



THE UNIVERSITY OF
MAINE



First-Year Student Success

Academic Affairs Faculty Forum

September 27, 2018



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





Why should we care?



Our Mission

Our Values



Our Reputation

Our Financial Health

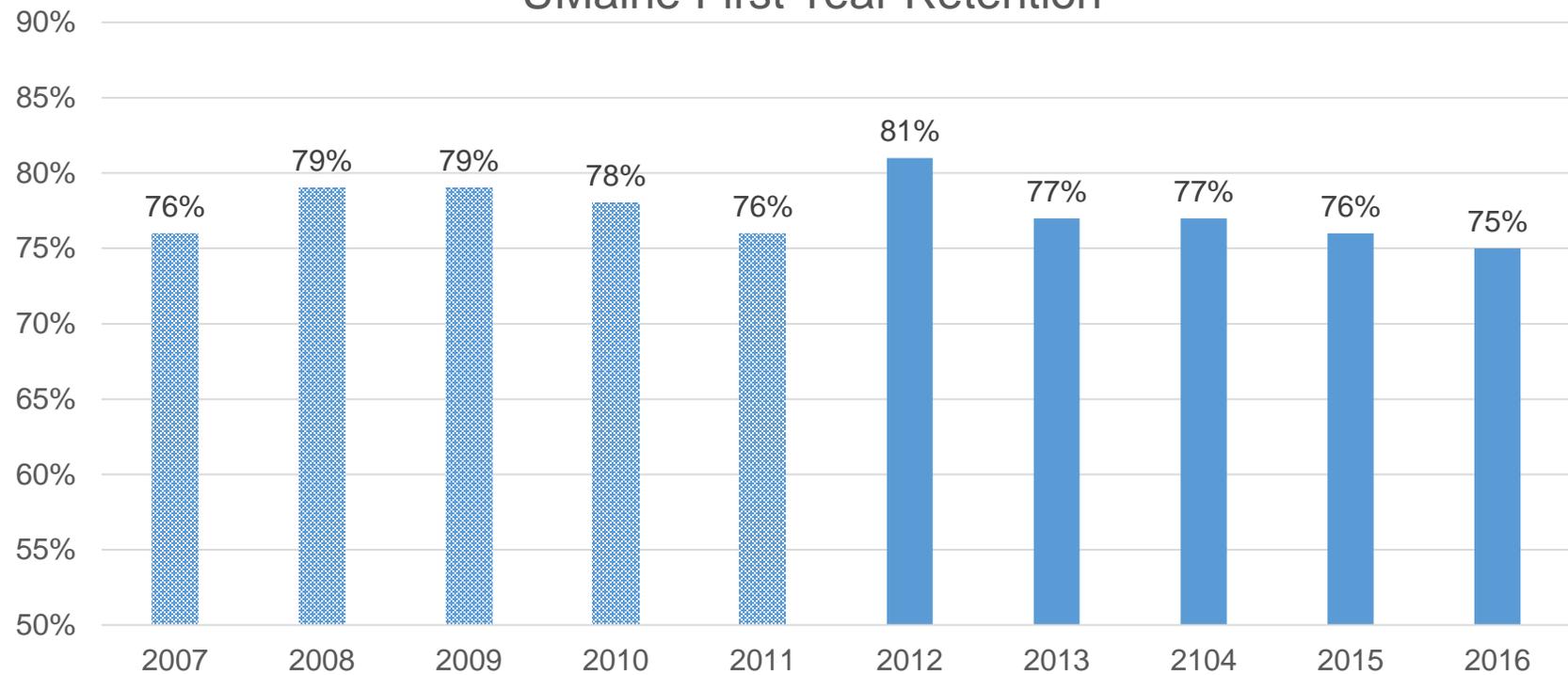




First Year Student Success: Retention at UMaine

“improve annual student retention rate by 5%” Blue Sky Project

UMaine First Year Retention





Why now? Maine Demographics

Maine is still the oldest state in the nation



Ashley L. Conti | BDN
Emma Brickman (left) and 92-year-old Joan Logue look through a photo album at Logue's home in Orono in this BDN file photo.

The Associated Press • September 14, 2018 11:21 am

AUGUSTA, Maine — The U.S. Census Bureau says Maine is still the nation's oldest state, with New Hampshire and Vermont right behind.

The 2017 American Community Survey found the median age in Maine was 46.6, unchanged from 2016. New Hampshire had the second oldest

Ad closed by Google

Stop seeing this ad

Why this ad? ▶

MOST POPULAR



Escaped murderer Arnold Nash captured

'It's grave. We need a lot of people': Maine employers are desperate for workers



A sign outside the Lewiston Career Center, which hosted a job fair Monday.

Susan Sharon | Maine Public

By Susan Sharon, Maine Public • June 6, 2017 10:06 am

Updated: June 6, 2017 1:31 pm

Help-wanted signs are popping up all over Maine, as they typically do this time of year. But job seekers say Maine's unemployment rate combined with a



Why now? Student Preparedness Improving

- Eliminated Onward - 2016
- Eliminated Foundations - 2017
- Improved First-Year Preparedness

Year	Median SAT 25%	Median SAT 75%
2016	1050	1240
2017	1060	1240
2018	1070	1250

Partnerships with other campuses



MAINE



Why now? Improved Resources and Models



Video

Press

Experts

Campus News

Calendar

Athletics

Arts & Culture

Business & Economy

Education & Leadership

Health & Wellness

Politics, Law & Society

Science & Technology



Georgia State
University®

Georgia State Cited as National Leader In Using Data to Drive Student Success



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Communications

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Why now? Improved Resources and Models



**Arizona State
University**

Promising Full College Credit, Arizona State University Offers Online Freshman Program

By **Tamar Lewin**

April 22, 2015



[Arizona State University](#), one of the nation's largest universities, is joining with edX, a nonprofit online venture founded by M.I.T. and Harvard, to offer an online freshman year that will be available worldwide with no admissions process and full university credit.

In the new Global Freshman Academy, each credit will cost \$200, but students will not have to pay until they pass the courses, which will be offered on the edX platform as MOOCs, or Massive Open Online Courses.



Why now? Improved Resources and Models



ALEKS®



ALEKS®

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[WHAT IS ALEKS?](#) [COURSE PRODUCTS](#) [HIGHER EDUCATION](#) [K-12](#) [INDEPENDENT USE & HOMESCHOOL](#)



"ALEKS is very practical and explanatory. Math used to be a problem for me, but now I see it in a very friendly way. Not only did I earn better grades, but I also feel more confident."

- Linda Zevallos, Santa Barbara City College

RESEARCH BEHIND ALEKS

EFFICACY AND CASE STUDIES

INSTRUCTOR RESOURCES

STUDENT RESOURCES

MATH

ALEKS is an adaptive, artificially-intelligent learning system that provides students with an individualized learning experience tailored to their unique strengths and weaknesses. With decades of scientific research behind its creation, ALEKS strives to bring the most advanced and efficient learning system to students worldwide.

Research Behind ALEKS | ALEKS Efficacy



Why now? Improved Resources and Models



Academic Performance Solutions * Unsaved View 🔍 🖨 ⚙

College Scorecard
Department Scorecard
Students
Courses
Programs
Instructional Staff
Costs
Resources & Release Notes

Time Period

ACADEMIC YEAR
2017-18 ▼

TERM
All ▼

University Attributes*

CAMPUS NAME
All ▼

COLLEGE NAME
All ▼

Course Attributes

COURSE DIVISION
All ▼

COURSE TYPE
All ▼

COURSE PREFIX
All ▼

Student Attributes

STUDENT LEVEL
All ▼

STUDENT CLASSIFICATION
All ▼

APS V3.2

Apply

*Filter selections in University Attributes determine available options for all other filters (except Time Period)

👤

Students

Enrollment

# of Students Enrolled	11,969	3 Yr Trend Rate	-0.4%
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Total Attempted SCH

Total Attempted SCH	261,318	3 Yr Trend Rate	-0.7%
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Trends in Student Enrollment

Student Enrollment is based on the unduplicated headcount of students registering for coursework.

Year	Number of Distinct Students	3 Yr Trend Rate
2013-14	12,408	
2014-15	12,351	-0.5%
2015-16	12,062	-2.3%
2016-17	12,251	+1.6%
2017-18	11,969	-2.3%

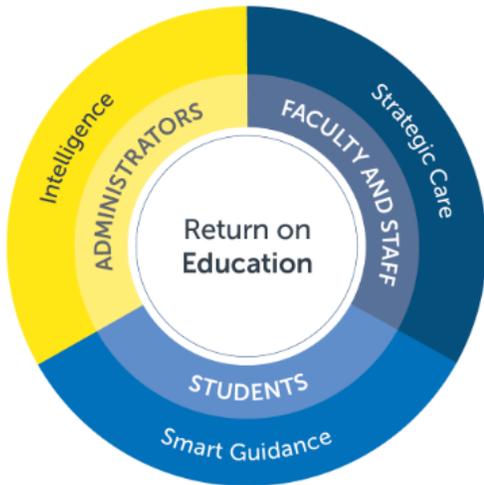
3 Yr Growth in Attempted SCH by College

Click on the college name to view growth in Attempted SCH by Department

Maine Business School	+6.2%
College of NSFA	+1.2%
Other	+1.1%
College of LAS	-0.6%
College of Engineering	-3.9%
College of EDHD	-5.0%



Why now? Improved Resources and Models



About the Student Success Collaborative

The Student Success Collaborative is a membership of more than 500 colleges and universities across the country working together to improve student outcomes and the student experience. Members of the Collaborative use EAB's **student success management system**, a comprehensive technology that links administrators, faculty, staff, and advisors in a coordinated care network to support students from enrollment to graduation and beyond.

Leveraging Predictive Analytics and Powerful Case Management Technology

EAB's Student Success Collaborative (SSC) combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates. At the core of SSC is a proprietary predictive model that identifies at-risk students as well as an analytics engine that isolates systemic barriers to degree completion. To complement the predictive model, SSC provides advisors and other student success specialists with powerful communication and workflow tools to transform insight to action and administrators with customized change management guidance to support institutional transformation.

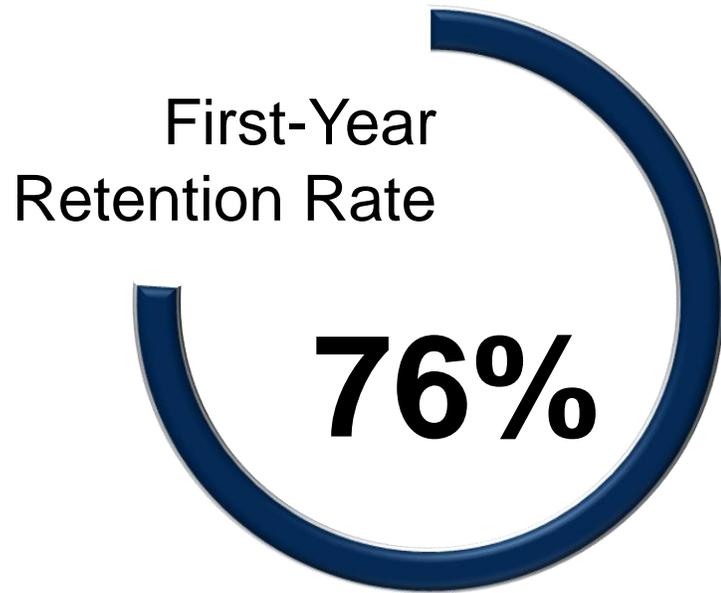
With SSC, institutions can identify, reach, and monitor students at scale while accessing rich data to measure intervention effectiveness.

[SPEAK WITH AN EXPERT](#)

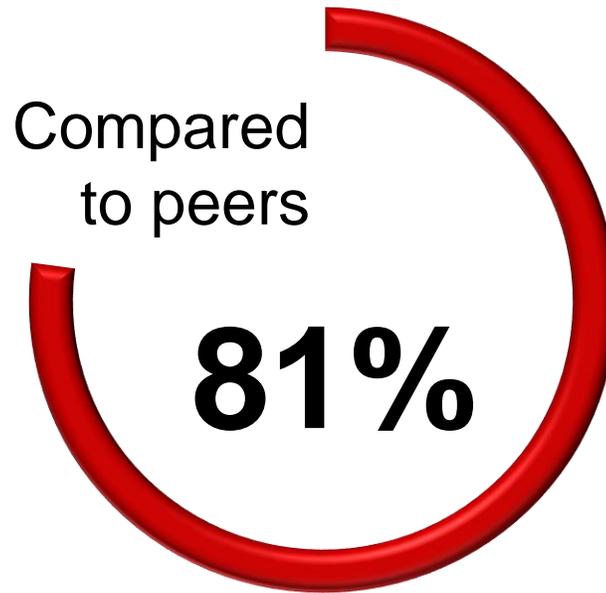
Navigate



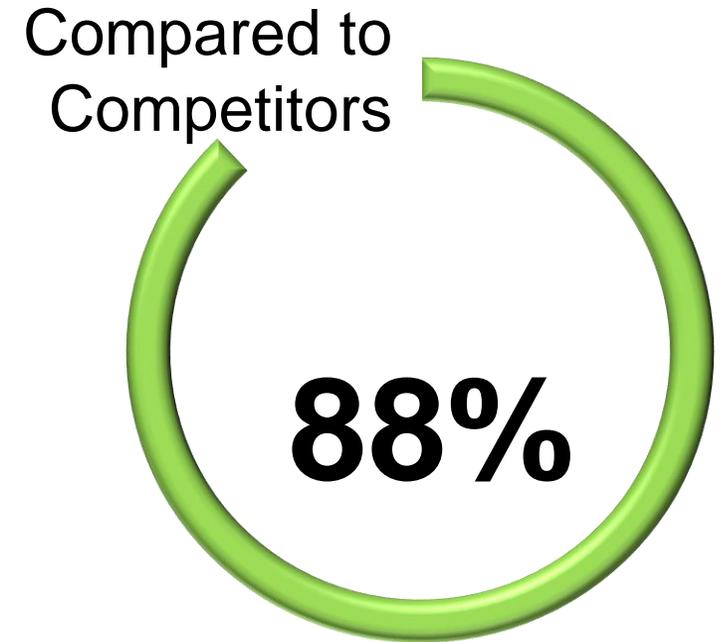
First-Year Success at UMaine



UMaine



**Hanover
Selected Peers**

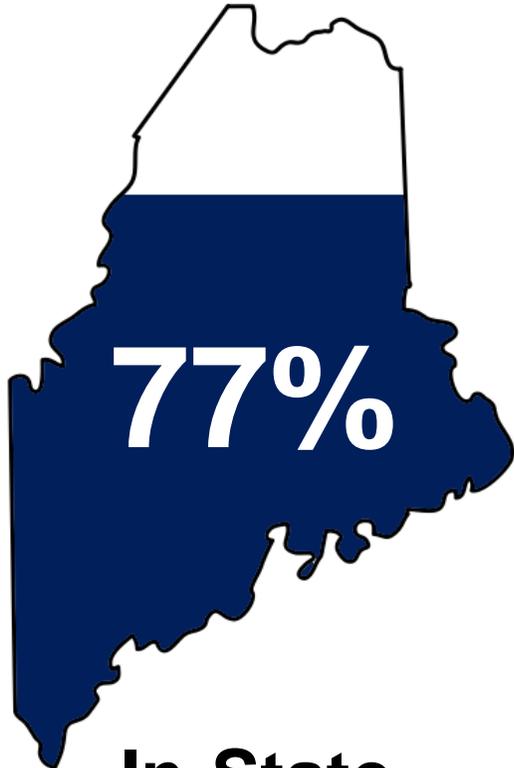


**Other New
England Land
Grant Universities**

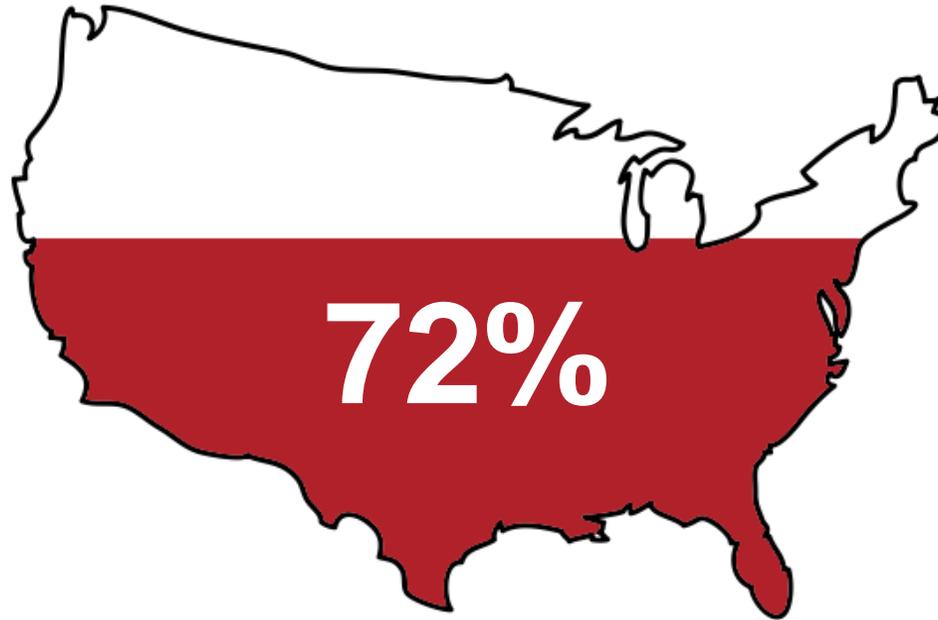


First-Year Retention – what do we know

Retention by Residency



In-State



Out-of-State

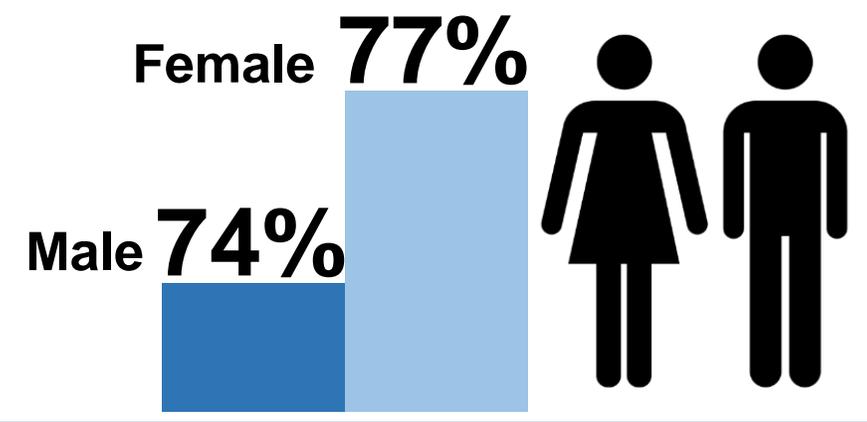
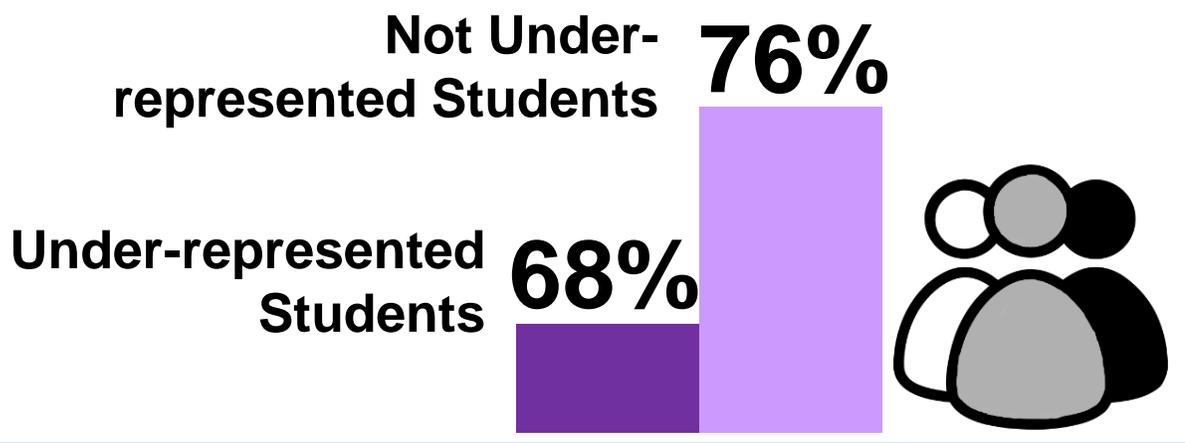
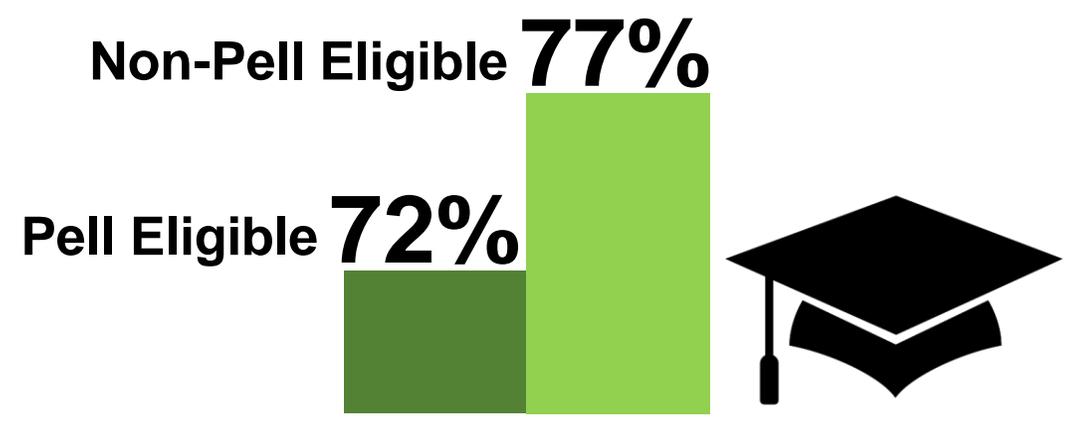
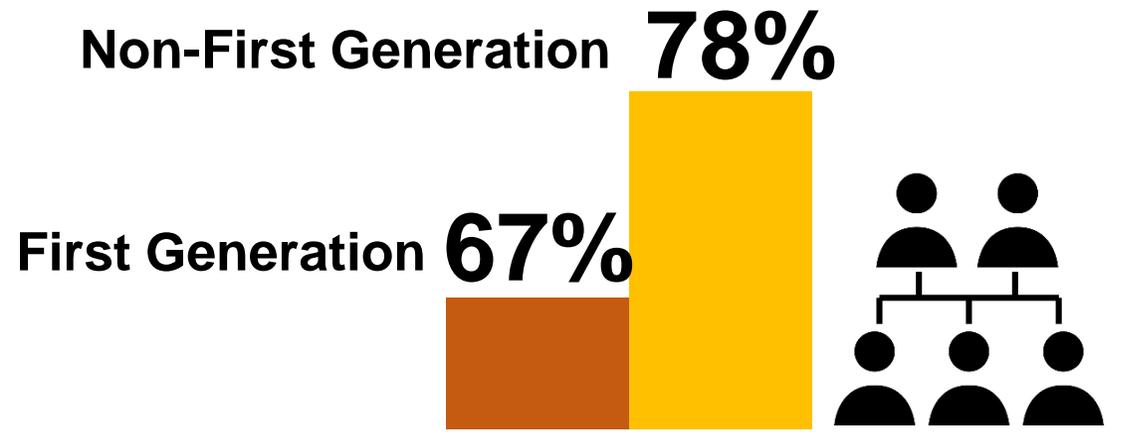


International



First-Year Retention – what do we know

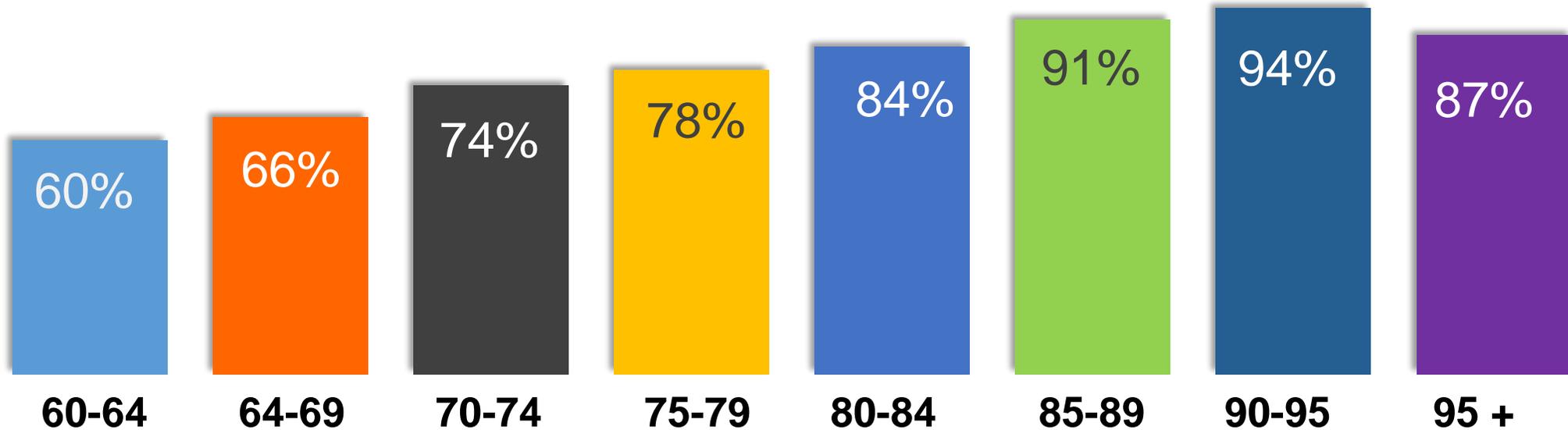
Retention by Background





First-Year Retention – what do we know

Retention by Preparation



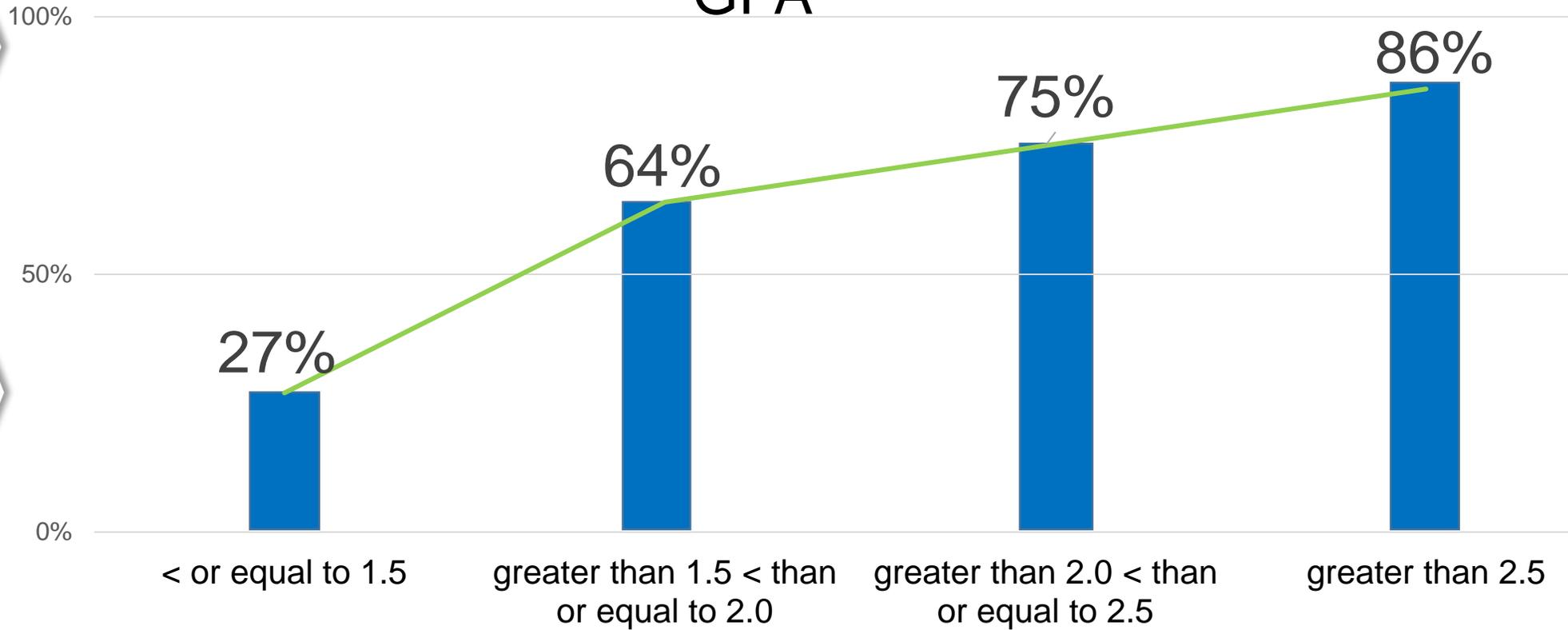
C-Index Grouping



First-Year Retention – what do we know

Retention and First Semester Academic Performance

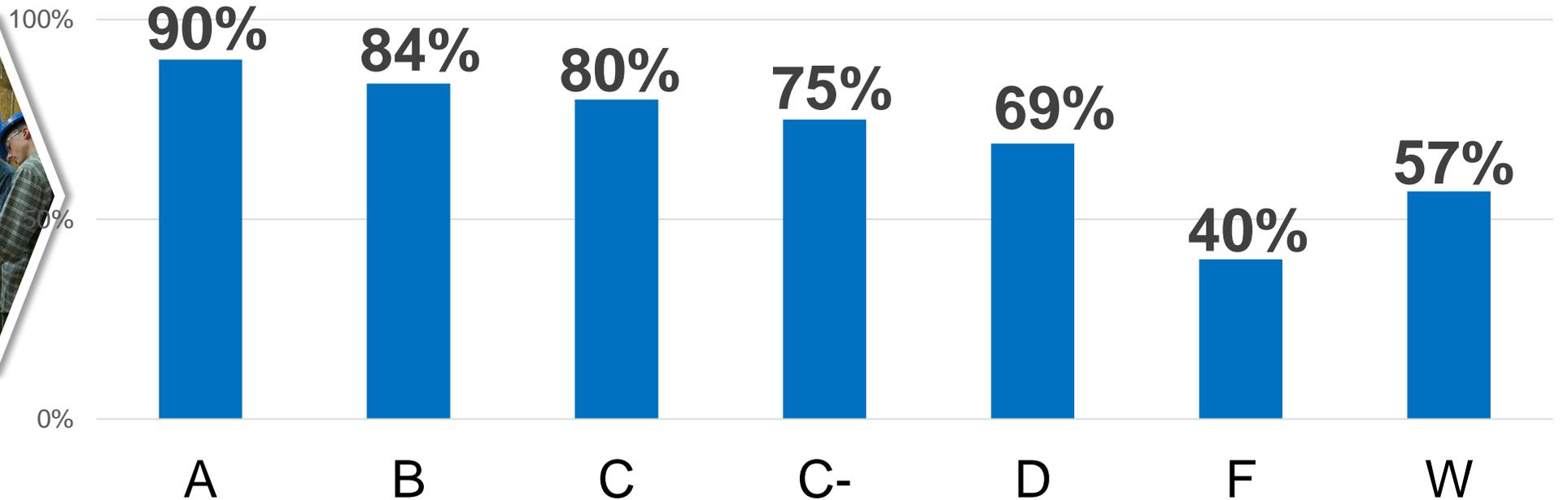
GPA





First-Year Retention – what do we know

Retention and First Semester Academic Performance First Math Course



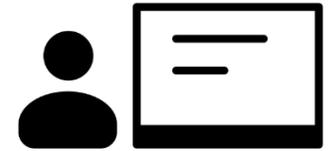


First-Year Retention – what do we know

Retention and First Semester Academic Performance

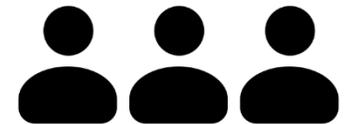
Withdrew from 1 or more classes

55%



Withdrew from 0 classes

79%



One or more C, D, F's grade

70%



No C, D, F's

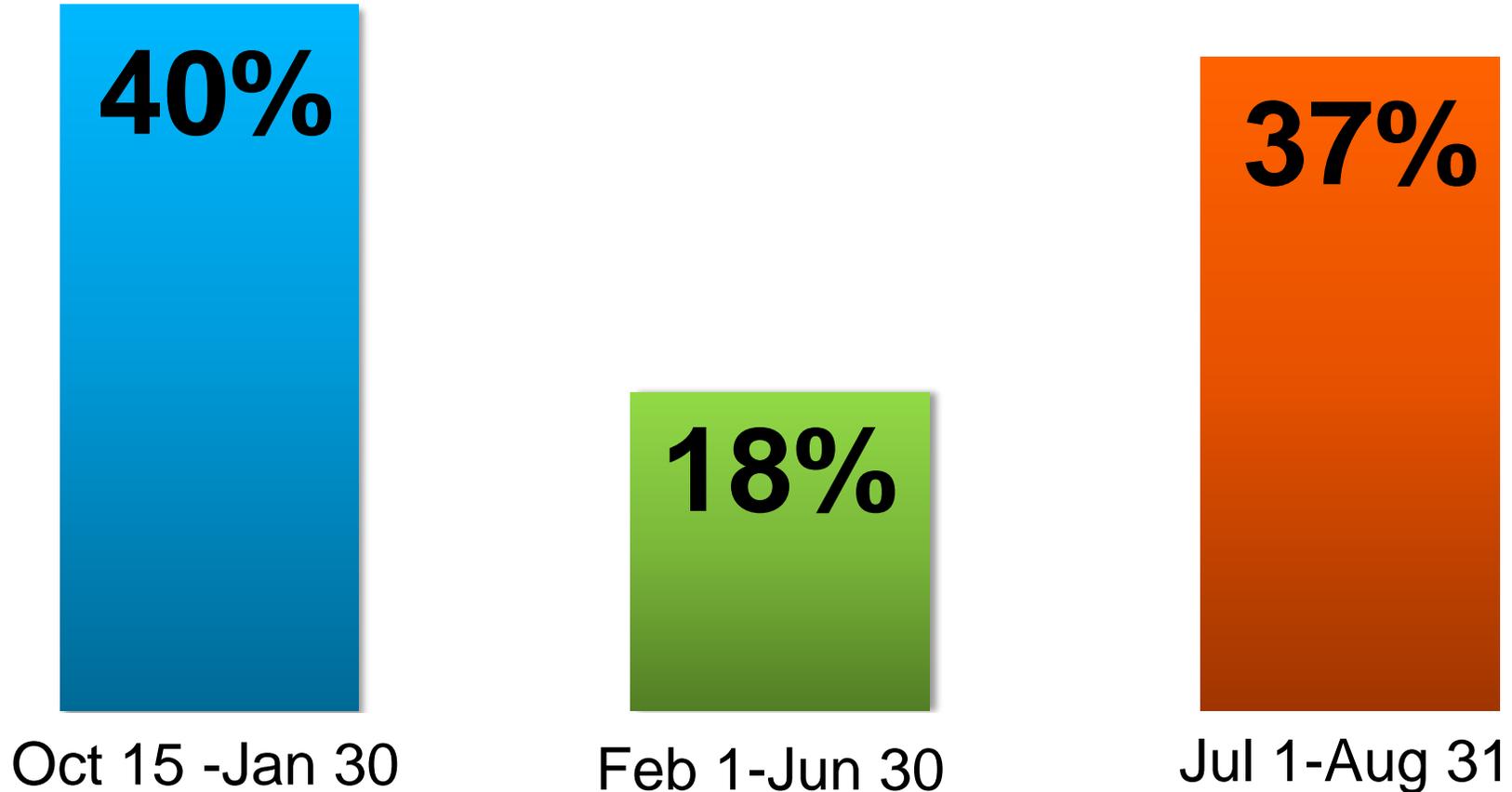
87%





First-Year Retention – what do we know

When Students Withdraw





First-Year Retention – what do we know

First Year Retention Report

Table 1. Overall retention by residency.

		Cohorts			
		2014		2015	
		n	%	n	%
In-State	Suspended	81	6%	78	6%
	Withdraw	207	16%	217	17%
	Retained	979	77%	1,002	77%
	Total	1,267		1,297	
NEBHE	Suspended	9	7%	4	3%
	Withdraw	25	18%	23	18%
	Retained	104	75%	104	79%
	Total	138		131	
Out-of-State	Suspended	25	4%	37	7%
	Withdraw	125	21%	126	23%
	Retained	436	74%	397	71%
	Total	586		560	
International	Suspended	3	10%	2	8%
	Withdraw	7	23%	2	8%
	Retained	20	67%	20	83%
	Total	30		24	
Total	Suspended	118	6%	121	6%
	Withdraw	364	18%	368	18%
	Retained	1,539	76%	1,523	76%
	Total	2,021		2,012	

Timing of Withdrawals

Table 2 shows, by residency and first-semester GPA, the percentage of students who withdrew at various points throughout the first year.

Highlights

- Overall, 18% of students in these cohorts withdrew. Of these, 40% withdrew before spring census, 18% between August and fall census. Six percent of nonreturning students withdrew before fall census. The timing pattern is similar across residency categories, whereas the withdrawal percentage for out-of-state students is four percentage points higher than that for in-state students.
- Not surprisingly, students with a lower first-semester GPA withdrew before the spring census: 74% of nonreturning students with a first-semester GPA less than 1.0 withdrew before spring census.

First-Year Retention and Student Success at UMaine (Exploratory Analyses)

UMaine Office of Institutional Research
24 August 2018

This report comprises exploratory data and brief narrative regarding first-year retention and student success at UMaine. Specifically, we examine the following:

- First-year retention by residency;
- Timing of student withdrawal during the first year;
- The relationship between student retention and such student characteristics as gender, SAT/HS GPA, Pell status, first-generation status, first-year living arrangement, and responses on the New Student Survey;
- The relationship between retention and first-semester academic performance;
- Common first-year courses and success rates;
- The relationship between success rates (i.e., percentage of students receiving a grade higher than D) and SAT/HS GPA in common courses with low success rates; and
- Success rates by major in the common first-year courses with the lowest success rates.

The retention analyses include first-year, full-time students who matriculated at UMaine in 2014 through 2016; the success rate analyses include first-year, full-time students who matriculated in 2015 through 2017. This report is intended to provide baseline data for informing the efforts of the First-Year Experience Steering Committee and working groups.

Overall Retention Rates

Table 1 shows, by residency, the percentage of students who were suspended, withdrew, and retained. Overall (combining residency and the three cohorts), we see that 6% of students were suspended, 18% withdrew, and 76% returned for their second year. The suspension rate is similar across residency categories, whereas the withdrawal percentage for out-of-state students is four percentage points higher than that for in-state students.

Withdrawals.

Cohort	Suspended		Withdrew		Percentage of withdrawals by timeframe							
	n	%	n	%	Before spring semester	Spring semester before census	Feb/March/April	May/June/July	August	Sep/Oct before fall census	Did not officially withdraw	
(no coursework)	16	0	0%	14	88%	100%	0%	0%	0%	0%	0%	0%
less than 1.0	39	11	28%	26	67%	31%	65%	0%	0%	0%	4%	0%
1.0 less than 2.0	108	43	40%	27	25%	4%	63%	7%	4%	11%	11%	0%
2.0 less than 3.0	373	68	18%	88	24%	1%	44%	9%	9%	9%	26%	1%
3.0 or higher	963	19	2%	207	21%	5%	21%	2%	15%	20%	37%	0%
Total	2,428	6	1%	145	16%	8%	19%	2%	15%	20%	37%	0%
(no coursework)	36	3	8%	29	81%	9%	28%	4%	13%	15%	30%	5%
less than 1.0	57	21	37%	33	58%	93%	0%	3%	0%	0%	29%	2%
1.0 less than 2.0	177	73	41%	70	40%	6%	73%	9%	0%	0%	0%	3%
2.0 less than 3.0	423	89	21%	104	25%	4%	73%	13%	3%	3%	6%	3%
3.0 or higher	1,250	37	3%	223	18%	8%	38%	13%	8%	9%	15%	10%
Total	1,854	10	1%	171	9%	5%	22%	8%	13%	17%	25%	15%
(no coursework)	3,797	233	6%	630	17%	8%	18%	1%	17%	23%	19%	11%
less than 1.0	52	3	6%	43	83%	10%	31%	7%	11%	14%	17%	10%
1.0 less than 2.0	96	32	33%	59	61%	95%	0%	2%	0%	0%	0%	2%
2.0 less than 3.0	285	116	41%	97	34%	17%	69%	5%	0%	2%	5%	2%
3.0 or higher	796	157	20%	192	24%	4%	70%	11%	3%	3%	6%	2%
Total	2,213	56	3%	430	19%	5%	41%	11%	8%	9%	20%	6%
(no coursework)	2,783	16	1%	316	11%	5%	21%	5%	14%	18%	30%	6%
Total	6,225	380	6%	1,137	18%	10%	18%	3%	17%	20%	24%	10%



Addressing the Issue

Academic Year 2018-2019

Campus-wide focus on developing a plan

Guiding principles

- What we can do
- Multi-pronged approach
- Learn from others
- Data informed

Steering Committee

Jeff Hecker, Provost (Chair)

Jeff St. John, Senior Associate Provost

Monique LaRocque, Associate Provost

Kenda Scheele, Assistant Vice President and Senior Associate Dean

Robert Dana, Vice President of Student Affairs and Dean of Students

John Lawler, Director, Residence Life

Deb Allen, Associate Director, Institutional Research

Robin Delcourt, Special Assistant to the Provost

Faculty Senate representative (1 or 2)



First-Year Retention - Academic Year 2018-19

Campus-wide Focus on Developing a Plan

Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
<p>Data gathering and planning</p> <ul style="list-style-type: none"> • Data analysis • Form Steering Committee 	<p>Launch</p> <ul style="list-style-type: none"> • Academic Affairs Faculty Forum • Form and charge working groups • Charge faculty 	<p>Reports / Proposals due</p>	<p>Preparation</p>	<p>Implementation</p>



Part I – Working Groups



Gateway Courses

- Placement, Preparation & Progress
- Summer Preparation
- Faculty Support / Development

Onboarding / Advising / Support

- First-Year Success Course
- New Student Orientation
- Academic Support Services
 - Writing Center
 - Tutor Center
 - Career Center
 - College Advising Centers



Part I – Working Groups

Academic Affairs Collaboration

- Living Learning Communities
- Academic Affairs
Student Affairs Alliance
Enhancement
- “Student Success Hub”

Financial

*(Aid, Work,
Just-in-time)*

Navigate

*(Onboarding,
Advising, First Alert)*





Part I – Working Groups

Call for Volunteers

- Shout out right now
- Email me (cc: Robin Delcourt)
- Go to website
 - Send your ideas
 - Share resources





Part II – First-Year Curricula

Charge from Provost to Deans for every UG major

- i. What is required first year curriculum?
 1. Major requirements
 2. General Education
- ii. What is recommended first-year curriculum?
 1. Courses in major
 2. General Education
- iii. Why is this the required/recommended first-year curriculum?
 1. What are expected student-learning outcomes?
 2. How successful is curriculum at producing expected outcomes?





Part II – First-Year Curricula

Charge from Provost to Deans for every UG major

- iv. What are risks associated with this curriculum (e.g., multiple high DFW courses in same semester)?
- v. In light of risk assessment, are there alternative first-year curricula?
- vi. What resources are in place to mitigate risks?
- vii. What additional steps can be taken to mitigate risk?





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Thoughts/Questions/Reactions