THE UNIVERSITY OF MAINE

Key Findings   Key Recommendations

First-Year Student Success Courses

New Student Orientation
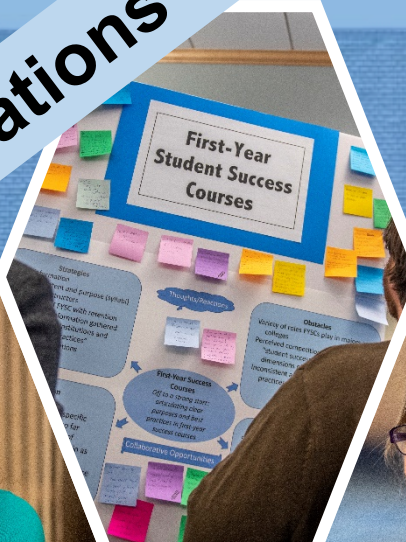
First-Year Student Success

Academic Affairs Faculty Forum

May 15, 2019

1

First-Year Student Success

What is it?

- Achieving learning outcomes
- Prepared to progress
- Social / emotional / personal adjustment and maturation
- Satisfaction

Retention is a proxy

- First Year Retention = Student returns to UMaine for second year

First-Year Success at UMaine

First-Year
Retention Rate

76%

UMaine

Compared
to peers

81%

**Hanover
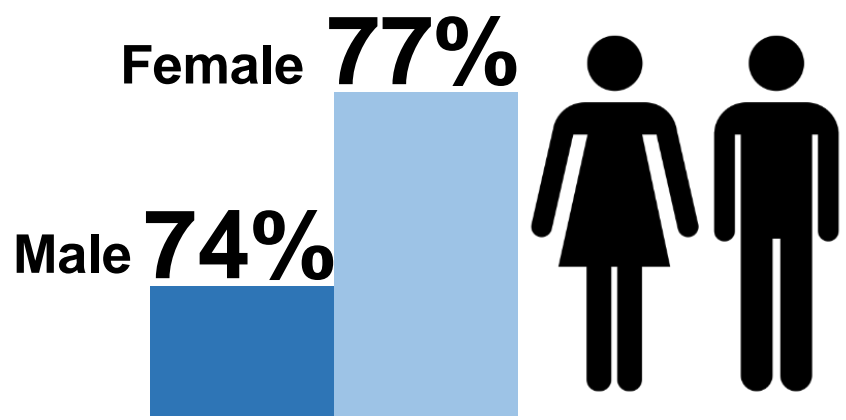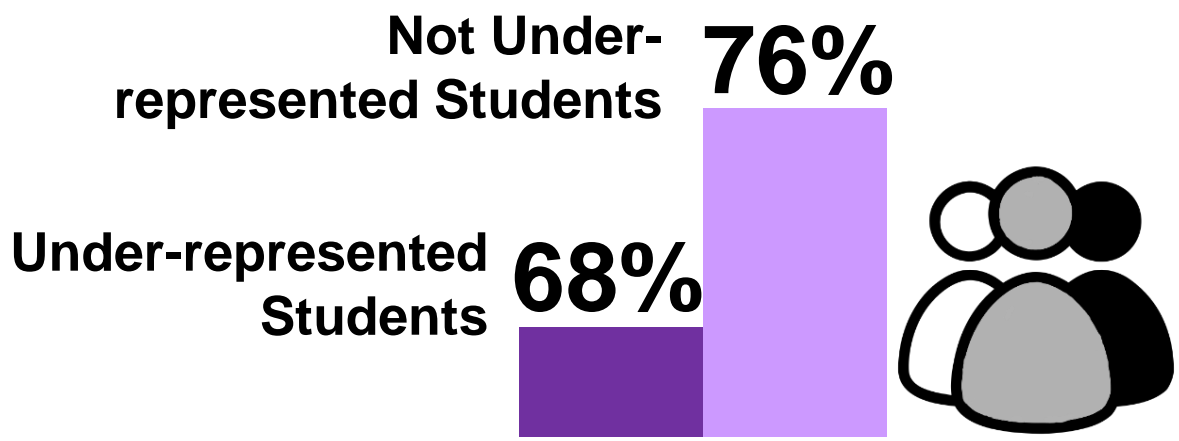Selected Peers**

Compared to
Competitors

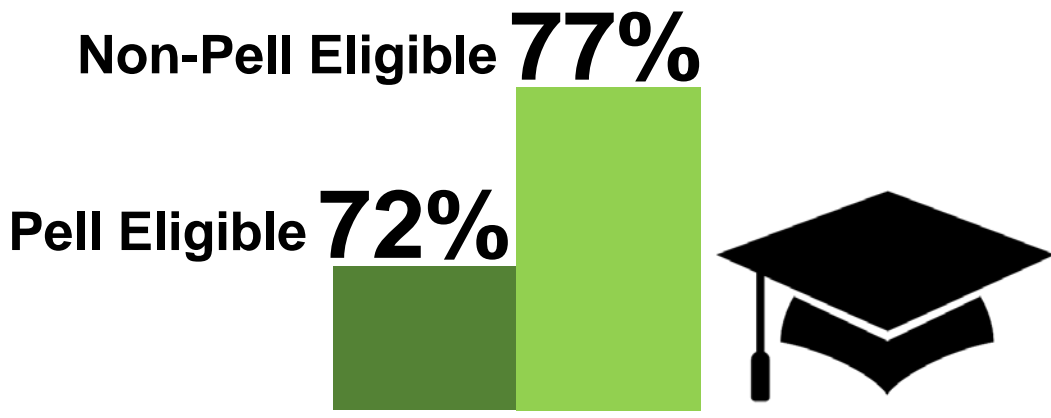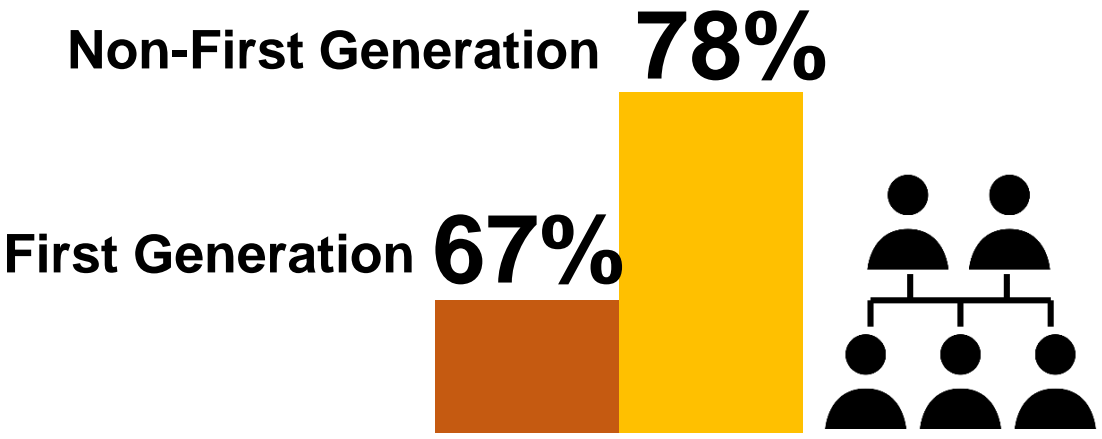**88%**

**Other New
England Land
Grant Universities**

First-Year Retention – what do we know

Retention by Background

Non-First Generation **78%**

First Generation **67%**

Non-Pell Eligible **77%**

Pell Eligible **72%**

Not Under-represented Students **76%**

Under-represented Students **68%**

Female **77%**

Male **74%**

Working Groups

- Academic Support Services

- Faculty Support/Development

- Financial

- First Year Student Success Courses

- Living Learning Communities

- New Student Orientation

- Placement, Preparation, and Progress

- Student Success Hub

- Summer Preparation

- Navigate

Steering Committee

Jeffrey Hecker, *Executive Vice President for Academic Affairs & Provost*

Robert Dana, *Vice President for Student Life and Dean of Students*

Debra Allen, *Assistant Provost for Institutional Research and Assessment*

Caroline Dababneh, *Graduate Assistant*

Robin Delcourt, *Special Assistant to the Provost*

Brett Ellis, *Assistant Professor of Electrical Engineering Technology*

Monique LaRocque, *Associate Provost for Division of Lifelong Learning*

John Lawler, *Director of Residence Life*

Sara Lello, *Lecturer and Student Success Advisor*

Mary Mahoney-O'Neil, *Associate Dean for Academic Services*

Kenda Scheele, *Assistant Vice President for Student Life and Senior Associate Dean of Students, Interim Chief of Staff*

Lindsay Seward, *Instructor in Wildlife Ecology*

Kim Stewart, *Graduate Assistant*

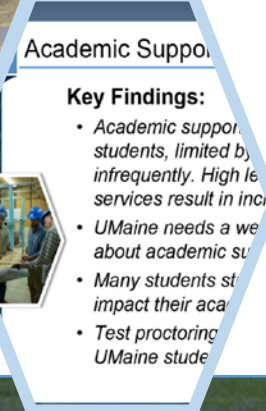**Jeffrey St. John,** *Senior Associate Provost*

Timeline

2018

2019

September

27 Academic Affairs Faculty Forum

October

30 Working Groups Formed

31 Steering Committee Initial Meeting

February

15 First Convening of Working Groups

April

19 Second Convening of Working Groups

May

3 Working Group Penultimate Reports submitted

15 Academic Affairs Faculty Forum

31 Working Group Final Reports due

First-Year Student Success Courses

New Student Orientation

Academic Suppor

Key Findings:

- Academic suppor students, limited by infrequently. High le services result in inc
- UMaine needs a we about academic su
- Many students st impact their aca
- Test proctoring UMaine stude

Plan for Today

Academic Support Services

Faculty Support/ Development

Financial

First-Year Success Courses

Living Learning Communities

- Presentations from each working group

- Key Findings

- Key Recommendations

Navigate

New Student Orientation

Placement, Preparation, and Progress

Student Success Hub

Summer Preparation

Academic Support Services

Crisanne Blackie, *Director of the Career Center*

Eric Chapman, *Director of College Success Programs*

Amy Coleman, *Graduate Student in Higher Education*

Paula Drewniany, *Lecturer in Mathematics*

Susan Gardner, *Director of the Rising Tide Center, Director of Women's, Gender, and Sexuality Studies*

Michelle Gayne, *Assistant Director, CLAS Advising and Academic Services Center*

Sarah Joughin, *Senior Associate Director of International Programs*

Ann Maxim, *Director of Academic Support Services for Student Athletes*

Paige Mitchell, *Lecturer in Composition*

Brittney Smith, *Coordinator of Tutoring Services*

Academic Support Services

Key Findings:

- Academic support services are underutilized by first year students, limited by lack of resources and collaborate infrequently. High levels of collaboration between support services result in increased retention and graduation rates.

- UMaine needs a webpage with comprehensive information about academic support services.

- Many students struggle with mental health issues that impact their academic success.

- Test proctoring is a service that could be used by many UMaine students and departments.

Academic Support Services

Key Recommendations:

- Academic Success Center (ASC) that integrates existing academic support services located in a large central space on campus. The ASC could integrate most of the recommendations made by this working group.

- Address the student mental health crisis.

- Expand existing academic support services including the Tutor Program, MLAs, and Writing Center.

- Creation of a University wide testing center.

- Creation of a comprehensive website with information about academic support services at UMaine.

Faculty Support/Development

Peter Schilling (Chair), *Executive Director of Innovation in Teaching and Learning*

Mitchell Bruce, *Professor of Chemistry*

Phil Dunn, *Professor of Construction Engineering*

Sarah Dyer, *Academic Advisor and Success Instructor*

Kathleen Gillon, *Assistant Professor of Higher Education*

Christina LeBlanc, *Graduate Student in Higher Education*

Karen Pelletreau, *Manager for Workshops, Programs, & Training*

Natasha Speer, *Associate Professor of Mathematics Education*

Erin Vinson, *STEM Professional Development Coordinator*

Faculty Support/Development

Key Findings

1. Need to gather data on pedagogical practices and then continuously use the data to inform institutional, college, departmental, and individual decisions relating to teaching and learning

2. Need sustained resources, practices, and protocols that encourage, support, and value all instructors' efforts to improve teaching

3. Need to accommodate the specific challenges of 1st year service courses and the diverse academic needs of their students

Faculty Support/Development

Key Recommendations

1. Targeted support for instructors

   a. Pre-Instruction

   b. During Instruction

2. Sustained, structural support for efforts to improve teaching in large-enrollment, first year service courses

3. Increase TAs and MLAs for large enrollment classes and work with faculty to help make best use of them

4. Gather and use data on pedagogical practices and conditions that support student learning

Financial

Connie Smith (Chair), *Director of Financial Aid*

Tiffany Butler, *Associate Director of Financial Aid*

Jessie Daniels, *Director of Operations, DLL*

William DeSisto, *Professor of Chemical Engineering*

William Elsemore, *Bursar/Senior Finance Officer*

Sara Flanagan, *Assistant Professor of Special Education*

Samuel Hanes, *Assistant Professor of Anthropology*

Jessica Hickernell, *Associate Director of Student Financial Aid*

William Osmer, *Academic Advisor & Success Instructor*

Key Findings

- Financial barriers intersect with many other identified areas – collaboration and research is essential

- Most at risk students of not persisting as a result of financial barriers: Low income, Federal Pell Grant Eligible Students

Key Recommendations

- Persistence Incentive Scholarship

- Expanding the INSPIRE Maine Scholarship Program

- Use technology as a tool to more effectively communicate across generational gaps/proactive Billing Communications

- Training/Communication collaboration with academic advisors and faculty

- Expand Maine high school outreach

- Implement an Institutional Work Initiative program

First Year Success Courses

Emily Haddad (Chair), *Dean of the College of Liberal Arts & Sciences*

Lynn Atkins, *Instructor in Biological Sciences*

Kate Axelsen-Foster, *Assistant Director – Employer Relations*

Orlina Boteva, *Director of International Programs*

Andra Bowen, *Associate Director of Residence Life*

Alice Bruce, *Professor of Chemistry*

Sandra De Urioste-Stone, *Assistant Professor of Nature Based Tourism*

Michelle Gayne, *Assistant Director, Advising and Academic Services Center*

M Plymale Larlee, *Lecturer in Academic Writing*

Natalie Machamer, *Lecturer in Chemistry*

Daniel Puhlman, *Assistant Professor of Family Studies*

Olivier Putzeys, *Lecturer in Mechanical Engineering*

Kate Ruskin, *Lecturer in Ecology and Environmental Sciences*

Joshua Stanhope, *Assistant Director of Fraternity, Sorority Affairs and Leadership Development*

Claire Sullivan, *Coordinator of Community Engagement*

First-Year Success Course (FYSC)

Key Findings

- 94% of students currently take a course labeled an FYSC. Students who participated in an FYSC were retained at a higher rate than those who did not, especially among first-generation students and students with mid/low C-Index scores. First-generation students in an FYSC were less likely to withdraw from the University.

- UMaine offers both (a) field-specific FYSCs and (b) general FYSCs that focus on skills and strategies for success in college. The field-specific FYSCs and those with >25 students were less likely to address "success in college" topics."

- Instructors surveyed (70% response rate) reported that individual contact or connection was the most effective way to help students.

- There is no consensus among UMaine's peer institutions on how an FYSC program should be implemented. However, Univ. of Wyoming and Univ. of Rhode Island offer useful examples.

First-Year Success Course (FYSC)

Key Recommendations

- **First-year success course (FYSC) enrollment should be required of all first-year students**, with particular emphasis on delivering the course to first-generation students and students with a C-index score below 85.

- The University should **develop content standards** a course must meet in order to be classified as a FYSC.

- **FYSCs should prioritize and maximize individual contact** between the students and the course instructor.

- The University should **offer and incentivize first-year-specific professional development opportunities** for FYSC instructors.

- **FYSCs should offer an extended experience** for students through either a summer session before classes begin in the Fall and/or a Spring follow-up to their initial FYSC enrollment.

Living Learning Communities

John Lawler (Chair), *Director of Residence Life*

Shane Smith (co-Chair), *Area Coordinator, Residence Life*

Kyle Arthenayake, *Assistant Community Coordinator, Residence Life*

Tobby Bragdon, *Academic Advisor & Success Instructor*

Lisa Carter, *Assistant Director for Maine Bound*

Sally Clark, *Administrative Support Supervisor, Housing Services*

TJ England, *Student Life Educator*

Faith Erhardt, *Coordinator of Academic Advising & Support Services*

Sarah Joughin, *Senior Associate Director of International Programs*

Jessica Miller, *Associate Dean for Faculty Affairs & Interdisciplinary Programs CLAS*

Jennifer A. Perry, *Housing and Communications Director*

Richard Powell, *Professor of Political Science and Director of Cohen Institute for Leadership & Public Service*

Susan Tardiff, *Lecturer in Nursing*

Living-Learning Communities

Key Findings

- Utilized strategically, LLCs have potential to impact success of students the university struggles to retain.

- Our current LLC models do not reflect best practices nationally.

- Best practices will not necessarily require significant new investment.

- Several policies, practices, and protocols that govern housing and residence hall operations create barriers to LLC success.

Living-Learning Communities

Key Recommendations

- Adopt a new living-learning community model, prioritizing programs with intentional academic components.

- Establish standing committee to oversee all elements of learning community development, assessment, and support.

  o Review policies and protocols to ensure they do not hinder successful LLC implementation.

  o Coordinate with institutional research, enrollment management, academic advising units, and academic programs to develop LLCs that will support appropriate populations.

Navigate

Mary Mahoney-O'Neil (Chair), *Associate Dean for Academic Services*

Deb Allen, *Assistant Director of Institutional Research*

Kathleen Gillon, *Assistant Professor of Higher Education*

Molly MacLean, *Instructor of Biology and First Year Advisor*

John Mascetta, *Director of the Advising & Academic Services Center and the Explorations Program, CLAS*

Linda Reid, *Associate Registrar*

Penny Rheingans, *Director – School of Computing and Information Science*

Chris Richards, *Director of Recruitment*

Jeff St. John, *Senior Associate Provost for Academic Affairs*

Kim Stewart, *Graduate Student in Higher Education*

Lynne Woods, *Operations Support Specialist, Student Records*

Navigate

Key Findings

1. The Navigate Student Mobile App could be a phased roll out starting in June 2019.

2. The Navigate implementation requires long term, dedicated ongoing support and is a significant lift.

3. FYSSI groups identified deep areas of interest for incorporating Navigate into the plans of their groups.

4. Feedback from Faculty Senate, Student Government, Deans and Associate Deans and Directors has been positive.

5. Growing student interest in participation on several aspects of the Navigate initiative.

Navigate

Key Recommendations for FY 2020

1. Dedicated personnel (2 FTE)
   - Implement full roll-out: Plan and oversee all training for faculty and staff, promotion to the UMaine community, management of the technical side of Navigate.

2. Transition the Navigate Leadership Team from a steering committee to an advisory board.

3. Ongoing conversations with other FYSSI working groups to establish and facilitate collaborations to gain the greatest benefit from Navigate (breadth and depth).

4. Develop formal evaluation plan to measure impact and establish best practice.

New Student Orientation

Lizzie Wahab (Chair), *Vice President for Enrollment Management*

Jamie Ballinger (co-Chair), *Assistant Director of Graduate Enrollment Services*

Silverio "Ace" Barrera, *Associate Director of Recruitment*

Michael Cooley, *Director of Enrollment Information Systems*

Jenny Desmond, *Assistant Director of Admissions and Student Ambassador Programs*

Thane Fremouw, *Associate Professor and Chair of Psychology*

Torsten Hahmann, *Assistant Professor of Computing and Information Science*

Jeff Hunt, *Director of Campus Recreation*

Nory Jones, *Professor of Management Information Systems*

Lauri Sidelko, *Director of Student Wellness Resource Center*

Joshua Stanhope, *Assistant Director of Fraternity, Sorority Affairs and Leadership Development*

New Student Orientation

Key Findings

- Orientation begins prior to admission and continues through the first days of class

- Orientation has three overarching goals: **Campus Skills**, **Personal & Social Growth**, and **Support for Families**

- UM's current Orientation is robust, but does not perfectly fulfill all goals

New Student Orientation

Key Recommendations

- Develop **Personalized Orientation Pathways** for diverse learner groups

- Invest in **Training and Resources** for academic departments & divisions

- Adapt **Navigate Platform** for use at orientation activities

- Adapt **Orientation Communications and Events** to reinforce key goals

Placement, Preparation, and Progress

Jeff St. John (Chair), *Senior Associate Provost for Academic Affairs*

Eisso Atzema, *Lecturer in Mathematics*

Mandy Barrington, *Assessment Coordinator*

Eric Chapman, *Director of College Success Program*

Farahad Dastoor, *Director of School of Biology and Ecology*

Ann Dieffenbacher-Krall, *Assistant Director of School of Biology and Ecology*

Doug Johnson, *Director of the Counseling Center and Touchstone Resources*

Jon Kreps, *Lecturer in Chemistry*

Sarah Lindahl, *Lecturer in Chemistry*

Penny Rheingans, *Director of School of Computing and Information Science*

Key Findings

- The university needs a math placement software solution capable of supporting a) math placement for Calculus; b) potential placement/diagnostic instruments for other STEM disciplines; and c) online proctoring.

- The university should consider developing a set of STEM prep courses for incoming students who may benefit from additional preparation prior to enrolling in our STEM gateway courses.

Key Recommendations

- By mid-May, we anticipate recommending a contract for math placement and online proctoring services with ALEKS, a leading vendor for math placement software solutions, in preparation for a Summer 2020 launch.

- We recommend creating a suite of one-credit, pass/fail STEM prep courses– targeting skills and concepts for success in chemistry, physics, biology, and related fields– for first-year students who require additional preparation prior to entry into our gateway courses.

Student Success Hub

John Mascetta (Chair), *Director of Advising and Academic Services Center and Explorations Program*

Jason Bolton, *Associate Extension Professor*

Orlina Boteva, *Director of International Programs*

Cindy D'Angelo, *Assistant to the Associate Dean, Undergraduate School of Business*

William Ellis, *Associate Director of the School of Marine Sciences*

Faith Erhardt, *Coordinator of Academic Advising and Support Services*

Andrea Gifford, *Assistant Dean for Student Life*

William Livingston, *Associate Professor of Forest Resources*

Gina Marquis, *Coordinator of Course Scheduling and Data Support, DLL*

BJ Roach, *Career Counselor*

Katie Taylor, *Assistant Director of Residence Life*

Dominick Varney, *Student Support Specialist*

Mary Beth Willett, *Associate Director of College Success Programs*

Key Findings

- Decentralized advising models may lead to confusion for students

- Concerns for students "running around in circles" to find answers

- Many models at other institutions rely on a referral approach

- Some models provide multiple resources (i.e. Advising, Bursar, Financial Aid)

- However, most models provided a centralized space for students to find answers to common questions

- Require larger amount of staffing

Student Success Hub

Key Recommendations

1. Centralized and visible location in the Memorial Union; expand First Year and Transfer Student Center

2. Advisory Board comprised of student, appointed faculty and staff from each academic college, and various student and academic service departments.

3. Support from CITL and/or IT to create centralized websites and online videos.

4. No more than two stops for students to find answers

   - Parallel recommendation:
     - ➢ Advising incentivize for faculty

Summer Preparation

Monique LaRocque (Chair), *Associate Provost for Division of Lifelong Learning*

Chris Bartram, *Coordinator for Maine Bound*

Timothy Boester, *Assistant Professor of Mathematics Education*

Jessica Browne, *Assistant Training Director, Counseling Center*

Ashley Buttice, *Graduate Student in Higher Education*

Jessica Chubbuck, *Area Coordinator, Residence Life*

George Criner, *Associate Dean, College of Natural Sciences, Forestry & Agriculture*

Dylan Dryer, *Associate Professor of English*

Matthew LeClair, *Social Media Manager, Enrollment Management*

Todd Zoroya, *Lecturer of Mathematics*

Summer Preparation

Key Findings

- Many public and private institutions across the country offer summer kick start programs

- Well-designed summer programs are an important strategy for supporting student retention

- In addition to course work, summer programming needs to support students' social and emotional well-being

- Students' sense of belonging to the university community is critical. The earlier they feel connected, the more likely they are to persist.

- The university community must work together to ensure we have meaningful and viable programs in the summer. This will entail collaboration between academic affairs, student affairs, auxiliary services, financial aid, among others.

Summer Preparation

Key Recommendations

- Pilot a summer coaching program focused on math preparedness (Summer, 2019)

- Create a Task Force focused on strategies to address issues of social/emotional health (AY19-20)

- Develop 2-3 pre-college, "kick-start" programs for selected academic departments (Summer 2020)

- Expand UM's OPTIONS program to FGLI students

- Develop fundraising strategy for scholarship support for FGLI student participation in summer courses/activities

First-Year Student Success Initiative

https://umaine.edu/first-year/