Improve Student Success & Completion
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• Early Action
• Academic Support
• Graduation & Beyond
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
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
• 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
Think 30: Early Indicators
% 15+ Credit Hours
Fall Semester

- All Students:
  - 2014: 50%
  - 2015: 51%
  - 2016: 60%

- First Year Students:
  - 2014: 62%
  - 2015: 60%
  - 2016: 74%
Improve Student Success & Completion

Winter Session

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

Number of students that completed a course

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>683</td>
</tr>
<tr>
<td>2016-17</td>
<td>962</td>
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</table>
Think 30 – example best practice
Promoting Timely Degree Completion: Reconciling Student Choice and the Four-Year Graduation Imperative (2017 publication)

UMaine’s Winter Session cited as best practice
Improve Student Success & Completion

Four-Year Graduation Rate

- 09 cohort: 33%
- 10 cohort: 36%
- 11 cohort: 38%
- 12 cohort: 40%
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

- UCONN: 70%
- UMAINE: 40%
- UMASS: 67%
- UNH: 64%
- URI: 44%
- UNM: 64%
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?

- Fewer role models?
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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)
- Mathematics (40 choices)
- Writing Competency (210 choices)
- Ethics (116 choices)
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
Behavioral Economics: **Choice**

**Overwhelmed by Choice**

<table>
<thead>
<tr>
<th>2 Plans Offered</th>
<th>59 Plans Offered</th>
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</thead>
<tbody>
<tr>
<td>401(k)</td>
<td>401(k)</td>
</tr>
<tr>
<td>75% Participation</td>
<td>60% Participation</td>
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</table>

75% Participation vs. 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
• Recommended pathway (or pathways) for every major

or

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

- BUSINESS
- HEALTH SCIENCES
- SOCIAL SCIENCES
- EDUCATION
- HUMANITIES
- ARTS
- STEM
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)
• 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.
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