program is well positioned to support destination identity at campuses with more limited program arrays.
3. **Increase philanthropic engagement in regional excellence.** Philanthropic support for regional campus priorities continues to grow, reflecting deepening community investment and confidence in UConn's impact. Ongoing partnerships with the UConn Foundation could accelerate targeted investments in scholarships, capital improvements, and high-impact learning spaces that strengthen retention and reputation.
4. **Ensure equitable delivery of student success supports.** Establishing baseline expectations for the student experience across all campuses will drive belonging, persistence, and timely graduation. All students, regardless of campus, must have access to strong advising, mental health support, and opportunities to engage in high-impact practices like learning communities and first year programs. Support levels need to be continuously evaluated to match enrollment trends.
5. **Enhance data-informed decision making.** Consistent reporting of program costs, revenue contribution, enrollment demand, and performance metrics will support effective resource allocation and capacity-driven planning across the system.

Implementing these strategies through coordinated action, transparency in data collection and decision-making, and shared leadership among our campuses will strengthen our system-level approach to advancing excellence and sustainability.

## Financial Constraints

UConn's structural deficit, reduced state funding, and reduction in federal research awards has resulted in the development of a long-term financial sustainability plan. This plan is driven by three key elements: growth in net tuition revenue through changes in enrollment, tuition rate and residency mix; identification of opportunities for shared services; and resource reallocation. The latter element requires university-wide rescissions across all schools, colleges, centers/institutes, and units. Through this ongoing process, only a limited amount of rescinded funds can be redirected to our highest priorities. UConn's priority is ensuring structural stabilization, which limits the ability to make significant reinvestments. Consequently, while some support is provided to enrollment-impacted units, the available resources are not adequate to address broader institutional needs.

Given the current financial constraints – partly impacted by limited economies of scale at the regional campuses – **any new commitments within the UConn system must demonstrate a clear, data-driven return on student success, enrollment, research, or workforce impact.** Within these parameters, investments should be thoughtfully directed to support academic quality and enhance brand differentiation, with the goal of achieving long-term improvements in reputation and competitiveness. Moreover, while each campus has its own list of desired action items, investment decisions must consider the priorities of the institution as a whole, including some broader initiatives that will benefit all campuses (e.g., improvements in the information technology network; expansion of existing and creation of new fully online degree programs; maintenance and repair of all facilities; research growth).

## Conclusion

UConn's future success depends on its ability to make data-informed, system-wide decisions that strengthen its academic reputation and financial stability. The **regional campuses are essential to UConn's land- and sea-grant mission. Their strength will come from having a distinct identity and value proposition within a unified, high-quality UConn brand.** By sharpening campus identities and investing in academic excellence, we can ensure that every UConn degree represents the quality, opportunity, and pride that define Connecticut's flagship university.

## EVERY POINT

UConn Avery Point serves as a **center of excellence in marine and coastal research and climate resilience**. Located on Long Island Sound, and on traditional Indigenous lands, the campus is home to Connecticut Sea Grant, the Connecticut Institute for Resilience and Climate Adaptation (CIRCA), the Connecticut National Estuarine Research Reserve (CTNERR), CT Initiative on Environmental Research of Offshore Wind (CIEROW), and UConn's nationally recognized Marine Sciences program. With proximity to the U.S. Coast Guard Academy, NOAA affiliates, and maritime industries, it is **well positioned to address educational and workforce needs in local sectors including shipbuilding, blue technologies, offshore wind and energy, environmental consulting, and related business enterprises**. The campus is also **proximal to three of the five recognized Tribes in Connecticut**: the Mashantucket Pequot Tribal Nation, the Mohegan Tribe, and the Eastern Pequot Tribal Nation, and plays a role in UConn's Tribal Education Initiative, a partnership with the federally and state-recognized tribes.

UConn Avery Point has the **most active research enterprise of any of our regional campuses**, supporting more than \$7 million in annual sponsored research activity (\$35 million in active research awards). This work centers largely on marine and coastal ecosystem science, climate adaptation, ocean observation technologies, and coastal resilience policy. The campus is **essential to fulfilling UConn's Sea Grant mission**, to achieve healthy coastal and marine ecosystems and related public benefits through integrated, locally and nationally relevant research, outreach, and education programs in partnership with community and industry stakeholders.

The campus has a **small and connected undergraduate community**, with students reporting a strong sense of belonging. Academic offerings include marine sciences and a newly established psychological sciences major, with most students pursuing these or other majors within the College of Liberal Arts and Sciences (CLAS, ~50-70% of Avery Point students). These plans of study are complemented by high-impact student success initiatives such as undergraduate research experiences, field-based learning, and partnerships with Project Oceanology, the Mystic Aquarium, and local maritime organizations (~50 students per semester in total). It also is our **only regional campus to offer athletics**, supporting approximately 60 student-athletes annually across three sports competing in the junior college conference, with women's sailing representing UConn Avery Point in the Inter-Collegiate Sailing Association.

UConn Avery Point is **facing structural challenges that make undergraduate enrollment stabilization increasingly difficult**. The demographic cliff, limited access to public transportation, and rising rental costs in the surrounding area, have been identified as major barriers to enrollment growth. Together with increased competition from the Connecticut State Colleges and Universities (CSCU) system, and state regional colleges offering increasingly competitive financial packages, the campus has experienced a marked decline (31%) in undergraduate enrollment in the past 10 years, while the graduate student population has held relatively constant.

UConn recently explored the viability of potential public-private partnership models for on-campus undergraduate student housing at Avery Point. In response to a Request for Information process in 2024, a proposal for an approximately 250-bed residence hall was considered, which would require the undergraduate population to nearly double (from approximately 400 to 800 students) to reach ~90% occupancy. Increasing the student population to this size would require additional student support services and financial aid, and the potential expansion of academic programs to attract new students would require investments in classroom and laboratory space. Even at that occupancy, the project would result in a net loss once all costs, including operational expenses, are factored in, making on-campus housing not possible at this time.

As the higher education landscape in Connecticut and across the country continues to shift, **Avery Point’s strategic direction rests not on scaling undergraduate enrollment, but rather centers on distinctive, mission-driven growth rooted in coastal and marine excellence, a robust research enterprise, graduate education, and community partnerships.** Avery Point has the opportunity to lead as UConn’s coastal steward—advancing place-based learning, Tribal and regional partnerships, marine and climate research, and blue-economy workforce pathways that serve Connecticut’s shoreline communities. By strengthening belonging and retention for commuter students, ensuring seamless transitions for undergraduates who wish to complete their degrees in Storrs, deepening industry and community collaborations, and securing external funding for coastal innovation, research capacity, and infrastructure, Avery Point can deliver a high-impact, sustainable model aligned with UConn’s public mission.

## EVERY POINT’S PATH FORWARD

### 1. Stabilize Undergraduate Enrollment Through Targeted, Low-Cost Program

**Diversification.** Stabilize enrollment in strategic areas that complement Marine Sciences and meet regional workforce needs to meet SEM Plan projection of nearly 450 undergraduates by 2030. Add the **Business Fundamentals minor** in FY27 and use it as a foundation for Individualized Majors and Tribal business pathways. Prioritize **selective “micro-expansions”** rather than new full majors unless funded by external partners. **Cost/Resources:** ~\$90,000/year for Business Fundamentals; individualized majors—no new resources.

**2. Strengthen Retention Through High-Impact and Place-Based Learning Experiences.** The SEM Plan calls for a +10-percentage point increase in retention in 3 years. To meet this goal, we must invest in **high-impact practices** shown to drive commuter student persistence. Top priorities for Avery Point include introduction of a Learning Community on campus (Marine & Environmental Sciences, Native American and Indigenous Studies), Success Coaching, Academic Recovery, and access to Career Readiness staffing. **Cost/Resources:** Variable. Each initiative will be evaluated against key student-success metrics (retention, persistence, graduation) and carefully assessed for net new staffing or resource requirements. Given the expected ~20% budget reduction between FY22–FY28, whether these costs can be absorbed by existing staff and faculty or require new resources will need to be examined.

**3. Advance the Campus's Role as UConn's Coastal Research, Climate, and Marine Innovation Hub.** Lean into Avery Point's **research and graduate mission, shifting growth expectations from undergraduate expansion to graduate enrollment**, research activity, and external partnerships (state, federal, industry, Tribes). Explore expanding M.S./Ph.D. Oceanography and developing **stackable credentials** in Marine Technology, Offshore Wind, Ocean Data, Diving/Boating Safety, and Coastal Resilience—packaged for summer, professional learners, and industry upskilling. **Cost/Resources:** Graduate assistantships + modest instructional; pursue grants/industry funding.

**4. Build Out Workforce Pipelines with Maritime Industries and Tribal Nations.** Position Avery Point as the talent engine for southeastern Connecticut's maritime, blue economy, and Tribal enterprise workforce needs. Formalize aligned pathways (e.g., shipbuilding, ocean engineering tech, marine policy, hospitality for Tribal-owned enterprises) through **experiential learning, Work+ placements, and summer institutes**. **Cost/Resources:** Partnership-driven; scalable via philanthropy and state/federal workforce grants.

**5. Support the Tribal Education Initiative and Pathway to NASI Designation.** Deepen engagement with the federally and state-recognized Tribes in Connecticut to expand and amplify current curricular offerings (e.g., a certificate program focused on the five Tribes). Build toward Native American Serving Institution (NASI) eligibility by increasing enrollment of Native American and Indigenous students, programming, and exploring curricular alignment with topics such as Indigenous Knowledge and Water Studies, Museum Studies, Food Studies and Food Sovereignty. **Cost/Resources:** Modest programming and staffing; potential external funding.

**6. Reinvest Strategically in Marine & Research Infrastructure to Protect Core Strength** Avery Point's brand and research capacity rely on functional marine infrastructure. Prioritize **critical repairs and modernization** of core assets (e.g., floating docks, Rankin Seawater Lab, environmental chambers, HVAC) to prevent research loss and reputational damage. **Cost/Resources:** Capital need of ~\$2.175M across priority repairs.

**7. Pursue External Funding Aligned to Avery Point's Niche.** Avery Point's growth opportunities (marine tech, Tribal partnerships, shipbuilding workforce, climate resilience) are in alignment with the community's economic priorities. Focus development strategy on a small number of catalytic initiatives with multi-partner appeal (e.g., Coastal Resilience Student Success Fund, Marine Technology Innovation Hub, Tribal Water Knowledge & Leadership Program). **Cost/Resources:** Requires internal coordination with the Institute of the Environment and Energy, CLAS, CAHNR, Engineering, and the Foundation to build case support and strengthen external network.

## HARTFORD

UConn Hartford is a vibrant, city-engaged campus that deepens the University's footprint in Connecticut's capital and **advances UConn's public mission through academic excellence, urban engagement, and inclusive opportunity**. The campus enhances access for first-generation, underrepresented undergraduate students and serves as a hub for graduate programs (MA, PhD) in public policy, social work, business, and education. Leveraging its downtown location and strong state and community partnerships, **UConn Hartford is an anchor institution** that attracts students seeking an urban campus experience with UConn quality. In addition, our proximity to Storrs provides pathways for students who begin their academic journey in Hartford and later transition to the main campus, ensuring that students can find the environment that best supports their growth and goals. As UConn Hartford continues to evolve, **our goal is to make it a true destination campus, one that elevates the University's equity and access mission while deepening our engagement with the Hartford community**. Building on our strengths in undergraduate and graduate education, UConn Hartford embodies how a public urban university can drive inclusive excellence in the capital city.

UConn Hartford serves **one of the University's most diverse and equity-centered undergraduate student populations**, aligned with its access mission and community-based identity. Approximately 60% of students identify as BIPOC; the campus holds federal MSI status (including AANAPISI and HSI) with one of the largest AAPI student populations in New England (17%); 26% of students identify as Hispanic/Latino; and a large proportion of students are first-generation (49%) and Pell-eligible (50%). With ~90% of students commuting, the campus plays a vital role as an urban access point for diverse talent in Connecticut's capital region and requires a student life model that meaningfully supports both commuter and residential learners.

There is excitement in the region about the investments UConn in partnership with the state and city, has made in its Hartford footprint including the recent acquisition of research and community engagement space in the PeoplesBank Arena (PBA), and the construction of the new residence hall on Pratt Street (opening fall 2026). This has created opportunities for an **infusion of philanthropic support, almost \$8 million in FY25 alone**, with major gifts to support student success initiatives. However, despite these investments, undergraduate enrollment dipped in fall 2025 when the option to live on the Storrs campus as a UConn Hartford student was discontinued. Undergraduate enrollment is projected to stabilize once the new residence hall opens, but strategic development and promotion is necessary in the meantime.

UConn Hartford features **our most robust graduate offerings of any of the regional campuses**. Master's and doctoral degrees in Education, Social Work, Public Policy, Public Administration, and Business attract more than 1,100 graduate students to Hartford. Many of these programs are nationally ranked, such as the School of Public Policy's programs in Public Finance & Budgeting and in Public Affairs ranked 9<sup>th</sup> and 39<sup>th</sup> in the country, respectively, the School of Social Work that is in the top 10% of all programs in the county, and UConn's Flex MBA program that is ranked #33 nationally. Issues on the horizon include locating new space for the Graduate Business Learning

Center, currently housed in Constitution Plaza. **UConn has assessed the viability of graduate university run student housing** for our UConn Hartford, Law School, and students on the UConn Health Farmington campus. Recent student survey results indicate there is not a market for such housing, and university run housing is not financially viable.

As we look towards the future of the campus, with 200+ UConn Hartford undergraduates soon to be living downtown with proximity to business, government, arts, and not-for-profit organizations, we need to continue to assess the right mix of academic programming offered and whether it is responsive to workforce development needs and student demand. Equally important is ensuring that students receive a well-rounded educational experience that integrates experiential learning, interdisciplinary study, civic engagement, and opportunities for personal and professional growth. Embedding these best practices into our programs will help students develop the adaptability, critical thinking, and collaborative skills essential for success in today's dynamic world.

The campus should build on its strengths as **Connecticut's capital-city campus, advancing public impact, access, and workforce-aligned education** through civic partnerships, community-engaged learning, and integrated pathways from undergraduate to graduate study and into careers. Priorities center on strengthening belonging and student success, leveraging Hartford's location to elevate academic distinction, and developing the infrastructure, partnerships, and identity needed to support a partially residential, urban campus model. Recommendations are based on the growth trajectory outlined in the SEM Plan that calls for 10% enrollment growth over current levels in the next 3 years, which will bring the campus back to a total enrollment of 1,459 in fall 2028. A 5-point increase in retention during that same period is also a SEM target.

## **HARTFORD'S PATH FORWARD**

### **1. Strengthen Student Belonging, Experience & Retention in an Urban Campus Model.**

Enhance the student experience for commuter and emerging residential populations by expanding high-impact practices (e.g., Living & Learning Communities, success coaching, Work+ UConn, and culturally sustaining programming) and scaling student support services to match enrollment.

**Cost/Resources:** Variable; prioritize no/low-cost and philanthropy-sponsorable pilots. Each initiative will be evaluated against key student-success metrics (retention, persistence, graduation) and carefully assessed for net new staffing or resource requirements. Given the expected ~20% budget reduction between FY22–FY28, whether these costs can be absorbed by existing staff and faculty or require new resources will need to be examined.

### **2. Position Hartford as UConn's Capital-City Public Impact & Workforce Pathways Hub.**

Integrate civic, public service, and employer-connected learning across undergraduate and graduate programs by leveraging proximity to state agencies, school districts, nonprofits, employers, and the State Capitol. Build pathways from undergraduate → graduate → career in fields such as Social Work, Public Policy, Business, Urban Education, and Human Services, supported through signature “Capital City Advantage” experiences (e.g., Co-Op Program, Public Service Fellows, Capitol

Semester, Civic Scholars, Legislative Internship Corps). **Cost/Resources:** Variable; prioritize no/low-cost and philanthropy-sponsorable pilots. Each initiative will be evaluated against key student-success metrics (retention, persistence, graduation) and carefully assessed for net new staffing or resource requirements. Given the expected ~20% budget reduction between FY22–FY28, whether these costs can be absorbed by existing staff and faculty or require new resources will need to be examined.

**3. Align Academic Portfolio with Capital-City Strengths.** Evaluate new majors selectively based on mission alignment, student demand, workforce relevance, and financial viability. Market individualized majors (e.g., Criminal Justice, Consumer Behavior, Small Business Operations) that require no new resources. Strengthen 4+1, stackable credentials, and graduate pipeline pathways connected to the capital-city ecosystem. **Cost/Resources:** Varies by program—each proposal must demonstrate net new demand and sustainable staffing.

**4. Expand Undergraduate Residential Experience & Student-Life Infrastructure.** Leverage the Pratt Street residence hall to establish a vibrant residential identity, integrating city-as-campus engagement, safety and support, evening/weekend programming, and wellness and recreation options. Explore partnerships with local fitness and recreation facilities to provide affordable access for students. **Cost/Resources:** Moderate; may require additional student-life staffing, partnership agreements, and targeted programming funds.

**5. Enhance Athletics & Alumni Engagement to Strengthen Identity and Student Experience.** Develop a more intentional collaboration with UConn Athletics so that athletic events and programs are consistently promoted to Hartford students as part of the campus engagement experience. Increased Athletics visibility also provides a platform for the UConn Foundation to strengthen alumni relationships and foster increased alumni giving through coordinated outreach, shared events, and aligned campus identity efforts. **Cost/Resources:** Primarily staff time; may require coordination across Student Activities, Athletics, and the Foundation.

**6. Optimize Space & Infrastructure for Hartford’s Graduate Education Mission.** Ensure space planning supports academic priorities and student-facing services for graduate education. Explore co-locating graduate programs, research, and community partnerships at PBA or a consolidated graduate hub to enhance interdisciplinary collaboration and presence. **Cost/Resources:** TBD; may require reallocation of space and targeted capital investments.

## STAMFORD

UConn Stamford is positioned to evolve into the University's **second flagship campus**—a high-impact, industry-embedded urban hub that expands UConn's academic reach, reputation, and market. Located in one of Connecticut's fastest-growing cities and within direct proximity to New York City, Stamford attracts a diverse student population (~75% of students identify as BIPOC; 56% first generation; and 55% Pell-eligible) seeking an undergraduate experience with access to global employers, cultural capital, and professional pathways. Demand has surged, with **first-year enrollment increasing by 55% from 2023 to 2025** and total undergraduate enrollment now at 2,598 students, making it the only regional campus with an upwards enrollment trajectory.

Stamford's distinctive value proposition lies in its **urban and global profile**, industry-aligned academic programs, and direct pipeline to high-ROI job markets across business, technology, media, data, public policy, and finance. Transforming Stamford into a second flagship will elevate UConn's brand, expand access to a metropolitan learning experience, enhance statewide impact, and alleviate enrollment pressures in Storrs—while drawing more out-of-state and international students seeking an affordable alternative to a New York City education. Recent investments signal strong momentum, including **new workforce-aligned academic programs, expanded employer partnerships, and enhanced student experience initiatives**. For example, seven majors have been added in the past 10 years, and the campus has developed partnerships with Synchrony, Stamford Health, NBC Sports, WWE, and Live Girl supporting internships, site visits, and career fair exposure to connect with students with industry. The campus has also launched numerous initiatives to support student success and create a deepened sense of belonging, such as the Center for Academic Success and Engagement, La Comunidad Intelectual (Learning Community), the Commuter Experience lounge, South Beach (the Engineering Hub), as well as a Local Eateries meal plan.

Continued strategic investments in **academic infrastructure and program expansion, industry-embedded experiential learning, broader recruitment pipelines, and student support structures tailored to an urban campus environment** are warranted. As Stamford attracts more out-of-state and international undergraduate students (18% in Fall 2025), residential life, student support services, and co-curricular engagement must scale to sustain quality, belonging, and retention. A coordinated approach across academic units, Student Life & Enrollment, Global Affairs, and external partners, including housing model enhancements to support a growing residential population, will be essential to sustaining growth.

UConn's Strategic Enrollment Management (SEM) Plan calls for **~20% growth in undergraduate enrollment over the next three years**, increasing by 590 students (3,188 total) from Fall 2025 to Fall 2028. Growth will be driven by expanded out-of-state and international recruitment, targeted program development, and continued enhancement of the student experience. Potential new programs in Media Industries, Public Relations, Computer Science AI, and Nutrition, Exercise & Sports Sciences (NESS), among others, will meet regional workforce needs and student demand. While first-year retention is projected to increase by five points over the same period (82% to 87%),

**historically lower retention among out-of-state students has depressed overall rates,** underscoring the need for strengthened advising and student support staffing.

Stamford's **graduate offerings are more modest** with ~300 students pursuing master's degrees, concentrated in business (79%), with smaller cohorts in Neag's teaching certification program (Curriculum and Instruction and Educational Psychology MA), Public Administration, Quantitative Economics, and Social Work.

UConn Stamford should strategically advance its role as **UConn's metropolitan gateway to high-impact careers**, anchored in New York City proximity, industry immersion, and a rapidly growing residential student experience. Sustaining momentum will require delivering a campus experience that matches student expectations for an urban university—strengthening belonging and retention for commuter and residential students, expanding academic and physical capacity including instructional space and housing, and investing in signature programs and partnerships that elevate Stamford as a **destination campus** for career-focused learners from Connecticut and beyond. Aligning resources with intentional and sustainable enrollment growth (20% enrollment growth and 5% increase in retention projected in 3 years) will be key to ensuring that Stamford remains a **high-demand, high-ROI destination campus and strengthens UConn's national and international profile**.

## STAMFORD'S PATH FORWARD

### 1. Establish Stamford as UConn's Urban Career & Industry-Embedded Campus.

Expand employer-connected learning, including co-ops, Work+ models, micro-internships, experiential learning, and NYC-linked partnerships, to strengthen pathways to high-ROI careers in business, technology, media, finance, and AI-driven fields. **Cost/Resources:** Primarily staff time; may require dedicated employer relations/corporate partnership staffing.

### 2. Strengthen Belonging and Retention for a Diverse, Metropolitan Student Body.

Scale high-impact student success practices such as Learning Communities, Success Coaching, and peer leadership, and provide targeted support for out-of-state and international students to improve belonging, well-being, and persistence. **Cost/Resources:** Variable; prioritize no/low-cost and philanthropy-sponsorable pilots. Each initiative will be evaluated against key student-success metrics (retention, persistence, graduation) and carefully assessed for net new staffing or resource requirements. Given the expected ~20% budget reduction between FY22–FY28, whether these costs can be absorbed by existing staff and faculty or require new resources will need to be examined.

### 3. Expand Physical Infrastructure to Sustain Stamford's Growth Trajectory.

Stamford **operates near full capacity with fewer than one classroom seat per student and the lowest assignable square footage (ASF) per person (54 sq ft)** among regional campuses. Increase instructional space, especially for STEM and high-demand majors; expand **Biology and Chemistry laboratory capacity**; add student support and faculty/staff capacity; and explore corporate

partnerships for shared facilities and modernized instructional design. Address physical infrastructure needs associated with a growing residential population—including housing, parking, and recreation access. Address deferred maintenance to ensure a safe, high-quality learning and living environment. **Cost/Resources:** Moderate to high; ~\$4M one-time for lab build-out; phased operating and capital needs; explore hybrid and tech-enhanced models to mitigate cost. Prioritized deferred maintenance projects totaling ~\$5,127M; phased capital and operating model required.

#### **4. Elevate the Residential Experience and Urban Campus Life.**

Develop a student-life model that delivers a “city campus” experience, expanding evening/weekend engagement, dining, recreation, wellness, and cultural programming that integrates the city as part of the campus experience while ensuring commuters remain fully included. Identify cost-efficient recreational services through local fitness partnerships and evaluate outdoor space for adaptation. Continue to scale residential program to accommodate student enrollment growth, decommission leases operating at losses, and consider university affiliated entities to accelerated cost-neutral/beneficial expansion. **Cost/Resources:** Moderate to high depending on service model; student activity fee review may be needed.

#### **5. Pursue Targeted Academic Portfolio Growth Aligned to Market Demand.**

Explore new high-demand programs (e.g., NESS, Media Industries, Public Relations, Computer Science with AI) based on market trends, student demand, and financial viability. Market individualized majors (e.g., Crime & Justice, Criminal Behavior, Consumer Behavior) that can be completed with no additional resources. **Cost/Resources:** Variable by program; NESS requires new investment; others can scale through shared or phased approaches; each proposal must be assessed for net new demand, staffing, Student to Faculty ratio, class size, and infrastructure needs.

#### **6. Build Student Support Capacity to Match Enrollment Growth.**

Evaluate staffing levels across student support units (e.g., CSD, SHaW, Student Activities) to meet benchmarks for student success and service quality as enrollment expands. **Cost/Resources:** Staffing costs TBD.

## WATERBURY

UConn Waterbury delivers accessible, high-quality education to primarily first-generation, underrepresented, and place-bound students, fostering career readiness and upward economic mobility. The downtown Waterbury campus provides commuter access to students from western and central Connecticut and serves as a center for urban engagement, workforce development, and applied community-based learning. With one of the highest concentrations of underrepresented college students in the state (64% of undergraduates are students of color, 58% are first-generation, 56% Pell-eligible), UConn Waterbury plays a vital role in expanding opportunities and strengthening Connecticut's workforce. Through personalized support, innovative programs, and strong community partnerships, UConn Waterbury advances UConn's public mission. Independent national measures rank UConn Waterbury as **#1 in Connecticut** and **Top 25 nationally** for [economic mobility](#) and [return on investment](#) (ROI; Third Way, and Georgetown Univ rankings, 2022-2025) indicate high value for students' career success.

Over the past decade, UConn Waterbury has advanced targeted facility enhancements, added one major (Allied Health Sciences in 2020), and expanded student support through university initiatives implemented across at regional campuses such as the Resilience, Inclusion, Success, and Equity (RISE; with the exception of Avery Point), Student Health and Wellness (SHaW), and Husky Harvest, positioning the campus as a key contributor to workforce and regional development. The campus expanded downtown presence and its overall footprint by 25% with the opening of the Rectory Building in 2016, which currently houses SHaW, a cafe, and classrooms. This year, with the addition of the renovated Neil O'Leary Building, the campus added another 25% in footprint. The facility primarily houses the much-needed Nursing simulation and skills training space, Allied Health faculty offices and labs, the Waterbury Robotics Institute (supporting Waterbury Public Schools and community partners), and research facilities that will be equipped through new DeLuca Foundation funding.

The campus is positioned to offer **health-aligned degree pathways** that respond to regional and statewide workforce demands, leveraging proximity to UConn Health in Farmington and as of 2026 UConn Health at Waterbury Hospital, and partnerships with healthcare (e.g., St. Mary's Hospital), judicial, nonprofit, and government employers. The addition of the **Allied Health Sciences (AHS) major** in 2020 is a career-relevant program and is now the largest major at Waterbury. Building on this success, the campus launched an **AHS-to-Nursing Pathway** pilot in 2024, which allows AHS majors to complete their undergraduate degree in 3.5 years and, upon meeting all prerequisites, enter into UConn's Accelerated Second Degree Nursing program (CEIN/BS; 1 year), helping to address statewide workforce shortages in healthcare. The pilot went from 1 student in Year 1 to 11 in Year 2, showing strong potential for growth. The CEIN program has also grown from 20+ to 40+ students this fall. With a recent \$5M philanthropic commitment to nursing in Waterbury, the CEIN program will expand to yearly cohorts of ~60 students, and beginning in fall 2026, undergraduate students (25 per year) will be able to complete the first two years of nursing at UConn Waterbury

and then finish their degree in Storrs. Further, through repurposing current resources, the campus started **two Early Childhood Specializations** in Human Development and Family Sciences (HDFS) in 2024, and **Public Health and Health Promotion concentration** in AHS in 2025, both critical programs that address workforce needs in Connecticut. Finally, **UConn Health’s recent acquisition of Waterbury Hospital**, one of Connecticut’s key regional health assets, reinforces the campus’s strategic alignment with workforce development, health-innovation credentials, and deepened community impact.

Since **2022**, UConn Waterbury has launched **35+ initiatives** (e.g., WISHfest, the Waterbury Robotics Institute, Neurovariability Initiative, Ideas + Impact, and Learning Communities), largely **without new base funding to the campus**, by repurposing funding, reorganizing staff effort and adding on new responsibilities, and securing grants/philanthropy, all while operating amid a projected ~20 % campus budget reduction for FY22–FY28. Further, \$11+M in grants since 2022 and \$3+M in philanthropy have been secured since 2019.

Over the past decade, **Waterbury’s enrollment has followed a gradual downward trajectory**, reflecting broader demographic and regional trends in higher education. Total undergraduate enrollment has **declined by roughly 20%** since its peak (Fall 2017 to Fall 2025, but note Torrington closed in 2016). The overall pattern indicates a gradual contraction of the campus student base. During this same time period, retention has also declined by ~8% to 76%. The many new student-success initiatives that have launched or been significantly expanded (largely through internal reallocations and program consolidation) started in 2024 or 2025, so their full impact on enrollment and retention is yet to be realized. Nonetheless, these trends underscore the need for targeted recruitment, strengthened retention strategies, clear program differentiation, and coordinated marketing to ensure enrollment stabilization as outlined in the SEM Plan.

To stabilize enrollment and amplify its mission impact, UConn Waterbury should align around a clear through-line: **“Health + Innovation, In Person”** integrating health-aligned programs with hands-on research, paid internships, and employer-embedded learning. At the same time, the campus must close documented STEM outcome gaps and expand health-related academic pathways across healthcare, business, engineering, and emerging interdisciplinary fields. By scaling proven student-success levers, STEM bridge programs (from middle/high school through early college), active-learning course redesign, proactive advising and mentoring, and paid research and internship experiences on campus and in the community, UConn Waterbury can improve retention, persistence, and degree completion.

## **WATERBURY’S PATH FORWARD**

### **1. Strengthen Student Belonging, Success & Retention Through High-Impact Practices.**

Expand high-impact student success models, including success coaching, Academic Recovery Program, Learning Communities, experiential learning, Work+ UConn, Husky Prep Academy (Dual

Enrollment + Summer Bridge), course redesign, CUREs, and culturally sustaining programming, to improve retention, persistence, and graduation. **Cost/Resources:** Variable; prioritize no/low-cost and philanthropy-sponsorable pilots. Each initiative will be evaluated against key student-success metrics (retention, persistence, graduation) and carefully assessed for net new staffing or resource requirements. Given the expected ~20% budget reduction between FY22–FY28, whether these costs can be absorbed by existing staff and faculty or require new resources will need to be examined.

**2. Develop Waterbury as a Health & Nursing Education Pathway Hub.** Expand partnership with the Elisabeth DeLuca School of Nursing to support greater access to nursing education in the region through both the 4-year traditional pre-licensure pathway and the Accelerated Second Degree Nursing program (Certificate Entry into Nursing, CEIN). Actions include: (a) expanding nursing course offerings at Waterbury for Years 1–2, (b) supporting student success and seamless change-of-campus to Storrs for pre-licensure students, and (c) completing simulation space to increase CEIN enrollment by ~50% (~60 students by 2030). **Cost/Resources:** Largely philanthropically funded; UConn commitment of ~\$150K annually through FY31, increasing to ~\$325K annually thereafter.

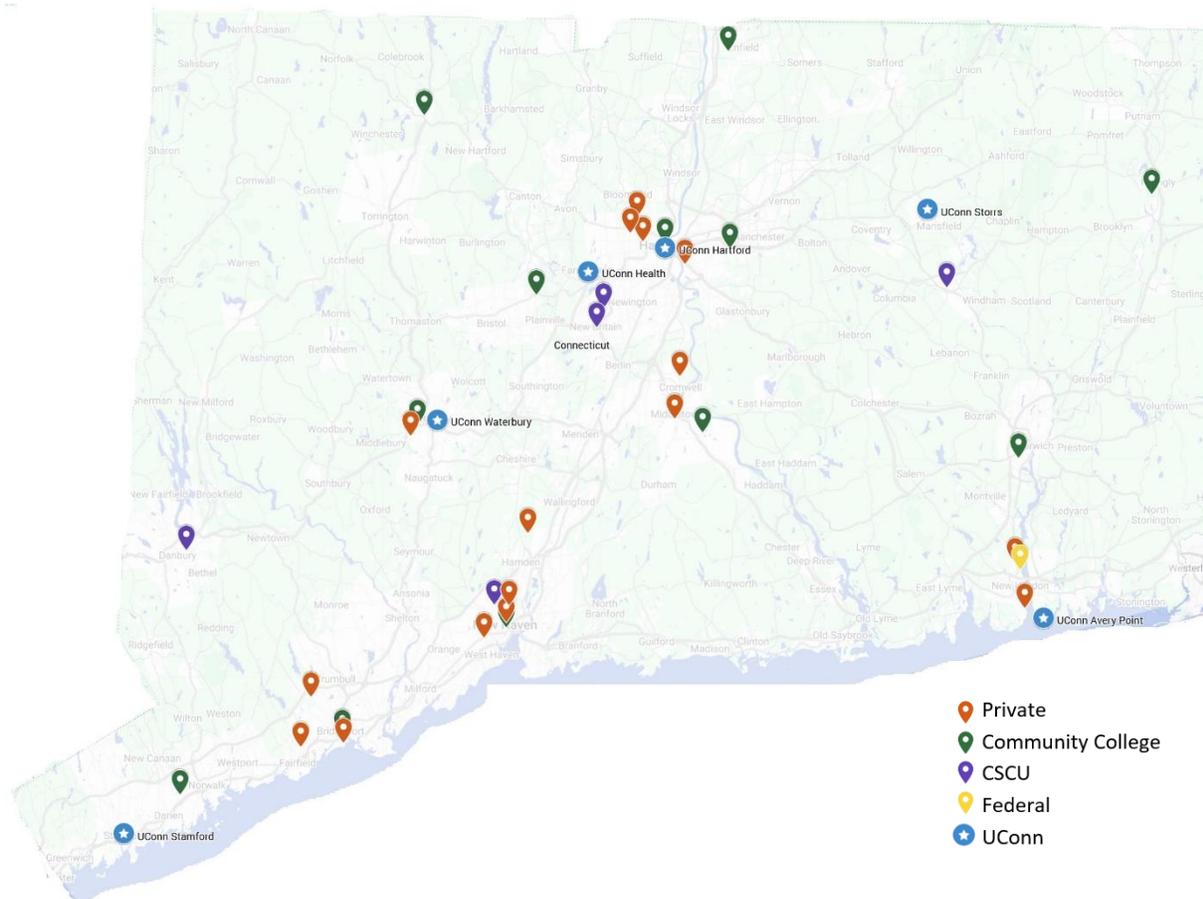
**3. Expand Academic Pathways that Advance Waterbury’s “Health + Innovation, In Person” Identity.** Evaluate new majors selectively based on student demand, workforce relevance, and financial viability. Priority areas include Health Care Management, Public Health Fast Track, and Economics. Promote Individualized Majors requiring no new resources (e.g., Criminal Behavior, Consumer Behavior, Human Health & Development) to expand access to tailored academic pathways. **Cost/Resources:** Low to moderate; each new program requires assessment of demand, staffing, Student:Faculty ratio, class size, and gen-ed costs.

**4. Advance Signature Innovation & Community Impact Initiatives.** Elevate Waterbury’s distinctiveness through launch and scaling of initiatives such as the Neurovariability Initiative and the Financial Empowerment Studio. These efforts expand student success, support diverse learners, increase community engagement, and strengthen Waterbury’s identity in health + innovation. **Cost/Resources:** Neurovariability seed-funded through philanthropy (~\$100K annually, FY25–28); Financial Empowerment Studio requires staffing (Director + Coordinator) and partnership funding; philanthropic and corporate support needed for long-term sustainability.

# APPENDIX

## HIGHER EDUCATION CONTEXT

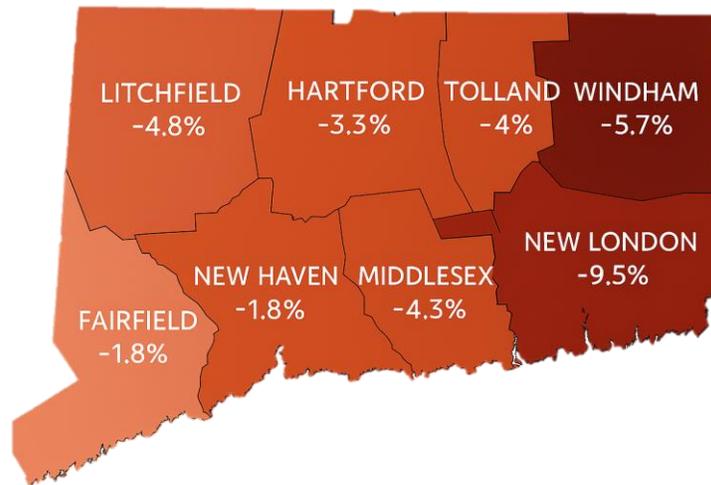
**Connecticut is saturated with higher education options.** UConn’s regional campuses operate within a broader statewide higher education ecosystem to ensure geographic access to undergraduate and graduate education across Connecticut. The following graphic provides an overview of public and private higher education institutions across the State to contextualize the environment in which UConn campuses serve students.



**The demographic decline in the state impacts enrollment.** The decline in Connecticut high school graduates since 2021 reflects a structural demographic shift that affects all in-state institutions. Data from the U.S. Department of Education’s National Center for Education Statistics (NCES) indicate that the number of public high school graduates in Connecticut peaked in 2013-2014 and is projected to decline by approximately ~17% by 2026-2027<sup>1</sup>. This reflects a sustained structural contraction in the state’s traditional college-going population. Our regional campuses are particularly vulnerable to this trend, as they draw primarily from in-state high school graduates.

<sup>1</sup> **Source:** U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics*, Table 219.20. Percent change reflects the projected cumulative change in the number of public high school graduates in Connecticut from 2012–13 to 2026–27. Projections exclude equivalency certificate recipients (e.g., GED).

Similar demographic pressures are projected across much of the Northeast, with some state-level variation.



**Our regional campuses ensure access and opportunity.** As Connecticut’s public flagship and land- and sea-grant institution, UConn’s responsibility extends beyond a single campus. Our regional campuses are central to that mission, expanding access and opportunity across the state and serving a significant proportion of first-generation and Pell-eligible students. They advance the University’s impact through undergraduate and graduate education, distinctive research, and community engagement tailored to regional needs and strengths. The following data provides context on enrollment trends and student composition at each regional campus within this broader statewide landscape.

#### Incoming First-Year Undergraduates

Term	Avery Point	Hartford	Stamford	Storrs	Waterbury
Fall 2021	209	555	764	3,663	272
Fall 2022	182	616	657	4,069	240
Fall 2023	174	545	622	4,189	243
Fall 2024	164	646	935	4,478	234
Fall 2025	167	472*	962	4,663	229
Change Fall 2024 to Fall 2025	1.8%	-26.9%	2.9%	4.1%	-2.1%
Change Fall 2021 to Fall 2025	-20.1%	-15.0%	25.9%	27.3%	-15.8%

### Total Undergraduate Enrollment (Degree & Non-Degree)

Term	Avery Point	Hartford	Stamford	Storrs	Waterbury
Fall 2021	522	1,548	2,405	18,567	795
Fall 2022	493	1,535	2,297	18,983	768
Fall 2023	474	1,494	2,240	19,388	760
Fall 2024	477	1,544	2,482	20,056	745
Fall 2025	477	1,328	2,653	21,042	691
Change Fall 2024 to Fall 2025	0%	-14.0%	6.9%	4.9%	-7.2%
Change Fall 2021 to Fall 2025	-8.6%	-14.2%	+10.3%	+13.3%	-13.1%

### Faculty and Staff Summary

	Avery Point	Hartford*	Stamford	Waterbury
Staff	92	116	67	43
Tenured	25	19	25	7
Tenure-Track	5	8	10	3
Non-Tenure Track	20	26	47	17
<b>Total</b>	<b>142</b>	<b>169</b>	<b>149</b>	<b>70</b>
Adjuncts	25	48	116	39

\*Does not include School of Social Work

Note: Faculty and staff counts reflect primary campus assignment based on administrative and funding designations. In some cases, employees may be physically located at one campus while funded or assigned to another. As a result, totals may not fully reflect on-site staffing levels.

# UConn AVERY POINT

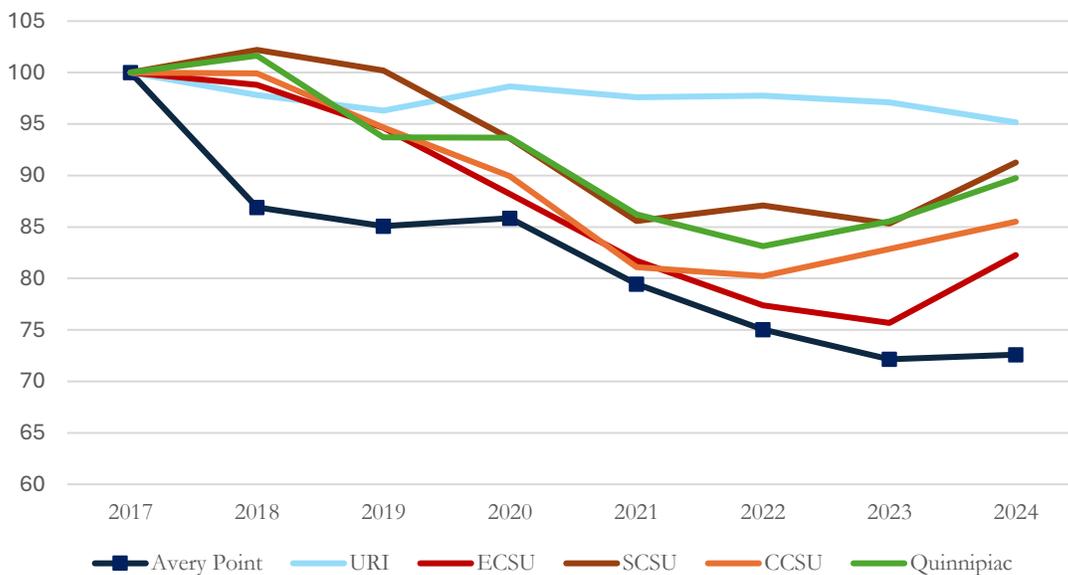
## Avery Point: Undergraduate Enrollment Profile and Trends

UConn Avery Point is highly exposed to demographic and competitive enrollment pressures due to its smaller local population base, limited access to public transit and local amenities, limited housing and student life services, and strong competition from regional public and private institutions. As the higher education market tightens, institutions are increasingly competing on non-financial factors such as campus experience, convenience, distinctiveness of academic programs, and residential offerings. Avery Point currently lacks several of these non-financial inducements, contributing to declining yield and enrollment.

Yield on *in-state first-choice admits* has decreased from 48% in Fall 2023 to 40% in Fall 2024 and 35% in Fall 2025, signaling growing difficulty in converting student interest into enrollment. While second-choice yield has held steady, the number of admits has declined by 10% over the same period, indicating a shrinking recruitment pool. Competitors increasingly include regional publics offering deep tuition discounting and more comprehensive student life experiences, as well as Connecticut community colleges offering free tuition for eligible students.

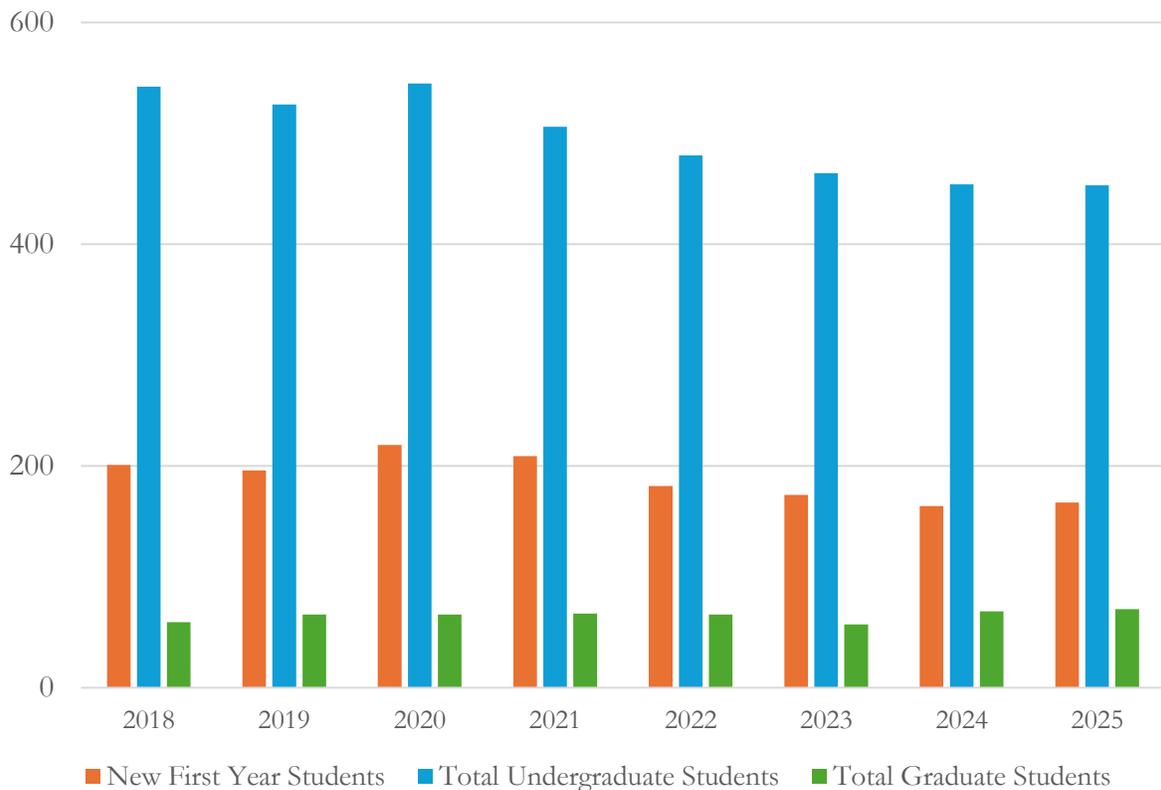
Avery Point's top competitors for *in-state students* include ECSU, URI, SCSU, CCSU, and Quinnipiac. For Marine Sciences majors, Avery Point competes against coastal institutions with strong program identity and residential options, including University of New England, Roger Williams, and Stony Brook (Southampton)—all of which offer waterfront access, research experiences, and student housing aligned with the major. The chart below shows enrollment trends since Fall 2017 for Avery Point and selected regional public institutions. Each institution is shown relative to its own 2017 baseline to allow comparison of trajectory rather than scale.

**Change Since 2017: Avery Point & Select Regional Institutions**



Undergraduate enrollment has declined from 542 in 2018 to 453 in 2025—a 16% decrease. Primary drivers include demographic contraction in southeastern Connecticut (-9.5% decline from 2015-2021), intensified competition for the same student population. The region’s small population base (119,000 residents within 10 miles vs. 609,000 near UConn Hartford) and limited public transportation options further constrain enrollment growth potential.

### Enrollment Outlook (Degree-Seeking Only)



### First-Year Degree-Seeking Avery Point Enrollees by Residency Mix

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
<b>Connecticut</b>	198	191	215	205	177	167	153	154	-22.2%
<b>International</b>	3	4	2	3	2	1	1	4	+33.3%
<b>Out-of-State</b>	0	1	2	1	3	6	10	9	~
<b>Total</b>	201	196	219	209	182	174	164	167	-16.9%

**First-Year Degree Seeking Avery Point Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018-2025 (PP)
<b>First Gen</b>	47.8%	40.8%	45.2%	41.6%	40.7%	45.4%	43.9%	52.7%	<b>+4.9 pts</b>
<b>Pell-Eligible</b>	41.3%	36.2%	37.4%	35.4%	35.7%	34.5%	39.0%	44.3%	<b>+3.0 pts</b>
<b>URM</b>	24.4%	23.0%	24.2%	31.1%	20.3%	29.3%	32.3%	44.3%	<b>+19.9 pts</b>

**Total Undergraduate Degree-Seeking Avery Point Enrollees by Residency Mix**

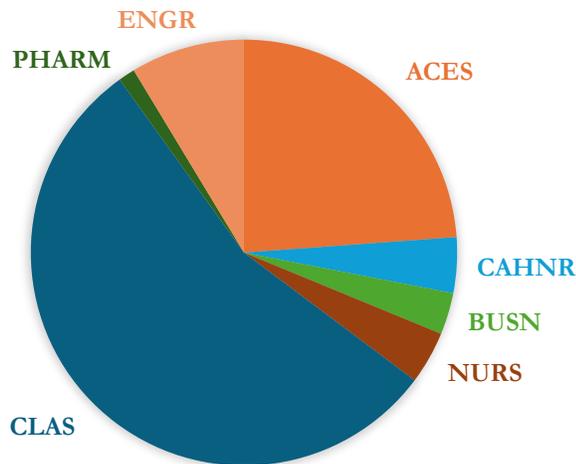
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
<b>Connecticut</b>	526	511	525	494	465	445	422	419	<b>-20.3%</b>
<b>International</b>	5	9	10	6	6	4	2	8	<b>+60%</b>
<b>Out-of-State</b>	11	6	10	6	9	15	30	26	<b>+136.4%</b>
<b>Total</b>	542	526	545	506	480	464	454	453	<b>-16.4%</b>

**Total Undergraduate Degree Avery Point Seeking Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018-2025 (PP)
<b>First Gen</b>	38.1%	37.8%	36.3%	40.3%	42.3%	43.3%	40.1%	43.5%	<b>+5.4 pts</b>
<b>Pell-Eligible</b>	35.4%	34.0%	33.0%	34.8%	33.3%	35.6%	34.8%	36.0%	<b>+0.6 pts</b>
<b>URM</b>	20.1%	24.1%	24.4%	28.3%	25.4%	24.6%	28.4%	34.2%	<b>+14.1</b>

**Fall 2025 Undergraduate Program Enrollment Summary – Avery Point**  
 Duplicated headcount including full-time and part-time bachelor’s degree, double major, and minors.

**UNDERGRADUATE MAJORS BY SCHOOL/COLLEGE**



**Fall 2025 Detailed Enrollment at Avery Point by School/College and Plan Description  
 (Full-Time and Part-Time)**

Plan Description	Bachelor's	Double Major	Minor	Grand Total
<b>ACES</b>	<b>113</b>			<b>113</b>
Exploratory	90			90
Pre-Bachelor of Social Work	3			3
Pre-Individualized	1			1
Pre-Sport Management	9			9
Pre-Teaching	10			10
<b>Agriculture, Health &amp; Natural Resources</b>	<b>20</b>			<b>20</b>
Allied Health Sciences	8			8
Animal Science	8			8
Landscape Architecture	1			1
Natural Resources	1			1
Pathobiology	2			2
<b>Agriculture/Liberal Arts</b>			<b>1</b>	<b>1</b>
Global Environmental Change			1	1

<b>Business</b>	<b>15</b>			<b>15</b>
Accounting	1			1
Analytics and Info Management	1			1
Finance	7			7
Marketing	2			2
Business-Undecided	4			4
<b>Engineering</b>	<b>41</b>			<b>41</b>
Biomedical Engineering	2			2
Chemical Engineering	2			2
Civil Engineering	3			3
Computer Engineering	4			4
Computer Science	6			6
Computer Science and Engineering	3			3
Data Science and Engineering	1			1
Electrical Engineering	3			3
Engineering Physics	1			1
Mechanical Engineering	15			15
MGMT & ENGR for Manufacturing	1			1
<b>Liberal Arts &amp; Sciences</b>	<b>240</b>	<b>2</b>	<b>18</b>	<b>260</b>
American Studies	1			1
Anthropology	2		1	3
Biological Sciences	14			14
Chemistry	3			3
Classics/Ancient Mediterranean Std	1			1
Climate Science			1	1
Communication	4			4
Earth Sciences	1			1
Ecology/Evolutionary Biology			2	2
Economics	5			5
Engineering Physics	1			1
English*	12		3	15
General Studies*	10			10
Global Studies			1	1
History	5			5
Human Development & Family Sciences	6		2	8
Human Rights	1			1
Individualized	3	1		4
Journalism	2			2
Linguistics			1	1
Linguistics/Philosophy	1			1
Marine Biology*			1	1
Marine Sciences*	82			82
Maritime Archaeology*			1	1

Maritime Studies*	13	1		14
Mathematics	3			3
Mathematics/Actuarial Science	2			2
Mathematics-Physics	1			1
Molecular and Cell Biology	3			3
Physics	4			4
Physiology & Neurobiology	5			5
Political Science	6			6
Psychological Sciences*	42		2	44
Sociology	7		1	8
Statistics			1	1
Women's Gender & Sexuality St			1	1
<b>Nursing</b>	<b>19</b>			<b>19</b>
Nursing (CEIN)*	19			19
<b>Pharmacy</b>	<b>6</b>			<b>6</b>
Pharmacy Studies, Pre-Prof	6			6
<b>Grand Total</b>	<b>454</b>	<b>2</b>	<b>19</b>	<b>475</b>

\* Program can be completed at Avery Point Campus

### Avery Point: Graduate Enrollment Profile

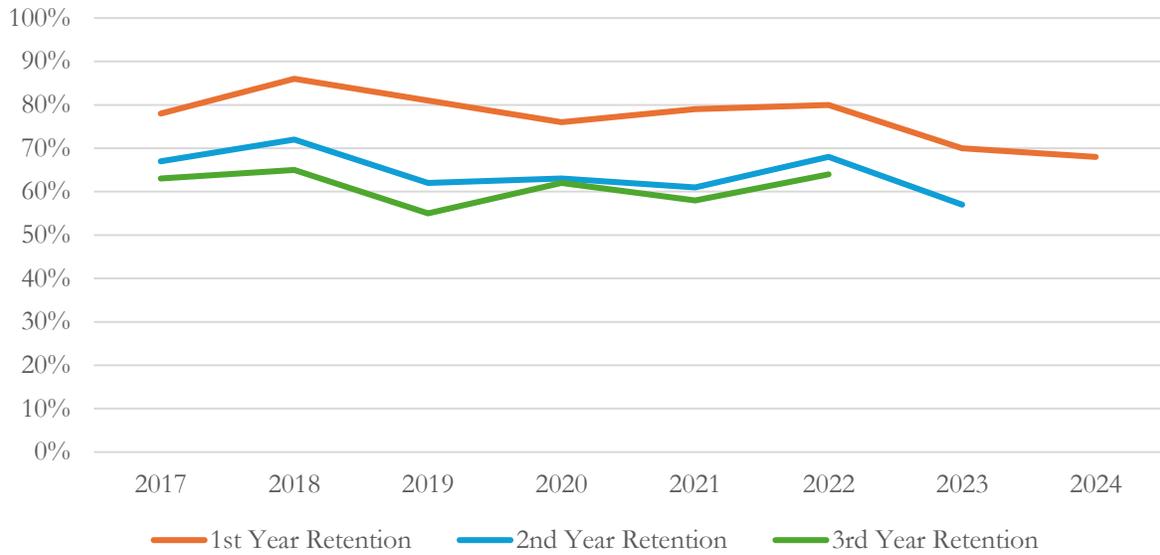
Plan Description	Doctoral	Master's	Grand Total
<b>Education</b>		<b>13</b>	<b>13</b>
Curriculum and Instruction MA		5	5
Educational Psychology MA		8	8
<b>Liberal Arts &amp; Sciences</b>	<b>25</b>	<b>13</b>	<b>38</b>
Oceanography MS		13	13
Oceanography PhD	25		25
<b>Grand Total</b>	<b>25</b>	<b>26</b>	<b>51</b>

### Avery Point: Retention and Graduation Outcomes

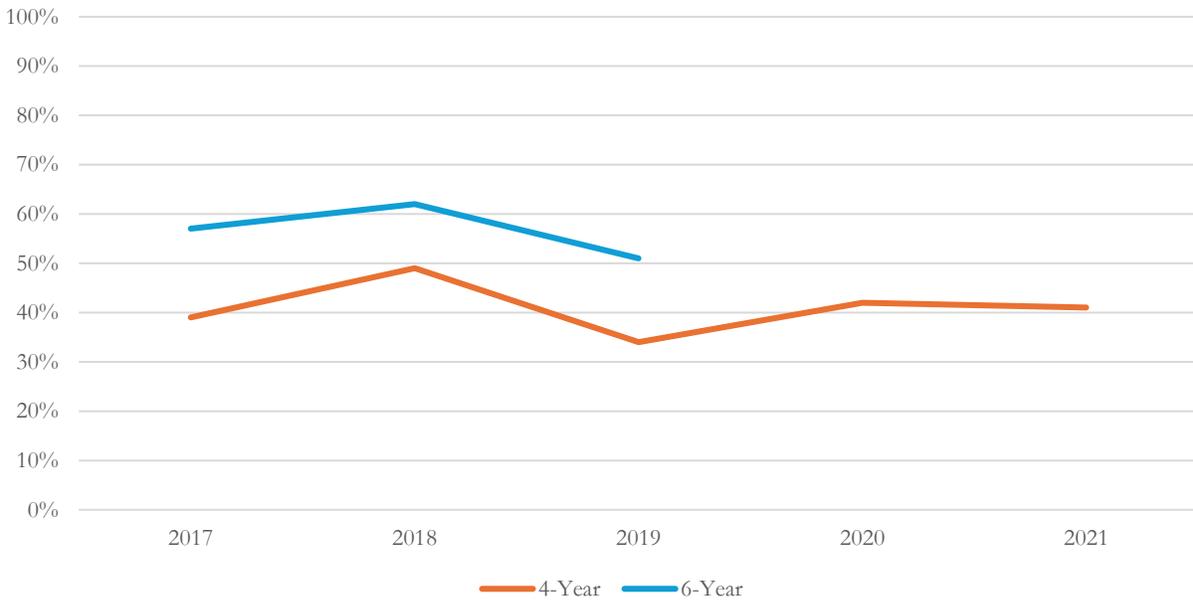
The University's Strategic Enrollment Management (SEM) Plan calls for an aggressive increase in first-year retention at Avery Point over the next three years, the most significant improvement target among the regional campuses. Achieving this will require targeted investment in academic support, instructional capacity, advising, student engagement, and wraparound services that address the unique needs of commuter and place-bound students. Retention and graduation rates below are based on the retention of a student at UConn regardless of campus, program, or school/college.

Retention and graduation rates reflect full-time, first-time, first-year students only and include continued enrollment or graduation at UConn, regardless of campus, school/college, or major.

### Undergraduate Retention Rates



### Undergraduate Graduation Rates



1 <sup>st</sup> Year Class	1 <sup>st</sup> Year Retention	2 <sup>nd</sup> Year Retention	3 <sup>rd</sup> Year Retention	Graduation in 4 Years	Graduated in 6 Years
2024	68%				
2023	70%	57%			
2022	80%	68%	64%		
2021	79%	61%	58%	41%	
2020	76%	63%	62%	41%	
2019	81%	62%	55%	34%	51%
2018	86%	72%	65%	49%	62%
2017	78%	67%	63%	39%	57%

### Avery Point: Academic Portfolio and Capacity

<b>Undergraduate Programs</b>
English
General Studies
Marine Science
Maritime Studies
Psychological Sciences (as of Fall 2026)
<b>Graduate Programs (Degrees &amp; Certificates)</b>
Certificate of Entry in Nursing (CEIN)
Marine Sciences
Oceanography
Teacher Certificate

### **Current Academic Offerings**

Undergraduate: Marine Sciences, Maritime Studies, English, and General Studies are the campus's core undergraduate offerings. The department of Marine Sciences awards Bachelor of Science (BS) and Bachelor of Arts (BA) in marine sciences and two undergraduate minors, one in marine biology and the other in marine sciences. It also offers a 4+1 program that awards a BS in marine sciences and non-thesis Master of Science degree in oceanography over a five-year course of study. A new psychological sciences B.A. launches in Fall 2026, expanding academic breadth with limited new cost. UConn is one of only three US universities, and the only one in the Northeast, to offer a four-year Social Science- and Humanities-based Maritime Studies degree (the other two are Texas A&M Galveston and University of West Florida). Offered only at the Avery Point campus, the Maritime Studies Program offers a BA degree and provides critical upper-level electives for Marine Science undergraduate students. Across all majors, in a typical entering class, over 60% will leave Avery Point to finish their studies at Storrs or another campus.

Some concerning trends have emerged with the Bachelor of General Studies (BGS) enrollment at Avery Point, which has declined sharply over the past decade-plus, dropping from 161 students in 2011 when it was the second-largest major on campus to just 10 students in Fall 2025. Historically,

the program served a diverse population of adult and part-time learners, including a substantial number of veterans, and played a key role in campus enrollment strength. As BGS enrollment declined, instructional capacity was reallocated to better support the needs of the traditional undergraduate population (e.g, earlier daytime schedules). Afternoon and evening course offerings have been reduced to approximately 52% of their 2011 levels, resulting in fewer 2000- and 3000-level courses and less variety of courses for students who begin their studies at Avery Point and intend to stay through their sophomore and junior years. This decline in mid-level course availability negatively affects time to degree completion and contributes to student attrition. Rebuilding 2000- and 3000-level offerings that align with BGS degree requirements would support enrollment recovery in the program and simultaneously benefit students completing upper-division major and general education (Common Curriculum) requirements, including those pursuing individualized majors—a targeted growth area for the campus. Additionally, with one recently commissioned survey finding that “More than 50 Percent of College Stop-Outs Were at Least Halfway to Finishing at the Time of Withdrawal” reestablishing the BGS degree at Avery Point would be an important piece to providing options for a changing workforce.

Post-baccalaureate and graduate: The largest graduate program on campus is the Marine Sciences program in Oceanography, offering MSc degrees (thesis and non-thesis option) and a PhD degree (note: the only program in the state to offer both degree options). Enrollment in this program has increased over the past 5 years with 40 to 50 students working on their graduate degree every year. The School of Nursing’s accelerated second degree (CEIN/B.S.) program and the Neag School of Education's Teacher Certification Program for College Graduates (TCPCG) are both offered on the campus with ~20 students each per year.

### **Future Considerations**

Industry partners: University and campus leadership have had extensive discussions with industry partners and constituents throughout the state, about local workforce needs. Given the proximity to General Dynamics Electric Boat, UConn has explored the feasibility of offering undergraduate degrees in Electrical and Computer Engineering at Avery Point. These programs would require \$22 million in start-up over seven years and approximately \$4 million/year operating cost for an estimated cohort of ~10-20 students per year. The scale of investment is not feasible without sustained external partnership or dedicated funding. We will be launching a Business Fundamentals minor in fall 2027 to build students’ skills in analytics, supply chain, and entrepreneurship (~\$90k/year).

Graduate education: It is worth exploring the financial implications and feasibility of reimagining the campus as a Marine Science Field Station, supporting graduate education, research, and workforce trainings similar to operations at University of Rhode Island’s Narragansett Bay Campus, Rutgers University, etc. At the graduate level, there is opportunity to explore expanding M.S./Ph.D. Oceanography and develop stackable credentials in Marine Technology, Offshore Wind, Ocean Data, Diving/Boating Safety, and Coastal Resilience. These programs could be packaged for summer, professional learners, and industry upskilling.

The Tribal Educational Initiative (TEI) advances UConn’s land-grant mission, building upon its legacy through an institutional commitment to building generative partnerships, extending access, and serving all populations in the State of Connecticut. At the core of the initiative is the establishment of a formal partnership with the five recognized Tribes in Connecticut (Eastern

Pequot, Golden Hill Paugussett, Mashantucket Pequot, Mohegan, and Schaghticoke) institutionalized through the formation of a Tribal University Advisory Board (TUAB) and active Working Groups tasked with aligning Indigenous and University priorities. Stronger Tribal–University partnerships will create opportunities for new research, expand educational pathways, and support workforce vitality and economic development across the State. The TEI has actively envisioned the Avery Point campus as a space for co-creating a vibrant future for higher education that leverages their unique location on the Long Island Sound and proximity to Tribal Nations. Growing national interest in interdisciplinary studies that blend science, humanities, and the arts align with current Tribal, University, and industry needs and priorities. For example, existing **courses at Avery Point** in allied health, environmental studies, and **energy policy**, reflect Tribal commitments to develop their health and pharmaceutical infrastructure, **study alternative energies**, strengthen Indigenous food sovereignty, and to ensure healthy waterways and **coastline resilience**. The TEI will continue to seek external funds to support these programs; other **initiatives** include developing trainings/certificates for anyone seeking to deepen their knowledge, particularly as it relates to working effectively with Tribes in Connecticut and/or meet the new curricular state mandates for K-12 education.

**Classroom Capacity:** UConn Avery Point’s campus footprint totals approximately 199,000<sup>2</sup> assignable square feet (ASF), excluding Project Oceanology. Avery Point includes 21 classrooms totaling 18,822 ASF with seating for 1,120 students, equating to **2.0 classroom seats per student**, and six teaching labs totaling 5,308 ASF with capacity for 108 students.

While the overall footprint is adequate for current enrollment, space available for classroom and laboratory instruction is limited. Student spaces total 15,517 ASF, primarily consisting of study and library areas. Event capacity is limited to the Branford House. Physical education and recreation areas account for 24,297 ASF.

### **Avery Point: Student Success and Support Initiatives**

UConn Avery Point provides an integrated network of academic and student support programs that emphasize personalized learning, access, and student success. Avery Point leverages small class sizes, close faculty engagement, and strong community partnerships to foster belonging and achievement. Some specific efforts are highlighted below.

- Over 51% of the student body utilized services as APAC in FY 24/25
- Development of Campus Change program that has become a model for the university.
- 82% of the incoming class enrolled in the First Year Experience Seminars
- Approximately 12% of undergraduate students engaged in our newest Student Leadership Development Certificate Series this past Fall 2025
- Approximately 18% of Avery Point students are registered with Center for Students with Disabilities with a 31% increase from last year

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<sup>2</sup> Data regarding ASF, classroom capacity and teaching lab metrics are provided by University Planning, Design, and Construction as of Fall 2024.

**Undergraduate advising** at UConn Avery Point serves approximately 270 students through a combination of professional advising centers and faculty advisors. National best practices suggest advising caseloads at regional campuses should average around 200 students per professional advisor, suggesting room to absorb enrollment growth.

Type	# of FTE	Total Caseload	Average per advisor
Avery Point Advising	2	205	103
CAPS	1	69	69
Faculty advising	15	187	13

**High impact practices** under consideration for investment include:

- Launch **Learning Communities** in targeted interest areas, such as Marine Sciences, Environmental Studies, Native American Studies, to foster belonging and academic success, ~\$35,000/year per community for faculty director stipend, programming, and student worker.
- Implement **Success Coaching**, a targeted student support program designed to advance persistence, graduation, and post-graduation preparation utilizing analytics, student supplemental advising, and resource coordination to achieve measurable student success outcomes, ~\$82,000/year (1 Coaches – salary & fringe; operating costs).
- Redesign **Academic Support Program** for better alignment with other academic support centers across the UConn system, which includes UConn Connects and co-locates Q and W Center supports in a singular space.
- Build an **Academic Recovery Program** that integrates advising, peer mentoring, curricular engagement, and co-curricular programming to help students return to good academic standing, persist in their enrollment, and make progress towards timely graduation, ~\$120,000 (1 Academic Recovery Advocate salary & fringe, costs for peer mentors, training, programming, and operations).
- Re-establish on-site presence for UConn’s Center for Career Readiness and Life Skills: Staff the campus with access to a **Career Consultant** to expand internship coordination and employer partnerships in southeastern Connecticut.
- Implement **Affinity Group/Cultural Center Programming** to promote students’ sense of belonging, which will contribute to new student recruitment and enrolled students’ persistence and graduation, ~\$30,000/year (student staffing, programming, training costs).

- Explore **Innovation and Makerspace Initiatives:** Examine the student and industry interest and cost of establishing a coastal innovation hub or makerspace to connect academic programs with workforce and sustainability projects.
- Expand **Work+ UConn program** to increase on-campus and community-based student employment while providing students the ability to develop professional and transferable skills, empower them to take ownership of their work opportunities, and prepare them for post-graduation success, which promotes retention and persistence to graduation, ~\$25,000/year

## **Avery Point: Detailed Information on Current Student Success and Support Infrastructure**

### **Academic Enrichment and Curricular Engagement**

- **First Year Experience (FYE):** UConn Avery Point's First Year Experience (FYE) seminar helps commuter students build study skills, establish campus connections, and develop a sense of belonging. Approximately 88% of first-year students participate annually. Instructors collaborate with Academic Affairs and Student Success staff to identify and support students in need of early intervention.
- **Transition Year Experience (UNIV 1820):** The Transition Year Experience course supports campus-change students preparing to transition to Storrs or another regional campus. The course connects students with **FIRST Peer Mentors**, strengthens study habits, and promotes resource awareness to ease the transition process.
- **Honors and Enrichment Programs:** Avery Point students have access to Honors and Enrichment Programs, which provide advising for individualized research, independent study, and preparation for national scholarships and fellowships. The Associate Director of Honors Programs at the Regional Campuses/Director of Regional Campuses, Enrichment Programs dedicates one day every two weeks to on-campus engagement, ensuring programmatic needs are met through consultation with advising and coordination of Honors events. Students also receive guidance for connecting with the Office of Undergraduate Research (OUR) and the Office of National Scholarships & Fellowships (ONSF). Avery Point currently has four Honors students and five students participating in the Individualized Majors program. Over the past four years (2022, 2023, 2024, and 2025), staff in ONSF have had 19 appointments with eight unique students who were enrolled at Avery Point at the time the appointment took place. Currently, there are 3 Presidential Scholars at Avery Point who would get outreach from ONSF about using their Enrichment award:
- **Undergraduate Research and Experiential Learning:** Students are encouraged to participate in faculty-mentored research and experiential projects, particularly in marine

sciences and environmental studies. Avery Point's proximity to the Long Island Sound and local marine institutions creates unique opportunities for hands-on learning and community engagement. At least two-thirds of Marine Sciences students engage in research during their undergraduate career. In addition, The Avery Point campus has had 10 students funded by the Office of Undergraduate Research between 2022 and 2025. Additionally, six Avery Point students have participated in OUR's Frontiers and Fall Frontiers program during that same time period. Maritime Studies offers two Summer internships: a museum studies internship, often coordinated through UConn Avery Point's MOU with Mystic Seaport Museum, and a tall ships internship. It also offers internships during the school year.

- **Veterans Affairs and Military Programs (VAMP):** Provides benefits navigation and transition support for veteran and military-affiliated students. The Avery Point campus currently serves 45 military-affiliated students (roughly 10%) at the Avery Point Campus. This includes students who are dependents/spouses using VA benefits.
- **The Avery Point Global Café** is an interdisciplinary learning community that promotes campus-wide dialogue on real-world issues. Through discussions and events, it creates opportunities for connection, addresses student concerns, and helps participants link ideas across courses while engaging as "local environments, global citizens." The 2024–2025 Theme: *Ways of Belonging, Mattering, and Living with Purpose* responded to rising concerns about loneliness and disconnection. Events centered on practical strategies, shared resources, and conversations that connect personal well-being with broader social, economic, and political forces.

### Academic Support

- **Avery Point Academic Center (APAC):** The **Avery Point Academic Center (APAC)** offers tutoring, writing assistance, and study skills workshops designed to strengthen academic performance. Peer tutors provide support across a variety of disciplines, with particular emphasis on writing and quantitative coursework. The APAC had 1,275 total check-ins during AY 24/25 and 233 unique students utilized APAC services.
- **ACES Advising:** The **Academic Center for Exploratory Students (ACES)** provides exploratory advising to help students select majors aligned with their interests and stay on track toward degree completion.
- **Early Academic Intervention:** Avery Point uses early alert systems and midterm progress reports to identify students needing additional support. Staff in APAC and advising units provide targeted outreach and referrals to tutoring or success programs.

## Student Life, Wellness, and Career Readiness

- **Student Activities and Leadership Development:** Student Activities at Avery Point provides advising for student organizations, leadership opportunities, and campus-wide events that enhance student engagement and belonging within a commuter environment.
- **Career Readiness and Life Skills Center (CCRLS):** Avery Point currently **does not have an on-site Career Consultant**, but students have access to all virtual and regional career readiness services offered through the Center for Career Readiness and Life Skills. These services include one-on-one career coaching, resume and cover letter reviews, and virtual employer engagement events.
- **Student Health and Wellness (SHaW):** Student Health and Wellness provides integrated physical and mental health support to Avery Point students through the regional SHaW model, emphasizing prevention, early intervention, and community-based care.
  - Services include individual mental health assessments, brief treatment, health consultation and screening, wellness education, and case management for referrals to community providers.
  - Avery Point's on-site staffing includes:
    - 1.0 FTE Nurse Navigator
    - 1.0 FTE Mental Health Clinician
    - 1.0 FTE Medical Office Coordinator
  - Regional SHaW leadership provides oversight and consultation for operations, clinical nursing, and case management.
  - Benchmarking from the American College Health Association indicates that campuses serving between 1,000–1,500 students typically require 1.0–1.5 RN FTEs under a Nurse Navigator model. Avery Point's staffing meets this minimum threshold but would require additional investment to expand toward a more comprehensive health clinic structure.
- **Student Care and Concern:** The campus' case management services offer non-clinical support to students experiencing personal, financial, or academic difficulties, ensuring that students remain connected and able to persist toward degree completion.

## Accessibility, Access, and Basic Needs

- **Center for Students with Disabilities (CSD):** CSD ensures equal access to academic programs and services for students with disabilities. Avery Point's **Disability Services Professional (DSP)** role is shared with Hartford and supports approximately **70 students**, overseeing all local CSD functions. Responsibilities include intake, faculty coordination, testing accommodations, assistive technology, and individualized support. Unlike Storrs,

where functions are distributed across specialized teams, the Avery Point DSP independently manages all components of service delivery for the campus.

- **College Access and Transition Programs:** Avery Point hosts several pre-college and transition programs designed to improve educational access and college readiness:
  - **CAPS Summer Bridge Program:** Provides summer bridge programming, advising, and transition support for first-generation and limited-income students.
  - **Dual Enrollment:** Partnership with **New London High School**, allowing students to earn college credit while in high school.
  - **Connecticut College Access & Preparation (ConnCAP):** State-funded college preparation program serving **New London High School** and **Norwich Free Academy**, providing year-round tutoring, college preparation, and summer coursework.
  - **Upward Bound:** Federal TRIO program with academic-year and summer components focused on college readiness (Norwich Free Academy).
  - **Upward Bound Math & Science:** TRIO program emphasizing STEM preparation (New London High School and Norwich Free Academy).
  
- **Basic Needs Initiatives:** Avery Point offers several programs to address students' basic needs:
  - **Husky Harvest:** A campus pantry addressing food insecurity.
  - **Students First Fund:** Provides emergency aid and meal assistance to students experiencing financial hardship.

### **Avery Point: Student Life, Housing, and the Campus Experience**

**Housing:** In 2024, an analysis was conducted to assess the feasibility of developing student housing at Avery Point. As part of this review, the University issued a Request for Proposals (RFP) to explore whether a third-party partner would construct and operate housing at a net-neutral cost to the University. No viable proposals were received.

Based on projected enrollment and demand assumptions, current modeling indicates that University-financed housing would not generate sufficient occupancy to cover construction, financing, and operating costs. Under current conditions, the project would be expected to operate at a sustained loss. The estimate below reflects projected occupancy and financial performance based on current enrollment trends.

Capital (in millions)				
Total Capital Cost	\$50.0			Includes housing (4 stories, 78,400 sqft, dining, recreation, student support, etc.)
Operating (in millions)				
Beds Available	254	254	254	Reflects sensitivity of occupancy. Based on current enrollment, housing demand estimate is only 130-140 beds. Rates inflated for FY29 opening.
Beds Occupied	229	203	152	
Vacancy Rate	10%	20%	40%	
Revenue from Beds	\$2.6	\$2.4	\$1.8	
Maintenance & Utilities	(1.0)	(1.0)	(1.0)	Custodial, elevator, pest control, landscaping, trash, insurance, snow removal, water, sewer, electric, gas
Residential Staffing	(0.3)	(0.3)	(0.3)	Resident Director + 8 RA's
Rent Subsidy	(0.2)	(0.2)	(0.2)	Student Aid/scholarships
Dining Net Expenses	(0.1)	(0.2)	(0.5)	Meal plan revenue net of staffing & commodity costs
University Safety/Security	(0.8)	(0.8)	(0.8)	24 hr security
Student Support Positions (5)	(0.6)	(0.6)	(0.6)	Academic Advisor, Student Success Coach, Disability Service Professional, Student Activities, Health Services
<b>Subtotal</b>	<b>(\$0.3)</b>	<b>(\$0.7)</b>	<b>(\$1.6)</b>	Loss for housing/dining + other costs
FY26 operating loss est.	(13.3)	(13.3)	(13.3)	Existing loss from campus operations (not adjusted)
<b>Total</b>	<b>(\$13.6)</b>	<b>(\$14.0)</b>	<b>(\$14.9)</b>	Excludes cost to repay \$50M of capital

Adding housing at Avery Point would divert funds from housing projects at Storrs, where housing is in great demand, and student satisfaction with housing options is on the decline. It is also unclear at this time what the demand will be for Hartford’s new dorm coming online in fall 2026. It is prudent to evaluate the demand and success of this project before committing to a residence hall at Avery Point.

**Dining:** Mort’s Café serves as Avery Point’s primary dining venue, offering breakfast and lunch on weekdays during the academic year and operating as a central student gathering space. The café provides a mix of hot and grab-and-go options and is a frequent hub for club meetings, informal study breaks, and commuter socialization, promoting community and belonging on a predominantly day-time campus. Future opportunities include expanded hours and programming to better support evening students, part-time learners, and co-curricular engagement.

**Recreation:** Avery Point offers one of the strongest recreation footprints among the regional campuses, featuring an Athletic Center with a fitness gym, indoor pool, and gymnasium available to students. These facilities typically support 55 student-athletes across three teams. Open-rec hours, intramurals, and club sport use create a built-in wellness and community hub for commuters between classes. This asset provides a strong foundation for wellness programming, marine-themed recreation, and outdoor waterfront fitness opportunities.

Students also have direct access to the waterfront, walking paths, patios, and outdoor gathering spaces with views of Fishers Island Sound, creating a sense of calm, belonging, and connection to the natural environment that enhances mental health and student quality of life.

**Library:** The Avery Point Library provides research support, quiet and collaborative study spaces, computer workstations, and access to UConn’s full digital collections and Interlibrary Services. Its holdings and services are enriched by specialized resources in marine and coastal studies, supporting coursework and research aligned with the campus’s academic strengths. Librarians offer research consultations, instruction sessions, and support for data, writing, and interdisciplinary inquiry.

**Bookstore:** Within the campus's Academic Building is a bookstore that serves Avery Point students, strengthening campus identity by providing branded merchandise and academic materials within walking distance of student hubs.

### **Avery Point: Research Landscape**

UConn Avery Point is a hub of research excellence. Home to several of UConn's research centers and institutes, as well as the research activities of the Department for Marine Sciences, the research conducted at UConn Avery Point includes efforts to support communities against adverse weather effects along Connecticut's coastline, protect coastal and marine ecosystems, better understand the physics, chemistry, and biology of near-shore and offshore environments, and collaborate with maritime industries in southeastern Connecticut. Investigators at UConn Avery Point expended more than \$7 million for research activities in FY25 with \$35 million in active research awards.

The research centers and institutes at UConn Avery Point include the Connecticut Institute for Resilience and Climate Adaption (CIRCA), Connecticut Sea Grant, the Connecticut National Estuarine Research Reserve (CT NERR), and the CT Initiative on Environmental Research of Offshore Wind (CIEROW). CIRCA is a partnership between UConn and the Connecticut Department of Energy and Environmental Protection (DEEP) to foster the resilience and sustainability of vulnerable communities along Connecticut's coast and inland waterways. The Sea Grant College Program is a unique partnership between the nation's universities and the National Oceanic and Atmospheric Administration's (NOAA). UConn's Connecticut Sea Grant program collaborates with maritime industries and coastal communities to work toward achieving healthy coastal and marine ecosystems and consequential public benefits by supporting integrated locally and nationally relevant research, outreach, and education programs. CT NERR is one of 30 Research Reserves in the country focused on research, education, and stewardship of estuarine ecosystems. With more than 50,000 acres of marsh, upland, and open water in Long Island Sound, Fishers Island Sound, and the lower Connecticut and Thames Rivers, the Reserve provides essential habitat for wildlife, offers educational opportunities for students, teachers and the public, and serves as a living laboratory for scientists. CIEROW is conducting targeted research in marine environments potentially impacted by the burgeoning offshore wind-energy industry. Utilizing the operational capacity of UConn's Marine Sciences enterprise (see below), the research program is examining a range of factors at wind-turbine construction sites and at sites not under construction.

UConn's Department of Marine Sciences carries out cutting-edge research in oceanography using cross-disciplinary approaches. Faculty lead several state and national programs, and students, staff and faculty work on important global issues including biogeochemistry, climate change, sea-level rise, ocean acidification, offshore wind development, and anthropogenic contaminants in the oceans. The department maintains general and specialized laboratory spaces, a fleet of small boats, the 39-foot R/V Lowell Weicker, the flagship R/V Connecticut (a custom designed 90-foot steel single screw research vessel) and an active SCUBA diving program for underwater research.

UConn's Maritime Studies Program has forged cooperative relationships with numerous regional institutions or organizations, including Mystic Seaport Museum, Mystic Aquarium, Thames River

Heritage Park, the Groton Shellfish Commission, the New London County Historical Society, the Custom House Maritime Museum (New London), the John Gardner Chapter of the Traditional Small Craft Association, and the Stellwagen Bank National Marine Sanctuary. The MOU (Memorandum of Understanding) with Mystic Seaport Museum has been especially fruitful in terms of student and faculty internships and fellowships, shared faculty, shared grants, collaborative research and publications, and experiential education and research opportunities for Avery Point students.

UConn Avery Point is also an active and founding member of the Connecticut Blue Economy Coalition, a consortium of partners from the business and non-profit sector embracing innovation aimed at accelerating and empowering a sustainable future for blue economic growth in the coastal, marine and maritime sectors of Connecticut. The Avery Point campus serves as the location of the Blue Economy Educational Workshop to be convened in February 2026, which aims to showcase Connecticut's maritime and marine focused educational resources.

The Laboratory for Astrophysics (LNS) at UConn Avery Point is involved in research on stellar evolution. Undergraduate students work together with graduate students to develop and implement radiation detection technologies to design, construct, and test detectors of nuclear particles. These detectors are used to simulate and measure nuclear reactions in stars at various nuclear accelerator facilities in the U.S., Europe, Israel, and elsewhere.

In addition to these activities at the Avery Point campus, UConn has launched a transformative UConn Shipbuilding Initiative designed to strengthen the nation's undersea capabilities through a strategic blend of applied and basic research, workforce development, international collaboration, and regional economic growth. At the heart of this initiative is the "National Institute for Undersea Vehicle Technology" (NIUVT), a university-industry partnership between UConn, URI and GDEB. NIUVT accelerates the research, development, and transition of key enabling technologies for the next generation of undersea vehicles. Its mission includes conducting applied research in areas such as acoustics, advanced materials, cybersecurity, and unmanned underwater systems, while supporting a technically skilled and innovative workforce through Navy-focused STEM education and graduate programs.

Complementing NIUVT's research mission are robust workforce development programs, such as ANCHOR (Advanced Naval Careers through Higher-Ed Outreach and Research) and the UConn-URI Navy STEM Coalition. These programs, supported by the U.S. Navy and General Dynamics Electric Boat, have engaged students across southern New England since 2017. They build a K-16 pipeline that introduces students to naval engineering and skilled trades, offers hands-on learning experiences, and prepares a diverse talent pool to meet the growing demands of the submarine industrial base. Through the AUKUS Scholars Program, UConn students participate in international exchanges with institutions in Australia and the UK, gaining interdisciplinary training in undersea vehicle technology. This trilateral partnership enhances global defense and collaboration and provides students with immersive experiences in systems engineering, hydrodynamics, and propulsion technologies critical to national security.

These efforts position UConn as a national leader in undersea vehicle innovation, workforce development, and strategic collaboration – ensuring continued U.S. dominance in undersea warfare

and supporting the long-term vitality of the shipbuilding sector. UConn is exploring options to integrate the National Institute for Undersea Vehicle Technologies (NIUVT) and the UConn Shipbuilding Initiative work into the UConn Avery Point campus to support the U.S. Navy's efforts to produce submarines equipped with innovative technology using advanced manufacturing techniques. These initiatives work closely with General Dynamics Electric Boat, the University of Rhode Island, and the Naval Undersea Warfare Center. UConn's research activities related to NIUVT and shipbuilding currently take place at the UConn Storrs campus and expended over \$20 million in research in FY25.

### **Avery Point: Philanthropy and Development**

Fundraising in support of UConn Avery Point during the campaign period to-date (starting July 1, 2019) totals \$517,168 in gifts and pledge commitments, including deferred gifts. Recent awards include the Thomas and Eileen Marston Scholarship Fund and the Lloyd G. Balfour Foundation funding to support transition and academic year engagement for underrepresented students at UConn Avery Point (shared with all Regional Campuses). UConn Avery Point also benefits from collaboration with regional employers (Electric Boat, Pfizer, Eversource, Ørsted, etc.). There has been concentrated industry outreach over the past 18 months on behalf of the University to secure major support to stand up new academic programs. Those efforts will continue but have not yet been successful.

The campus will benefit from continued partnership with the UConn Foundation to accelerate fundraising efforts around student success initiatives. It is important to note that prior to the campaign, the three-year average for fundraising in Avery Point was approximately \$69,000. The recent \$517,168 during the campaign period is a significant achievement, however, it's important to recognize that this level of giving may not be immediately repeatable within a similar timeframe given the current pipeline. The individual giving base in Avery Point is promising but remains in an early stage of development. Continued investment in alumni and donor engagement and stewardship of existing funds will be essential to build a more sustainable and scalable philanthropic foundation for the campus.

## Avery Point: Budget Outlook and Infrastructure

### Operating Budget<sup>3</sup>

Category	FY22	FY23	FY24	FY25
<b>Total Revenues</b>	<b>\$9.05</b>	<b>\$9.14</b>	<b>\$9.62</b>	<b>\$9.74</b>
Graduate Tuition Revenue	\$0.78	\$0.65	\$0.45	\$0.40
Undergraduate Tuition Revenue	\$6.27	\$6.32	\$6.44	\$6.60
Fee Revenue	\$0.49	\$0.30	\$0.33	\$0.39
Other Revenue	\$1.50	\$1.87	\$2.40	\$2.35
<b>Total Expenses</b>	<b>\$21.45</b>	<b>\$22.93</b>	<b>\$22.91</b>	<b>\$22.05</b>
Faculty Salary & Fringe	\$6.45	\$7.33	\$7.14	\$6.94
Staff Salary & Fringe	\$5.94	\$5.95	\$6.18	\$5.98
Temporary Salary & Fringe	\$3.13	\$3.17	\$2.70	\$2.55
Financial Aid	\$1.76	\$1.79	\$1.94	\$1.86
All Other Expenses	\$4.17	\$4.69	\$4.94	\$4.72
<b>Net Operating Result</b>	<b>(\$12.40)</b>	<b>(\$13.80)</b>	<b>(\$13.30)</b>	<b>(\$12.30)</b>

Personnel costs including faculty, staff, and temporary positions account for nearly 70% of total expenditures. Financial aid has grown modestly but remains a small share of overall expenses.

Other revenues include sales and services, donations, Branford House rentals, athletics, and boat accounts. Other expenses include utilities, purchased services, equipment, supplies, transportation, etc.

Operational spending has held steady, with minor increases tied to inflation and facility maintenance. Overall, the campus's financial position reflects a stable academic operation, sufficient physical and instructional capacity exists, but student demand and tuition revenue do not justify expansion or significant reinvestment without clear evidence of program growth.

### Capital Expenditures to Date (FY16–FY25)

Fund Source	Total Investment (\$M)
UC Bonds	\$10.02
State Funds	--
Operating Funds	\$4.09
Gift Or Grant Funds	--
<b>Total</b>	<b>\$14.11</b>

<sup>3</sup> **Important Note:** These numbers provide a directional view, not an exact picture. Current reporting is complex—expenses and staff can be coded to different accounts, and indirect costs (such as facilities and safety) are allocated separately. This represents the net gain(loss) prior to adding any additional central administrative costs, such as HR, Finance, etc. Improving clarity and consistency will be a priority going forward.

## Current Projects and Deferred Maintenance

Capital planning at Avery Point is focused on preserving existing facilities, addressing health and safety priorities. Since FY16, approximately \$14.1 million has been invested at Avery Point through UCONN 2000 and operating funds. These investments have supported projects such as seawall restoration, building renovations and roof replacements, new faculty lab construction, and demolition of outdated facilities.

Prioritized project funding totals at least \$2.0 million, focused on office and lab renovations, building, parking, and roof repairs, and HVAC repairs.

## Priority Deferred Maintenance

Project Name	Building	Equipment / Building Component	Project Description	Estimated Cost
Avery Point Library ADA Restroom	Avery Point Campus Library	Restroom	Create ADA code compliant bathrooms in the Library bldg (1 All-gender/ 2 ladies'/ 2 men's)	\$60,000
Avery Point Student Parking Lots (A & B) & Facilities Resurfacing	N/A	Pavement	Realign pedestrian and vehicular pathways and resurface and restripe	
Avery Point Rankin Lab/Library Masonry Doors	John S. Rankin Building/Avery Point Campus Library	Doors	Replace 4 rotted frames and doors, water intrusion/security issue	\$80,000
Academic Building Steam Header	CPB	Steam Header Pipe	Replace Steam Header due to multiple steams issues and age of system	\$85,000
Project O Building / Exterior Painting & Rot Repair	Project O Building	Paint	Building Exterior Paint is failing. Due to weather and coastal location, various trim around building is rotted.	\$100,000
Repair Trough & Brick Walls	Rankin Lab	Exterior Trough and brick walls	Repair Trip Hazard and Deteriorating Brick Walls	\$100,000
Avery Point Academic Classroom 211 AC replacement	Academic Building	AC	AC replacement	
Avery Point Dock Repairs	N/A	Dock	8 of 12 dock sections that are broken.	\$25,000
Avery Point Dock Repairs DESIGN	N/A	Dock	Jack-up, repour/create cable trays for conduits (MEP) - tripping hazard	\$20,000
Avery Point Public Safety Emergency Generator Replacement	Police Substation	Generator	Replace 1997 15kW Olympian emergency generator, LPG	
Avery Point Hardscape Repairs and Replacements	N/A	Hardscape	Replace sidewalks / stairs other pedestrian surfaces annually	\$50,000

Avery Point Academic Building ADA Restroom	Academic Building	Restroom	Create ADA code compliant bathrooms in the Academic bldg	N/A
Avery Point Underground Steam Line Leak from Vault near Astrophysics to MSB - High Pressure	Astrophysics	Steam Line	Investigate where steam leak is coming from and repair as needed. 8" High Pressure Steam. Some of the piping from vault was replaced within 10yrs but leak occurred 2-3 years after repair.	N/A
R22 Replacement Program	MSB	Refrigerant System	Replace R22 Refrigerant System with new Environmental Friendly Refrigerant in addition to cost savings	\$100,000
Refurbished Pool Dehumidification System - Option 2	Athletic Building	Dehumidification System	The humidity in the Gym Pool Area is high making the windows sweat pooling water in locker rooms.	\$150,000
Avery Point refurbished pool dehumidification system (option 1)	Athletic Building	Dehumidification System	The humidity in the Gym Pool Area is high making the windows sweat pooling water in locker rooms	\$400,000
Avery Point MSB Lab Research Clean Air HEPA Filter replacement	MSB	HEPA Filters	Replace HEPA Filters	\$50,000
Avery Point Marine Science Building Roof	MSB	Roof	Coating of all flat asphalt roofing	\$100,000
Project O Building / Roof	Project O Building	Roof	Coating of all flat asphalt roofing	\$100,000
Replace Steam Header	CPB	Building Steam Header	Replace out of date steam header for the Community Professional Building	\$25,000
Avery Point Dock Repairs CONST	N/A	Dock	Jack-up, repour/create cable trays for conduits (MEP) - tripping hazard	N/A
Avery Point Marine Science Flood Doors Emergency Drains	Marine Science	Flood and Emergency Doors	Seven Interior Flood Doors & emergency floor drain stops per FM Global	\$400,000
Avery Point Campus Access Control Upgrades	Facilities Building	Keys and Access Controls	Re-key Campus and Add Card Access for Facilities Buildings	\$250,000
Slate and Gutter Repair	All Buildings	Gutters	Replace broken and missing slate repair flashing & gutters	\$80,000
<b>Total Estimated Identified DM Need</b>				<b>~\$2,175,000</b>

### Avery Point - Full Deferred Maintenance Backlog

<b>Project Type</b>	<b>Estimated Cost</b>
Building Exteriors	\$15,678,088
Electrical	\$7,951,611
HVAC	\$26,799,391
Interiors	\$9,282,734
Plumbing	\$2,886,593
Roofing	\$2,814,430
SMALL Building Renovation	\$1,986,106
Modernizations	\$4,520,654
<b>Total Estimated Cost</b>	<b>~\$71,919,607</b>

# UConn Hartford

## Hartford: Undergraduate Enrollment Profile and Trends

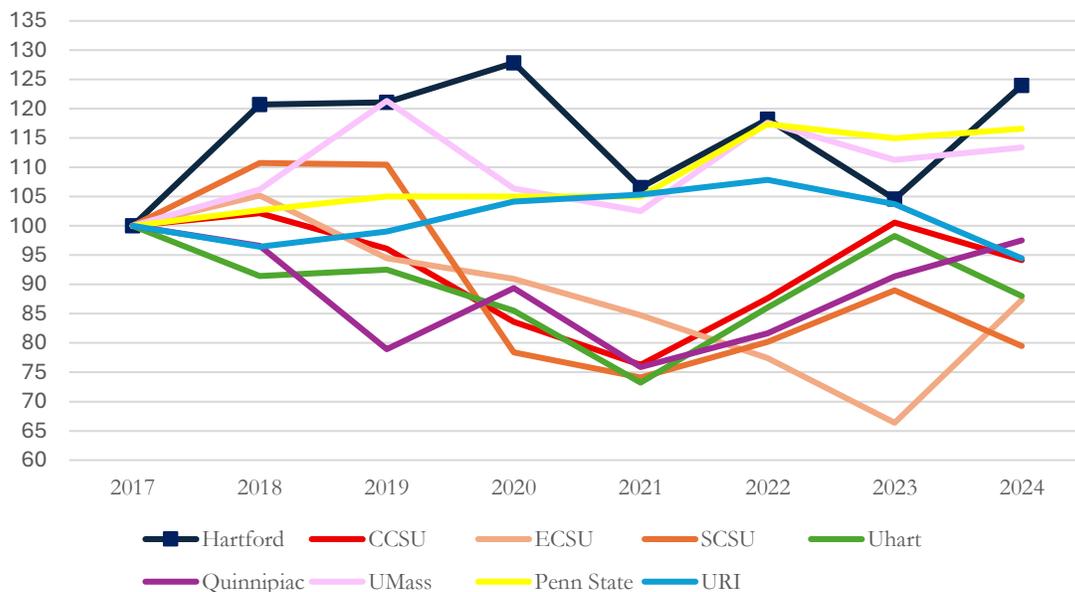
UConn Hartford is moderately exposed to demographic-driven enrollment risk due to limited residential capacity, fewer campus amenities, and strong competition within its local higher education market.

Yield on *in-state first-choice admits* has declined each year from 42% in Fall 2023 to 32% in Fall 2024 and 29% in Fall 2025 indicating increasing difficulty converting admitted students into enrollees. This downward trend reflects competitive headwinds that extend beyond the discontinuation of the Storrs housing option, suggesting that enhancements to the Hartford student experience, campus identity, and engagement model will be critical to strengthening yield.

Despite yield declines, interest in the campus remains strong. Both first- and second choice in-state admits increased from Fall 2023 to Fall 2025 by 17% and 10%, respectively, demonstrating that more students are considering Hartford as a viable option. The opening of the new Pratt Street residence hall in Fall 2026 is expected to reshape demand and enrollment patterns, similar to the surge Stamford experienced when residential housing became available, drawing new students from both inside and outside the UConn system.

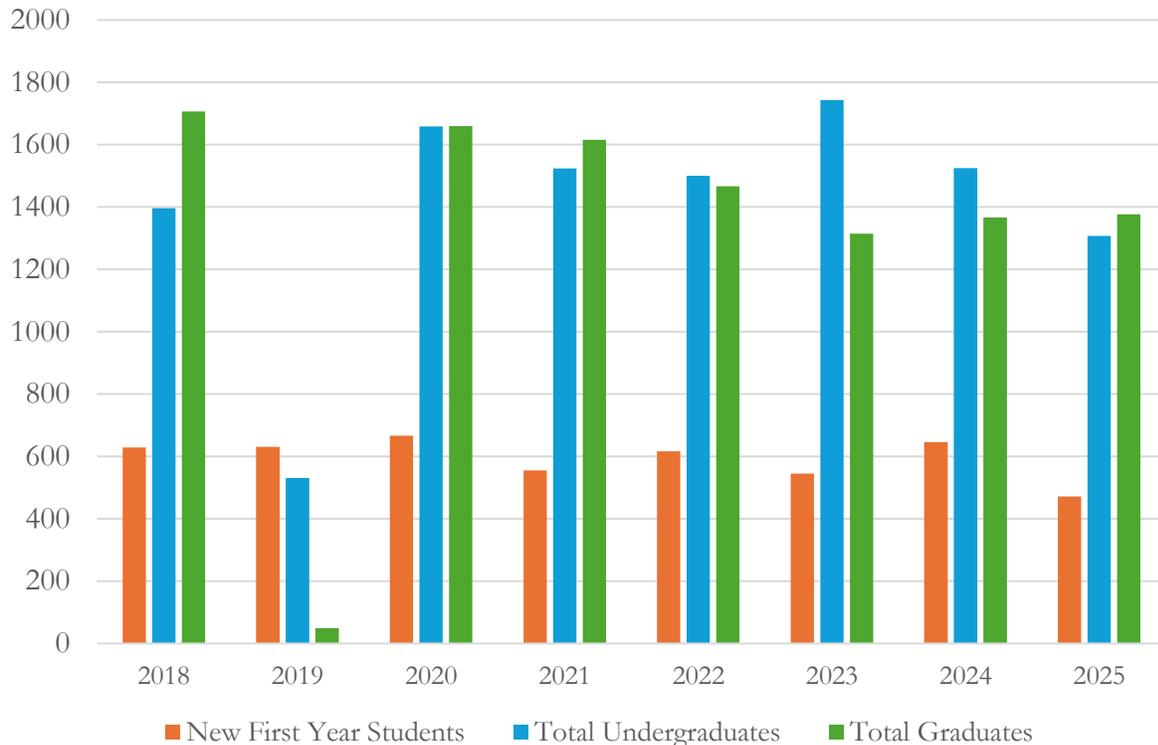
Hartford competes directly with nearby public and private institutions that provide residential experiences, robust student life, and campus amenities. Top competitors for *in-state students* include CCSU, ECSU, University of Hartford, Quinnipiac, and SCSU, while *out-of-state competition* is led by UMass Amherst, Penn State, and URI.

**Change Since 2017: Hartford & Select Regional Institutions**



In total, 63% of UConn Hartford students identify as BIPOC, positioning Hartford as UConn’s most diverse campus. The campus is a federally designated MSI, including AANAPISI status, with one of the largest AAPI student populations in New England (17%) and HSI, with 26% of students identifying as Hispanic/Latino. 49% of students are first-generation college students and 51% are Pell recipients, reflecting strong service to limited-income students. Over 90% of students are commuters, underscoring the need for an urban student life model that engages both residential and commuter students. This demographic profile represents a core institutional strength and positions Hartford as a critical access point for diverse talent in Connecticut’s capital region. However, to convert growing applicant interest into enrollment, the campus must enhance belonging, student support services, and co-curricular programming—particularly as it transitions to a partially residential campus.

### UConn Hartford Enrollment Outlook (Degree-Seeking Only)



### First-Year Degree-Seeking Hartford Enrollees by Residency Mix

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
<b>Connecticut</b>	612	613	642	543	594	533	615	455	-25.7%
<b>International</b>	12	12	17	7	14	7	17	12	0%
<b>Out-of-State</b>	5	6	7	5	8	5	17	5	0%
<b>Total</b>	629	631	666	555	616	545	646	472	-25.0%

**First-Year Degree Seeking Hartford Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018–2025 (PP)
First Gen	48.6%	46.6%	47.6%	43.6%	46.3%	43.9%	41.3%	52.8%	+4.2 pp
Pell-Eligible	46.1%	40.4%	40.8%	46.1%	44.2%	41.5%	46.1%	53.8%	+7.7 pp
URM	30.7%	29.9%	33.5%	36.9%	33.9%	31.2%	38.1%	46.0%	+15.3 pp

**Total Undergraduate Degree-Seeking Hartford Enrollees by Residency Mix**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
Connecticut	1,366	1,489	1,606	1,483	1,454	1,433	1,465	1,261	-7.7%
International	21	30	37	31	28	25	35	29	38.1%
Out-of-State	9	12	16	10	18	15	25	17	88.8%
Total	1,396	1,531	1,659	1,524	1,500	1,473	1,525	1,307	-6.4%

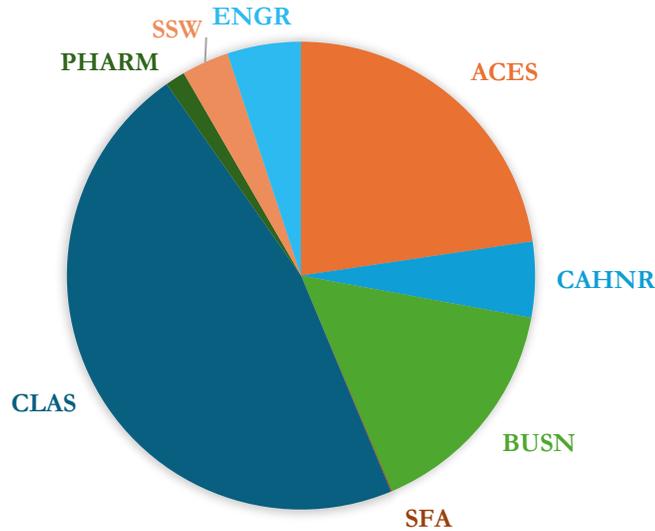
**Total Undergraduate Degree Seeking Hartford Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018–2025 (PP)
First Gen	46.6%	46.4%	45.0%	44.6%	47.4%	46.2%	44.9%	49.3%	+2.7 pp
Pell-Eligible	48.4%	42.7%	40.4%	45.0%	44.2%	43.1%	45.9%	50.5%	+2.1 pp
URM	34.8%	33.3%	35.1%	37.5%	36.3%	35.3%	37.6%	43.5%	+8.7 pp

**Fall 2025 Undergraduate Program Enrollment Summary – Hartford**

Duplicated headcount including full-time and part-time bachelor’s degree, double major, and minors.

**Undergraduate Majors By School/College**



**Fall 2025 Detailed Undergraduate Enrollment at Hartford by School/College and Plan Description:**

Plan Description	Bachelor's	Double Major	Minor	Grand Total
<b>ACES</b>	<b>184</b>			<b>184</b>
Exploratory	143			143
Pre-Bachelor of Social Work	15			15
Pre-Individualized	2			2
Pre-Sport Management	13			13
Pre-Teaching	11			11
<b>Agriculture, Health &amp; Natural Resources</b>	<b>61</b>		<b>1</b>	<b>62</b>
Agri, Hlth, Natrl Resources	1			1
Allied Health Sciences	26			26
Animal Science	11			11
Busn Management and Marketing			1	1
Econ of Sus Develpmnt and Mgmt	1			1
Env and Nat Resource Econ	1			1
Environmental Studies	1			1
Landscape Architecture	6			6
Natural Resources	2			2
Nutritional Sciences	9			9
Pathobiology	3			3
<b>Business</b>	<b>170</b>		<b>10</b>	<b>180</b>

Accounting	4		4	8
Business Administration	3			3
Business Data Analytics*	56			56
Business Fundamentals			1	1
Digital Marketing and Analytic			1	1
Finance	4			4
Financial Management	18			18
Hartford-Business-Undecided	40			40
Management			1	1
Marketing	2			2
Marketing Management*	43			43
Personal Brand Entrepreneurship			1	1
Real Estate			1	1
Supply Chain			1	1
<b>Engineering</b>	<b>64</b>		<b>2</b>	<b>66</b>
Biomedical Engineering	3			3
Chemical Engineering	1			1
Civil Engineering	6			6
Computer Engineering	3			3
Computer Science	13		2	15
Computer Science & Engineering	10			10
Data Science and Engineering	2			2
Electrical Engineering	8			8
Environmental Engineering	1			1
Mechanical Engineering	14			14
MGMT & ENGR for Manufacturing	1			1
Robotics Engineering	2			2
<b>Fine Arts</b>			<b>1</b>	<b>1</b>
Studio Art			1	1
<b>Interdisciplinary</b>			<b>1</b>	<b>1</b>
Writing			1	1
<b>Liberal Arts &amp; Sciences</b>	<b>510</b>	<b>5</b>	<b>47</b>	<b>562</b>
American Sign Lang & Deaf Cult			1	1
Anthropology	7			7
Applied Mathematical Sciences	1			1
Astrophysics			1	1
Biological Sciences	65		1	66
Chemistry	9			9
Cognitive Science	2			2
Communication	28	2	3	33
Crime and Justice			3	3
Earth Sciences	3			3
Ecology & Evolutionary Biology	5		2	7

Economics	42			42
English*	25	1	2	28
Environmental Sciences	3			3
Film Studies			1	1
French and Francophone Studies	1			1
General Studies*	13			13
Geography	2			2
History	14		1	15
Human Dev & Family Sciences*	25		7	32
Human Rights	3		1	4
Individualized*	1			1
Journalism	7			7
Linguistics/Psychology	4			4
Marine Sciences	2			2
Mathematics	2			2
Mathematics/Actuarial Science	7			7
Mathematics/Statistics	2			2
Mathematics-Physics	3			3
Molecular and Cell Biology	20			20
Neuroscience			3	3
Philosophy	6			6
Physiology & Neurobiology	21			21
Political Science	49		3	52
Pre-Statistical Data Science	3			3
Psychological Sciences*	103		6	109
Public Policy			3	3
Social Justice Organizing			1	1
Sociology	15		4	19
Spanish as a Second		1		1
Speech, Language & Hearing Sci	3			3
Statistics	1			1
Structural Biology/Biophysics	1			1
Urban and Community Studies*	12		3	15
Urban Studies as Second		1		1
Women's Gender & Sexuality St			1	1
<b>Pharmacy</b>	<b>19</b>			<b>19</b>
Pharmacy Studies, Pre-Prof	19			19
<b>Social Work</b>	<b>35</b>			<b>35</b>
Social Work*	35			35
<b>Grand Total</b>	<b>1,043</b>	<b>5</b>	<b>62</b>	<b>1,110</b>

\*Program can be completed at Hartford Campus

## **Hartford: Graduate Enrollment Profile and Trends**

Graduate programs remain a core strength at UConn Hartford, with stable enrollment across Social Work, Public Policy, Business, and Education. However, dispersed facilities and limited shared spaces dilute Hartford’s identity as UConn’s professional and public-impact campus. Strategically, Hartford must leverage its location in the state capital to enhance value beyond cost—through civic and employer-embedded learning pathways, integrated undergraduate-to-graduate pipelines, and a more cohesive campus experience that elevates belonging, visibility, and student success for both commuter and graduate learners.

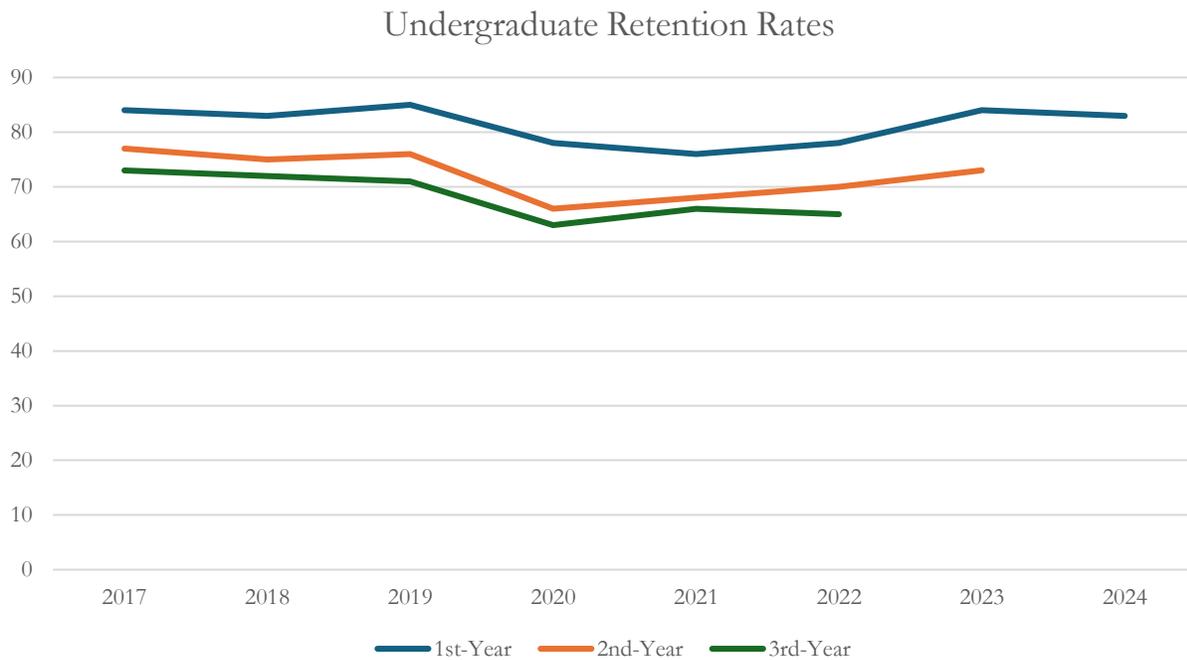
<b>Program Description</b>	<b>Doctoral</b>	<b>Graduate Certificate</b>	<b>Master's</b>	<b>SYD/Post Master's</b>	<b>Grand Total</b>
<b>Business</b>		<b>43</b>	<b>491</b>		<b>534</b>
ABC Digital Marketing Strategy		1			1
ABC in Business Analytics		1			1
ABC in Financial Technology		2			2
ABC in Health Care Analytics		1			1
ABC in Hlth Care Fin and Ins		1			1
ABC in HRM		1			1
ABC in Project Management		3			3
ABC Supply Chain Analytics		1			1
Adv Bus Cert in Soc Resp Busn		1			1
Business Administration MBA			327		327
Busn Analytics & Project Man MS			123		123
Corp and Regulat Compl (Cert)		2			2
Fin and Entrprise Risk Mgmt MS			1		1
Financial Technology MS			10		10
Human Resource Management MS			13		13
Long-Term Health Care Mgmt		29			29
Social Resp and Imp MS			11		11
Supply Chain Management MS			6		6
<b>Education</b>	<b>51</b>	<b>17</b>	<b>30</b>	<b>51</b>	<b>149</b>
Curriculum and Instruction MA			21		21
Educational Administration				51	51
Educational Leadership EdD	51				51
Educational Psychology MA			9		9
Executive Leadership Program		17			17
<b>Liberal Arts &amp; Sciences</b>		<b>16</b>	<b>165</b>		<b>181</b>
Int Indig, Race, Ethn, Pol MA			1		1
Leadership and Public Mgmt		2			2
Nonprofit Management		8			8
Public Administration MPA			115		115
Public Financial Mgmt		2			2
Public Policy MPP			46		46

Survey Research Certificate		4			4
Survey Research Data An MA			3		3
<b>Social Work</b>	<b>26</b>		<b>486</b>		<b>512</b>
Social Work MSW			486		486
Social Work PhD	26				26
<b>UConn Health</b>			<b>1</b>		<b>1</b>
Public Health MPH			1		1
<b>Grand Total</b>	<b>77</b>	<b>76</b>	<b>1,173</b>	<b>51</b>	<b>1,377</b>

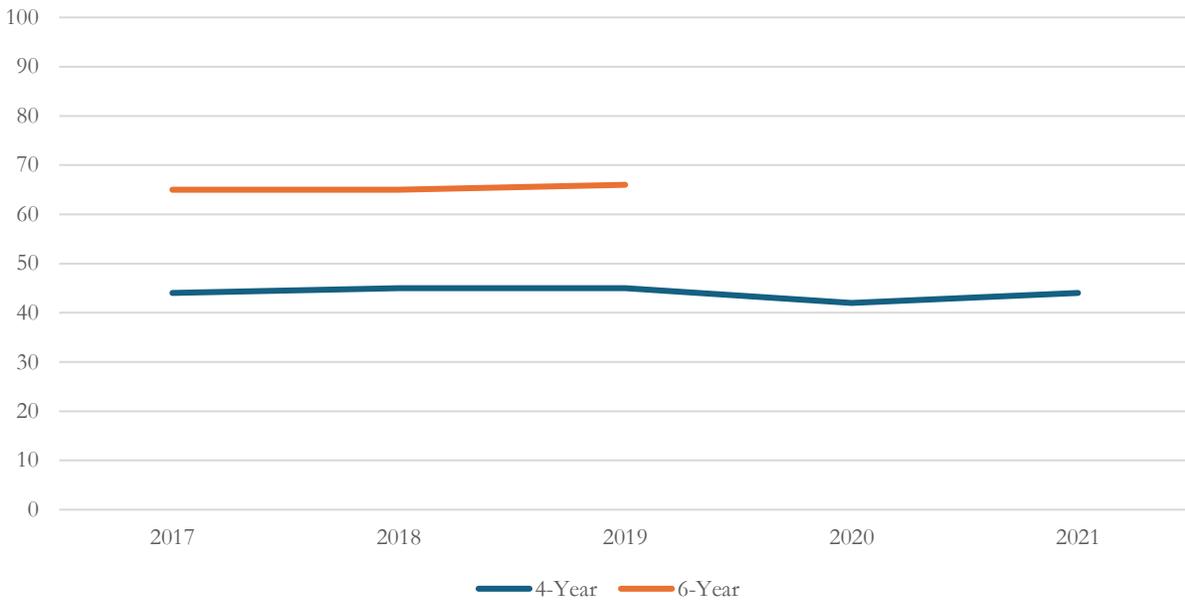
## Hartford: Retention and Graduation Outcomes

The University’s Strategic Enrollment Management (SEM) Plan calls for a modest increase in first-year retention at Hartford over the next three years. Achieving this will require targeted investment in academic support, instructional capacity, advising, student engagement, and wraparound services that address the needs of this emerging residential campus. Retention and graduation rates below are based on the retention of a student at UConn regardless of campus, program, or school/college.

Retention and graduation rates reflect full-time, first-time, first-year students only and include continued enrollment or graduation at UConn, regardless of campus, school/college, or major.



## Undergraduate Retention Rates



1 <sup>st</sup> Year Class	1 <sup>st</sup> Year Retention	2 <sup>nd</sup> Year Retention	3 <sup>rd</sup> Year Retention	Graduation in 4 Years	Graduated in 6 Years
2024	<b>83%</b>				
2023	84%	<b>73%</b>			
2022	78%	70%	<b>65%</b>		
2021	76%	68%	66%	<b>44%</b>	
2020	78%	66%	63%	42%	
2019	85%	76%	71%	45%	<b>66%</b>
2018	83%	75%	72%	45%	65%
2017	84%	77%	73%	44%	65%

**Hartford: Academic Portfolio and Capacity**

<b>Undergraduate Programs</b>
Business Data Analytics
English
Fast-Track in Public Policy
General Studies
Human Development & Family Sciences
Marketing Management
Psychological Sciences
Social Work
Urban & Community Studies
<b>Graduate Programs (Degrees &amp; Certificates)</b>
MBA (Part-time, Full-time, and Executive)
Business Analytics & Project Management
Financial Risk Management
Human Resource Management
Public Administration
Public Policy
Social Responsibility and Impact in Business
Social Work (MSW, Advanced Standing, PhD)
10+ Advanced Business Certificates
Connecticut Teacher Certification and an MA in Curriculum and Instruction or Educational Psychology

UConn Hartford currently offers a mix of undergraduate and graduate degrees, focused largely on social work, public policy, business, education, and social sciences. UConn Hartford is the home of UConn’s School of Social Work, where students can earn a BSW, MSW, and PhD. The School of Public Policy is also based at UConn Hartford, offering both a Masters in Public Policy and Public Administration, as well as a fast-track option for undergraduates to enroll in graduate classes and earn their Masters degree in five years.

The School of Business offers many of its graduate programs at UConn Hartford including their MBA and MS in Business Analytics and Project Management, Financial Technology (FinTech), Human Resource Management, Social Responsibility and Impact in Business, as well as 10+ Advanced Business Certificates. Undergraduate business degree options include Business Data and Analytics and Marketing Management. The Financial Management degree was recently discontinued due to low student demand. The Neag School of Education offers the Teacher Certification Program for College Graduates. This leads to a Connecticut Teacher Certification and a Master of Arts degree in 10 months of full-time coursework. UConn Hartford undergraduate students also have many options in the social sciences and humanities including 4-year degrees in Human Development and Family Sciences, Psychological Sciences, Urban and Community Studies, and English.

## Future Considerations

The campus is not planning new academic programs at this time. Future considerations, dependent on a positive enrollment trajectory and favorable fiscal conditions, include but are not limited to:

- **Biology:** There appears to be strong student interest in the major, which is one of most popular academic areas across UConn. To bring the major to UConn Hartford, additional faculty hires would be needed as well as potential lab space expansion.
- **School of Fine Arts:** Given the proximity of the campus to downtown theatrical producing organizations including the Hartford Stage and TheatreWorks, we should explore the feasibility of bringing programmatic offerings from the following Storrs-based units to UConn Hartford: Dramatic Arts (Acting, Design and Technical Theatre, Theatre Studies, and Puppet Arts).
- There is interest at UConn Hartford in exploring how it can meet workforce needs in **healthcare and artificial intelligence**. Discussions about these content areas need to be coordinated across campuses to avoid duplication of programming, unless justified by student demand.
- **Criminology/Criminal Justice** is considered a high growth area in terms of student interest and employment opportunities. The campus already has some related curricular offerings and students can complete an Individualized Major in this area. It is worth assessing resources needed to build a full program and, if viable, promoting this option to students and monitoring interest. The campus's proximity to UConn Law and the possibility of developing offerings such as a 3+3 pipeline programs should also be considered.
- At the graduate level, there are potential opportunities to build on the new research unit at PeoplesBank Arena and Hartford's proximity to professional sports teams to create unique academic and applied opportunities. For example, the Department of Kinesiology is exploring the feasibility of offering a **Master of Science in Athletic Training (MSAT)** program at PBA.

**Capacity to Expand:** UConn Hartford's downtown campus footprint totals approximately 234,000<sup>1</sup> assignable square feet (ASF), including shared facilities within the Hartford Times Building, the Graduate Business Learning Center, Barnes & Noble, and the School of Social Work (19,000 ASF). Hartford includes 59 classrooms totaling 64,858 ASF with seating for 2,492 students, equating to 0.8 classroom seats per student, and 11 teaching labs totaling 14,713 ASF.

Student spaces total 71,453 ASF, including study, library, dining, and collaboration areas that serve both undergraduate and graduate populations. Office space accounts for 123,593 ASF, and 5,260 ASF is currently not in service. Despite a relatively large total footprint, instructional and student-facing spaces are heavily utilized due to the campus's shared operations and urban setting.

## **Hartford: Student Success and Support Initiatives**

UConn Hartford offers an interconnected network of academic, personal, and professional support programs that reflect the campus's strong commitment to student success, equity, and belonging, with highlights shared below.

- 4,883 total visits (844 unique students) at the Academic Achievement Center in 2024-2025, of which 47% were First-Generation and 74% identified as students of color.
- 81% of students who participated in REBOUND Day, a program designed for first-gen students on Academic Notice and all students with successful appeals that are Subject to Dismissal (GPAs below a 2.0) were eligible to continue in their studies.
- 42% reduction in number of students on Academic Notice from fall 2024 to spring 25.
- 34 percentage point increase in retention in first-generation/Pell-eligible students who started their experience at UConn Hartford in the CAPS Summer Bridge Program (90% first year retention rate vs. 83% for general campus). This is a remarkable improvement (61 percentage point increase) for FY24 cohort compared to FY23.
- Launched Honors first-year direct admission and hired and onboarded a Program Coordinator to support Honors students and improve access to all Enrichment Programs at UConn Hartford.

**Undergraduate advising** at UConn Hartford serves **over 1,300 students** through a combination of professional advising units and faculty advisors. National best practices suggest advising caseloads at regional campuses should average around 200 students per professional advisor, and Hartford is within that benchmark.

Type	# of FTE	Total Caseload	Average per advisor
Hartford Advising Center*	3	829	276
Business	1	178	178
Engineering	1	59	59
CLAS	36	116	3
Pharmacy	5	19	4
Social Work	2	94	48
CAPS	2	284	142
Honors	0.5**	43	43
Faculty advising	19	296	16

\*The Hartford Advising Center provides primary academic advising for ACES exploring students, CAHNR students, and BGS students. While the various schools and colleges (as outlined above), CAPS, Honors, and faculty advisors maintain their own designated advising loads, the Advising Center frequently serves as a supplemental and secondary resource for general education and common curriculum inquiries. Additionally, Hartford Advising oversees the academic dismissal process and offers targeted support to students on academic notice.

\*\*The Honors & Enrichment Program Coordinator is a full-time position, however, as a Program Coordinator, responsibilities within this position are only partially dedicated toward advising.

## High-Impact Practices Under Consideration

Strategic investments in UConn Hartford can significantly enhance student engagement, academic success, and community connection. The following high-impact practices should be considered for funding and development.

- Launch residential and non-residential **Learning Communities (LCs)** at UConn Hartford focusing on building community, social justice, major and career preparation, and service to enhance student persistence and post-graduation ~\$35,000/year/learning community for faculty advisor stipends, student workers, and programming.
- Implement **Success Coaching**, a targeted student support program designed to advance persistence, graduation, and post-graduation preparation utilizing analytics, student supplemental advising, and resource coordination to achieve measurable student success outcomes, ~\$155,000/year (2 Coaches – salary & fringe; operating costs).
- Build an **Academic Recovery Program** that integrates advising, peer mentoring, curricular engagement, and co-curricular programming to help students return to good academic standing, persist in their enrollment, and make progress towards timely graduation, ~\$120,000 (1 Academic Recovery Advocate salary & fringe, costs for peer mentors, training, programming, and operations).
- Implement **Cultural Center programming** to promote students' sense of belonging, which will contribute to new student recruitment and enrolled students' persistence and graduation, ~\$50,000/year (student staffing, programming, training costs).
- Develop local tutoring resources in existing majors and high-enrollment programs (e.g., Business, Biology, Psychology) despite limited upper-level student mentors due to degree completion at other campuses.
- Provide students with gym and recreation access (potential fee adjustment). Discussions with YMCA underway. Ensure consistent promotion of athletics events (i.e., basketball, hockey, football) to increase student participation.
- Extend **Makerspace partnership** agreement to provide Hartford students with access to a nearby maker-space with excellent resources and proximity to campus.
- Expand **Work+ UConn program** to increase on-campus student employment while providing students the ability to develop professional and transferable skills, empower them to take ownership of their work opportunities, and prepare them for post-graduation success, which promotes retention and persistence to graduation, ~\$50,000/year (potentially funded by work-study if capacity exists).

## **Hartford: Detailed Information on Current Student Success and Support Infrastructure**

### **Academic Enrichment and Curricular Engagement**

- **First Year Experience (FYE):**  
Participation in First Year Experience (FYE) and Transition Year Experience (UNIV 1820) courses continues to be a hallmark of student success at UConn Hartford. Approximately 74% of first-year students participate in FYE each year. These seminars help commuter and campus-change students build essential study skills, foster campus connections, and develop relationships with **FIRST Peer Mentors**. Instructors coordinate closely with advising and Student Success teams to identify and support students in need of early intervention.
- **Academic Achievement Center:** The Academic Achievement Center (AAC), staffed by an Assistant Director, two HESA Graduate Assistants, and one special payroll graduate student, offerings coaching, learning strategy workshops, UConn Connects mentoring, Supplemental Instruction, and the REBOUND Program), and specialized academic tutoring in the Q Center, Writing Center, and Biology Tutoring Center (B Center). The B Center is unique to the campus and is a model other campuses should consider to support STEM students
  - 4,883 total center visits (844 unique) of which
  - 15 presentations and 52 workshops for a total of 841 students reached
  - 11 Supplemental Instruction sections: BIOL 1107, BIOL 1108, PSYC 1100, CHEM 1124, CHEM 1125, CHEM 1127.
  - 111 UConn Connects participants – 70% success rate, 55% First Generation, 80 % identify as Students of Color.
  - 23 REBOUND participants (81%) were eligible to continue in their studies
  - 36 AAC student leaders – 94% First Generation with an average GPA of 3.3
  - Met with 252 students with mid-term warnings with 35% of improvement in overall grade
  - Reduced the number of students on Academic Notice from 213 in F'24 to 124 in SP'25 -42% improvement
- **Center for Access & Postsecondary Success (CAPS):** UConn Hartford implements the largest Regional Campus CAPS systems, providing targeted student transition, academic support, and engagement programming for first-generation and limited-income students. For students who start their experience at UConn Hartford in the CAPS Summer Bridge Program, CAPS achieved a 90% first-year retention rate for their first-generation/Pell-eligible student population, compared to 83% for the campus.
- **Resilience, Inclusion, Success, & Engagement (RISE):** RISE provides support to UConn Hartford's underrepresented student population through both cohort and general

student body engagement programming. RISE's co-curricular and collaborative programming, supplemental advising, and academic support to help students navigate and succeed on campus. Participants in RISE also have access to scholarship support to encourage their participation in high-impact experiences. RISE students achieved an 84% first year retention rate for students engaged in cohort programming.

- **Honors and Enrichment:** A full-time Associate Director of Honors Programs at the Regional Campuses and Director of Regional Campus Enrichment Programs oversees honors and enrichment at all of the regional campuses. The Hartford campus also launched Honors first-year direct admission and hired and onboarded a Program Coordinator to support Honors students and improve access to all Enrichment Programs at UConn Hartford. UConn Hartford has 49 Honors students.
- **Global and Experiential Opportunities:** Through coordination with Global Affairs, students are encouraged to participate in study abroad and global learning opportunities. The campus provides access to **free passport programs** and **supplemental funding** to reduce financial barriers to participation in global experiential learning.
- **Peer Education and Mentoring Courses:** Hartford offers multiple academic courses that foster leadership and peer learning, including:
  - **EPSY 3020 (Peer Counseling):** Focused on communication skills, mentoring theories, and experiential learning.
  - **EPSY 3030 (Mentoring):** Prepares students to serve as mentors within the **UConn Connects** program.
  - **UNIV 4820 (Senior Year Experience):** Helps students prepare for life after graduation, focusing on life skills and transition planning.
  - **UNIV 1784 (First-Year Honors):** Introduces new Honors students to academic and social resources while fostering relationships within the Honors community.

## Academic Support

- **ACES Advising:** The **Academic Center for Exploratory Students (ACES)** provides advising to students who have not yet declared a major, helping them stay on track toward degree completion through intentional academic planning.
- **Tutoring and Learning Resources:** Across the 2024–2025 academic year, the W, Q, and B Centers at UConn Hartford collectively demonstrated positive impact amid staffing and budgetary challenges.
- The **W Center** provides writing consultations and e-tutoring that strengthen communication and analytical skills. It maintained steady engagement last year, with roughly 125–223 new

registrations per term and strong satisfaction (96–97.5% “Excellent/Very Good”), despite student consultant turnover and budget limitations. Outreach to faculty, collaboration with libraries, and cross-campus initiatives strengthened writing support visibility and cohesion. <https://wcenter.hartford.uconn.edu/>

- The **Q Center** provided crucial quantitative learning assistance across math and science disciplines, recording 530 fall and 488 spring check-ins. Math remained the most frequently supported subject, and despite reduced staffing and limited funding, the center sustained consistent usage and strong tutor-student relationships. <https://qcenter.hartford.uconn.edu/>
- The **B Center** delivers peer tutoring for biology and related sciences. It logged 703 total visits (119 unique students), with BIOL 1108 and 1107 generating the highest engagement; peak activity occurred mid-semester, especially on Tuesdays and Thursdays. Data indicated positive academic outcomes, with an average visitor GPA of 3.25 and strong participation from both general and CAPS students. Note that the B Center is unique to the Hartford campus. For more information: <https://bcenter.hartford.uconn.edu/>
- **Early Academic Intervention:** The campus employs proactive strategies to identify and support students experiencing academic difficulty. Midterm progress reports and early alert systems trigger outreach from the Academic Achievement Center and advising staff to connect students with resources.

**Veterans Affairs and Military Programs (VAMP):** Provides benefit navigation and transition support for veteran and military-affiliated students. Serves 124 veteran and military-connected students at UConn Hartford.

### Student Life, Wellness, and Career Readiness

- **Student Activities and Leadership Development:** UConn Hartford fosters student engagement through Student Activities, the Undergraduate Student Government (USG), and a diverse range of student organizations. Leadership and belonging are further strengthened through initiatives such as First-Gen UConn, Resilience, Inclusion, Success, and Equity (RISE), Transformation, Equity, Access, and Sense of Belonging (TEAS), and Travelers EDGE, which provide culturally responsive programming, mentorship, and community-building opportunities.
- **Career Readiness and Life Skills Center (CCRLS):** The **Center for Career Readiness and Life Skills** supports professional development through one-on-one career coaching, workshops, and employer engagement events. The Hartford campus has **one full-time Career Consultant** and access to the **regional career readiness network**, including a **Stamford-based staff member** overseeing career programming across campuses. Students

also have access to **virtual career services**, online tools, and event recordings shared through the CCRLS platform.

- **Student Health and Wellness (SHaW):** Student Health and Wellness provides integrated physical and mental health support, emphasizing prevention, early intervention, and referral to community resources. Services include individual mental health assessments, brief treatment, drop-in “Let’s Talk” hours, wellness education, and clinical case management.

Hartford SHaW services are managed by three regional leadership positions: a full-time Director for Regional Campus Operations, a full-time Director of Regional Mental Health Clinical Case Management, and a full-time Regional Clinical Nurse Coordinator.

Benchmarking data from the American College Health Association suggest campuses of 2,000–2,500 students under the Nurse Navigator model require 2.0–2.5 RN FTEs for baseline coverage. Expansion toward a more comprehensive health clinic would necessitate additional staff, potentially including APRNs.

- **Student Care and Concern:** The Student Care and Concern office provides non-clinical case management and referrals for students experiencing personal or academic challenges, helping them remain enrolled and engaged. Care Team cases are currently assigned to two Hartford Campus staff members throughout the year.
- **Campus Spaces for Connection:** UConn Hartford offers spaces that promote wellness, inclusion, and connection, including an Interfaith and Reflection Space, a Clothes Closet supporting career readiness, and areas for recreation and student gathering.

### Accessibility, Access, and Basic Needs

- **Center for Students with Disabilities (CSD):** One Disability Services Professional (DSP) supports approximately 270 students, overseeing all CSD functions, including intake, faculty coordination, testing accommodations, assistive technology, and individualized support. Unlike Storrs, where these functions are distributed among teams, Hartford’s DSP independently manages all processes. Additional policy guidance for specialized programs such as the School of Social Work and UConn Health is provided by a separate DSP.
- **Basic Needs Initiatives:** Hartford provides multiple supports to address students’ basic needs:
  - **Husky Harvest:** Campus pantry reducing food insecurity.
  - **Students First Fund:** Provides emergency aid and short-term meal access to prevent withdrawal.
  - **Clothes Closet:** Provides professional and seasonal clothing for students in need.

- **Center for Access & Postsecondary Success (CAPS) Summer Bridge Program:** Summer transition program supporting first-generation and low-income students enrolling at UConn Hartford. Students earn college credit in foundational courses while learning to navigate campus resources.
- **Travelers EDGE:** Operated by CAPS, Travelers EDGE offers mentorship, paid internships, and professional development.

## **Hartford: Student Life, Housing, and the Campus Experience**

**Housing:** UConn Hartford is scheduled to open a 204-bed apartment style residential facility at 64 Pratt Street for Fall 2026. This facility will include a community room, small group study areas, and a game room. The cost of housing for students is being subsidized by philanthropic support of corporate partners providing supplemental financial aid to students with need.

**Dining:** The Hartford Times Café opened in fall 2025 on the first floor of the Hartford Times Building. Operated by UConn Dining Services and open to the campus and broader Hartford community, the café is open weekdays 7:30-7 and Saturdays 7:30-3. UConn meal plans, dining points, and Dining Cash are accepted. As the campus expands housing in fall 2026, the hours of the cafe will need to be extended to meet student needs.

**Recreational Facilities:** The campus does not have a dedicated recreational space. The Downtown Hartford YMCA is near campus and offers unlimited access to UConn Hartford students for \$20 per month, a financial barrier for many students. Student Life and Enrollment is currently exploring whether other options can be negotiated with the YMCA. A small gym will be located in the new residence hall.

**Bookstore:** The UConn Hartford Bookstore, operated by Barnes & Noble College, is located at 18 Front Street, adjacent to the Hartford Times Building.

**Library:** UConn Hartford’s library is embedded within the Hartford Public Library’s Downtown Branch at 500 Main Street. This unique co-location model allows UConn students, faculty, and staff to share space and resources with the public while maintaining access to the full range of UConn Library services. The UConn Hartford Library @ Hartford Public Library includes dedicated areas for university study and research, on-site librarians who provide instruction and reference support, and access to UConn’s digital collections and interlibrary loan system. This embedded partnership not only extends the university’s academic resources into the city’s civic center but also fosters collaboration, community engagement, and a sense of shared purpose between UConn and the residents of Hartford.

Building on this successful partnership, the University and the Library recently launched a Co-Lab, a shared innovation and learning space designed to foster collaboration among students, faculty, library staff, and community partners. The Co-Lab will serve as a dynamic environment for experiential learning, public programming, and interdisciplinary projects that connect academic inquiry with community impact, reflecting UConn Hartford’s mission to educate, engage, and empower within the heart of the capital city.

## **Hartford: Research Landscape**

Research activity at Hartford has been centered on urban and equity-focused themes. The **Research on Resilient Cities, Racism, and Equity (RRCRE)** initiative serves as a hub of activities, networking, and support for scholarship and outreach centered on urban-related subjects, broadly defined. RRCRE facilitates discussions and actions that address mutually determined community needs, and to equip UConn Hartford students with research skills and opportunities to best serve their communities. To date, RRCRE has received over \$3 million in funding, with several future proposals in the pipeline. They have ongoing partnerships with community organizations such as iQuilt, Riverfront Recapture, Inc., and the Hartford Foundation for Public Giving; and with UConn units such as the School of Computer Science, the Department of Geography, Sustainability, Community, and Urban Studies, and the UConn Hartford Library.

The acquisition of 51,000 sq feet of newly renovated space in the PeoplesBank Arena (PBA) has expanded capacity, housing RRCRE plus research will include promoting health and wellness within the Hartford communities through the Institute for Sports Medicine, the Department of Kinesiology, and the Department of Orthopedic Surgery. Other centers and institutes, such as the Center on Aging, are exploring potential complimentary research capabilities. One note of caution – the PBA space was established with \$5 million in state bond funding which has been used for renovations and to offset the lease. After this initial commitment is expended, UConn will have to seek additional state support or absorb the full operational costs of the facility or terminate the lease.

The **Institute for Municipal and Regional Policy (IMRP)** is based at UConn Hartford. This non-partisan organization is dedicated to enriching the quality of local, state, and national public policy through applied research and community engagement.

Student success initiatives are also a key focus, with the **TEAS (Transformation, Equity, Access & Sense of Belonging)** a federal AANAPISI grant (Asian American and Native American Pacific Islander-Serving Institutions) supporting AAPI students through mentorship, expanded mental health services, and culturally relevant curriculum. This grant is scheduled to end in 2026. Hartford also launched a new Student Support Services (SSS) grant, a five-year, \$1.4M federal TRIO grant designed to assist first-generation and low-income students with transitioning, navigating, and succeeding in higher education. SSS will provide support for 140+ students annually.

In total, UConn Hartford managed \$1.4M in research expenditures in FY25

## **Hartford: Philanthropy and Development**

Fundraising in support of UConn Hartford during the campaign period to-date (starting July 1, 2019) totals \$11,355,433 in gifts and pledge commitments, including deferred gifts. Almost \$8 million of that total was raised in FY25, from individuals and corporate giving, including major commitments from businesses such as the Travelers and The Hartford Financial. UConn Hartford also benefits from the Synchrony's Equity-Focused Student Success Initiative grant, shared with Stamford and Waterbury, and the Lloyd G. Balfour Foundation support of UConn's Center for Access & Postsecondary Success (CAPS, shared with all Regional Campuses).

The campus will benefit from continued partnership with the UConn Foundation to accelerate fundraising efforts around student success initiatives. It is important to note that prior to the

campaign, the three-year average for fundraising in Hartford was approximately \$108,000. The recent \$11.35M during the campaign period is a significant achievement, however, it's important to recognize that this level of giving may not be immediately repeatable within a similar timeframe, given the current pipeline. The individual giving base in Hartford is very promising but remains in an early stage of development. Continued investment in alumni and donor engagement and stewardship of existing funds will be essential to build a more sustainable and scalable philanthropic foundation for the campus.

## **Hartford: Budget Outlook and Infrastructure**

### **Operating Budget<sup>4</sup>**

<b>Category (M)</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
<b>Total Revenues</b>	<b>\$25.18</b>	<b>\$24.69</b>	<b>\$25.44</b>	<b>\$27.72</b>
Graduate Tuition Revenue	\$2.66	\$2.03	\$1.99	\$2.28
Undergraduate Tuition Revenue	\$18.52	\$19.24	\$19.53	\$21.43
Fee Revenue	\$2.13	\$2.11	\$2.16	\$2.30
Other Revenue	\$1.87	\$1.31	\$1.76	\$1.71
<b>Total Expenses</b>	<b>\$25.61</b>	<b>\$25.74</b>	<b>\$27.09</b>	<b>\$28.60</b>
Faculty Salary & Fringe	\$6.55	\$6.57	\$7.26	\$7.62
Staff Salary & Fringe	\$5.43	\$5.55	\$5.68	\$5.90
Temporary Salary & Fringe	\$4.33	\$3.83	\$3.52	\$3.64
Financial Aid	\$6.70	\$6.95	\$7.65	\$8.28
All Other Expenses	\$2.60	\$2.83	\$2.99	\$3.15
<b>Net Operating Result</b>	<b>(\$0.4)</b>	<b>(\$1.1)</b>	<b>(\$1.7)</b>	<b>(\$0.9)</b>

The Hartford campus operates near break-even with modest year-over-year growth in both revenue and expenses. Total revenues increased from \$25.2M in FY22 to \$27.7M in FY25 (+10%), driven primarily by a 16% increase in undergraduate tuition. Graduate tuition remains below FY22 levels, and other revenues have stayed relatively flat.

Expenses rose from \$25.6M to \$28.6M (+12%) over the same period. Personnel costs including faculty, staff, and temporary positions make up nearly 60% of total expenditures. Financial aid has increased by 24% since FY22, signaling rising institutional support to maintain student enrollment.

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<sup>4</sup> **Important Note:** These numbers provide a directional view, not an exact picture. Current reporting is complex—expenses and staff can be coded to different accounts, and indirect costs (such as facilities and safety) are allocated separately. This represents the net gain(loss) prior to adding any additional central administrative costs, such as HR, Finance, etc. Improving clarity and consistency will be a priority going forward.

## Capital Expenditures to Date (FY16–FY25)

Fund Source	Total Investment (\$M)
UConn 2000 Bonds	\$137.44
State Funds	\$0.00
Operating Funds	\$8.12
Gift or Grant Funds	\$0.00
<b>Total</b>	<b>\$145.56</b>

## Current Projects and Deferred Maintenance

Since FY16, approximately \$145.6 million has been invested in the Hartford campus, driven primarily by UConn 2000 bond funding and supplemented by operating funds. Major completed investments include the downtown campus relocation, bookstore improvements, building renovations and roof repairs, and ADA and code upgrades to the former West Hartford site.

Current project funding totals approximately **\$1.43 million**, supporting infrastructure improvements, HVAC system repairs, and library and academic space renovations. Despite extensive reinvestment, the Hartford campus maintains a deferred maintenance backlog of **\$5.59 million**, primarily related to HVAC replacements, electrical upgrades, and accessibility enhancements.

Capital planning for Hartford prioritizes preserving building quality, addressing aging mechanical systems, and ensuring that facilities continue to meet academic and community engagement needs in the downtown environment.

## Priority Deferred Maintenance

Project Name	Building	Equipment / Building Component	Project Description	Estimated Cost
Concrete entrance ramp repair	HTB	Exterior Masonry	Repairs to the concrete at the main entry steps and handicap ramp.	\$150,000
Perimeter Heating Loop Construction	38 Prospect	Hot Water Piping	Re-pipe and repair the perimeter heating loop via the documents and recommendations from Project 2094 (38 Prospect Perimeter heating loop investigation and documentation.)	\$100,000
Cove Lighting replacement	HTB	Electrical	Replace Boca strip lighting replacement.	\$30,000
Building Masonry Cleaning	HTB	Exterior Masonry	Masonry / Precast cleaning, black staining	\$60,000
Isolation Valves	HTB	Plumbing	Add isolation valves for each floor of HTB	\$40,000
AHU1&3 replacement DESIGN*	38 Prospect	Air Handler Unit	38 Prospect MEP, replace AHU 1 & 3 @ 38 Prospect DESIGN only	\$ 89,000.00
AHU1&3 replacement CONSTRUCTION*	38 Prospect	Air Handler Unit	38 Prospect MEP, replace AHU 1 & 3 @ 38 Prospect CONST only. Classroom #113 utilizing AHU 1 is also included in the original design (to add stand alone cooling system)	\$1,000,000
Heating Loop for all perimeter heating	38 Prospect	Heating Loop	Investigate, identify and repair ALL piping for perimeter heating loop. Current piping	\$ 40,000.00

			leaves no control of flow to some areas and inability to control by room. Mainly affects rooms 209-214 and 308-313.	
Lighting	HTB	Lighting	BOCA strip lighting burning out campus wide. Replace all areas with different style LED lighting	\$ 25,000.00
All Lighting	HTB	Lighting	Lighting hours are estimated to be around 60,000 hours.	\$ 500,000.00
PK Pumps (hot water heater)	HTB	Hot Water Pump	Replace (2) PK Hot water heaters	\$ 10,000.00
Cold water and hot water pumps	HTB	Cold and Hot Water Pump	Replace (2) Chilled water pumps and (2) Hot water pumps	\$ 20,000.00
Barnes and Noble Hot water heater	18 Front St	Hot Water Heater	Hot water heater for barnes and noble/ Starbucks will need to be replaced.	\$ 3,500.00
Barnes and Noble Lighting	18 Front St	Lighting	All globe lights reaching EOL	\$ 30,000.00
AHU refurbishment AHU-1	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-2	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-3	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-4	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-5	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-6	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-7	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-8	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
AHU refurbishment AHU-9	HTB	Air Handler Unit	Refurbish the main air handlers opposed to replace. Refurbish cost estimated 20-30% of replacement cost.	\$ 125,000.00
Valve replacement	HTB	Valve Replacement	Program line to replace steam valves throughout 10 Prospect building.	\$ 37,500.00
<b>Total Identified DM Need</b>				<b>\$3,260,000</b>

### Full Deferred Maintenance Backlog

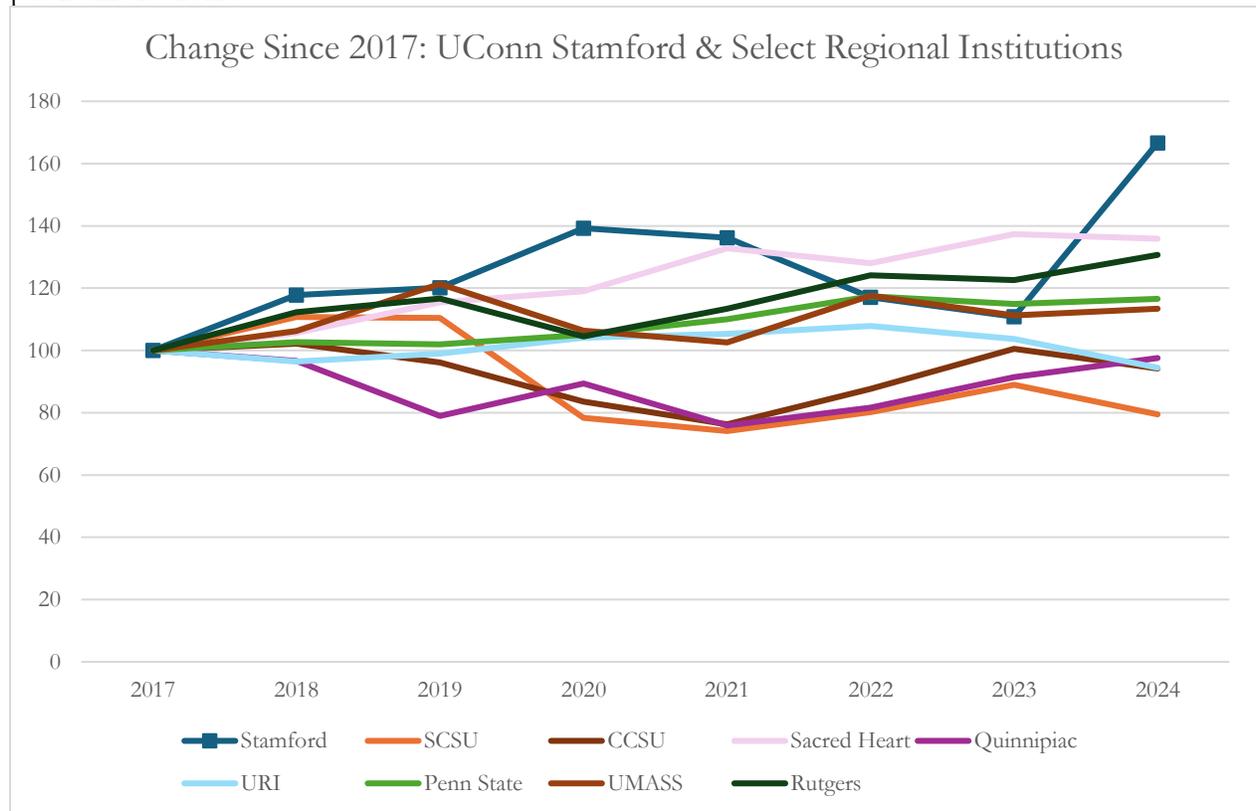
Project Type	Estimated Cost
Interiors	\$5,219,379
Modernizations	\$372,023
<b>Total Estimated Cost</b>	<b>~\$5,591,402</b>

# UConn STAMFORD

## Stamford: Undergraduate Enrollment Profile and Trends

UConn Stamford is the least exposed to demographic-driven enrollment risk among UConn regional campuses due to its metropolitan location, strong transportation access, housing availability, and large regional population base. Yield on *in-state first-choice admits* has increased from 37% in Fall 2023 to 43% in Fall 2025—making Stamford the only UConn campus to show improvement in first-choice yield during this period. Yield on *in-state second-choice admits* has remained stable while the number of admits has increased by 43%, signaling sustained and growing interest that Stamford is successfully converting into enrollment. Stamford is outcompeting peer institutions in its local market, reinforcing its emerging position as a destination campus.

Top *in-state competitors* include SCSU, Sacred Heart, CCSU, Quinnipiac, and URI. For out-of-state applicants, the most frequent competitors are Penn State, SUNY Albany, UMass Amherst, Rutgers, and SUNY Stony Brook, placing Stamford in direct competition with larger, nationally recognized public institutions.



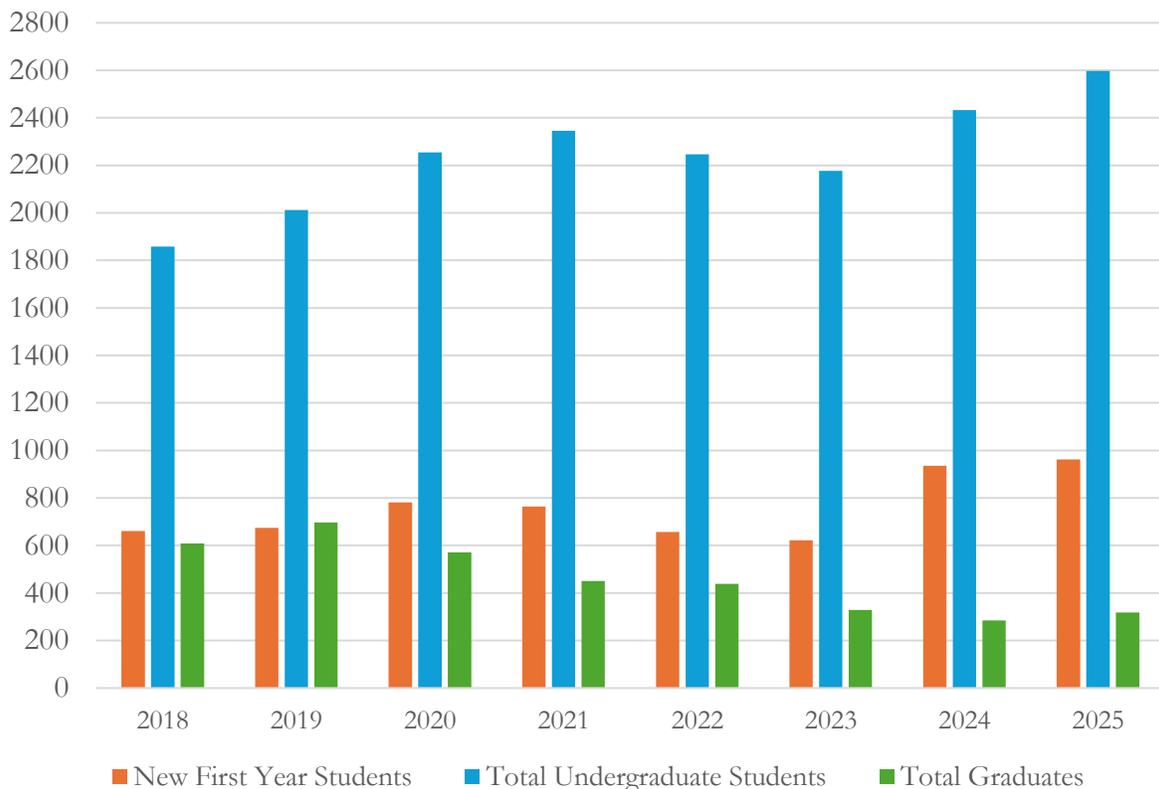
These factors have fueled rapid enrollment growth. First-year enrollment increased by 55% from Fall 2023 to Fall 2025, reaching 962 incoming students, while total undergraduate enrollment rose to 2,598 in Fall 2025. First-choice applications increased by nearly 70% over the same period (from 1,411 to 2,389), reflecting rising demand for a Stamford-based UConn education. Unlike the other regional campuses that draw almost exclusively from Connecticut residents, Stamford has significant capacity for out-of-state and international student growth. With UConn systemwide undergraduate enrollment at 35–36% out-of-state and 8–10% international, Stamford is well positioned

to approach these benchmarks, through targeted recruitment and its proximity to New York City’s global talent and employer networks.

The campus’s demographic profile further strengthens its growth trajectory. Approximately 77% of Stamford students identify as students of color, 40% identify as Hispanic/Latino, and 56% are first-generation college students—reflecting UConn’s mission of access, inclusion, and social mobility. More than 1,200 students graduate annually from Stamford-area high schools, with roughly 75% pursuing college and 15% enrolling at UConn, supporting a robust regional pipeline. In addition, city zoning allows for long-term campus expansion, providing a clear path for sustained growth aligned with UConn’s long-term enrollment and economic development goals.

Growth has also been driven by academic program expansion and increased residential capacity. High-demand programs in business, data analytics, digital media, and growing engineering pathways have been among the strongest enrollment drivers. The introduction of new housing has shifted Stamford toward a more residential student experience, helping to attract non-local and out-of-state students. Programs with the largest recent enrollment increases include Financial Management, Computer Science & Engineering, Mechanical Engineering, and Biological Sciences.

### Enrollment Outlook (Degree-Seeking Only)



**First-Year Degree-Seeking Stamford Enrollees by Residency Mix**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
<b>Connecticut</b>	583	594	691	672	569	508	680	729	25%
<b>International</b>	28	35	51	50	60	73	187	190	198%
<b>Out-of-State</b>	50	45	39	42	28	41	68	43	-14%
<b>Total</b>	661	674	781	764	657	622	935	962	45%

**First-Year Degree Seeking Stamford Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018-2025 (PP)
<b>First Gen</b>	57.1%	53.0%	55.7%	48.6%	55.3%	53.2%	55.8%	57.2%	0.1 pp
<b>Pell-Eligible</b>	55.8%	44.2%	50.7%	45.8%	52.1%	49.0%	55.2%	59.6%	3.8 pp
<b>URM</b>	47.3%	45.1%	55.2%	46.2%	55.7%	51.9%	59.0%	62.6%	15.3 pp

**Total Undergraduate Degree-Seeking Stamford Enrollees by Residency Mix**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
<b>Connecticut</b>	1,677	1,818	2,045	2,106	2,020	1,911	2,016	2,135	27.3%
<b>International</b>	124	126	125	132	113	123	155	147	18.5%
<b>Out-of-State</b>	57	68	85	105	113	143	261	316	454.4%
<b>Total</b>	1,858	2,012	2,255	2,343	2,246	2,177	2,432	2,598	39.8%

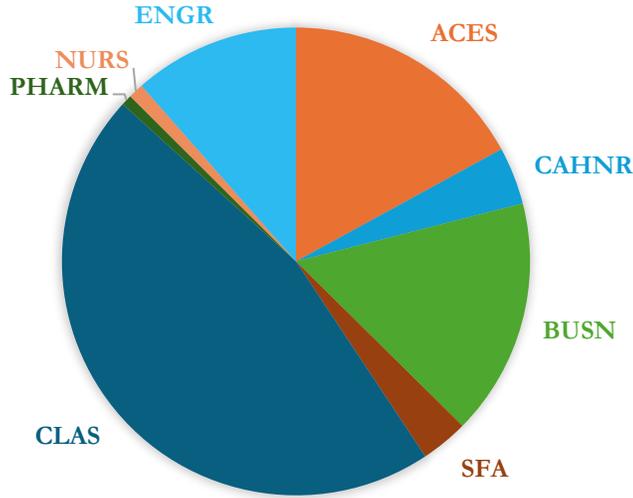
**Total Undergraduate Degree Stamford Seeking Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018-2025 (PP)
<b>First Gen</b>	42.9%	47.5%	47.8%	50.0%	54.5%	53.8%	54.9%	56.2%	13.3 pp
<b>Pell-Eligible</b>	47.1%	43.8%	44.7%	46.6%	48.4%	48.5%	52.8%	55.3%	8.2 pp
<b>URM</b>	44.1%	45.6%	50.3%	48.2%	51.7%	52.2%	55.1%	59.0%	14.9 pp

**Fall 2025 Undergraduate Program Enrollment Summary – Stamford**

Duplicated headcount including full-time and part-time bachelor’s degree, double major, and minors.

**Undergraduate Majors By School/College**



**Fall 2025 Detailed Undergraduate Enrollment by School/College and Plan Description:**

Plan Description	Bachelor's	Double Major	Minor	Grand Total
<b>ACES</b>	<b>693</b>			<b>693</b>
Exploratory	622			622
Pre-Bachelor of Social Work	12			12
Pre-Individualized	1			1
Pre-Sport Management	34			34
Pre-Teaching	24			24
<b>Agriculture, Health &amp; Natural Resources</b>	<b>99</b>			<b>99</b>
Agri, Hlth, Natrl Resources	1			1
Allied Health Sciences	51			51
Animal Science	20			20
Applied and Resource Economics	1			1
Econ of Sus Develpmnt and Mgmt	1			1
Env and Nat Resource Econ	1			1
Environmental Sciences	5			5
Environmental Studies	2			2
Landscape Architecture	9			9
Natural Resources	1			1

Nutritional Sciences	3			3
Pathobiology	4			4
<b>Business</b>	<b>386</b>		<b>35</b>	<b>421</b>
Accounting	3		11	14
Business Data Analytics*	47			47
Business Fundamentals			12	12
Digital Marketing and Analytic			7	7
Finance	5			5
Financial Management*	181			181
Financial Technology	4			4
Health Care Mgmt & Ins Studies			1	1
Management	1		3	4
Marketing	3			3
Marketing Management*	79			79
Personal Brand Entrepreneurship			1	1
Real Estate & Urban Economic	1			1
Stamford-Business-Undecided	62			62
<b>Business/Engineering</b>			<b>2</b>	<b>2</b>
Analytics			2	2
<b>Engineering</b>	<b>253</b>		<b>13</b>	<b>266</b>
Biomedical Engineering	9			9
Chemical Engineering	2			2
Civil Engineering	21			21
Computer Engineering	14			14
Computer Science*	125		12	137
Computer Science & Engineering	30			30
Data Science and Engineering	1			1
Electrical Engineering	14			14
Engineering Physics	6			6
Environmental Engineering	2		1	3
Mechanical Engineering	26			26
MGMT & ENGR for Manufacturing	1			1
Multidisciplinary Engineering	1			1
Robotics Engineering	1			1
<b>Fine Arts</b>	<b>79</b>		<b>1</b>	<b>80</b>
Art History			1	1
Digital Media Design*	79			79
<b>Interdisciplinary</b>			<b>3</b>	<b>3</b>
Writing			3	3
<b>Liberal Arts &amp; Sciences</b>	<b>1,055</b>	<b>19</b>	<b>123</b>	<b>1,197</b>
American Sign Language Studies	1			1
Anthropology	6			6
Applied Mathematical Sciences	3			3

Astrophysics			1	1
Biological Sciences	108			108
Chemistry	11		2	13
Chinese	1			1
Cognitive Science	6			6
Communication*	107		12	119
Crime and Justice			3	3
Earth Sciences (BS) 2nd major		1		1
Ecology & Evolutionary Biology	5		2	7
Economics*	170	1	5	176
English*	37	1	2	40
Environmental Sciences	5			5
Environmental Studies	3			3
European Studies			1	1
General Studies*	12			12
History*	27	1	5	33
Human Dev & Family Sciences*	56	2	21	79
Human Rights	3			3
Journalism	7			7
Judaic Studies			1	1
Latino and Latin Amer Studies	1			1
Linguistics/Philosophy	2			2
Linguistics/Psychology	7			7
Literary Translation			1	1
Marine Sciences	2			2
Mathematics	4		8	12
Mathematics/Actuarial Science	3			3
Mathematics/Statistics	1			1
Mathematics-Actuarial-Finance	5			5
Mathematics-Physics	2			2
Molecular and Cell Biology	15			15
Neuroscience			3	3
Philosophy	3		4	7
Physics	6			6
Physiology & Neurobiology	24		1	25
Political Science	99	3	7	109
Pre-Applied Data Analysis	3			3
Psychological Sciences*	279	5	9	293
Public Policy			4	4
Religion			1	1
Sociology*	22	5	21	48
Spanish			1	1
Speech, Language & Hearing Sci	4			4

Statistics	3		2	5
Urban and Community Studies	1			1
Women's Gender & Sexuality St	1		6	7
<b>Nursing</b>	<b>23</b>			<b>23</b>
Nursing (CEIN)*	23			23
<b>Pharmacy</b>	<b>15</b>			<b>15</b>
Pharmacy Studies, Pre-Prof	15			15
<b>Grand Total</b>	<b>2,603</b>		<b>19</b>	<b>177</b>

\*Program can be completed at Stamford

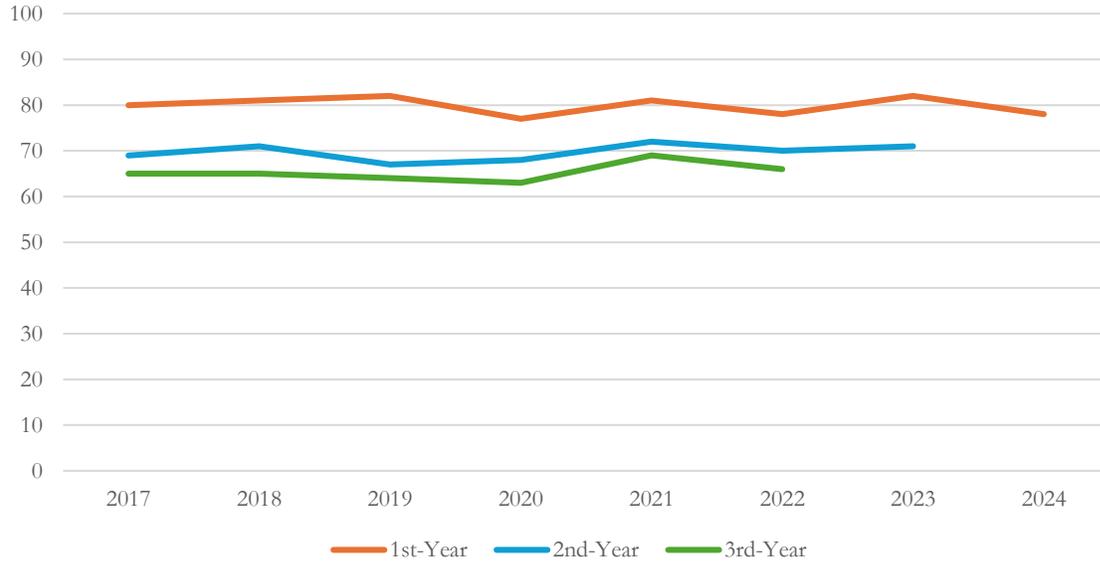
### Stamford: Graduate Enrollment Profile

Plan Description	Graduate Certificate	Master's	SYD/Post Master's	Grand Total
<b>Business</b>	<b>2</b>	<b>245</b>		<b>247</b>
ABC Digital Marketing Strategy	1			1
ABC in Project Management	1			1
Business Administration MBA		140		140
Busn Analytics and Proj Man MS		48		48
Fin and Entrprise Risk Mgmt MS		50		50
Financial Technology MS		7		7
<b>Education</b>		<b>30</b>	<b>4</b>	<b>34</b>
Curriculum and Instruction MA		16		16
Educational Administration			4	4
Educational Psychology MA		14		14
<b>Liberal Arts &amp; Sciences</b>		<b>19</b>		<b>19</b>
Public Administration MPA		14		14
Quantitative Economics (MS)		5		5
<b>Social Work</b>		<b>18</b>		<b>18</b>
Social Work MSW		18		18
<b>Grand Total</b>	<b>2</b>	<b>312</b>	<b>4</b>	<b>318</b>

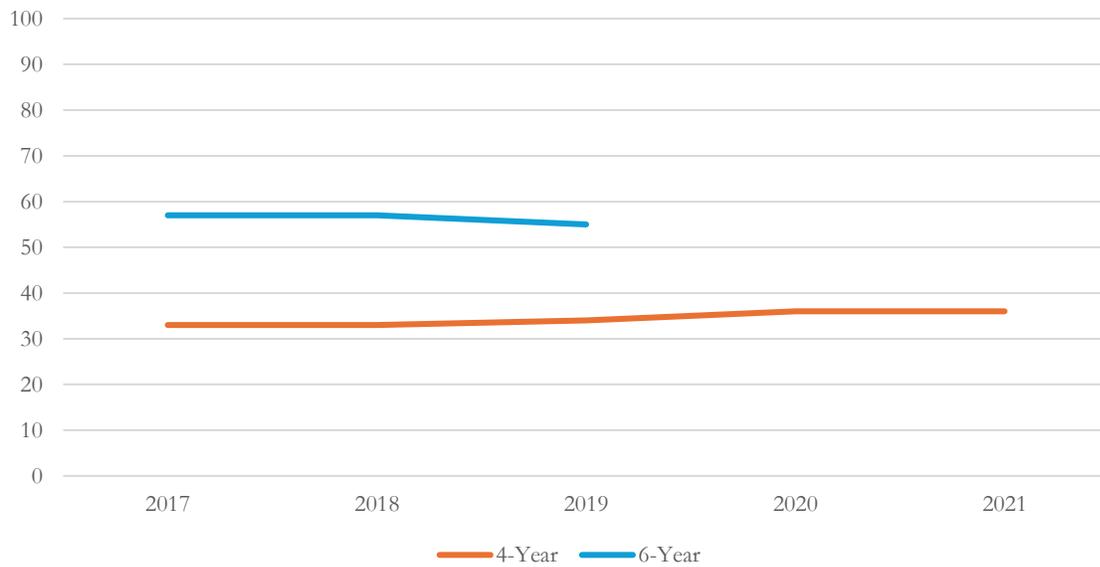
## Stamford: Retention & Graduation Outcomes

Retention and graduation rates reflect full-time, first-time, first-year students only and include continued enrollment or graduation at UConn, regardless of campus, school/college, or major.

### Undergraduate Retention Rates



### Undergraduate Graduation Rates



1 <sup>st</sup> Year Class	1 <sup>st</sup> Year Retention	2 <sup>nd</sup> Year Retention	3 <sup>rd</sup> Year Retention	Graduated in 4 Years	Graduated in 6 Years
2024	78%				
2023	82%	71%			
2022	78%	70%	66%		
2021	81%	72%	69%	36%	
2020	77%	68%	63%	36%	
2019	82%	67%	64%	34%	55%
2018	81%	71%	65%	33%	57%
2017	80%	69%	65%	33%	57%

### **Stamford: Academic Portfolio and Capacity**

<b>Undergraduate Programs</b>
Business Data Analytics
Communication
Computer Science
Digital Media & Design
Economics
English
Financial Management
General Studies
History
Human Development & Family Sciences
Marketing Management
Political Science
Psychological Sciences
Sociology
<b>Graduate Programs (Degrees &amp; Certificates)</b>
Accounting
Business Administration (MBA)
Certificate of Entry in Nursing (CEIN)
Business Analytics & Project Management
Financial & Enterprise Risk Management
Financial Technology
Human Resource Management
Public Administration
Quantitative Economics
Social Work (MSW)
Teacher Certificate

## **Current offerings**

Undergraduate: Over the past decade, UConn Stamford has added 7 new undergraduate majors across the School of Business (BS in Business Data Analytics, Marketing Management, Financial Management, and Financial Technology), School of Fine Arts (BA/BFA in Digital Media and Design), and the College of Liberal Arts and Sciences (BA in Communication, BA in Sociology), bringing the total to 14 undergraduate degrees that can be completed at the campus. For students entering this fall, the most popular major was Financial Management, followed by Computer Science, Psychological Sciences, and Economics.

Post-baccalaureate and graduate: New programs added in the past decade include the accelerated Nursing degree (Certificate Entry into Nursing—CEIN), the Teacher Certification Program for College Graduates (MA in Curriculum and Instruction, or Educational Psychology), M.S. degrees in Business Analytics and Project Management, Financial and Enterprise Risk Management, Quantitative Economics, and Financial Technology. Most recently, both the School of Public Policy and School of Social Work have expanded to the campus, offering the Master of Public Administration and Master of Social Work degrees, respectively.

## **Future offerings**

- A **new interdisciplinary Nutrition, Exercise, and Sport major** has been proposed by UConn Stamford in partnership with the College of Agriculture, Health, and Natural Resources to meet growing workforce demand for health and wellness professionals. The program will combine coursework in nutritional science and kinesiology, offering students rigorous scientific training and practical, lab-based experiences that prepare them for careers in fitness, health education, and community wellness.
- Other academic programs in various stages of discussion and development include Media Industries, Public Relations, and Computer Science with AI Focus.

**Limited capacity to expand.** UConn Stamford's campus footprint totals approximately 163,000<sup>1</sup> assignable square feet (ASF), excluding residential halls. Stamford includes 46 classrooms totaling 41,460 ASF with seating for 1,907 students, equating to **0.7 classroom seats per student**, and 13 teaching labs totaling 12,712 ASF with capacity for 302 students.

Space is limited across instructional areas and student services due to enrollment growth and the addition of on-campus housing. Student spaces total 34,293 ASF, including study, library, dining, and recreation areas. Office space accounts for 38,567 ASF, and an additional 4,053 ASF is currently not in service pending the renovation of the former research lab to a new simulation lab.

## **Stamford: Student Success and Support Initiatives**

UConn Stamford offers a range of programs and initiatives designed to enhance student learning, engagement, and success both inside and outside the classroom. Highlights include:

- 83% participation rate in First-Year Experience.

- 2 successfully implemented learning communities; one launched Fall 2023 with an average GPA of 3.0 for first-year Stamford students compared to 2.7 for Stamford non-learning community students.
- Opening of *The Space for Honors & Enrichment and Queer Collaboration* in spring 2025
- In 2024, 19 students from the Stamford campus participated in undergraduate research projects. By 2025, that number had risen to 42, representing a 121% increase in student participation. In 2024, thirty-two students from the campus participated in micro internships. By 2025, that number had grown to forty-four, reflecting a 37.5% increase in student participation.
- Over 4,000 total visits from 1,236 unique students (45.8% of undergraduate population) at the Center for Academic Success and Engagement, which opened in spring 2025.
- Piloting a Learning Assistant program in STEM courses where students have historically underperformed. In Fall 2025, 4 courses were piloted with Learning Assistants, increasing to 5 courses in Spring 2026.
- Over 3,000 students attended a career program or presentation during the 2024-25 academic year, including over 800 students who dropped in for Career Coaching, and over 900 students who attended the Stamford Career Fairs.
- 38 active student organizations (RSOs) operated in the 2024-25 academic year and collectively hosted 131 events with 3,506 total attendees (1,312 unique attendees).

**Undergraduate advising** at UConn Stamford serves approximately 2,700 students through a combination of professional advising centers and faculty advisors. National best practices suggest advising caseloads at regional campuses should average around 200 students per professional advisor. While the average Stamford caseload hovers around that standard, the loads vary greatly between advisors (ranging from 170 to 600). Stamford’s professional advisors manage all students on Academic Notice and run all first-year orientations, responsibilities distributed to others in Storrs, adding additional responsibilities to their workload which is not reflected below. The Stamford Campus is piloting a program to supplement advising through social work interns (who earn credit instead of a stipend) assigned to work with students on academic notice to provide additional support services.

Type	# of FTE	Total Caseload	Average per advisor
Stamford Advising Center*	3.5	884	253
School of Business	2.5	387	155
CLAS	1	712	712
College of Engineering	1	227	227
CAPS	1	127	127
Honors	0.5**	108	108
Faculty advising	52	886	17

\* The Stamford Advising Center provides primary academic advising for ACES exploring students, CAHNR students, and BGS students. While faculty and honors advisors maintain their own designated advising loads, the Advising Center frequently serves as a secondary resource for general education and common curriculum inquiries. Additionally, Stamford Advising oversees the academic dismissal process and offers targeted support to students on academic notice.

\*\* The Honors & Enrichment Program Coordinator is a full-time position, however, as a Program Coordinator, responsibilities within this position are only partially dedicated toward advising.

**High impact practices** under consideration for investment include:

- Launch the campus's first **Living & Learning Community**, ~\$35,000/year for faculty advisor stipend, student workers, and programming.
- Implement **Success Coaching**, a targeted student support program designed to advance persistence, graduation, and post-graduation preparation utilizing analytics, student supplemental advising, and resource coordination to achieve measurable student success outcomes, ~\$155,000/year (2 Coaches – salary & fringe; operating costs).
- Build an **Academic Recovery Program** that integrates advising, peer mentoring, curricular engagement, and co-curricular programming to help students return to good academic standing, persist in their enrollment, and make progress towards timely graduation, ~\$120,000 (1 Academic Recovery Advocate salary & fringe, costs for peer mentors, training, programming, and operations).
- Create opportunities for **global experiential learning, undergraduate research or service learning** during the critical second year at Stamford through the “sophoMORE” program, pairing students with Stamford organizations serving as campus partners, ~ \$1,000 per micro internship.
- Expand peer leader programs to focus on linking **experiential learning with leadership opportunities**, ~\$2,500 per student at 10 per semester = \$25,000.
- Implement **Affinity Group/Cultural Center Programming** to promote students' sense of belonging, which will contribute to new student recruitment and enrolled students' persistence and graduation, ~\$50,000/year (student staffing, programming, training costs).
- Expand **Work+ UConn program** to increase on-campus student employment while providing students the ability to develop professional and transferable skills, empower them to take ownership of their work opportunities, and prepare them for post-graduation success, which promotes retention and persistence to graduation, ~\$50,000/year.

## **Stamford: Student Success and Support Infrastructure Details**

### **Academic Enrichment and Curricular Engagement**

- **First Year Experience (FYE):** The enrollment in First-Year Experience (FYE) at UConn Stamford has continued to grow steadily, helping students build study skills and connections on campus. The FYE program is coordinated by Academic Affairs and approximately 45 faculty and staff participate each year in leading courses to support student transitions. In Fall 2021, the campus had 328 students enrolled, and by Fall 2025, enrollment had risen to 795 students, with 83% of first-year students participating in the program. FYE students

are immediately connected with key student support services, including Career Engagement, Academic Support, and SHaW. Instructors collaborate closely with Academic Affairs to identify and report any student concerns early on; those students are then contacted for intervention and support through advising and, when appropriate, referred to additional campus offices. Students also have the option to take specialized First-Year courses, focused on topic areas, including the Stamford Art Experience and the Stamford Music Experience, where students are embedded within the art and music communities in the City of Stamford.

- **Learning Communities:** Themed cohorts and first-year seminars that promote belonging and academic success. The campus currently hosts two learning communities. With over 75 students enrolled in AY 2025-2026, the Business Learning Community features regular guest speakers and includes second-year student mentors. Stamford students may also join *La Comunidad Intelectual*, a learning community for those interested in exploring and celebrating Latine culture. Now in its third year, this community includes 30–40 students each year who participate as a cohort. Students have access to two full-time faculty members and engage in a range of activities, including trips and visits from guest speakers. The First-Year Cohort of 2024–2025 students had an average GPA of 3.0, compared with the Stamford First-Year average GPA of 2.7.
- **Honors and Enrichment Programs:** UConn Stamford is home to *The Space for Honors & Enrichment and Queer Collaboration*, a dedicated environment designed to foster both academic and personal growth. Opened in Spring 2025 through collaboration among Honors & Enrichment Programs, UConn Stamford, and the CLAS DEI Grant Initiative, The Space provides students with opportunities to learn about Honors and Enrichment offerings while engaging in an LGBTQIA+ affirming community. Recognizing the importance of inclusive and welcoming environments, The Space serves as a hub where students can explore their identities, connect with peers, and find empowerment through community. This space and honors and enrichment programming are supported by a full-time Associate Director of Honors Programs at the Regional Campuses and Director of Regional Campus Enrichment Programs who oversees honors and enrichment at all of the regional campuses, two Honors Guides for Peer Success, and two Student Administrative Specialists (collectively contributing 28 hours/week) who offer honors advising, connections to research opportunities, and scholarship coaching.
- **Center for Access & Postsecondary Success (CAPS):** Targeted transition, academic support, and engagement efforts for first-generation and limited-income students are provided by CAPS. For students admitted to the CAPS Summer Bridge Program, they get a head-start of their UConn journey through enrolling in general education coursework and learning how to navigate campus support resources. CAPS achieved a 94% first-year retention rate for their first-generation/Pell-eligible student population, compared to 78% for the campus.
- **Resilience, Inclusion, Success, & Engagement (RISE):** Funded under the Synchrony Equity-Focused Student Success Initiative, RISE provides supplemental advising, programming, and academic support for students traditionally underrepresented in higher education at Stamford. Providing co-curricular and collaborative programming and scholarship support to enhance participation in high-impact experiences, RISE promotes

student success for both their cohort-based participants and the general Stamford campus community. RISE students achieved an 86% first year retention rate for students engaged in cohort programming.

- **Undergraduate Research and Micro-Internships:** On-campus opportunities are available for students to gain research experience and professional skills. The campus sponsors an annual Frontiers in Undergraduate Research to showcase student scholarship, creativity, and innovation across all disciplines. In 2024, 13 students participated, growing to 19 students in 2025. Students are also encouraged to participate in micro-internships. In the 2024-2025 Academic Year, 44 students participated in micro-internship opportunities. These internships are designed to address the challenge faced by students who must balance regular part-time employment with the need for career-related internship experience. Through this program, students are provided with funded opportunities to participate in short-term, focused internships complemented by wraparound professional development sessions. These sessions emphasize the cultivation of soft skills and help students learn how to translate their internship experiences into strong resume content.
- **Global Opportunities:** Experiential Global Learning (EGL) works closely with the campus to expand access to international and global engagement opportunities for students. EGL representatives participate in First-Year Experience (FYE) courses and regularly visit the campus to host information sessions, workshops, and promotional events. Through these efforts, students are encouraged to explore study abroad and global learning programs and are provided with guidance on obtaining passports and applying for subsidized funding to make these experiences more accessible.

### **Student Life, Wellness, and Career Readiness**

- **Student Activities:** Student Activities is committed to providing excellent programs and services that promote student self-governance, respect for diversity, civic responsibility and life-long learning. The Stamford campus has a very active Student Government Association (SGA) and engaged student body. During the 2024-2025 AY, SGA hosted a total of 30 events with 2,270 students in attendance (888 unique attendees). Our registered student organizations (RSO's) reached 38 active groups who collectively hosted 131 events with 3,506 total attendees (1,312 unique attendees). Aside from SGA and RSO events, Student Activities hosts large scale campus events for the Stamford campus. For 2024-2025, 27 events were hosted with 2,046 total attendees (1,162 unique attendees). Aside from the events/programming aspect of Student Activities, this office offers leadership development opportunities through their certificate series. Students may register to participate in a 9-week series and receive a certificate of completion. During the 2024-2025 AY, there were a total of 30 participants.
- **Career Readiness and Life Skills Center:** Career coaching, internships, and workshops to support professional development. Students on the Stamford campus have access to over 5,000 internship opportunities within the region. During Academic Year 2024-2025, over 3,000 students attended a career program or presentation. Over 800 students dropped in for Career Coaching, and over 900 students attended the Stamford Career Fairs. The Career Team coordinates throughout the academic year with faculty and other partner areas to invite alumni and outside groups to events during the year.

- **Student Health and Wellness (SHaW):** SHaW has an integrated model of care, including health and mental health services at our regional campuses. This model emphasizes prevention, early intervention, and connection to community-based care. Services include individual mental health assessments, brief treatment, “Let’s Talk” drop-in hours, wellness education, and clinical case management to coordinate referrals to community providers. The Stamford campus is supported by a dedicated on-site health team that manages both physical and mental health services. Current staffing includes one full-time Nurse Navigator, one part-time Nurse Navigator (position newly posted with a search underway), two Mental Health Clinicians (one with an anticipated start date of 11/14), and one full-time Medical Office Coordinator. This model enables SHaW to deliver care, consultation, and case management to students while maintaining coordination with regional and Storrs-based leadership. Benchmarking from the American College Health Association indicates that campuses serving more than 2,000 students typically require between 2.0 and 2.5 registered nurse (RN) FTEs under a Nurse Navigator model to maintain a basic-level of service. The current staffing level at Stamford aligns closely with this model but would require additional investment to expand toward a more comprehensive clinic structure capable of supporting higher-acuity care.
- **Office of Student Care and Concern:** The Director of Student Services and Assistant Director of Student Services work in collaboration with the Office of Student Care and Concern to support students of concern at the Stamford campus. Professional staff serve as non-clinical case managers and connect with students of concern (varying levels of need) with the goal of connecting students to support services on or off campus. Student Services at UConn Stamford are led by a Director who reports to the Campus Dean, and an Assistant Director reporting to the Director.
- **Wellness and Meditation Room / Game Room:** Dedicated spaces supporting relaxation, inclusion, and social connection. The Game Room offers a social space for students to relax between classes with billiard tables, video games, and board games. A very popular spot for students to connect with one another and this is proven by the 2024-2025 check-in numbers of 8198.

### Accessibility, Access, and Basic Needs

- **Center for Students with Disabilities (CSD):** The CSD engages in an interactive process with each student and reviews requests for accommodation on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, they may be eligible for reasonable and appropriate accommodations. On the UConn Stamford Campus, there is one Disability Service Professional (DSP) who has a caseload currently of 402 (Fall 2025) and a total of 428 for the 2024-2025 AY. In addition to meeting the needs of the caseload, the regional DSPs also attend university functions/meetings, support faculty, and coordinate with departments on campus as needed. The regional DSP is also responsible for supporting the implementation of exam accommodations — this includes scheduling, coordinating, and proctoring exams in the CSD testing center on campus, as well as training and supervising graduate employees. Storrs DSPs are solely responsible for managing their caseload and rely on other teams (i.e., the accommodation team) to oversee exam accommodations, etc. It is important to note that

Stamford is above the AHEAD national average of DSP to student ratio, which varies depending on institutional size and type.

- **ConnCAP:** A state-funded college preparation and advising program serving local high school students.
- **Veterans Affairs and Military Programs (VAMP):** Students have access to the OASIS lounge on the first floor. This space serves as the primary social area for our veteran population looking for a space on campus to relax in-between classes. A dedicated staff member to assist with transition and benefits support for student veterans. Serves 53 veteran and military-connected students at UConn Stamford.
- **Husky Harvest and Students First Fund:** Food pantry and emergency aid programs addressing food and financial insecurity. The Student First Fund allows the university community to request help for students who have experienced unforeseen misfortunes. This fund is to provide students with limited emergency assistance during their time of need.
- **Clothing Closet:** Access to professional and seasonal clothing, supporting career readiness and basic needs.
- **Specialized Spaces:** Inclusive and discipline-specific learning hubs such as *The Space* (LGBTQIA+ community), *South Beach* (Engineering and Computer Science), and the *Business Connections Lounge* (School of Business). Students can visit the lounge of La Comunidad Intelectual (LCI), a space committed to celebrating and engaging students interested in exploring Latine culture. The newly formed *Commuter Experience Lounge* is centered to serve the needs of the commuter experience, providing a space where they can store their lunch, heat up food, and meet other students. CT Rides regularly visits the space to make sure students are signing up for their commuter passes, and guest speakers visit to offer advice, and have access to resources for commuter students.
- **Co-op Program:** Starting Fall 2026, students will be able to embed a semester of working as a full-time employee within their curriculum to gain professional skills and experience in their future careers.

## Academic Support

- **Center for Academic Success and Engagement (CASE):** A one-stop hub offering tutoring to strengthen foundational skills, mentoring, and academic workshops. The Center houses the Q Center, focused on supporting quantitative needs and the W Center, offering writing support. Since the official launch of the Center for Academic Success and Engagement on April 1, 2025, the Center has recorded over 4,000 total visits. During this period, 1,236 unique students have checked in, representing 45.8% of the undergraduate population. This indicates that nearly half of all undergraduate students have engaged with the Center to meet with a peer counselor, consult with staff, participate in workshops, attend tutoring sessions, or utilize the academic lounge for independent study. Of the students visiting the Tutoring Center, 84.2% have received support in STEM or Quantitative (Q) courses, while 15.8% have engaged in Writing (W) support since April 2025. Additionally, 982 students have participated in workshops offered through CASE, representing 36% of

the undergraduate student body.

- **Learning Assistants:** UConn Stamford is currently piloting a Learning Assistant program in a selection of STEM courses where students have historically underperformed. In these classes, undergraduate students who have successfully completed the course are embedded within the classroom. Instructors adapt the course structure to ensure Learning Assistants play an active role in facilitating learning, reinforcing key concepts, and modeling the skills and strategies that contribute to success as a STEM student.
- **Peer Leaders:** The Peer Leader Mentoring Program pairs experienced students with first-year students to provide individualized support. Mentors are available at the Center for Academic Success and Engagement for drop-in appointments or more regular engagement. Mentors assist students in developing effective time and attention management strategies and in modeling professional outreach to faculty. The program also emphasizes addressing challenges related to the transition to college-level academics and, when appropriate, mentors refer students to additional campus resources for further support.
- **Early Academic Intervention:** As part of the Stamford Campus' early academic intervention strategy, First-Year Experience (FYE) instructors proactively communicate with Academic Affairs to report student concerns identified early in the semester. In accordance with institutional policy, instructors of all 1000- and 2000-level courses are required to submit midterm grades, providing an important checkpoint to assess student progress. Students demonstrating low or at-risk midterm performance are initially contacted by the Advising Office to connect them with appropriate campus resources. Subsequently, the Center for Academic Success and Engagement (CASE) conducts targeted outreach to offer personalized academic support, tutoring, and skill-building opportunities. In Fall 2025, approximately 1,400 students received proactive outreach and offers of assistance through this coordinated intervention process. This collaborative approach strengthens early identification of academic challenges, promotes timely support, and contributes to improved student persistence and overall success.

## **Stamford: Student Life, Housing, and Campus Experience**

**Housing.** UConn Stamford is increasingly becoming a residential campus. Close to 800 students currently live in apartments as part of university housing at 8 locations in Stamford. UConn recently purchased 1201 Washington Blvd and beginning Fall 2026 will house between 320 and 350 students in apartments equipped with full kitchens and laundry.

- 900 Washington (Stamford campus) 419 beds
- Lillian (Stamford campus) 37 beds
- Prospect (Stamford campus) 73 beds
- 1201 BLVD (Stamford campus) 294 beds

**Dining.** The Stamford campus residence halls are apartment style and have full kitchens. In addition, we offer an optional meal plan called the Stamford Local Eatery, which allows students to eat at various local vendors in downtown Stamford. Sliders Café offers an on-campus dining option.

**Recreation.** Dedicated recreational resources are essential for the Stamford Campus. Until 2024, the campus had an agreement with the YMCA that allowed all students to use its facilities by showing their UConn id cards. Most popular were the spaces for intramural sports—soccer, basketball, and volleyball. With the YMCA closing two years ago, a replacement option has yet to be identified.

**Bookstore.** Barnes & Noble offers a full-service bookstore on campus.

**Library.** The Jeremy Richard Library at UConn Stamford is dedicated to serving the research needs of the students and faculty. The library houses a dedicated study area, the Thomson-Reuters Corporation e-Classroom, and computer workstations that are networked to the main campus and provide access to thousands of e-books, full-text reference sources, and journal articles.

### **Stamford: Research Landscape**

UConn Stamford is geographically positioned for growth in AI research, particularly advanced AI applications for Fintech, Insurtech, Advanced Manufacturing, Defense, and other key sectors of Connecticut's economy. Stamford is a growing high-tech hub that is home to the largest concentration of financial services and technology companies in Connecticut, as well as a high density of Fortune 500 companies. The future success of these companies will be driven by their tech-related R&D needs, particularly their ability to successfully leverage advances in AI. UConn Stamford, with academic strengths in Business, Computer Science, and human-centered design, is ideally situated to meet the AI-related R&D needs of these companies. As the University's AI-related research capacity grows, UConn Stamford stands to be an intellectual catalyst for growth for the region and the State.

The growth of AI-related research and workforce development at UConn Stamford is also deeply synergistic with UConn's recent investments in Quantum. The two technologies strengthen each other: advances in AI accelerate the development of new Quantum technologies and applications; advances in quantum computing open new possibilities for artificial intelligence. In addition, many of the same industries that stand to benefit from advances in AI will also benefit from future advances in quantum computing.

UConn Stamford's research strengths also extend to the field of Human Development. The Family Resilience and Mindfulness Empowerment (FRAME) Lab is located at UConn Stamford and seeks to leverage knowledge on the continuity and change in the development of human and family resiliency to design, evaluate, and implement mindfulness-informed family-based interventions to empower families and prevent mental disorders.

### **Stamford: Philanthropy and Development**

Fundraising in support of UConn Stamford during the campaign period to-date (starting July 1, 2019) totals \$2,603,930 in gifts and pledge commitments, including deferred gifts. Major awards include Synchrony's Equity-Focused Student Success Initiative grant, shared with Hartford and Waterbury, and The 460 Foundation's support of CASE. Other awards include Dominion Energy's support for the LCI Learning Community, the Hispanic Association of Colleges & Universities (HACU) support for implementing the CAPS Summer Bridge Program for first-generation/low-

income students, and the Lloyd G. Balfour Foundation support of UConn’s Center for Access & Postsecondary Success (CAPS, shared with all Regional Campuses).

The campus will benefit from continued partnership with the UConn Foundation to accelerate fundraising efforts around student success initiatives. It is important to note that prior to the campaign, the three-year average for fundraising in Stamford was approximately \$133,000. The recent \$2.6M during the campaign period is a significant achievement, however, this level of giving may not be immediately repeatable within a similar timeframe, given the current pipeline. The individual giving base in Stamford is very promising but remains in an early stage of development. Continued investment in alumni and donor engagement and stewardship of existing funds will be essential to build a more sustainable and scalable philanthropic foundation for the campus.

## **Stamford: Budget Outlook and Infrastructure**

### **Operating Budget<sup>5</sup>**

<b>Category</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
<b>Total Revenues</b>	<b>\$39.26</b>	<b>\$40.45</b>	<b>\$42.84</b>	<b>\$53.96</b>
Graduate Tuition Revenue	\$0.00	\$0.11	\$0.17	\$0.35
Undergraduate Tuition Revenue	\$33.42	\$33.90	\$35.79	\$43.67
Fee Revenue	\$1.24	\$1.50	\$1.67	\$2.01
Other Revenue	\$4.61	\$4.94	\$5.22	\$7.93
<b>Total Expenses</b>	<b>\$35.60</b>	<b>\$38.76</b>	<b>\$41.32</b>	<b>\$48.96</b>
Faculty Salary & Fringe	\$8.08	\$9.55	\$10.07	\$10.49
Staff Salary & Fringe	\$5.72	\$5.99	\$6.82	\$6.72
Temporary Salary & Fringe	\$3.61	\$3.87	\$3.57	\$4.14
Financial Aid	\$11.49	\$12.09	\$13.53	\$16.15
All Other Expenses	\$6.70	\$7.26	\$7.33	\$11.47
<b>Net Operating Result</b>	<b>\$3.7</b>	<b>\$1.7</b>	<b>\$1.52</b>	<b>\$5.0</b>

The Stamford campus has experienced steady revenue growth over the past four fiscal years, driven almost entirely by undergraduate tuition. Total revenues increased from \$39.3M in FY22 to \$54.0M in FY25, while total expenses rose from \$35.6M to \$49.0M over the same period.

Financial aid now represents one-third of total expenses and has grown by roughly \$5M since FY22, indicating that maintaining enrollment levels requires increased institutional aid. This trend directly affects the net revenue the campus contributes back to the university.

Personnel costs including faculty, staff, and adjuncts, make up more than 40% of total expenditures, with modest growth corresponding to increased instructional and student service needs. Operational and facility costs have also risen, reflecting both inflation and greater campus activity.

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<sup>5</sup> **Important Note:** These numbers provide a directional view, not an exact picture. Current reporting is complex—expenses and staff can be coded to different accounts, and indirect costs (such as facilities and safety) are allocated separately. This represents the net gain(loss) prior to adding any additional central administrative costs, such as HR, Finance, etc. Improving clarity and consistency will be a priority going forward.

Other revenues include sales and services, gifts/donations, and housing agreements. Other expenses include housing, utilities, purchased services, equipment, supplies, transportation, etc. Overall, while Stamford demonstrates strong demand and a solid tuition base, its improved financial position depends on maintaining enrollment momentum and controlling aid and operating costs to ensure long-term stability.

**Capital Expenditures to Date (FY16-FY25)**

Fund Source	Total Investment (\$M)
UCONN 2000 Bonds	\$37.04
State Funds	\$0.90
Operating Funds	\$1.05
Gift Or Grant Funds	\$0.66
<b>Total</b>	<b>\$39.65</b>

**Current Projects and Deferred Maintenance**

Since FY16, approximately \$39.6 million has been invested in the Stamford campus, primarily through UCONN 2000 bonds, with additional support from state, operating, and gift funds. These investments have enabled significant upgrades, including code improvements for the Stamford Downtown relocation, demolition of the former garage and creation of a surface lot, and academic and building renovations that support current program needs.

Current project funding totals approximately **\$5 million**, directed toward building and roof repairs and HVAC installations.

Despite recent capital activity, Stamford continues to face a deferred maintenance backlog of **\$46.9 million**, largely related to aging building systems, HVAC and roof replacements, and accessibility compliance upgrades.

Capital planning at Stamford focuses on preserving existing infrastructure, addressing deferred maintenance, and targeting future investment toward facilities that directly support enrollment growth.

**Priority Deferred Maintenance**

Project Name	Building	Equipment / Building Component	Project Description	Estimated Cost
Stamford Chiller Replacements	Stamford Main Building	Chiller	Stamford Chiller Replacements of two tecochillers	N/A
Stamford - Replace 6 glass panels on Broad St.	Stamford Main Building	Glass	Stamford - Replace 6 glass panels on Broad St. to prevent envelope compromise	\$100,000.00
Stamford - Washington Blvd. parking lot, paint lines.	Parking Lot	Parking Lines	Stamford - Washington Blvd. parking lot, paint lines. ADA requirements	N/A

Stamford lighting control system	Stamford Main Building	Lighting Control System	Replace lighting control system	\$100,000.00
Stamford - VAV replacement/ecoStructure	Stamford Main Building	Variable Air Volume Equipment	Stamford - HVAC Building Issues - VAVs, VFDs, BMS, Actuators for Radiation and Building Balancing (TAB)	\$80,000.00
Stamford replace cooling tower backwash	Stamford Main Building	Cooling Tower	Replace existing backwash control.	\$20,000.00
Stamford temp chiller pipe install	Stamford Main Building	Temporary Chiller Pipe	Install for temporary chiller	\$135,000.00
Stamford shut off valves to isolate drains	Stamford Main Building	Shutoff Valves	Install for drain isolation	\$60,000.00
Stamford restroom partition replacement	Stamford Main Building	Partition	Bathroom partition replacements	\$30,000.00
Paint classrooms	Stamford Main Building	Paint	Large classrooms need to be painted	\$20,000.00
Change bathroom manual flush valves to electronic	Stamford Main Building	Flush Valve	Handled flush valve being replaced due to students using their feet to flush toilets/urinals	\$45,000.00
Carpet Replacement	Stamford Main Building	Carpet	Many of the carpeted areas are 10+ years old	\$100,000.00
Pump Replacement	Stamford Main Building		Many of the Pumps for systems are 20 years old	\$100,000.00
Power Wash of Main Building	Stamford Main Building	N/A	Building has not been power washed since 2010	\$30,000.00
Stamford AC split unit at IT Room 251	Stamford Main Building	AC Unit	If unit fails all internet in county will fail	\$50,000.00
Refurbish all return and smoke fans	Stamford Main Building	Return and Smoke Fans	End of life expectancy	\$250,000.00
Add electrical outlet at concourse and food pantry	Stamford Main Building	Electrical Outlet	Pantry keeps over loading	\$10,000.00
Library Offices need return air	Stamford Main Building	Air Returns	Wall is all the way up, no return	\$20,000.00
Roof Leaks	Main Campus	Roof Leaks	Repair roof leaks in library and light spline near multi-purpose room	\$150,000.00
Concourse Glass Panel Replacements	Main Campus	Condensation	7 Glass Panels in Concourse need to be replaced	\$160,000.00
Gas Chiller Replacement	Main Campus	Gas Chiller	Existing gas Chiller and electric needs to be replaced with electric	\$3,000,000.00
Stamford Main Bldg Roof Replacement CONSTRUCT	Stamford Main Building	Roof	Stamford - Replace roof replacement - CONSTRUCT	\$1,000,000.00
Stamford Main Bldg Roof Replacement DESIGN	Stamford Main Building	Roof	Stamford - Replace roof replacement - DESIGN	\$57,054.28

Bray Valve Replacement	Main Campus	Valves for Chillers	Existing pneumatic valves are too old we need to replace with electronic valve	\$95,000.00
Provide Fresh Air to Rooms 3113 & 3114	Main Campus	AHU-20	This unit is located above ceiling in DATA room # 3113 serves data room and computer lab 3114. first unit is cooling only with no heat. .	\$60,000.00
<b>Total Estimated Identified DM Need</b>				<b>~\$5,127,054</b>

**Full Deferred Maintenance Backlog**

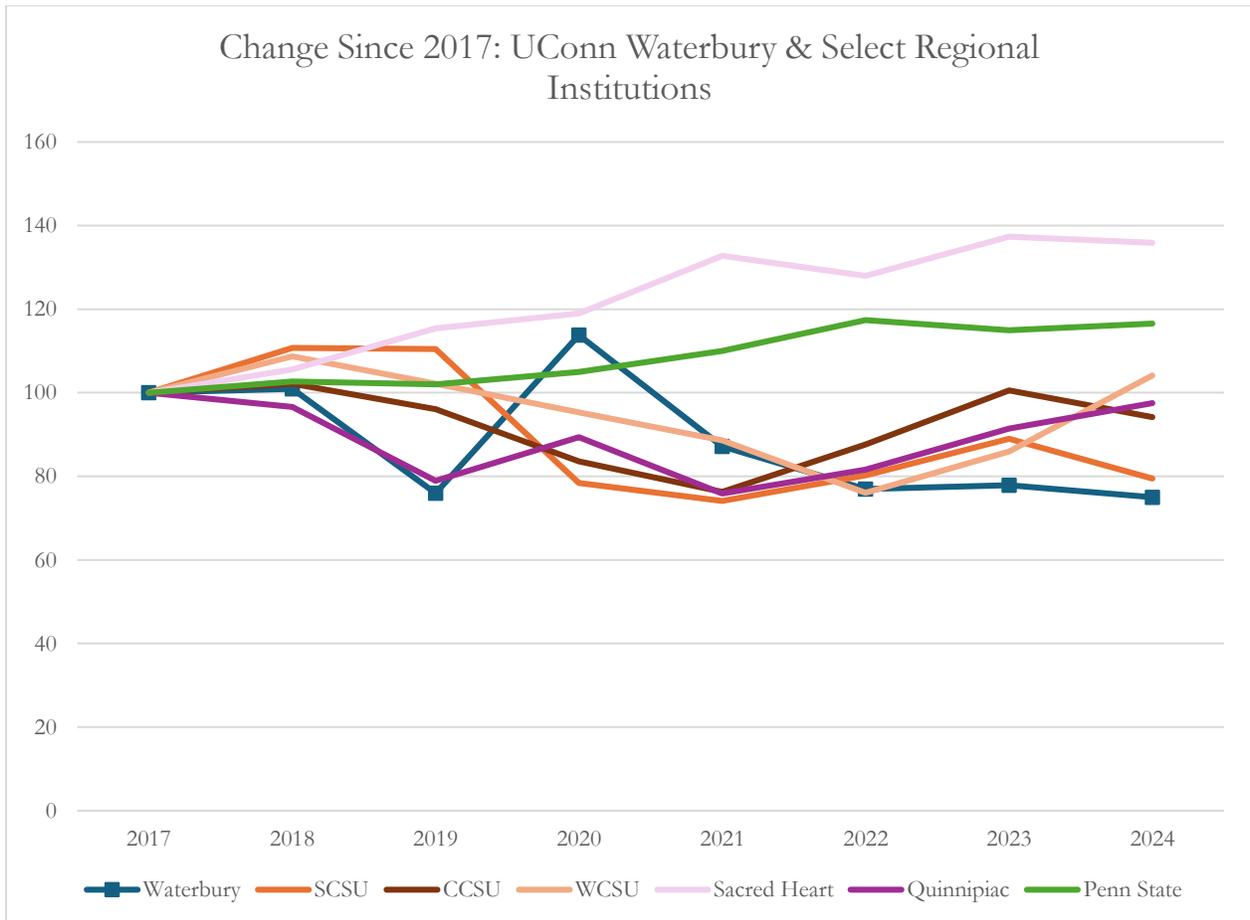
<b>Project Type</b>	<b>Estimated Cost</b>
Building Exteriors	\$12,004,795.32
HVAC	\$28,760,045.52
Interiors	\$6,158,271.96
<b>Total Estimated Cost</b>	<b>~\$ 46,923,112.80</b>

# UConn WATERBURY

## Waterbury: Undergraduate Enrollment Profile and Trends

UConn Waterbury is significantly exposed to demographic-driven enrollment risk. Yield on *in-state first choice admits* has decreased from 31% in Fall 2023 to 25% in Fall 2025, even as that admit pool grew ~21%, resulting in flat first choice enrollees; Second choice yield has held steady. An increasing number of students choose to enroll at competing institutions who offer a comprehensive on-campus experience. Additionally, they are discounting more aggressively as the market becomes tighter.

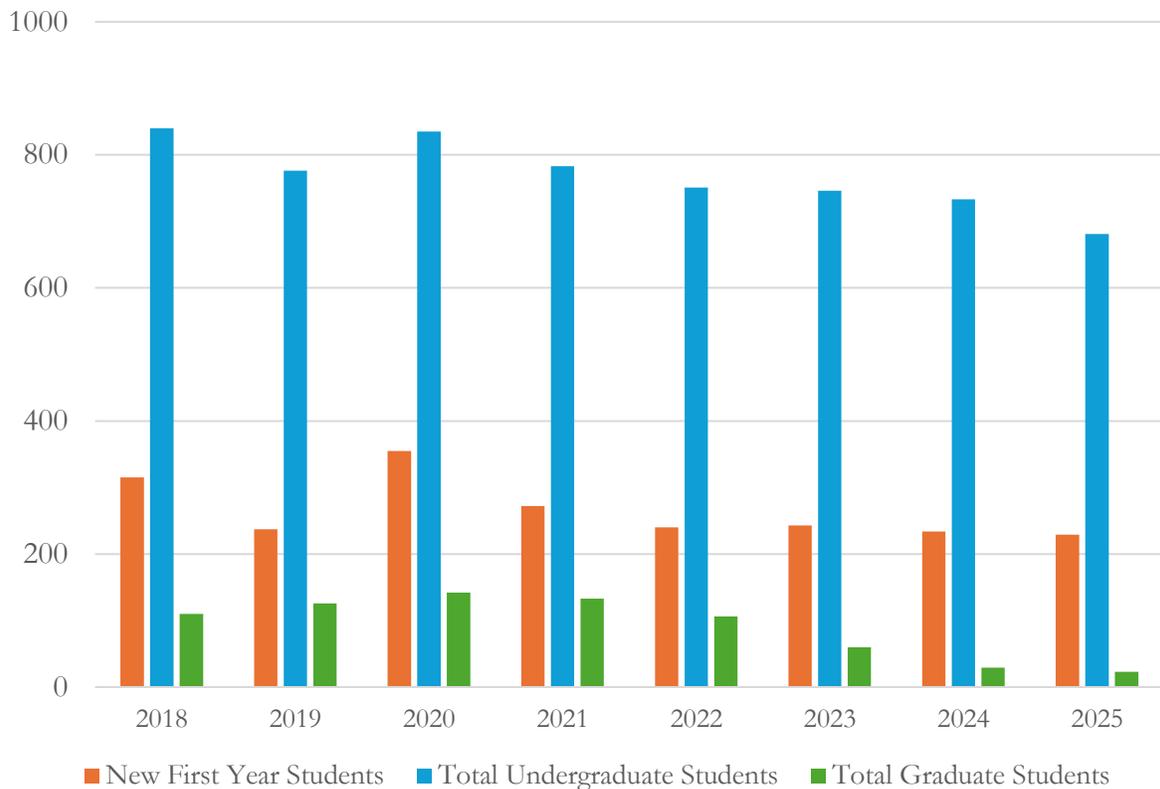
Primary *in-state competitors* are Southern CSU (SCSU), Quinnipiac, CCSU, WCSU, and ECSU; *out-of-state/private competitors* frequently include Sacred Heart, SUNY Albany, Marist, Penn State, and URI. Nearby private competitors such as **Post University** offer flexible online delivery and free dual enrollment to local high schools. It has recently acquired American Sentinel University (a nursing and healthcare management-focused institution) and become part of a global non-profit university network based in Chile, expanding its online reach and international resources. The **Waterbury Promise** partnership has expanded beyond UConn and Eastern CSU (ECSU; 2022) to include Post University (2023) and Western CSU (WCSU; 2024) offering students more choices.



Full- and part-time undergraduate headcount peaked at 851 (2017) vs. 691 in Fall 2025 (~20% decline; ~7% from Fall 2024 to Fall 2025). The overall pattern indicates a slow erosion of the campus student base. An example of internal factors that may be contributing to this trend include the elimination of the Center for Continuing Studies and subsequent drop in the BGS program (60 students in Fall 2014 to 7 in Fall 2025).

UConn Waterbury is a commuter-centric campus serving primarily first generation, racially diverse, and lower income students in central and western Connecticut: 64% students of color, 58% first gen, 56% Pell eligible (~90% with aid), ~95% commuters, 2% international, and 53% in STEM majors.

### Enrollment Outlook (Degree-Seeking Only)



### First-Year Degree-Seeking Waterbury Enrollees by Residency Mix

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
<b>Connecticut</b>	309	235	348	267	232	239	228	219	-29.1%
<b>International</b>	1	0	0	0	0	1	4	2	100%
<b>Out-of-State</b>	5	2	7	5	8	3	2	8	60%
<b>Total</b>	<b>315</b>	<b>237</b>	<b>355</b>	<b>272</b>	<b>240</b>	<b>243</b>	<b>234</b>	<b>229</b>	<b>-27.3%</b>

**First-Year Degree Seeking Waterbury Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018-2025 (PP)
<b>First Gen</b>	56.5%	51.5%	55.2%	58.8%	51.7%	59.3%	58.1%	64.2%	7.7 pp
<b>Pell-Eligible</b>	50.8%	48.9%	49.6%	50.0%	52.5%	55.1%	57.7%	61.1%	10.3 pp
<b>URM</b>	39.0%	33.8%	37.7%	39.0%	38.3%	42.4%	47.4%	59.4%	20.4 pp

**Total Undergraduate Degree-Seeking Waterbury Enrollees by Residency Mix**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	% Change 2018-2025
<b>Connecticut</b>	826	766	824	764	734	726	712	661	
<b>International</b>	12	8	10	16	17	18	15	14	
<b>Out-of-State</b>	2	2	1	3	0	2	6	6	
<b>Total</b>	840	776	835	783	751	746	733	681	

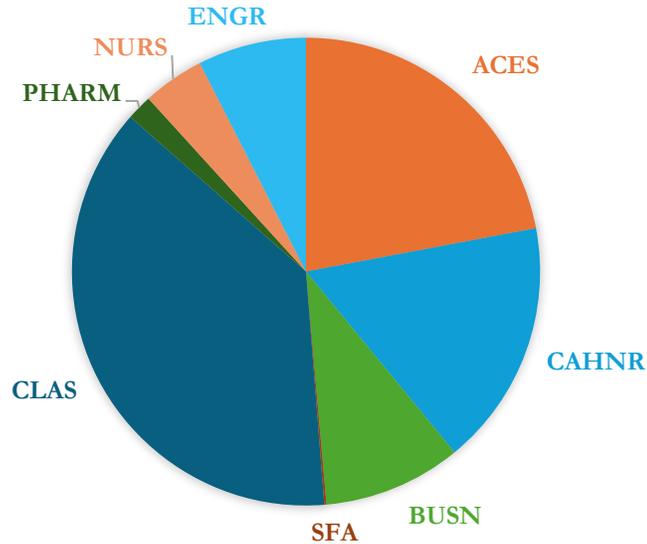
**Total Undergraduate Degree Waterbury Seeking Enrollees by Demographics**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Change 2018-2025 (PP)
<b>First Gen</b>	49.2%	50.5%	50.1%	54.9%	55.5%	59.7%	58.8%	57.7%	8.5 pp
<b>Pell-Eligible</b>	44.6%	43.3%	43.7%	46.9%	47.8%	49.6%	52.3%	55.5%	10.9 pp
<b>URM</b>	35.4%	33.4%	36.6%	39.8%	40.3%	43.3%	44.6%	51.2%	15.8 pp

Fall 2025 Undergraduate Program Enrollment Summary – Waterbury

Duplicated headcount including full-time and part-time bachelor’s degree, double major, and minors.

Undergraduate Majors/Minors By School/College



Fall 2025 Detailed Undergraduate Enrollment by School/College and Plan Description:

Plan Description	Bachelor's	Double Major	Minor	Grand Total
<b>ACES</b>	<b>150</b>			<b>150</b>
Exploratory	135			135
Pre-Bachelor of Social Work	3			3
Pre-Individualized	2			2
Pre-Sport Management	3			3
Pre-Teaching	7			7
<b>Agriculture, Health &amp; Natural Resources</b>	<b>116</b>			<b>116</b>
Allied Health Sciences*	97			97
Animal Science	9			9
Econ of Sus Development and Mgmt	2			2
Landscape Architecture	3			3
Nutritional Sciences	3			3
Pathobiology	1			1
Plant Science	1			1
<b>Business</b>	<b>65</b>		<b>4</b>	<b>69</b>
Accounting	2			2
Business Administration*	42			42
Business Data Analytics*	12			12

Business Fundamentals			1	1
Finance	2			2
Health Care Mgmt & Ins Studies			1	1
Management	1		2	3
Marketing Management	1			1
Waterbury-Business-Undecided	5			5
<b>Engineering</b>	<b>51</b>			<b>51</b>
Biomedical Engineering	1			1
Chemical Engineering	4			4
Civil Engineering	7			7
Computer Engineering	3			3
Computer Science	9			9
Computer Science & Engineering	6			6
Data Science and Engineering	1			1
Electrical Engineering	6			6
Mechanical Engineering	9			9
MGMT & ENGR for Manufacturing	2			2
Robotics Engineering	3			3
<b>Fine Arts</b>	<b>1</b>		<b>2</b>	<b>3</b>
Digital Media Design	1			1
Digital Public History			1	1
Studio Art			1	1
<b>Liberal Arts &amp; Sciences</b>	<b>257</b>	<b>3</b>	<b>37</b>	<b>297</b>
American Studies	1		1	2
Anthropology	3		1	4
Astrophysics			1	1
Biological Sciences	51		1	52
Chemistry	5		1	6
Cognitive Science	2			2
Communication	11			11
Crime and Justice			3	3
Economics	10			10
English*	12	1	3	16
Environmental Studies	1			1
French and Francophone Studies	1			1
General Studies*	7			7
Geography			1	1
Gerontology			3	3
History	4		1	5
Human Dev & Family Sciences*	26		9	35
Human Rights	4			4
Journalism	2			2

Latino and Latin Amer Studies	1			1
Linguistics/Psychology	1			1
Marine Sciences	1			1
Mathematics/Actuarial Science	3			3
Mathematics-Actuarial-Finance	2			2
Mathematics-Physics	2			2
Molecular and Cell Biology	11		1	12
Philosophy	2			2
Physics	3			3
Physiology & Neurobiology	4			4
Political Science	12	1	1	14
Pre-Applied Data Analysis	1			1
Psychological Sciences	64	1	5	70
Public Policy			1	1
Religion			1	1
Sociology	2		2	4
Structural Biology/Biophysics	1			1
Urban and Community Studies*	6		1	7
Women's Gender & Sexuality Std	1			1
<b>Nursing</b>	<b>29</b>			<b>29</b>
Nursing (CEIN)*	29			29
<b>Pharmacy</b>	<b>12</b>			<b>12</b>
Pharmacy Studies, Pre-Prof	12			12
<b>Grand Total</b>	<b>681</b>	<b>3</b>	<b>43</b>	<b>727</b>

\*Program can be completed at Waterbury

### **Waterbury: Graduate Enrollment Profile and Trends**

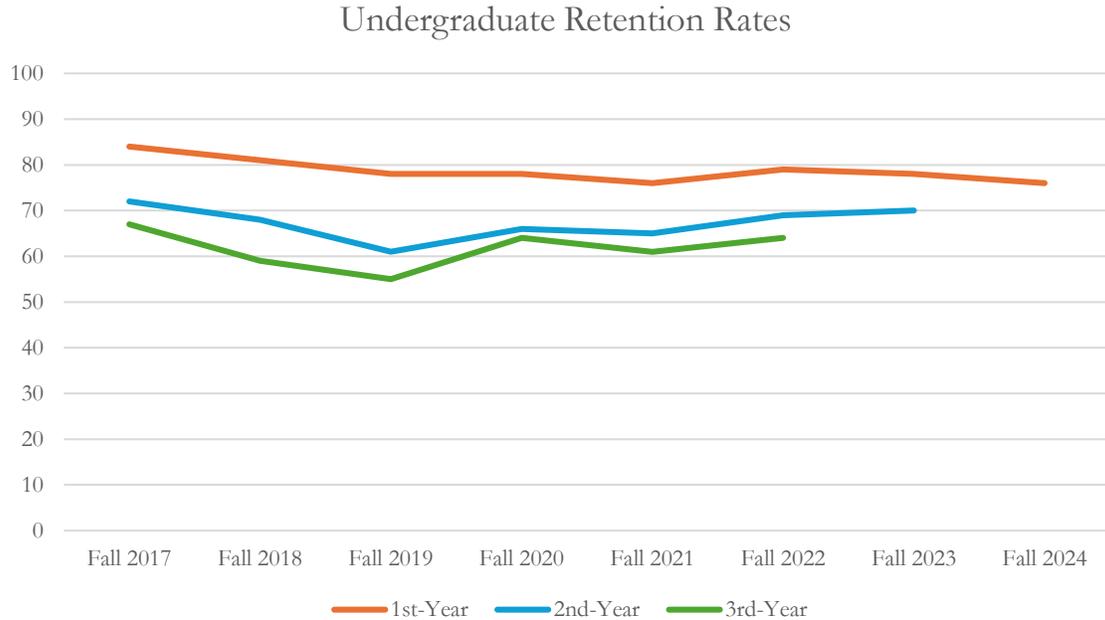
UConn Waterbury hosts two graduate programs, an MA in the Teacher Certification Program for College Graduates (TCPCG) and MBA, which stopped enrollment in 2024. Reflecting the discontinuation in MBA enrollment, between Fall 2019 and Fall 2025, it dropped sharply from 108 pre-pandemic to 11 in Fall 2025 (-89.8%), aligning with the School of Business's shift to in-person delivery in Hartford and Stamford plus online. The TCPCG cohort at Waterbury has remained generally stable (11 to 12).

<b>Plan Description</b>	<b>Total</b>
<b>Business</b>	<b>11</b>
Business Administration MBA	11
<b>Education</b>	<b>12</b>
Curriculum and Instruction MA	7
Educational Psychology MA	5
<b>Grand Total</b>	<b>23</b>

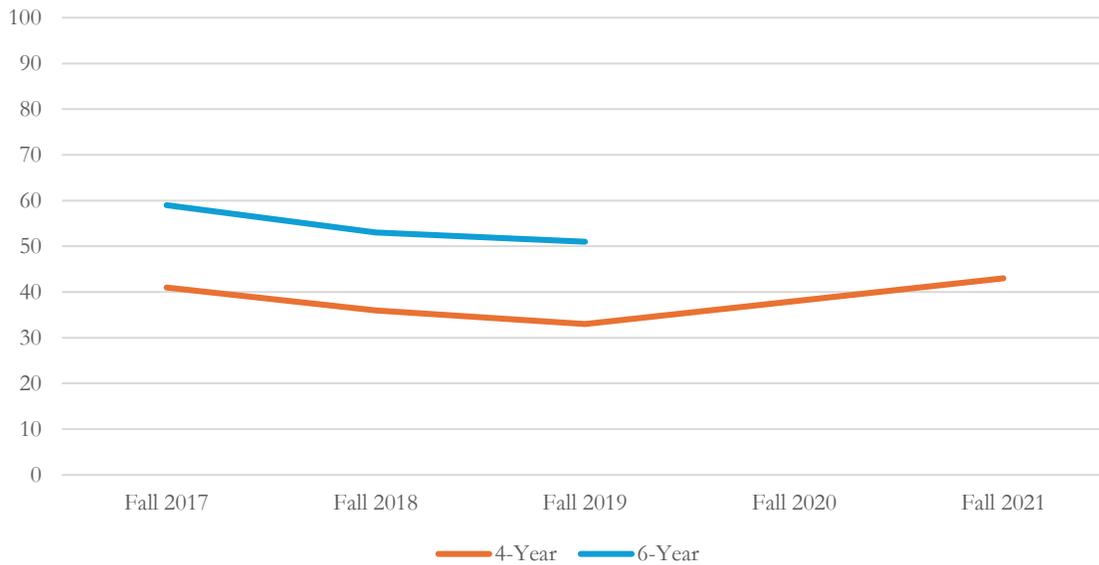
## Waterbury: Retention and Graduation Outcomes

**One-year retention** has slipped from approximately 88% to about 76% (Fall 2014 to Fall 2024 cohort). Among cohorts with mature outcomes, **six-year graduation rates** declined from about 65% to 51% (2014-2020 to 2019-2025 cohort). Student-success initiatives (AAC, RISE, LCs, SHaW) launched primarily in 2023-25, and hence more time is required for meaningful shifts. The SEM Plan imperative is to **move more students to the finish line**. That will require scaling **high impact practices** (LCs, CUREs, paid Work+ experiences), enhancing **student support infrastructure** (especially for STEM and URGs), and building a sense of belonging and shortening the path to completion.

Retention and graduation rates reflect full-time, first-time, first-year students only and include continued enrollment or graduation at UConn, regardless of campus, school/college, or major.



## Undergraduate Graduation Rates



1 <sup>st</sup> Year Class	1 <sup>st</sup> Year Retention	2 <sup>nd</sup> Year Retention	3 <sup>rd</sup> Year Retention	Graduation in 4 Years	Graduated in 6 Years
Fall 2024	76%				
Fall 2023	78%	70%			
Fall 2022	79%	69%	64%		
Fall 2021	76%	65%	61%	43%	
Fall 2020	78%	66%	64%	38%	
Fall 2019	78%	61%	55%	33%	51%
Fall 2018	81%	68%	59%	36%	53%
Fall 2017	84%	72%	67%	41%	59%

### **Waterbury: Academic Portfolio and Capacity**

<b>Undergraduate Programs</b>
Allied Health Sciences
American Studies
Business Administration
Business Data Analytics
English
General Studies
Human Development and Family Sciences
Psychological Sciences
Urban and Community Studies

<b>Graduate Programs (Degrees &amp; Certificates)</b>
Certificate of Entry in Nursing (CEIN)
Teacher Certificate

**Current Offerings.** UConn Waterbury offers 9 undergraduate degree programs that can be completed entirely on campus, including Allied Health Sciences (AHS), Business Administration, Business Data Analytics, English, General Studies (BGS), Human Development and Family Sciences (HDFS), Psychological Sciences, and Urban and Community Studies (UCS). American Studies is also offered but no students have been enrolled over the past several years. AHS is the largest major and has increased from 11 the year before it started (Fall 2019) to 97 (Fall 2025). Last year, an AHS-to-Nursing pathway pilot started, allowing AHS majors to complete their undergraduate degree in 3.5 years and then, if qualified, enter into UConn’s Accelerated Second Degree Nursing program (CEIN/BS) at UConn Waterbury, which essentially shortens the time to degrees from the previous 5.5 years to 4.5 years. This program shows growth potential, with 1 student enrolled in Year 1 and 11enrolled in Year 2. Beginning in Fall 2026, thanks to a generous philanthropic gift, students will be able to complete the first two years of UConn’s Nursing program and then campus change to Storrs to complete the four-year degree. Cohorts of 25 will be accepted into this program.

At the post-bac and graduate level, on-campus options include the 11-month CEIN (leading in BSN) and the 10-month TCPCG through the Neag School of Education, which leads to a Master of Arts degree and Connecticut teacher certification in English, mathematics, science, special education, world languages, agricultural education, and social studies education.

**Potential Future Offerings.** As UConn Waterbury develops its health-focused identity and UConn Health at Waterbury Hospital determines its workforce needs, we will continually evaluate the mix of academic programming in response to student demand and market trends. There are no immediate plans to add new majors to UConn Waterbury; on the watch list for future investment at the undergraduate level include Healthcare Management (because of the demand in the workforce and leveraging existing courses), Public Health Fast Track (because of student interest and the demand in the workforce), and Economics (as a major that supports the demand for careers in business and serves as an alternative option for regional students in a business major who face challenges campus changing to Storrs). While the campus currently offers many of the foundational courses required in these plans of study, additional instructional support would be necessary to offer a full major.

**Classroom Capacity.** UConn Waterbury’s campus footprint totals approximately 84,000<sup>1</sup> assignable square feet (ASF), excluding the parking garage. Waterbury includes 21 classrooms totaling 20,344 ASF with seating for 1,126 students, equating to 1.5 classroom seats per student (indicating that there is room to grow enrollment), and 13 teaching labs totaling 11,541 ASF. Student spaces total 14,890 ASF, including study, library, and dining areas. Office space accounts for 20,377 ASF, and 466 ASF is currently not in service.

## Waterbury: Student Success and Support Initiatives

UConn Waterbury provides a range of High Impact Practices that foster academic success, engagement, and community connection for its diverse student body. Much of this work such as the **Academic Achievement Center (AAC)** (AAC; Fall 2023-), **Learning Communities (LCs)** (LCs; Fall 2024-), **Testing Center** (Fall 2025-), **Honors Program** (Fall 2026-) have been achieved through internal reallocations and fundraising amid a ~20% budget reduction, increasing workload strain on existing staff and faculty and contributing to **over 10% recent turnover among highly capable staff**. Because of the recency in the establishment of these programs, the positive impact of these and other recent programs are yet to be seen.

### **Highlights of Select Programs (AY 2024–25 unless noted)**

#### Academic Success & Learning Support

- **Academic Achievement Center (AAC)/Learning Lab includes content coaching and supplemental instruction** – Since **Fall 2023**, recorded **2,100+ visits** by **425** unique students (89% first-year; 58% first-gen).
- **First-Year Experience (FYE)** – 72% participation among first-year students.
- **Honors Program** – **15** students currently; full admission pathway anticipated in **2026**.
- **Learning Communities (LCs)** – Launched **Fall 2024**, **2** communities with **29** students engaged.
- **Testing Center** – Launched **Fall 2025**, used by **15** students in first term; independent of CSD testing.

#### Career, Wellness & Student Life Supports

- **Center for Career Readiness & Life Skills (CCRLS)** – **1,084** students attended **94** programs; **447** used online recruiting tools; **64%** of first-gen students engaged; **38** participated in paid micro-internships this summer.
- **Student Health & Wellness (SHaW)** – Launched **Fall 2024**; provides mental-health, wellness and nurse-navigator services; serves ~**15%** of the Waterbury student body annually.
- **Husky Harvest Pantry** – Launched **Spring 2023**; about **100** unique guests/month (~350 household members); >\$120K in combined grants/donations; fresh-produce hydroponics and refrigerated lockers added.
- **One-Stop Student Services Suite** – Since **Fall 2024**; Located on the 2nd Floor main building; co-locates advising, RISE/CAPS/UB, financial aid, CCRLS, Honors, and LC support.

#### Community Engagement & Experiential Learning

- **Waterbury Housing Clinic (Urban & Community Studies)** – Launched **Fall 2024**; first cohort of **7** students produced redevelopment proposals, **2** completed paid internships; Fall 2025 cohort (**7** students) working on grant proposals.
- **Ideas + Impact (I+I) Studio** – Started **Fall 2024**; team-based social impact entrepreneurship program where teams deliver projects such as the “Room to Breathe” wellness space, YMCA access pilot, “Walkbury” and “Career Closet”, and small entrepreneurship pop-ups. Now **25** students participating annually.
- **OLLI at UConn Waterbury (Osher Lifelong Learning Institute)** – Since 2007; **500+** members; 2025 Fulton Park OLLI Garden produced **7,500+** lbs of fresh produce donated and collaborated with HDFS students for intergenerational learning.

### Campus Life & Place-Making

- **WISHfest (Waterbury Innovation, Sustainability & Health Festival)** – Annual event launched **Spring 2023**; now in its 4th year; city–campus festival that brings K-12 students, families, and community partners around innovation and health; **1300+** participants annually.

### Undergraduate advising at UConn Waterbury

Advising serves approximately 450 students through a combination of professional advising centers and faculty advisors. National best practices suggest advising caseloads at regional campuses should average around 200 students per professional advisor. While the average UConn Waterbury caseload hovers around/below that standard, the loads vary greatly between advisors (ranging from 1 to 125).

Type	# of FTE	Total Caseload	Average per advisor
Waterbury Advising Center*	2	278	139
Honors**		18	
Business	0.25	58	58
CAPS	1	73	73
Faculty advising	16	248	16

\*The Advising Center also provides primary academic advising for ACES, Honors, CLAS, and BGS students. While faculty and school/college advisors maintain designated advising loads, the Advising Center frequently serves as a secondary resource for general education and common curriculum inquiries. Staff co-advises all business students. Staff within the Advising Center also oversee other vital student success functions, including Academic Notice and FYE, and assists with Registrar and Student Activities duties.

\*\*All 18 UConn Waterbury Honors students are advised/co-advised by the Assistant Director of Academic Affairs who also serves as the registrar and social media coordinator on our campus.

### High impact practices under consideration for investment include:

- **Implement Success Coaching**, a targeted student support program designed to advance persistence, graduation, and post-graduation preparation utilizing analytics, student supplemental advising, and resource coordination to achieve measurable student success outcomes. ~\$82,000/year (1 Coach – salary & fringe; operating costs).
- **Build an Academic Recovery Program** that integrates advising, peer mentoring, curricular engagement, and co-curricular programming to help students return to good academic standing, persist in their enrollment, and make progress towards timely graduation. ~\$120,000 (1 Academic Recovery Advocate salary & fringe, costs for peer mentors, training, programming, and operations).
- Launch a **Living & Learning Community** focused on health, ~\$35,000/year for faculty advisor stipend, student workers, and programming.
- **Enhance Work+UConn to Waterbury (Paid Internships, Micro-Internships, Co-Op & Federal Work-Study [FWS] centralization)**. Enhance the program by centralizing employer-engagement and student work-learn office rather than distributing across multiple offices and academic departments. Develop paid micro-internships (5–

10 hrs/week over 1–3 months) with conversion pathways to full internships and co-ops in health, manufacturing, business, non-profits, or public service. Also, recruit and centralize federal work-study (FWS) partners. Explore loan-forgiveness partnerships tied to high-need fields. Paid experiential work has strong correlation with early career outcomes. Currently 3-4 staff in career, financial aid, research and community partnership work on this initiative at 10% FTE each, not providing the attention and coordination it requires. ~1-FTE program manager, management and employer-relations staff; student wage pool of \$150k–\$300k (blend of FWS funds, donor support, employer host stipends). Modest philanthropic funds are used as grants since 2022 to support faculty to work with FWS students.

- **Redesign courses to incorporate HIPs:** Work with CETL and the Neurovariability Initiative to redesign 10–20 gateway/discipline courses incorporating high-impact practices such as active learning, CUREs, AI integration, which will enhance student success and attendance. Built into the \$1.6M philanthropic match committed if another \$1.6M can be raised by UConn (see also Research Suite, I2A Lab below). Federal grant applications in progress. Funds to be used for faculty redesign stipends, adjunct/GA support for pilot courses. Requires close coordination with Storrs CETL.
- **Activate the Research Suite + Ideas-to-Action (I2A) Lab (Neil O’Leary Building 3F).** Activate the O’Leary building 3rd-floor shell with high-end equipment (portable MRI, high-density EEG, eye-tracking, biospecimen collection, VR/AR CAVE); embed CURE courses; to be used on 1F humanities/social sciences HACER lab also. link to Husky Prep for high-school outreach; leverage donor match and grant funding. Persistence data show CURE participation increases STEM identity and completion. Built into the \$1.6M philanthropic match committed if another \$1.6M can be raised by UConn – currently ~\$2M of the \$3.2M has been unlocked/raised. Small additional funding (0.5-1 GRA) required for maintenance of equipment/lab FY31 onwards – an endowment has been secured that would generate ~\$30k/year that would support sustainability
- **Launch Husky Prep Academy (Dual Enrollment + Summer Bridge + Early Admissions).** Begin offering dual enrollment and summer academy programming for WPS high-school students in health sciences/STEM, earning college credits before graduation (shortening time-to-degree by 1 to 2 semesters). Designed to build early momentum into UConn Waterbury and support the first-two years of health/STEM pathways, culminating in conditional admission to UConn Waterbury. Aligns with Connecticut’s dual-credit strategy and supports underrepresented students. No costs at startup (2026-31). A 5-year \$3.8M philanthropic gift has been awarded for the program (staffing, coaching, tuition support, tech, transportation, and evaluation). Existing UConn Waterbury and WPS staff/resources should support thereon; but currently discussions are in progress regarding exact design and sustainability with WPS and UConn Undergraduate Student Success (ECE).
- **Implement Affinity Group/Cultural Center Programming** to promote students’ sense of belonging, which will contribute to new student recruitment and enrolled students’ persistence and graduation. ~\$30,000/year (student staffing, programming, training costs).

## Waterbury: Student Life, Housing & Campus Experience

**Housing.** Students seeking a near-campus residential option primarily live at the Brown Building, a privately operated residence directly across East Main Street from campus (99 E. Main St.). It offers 26 furnished suites (~98 beds) and is marketed largely to UConn students. Prospective students and families often cite two barriers: (1) it is not perceived as “UConn housing,” and (2) the process for applying financial aid to a private/off-campus arrangement can feel complex or uncertain. One path to mitigate is through a MOU that could clarify affiliation, provide clear student-facing financial-aid pathways, and strengthen student-support coordination. In parallel, there may be opportunities to leverage the building for UConn Health at Waterbury Hospital needs (e.g., travel nurses or longer-term family stays). In the interim, the University continues to work with Brown Building management to improve the student experience and better leverage this adjacent private housing option. Current occupancy is estimated at ~70% UConn students and ~30% Post University.

**Bookstore.** UConn Waterbury is currently the only campus without a bookstore. UConn Waterbury will open a compact, on-campus bookstore operated by Barnes & Noble beginning Fall 2026. This space will provide students the much-needed access to required textbooks, course bundles, rentals and essential academic supplies, reducing logistical delays, especially for commuter and working students. It will also serve as the campus hub for branded merchandise and attendee gear, helping strengthen campus identity and creating a natural place for student-life engagement, orientation activity and events because of its central location by the Student Lounge. A physical bookstore supports academic readiness (ensuring correct materials on the first day) and reinforces the sense of community and belonging that are especially important in a regional, commuter-based campus.

**Dining.** Spirit Café serves as the campus dining and gathering space, operating weekdays from roughly 8 a.m. to 5 p.m. during the academic year. The café opened in Fall 2022 through a public–private partnership with a local restaurateur who also operates a downtown location. In 2024–25, the space underwent a donor-funded renovation, and student meal purchases increased by ~30% in Fall 2025. Student lunches are subsidized by GUF (~30%), keeping prices at \$6 per meal. The café accepts Husky Swipe and extends Walkbury discounts for students, staff, faculty, and OLLI members. The result is a lively, affordable hub where students study, socialize, and eat together.

**Recreation.** UConn Waterbury does not have an on-campus recreation center. A pilot partnership with the Greater Waterbury YMCA has launched in Spring 2026, providing 20 students discounted memberships at \$22 per month (pauseable during breaks). Participants will receive full YMCA privileges, and discussions are underway for an off-peak academic-year discount tier to make fitness access further affordable. Next step: evaluate pilot program in terms of usage, equity, and feasibility of expansion for Pell-eligible students.

**UConn Waterbury Library.** The UConn Waterbury Library is a three-story academic and community hub featuring both collaborative and quiet study areas, group study rooms, Windows and Mac workstations, and a dedicated podcast studio. It houses the Writing Center, offers video and image-editing support, and loans laptops and scientific calculators. Librarians provide research guidance through one-on-one consultations, workshops, and online chat. A new “Room to Breathe” wellness space, conceived by the *Ideas + Impact* student team, offers a calm environment for commuter students to rest or decompress between classes. The library catalog and

UConn WorldCat connect all university libraries, and Interlibrary Services provide free access to statewide holdings for UConn faculty, staff, and enrolled students.

## **Waterbury: Research Landscape**

UConn Waterbury supports active research in several areas:

- *Child & Adolescent Anxiety Lab* (PI: Kimberli Treadwell, PhD). Investigates cognitive and environmental risk factors for anxiety from childhood through emerging adulthood; explores how cognitive vulnerabilities and parent/peer interplay contribute to anxiety disorders.
- *Cognition, Action & Psychophysiology (CAP) Lab* (PI: [Kimberli Cuevas, PhD](#)). NIH-funded infant/toddler research on early learning, memory and executive function; uses EEG/ECG and longitudinal designs; in 2022 UConn Waterbury secured its first NIH R01 via this lab (currently with 2 NIH R01s).
- *Human Behavioral Neuroscience* (PI: Robert Astur, PhD). Uses VR paradigms (e.g., virtual Morris water task) to study memory, anxiety, PTSD and resiliency. Currently bigger presence in Storrs than UConn Waterbury. Can shift to UConn Waterbury with buildout of Research Suite.
- *brainLENS* (PI: Fumiko Hoeft, MD PhD). Research in the neuroscience of learning, brain development, dyslexia, neurodiversity, socio-emotional resilience/wellbeing, and policy + outreach. Currently, most operates at Storrs with BIRC being at Storrs, but can shift to UConn Waterbury with buildout of Research Suite (BIRC-West).
- *Ecology & Evolutionary Biology*. (PI: Stephen Trumbo, PhD). Research on beetle behavior, resource competition and microbial modulation.
- *Public Health* (PI: [Pablo Valente, MD, PhD](#)). Mixed-methods research on social/structural determinants of HIV/STI risk and prevention in U.S. and Latin American settings.
- *Health Equity & Policy Lab* (PI: [Anna-Michelle McSorley, PhD](#)). Investigates how policy design, representation and power dynamics drive health inequities for Latinos and U.S. territorial populations, translating findings into community-engaged action.
- *Haskins Global Literacy Hub*. Based in partnership in Spring 2024 between Yale, UConn Waterbury and UConn Global (headquartered in UConn Waterbury), it is an international, interdisciplinary initiative addressing global literacy and language-development challenges through funded research, and outreach. It brings together more than 20 research/practice teams across five continents, spanning neuroscience, EdTech, early assessment/intervention, and language-learning in under-resourced settings. There are 2 labs within Haskins that currently conduct research in WPS.
- *HACER Lab (Humanities, Activism, Community Engagement Research)*: A public-humanities platform in downtown Waterbury supporting student-faculty-community projects.

A major goal for UConn Waterbury is to expand these research opportunities to be **CUREs (course-based undergraduate research experiences)** as funds are raised / grants awarded, bringing real discovery into high-enrollment courses to boost belonging, STEM identity and persistence among first-gen and commuter students. National studies show CUREs correlate with improved outcomes for underserved students.

## Waterbury: Philanthropy and Development

Fundraising in support of UConn Waterbury during the campaign period to-date (starting July 1, 2019) totals **\$12,118,025** in gifts and pledge commitments, including deferred gifts. Major awards include two transformational investments supporting a nursing pathway program and an innovative STEM investment. Additional significant support includes Synchrony’s Equity-Focused Student Success Initiative (shared with Hartford and Stamford campuses), the Mayor Neil M. O’Leary Fund for Waterbury Student Success, the Osher Foundation’s continued support of the OLLI program, and the Lloyd G. Balfour Foundation support of UConn’s Center for Access & Postsecondary Success (CAPS, shared with all Regional Campuses).

The campus will benefit from continued partnership with the UConn Foundation to accelerate fundraising efforts around student success initiatives. It is important to note that prior to the campaign, the three-year average for fundraising in Waterbury was approximately \$36,500. The recent \$12+M during the campaign period is a significant achievement, However, it's important to recognize that this level of giving may not be immediately repeatable within a similar timeframe, given the current pipeline. The individual giving base in Waterbury is very promising but remains in an early stage of development. Continued investment in alumni and donor engagement and stewardship of existing funds will be essential to build a more sustainable and scalable philanthropic foundation for the campus. With the pledged \$500k cost-match, Waterbury is planning to launch a fundraising initiative to further encourage individual giving.

## Waterbury: Budget Outlook and Infrastructure

### Operating Budget<sup>6</sup>

Category (\$M)	FY22	FY23	FY24	FY25
<b>Total Revenues</b>	<b>\$10.95</b>	<b>\$10.68</b>	<b>\$11.13</b>	<b>\$11.47</b>
Graduate Tuition Revenue	\$0.40	\$0.19	\$0.19	\$0.21
Undergraduate Tuition Revenue	\$9.66	\$9.66	\$10.13	\$10.32
Fee Revenue	\$0.77	\$0.67	\$0.66	\$0.67
Other Revenue	\$0.12	\$0.16	\$0.15	\$0.26
<b>Total Expenses</b>	<b>\$13.49</b>	<b>\$13.95</b>	<b>\$14.75</b>	<b>\$15.27</b>
Faculty Salary & Fringe	\$2.82	\$2.80	\$3.05	\$3.15
Staff Salary & Fringe	\$3.87	\$4.26	\$4.37	\$4.69

<sup>6</sup> **Important Note:** These numbers provide a directional view, not an exact picture. Current reporting is complex—expenses and staff can be coded to different accounts, and indirect costs (such as facilities and safety) are allocated separately. This represents the net gain(loss) prior to adding any additional central administrative costs, such as HR, Finance, etc. Improving clarity and consistency will be a priority going forward.

Temporary Salary & Fringe	\$1.91	\$1.71	\$1.66	\$1.50
Financial Aid	\$3.59	\$3.85	\$4.36	\$4.42
All Other Expenses	\$1.30	\$1.33	\$1.32	\$1.51
<b>Net Operating Result</b>	<b>(\$2.5)</b>	<b>(\$3.3)</b>	<b>(\$3.6)</b>	<b>(\$3.8)</b>

UConn Waterbury faces operating deficits with expenditures outpacing revenue growth each year. Total revenues have increased by only 5% since FY22, from \$10.95M to \$11.47M, while total expenses have risen 13% to \$15.27M.

Undergraduate tuition makes up more than 85% of total revenue and has grown modestly (+7%). Graduate tuition and fee revenue have declined, while other revenues remain minimal.

Personnel costs including faculty, staff, and temporary positions account for nearly 60% of total expenses, rising steadily with contractual increases and fixed staffing levels. Financial aid has grown by 23% since FY22, reflecting the need to sustain enrollment through institutional support. Other revenues include sales and services and gifts/donations. Other expenses includes utilities, purchased services, equipment, supplies, transportation, etc.

The campus's annual operating deficit has widened from \$2.5M in FY22 to \$3.8M in FY25. However, campus budget is on track to reduce by 20% similar to all other units between FY22-28.

### Capital Expenditures to Date (FY16–FY25)

Fund Source	Total Investment (\$M)
UCONN 2000 Bonds	\$1.98
State Funds	\$0.00
Operating Funds	\$1.32
Gift or Grant Funds	\$0.02
<b>Total</b>	<b>\$3.32</b>

### Current Projects and Deferred Maintenance

Since FY16, approximately **\$3.32 million** has been invested in the Waterbury campus, primarily through UCONN 2000 bonds, with additional support from operating and limited gift funds. These investments have supported projects such as Rectory renovations, HVAC system repairs, and laboratory upgrades (such as fume hood replacement, improving functionality, and extending the useful life of core facilities).

Current project funding totals approximately **\$0.62 million**, focused on lab and classroom renovations, HVAC repairs, and emergency generator and parking garage improvements. Despite these efforts, the Waterbury campus faces a deferred maintenance backlog of **\$29.3 million**, primarily involving aging infrastructure, HVAC and electrical system replacements, and envelope repairs.

Capital planning at Waterbury emphasizes maintaining critical building systems, addressing deferred maintenance, and investing selectively in spaces that support existing academic programs and student service needs.

### Priority Deferred Maintenance

Project Name	Building	Equipment	Project Description	Estimated Cost
Replace Blown Trane 200T Chiller	Parking Garage Chiller Plant	Chiller	Remove and Replace Trane Chiller #2- Install 200T Dunham-Bush centrifugal chiller to match existing with same model as D-B chiller #1 - (note, this model is ramping down production for next model machine,) but still available.	\$550,000
Siemens Desigo BACnet	Main Building	BMS System	EMS upgrade for obsolete Apogee system for HVAC controls	\$600,000
Parking Garage Joint	Parking Garage	Concrete	Parking Garage has failing items. Remove old joints, shot blast surface joints, and reseal all joints on 2nd level, where work ended in FY 25'	\$60,000
Adding Critical Building Systems to Emergency Generator	Main Building	Electrical	Add critical systems to the generator	\$40,000
New Burnham Boiler Burners	Parking Garage Boiler Room	Boilers 1 and 2	Replace two inefficient and unreliable burners	\$150,000
<b>Total Identified Estimated DM Need</b>				<b>~\$1,400,000</b>

### Full Deferred Maintenance Backlog

Project Type	Estimated Cost
Building Exteriors	\$5,862,658.71
Electrical	\$6,065,298.62
HVAC	\$13,379,503.82
Interiors	\$2,846,226.81
Roofing	\$1,175,155.86
<b>Estimated Cost</b>	<b>~\$29,328,843.82</b>

## Summary of Regional Campus Financial Status

### Operating Net Gain/Loss

Fiscal Year	Avery Point	Hartford	Stamford	Waterbury
FY22	(\$12.4)	(\$0.4)	\$3.7	(\$2.6)
FY23	(\$13.8)	(\$1.1)	\$1.7	(\$3.3)
FY24	(\$13.3)	(\$1.7)	\$1.5	(\$3.6)
FY25	(\$12.3)	(\$0.9)	\$4.9	(\$3.8)
FY26 Est.	(\$13.3)	(\$1.9)	\$10.9	(\$3.7)

### Total Deferred Maintenance Needs

Below represents an estimate of total deferred maintenance needs for infrastructure on regional campuses. There are several missing buildings from this estimate including Mackensie Hall (Law School), O’Leary Building (Waterbury) and 38 Prospect Street (Hartford). These deferred maintenance needs are prioritized within the respective sections below.

Campus	Total Estimated DM Needs	Priority Estimated DM Needs
Avery Point	\$71,919,607	\$2,175,000
Hartford	\$5,591,402	\$3,260,000
Stamford	\$48,825,207	\$5,127,054
Waterbury	\$30,550,164	\$1,400,000
<b>Estimated Total</b>	<b>~\$156,886,380</b>	<b>~\$11,962,054</b>