First Year Success Courses Final Report
May 31, 2019

<u>Charge</u>: "Develop a set of recommendations for ways to improve the quality of students' experiences in (First-Year Success) courses."

<u>Recommendations</u>
Please list your working group's recommendations in prioritized order. State each recommendation succinctly in one to three sentences. For each recommendation provide a brief one paragraph description of the action your group is proposing.

1. **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.

   An FYSC promotes familiarity with the college learning environment and facilitates connections with faculty/staff and peers. The institutional purpose is to improve retention and persistence. All incoming first-year students, regardless of "early college" credit, should be enrolled in an FYSC that meets content standards (#2 below). The course may or may not be specific to a particular major or field. It must be credit-bearing. Unless required for a major, participation in the FYSC program should be considered a requirement of the first-year experience but <u>not</u> a requirement for the bachelor's degree.

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

   Content standards are based on the following categories:
   A. Tasks incoming students should know how to complete capably
      - Examples: Contact a faculty member, create a plan for completing a major, find an advisor's office, make an appointment at Cutler Health Center, apply for a job on campus, receive and act on Navigate notifications, submit a paper via Blackboard, etc.
   B. Concepts and habits students should master for success in college
      - Examples: basic understanding of how humans learn; habits for effective learning; reliable approaches to organization, time management, and stress relief; ability to recognize when to obtain help; etc.
   C. Tools and resources students should know how to locate and use for A and B.
      - Examples: Software tools such as MaineStreet, Navigate, Blackboard, Excel, Google email and calendar, etc.; resource sites such as the college's advising centers, Student Accessibility Services, the Writing Center, Student Employment Office, Title IX Student Services, etc.; and human supports such as advisors, RAs, faculty members, parents, etc.

   The larger learning goals of an FYSC are resilience and self-efficacy. The opportunity also to include field-specific content will depend upon the course's credit hours, among other factors.

   We recommend formation of an FYSC curriculum group with responsibility for (a) specifying content standards within these categories and (b) proposing an assessment plan for UMaine's FYSC program. We also recommend that, where possible, common course materials should be made available to course instructors.

3. **FYSCs should prioritize and maximize individual contact** between the students and the course instructor. One-on-one peer contact with more advanced students should be considered, as supplementing rather than replacing one-on-one contact with instructors.

   FYSCs should include structured, planned individual meetings as well as informal opportunities for individual contact. Conversations during these meetings should be purposeful in identifying areas of concern and ways to address them. Near-peer interactions may be useful as supplements but should not be considered equivalent. Another option to consider, where practical, is to have FYSC instructors assigned as the advisor for students in their section.

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

   Ongoing professional development for faculty and staff who teach the sections should focus on evidence-based best practices and opportunities to learn from others involved in the same endeavor. In particular, instructors primarily working in a discipline could gain familiarity with issues and approaches specific to the first year. Where Blackboard is by far the most commonly used Learning Management System in FYSCs, the professional development could include refining instructors' Blackboard skills (or, if Blackboard is replaced, skills in using the replacement LMS).

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

   We suggest piloting and assessing programs that initiate FYSC activity prior to the fall semester and to resume it in the spring. Existing opportunities in the College of Natural Sciences, Forestry, and Agriculture may provide models. Because FYSC participation appears especially beneficial to first-generation students and those with a C-index score below 85, we recommend focusing extended FYSC experiences on these student populations.

Background/Rationale (Limit 5 pages)
Please provide the background information needed to understand the rationale for your recommendations. In the charge to your working group you were provided a set of questions to consider as you completed your work. These questions can be used as a guide to this section of your report but you are not required to respond to each question.

We found that the UMaine FYSC program can be characterized as follows:
- FYSC section enrollments in fall 2018 ranged from 9 to 112 students, with 75% of sections having 25 students or fewer. Mean enrollment was 23; median was 18.
- Most FYSCs are traditional, full-semester courses. They may be one-, two-, or three-credit courses.
- Per OIR, 94% students in fall 2017 took an FYSC, up 2 percentage points from fall 2015. (Fall 2018 percentages were not available at the time the data were requested.)
- The FYSC program is not a program as such. It exists as disparate courses with little coordination among them, although there is typically coordination within multi-section FYSCs.

Our recommendations are based on the information we gathered and interpreted, mainly through review of FYSC syllabi, surveying FYSC instructors, analyzing data on first-year UMaine students, and considering practices at other institutions.

Review of FYSC syllabi
Method:
Syllabi were requested from the 61 instructors who taught fall 2018 FYSC sections. There were 110 sections of 29 courses. Syllabi were received from 55 of the 61 instructors (90% response), enabling review of all but two courses. A subcommittee of the working group reviewed the content of the syllabi to identify topics specific to first-year success.

Key findings:
FYSC courses at UMaine can be grouped into two categories: (a) field-specific courses in which content and student learning outcomes (SLOs) often relate chiefly to the major or discipline; and (b) courses not specific to a field that focus on success in college and the college experience per se. The field-specific course syllabi varied considerably in how prevalent "success in college" topics were. A few syllabi showed no evidence of these topics, potentially leaving students unfamiliar with many of the elements that we recommend for inclusion in all FYSCs.

Across all syllabi reviewed, the most common topic was an introduction to the major (17 syllabi). Study skills/time management and an introduction to university resources were each included in 15 syllabi. Other topics frequently found were career options (14) and an introduction to the curriculum (11).

Impact on recommendations:
We see value in both field-specific courses and those intended for a more general student population. Our recommendations leave open both alternatives while stipulating that an FYSC be required (recommendation **#1**). We also see no reason to stipulate a specific number of credit hours based on this analysis.

Review of syllabi indicates that "success in college" topics are not uniformly present in FYSC courses. Our working group believes strongly that this should be remedied, as indicated in recommendation **#2**.

Survey of fall 2018 FYSC instructors
Method:
A Qualtrics survey was developed by a subcommittee of the working group and was sent to all 61 fall 2018 FYSC instructors, of whom 43 (70%) responded. Of the 43 respondents, 19 were full-time faculty and 12 were professional staff. The remainder were graduate students (7) and part-time faculty (5). About 70% of respondents were teaching sections with enrollments of fewer than 25 students.

The main purpose of the survey was to gather information about instructors' practices and perceptions. The full report is attached as Appendix 1.

Key findings:
- A majority of FYSC instructors advise some (19% of respondents) or all (35%) of students in their sections. This doubling-up of roles could facilitate individual connections between instructors and their students.
- Respondents reported focusing most on "providing orientation on how to succeed at college (study skills, etc.)" and "providing information on how to find and use campus resources (library, career center, etc.)." About 37% of respondents indicated that more than half of students' time and effort in the course was supposed to be dedicated to major-specific topics. These results should be viewed in the context of our review of syllabi (above), which shows that attention to "success in college" objectives is distributed unevenly across UMaine FYSCs.

- Respondents with sections sizes greater than 25 students were much less likely to report focusing on topics related to "success in college" SLOs. For example, in sections of 24 students or fewer, at least 90% of respondents indicated focusing on using MaineStreet, career planning, learning and study skills, and academic support services. In the larger sections, percentages for these four topics ranged from 46% to 69%.
- The most commonly reported instructional methods were inviting guest speakers from UMaine (40 respondents), active learning strategies (38), and lecture (37). Clearly, most instructors are using a combination of teaching techniques. Peer-to-peer mentoring was reported by only 12 respondents.
- A majority of respondents use Blackboard (58%) and @maine.edu email (72%) to manage communication and/or content.
- In response to the open-ended question "Which aspect(s) of your course do you think is most effective for students?", 47% of respondents identified some form of personal connection formed with the instructor and/or with peers—this was the most common answer. In response to a question about strategies that can best help students overcome obstacles to success, individual interaction with the students was the most common answer, at 30% of replies, followed closely by practicing time management and organization skills. A heartbreaking 12% of respondents expressed that they were at a loss and did not know how to help students overcome the obstacles they faced.

Impact on recommendations:
Although some respondents expressed uncertainty or frustration about how best to support their students' success, the one approach most frequently mentioned as effective or helpful involved mentoring or connecting in individual conversations—regardless of whether the instructor is the student's advisor. This finding led to recommendation **#3**. Implementing this recommendation may be especially challenging in the larger FYSC sections.

The findings from the survey also informed recommendation **#4**. For example, instructors could benefit from professional development in providing academic support to students struggling with mental health or emotional issues. The clear predominance of Blackboard as the LMS invites professional development in using Blackboard (or its replacement LMS). Because certain topics are included in nearly every FYSC, sharing consistent information about how best to present these topics would be beneficial. Along the same lines, providing lesson plans, modules, videos, etc., that instructors could use or adapt would save them time and potentially create a better learning experience for students. These observations support recommendation **#2**.

Analysis of retention and GPA based on FYSC participation
Method:
Data were analyzed for the 2015, 2016, and 2017 cohorts of first-time, full-time students, excluding students admitted to the now-discontinued Foundations program. The aim was to identify correlations, if any, between students' retention and their participation in an FYSC. The three cohorts were combined for a total of 6,184 students, of whom 5,717 took an FYSC and 467 did not. The full report is attached as Appendix 2.

Key findings:
In nearly every student population, students who completed an FYSC were retained at a higher rate than those who did not. The sole exception was the tiny group of students with a C-index of 95 or above. The most striking gaps in retention occurred for first-generation students and students with a C-index below 85.

Among first-generation students, 53% of those who did not take an FYSC returned to UMaine for their second year, whereas 70% of those who took an FYSC were retained. Students who withdrew rather than being

suspended account for most of the difference, a finding which suggests that the support of the FYSC had a position effect on retention. Among students who took an FYSC, there is a difference of 6 percentage points between first-generation and not first-generation students who withdrew. That difference grows to 15 percentage points (35% first-generation withdrawing vs. 20% not first-generation withdrawing) when students are not in an FYSC.

Although taking an FYSC is correlated with higher retention for students with C-index scores of 85 to 94, the differences are relatively modest: 86% retention for students not taking an FYSC vs. 91% for FYSC students. In comparison, students between 75 and 84 on the C-index were retained at 69% without an FYSC, and at 80% if taking an FYSC—a much bigger difference. For students below a C-index of 75, retention was 53% with no FYSC course, and 68% with an FYSC. Students with a C-Index of 70 or less earned mean GPAs below 1.8 in the first semester and the first year without an FYSC course. With an FYSC, the means range from 1.9 to 2.23 depending upon C-index.

Across the whole student body in these three cohorts, retention was 8% higher for FYSC students: 78% vs. 70%. Keeping in mind that the great majority of UMaine students do take an FYSC course, the difference in headcount is about 37 students, or roughly a dozen students per cohort who might have stayed at UMaine had they taken an FYSC.

The data yielded a variety of other findings worth noting, such as:
- International students enroll in FYSCs at a lower rate than the rest of the student population (81% vs. 93%), and international students who do not take FYSCs earn notably higher GPAs than their domestic counterparts (3.13 mean first-year GPA for international students vs. 2.75 for domestic). However, international students' retention rates correlate with FYSC participation approximately as for the student body as a whole.
- 1/3 of students take an FYSC supposedly in their major and 2/3 take a course in their college, according to the data. However, our group questioned the categorization of some courses.
- The DFWL rate for FYSCs is 10%, with higher rates in "college" than in "major" FYSCs. Students with a C-index below 65 accounted for 22% of the students unsuccessful in an FYSC. Only 37% of students in the DFWL group were retained; 25% were suspended, which suggests that their academic difficulties were pervasive.

Impact on recommendations:
Because these data show that students in an FYSC are consistently retained at a meaningfully higher rate, we recommend that all students participate (recommendation **#1**).

The generally poor results for students with a C-Index below 70 invite doubt about the wisdom of admitting so many of them. Even with an FYSC, 25% withdraw. Without an FYSC, a stunning 42% withdraw from the University. Suspension rates are identical for both groups: 13% of students with a C-Index below 70 are suspended, whether they take an FYSC or not. However, this observation is beyond the scope of our charge.

The predominance of withdrawals among first-generation and low C-Index students who did not take an FYSC suggests that the connection formed with an FYSC instructor may be especially helpful in retaining students in these groups. We recommend maximizing FYSC instructors' opportunity for individual connection with students (recommendation **#3**). Implementing this recommendation could entail adjusting class size as well as pedagogy.

In light of the apparently greater impact of FYSCs on retention for first-generation and middle or lower C-Index students, we recommend professional development for instructors to develop pedagogical strategies most likely to be effective with these populations (recommendation **#4**).

Consideration of practices at peer institutions and elsewhere
Method:
A subcommittee of our working group explored the websites of UMaine's Hanover peer institutions and also contacted (or attempted to contact) relevant offices at these institutions. In addition, some published materials on best practices were gathered.

Key findings:
There is no consensus among our peers. For example:
- The University of Wyoming requires a First-Year Seminar of all students. Seminars may be housed within a department, but general options are also available. Departments cannot require the seminar as part of a major. Seminars are "designed to help students gain skills in critical thinking and information literacy skills - academic skills that we know help students succeed in college" http://www.uwyo.edu/unst/usp2015/fys/faculty-faqs.html.
- At the University of Rhode Island, URI 101: Planning for Academic Success is required for all first-year students as well as transfer students with fewer than 24 credits. It is "an introductory seminar for incoming students, intended to assist in the transition to college, from academic planning to use of resources and programs for academic success" https://web.uri.edu/newstudent/uri101/.
- The University of New Hampshire offers a class similar to college-wide FYSCs at UMaine in the College of Liberal Arts and Sciences and the College of Education and Human Development. The course is intended only for undeclared students in the UNH College of Liberal Arts https://www.unh.edu/uac/cola401.
- North Dakota State University offers UNIV 101: Major Exploration and Academic Planning for first-year students https://bulletin.ndsu.edu/course-catalog/descriptions/univ/, along with departmental first-year courses.

In 2012, the University of Wyoming published a best practices document that provides useful guidance https://www.uwyo.edu/unst/_files/docs/first-year_seminar_best_practices_part1.pdf. Other overviews of the first year in college include an 2014 article by Andrew Koch and John Gardner http://www.wiu.edu/first_year_experience/instructors_and_faculty/students/History%20of%20the%20FYE%20Article_Koch%20and%20Gardner.pdf. The National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina provides a wealth of information about FYSC practices and objectives https://sc.edu/about/offices_and_divisions/national_resource_center/index.php, including data from a 2017 National Survey on the First-Year Experience https://sc.edu/about/offices_and_divisions/national_resource_center/research/research_findings/details.php?id=13 .

Impact on recommendations:
The peer examples most similar to what we recommend are from the Univ. of Wyoming and URI. Both universities require participation (recommendation **#1**). Our content recommendations match the URI objectives better than those at Wyoming, but the diversity of courses at Wyoming corresponds better with the model emerging at UMaine (recommendation **#2**).

The published best-practices documents describe a variety of objectives for FYSCs. Results from USC's 2017 national survey show that UMaine's current FYSCs share many of the objectives that are common nationally. As

a clear set of topics and SLOs is developed per recommendation **#2**, the USC results could provide a helpful benchmark.

The Koch and Gardner article, among others, emphasizes the importance of assessing FYSCs and other first-year success initiatives, and of considering support after the first year as well: "Assuming that once the first year is over, students no longer need support, the first-year experience ends abruptly – often leading to an inevitable drop in performance during the second year of study known as 'the sophomore slump.' Although it is widely recognized now that the beginning experience does make a great difference in student outcomes, nevertheless, most institutions have not subjected themselves to a rigorous 'self-study' of the first year" (p. 34). The need to consider FYSCs in the context of students' ongoing success underlies recommendation **#5**. The notion that assessment must be part of a high quality FYSC program is reflect in the assessment dimension of recommendation **#2**.

Other contributing sources
Also making a positive contribution to the working group were:
- Input from Assistant Provost Debra Allen, who provided data and met with the group to help us understand and prioritize the results. Other staff members in the Office of Assessment also contributed.
- A meeting with members of Student Accessibility Services and the Center for Community Inclusion and Disability Studies. This meeting focused our attention on the benefits of providing support before and after the fall semester of the student's first year (recommendation **#5**).
- Comments by other participants at the two convenings.
- Staff support by Kelly Gilks in the College of Liberal Arts and Sciences Dean's Office.

Resource Information (optional)
Your charge did not include the development of an estimated budget needed to implement your recommendations. Nonetheless, if in the process of completing your work you gathered information about key resources needs (e.g., operating expenses, personnel, space, equipment, software), please include that information.

Recommendations with personnel costs associated include the following:
- Adding 6-7 FYSC sections each fall to accommodate the 6% of incoming students who do not currently take an FYSC.
- Reducing the size of larger FYSC sections to facilitate more individual contact between students and instructors.
- Professional development for instructors. Separate compensation should be considered for part-time faculty and graduate students.
- Extension of FYSC-type support into the summer preceding and/or spring following the first semester in college.

FYSC Working Group Appendix 1

Survey of FYSC Instructors

Spring 2019

1. - What first-year success course do you teach?
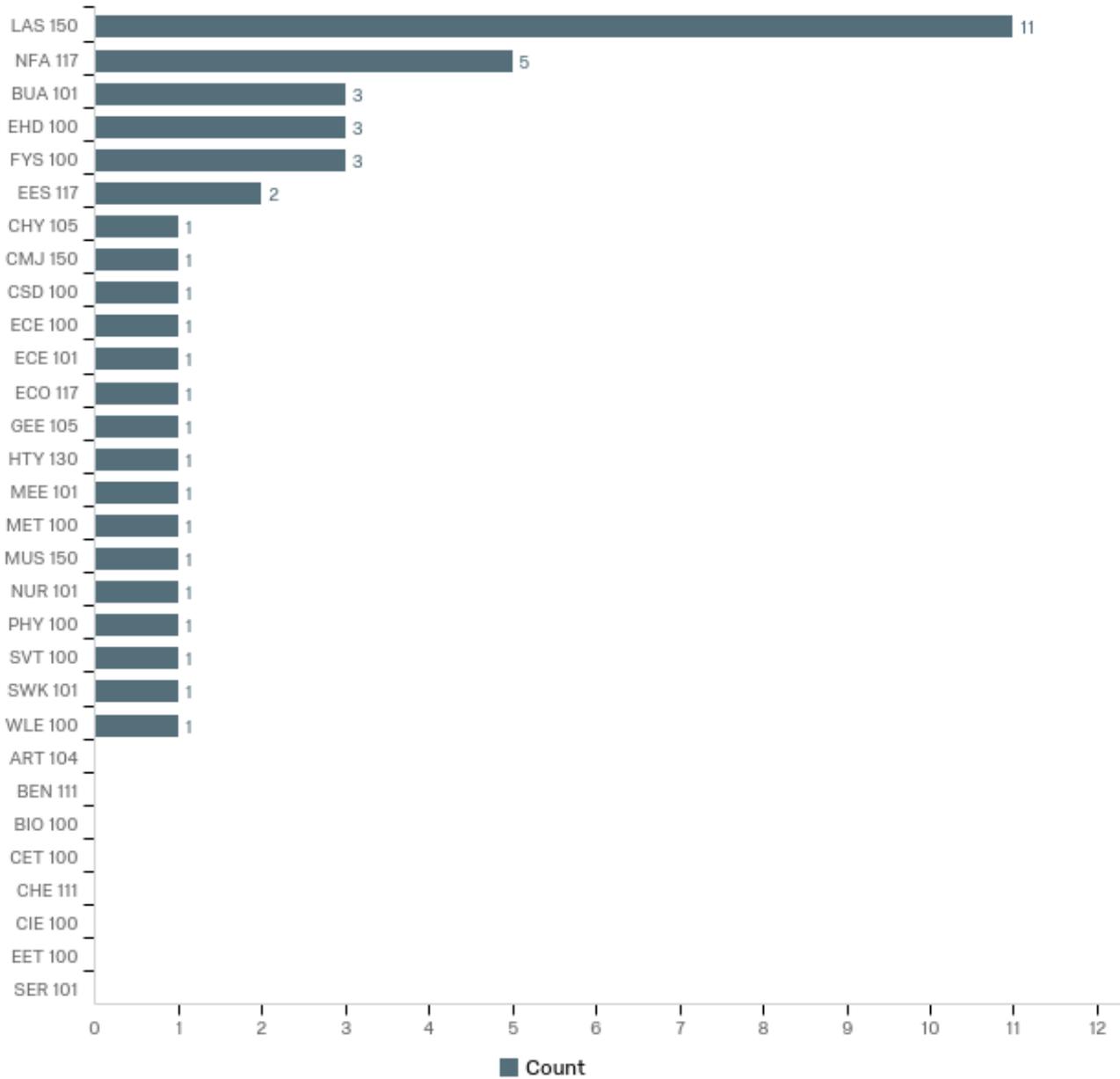
#	Answer	%	Count
1	ART 104	0.00%	0
2	BEN 111	0.00%	0
3	BIO 100	0.00%	0
4	BUA 101	6.98%	3
5	CET 100	0.00%	0
6	CHE 111	0.00%	0
7	CHY 105	2.33%	1
8	CIE 100	0.00%	0
9	CMJ 150	2.33%	1
10	CSD 100	2.33%	1
11	ECE 100	2.33%	1
12	ECE 101	2.33%	1
13	ECO 117	2.33%	1
14	EES 117	4.65%	2
15	EET 100	0.00%	0
16	EHD 100	6.98%	3
17	FYS 100	6.98%	3
18	GEE 105	2.33%	1
19	HTY 130	2.33%	1
20	LAS 150	25.58%	11
21	MEE 101	2.33%	1
22	MET 100	2.33%	1
23	MUS 150	2.33%	1
24	NFA 117	11.63%	5
25	NUR 101	2.33%	1
26	PHY 100	2.33%	1
27	SER 101	0.00%	0
28	SVT 100	2.33%	1
29	SWK 101	2.33%	1
30	WLE 100	2.33%	1
	Total	100%	43

3. - What is your current role at UMaine?
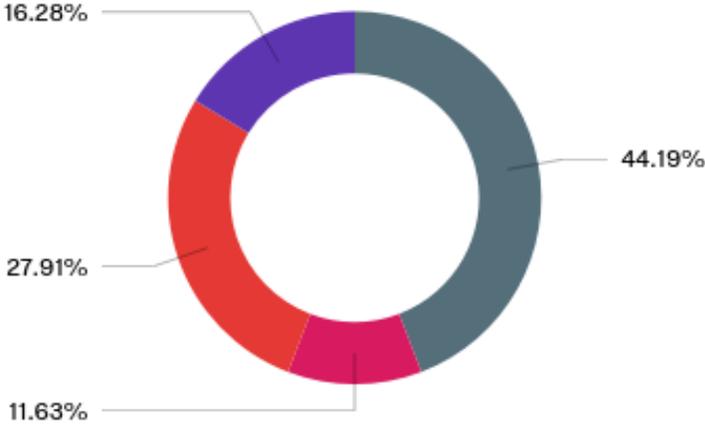
16.28%

44.19%

27.91%

11.63%

■ Full-time faculty   ■ Part-time faculty   ■ Professional staff   ■ Graduate student

#	Answer	%	Count
1	Full-time faculty	44.19%	19
2	Part-time faculty	11.63%	5
3	Professional staff	27.91%	12
4	Graduate student	16.28%	7
	Total	100%	43

4. - What is your highest level of education?
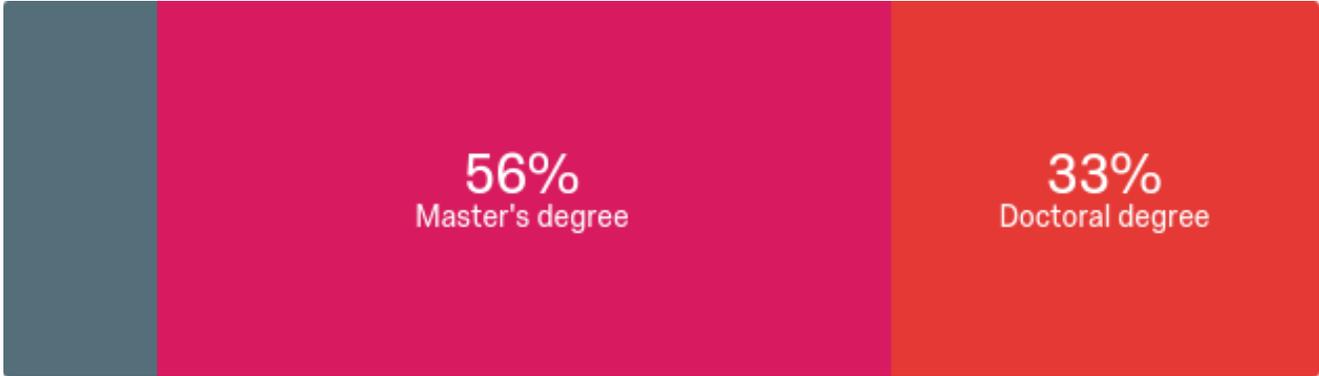
#	Answer	%	Count
1	Bachelor's degree	11.63%	5
2	Master's degree	55.81%	24
3	Doctoral degree	32.56%	14
	Total	100%	43

5. - How is your course graded?
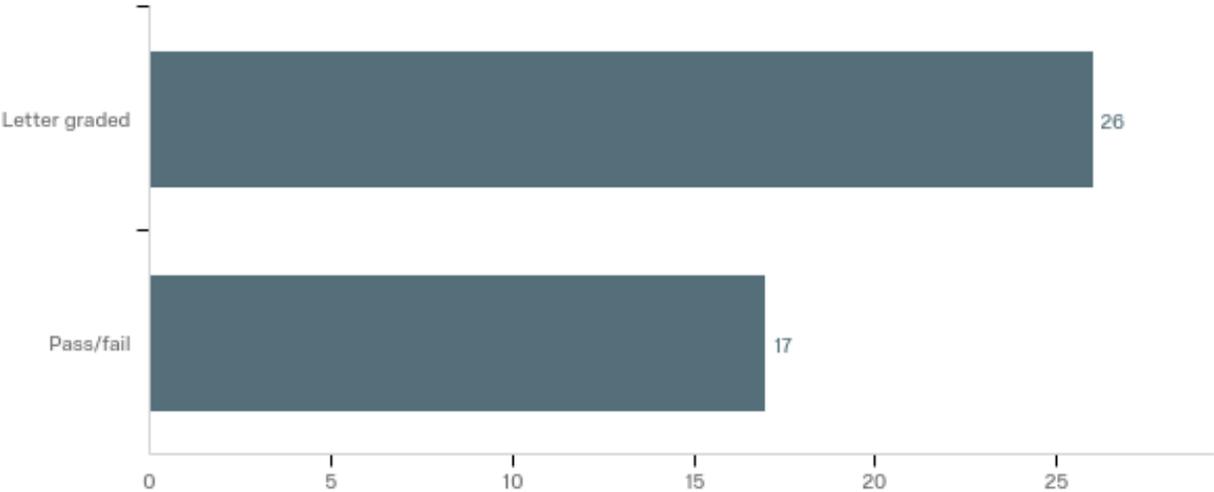
#	Answer	%	Count
1	Letter graded	60.47%	26
2	Pass/fail	39.53%	17
	Total	100%	43

6. - What is the approximate enrollment of each course section?
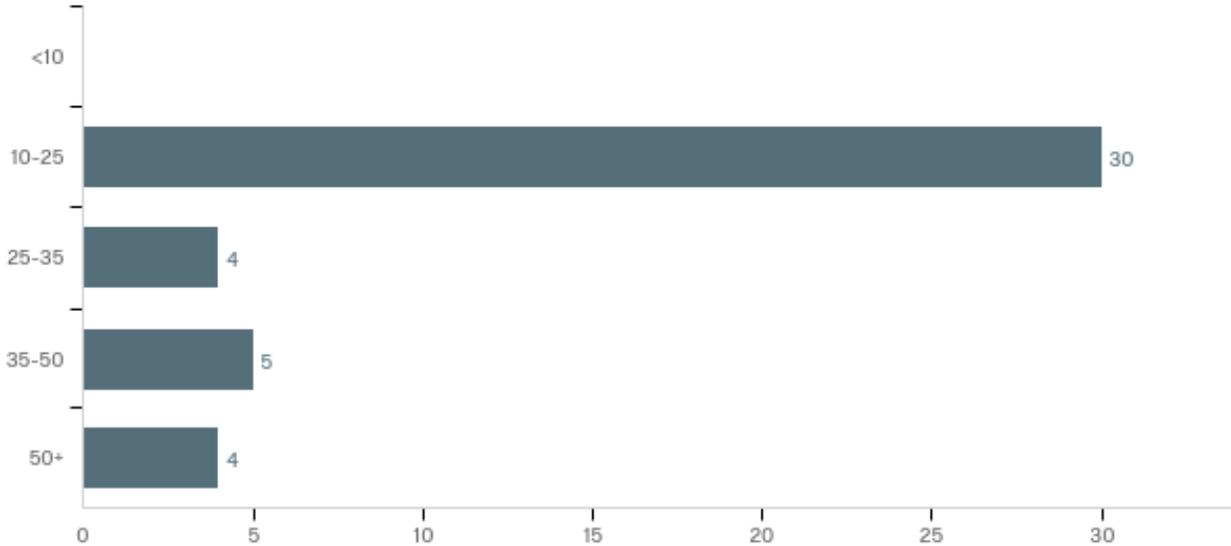
#	Answer	%	Count
1	<10	0.00%	0
2	10-25	69.77%	30
3	25-35	9.30%	4
4	35-50	11.63%	5
5	50+	9.30%	4
	Total	100%	43

7. - How many terms have you taught this course?
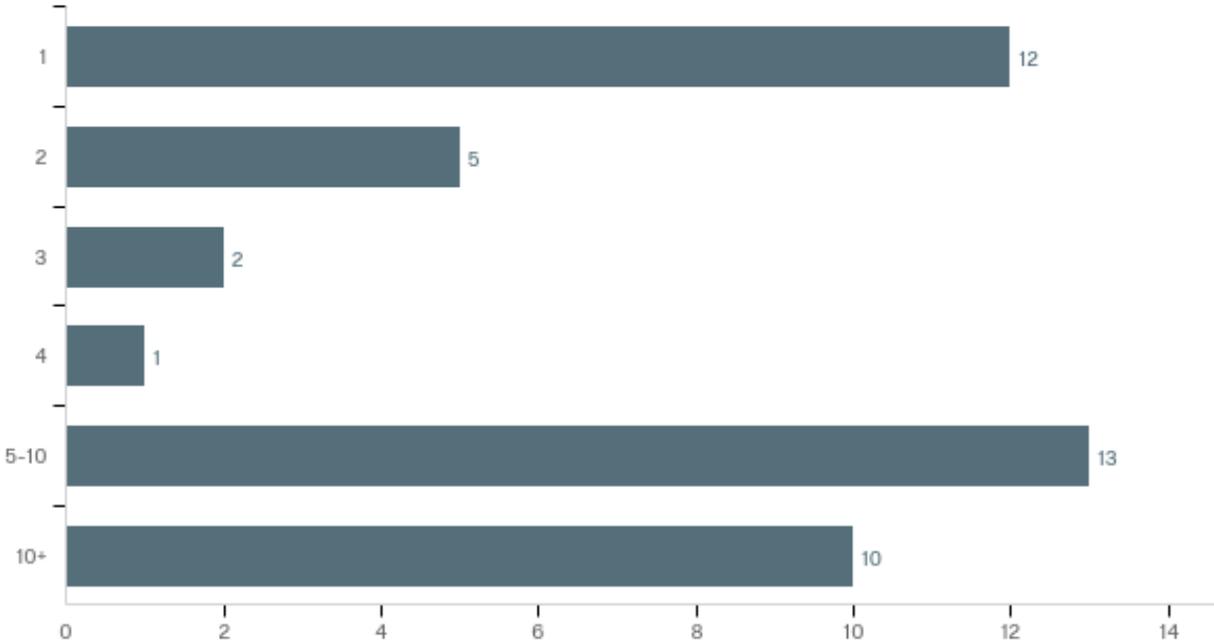
#	Answer	%	Count
1	1	27.91%	12
2	2	11.63%	5
3	3	4.65%	2
4	4	2.33%	1
5	5-10	30.23%	13
6	10+	23.26%	10
	Total	100%	43

8. - How many of the students in your first-year success course are also your advisees?

#	Answer	%	Count
1	All	34.88%	15
2	Most	9.30%	4
3	Some	18.60%	8
4	None	37.21%	16
	Total	100%	43

9. - What best describes the duration of your first-year success course? Please check all that apply.
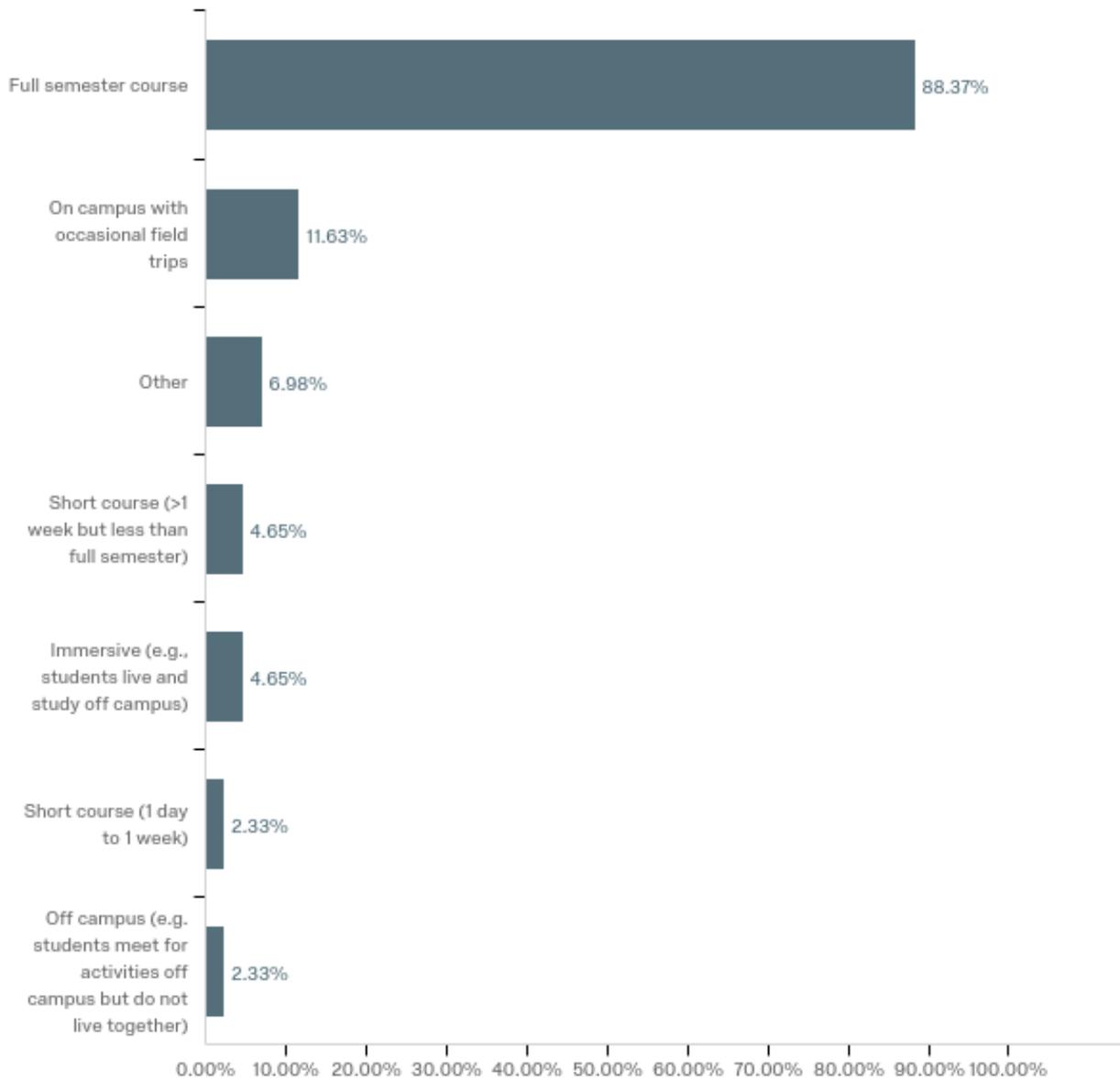
#	Answer	%	Count
2	Short course (>1 week but less than full semester)	3.85%	2
1	Short course (1 day to 1 week)	1.92%	1
7	Other	5.77%	3
6	On campus with occasional field trips	9.62%	5
5	Off campus (e.g. students meet for activities off campus but do not live together)	1.92%	1

4	Immersive (e.g., students live and study off campus)	3.85%	2
3	Full semester course	73.08%	38
	Total	100%	52

9._7_TEXT - Other

Other - Text
~10 weeks plus additional individual student meetings
Optional 2.5 days off campus before welcome weekend
15 contact hours; a portion of students also participate in a 2 day boot camp

10. - How much does your course focus on the following objectives?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Building students' sense of community as a cohort	2.00	10.00	6.72	2.03	4.11	43
2	Building students' relationships with faculty and staff	3.00	10.00	7.16	2.12	4.51	43
3	Providing orientation on how to succeed at college (study skills, etc.)	1.00	10.00	8.00	2.20	4.84	43
4	Providing orientation to campus life and administrative processes	2.00	10.00	7.33	2.42	5.85	43
5	Providing information on how to find and use campus resources (library, career center, etc.)	1.00	10.00	7.98	2.25	5.05	43

Building students' sense of community as a cohort

6.72

Building students' relationships with faculty and staff

7.16

Providing orientation on how to succeed at college (study skills, etc.)

8

Providing orientation to campus life and administrative processes

7.33

Providing information on how to find and
use campus resources (library, career
center, etc.)

7.98

0   9

11. - What percentage of students' time and effort is dedicated to major-specific topics, both skills and content?
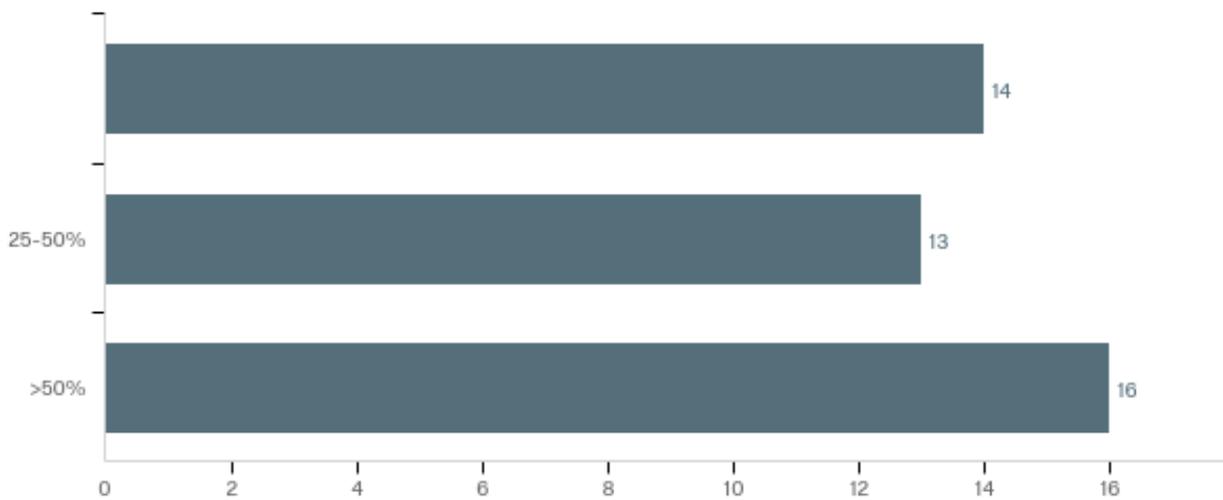
#	Answer	%	Count
1	<25%	32.56%	14
2	25-50%	30.23%	13
3	>50%	37.21%	16
	Total	100%	43

12. - Check all topics below that are covered in your first-year success course.

Topic	Count
Enrollment (e.g., MaineStreet use, wish list, degree progress report, planner)	39
Learning and Study Skills (e.g., time management, science of learning)	38
Career planning or exploration	37
Orientation to UMaine's academic support	34
Orientation to Career services (e.g. UMaine's tutor program, Writing Center, Math Lab)	33
Study abroad	33
Drug, alcohol, and/or sexual assault prevention training	29
Introduction to library resources and research	28
Student wellness (incl. mental health and stress reduction techniques)	27
Student Accessibility Services and other specialized services	26
Life skills (e.g. financial planning)	22
Writing skills	20
Presentation of discipline-specific content, theory, terminology and concepts	19
Education planning for professional or graduate school	18
Introduction to research opportunities on campus	17
TRIO Support services	10
Technical skills (e.g.,Microsoft Excel, measuring biomass of a tree)	8

#	Answer	%	Count
17	Writing skills	46.51%	20
14	Technical skills (e.g.,Microsoft Excel, measuring biomass of a tree)	18.60%	8
6	TRIO Support services	23.26%	10
11	Study abroad	76.74%	33
12	Student wellness (incl. mental health and stress reduction techniques)	62.79%	27
4	Student Accessibility Services and other specialized services	60.47%	26
15	Presentation of discipline-specific content, theory, terminology and concepts	44.19%	19
7	Orientation to academic support services (e.g. UMaine's tutor program, Writing Center, Math Lab)	76.74%	33
3	Orientation to UMaine's Career Center	79.07%	34
16	Life skills (e.g. financial planning)	51.16%	22
5	Learning and Study Skills (e.g., time management, science of learning)	88.37%	38
9	Introduction to research opportunities on campus	39.53%	17
13	Introduction to library resources and research	65.12%	28
1	Enrollment (e.g., MaineStreet use, wish list, degree progress report, planner)	90.70%	39
10	Education planning for professional or graduate school	41.86%	18
8	Drug, alcohol, and/or sexual assault prevention training	67.44%	29
2	Career planning or exploration	86.05%	37
	Total	100%	43

13. - What teaching techniques do you use in your course? Please check all that apply.
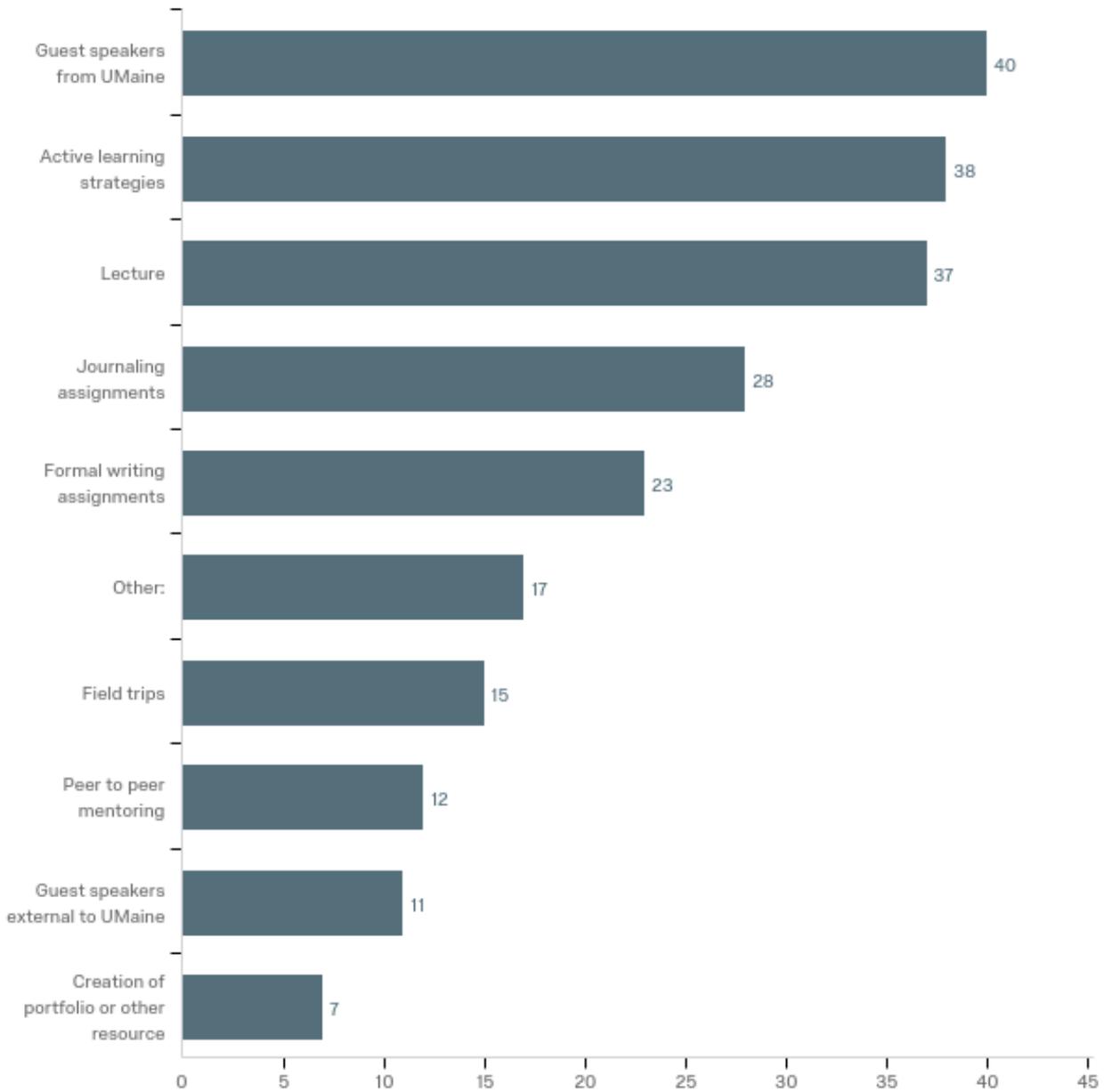
#		Answer	%	Count
7		Peer to peer mentoring	27.91%	12
10		Other:	39.53%	17
8		Lecture	86.05%	37
6		Journaling assignments	65.12%	28
2		Guest speakers from UMaine	93.02%	40

3	Guest speakers external to UMaine	25.58%	11
5	Formal writing assignments	53.49%	23
4	Field trips	34.88%	15
9	Creation of portfolio or other resource	16.28%	7
1	Active learning strategies	88.37%	38
	Total	100%	43

13._10_TEXT - Other:

Other: - Text
Group Projects
In-class discussion
Lecture and Lab
Final research paper
library scavenger hunt, peer and resource panel discussions
Visit to UMaine educational and research facilities.
lab mostly programming, teamwork training
Group Work
Performances, Resumes, Bios
visiting campus resources and meeting staff (i.e., tutor program, career center, library, etc.)
Peer presentations
Begin to develop their 4 year course planning towards graduation
Flipped classroom, case studies, peer-reviews projects
one-on-one meetings
Skill-building labs (e.g., Excel, research)
Field trips for those students in the boot camp
Peer advising (a little different than mentoring, perhaps) re: course and program selections

14. - Which learning management and/or communication software do you expect students in your course to use? Please check all that apply.
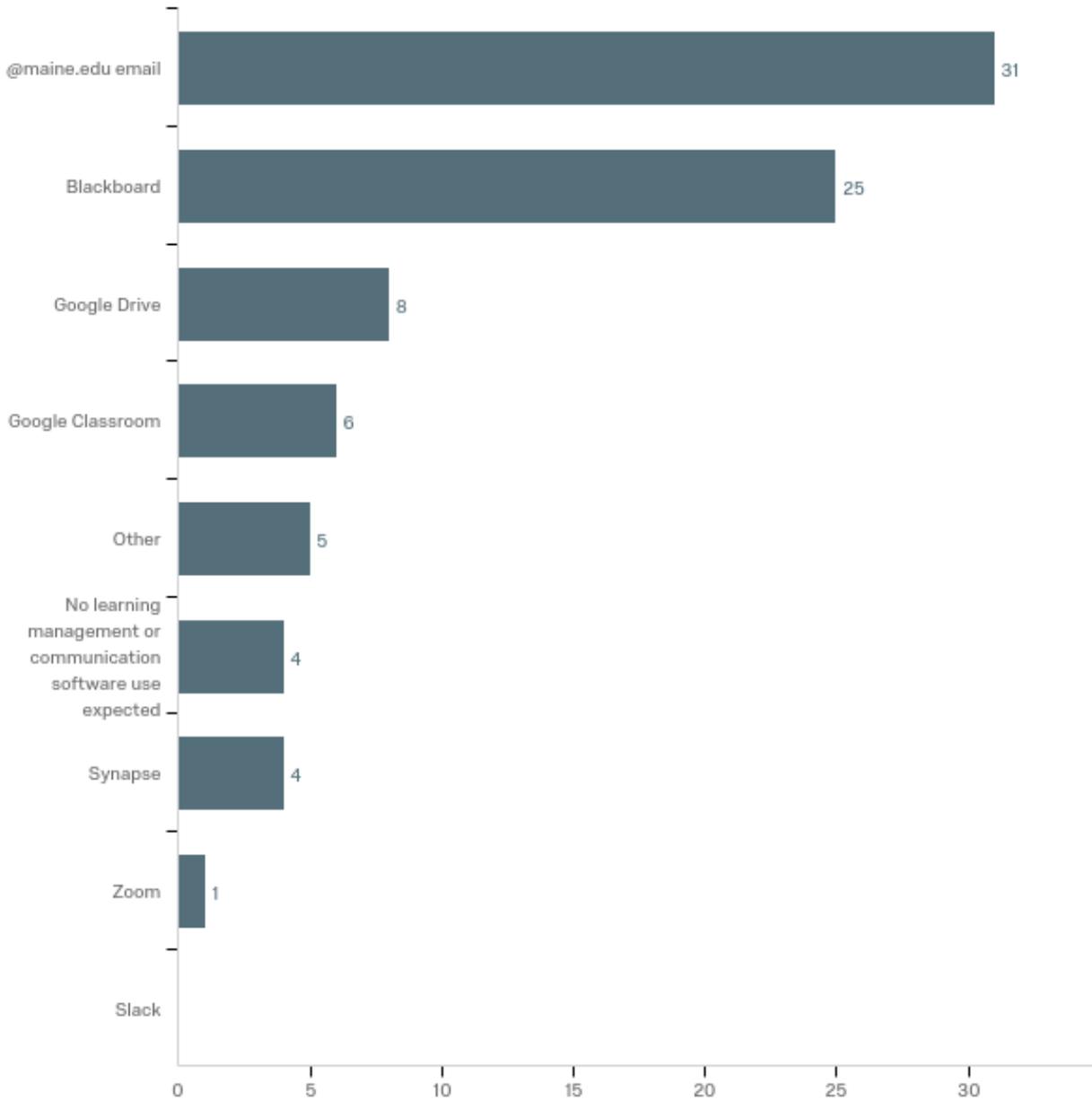
#	Answer	%	Count
1	No learning management or communication software use expected	9.30%	4
2	Blackboard	58.14%	25
3	Google Classroom	13.95%	6
4	Google Drive	18.60%	8

5		Slack	0.00%	0
6		Synapse	9.30%	4
7		Zoom	2.33%	1
8		@maine.edu email	72.09%	31
9		Other	11.63%	5
		Total	100%	43

14._9_TEXT - Other

Other - Text
Web site
MaineStreet
MaineStreet, student center& planner
Web sites (for guest speakers, field trip locations)
Top Hat

15. - Which aspect(s) of your course do you think is most effective for students?

Which aspect(s) of your course do you think is most effective for students?

General college preparedness skills, meeting people who can help them in the future

Direct and personal contact

meeting professionals

Q & A

Setting clear expectations and holding students accountable sets up for success in future courses.

Small group, getting to know instructor and peers in major-specific group. 12 or less!

4 Year Planning

focus on self-advocacy, problem solving

Learning how to choose courses and register, Learning about resources/services on campus, Connecting to a CLAS staff member

peer-to-peer/faculty interactions

Familiarizing with department community, courses, and opportunities.

Finding a sense of community in the classroom: knowing they are not alone in the adjustments that they are making. Learning about the resources available on campus. Learning how to register for classes and use Mainestreet.

Building a connection with a faculty member advisor

Per my evaluation - students were most engaged in my nursing stories which they stated motivated them to do well in nursing program.

Lab

Community building and space to introduce resources/specific disciplinary approaches

general support, 4-year planning

Getting acquainted with campus resources, advisors, etc.

Building a cohort

introduction to dept. the field of CSD advising process

Learning about different fields of engineering.

They say Excel and teamwork training

study skills discussion

Guest Speakers

Working with peers and accilimiqnationto campus resources

Getting oriented to UMaine. We spend a lot of time going over how to use their 120 credits wisely and how to navigate Mainestreet.

Having a staff member just to hear them

Student,Alumni,Faculty,Staff Cohort building

individual meetings

My students shared with me that they found it helpful to have me as a resource to help guide them to other campus resources. Having one person they could contact when they didn't know where to find an answer helped relieve anxiety.

outside presenters

The diversity of topics, teaching strategies, assignments. We strive to keep it relevant and interesting.

Class Discussion

Communication, engagement

Time management, goal setting, major/career exploration, financial literacy, enrollment how-to.

Learning the variety of success initiatives available on campus

Microsoft Excel, cohort-building, learning about resources on campus

experiential learning, small group discussions, scavenger hunt to go to campus resourses

Information about planning for their major seems most popular

Learning Excel, getting an overview of the field of Mechanical Engineering and the ME Department. Team activities/assignments to get to know classmates.

Cohort building that includes upperclass students and grad students in our major, and the two program faculty in our major (who teach & advise the two sections). This gets us off on the right foot - students meet and work with us directly, and we really know them by the end of semester. Sets them up for success as we then target internships, jobs, etc. to their interests in future semesters.

active learning/class discussions

Field trips

16. - What do you see as the biggest obstacle to success for your students?
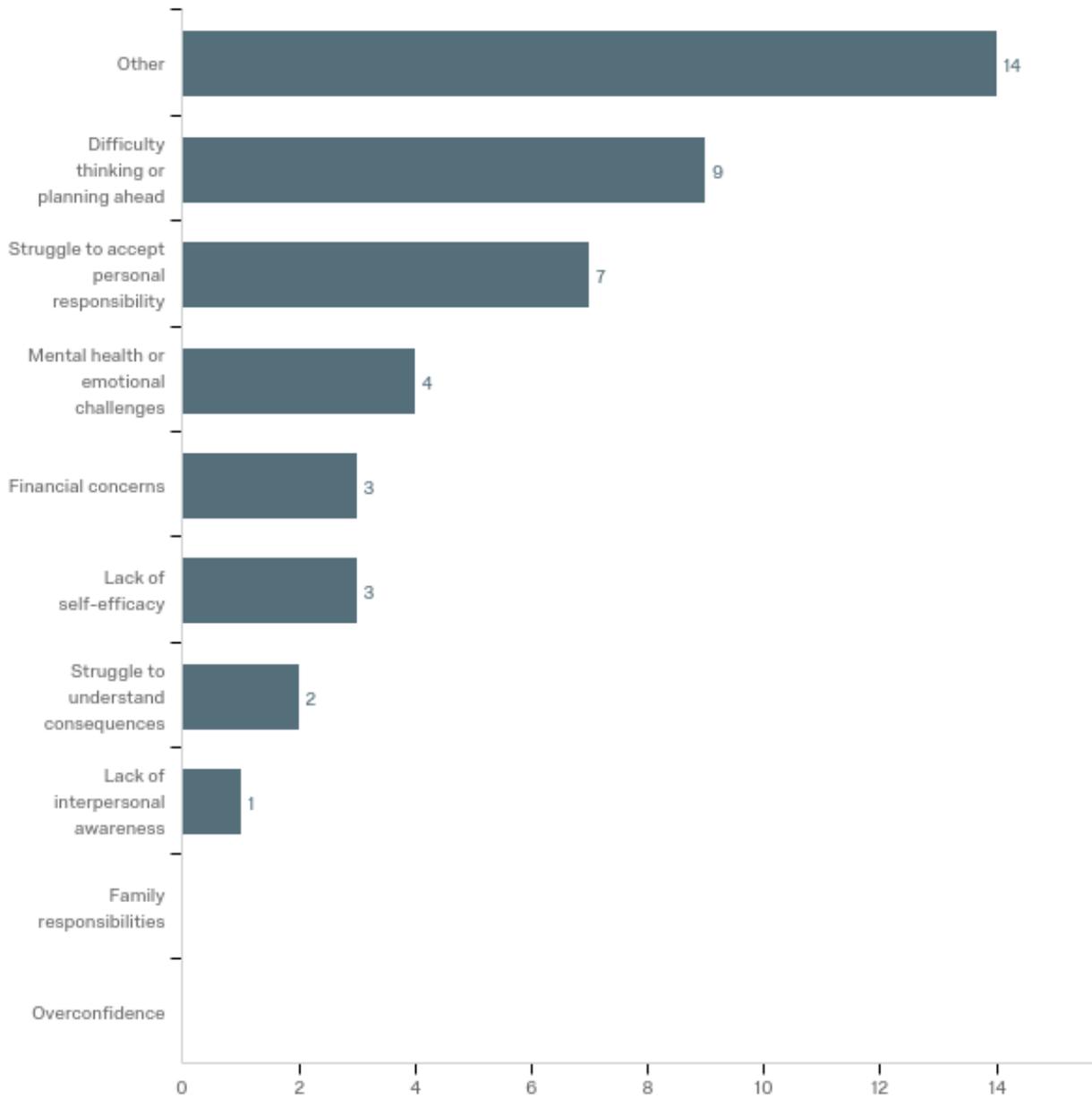
#	Answer	%	Count
1	Financial concerns	6.98%	3
2	Mental health or emotional challenges	9.30%	4
3	Family responsibilities	0.00%	0
4	Lack of interpersonal awareness	2.33%	1
5	Lack of self-efficacy	6.98%	3

6	Overconfidence	0.00%	0
7	Struggle to accept personal responsibility	16.28%	7
8	Struggle to understand consequences	4.65%	2
9	Difficulty thinking or planning ahead	20.93%	9
10	Other	32.56%	14
	Total	100%	43

16._10_TEXT - Other

Other - Text

too much variability to say, maybe maturity level is a better phrase

Partying

All of the above but as they all self-report, unprepared for college work due to habits formed in high school.

Poor awarness of rigor (mathematical in particular) of major - compared to high school?

I find it very hard to choose just one of these. I see all of these obstacles amid a variety of students.

Tie between anxiety and lack of self-efficacy

This course by itself cannot be used to measure success.

Varies widely

High Anxiety

Culture shock from high school to college - the issue is socialization and navigating the system

With 150+ students in our course each fall, no one of these jumps out as the biggest.

Taking studying seriously, anxiety, and juggling many different tech platforms

I wish this was a question allowing multiple answers. Financial concerns are significant. Mental health and emotional challenges are common. Difficulty planning is a frequent issue. Being unprepared for the amount of studying and work required to succeed is a big problem.

For individual students, financial or mental health can be the #1; as a group, most need to overcome poor time management and we work on that in the class. They comment on this and follow up when they have success in this area in later advising meetings.

17. - What have you found to be effective in helping students address this obstacle?

What have you found to be effective in helping students address this obstacle?

Individual attention - one on one meetings

Significant time managing training and goal setting.

grades

Time management skill building/self awarness

Very strict deadlines

How to use planning tools - Google calendar, reminders, building a schedule for the semester and day

Deadlines & one on one meetings

Making them aware of how they need to amend their habits from the past.

Teaching about this very topic and discussing it when we meet, one on one, which I do at least once with each student.

Developing familiarity with the UMaine system and empowering students to question

I haven't yet.

Again, it is very much based on the individual, but I think students feeling like they have a connection to at least one faculty member that they can reach out to and ask questions with some of these issues is really what helps most. Pointing them in the right direction for resources.

This is tough--I have been frustrated by the fact that students on financial aid are constrained in the number of credits they need, and are often blocked from registering for necessary courses due to financial holds. My strategy was to emphasize planning planning planning--make sure that you check in with Financial Aid well before deadlines!

I do not have an answer at this time

Have not found anything yet.

Require rough drafts, deadlines for sections of assignments to require them to work on a project over time

anxiety: be communicative and available; lack of self-efficacy: give them tools to improve and hold them accountable

Giving them an introduction to the responsibility associated with college through deadlines, reflection, etc.

helping students balance need to work with need to excel academically

support and where on campus to get help

See the comment for this question.

Broad base of class, building sense of purposeful academic community

Have not found a solution yet

One on one meetings

Emphasizing the use of materials to plan ahead (agenda, google calendar, etc.)

Showing them how they could solve their problems on their own. The old teach them to fish model.

Making them create a planner.

Getting students connected & creating safe learning environment

Being a contact for them - regardless of if it's within my scope of duties. 1) Helping them find the information (i.e., learning management system, list of assignments, etc.), 2) finding someone to help (i.e., tutor program, writing center, friend in class, prof. office hours), 3) Being there for whatever issue arises (sometimes it's just responding to an email and saying 'I can't help you, this is financial aid's number - they can help you. Feel free to reach out if you need any help')

Encouraging them to be open and talk about it. Removing the stigma around mental health is key to encouraging students to seek help.

one on one meetings with each individual student

One on one meetings

Breaking down barriers by encouraging interpersonal reactions

Having a clear schedule, emphasizing that time-management is a skill they are building in my course

We will use a portion of class time each week to allow the students to share their successes and failures with each other. They get to problem solve, share strategies, understand that they are not alone in their struggles. I try to remind tham that they have ownership over their education and their future.

I make them create a semester long calendar with all their assignments

We walk students through Blackboard and MaineStreet, the platforms we expect them to use.

This is my biggest concern about our SWK students. I tell them about the counseling center and outside referral sources. I provide opportunities to share feelings of homesickness, transitional issues, roommate struggles, etc.. I have seen an increase in this area and see it as a real barrier to success at the University level. I struggle with how to be most effective and I am a clinical social worker in an academic setting. I have also tried mentoring with students who have more experience in our program. I continue to struggle with how to be most effective.

Age-based maturation

Setting clear expectations and providing guidance when needed.

For everything, really address it head on! They don't learn by inference - at first-year level, many students just plain have never been told some things and need direct instruction! Instructors shouldn't be shy about telling them what's expected for professional emails, tell them to get a calendar program or sit down and study for a specific amount of time, etc. Direction seems to be lacking!

Writing an effective syllabus and reviewing content as required

Enforce strict policies

FYSC Working Group Appendix 2

Exploratory Data for First-Year Success Course Working Group

(Office of Institutional Research and Assessment, 1.28.19)

The following tables provide an exploratory look at (a) the percentage of students taking first-year success courses, (b) the grades earned in those courses, (c) retention rates and GPA information for students participating in first-year success courses compared with those who did not take a first-year success course, and (d) the relationship between first-year success course grades and retention and GPA.

Some notes about the following tables:

- Population: First-time, full-time students who started in the fall semesters of 2015, 2016, or 2017.
- Foundations students (relevant to fall 2015 and 2016 only) are excluded.
- First-generation: Neither parent had obtained a bachelor's degree. We used the first-generation flag in MaineStreet generated by the UMS for their yearly first-generation report (http://staticweb.maine.edu/wp-content/uploads/2018/09/First-Generation-Student-Data-January-2018.pdf?0d0f03)
- C-index: An equally-weighted composite of SAT/ACT and high school GPA (ranges from 0 to 100)

FYR Success Course Participation Rates

	2015 - 2017 Cohorts			2015 Cohort			2016 Cohort			2017 Cohort		
	Cohort	FYR Success Course		Cohort	FYR Success Course		Cohort	FYR Success Course		Cohort	FYR Success Course	
		n	%		*n*	%		*n*	%		*n*	%
Not first-generation	4,482	4,144	92%	1,322	1,184	90%	1,504	1,402	93%	1,656	1,558	94%
First-generation	1,702	1,573	92%	522	467	89%	582	545	94%	598	561	94%
All students	**6,184**	**5,717**	**92%**	**1,844**	**1,651**	**90%**	**2,086**	**1,947**	**93%**	**2,254**	**2,119**	**94%**
C-Index												
< 65	433	405	94%	94	90	96%	141	130	92%	198	185	93%
65 - 69	911	855	94%	230	217	94%	331	308	93%	350	330	94%
70 - 74	1,291	1,214	94%	362	333	92%	477	452	95%	452	429	95%
75 - 79	1,048	996	95%	339	313	92%	328	313	95%	381	370	97%
80 - 84	864	802	93%	287	259	90%	274	263	96%	303	280	92%
85 - 89	924	845	91%	296	264	89%	300	273	91%	328	308	94%
90 - 94	485	417	86%	165	126	76%	148	133	90%	172	158	92%
>= 95	91	73	80%	30	20	67%	34	31	91%	27	22	81%
Not international student	6,081	5,634	93%	1,821	1,636	90%	2,047	1,914	94%	2,213	2,084	94%
International student	103	83	81%	23	15	65%	39	33	85%	41	35	85%

FYR Success Course participation by type

	2015 - 2017 Cohorts Combined					2015 Cohort					2016 Cohort					2017 Cohort				
		Major		College			Major		College			Major		College			Major		College	
	Cohort	*n*	%	*n*	%	Cohort	*n*	%	*n*	%	Cohort	*n*	%	*n*	%	Cohort	*n*	%	*n*	%
Not first-generation	4,144	1,458	35%	2,686	65%	1,184	416	35%	768	65%	1,402	521	37%	881	63%	1,558	521	33%	1,037	67%
First-generation	1,573	456	29%	1,117	71%	467	127	27%	340	73%	545	179	33%	366	67%	561	150	27%	411	73%
All students	**5,717**	**1,914**	**33%**	**3,803**	**67%**	**1,651**	**543**	**33%**	**1,108**	**67%**	**1,947**	**700**	**36%**	**1,247**	**64%**	**2,119**	**671**	**32%**	**1,448**	**68%**
C-index																				
< 65	405	34	8%	371	92%	90	12	13%	78	87%	130	8	6%	122	94%	185	14	8%	171	92%
65 - 69	855	123	14%	732	86%	217	34	16%	183	84%	308	48	16%	260	84%	330	41	12%	289	88%
70 - 74	1,214	312	26%	902	74%	333	97	29%	236	71%	452	128	28%	324	72%	429	87	20%	342	80%
75 - 79	996	386	39%	610	61%	313	116	37%	197	63%	313	135	43%	178	57%	370	135	36%	235	64%
80 - 84	802	349	44%	453	56%	259	103	40%	156	60%	263	127	48%	136	52%	280	119	43%	161	58%
85 - 89	845	407	48%	438	52%	264	106	40%	158	60%	273	139	51%	134	49%	308	162	53%	146	47%
90 - 94	417	230	55%	187	45%	126	58	46%	68	54%	133	80	60%	53	40%	158	92	58%	66	42%
>= 95	73	47	64%	26	36%	20	10	50%	10	50%	31	23	74%	8	26%	22	14	64%	8	36%
Not international student	5,634	1,898	34%	3,736	66%	1,636	541	33%	1,095	67%	1,914	693	36%	1,221	64%	2,084	664	32%	1,420	68%
International student	83	16	19%	67	81%	15	2	13%	13	87%	33	7	21%	26	79%	35	7	20%	28	80%

FYR Success Course grades (2015 through 2017 Combined)

	Grades	A or B		C		Pass		Low Pass		DFWL	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Not first-generation	4,082	1,762	43%	296	7%	1,614	40%	33	1%	377	9%
First-generation	1,552	673	43%	120	8%	547	35%	23	1%	189	12%
All	**5,634**	**2,435**	**43%**	**416**	**7%**	**2,161**	**38%**	**56**	**1%**	**566**	**10%**
C-index											
< 65	404	161	40%	75	19%	40	10%	2	0%	126	31%
65 - 69	845	403	48%	121	14%	174	21%	10	1%	137	16%
70 - 74	1,198	506	42%	95	8%	431	36%	21	2%	145	12%
75 - 79	982	417	42%	61	6%	410	42%	9	1%	85	9%
80 - 84	787	336	43%	31	4%	368	47%	11	1%	41	5%
85 - 89	829	347	42%	19	2%	442	53%	2	0%	19	2%
90 - 94	407	175	43%	6	1%	220	54%	1	0%	5	1%
>= 95	72	31	43%	0	0%	41	57%	0	0%	0	0%
Not international student	5,551	2,395	43%	408	7%	2,131	38%	56	1%	561	10%
International student	83	40	48%	8	10%	30	36%	0	0%	5	6%

FYR Success Course grades by course type (2015 through 2017 Combined)

	Major Course											College Course										
	Grades	A or B		C		Pass		Low Pass		DFWL		Grades	A or B		C		Pass		Low Pass		DFWL	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%		*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Not first-generation	1,430	606	42%	53	4%	690	48%	11	1%	70	5%	2,652	1,156	44%	243	9%	924	35%	22	1%	307	12%
First-generation	446	187	42%	23	5%	199	45%	6	1%	31	7%	1,106	486	44%	97	9%	348	31%	17	2%	158	14%
All	**1,876**	**793**	**42%**	**76**	**4%**	**889**	**47%**	**17**	**1%**	**101**	**5%**	**3,758**	**1,642**	**44%**	**340**	**9%**	**1,272**	**34%**	**39**	**1%**	**465**	**12%**
C-index																						
< 65	33	13	39%	3	9%	10	30%	0	0%	7	21%	371	148	40%	72	19%	30	8%	2	1%	119	32%
65 - 69	120	62	52%	7	6%	40	33%	1	1%	10	8%	725	341	47%	114	16%	134	18%	9	1%	127	18%
70 - 74	307	130	42%	19	6%	133	43%	8	3%	17	6%	891	376	42%	76	9%	298	33%	13	1%	128	14%
75 - 79	379	145	38%	17	4%	182	48%	1	0%	34	9%	603	272	45%	44	7%	228	38%	8	1%	51	8%
80 - 84	342	153	45%	13	4%	154	45%	6	2%	16	5%	445	183	41%	18	4%	214	48%	5	1%	25	6%
85 - 89	400	164	41%	12	3%	213	53%	0	0%	11	3%	429	183	43%	7	2%	229	53%	2	0%	8	2%
90 - 94	222	94	42%	4	2%	118	53%	1	0%	5	2%	185	81	44%	2	1%	102	55%	0	0%	0	0%
>= 95	47	18	38%	0	0%	29	62%	0	0%	0	0%	25	13	52%	0	0%	12	48%	0	0%	0	0%
Not international student	1,860	786	42%	75	4%	882	47%	17	1%	100	5%	3,691	1,609	44%	333	9%	1,249	34%	39	1%	461	12%
International student	16	7	44%	1	6%	7	44%	0	0%	1	6%	67	33	49%	7	10%	23	34%	0	0%	4	6%

Retention by FYR Success Course participation (2015 through 2017 Combined)

| | FYS Course | | | | | | No FYS Course | | | | | | |
| | | Suspended | | Withdraw | | Retained | | | Suspended | | Withdraw | | Retained | |
	Cohort	n	%	n	%	n	%	Cohort	n	%	n	%	n	%
Not first-generation	4,144	202	5%	615	15%	3,327	80%	338	13	4%	68	20%	257	76%
First-generation	1,573	130	8%	336	21%	1,107	70%	129	15	12%	45	35%	69	53%
All	**5,717**	**332**	**6%**	**951**	**17%**	**4,434**	**78%**	**467**	**28**	**6%**	**113**	**24%**	**326**	**70%**
C-index														
< 65	405	73	18%	102	25%	230	57%	28	3	11%	13	46%	12	43%
65 - 69	855	89	10%	208	24%	558	65%	56	8	14%	22	39%	26	46%
70 - 74	1,214	81	7%	230	19%	903	74%	77	5	6%	24	31%	48	62%
75 - 79	996	51	5%	167	17%	778	78%	52	4	8%	10	19%	38	73%
80 - 84	802	17	2%	117	15%	668	83%	62	4	6%	17	27%	41	66%
85 - 89	845	12	1%	78	9%	755	89%	79	2	3%	12	15%	65	82%
90 - 94	417	5	1%	20	5%	392	94%	68	1	1%	5	7%	62	91%
>= 95	73	1	1%	7	10%	65	89%	18	0	0%	1	6%	17	94%
Not international student	5,634	331	6%	936	17%	4,367	78%	447	27	6%	109	24%	311	70%
International student	83	1	1%	15	18%	67	81%	20	1	5%	4	20%	15	75%

Retention by FYR Success Course grade and type (2015 through 2017 Combined)

| | All FYS Courses | | | | | | | Major Course | | | | | | | College Course | | | | | | |
| Grade | | Suspended | | Withdraw | | Retained | | | Suspended | | Withdraw | | Retained | | | Suspended | | Withdraw | | Retained | |
	Cohort	n	%	n	%	n	%	Cohort	n	%	n	%	n	%	Cohort	n	%	n	%	n	%
A or B	2,435	66	3%	335	14%	2,034	84%	793	17	2%	67	8%	709	89%	1,642	49	3%	268	16%	1,325	81%
C	416	56	13%	76	18%	284	68%	76	14	18%	10	13%	52	68%	340	42	12%	66	19%	232	68%
Pass	2,161	58	3%	302	14%	1,801	83%	889	23	3%	91	10%	775	87%	1,272	35	3%	211	17%	1,026	81%
Low Pass	56	6	11%	12	21%	38	68%	17	2	12%	1	6%	14	82%	39	4	10%	11	28%	24	62%
DFWL	566	143	25%	214	38%	209	37%	101	30	30%	34	34%	37	37%	465	113	24%	180	39%	172	37%
Total	5,634	329	6%	939	17%	4,366	77%	1,876	86	5%	203	11%	1,587	85%	3,758	243	6%	736	20%	2,779	74%

Retention by FYR Success Course grade and first-generation status (2015 through 2017 Combined)

	Grade	All FYS Courses							Major Course							College Course						
		Cohort	Suspended		Withdraw		Retained		Cohort	Suspended		Withdraw		Retained		Cohort	Suspended		Withdraw		Retained	
			n	%	n	%	n	%		n	%	n	%	n	%		n	%	n	%	n	%
Not First-Generation	A or B	1,762	37	2%	228	13%	1,497	85%	606	11	2%	47	8%	548	90%	1,156	26	2%	181	16%	949	82%
	C	296	31	10%	48	16%	217	73%	53	6	11%	7	13%	40	75%	243	25	10%	41	17%	177	73%
	Pass	1,614	38	2%	198	12%	1,378	85%	690	18	3%	59	9%	613	89%	924	20	2%	139	15%	765	83%
	LPass	33	3	9%	5	15%	25	76%	11	2	18%	0	0%	9	82%	22	1	5%	5	23%	16	73%
	DFWL	377	91	24%	127	34%	159	42%	70	21	30%	22	31%	27	39%	307	70	23%	105	34%	132	43%
	Total	4,082	200	5%	606	15%	3,276	80%	1,430	58	4%	135	9%	1,237	87%	2,652	142	5%	471	18%	2,039	77%
First-Generation	A or B	673	29	4%	107	16%	537	80%	187	6	3%	20	11%	161	86%	486	23	5%	87	18%	376	77%
	C	120	25	21%	28	23%	67	56%	23	8	35%	3	13%	12	52%	97	17	18%	25	26%	55	57%
	Pass	547	20	4%	104	19%	423	77%	199	5	3%	32	16%	162	81%	348	15	4%	72	21%	261	75%
	Lpass	23	3	13%	7	30%	13	57%	6	0	0%	1	17%	5	83%	17	3	18%	6	35%	8	47%
	DFWL	189	52	28%	87	46%	50	26%	31	9	29%	12	39%	10	32%	158	43	27%	75	47%	40	25%
	Total	1,552	129	8%	333	21%	1,090	70%	446	28	6%	68	15%	350	78%	1,106	101	9%	265	24%	740	67%

Retention by FYR Success Course grade and C-Index grouping (2015 through 2017 Combined)

C-Index	Grade	All FYS Courses							Major Course							College Course						
		Cohort	Suspended		Withdraw		Retained		Cohort	Suspended		Withdraw		Retained		Cohort	Suspended		Withdraw		Retained	
			n	%	n	%	n	%		n	%	n	%	n	%		n	%	n	%	n	%
< 65	A or B	161	14	9%	29	18%	118	73%	13	0	0%	3	23%	10	77%	148	14	9%	26	18%	108	73%
	C	75	16	21%	16	21%	43	57%	3	2	67%	0	0%	1	33%	72	14	19%	16	22%	42	58%
	Pass	40	3	8%	13	33%	24	60%	10	1	10%	3	30%	6	60%	30	2	7%	10	33%	18	60%
	LP	2	0	0%	2	100%	0	0%	0	0	0%	0	0%	0	0%	2	0	0%	2	100%	0	0%
	DFWL	126	39	31%	42	33%	45	36%	7	5	71%	1	14%	1	14%	119	34	29%	41	34%	44	37%
	Total	404	72	18%	102	25%	230	57%	33	8	24%	7	21%	18	55%	371	64	17%	95	26%	212	57%
65 - 69	A or B	403	22	5%	83	21%	298	74%	62	4	6%	8	13%	50	81%	341	18	5%	75	22%	248	73%
	C	121	15	12%	25	21%	81	67%	7	2	29%	0	0%	5	71%	114	13	11%	25	22%	76	67%
	Pass	174	7	4%	41	24%	126	72%	40	0	0%	12	30%	28	70%	134	7	5%	29	22%	98	73%
	LP	10	3	30%	0	0%	7	70%	1	0	0%	0	0%	1	100%	9	3	33%	0	0%	6	67%
	DFWL	137	41	30%	58	42%	38	28%	10	5	50%	2	20%	3	30%	127	36	28%	56	44%	35	28%
	Total	845	88	10%	207	24%	550	65%	120	11	9%	22	18%	87	73%	725	77	11%	185	26%	463	64%
70 - 74	A or B	506	13	3%	80	16%	413	82%	130	4	3%	13	10%	113	87%	376	9	2%	67	18%	300	80%
	C	95	14	15%	18	19%	63	66%	19	5	26%	3	16%	11	58%	76	9	12%	15	20%	52	68%
	Pass	431	18	4%	73	17%	340	79%	133	6	5%	19	14%	108	81%	298	12	4%	54	18%	232	78%
	LP	21	2	10%	4	19%	15	71%	8	1	13%	1	13%	6	75%	13	1	8%	3	23%	9	69%
	DFWL	145	34	23%	49	34%	62	43%	17	5	29%	7	41%	5	29%	128	29	23%	42	33%	57	45%
	Total	1,198	81	7%	224	19%	893	75%	307	21	7%	43	14%	243	79%	891	60	7%	181	20%	650	73%
75 - 79	A or B	417	10	2%	62	15%	345	83%	145	4	3%	20	14%	121	83%	272	6	2%	42	15%	224	82%
	C	61	8	13%	7	11%	46	75%	17	4	24%	1	6%	12	71%	44	4	9%	6	14%	34	77%
	Pass	410	18	4%	55	13%	337	82%	182	10	5%	17	9%	155	85%	228	8	4%	38	17%	182	80%
	LP	9	0	0%	4	44%	5	56%	1	0	0%	0	0%	1	100%	8	0	0%	4	50%	4	50%
	DFWL	85	14	16%	36	42%	35	41%	34	6	18%	14	41%	14	41%	51	8	16%	22	43%	21	41%
	Total	982	50	5%	164	17%	768	78%	379	24	6%	52	14%	303	80%	603	26	4%	112	19%	465	77%
80 - 84	A or B	336	3	1%	31	9%	302	90%	153	2	1%	5	3%	146	95%	183	1	1%	26	14%	156	85%
	C	31	3	10%	6	19%	22	71%	13	1	8%	5	38%	7	54%	18	2	11%	1	6%	15	83%
	Pass	368	5	1%	58	16%	305	83%	154	2	1%	19	12%	133	86%	214	3	1%	39	18%	172	80%
	LP	11	1	9%	2	18%	8	73%	6	1	17%	0	0%	5	83%	5	0	0%	2	40%	3	60%
	DFWL	41	5	12%	19	46%	17	41%	16	4	25%	5	31%	7	44%	25	1	4%	14	56%	10	40%
	Total	787	17	2%	116	15%	654	83%	342	10	3%	34	10%	298	87%	445	7	2%	82	18%	356	80%
85 - 89	A or B	347	1	0%	29	8%	317	91%	164	1	1%	13	8%	150	91%	183	0	0%	16	9%	167	91%
	C	19	0	0%	3	16%	16	84%	12	0	0%	0	0%	12	100%	7	0	0%	3	43%	4	57%
	Pass	442	5	1%	41	9%	396	90%	213	3	1%	13	6%	197	92%	229	2	1%	28	12%	199	87%
	LP	2	0	0%	0	0%	2	100%	0	0	0%	0	0%	0	0%	2	0	0%	0	0%	2	100%
	DFWL	19	6	32%	5	26%	8	42%	11	2	18%	3	27%	6	55%	8	4	50%	2	25%	2	25%
	Total	829	12	1%	78	9%	739	89%	400	6	2%	29	7%	365	91%	429	6	1%	49	11%	374	87%
90 - 94	A or B	175	1	1%	9	5%	165	94%	94	1	1%	3	3%	90	96%	81	0	0%	6	7%	75	93%
	C	6	0	0%	0	0%	6	100%	4	0	0%	0	0%	4	100%	2	0	0%	0	0%	2	100%
	Pass	220	1	0%	10	5%	209	95%	118	0	0%	4	3%	114	97%	102	1	1%	6	6%	95	93%
	LP	1	0	0%	0	0%	1	100%	1	0	0%	0	0%	1	100%	0	0	0%	0	0%	0	0%
	DFWL	5	3	60%	1	20%	1	20%	5	3	60%	1	20%	1	20%	0	0	0%	0	0%	0	0%
	Total	407	5	1%	20	5%	382	94%	222	4	2%	8	4%	210	95%	185	1	1%	12	6%	172	93%
>= 95	A or B	31	1	3%	1	3%	29	94%	18	0	0%	1	6%	17	94%	13	1	8%	0	0%	12	92%
	C	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%
	Pass	41	0	0%	5	12%	36	88%	29	0	0%	3	10%	26	90%	12	0	0%	2	17%	10	83%
	LP	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%
	DFWL	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%
	Total	72	1	1%	6	8%	65	90%	47	0	0%	4	9%	43	91%	25	1	4%	2	8%	22	88%

Retention by FYR Success Course grade and international student status (2015 through 2017 Combined)

	Grade	All FYS Courses							Major Course							College Course						
			Suspended		Withdraw		Retained			Suspended		Withdraw		Retained			Suspended		Withdraw		Retained	
		Cohort	n	%	n	%	n	%	Cohort	n	%	n	%	n	%	Cohort	n	%	n	%	n	%
Not International Student	A or B	2,395	66	3%	328	14%	2,001	84%	786	17	2%	67	9%	702	89%	1,609	49	3%	261	16%	1,299	81%
	C	408	56	14%	75	18%	277	68%	75	14	19%	9	12%	52	69%	333	42	13%	66	20%	225	68%
	Pass	2,131	57	3%	297	14%	1,777	83%	882	22	2%	90	10%	770	87%	1,249	35	3%	207	17%	1,007	81%
	LP	56	6	11%	12	21%	38	68%	17	2	12%	1	6%	14	82%	39	4	10%	11	28%	24	62%
	DFWL	561	143	25%	212	38%	206	37%	100	30	30%	33	33%	37	37%	461	113	25%	179	39%	169	37%
	Total	5,551	328	6%	924	17%	4,299	77%	1,860	85	5%	200	11%	1,575	85%	3,691	243	7%	724	20%	2,724	74%
International Student	A or B	40	0	0%	7	18%	33	83%	7	0	0%	0	0%	7	100%	33	0	0%	7	21%	26	79%
	C	8	0	0%	1	13%	7	88%	1	0	0%	1	100%	0	0%	7	0	0%	0	0%	7	100%
	Pass	30	1	3%	5	17%	24	80%	7	1	14%	1	14%	5	71%	23	0	0%	4	17%	19	83%
	LP	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%
	DFWL	5	0	0%	2	40%	3	60%	1	0	0%	1	100%	0	0%	4	0	0%	1	25%	3	75%
	Total	83	1	1%	15	18%	67	81%	16	1	6%	3	19%	12	75%	67	0	0%	12	18%	55	82%

First-semester GPA and first-year cum GPA by FYS Course participation (2015 through 2017 Combined)

	FYS Course					No FYS Course				
		First semester		First Year			First semester		First Year	
	Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median
Not first-generation	4,144	2.76	2.93	2.78	2.92	338	2.92	3.15	2.90	3.10
First-generation	1,573	2.50	2.67	2.53	2.68	129	2.43	2.72	2.43	2.79
All	**5,717**	**2.69**	**2.87**	**2.71**	**2.85**	**467**	**2.79**	**3.04**	**2.77**	**3.02**
C-index										
< 65	405	1.90	2.01	1.92	2.03	28	1.66	1.72	1.65	1.42
65 - 69	855	2.20	2.33	2.23	2.38	56	1.73	1.79	1.79	1.86
70 - 74	1,214	2.43	2.56	2.47	2.60	77	2.54	2.65	2.52	2.56
75 - 79	996	2.65	2.81	2.67	2.80	52	2.73	2.91	2.69	2.95
80 - 84	802	2.93	3.10	2.95	3.10	62	2.72	2.95	2.68	2.77
85 - 89	845	3.23	3.38	3.24	3.36	79	3.23	3.43	3.24	3.41
90 - 94	417	3.49	3.67	3.47	3.66	68	3.67	3.79	3.58	3.72
>= 95	73	3.68	3.85	3.67	3.84	18	3.80	3.94	3.76	3.92
Not international student	5,634	2.69	2.87	2.71	2.85	447	2.77	3.00	2.75	2.99
International student	83	2.84	3.21	2.93	3.05	20	3.05	3.33	3.13	3.35

First-semester GPA and first-year cum GPA by FYS Course grade (2015 through 2017 Combined)

Grade	All FYS Courses					Major Courses					College Courses				
		First semester		First Year			First semester		First Year			First semester		First Year	
	Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median
A or B	2,435	3.04	3.16	2.98	3.08	793	3.11	3.25	3.07	3.20	1,642	3.01	3.12	2.94	3.03
C	416	2.18	2.23	2.19	2.24	76	2.09	2.23	2.15	2.25	340	2.20	2.24	2.20	2.23
Pass	2,161	2.77	2.90	2.85	2.93	889	2.88	3.02	2.91	3.00	1,272	2.70	2.84	2.81	2.88
LP	56	1.88	2.01	2.12	2.31	17	1.65	1.62	2.07	2.29	39	1.97	2.31	2.14	2.39
DFWL	566	1.21	1.15	1.34	1.36	101	1.00	0.91	1.29	1.14	465	1.26	1.24	1.36	1.40
Total	5,634	2.69	2.87	2.71	2.85	1,876	2.84	3.04	2.86	3.00	3,758	2.62	2.79	2.64	2.77

First-semester GPA and first-year cum GPA by FYS Course grade and first-generation status (2015 through 2017 Combined)

	Grade	All FYS Courses					Major Courses					College Courses				
			First semester		First Year			First semester		First Year			First semester		First Year	
		Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median
Not First-Generation	A or B	1,762	3.08	3.20	3.03	3.12	606	3.14	3.27	3.10	3.22	1,156	3.05	3.15	2.99	3.07
	C	296	2.25	2.30	2.26	2.33	53	2.25	2.36	2.25	2.44	243	2.25	2.29	2.26	2.32
	Pass	1,614	2.84	2.97	2.91	3.00	690	2.94	3.07	2.97	3.08	924	2.77	2.91	2.87	2.96
	LP	33	2.08	2.41	2.26	2.38	11	1.79	1.62	2.03	2.06	22	2.23	2.58	2.38	2.69
	DFWL	377	1.28	1.25	1.39	1.46	70	0.96	0.79	1.22	1.02	307	1.36	1.33	1.43	1.54
	Total	4,082	2.76	2.93	2.78	2.92	1,430	2.90	3.08	2.91	3.08	2,652	2.69	2.85	2.71	2.83
First-Generation	A or B	673	2.93	3.03	2.87	2.96	187	3.02	3.09	2.97	3.09	486	2.90	3.00	2.83	2.91
	C	120	2.00	2.08	2.01	2.07	23	1.74	1.91	1.92	2.22	97	2.06	2.11	2.04	2.06
	Pass	547	2.57	2.69	2.65	2.75	199	2.68	2.80	2.69	2.75	348	2.50	2.59	2.63	2.75
	LP	23	1.58	1.70	1.91	2.11	6	1.41	1.59	2.15	2.41	17	1.65	1.87	1.83	2.08
	DFWL	189	1.08	1.03	1.25	1.23	31	1.09	1.05	1.42	1.58	158	1.08	1.02	1.21	1.17
	Total	1,552	2.50	2.67	2.53	2.68	446	2.65	2.84	2.68	2.81	1,106	2.44	2.58	2.46	2.63

First-semester GPA and first-year cum GPA by FYS Course grade and C-Index (2015 through 2017 Combined)

	Grade	All FYS Courses					Major Courses					College Courses				
			First semester		First Year			First semester		First Year			First semester		First Year	
		Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median
< 65	A or B	161	2.51	2.53	2.41	2.46	13	2.26	2.33	2.29	2.32	148	2.54	2.59	2.42	2.47
	C	75	1.85	1.90	1.92	1.94	3	0.99	1.29	1.50	1.45	72	1.89	1.93	1.94	1.97
	Pass	40	2.00	2.10	2.22	2.22	10	1.90	2.22	2.16	2.18	30	2.03	2.02	2.23	2.24
	LP	2	1.05	1.05	1.03	1.03	0					2	1.05	1.05	1.03	1.03
	DFWL	126	1.12	1.02	1.20	1.26	7	0.51	0.44	0.85	0.85	119	1.16	1.07	1.22	1.28
	Total	404	1.91	2.02	1.92	2.03	33	1.66	1.64	1.87	2.03	371	1.93	2.04	1.93	2.03
65 - 69	A or B	403	2.65	2.72	2.58	2.67	62	2.66	2.71	2.55	2.57	341	2.65	2.72	2.58	2.67
	C	121	2.10	2.12	2.13	2.11	7	1.90	1.58	2.25	2.59	114	2.11	2.13	2.12	2.09
	Pass	174	2.06	2.21	2.26	2.39	40	2.09	2.09	2.26	2.27	134	2.05	2.23	2.26	2.43
	LP	10	1.79	2.19	1.82	2.31	1	1.48	1.48	1.38	1.38	9	1.82	2.42	1.87	2.51
	DFWL	137	1.11	1.06	1.19	1.15	10	0.82	0.40	1.03	0.72	127	1.13	1.10	1.20	1.20
	Total	845	2.21	2.36	2.23	2.38	120	2.27	2.42	2.31	2.36	725	2.20	2.33	2.21	2.38
70 - 74	A or B	506	2.83	2.92	2.79	2.87	130	2.75	2.83	2.76	2.81	376	2.86	2.94	2.80	2.89
	C	95	2.12	2.17	2.10	2.17	19	1.81	1.87	1.82	2.06	76	2.20	2.33	2.17	2.27
	Pass	431	2.40	2.54	2.53	2.59	133	2.38	2.50	2.48	2.56	298	2.40	2.57	2.54	2.61
	LP	21	1.83	1.70	2.16	2.29	8	1.36	1.38	1.98	2.18	13	2.12	2.25	2.28	2.31
	DFWL	145	1.37	1.39	1.48	1.58	17	0.97	1.05	1.19	1.14	128	1.42	1.50	1.51	1.63
	Total	1,198	2.43	2.57	2.48	2.61	307	2.41	2.51	2.48	2.58	891	2.44	2.59	2.48	2.63
75 - 79	A or B	417	3.06	3.16	2.98	3.09	145	2.92	3.00	2.86	2.96	272	3.14	3.20	3.04	3.12
	C	61	2.42	2.50	2.41	2.49	17	2.13	2.24	2.18	2.21	44	2.53	2.58	2.50	2.56
	Pass	410	2.53	2.64	2.60	2.71	182	2.55	2.67	2.57	2.68	228	2.52	2.62	2.62	2.72
	LP	9	1.97	2.39	2.25	2.39	1	2.93	2.93	2.95	2.95	8	1.85	1.79	2.16	2.21
	DFWL	85	1.24	1.14	1.56	1.73	34	0.91	0.82	1.35	1.22	51	1.47	1.33	1.70	2.07
	Total	982	2.65	2.81	2.67	2.80	379	2.54	2.72	2.57	2.72	603	2.72	2.87	2.73	2.85
80 - 84	A or B	336	3.25	3.33	3.21	3.27	153	3.19	3.27	3.15	3.25	183	3.29	3.39	3.26	3.31
	C	31	2.33	2.35	2.29	2.44	13	2.12	2.23	2.04	2.24	18	2.48	2.74	2.47	2.47
	Pass	368	2.91	3.05	2.95	3.06	154	2.95	3.05	2.94	3.07	214	2.88	3.05	2.95	3.04
	LP	11	2.11	2.23	2.36	2.49	6	2.01	2.03	2.25	2.44	5	2.23	2.41	2.49	2.78
	DFWL	41	1.27	1.10	1.38	1.51	16	1.31	1.25	1.59	1.46	25	1.23	1.00	1.25	1.57
	Total	787	2.94	3.11	2.95	3.11	342	2.94	3.11	2.93	3.12	445	2.94	3.09	2.97	3.09
85 - 89	A or B	347	3.43	3.53	3.39	3.47	164	3.38	3.47	3.34	3.42	183	3.47	3.58	3.43	3.55
	C	19	2.91	2.88	2.86	2.89	12	2.76	2.82	2.74	2.81	7	3.18	3.44	3.07	3.26
	Pass	442	3.17	3.29	3.20	3.31	213	3.18	3.33	3.16	3.28	229	3.15	3.25	3.24	3.32
	LP	2	2.47	2.47	2.65	2.65	0					2	2.47	2.47	2.65	2.65
	DFWL	19	1.40	1.30	1.67	1.53	11	1.24	1.20	1.52	1.48	8	1.66	2.01	1.89	1.53
	Total	829	3.23	3.38	3.24	3.37	400	3.20	3.39	3.18	3.32	429	3.26	3.38	3.29	3.43
90 - 94	A or B	175	3.61	3.73	3.56	3.69	94	3.59	3.70	3.54	3.71	81	3.63	3.75	3.57	3.69
	C	6	2.53	2.48	2.56	2.61	4	2.70	2.80	2.60	2.61	2	2.19	2.19	2.48	2.48
	Pass	220	3.49	3.67	3.49	3.64	118	3.52	3.69	3.52	3.65	102	3.46	3.63	3.46	3.63
	LP	1	0.71	0.71	1.48	1.48	1	0.71	0.71	1.48	1.48	0				
	DFWL	5	1.40	1.37	1.09	0.96	5	1.40	1.37	1.09	0.96	0				
	Total	407	3.50	3.69	3.47	3.67	222	3.48	3.67	3.45	3.67	185	3.52	3.71	3.50	3.66
>= 95	A or B	31	3.63	3.79	3.59	3.76	18	3.73	3.79	3.74	3.77	13	3.48	3.75	3.38	3.76
	C	0					0					0				
	Pass	41	3.71	3.92	3.71	3.89	29	3.69	3.93	3.69	3.89	12	3.77	3.87	3.78	3.88
	LP	0					0					0				
	DFWL	0					0					0				
	Total	72	3.68	3.84	3.66	3.84	47	3.71	3.85	3.71	3.79	25	3.62	3.84	3.57	3.84

First-semester GPA and first-year cum GPA by FYS Course grade and international student status (2015 through 2017 Combined)

	Grade	All FYS Courses					Major Courses					College Courses				
			First semester		First Year			First semester		First Year			First semester		First Year	
		Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median	Cohort	Mean	Median	Mean	Median
Not International Student	A or B	2,395	3.03	3.14	2.98	3.08	786	3.11	3.25	3.07	3.20	1,609	3.00	3.10	2.93	3.02
	C	408	2.17	2.23	2.18	2.23	75	2.11	2.23	2.15	2.26	333	2.18	2.22	2.18	2.21
	Pass	2,131	2.78	2.90	2.85	2.94	882	2.89	3.02	2.91	3.00	1,249	2.70	2.84	2.81	2.88
	LP	56	1.88	2.01	2.12	2.31	17	1.65	1.62	2.07	2.29	39	1.97	2.31	2.14	2.39
	DFWL	561	1.22	1.15	1.35	1.37	100	1.01	0.91	1.30	1.15	461	1.26	1.24	1.36	1.40
	Total	5,551	2.69	2.87	2.71	2.85	1,860	2.85	3.04	2.86	3.01	3,691	2.61	2.77	2.63	2.77
International Student	A or B	40	3.31	3.45	3.33	3.49	7	2.75	3.58	3.10	3.47	33	3.43	3.42	3.38	3.50
	C	8	2.63	2.88	2.71	2.75	1	0.90	0.90	2.05	2.05	7	2.88	3.00	2.81	2.77
	Pass	30	2.60	2.84	2.77	2.74	7	2.05	2.64	2.35	2.69	23	2.77	2.91	2.90	2.80
	LP	0					0					0				
	DFWL	5	0.76	0.75	1.13	1.33	1	0.00	0.00	0.00	0.00	4	0.95	1.09	1.41	1.72
	Total	83	2.84	3.21	2.93	3.05	16	2.16	2.14	2.51	2.67	67	3.00	3.33	3.04	3.13

FYS Courses and Type

Course	Major/College	Course	Major/College
ART 104	Major	FYS 100	College
BEN 111	Major	GEE 105	Major
BUA 101	College	HTY 130	Major
CET 100	Major	LAS 150	College
CHE 111	Major	MEE 101	Major
CHY 105	Major	MET 100	Major
CIE 100	Major	NFA 117	College
CSD 100	Major	NUR 101	Major
ECE 100	Major	PHY 100	Major
ECE 101	Major	SFR 101	Major
ECO 117	Major	SVT 100	Major
EES 117	Major	SWK 101	Major
EET 100	Major	WLE 100	Major
EHD 100	College		