



Think 30 AND BEYOND

Next Steps in Supporting Student Success

Academic Affairs Faculty Forum

February 16, 2017





Improve Student Success & Completion





Improve Student Success & Completion

Provost's Action Plan



2014 Action Plan for
Retention and
Graduation

- Early Action
- Academic Support
- Graduation & Beyond





Improve Student Success & Completion

Example Action Items

Early Action

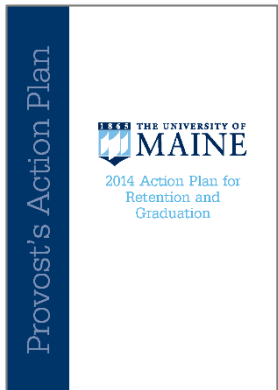
- Three-points of contact in first three weeks of semester
- First year success courses for all students
- *Explorations* program moved to CLAS

Academic Support

- Expanded Maine Learning Assistant programs
- Withdrawal, financial appeal, reduced course load policies revised
- Professional advisors in most colleges

Graduation and Beyond

- Units in bottom 25% four-year grad rates developed improvement plans
- Flagship Internship program
- Engaged Black Bear Initiative



Improve Student Success & Completion

First-year credits

30
+

Second-year credits

30
+

Third-year credits

30
+

Fourth-year credits

30
=



Think 30

- Campus-Wide Campaign - 30 credits per year
 - Focus on affordability & debt
- Train Faculty and Staff
- Course Scheduling
 - Winter Session
 - Summer Session
 - Infosilem
- Financial Aid
 - Institutional aid tied to 15 credits

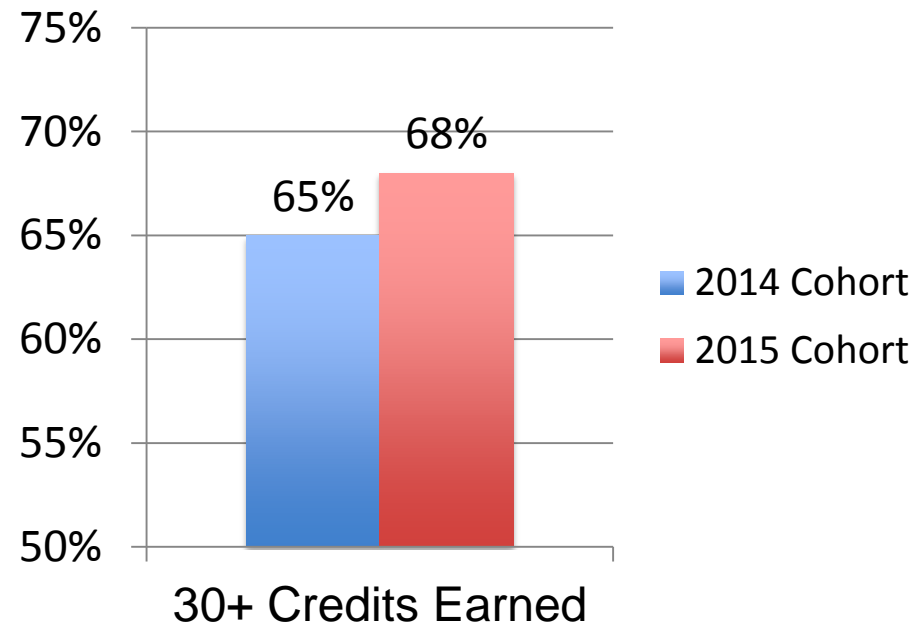




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Think ^{graduation cap}30: Early Indicators

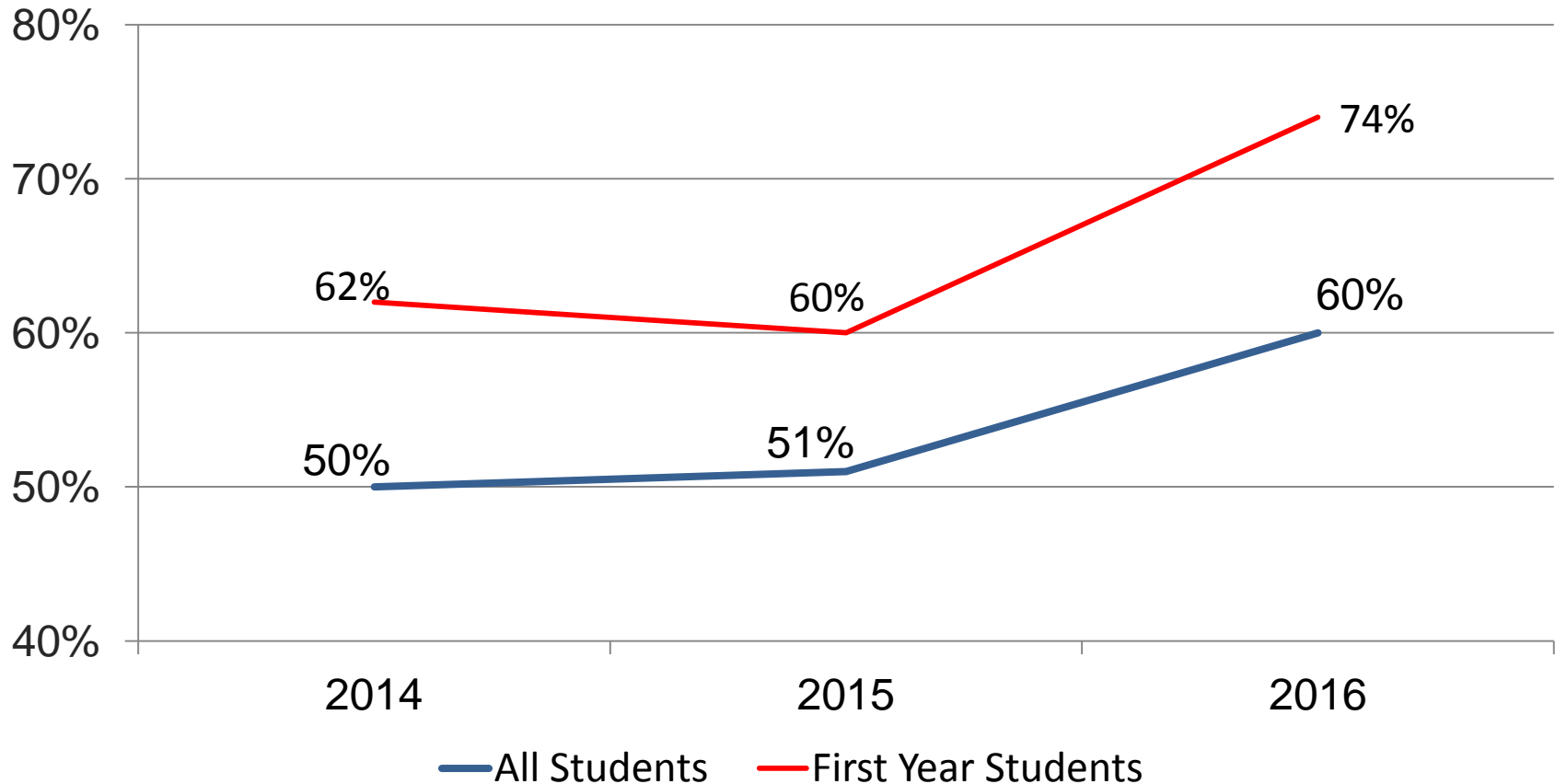
- Campus-wide campaign launched in summer 2015
- Early indicator of success: First-Year Students Earning 30 or more credit hours.
- Full Think 30 program (including financial aid policy changes) launched in fall 2016





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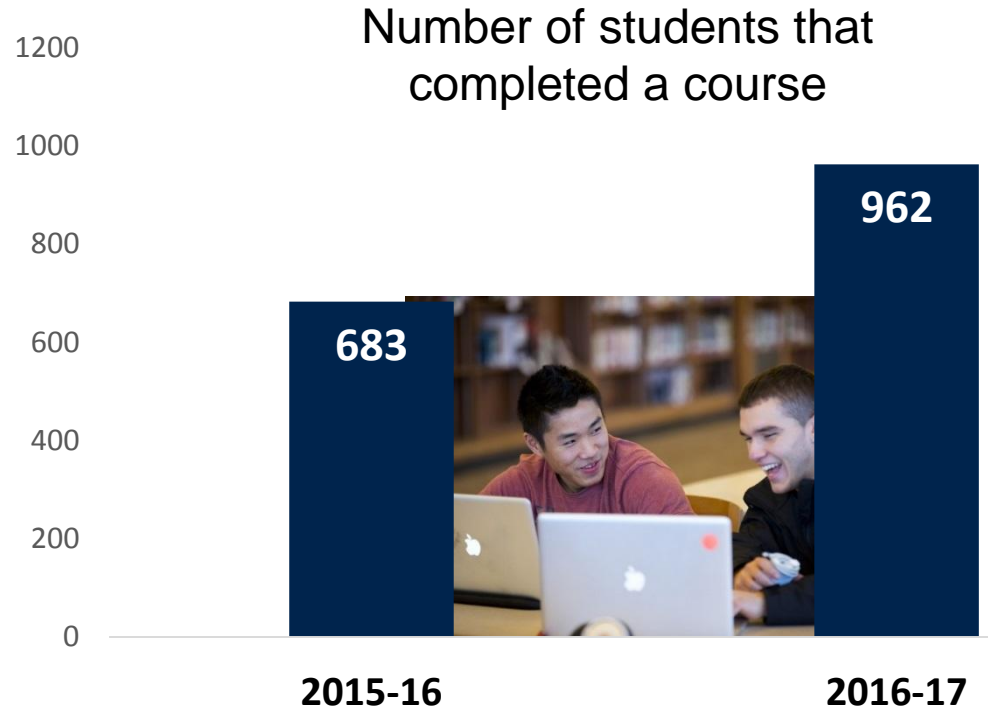
Think 30: Early Indicators % 15+ Credit Hours Fall Semester



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WinterSession

- Launched AY 2015-2016
- 3 weeks term
- All online courses



**COMPLETE
COLLEGE
AMERICA**

Think 30 – example best practice

Think 30: National Attention



EAB

*Promoting Timely Degree Completion:
Reconciling Student Choice and the Four-Year
Graduation Imperative (2017 publication)*

UMaine's Winter Session cited as best practice



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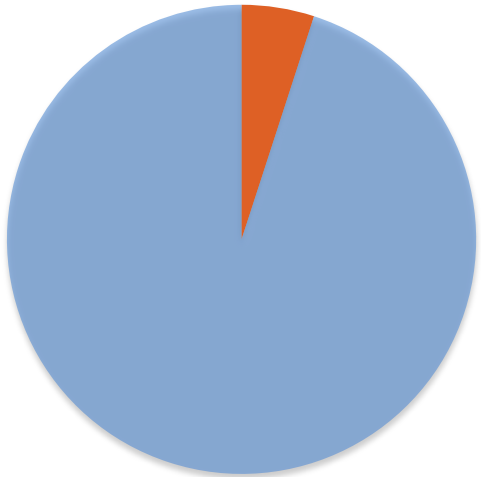
Four-Year Graduation Rate





National On-Time Graduation Rates (Full-Time Students)

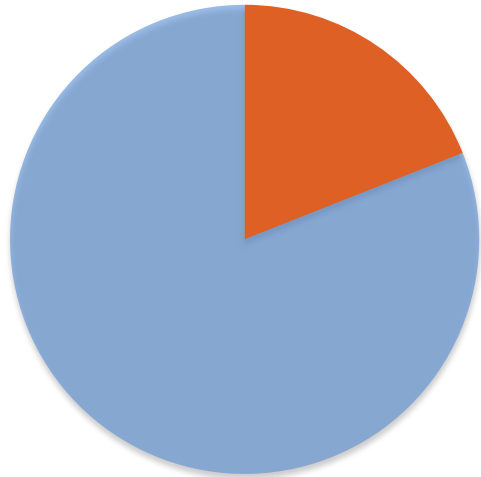
2-Year Associate



5%

ON TIME

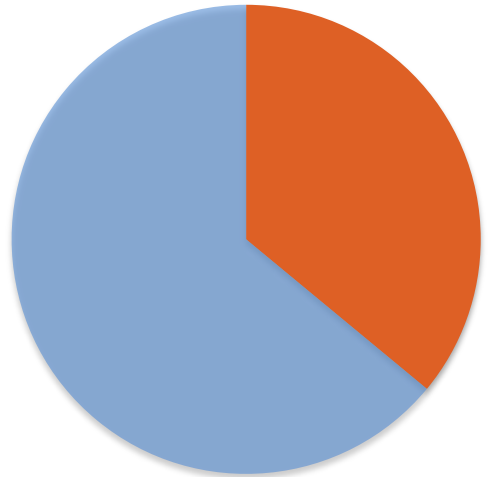
4-Year Bachelor's (non-flagship)



19%

ON TIME

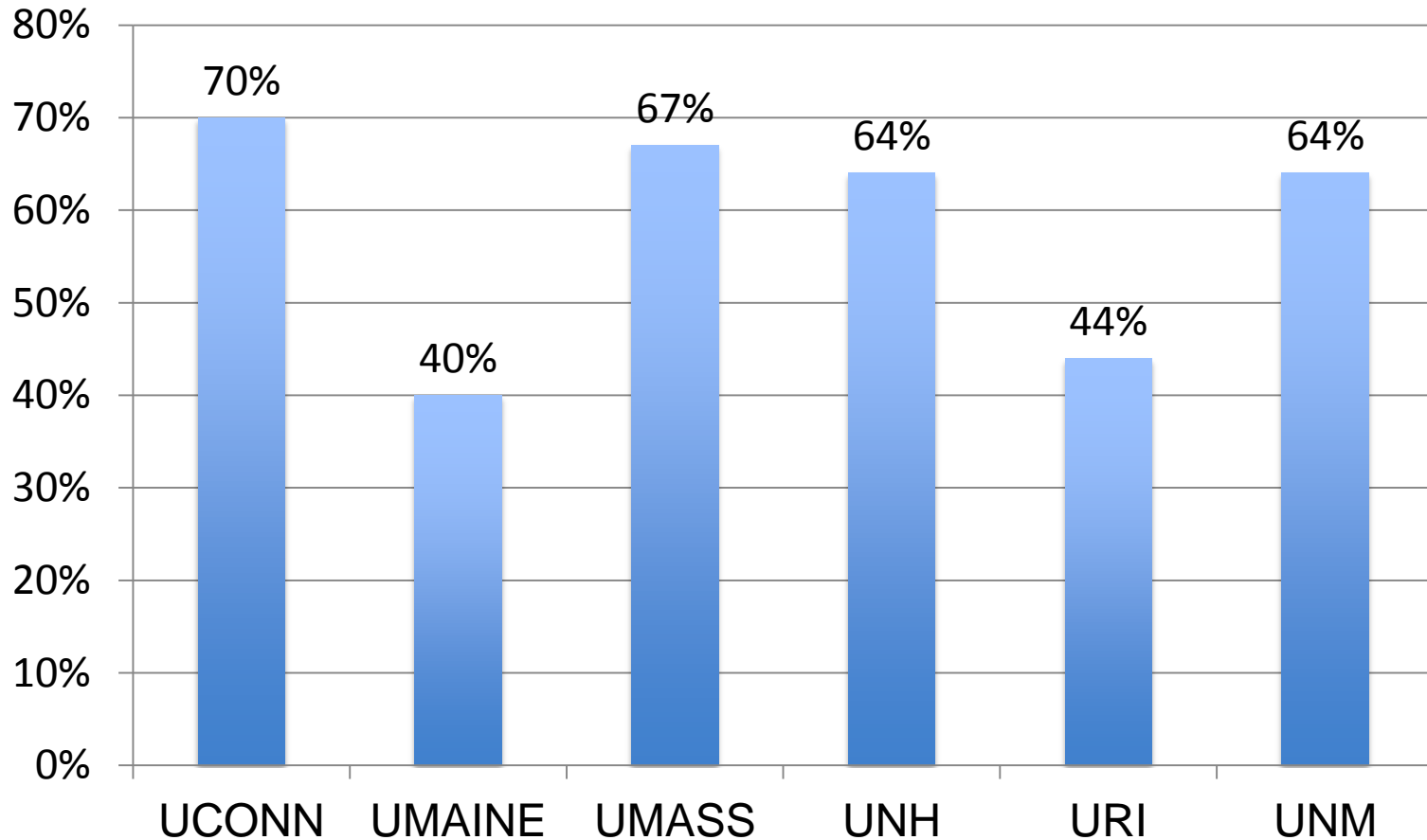
4-Year Bachelor's (flagship/ research)



36%

ON TIME

NELGU: Four-Year Graduation Rates





What predicts four-year graduation?

First Generation

- First Generation: 25%
- Not First Generation: 40%
 - 15 point difference

Pell Recipient

- Pell Recipient: 28%
- Non Pell Recipient: 42%
 - 14 point difference

First Generation and Pell Recipient

- First Gen & Pell: 21%
- Non First Gen & Non Pell: 44%
 - 23 point difference
 - Control for SAT and HS-GPA: 15 point difference

Why Do First Generation Students Struggle?



- Fewer role models?
- Less family and social support?
- Less financial support?
- Overwhelmed by jargon of higher education?
- Overwhelmed by choice?
- Overwhelmed by task of navigating their way to the degree?

Why Do First Generation Students Struggle?



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Choice at UMaine: General Education



- Science
- Human Values and Social Context
 - Western cultural traditions
 - Social context and institutions
 - Cultural diversity and international perspectives
 - Population and the environment
 - Artistic and creative expression
- Mathematics
- Writing Competency
- Ethics
- Capstone



Choice at UMaine: General Education

- Science (**70 choices**)
- Human Values and Social Context
 - Western cultural traditions (**172 choices**)
 - Social context and institutions (**141 choices**)
 - Cultural diversity and international perspectives (**273 choices**)
 - Population and the environment (**47 choices**)
 - Artistic and creative expression (**112 choices**)
- Mathematics (**40 choices**)
- Writing Competency (**210 choices**)
- Ethics (**116 choices**)



Choice at UMaine: General Education

- Science (70 choices)
- Human Values and Social Context (**over 34 billion combinations**)
 - Western cultural traditions (172 choices)
 - Social context and institutions (141 choices)
 - Cultural diversity and international perspectives (273 choices)
 - Population and the environment (47 choices)
 - Artistic and creative expression (112 choices)
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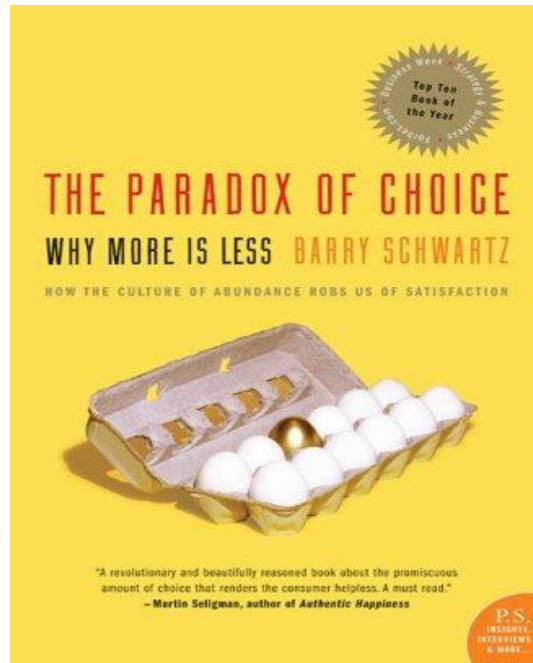


What happens when people are given too many choices?

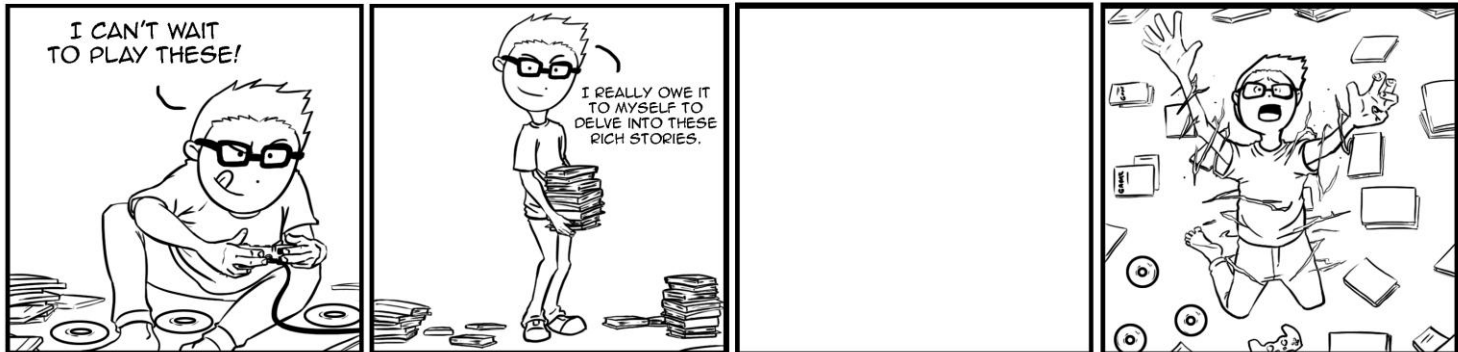
The Jam Study

- 24 Choices of Jam
 - 60% of shoppers attracted to taste test
 - Shoppers sampled 2 jam flavors on average
 - 3% of shoppers bought jam
- 6 Choices of Jam
 - 40% of shoppers attracted to taste test
 - Shoppers sampled 2 flavors on average
 - 30% of shopper bought jam

The Paradox of Choice



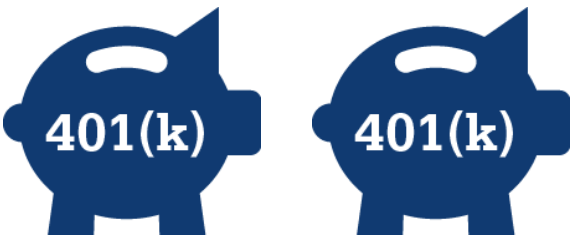
The Paradox of Choice



Behavioral Economics: Choice

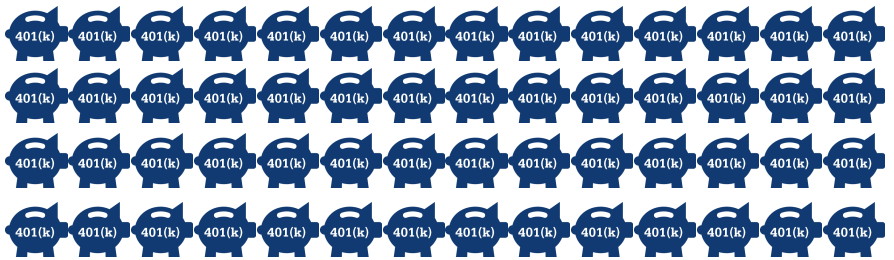
Overwhelmed by Choice

2 Plans Offered



75% Participation

59 Plans Offered



60% Participation

What can we do to help students navigate their way to graduation?



- Guided Pathways to Success (GPS)
- Components of GPS
 - Default Pathways to Fill Major Requirements
 - Pathways through General Education
 - Academic Maps



Default Pathways

- Four year path for completion of major requirements
- Built around milestone courses
- Students make informed choices to change the pathway



Pathways through General Education

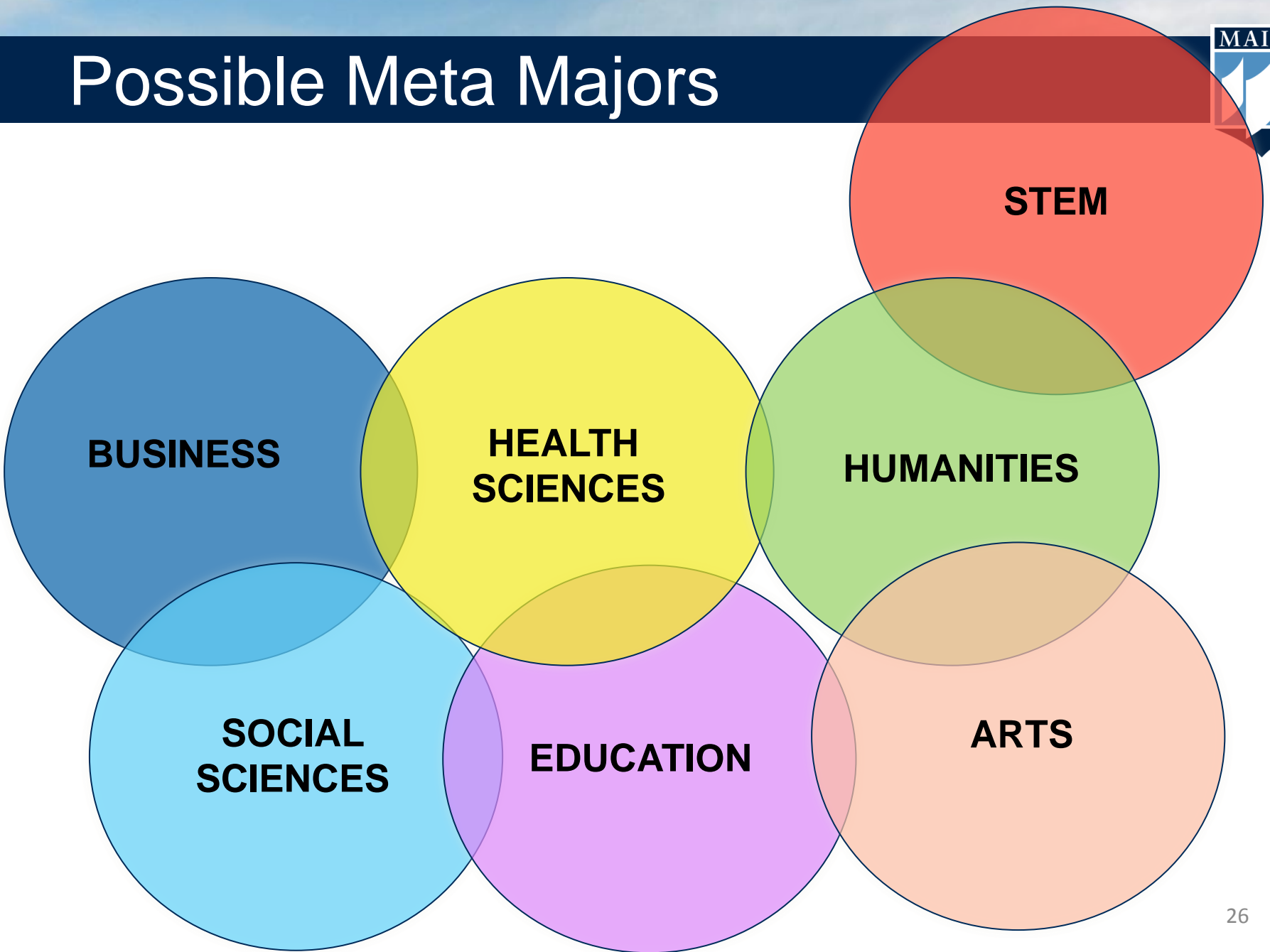
- Recommended pathway (or pathways) for every major

_____ **or** _____

- Identify Meta Majors and create a recommended pathway for each meta major



Possible Meta Majors





Example Pathway for Math

- Students who intend to major in a STEM field
- Students whose majors require the development of specific mathematical methods (e.g., statistical reasoning)
- Students whose majors require no specific mathematical requirements (e.g., a quantitative reasoning pathway)



Academic Maps

- Based on pathway to complete major requirements and pathway to complete general education requirement, each student creates an Academic Map that guides to graduation in four years.
- Map becomes the focal point of advising. As changes occur, student and advisor work together to redesign the map.



REACTIONS-QUESTIONS-DISCUSSION





Other Complementary Initiatives

- General Education Assessment
 - Faculty Senate General Education Committee partnering with the Office of Assessment
 - Develop rubrics to assess the outcomes of each General Education Category
 - Use rubrics to evaluate current general education courses



Other Complementary Initiatives

- Associate Provost LaRocque examining pre-college, early college, and dual enrollment programs
- Academ-E, Bridge Year, summer camps focused on high school students
- Goal: establish pathways for students to integrate their experiences into degree pathways



REACTIONS-QUESTIONS-DISCUSSION





UMaine-UMM Partnership

- UMM will be a regional campus of the University of Maine as of July 1, 2017
- UMM will continue to offer baccalaureate programs
- An Executive Dean will serve as the UMM campus leader and report to the President of UMaine
 - Will serve on UM Cabinet, Deans Council and Provost's Council
- UMM faculty will report to the Executive Dean
- UMM's faculty will not become members of UMaine departments (at least not to start)



UMaine-UMM Partnership

- UMM will maintain a separate OPEID with the U.S. Dept. of Education
- UMM will be incorporated under UMaine's NEASC accreditation
- UMaine will develop a Substantive Change Application to be submitted to the Commission on Higher Education within NEASC



UMaine-UMM Current Collaborations

- UMM field-base Environmental Recreation & Tourism courses open to UMaine students
- UMaine and UMM English/Writing faculties collaborating on a Program Innovation proposal
- Fine Arts faculties from both campuses are exploring summer workshop and course offerings
- Education faculties are working on a 4+1 pathway in Special Education for UMM students to earn UMaine MEd in one year
- UMM Psychology/Community Studies and UMaine Social Work faculties have created 2+2 pathway that allow UMM students to earn BSW
- Business faculties are working on curricular alignment to allow 2+2 UMM to UMaine option



REACTIONS-QUESTIONS-DISCUSSION

