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

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>76%</td>
</tr>
<tr>
<td>2008</td>
<td>79%</td>
</tr>
<tr>
<td>2009</td>
<td>79%</td>
</tr>
<tr>
<td>2010</td>
<td>78%</td>
</tr>
<tr>
<td>2011</td>
<td>76%</td>
</tr>
<tr>
<td>2012</td>
<td>81%</td>
</tr>
<tr>
<td>2013</td>
<td>77%</td>
</tr>
<tr>
<td>2014</td>
<td>77%</td>
</tr>
<tr>
<td>2015</td>
<td>76%</td>
</tr>
<tr>
<td>2016</td>
<td>75%</td>
</tr>
</tbody>
</table>
Maine is still the oldest state in the nation

The Associated Press - September 14, 2018 12:20 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 45.3, compared to 45.6 in New Hampshire and 45.5 in Vermont.

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

By Susan Sharon, Maine Public - June 6, 2017 10:56 am

Updated: June 6, 2017 11:31 pm

Help-wanted signs are popping up all over Maine, as they typically do this time of year, but unemployment rates are down. The state's transportation agency said workforce shortages have been a factor in traffic delays.
Why now? Student Preparedness Improving

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

Partnerships with other campuses

<table>
<thead>
<tr>
<th>Year</th>
<th>Median SAT 25%</th>
<th>Median SAT 75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1050</td>
<td>1240</td>
</tr>
<tr>
<td>2017</td>
<td>1060</td>
<td>1240</td>
</tr>
<tr>
<td>2018</td>
<td>1070</td>
<td>1250</td>
</tr>
</tbody>
</table>
Why now? Improved Resources and Models

Georgia State Cited as National Leader In Using Data to Drive Student Success
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 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.
Why now? Improved Resources and Models
Why now? Improved Resources and Models

EAB

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

First-Year Retention Rate

UMaine: 76%

Compared to peers: 81%

Compared to Competitors: 88%

Other New England Land Grant Universities
First-Year Retention – what do we know

Retention by Residency

- In-State: 77%
- Out-of-State: 72%
- International: 77%
First-Year Retention – what do we know

Retention by Background

<table>
<thead>
<tr>
<th>Category</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-First Generation</td>
<td>78%</td>
</tr>
<tr>
<td>First Generation</td>
<td>67%</td>
</tr>
<tr>
<td>Non-Pell Eligible</td>
<td>77%</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>72%</td>
</tr>
<tr>
<td>Not Under-represented Students</td>
<td>76%</td>
</tr>
<tr>
<td>Under-represented Students</td>
<td>68%</td>
</tr>
<tr>
<td>Female</td>
<td>77%</td>
</tr>
<tr>
<td>Male</td>
<td>74%</td>
</tr>
</tbody>
</table>
First-Year Retention – what do we know

Retention by Preparation

C-Index Grouping

<table>
<thead>
<tr>
<th>Grouping</th>
<th>60-64</th>
<th>64-69</th>
<th>70-74</th>
<th>75-79</th>
<th>80-84</th>
<th>85-89</th>
<th>90-95</th>
<th>95+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>60%</td>
<td>66%</td>
<td>74%</td>
<td>78%</td>
<td>84%</td>
<td>91%</td>
<td>94%</td>
<td>87%</td>
</tr>
</tbody>
</table>
First-Year Retention – what do we know

Retention and First Semester Academic Performance

GPA

- < or equal to 1.5: 27%
- greater than 1.5 < than or equal to 2.0: 64%
- greater than 2.0 < than or equal to 2.5: 75%
- greater than 2.5: 86%
First-Year Retention – what do we know

Retention and First Semester Academic Performance

First Math Course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>84%</td>
</tr>
<tr>
<td>C</td>
<td>80%</td>
</tr>
<tr>
<td>C-</td>
<td>75%</td>
</tr>
<tr>
<td>D</td>
<td>69%</td>
</tr>
<tr>
<td>F</td>
<td>40%</td>
</tr>
<tr>
<td>W</td>
<td>57%</td>
</tr>
</tbody>
</table>
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

- Oct 15 - Jan 30: 40%
- Feb 1 - Jun 30: 18%
- Jul 1 - Aug 31: 37%

First-Year Retention – what do we know
First-Year Retention – what do we know

First Year Retention Report

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

- First-year retention by residency;
- Trends of student withdrawal during the first year;
- The relationship between student retention and student characteristics, such as gender, SAT/ACT 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/ACT 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 2 shows, by residency, the percentage of students who were suspended, withdrew, and remained. Overall (combining residency and the three columns), we see that 8% of students were suspended, 18% withdrew, and 78% remained for their second year. The suspension rate is similar across residency categories, whereas the withdrawal percentage for out-of-state students is five percentage points higher than that for in-state students.

Table 1, Overall retention by residence:

<table>
<thead>
<tr>
<th></th>
<th>Non-Resident</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspended</td>
<td>24%</td>
<td>15%</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>42%</td>
<td>22%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data gathering and planning</td>
<td>Launch</td>
<td>Reports / Proposals due</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
<tr>
<td>• Data analysis</td>
<td>Academic Affairs Faculty Forum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Form Steering Committee</td>
<td>Form and charge working groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Charge faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?