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Academic Affairs Faculty Forum –First-Year Student Success
Septemer 27, 2018

TRANSCRIPT

00:08
thank you all for for being here really
00:10
appreciate you taking the time this is
00:14
an important topic and I'm quite excited
00:17
to really do to to kind of lead a
00:19
discussion about it but I mean just say
00:21
a few things first about you know today
00:23
and and and kind of rules of the road so
00:26
you may notice there's a camera over
00:28
there so we make a recording of this and
00:32
that is so that your colleagues and
00:34
peers can also have access to this
00:37
information so we'll make a recording of
00:39
today's presentation and that'll be
00:42
posted on a website the Provos website
00:46
under academic affairs faculty forum
00:47
well also they're actually already
00:49
posted the the PowerPoint slides and at
00:53
that website there's a space for you to
00:55
you know send your thoughts and ideas as
00:58
well as your colleagues so we recognize
01:00
that you know in the in a in an academic
01:04
calendar and they'll in the week there
01:07
is absolutely no time when everyone can
01:09
make it to to an event so we choose the
01:12

best we can but we do have this
01:13
tradition of making a recording if
01:16
you're really looking for something to
01:18
do the prior 15 faculty forms are all on
01:23
that website and you could binge right
01:26
through those 15 I looked at last night
01:30
I counted them I was a little surprised
01:32
but this has been the tradition to have
01:34
these for two to three times in the
01:36
academic year not you know to engage in
01:40
conversation about topics that are that
01:44
are important to us all and so today's
01:46
topic is about first-year student
01:48
success and what I want to do is start a
01:55
guy any good professor might well with a
01:58
Miss non-functioning ticker no I don't
02:04
think
02:05
oh I got it what I want to do is start
02:13
with defining my term so I'm gonna start
02:15
with some general things about our topic
02:18
today and and I think but I think it's
02:20
worthwhile to take some time to do this
02:22
so first year students exist what is it
02:25
that we're talking about so you know
02:27
what is a you know a successful
02:29
experience in the student's first year
02:31
at the University well of course it's a

02:33
it's a lot of things right it's
02:35
achieving the learning outcomes that we
02:37
want have they got the information from
02:39
the courses that they took did they
02:40
achieve the information and and the
02:44
skills that we hope they learn in that
02:46
course are they prepared to progress and
02:50
those two things of course overlap right
02:52
if you got the learning outcomes you
02:53
wanted from the course you should be
02:54
ready to progress but they're not the
02:56
same right because you're also we hope
02:59
students are learning about how to be
03:01
college students in their first year so
03:03
they're learning what they learn in that
03:04
course but they're we hopefully for a
03:06
successful experience they're also
03:08
learning about how to manage time and
03:10
how to study and how to engage in
03:12
material on how things are more general
03:14
skills that prepare them to succeed they
03:16
might pass all their courses but they
03:18
might be all the wrong courses that
03:19
prepare them to go on for and be
03:21
successful in the next year so we want
03:23
them to be prepared coming out of their
03:25

first year we all know that there's a
03:28
lot what happens is not all in the
03:32
classroom and again while at the
03:34
University of Maine just like most
03:36
universities we're diversifying in how
03:38
we think about who our students are and
03:40
who we want to attract to the university
03:42
you know led by the division of lifelong
03:44
learning
03:45
you know we're reaching out to working
03:47
adults but the reality is the line share
03:50
of our students our traditional age
03:52
they're coming here the majority of the
03:55
students who are in their first year
03:56
here are coming right out of high school
03:58
or maybe have ahead a year gap years
04:02
they call it many of them are coming
04:05
they're living away from home for the
04:07
first time they're living with strangers
04:09
people that they have not met before
04:12
they're interacting with people who are
04:14
quite different from them in turn
04:16
their background their cultural
04:18
experiences their their appearances
04:20
their being have you know levels of
04:24
freedom that they may not have had
04:25
previously they have exposed to a

04:27
variety of things that they might have
04:29
encountered previously in their life so
04:31
there's a whole lot that goes on you
04:34
know socially emotionally personally in
04:36
that first year and I think in that
04:38
success right that's part of success I
04:41
think you probably all can think of
04:43
students who were just aces academically
04:45
but couldn't manage to be a successful
04:49
college student and then I think at
04:52
least they're probably other pieces of
04:54
first-year student success but
04:56
satisfaction is one as well as it was
04:59
it a positive experience for the student
05:01
the students feel like yeah this is this
05:04
is I've been treated respectfully this
05:05
is a place that I want to be my
05:08
experience not every single moment of it
05:10
right but my experience in generally in
05:12
general was satisfying so that they want
05:13
to come back and continue their
05:15
education with us
05:16
now we're there's a whole host of ways
05:18
to measure all of these things and you
05:21
know so there's literature's on how to
05:24
measure there's revealed more or less
05:26

valid measures I'm going to talk about a
05:29
pretty gross measure which is retention
05:31
the retention is a proxy I would suggest
05:33
for all of these variables and probably
05:35
others that that I haven't thought of
05:38
but it's important right all of these
05:41
things relate to whether or not we the
05:44
student continues and persevere on
05:46
toward earning his or her degree so for
05:51
today's discussion I'm going to talk a
05:52
lot about first-year retention in
05:54
first-year retention is you know
05:57
basically the student who starts here in
05:59
the fall do they come back to continue
06:01
their education the following year
06:09
[Music]
06:14
so that's that's our that's our area of
06:17
discourse no I am going to take just a
06:20
minute to talk about why why should we
06:22
give a darn about first-year student
06:25
success in the first year retention I
06:28
worked here
06:30
how many saves in my 30 second year at
06:32
the University I've probably been in a
06:33
hundred or maybe a thousand
06:35
conversations about student success of
06:37
various types but I do think it's

06:40
worthwhile to just sort of reflect for a
06:42
minute about why is this important for
06:45
us to be concerned about and there are
06:47
some basic things I mean one is that
06:49
this is our mission right you know yes
06:52
we're we're a research university and
06:54
our mission is to produce new knowledge
06:55
or our mission includes producing new
06:57
knowledge and we're land-grant
06:58
University and our mission is to tie
06:59
with our state and to contribute to its
07:02
its economic and cultural and social
07:04
development those things are all called
07:06
true and part of our mission but we all
07:08
recognize that at the heart of our
07:10
mission is educating students and that's
07:12
important for the state of Maine it's
07:14
the reason why are still our biggest
07:17
donor to the University of Maine is the
07:18
legislature right there so covering
07:20
about 35% of our own our costs it's
07:24
because we serve the state in this way
07:26
but in a variety of ways for the primary
07:29
is by educating students so one could
07:30
question how well we're fulfilling our
07:33
mission if one out of four of those
07:35

students don't come back to continue
07:36
their degree you could raise some some
07:41
concerns about you know well are you
07:43
really doing what you said you would do
07:45
what what your mission is I think we
07:48
should care about it and be concerned
07:50
about because I think it also has to do
07:51
with our values
07:53
as an institution about who we are we
07:56
are not an elite institution that only
08:01
accepts students were at the top
08:03
academically or at the top
08:06
financially we are not a place that is
08:10
leave we don't define ourselves are our
08:13
strengths by all the people we exclude
08:15
and I say that with pride right I think
08:19
that's a good part of who we are now it
08:22
makes our job more challenging than an
08:24
institution that is elite that can take
08:26
only the very top students but it is
08:30
part of who we are what the university
08:32
main is about I'm going to share with
08:34
you some data in a minute that show that
08:39
you know who students who are so we all
08:43
know that there are students who are the
08:45
first and their families to come here to
08:47
pursue a college education

08:49
I know and their family has has obtained
08:51
that goal before and I'll show you some
08:53
data to show that with those students we
08:55
don't do as well fewer of them come back
08:56
for their second year fewer students who
08:59
are less well-off financially come back
09:02
for their second year that's important
09:06
because we're this is our values this is
09:08
what we say we're about we're an
09:10
institution that's about helping people
09:13
to change I have a bunch of siblings I
09:16
got two older brothers and they both can
09:18
make their careers in business and
09:19
they're all well we have conversations
09:24
about career and I know we're in the
09:27
business of changing people's lives and
09:29
that's that's a pretty great business to
09:31
be in taking people but you know one
09:33
sort of arranging and think about
09:37
themselves in the world and who they are
09:39
and their possibilities and we're in the
09:41
business of helping them chain
09:42
to achieve lighter things you know we
09:46
want to do that I think you should do
09:49
what every student who walks through the
09:50
door at least most of the students who
09:52

walk through the door it's important for
09:55
us to be concerned about this because of
09:57
our reputation and I mean that in a
09:59
small sense the local sense about how
10:02
we're thought about in the state of
10:04
Maine is are we thought about as a place
10:07
where students can come and you truly
10:09
can achieve and we provide opportunities
10:12
and we provide the supports they need to
10:14
succeed only perceived as you know we
10:17
were fighting a modest-sized research
10:19
university in the state of Maine we're
10:21
the big institution or we perceived as
10:23
an institution that big institution was
10:25
to come in to treat up environments I
10:28
mean that's very important it's also
10:31
important of our reputations large
10:34
nationally how well you do in terms of
10:37
keeping students at your institution is
10:40
a benchmark of your success it's in US
10:43
News and World Report it's in all these
10:44
other common measures of the
10:46
university's success so it's important
10:50
in that sense and even though it's
10:52
somewhat reticent I put it last because
10:56
it's not the driving reason but it is
10:58
part of our it should be part of our

10:59
thinking that we're more successful
11:01
keeping students living progressing to
11:04
degrees here at the University it's good
11:05
for our bottom line it helps us to be a
11:07
more successful institution I did some
11:10
quick calculating looking at just in the
11:14
first year if we were to change by 5% if
11:18
we were in improved by 5% the number of
11:22
students who we retain from year one to
11:24
year two just in that first year would
11:26
be about a million and a half dollars in
11:28
revenue to this institution which we can
11:31
turn and do good things if we sustain
11:34
that over time it's roughly around four
11:36
million dollars of revenue coming up
11:39
into the
11:40
institution it's something that we
11:42
should be my now what about retention at
11:49
the University of me why don't we look
11:52
like as I said I worked for a long time
11:54
done a lot of conversations and we have
11:56
looked at this thing in a variety of
11:59
ways including back when they put
12:02
together the blue sky strategic plan and
12:05
we had a very specific goal
12:08
that's quoting from the blue sky plan we
12:10

will improve annual student retention by
12:13
5 percent and I think most people know
12:16
here we evaluated the blue sky plan we
12:18
published a report about what we
12:21
achieved in that you so let me show you
12:24
the data you can tell me why we we
12:26
achieve what we said we would dark blue
12:28
is the blue sky years the report came
12:31
out in 2012 and these are the five
12:33
previous years not real exciting right I
12:39
know someone else can make more of that
12:41
but to me looks like we didn't move it
12:43
we didn't in fact there's some hints
12:46
that might be a little lower in these
12:47
these years I say with no pride at all
12:51
in the summer of 2014 we published the
12:54
Provost action plan for retention and
12:56
graduation we did not succeed in that
13:04
there now I'm show you some data that I
13:06
think can account for this deterioration
13:08
or maybe it's just statistical I well I
13:13
became a Dean here this year and I was
13:15
on a committee that a Provost at the
13:17
time put together called
13:18
the acronym was grit and it's graduation
13:22
retention and so we look back retired 10
13:27
years and I don't have a memorize going

13:28
to look like this we're pretty pretty
13:31
stable so if you're sitting there you
13:35
like you're thinking okay so what's
13:36
different now why why should in the
13:39
2018-19 academic year we focus on this
13:43
you know isn't it just this is just the
13:47
way it is and we should just kind of be
13:49
okay with that so I'm going to try to
13:51
convince you that no it's not okay one
13:54
and two we are in a better position now
13:57
to impact this and to make some change
14:00
so let me start a little bit about why
14:01
we should care to share about things
14:04
that you know the state of Maine this
14:06
has the oldest median age in the United
14:09
States think you know about the
14:11
demographics of our state the
14:13
traditional age students who come here
14:16
right out of high school few there are
14:18
fewer and fewer of them each year and
14:22
graduating from from Maine High School's
14:24
there are fewer and fewer from New
14:25
England High School's if we're going to
14:28
fulfill our mission in serving the state
14:31
educating people we need in my opinion
14:33
to do a better job with those who get
14:35

here to walk away from 25 percent after
14:38
year one isn't a successful formula for
14:41
us moving forward companies need
14:44
educated workforces that's the Bangor
14:48
Daily I'm sure you see these headlines
14:51
frequently the the system put out some
14:55
information by just one area about
14:56
nursing and the need for nurses newly
15:00
trained nurses is tremendous and it's
15:02
gonna get stronger as the baby boomers
15:05
go into retirement if you've seen the
15:08
Dean Humphrey give us talk about the
15:10
need for engineering that's the same
15:12
it's the same thing we need to produce
15:14
more educated people and it's not just
15:15
in these narrow professions when
15:17
companies by and large are saying we
15:20
need an educated workforce we can teach
15:22
them to do this specifically but we need
15:25
people who can think critically who can
15:27
write communicating who can work on
15:29
teams and work creatively so we're going
15:32
to fulfill our mission we need to be
15:34
doing better in terms of this
15:37
so right here that's my vision in the
15:40
world as I said I've been in a lot of
15:44
these conversations and invariably

15:47
someone will say something like well the
15:50
students just aren't ready they're not
15:52
ready and and all you get a varying them
15:54
you know when I'm in college we all you
15:58
know read Shakespeare every night and
16:00
did calculus problems with practice just
16:02
to loosen our kids now they don't do
16:05
that anymore they're not prepared to
16:08
succeed I'm going to show you some data
16:11
right now in a minute to show you that
16:13
yeah how well-prepared a student is is
16:15
an important factor and whether or not
16:17
there's so there's no question about it
16:19
what we are doing is looking at the
16:22
student body that makes up the
16:24
University of Maine and we have taken
16:27
some steps to kind of shift that body so
16:32
that the students are in general better
16:35
prepared I'll show you some evidence of
16:38
that we're part of the University of
16:41
Maine systems one University concept in
16:43
one way we're we're seeking to divide on
16:46
to define ourselves and have had some
16:48
successes say the University of Maine as
16:50
part of this system and we want to do
16:52
the University where students aspire to
16:54

get to and we want to work with the
16:56
other institutions the partners so these
16:58
students can get to us so so one thing
17:01
we did was we in 2016 we eliminated the
17:03
omron program long program was really
17:05
you know if you had involved with a very
17:08
good kind of second chance program for
17:12
students but its mission really matched
17:15
the mission of University of Maine at
17:16
Augusta better than ours and so we
17:19
stopped doing it we worked with the
17:21
University of Maine at Augusta to direct
17:23
students who have interests in that
17:25
program there in 2017 we eliminated
17:27
stopped admitted students into our
17:29
foundations program we used to take
17:31
about a hundred
17:32
times more than that students at no
17:34
program they were just gone foundation
17:36
they were just below our normal
17:38
acceptance rate or acceptance indicators
17:42
and we put them into the Foundation's
17:45
part we've also then through
17:46
partnerships worked with this year
17:49
university and in Augusta has about 35
17:51
of those students taking classes and we
17:54
create a pathway for them to get to the

17:56
University but they're not in our and
17:58
our seven so the result of that and it's
18:01
showing you that the last few years I
18:03
really you know I'll give you the middle
18:06
middle section of SAT and you know SATs
18:08
fly we all know that but it's a gross
18:10
measure of your preparedness each year
18:14
we've been able to bump up the level of
18:16
the twenty-fifth percentile on the SAT
18:18
so we're taking fewer students who are
18:21
in this lowest quartile of the
18:24
distribution moving the distribution up
18:26
up a little bit first years had no
18:29
impact on the upper end but this year I
18:31
was actually encouraged we even shifted
18:33
the upper end of the distribution so
18:36
we're we're working to get to they have
18:41
students who come here and we have the
18:44
capability to succeed and they mention
18:47
we're doing with partnerships with other
18:49
sister institutions in the system we're
18:52
also building better relationships with
18:53
the community college he's got Dunning
18:57
back there the school of engineering
18:58
technology has been a leader in that we
19:01
have pathways for students to start at
19:02

the Community College there's the school
19:05
of engineering technology or in their
19:07
degree in four years total if they can
19:10
they do what they need to do with the
19:11
Community College before they get here
19:13
this year we're a lot we're getting more
19:17
involved in this sort of early college
19:19
and we're doing some innovative programs
19:21
we're working with high schools to get
19:23
students University main credit but more
19:24
importantly to prepare them to be better
19:26
prepared to succeed when they
19:30
come here to the University so we are
19:32
working on this sort of if the students
19:34
would just smile heavily do better here
19:37
I'm working on on that that piece of it
19:39
but again we're never going to get only
19:41
the elite students in hangout the
19:42
comedian we should so that's that's my
19:45
second reason why I think now is a good
19:46
time
19:47
my third has to do with the changing
19:50
landscape and higher education
19:51
throughout the United States this idea
19:54
that well you know conscious isn't for
19:56
everybody and and yeah I'm sure you have
19:58
a high failure rate and and really you

20:01
know in some ways if you look at the way
20:04
universities are are ranked and
20:08
evaluated that you're kind of get credit
20:11
for not admitting people and you you you
20:14
know there's this idea that you gotta
20:16
just be a smart enough well that's
20:18
that's a problem for our country right
20:20
we need to do a better job we all know
20:22
these things you were less of a
20:24
manufacturing company higher education
20:26
to become more important for be able to
20:27
be successful and have a fair crack at a
20:30
middle class or an upper middle-class
20:31
lifestyle so there's a you know there's
20:34
a nationwide discussion about how we can
20:37
do this better and there are some
20:38
universities that really are being quite
20:39
innovative and I put this headline from
20:41
Georgia State this is from their website
20:43
but the it was them bragging about
20:46
getting an A PLU award for the impact
20:49
that they had on student success and one
20:51
aspect of it was using kind of big data
20:54
analytics to do a better job of working
20:57
with students to get them on a path to
21:00
success
21:00

that's not the only thing they've done
21:01
at Georgia State they've done a lot of
21:03
really interesting things to help
21:05
students succeed you know anything about
21:07
Georgia standards and open access
21:10
University you apply you get in it's
21:13
about seventy percent African American
21:16
over that they have now closed the gap
21:20
between underrepresented students and
21:22
non underrepresented students in terms
21:24
of retention and four-year graduation
21:26
rates and they didn't do it like that
21:28
they've been working at this for about a
21:29
decade but they haven't done a lot of
21:31
innovative things to to lead to change
21:34
so there are models out there and
21:36
they're folks and others
21:38
that we can learn from with you 100
21:40
sample I and you know I'm sure you know
21:42
it Arizona State University's done a lot
21:45
of things around changing the way they
21:49
go about education but I I had the
21:51
opportunity to go visit that campus this
21:53
summer but the summer before learn a bit
21:55
about what they were doing one of the
21:57
ideas I thought was really great was
21:59
this idea and this is actually from New

22:01
York Times article back in 2015 about
22:04
their their open or their online
22:08
freshman program a global Freshman
22:12
Academy that's what they call mechanic
22:14
but the it's not going to promo Saturday
22:16
you explain how they got there he said
22:18
you know we take we're also actually
22:20
open access or they were open access
22:23
they're now looking for the selective
22:24
but most of our students came in and
22:27
need to take college algebra so then we
22:29
looked at college algebra and at that
22:31
time at Arizona State University 50% of
22:34
the students got a C or better in
22:36
college algebra and 50% got an idea
22:40
he said so we thought about that I
22:41
thought let's think about the dynamics
22:42
of that you come to Arizona State
22:44
University you write a big check to take
22:46
courses including at that time maybe
22:49
five or six hundred bucks to take
22:50
college algebra we take or they took
22:52
your money and then we say you know it's
22:54
kind of a flip of the coin you might get
22:57
it you know good that doesn't make sense
23:01
so this this Academy they flipped things
23:04

around they put a high quality college
23:06
algebra online and made available for
23:08
free for anyone to take it now what they
23:11
did was then they said okay do you if
23:13
you got it taken not just sitting in the
23:15
classes but you do the quizzes you do
23:16
the tests and at one point you'll get an
23:20
email if you do well that says students
23:22
who performed like you did on the quiz
23:24
and last read quizzes and tests 90% of
23:26
them in order to be or better if they
23:28
take the final exam would you like to
23:29
take the final exam and you can choose
23:31
to take it or not
23:32
if you choose to take it most of the
23:33
students end up getting a B but then
23:36
they get a message to say
23:37
congratulations you've completed the
23:38
test if you want and this is a cost of
23:41
nothing so far if you want young Arizona
23:43
State University credit you can pay for
23:46
the credit no it's not paying for the
23:48
credit a head of time and saying well
23:49
it's a 50-50 chance you'll get it it's
23:52
saying you got it you want it turning
23:56
things around on their head no I'm not
23:57
saying that every University can do that

23:59
but I just gave these as examples where
24:01
universities are thinking very
24:02
differently about how to approach this
24:05
problem are these challenges the other
24:09
thing I got to do last year was as part
24:11
of a it was a grant from the Gates
24:14
Foundation to an organization called the
24:16
association of chief academic officers
24:18
and you put an application I was
24:21
selected there were 31 of us Provost
24:23
from around the country we spent a year
24:24
and they call this digital fellows or we
24:27
went to meetings four to four meetings
24:29
and we had to take on a project and a
24:31
bunch of partner jin-tae Nicene in the
24:33
back there
24:33
we took on a project around calculus one
24:37
but the work was focused on gateway
24:39
courses these courses are most
24:41
first-year students take and that have
24:43
tend to have high failure rates and
24:47
looking at using more contemporary
24:49
courseware digital tools that are more
24:54
sophisticated approaches then you stop
24:56
your second sake just because I'm
24:59
talking about math education is not why
25:05

thirty it's just a coincidence
25:14
what I learned I learned on that year
25:17
about these digital tools of why I just
25:18
took one to put up here in Alex
25:20
so Altas uses artificial intelligence as
25:23
a you know individualize learning
25:27
experiences for students so if you're
25:29
taking this and you get a problem wrong
25:32
Alex knows what error you made and then
25:35
sends you down this path to learn the
25:37
right skill before you get you back
25:39
another student gets the same problem
25:40
long but because of a different type of
25:43
error that student goes down a different
25:44
path and brings you back to being on
25:47
track there are a host of these tools
25:51
every one of us in this digital Fellows
25:54
Program had to do a project and we
25:57
didn't I work with the math department
25:59
in Ghent I'm was the lead and pastor
26:01
Speer helped a lot too and sort of Nigel
26:03
but they brought the team together
26:04
around using something called Pearson
26:07
MyMathLab using before but now we're
26:10
using more of its full capabilities and
26:12
we're using it in a more sophisticated
26:14
way but my point is there are tools out

26:19
here that even five years ago didn't
26:21
exist
26:21
and if they existed they existed then
26:23
and they're kind of beta form and now
26:25
they're they've reached a level of
26:27
maturity there's also a network of
26:29
people nationally who are evaluating
26:31
these tools so I could show you a place
26:33
where you can go and you can click on
26:35
Alex and it'll show you what
26:36
universities are using it and it's great
26:38
they create a rubric on how to evaluate
26:40
it so you know what Alex is sort of
26:41
pretty good at it when it's not so good
26:43
at it's not just it's not mcgraw-hill
26:45
who developed this who who do that it's
26:48
and this was from another another graham
26:51
from Lumina Foundation to create this
26:55
this site for university users just to
26:58
have a dialogue about these tools all
27:01
right so there are opportunities now
27:02
that just didn't ever did not exist
27:04
before us
27:05
go ahead let me they'll get a little
27:07
more local so we have here a tool at the
27:09
University of Maine called academic
27:12

performance solution so this is a
27:13
screenshot of my screen this morning
27:17
academic performance solutions is about
27:21
looking at data to help us to do a
27:24
variety of things better but to look at
27:27
how we schedule courses to look at a
27:29
relationship between types of faculty
27:32
and course performance the you know
27:35
their lectures and verses tenure stream
27:37
can you stream a different level to look
27:40
at different groups of students so uh
27:42
and I made purposely gives it a
27:45
screenshot so I wouldn't be tempted to
27:46
fool with it but you can all I've got
27:49
here is very gross you know this
27:50
academic year and that's how many
27:52
students there's the colleges and the
27:54
trends over the last three years in
27:55
credit hours but it can break this down
27:58
I could choose a different term I could
28:00
choose well I can exclude the Hutchinson
28:04
said if I wanted to I can look only at
28:06
the College of Arts and Sciences I could
28:09
break this down by the type of course I
28:10
can look at every single math course if
28:12
I wanted to I could look at math courses
28:13
only in a certain level you can break

28:16
things down all the way to the to the
28:17
course level to look at what the
28:20
enrollment trends the success trends in
28:26
these data these are sophisticated tools
28:29
this is on the desk of every Dean now at
28:31
the university is on the desktop of most
28:34
of the associate Dean's and most of the
28:36
department chairs we are we are rolling
28:39
continuing to roll it out to have
28:41
training for department chairs and
28:44
associate Dean's and actually anyone
28:46
interested in doing this Deb Deb Allen
28:51
and the Office of Institutional research
28:52
is there kind of lead on this and are
28:55
our number one user
28:57
I was at the EB office earlier this week
28:59
and they showed me the number one user
29:01
most frequent is Deb Allen at the
29:03
University so anyone want to take a
29:07
guess and Jeff can go there any games
29:08
who do you think's in number two user
29:10
it's not me
29:11
do you know Emily her duck
29:15
number two user of solutions so my point
29:20
is there are tools now that we have
29:21
available to us that that were not
29:24

available before we've always had been
29:26
fortunate the last decade we have a
29:28
strong I our office but there's only a
29:32
certain amount it's a strong small in
29:34
our office there's only a certain amount
29:36
of work they can do this tool is allowed
29:38
us to export a lot of that work so
29:40
closer to the folks who needed in
29:43
allowing I already take on some other
29:45
task force the other tool we're going to
29:48
be bringing on this year we're part of
29:50
this also part of the company a B we're
29:52
preparing some becomes Student Success
29:53
collaborative and this is their problem
29:58
basically what their it will be a tool
30:02
where the tool is called navigating and
30:05
we will be bringing the navigator we are
30:08
bringing navigate to the University of
30:09
Maine what it is it's that you know
30:11
eventually any adviser or any faculty
30:15
member will have a dashboard on his or
30:18
her computer and when a student comes in
30:20
you've cooked and caught that student
30:22
you get all the information about them
30:24
as well as information we can get from
30:26
from from kind of big data and our own
30:29
data so looking at for example as soon

30:32
as we've got to see in this course one
30:34
of the probabilities they'll pass these
30:36
next courses so you can do data informed
30:39
advising the students navigate also is
30:42
an early alert system that will as much
30:46
as faculty want to contribute
30:47
effectively contribute you know you can
30:49
put in attendance if you want to quiz
30:52
grades and we can set things up
30:54
automatically so the student can get an
30:56
alert technically doesn't
30:58
that beer doesn't have to write it just
31:00
give the decision rules if they put in
31:02
attendance student an alert on on their
31:05
phone saying I see you missed the second
31:07
class of ro this week please see your
31:10
advisor or here we made an appointment
31:12
for you at the Writing Center at the
31:15
math lab Warren we can design this so
31:20
we're doing a better job communicating
31:22
with students and we're bringing better
31:23
and more easily accessible data to our
31:26
faculty you know and their professional
31:28
advisers to to bring this to the to the
31:35
advising task now the EAB will be here
31:38
on October 10th and 11th October 10th
31:41

we've got a group of kind of our
31:43
professional advisers who'll get a
31:44
demonstration of navigating October 11th
31:46
we've got a group of faculty are there
31:49
any slots left there are so there are
31:52
spots available on October 11th it if
31:53
you'd like to see this tool
31:55
demonstrating is I have seen any times I
31:58
find an extremely impressive contact
32:01
Jeff st. John and they'll get you in to
32:04
the to the demo the goal is to have this
32:07
piloting with the groups this spring and
32:10
work toward a larger roll out by by next
32:14
fall okay so I'm trying to give you four
32:20
inches of why the heck should we pay
32:21
attention to this now you know where as
32:24
we've been talking about it for decades
32:25
I guess because it's more important than
32:27
ever I would suggest it's because we
32:31
aren't addressing one of the most common
32:33
issues that people point which those
32:35
students aren't prepared we are working
32:37
to have to bring in and have students
32:39
who are better prepared to succeed it's
32:41
because there are models out there that
32:42
we can steal and borrow from I like to
32:44
joke as head I have never

32:46
an original idea in my life but I
32:48
recognize good ideas and I'm willing to
32:50
steal them and I think that's the
32:51
philosophy that we should take to this
32:53
before we have tools now and you I mean
32:57
we is not just alumni how we as in this
33:00
institution as tools and will soon have
33:02
tools that we can allow us to do things
33:04
in a more sophisticated and data
33:06
informed than we have the story now if
33:11
again just I'm gonna take a little time
33:12
to share a little bit about what we know
33:14
about first year success to find the way
33:16
I defined it at the University of Maine
33:19
so where we at I showed you the big
33:21
graph these are data the last three
33:23
years so I'm clicking the average of the
33:25
last three years 76% of students return
33:31
so you know is that good or bad its
33:36
dependence right so one way we decide
33:39
whether something is good or bad is a
33:40
look at comparison groups I'll give you
33:42
two comparison groups here one is the
33:45
Hannaford selected over and over so I
33:48
get appears and over select appear so
33:55
those you were paying attention to the
33:57

process that the system went through
33:59
around a budget creation how did we
34:02
hire a are they hire a consultant
34:05
company to go out and find peer
34:07
institutions on a literally a hundred or
34:10
more variables they looked at how
34:11
similar they were do you make their
34:13
budget the types of students they had
34:15
the types of faculty they have the
34:17
reasons that comes to do certain cetera
34:18
et cetera and they found creating a set
34:20
of peers for us our peers are eight
34:22
institutions if I remember right there
34:24
Montana State University North Dakota
34:26
State South Dakota State University of
34:29
Idaho University of Wyoming University
34:31
of Rhode Island UNH and you know
34:34
super month if you take the average of
34:36
those eight institutions they average at
34:39
81% first year retention so we don't
34:43
look so good
34:44
now be less again if you take UNH and
34:47
Vermont out of that this drops down to
34:50
about 78% it's still higher than us
34:54
slightly but but closer so that's one
35:00
way to look at it another way to look at
35:02
it is to say well how do we do against

35:04
our competitors so our competitors
35:06
particularly for for out-of-state
35:09
students are the other New England
35:10
land-grant universities we look at
35:13
students who've applied to University of
35:15
Maine and been accepted to the
35:17
University of Maine and didn't come here
35:19
what we can do is go to the sink all the
35:21
Clearinghouse and see where did they go
35:23
to school if they're from out of state
35:25
the most common place they went to was
35:27
another New England land-grant
35:28
University and compared to those peers
35:30
we're doing much worse we look at only
35:33
the no lingual and average an 88%
35:37
first-year retention so we have we have
35:40
we have work to do all right let me show
35:44
you little bit about what we know about
35:45
our students and who stays and who goes
35:51
so if they're from the state of Maine
35:53
give me three last three years averages
35:56
77 percent if they're from out of state
35:59
at 72 percent so when I showed you that
36:01
graph earlier about what happened over
36:03
the last three years my belief is that
36:06
we've slipped down a little bit and
36:08

that's not just random you know
36:10
statistical variation it's because we've
36:13
taken larger and larger percentage in
36:14
our first year of out-of-state students
36:16
and we're doing a little worse with
36:18
respect to those students staying on at
36:20
the University of Maine look at our
36:23
international students we do all right
36:25
certainly compared all typically or the
36:27
same as within
36:28
in state what do we know about in terms
36:31
of some of the kind of typical
36:34
background information I already
36:36
mentioned this that if you look at
36:38
students who are the first in their
36:40
family to come to college I've known in
36:42
the family who's got a college degree
36:45
there's quite a difference what's that
36:48
nine percentage point difference of
36:49
whether or not they stay if you look at
36:52
students who are eligible for Pell
36:54
grants as an indicator of their
36:56
financial hostility to do worse with
36:59
Kyle eligible students of an on Pell
37:01
eligible if you look at students who are
37:04
from underrepresented groups primarily
37:07
African American in this case we do

37:11
quite a bit quite a bit worse in terms
37:15
of retaining those students at the
37:16
University now we'll tell you this makes
37:19
us a lot like most institutions in the
37:21
United States of America quickly most
37:23
publics this is a pattern that you see
37:27
that doesn't make it okay but it is the
37:31
pattern that you've seen then when I was
37:34
talking earlier about values this is
37:35
what you don't feel so good this I don't
37:36
feel so good about this take this group
37:39
we are growing the number of represented
37:43
students in the university and I think
37:44
we're having where like students who
37:48
identify students of color here at the
37:51
University of Maine
37:52
that's quite an increase and we expect
37:55
to anticipate continuing that number to
37:58
continue to grow I think that's good for
38:00
us as an institution and it's good for
38:02
the state of Maine but we need to look
38:04
at how we how we succeed with those
38:07
students I was at a meeting recently
38:09
next I can't give you my source but what
38:11
new source it was the the CA v me
38:13
their source but they said that by the
38:16

Year 2023 the number of the percentage
38:19
of high school graduates in the United
38:22
States or underrepresented will top the
38:25
50 percent mark so they'll be more
38:26
underrepresented students and represent
38:29
students if you get a head around that
38:30
graduated the outside was a gender
38:33
difference at the University of Maine
38:34
that big linger difference for female
38:38
students are more likely to continue on
38:40
into their second year I talked a little
38:45
bit about preparation and you know how
38:49
well-prepared are these students to
38:51
succeed so I'll show you some some data
38:53
you know you can look at preparation in
38:55
a variety of ways one thing we do here
38:57
at the university when students apply
38:59
every student gets a rating on the
39:01
called the C index and a C index is
39:04
essentially basically equally weighted
39:08
high school GPA and SAT scores and it's
39:11
called the C index for those of you
39:13
remember Dean Charlie Slavin lovely
39:16
member of our community he came up with
39:18
this so they called the Charlie index
39:20
and then come down with ceilings so
39:22
every student gets put on the C index so

39:26
here's what happens C index so this is
39:29
your C index score and this is whether
39:32
or not you return for your second year
39:34
so you know I'm not surprisingly
39:36
students who are less well prepared
39:38
that's indicated by high school GPA and
39:41
SAT or that's likely to return and as
39:43
their preparation you know they get
39:46
stronger in preparation they're more
39:47
likely to succeed in the stay I think
39:50
this is kind of interesting
39:51
we're not really sure what to make of it
39:53
on the very tip-top group and we have a
39:55
little bit of a decrease I don't that
39:59
they're going to other institutions
40:01
they're going to succeed those
40:03
institutions I know you're worried about
40:05
it
40:05
the other thing I think of when I look
40:08
at this you know you talk to people who
40:09
say well you know what's the first u.s.
40:10
retention rate
40:12
it's about seventy five seventy six
40:14
percent again it gets back to our
40:30
mission higher our mission is taking
40:32
these students you know III you know
40:34

that's part of who we are and our role
40:35
but the reality recognize that there's
40:38
variability in how prepared students are
40:40
and how do we use this information to a
40:42
better job not tell them to be
40:43
successful the other thing that we've
40:45
known for a while I'll have to show you
40:47
the different ways of looking at is what
40:48
happens in your first semester has a big
40:51
big impact on whether or not they
40:53
continue on here at the University of
40:54
Maine but you can't read in the back
40:56
that's a first semester GPA of less than
40:59
one point five they're very unlikely to
41:02
come back for a second year those
41:04
students are on some kind of
41:05
probationary thing anyway I had a
41:07
super-secret suspension but hey you do
41:09
have an opportunity to come back very
41:12
very few of them do you know one point
41:16
five into two between 2 to 2.5 but this
41:20
I mean you don't have to be an eight
41:22
plus student you know we could get our
41:24
retention rate up to 86% just have a 2.5
41:27
or higher you're more likely to succeed
41:30
I was interested I'm very interested in
41:33
math and students math performance you

41:36
know math is it's about this time
41:39
there's about 79% of our students taking
41:41
a math class for the first year so I
41:43
asked Ted that looking at what's the
41:45
relationship between yours your
41:48
performance in your in a math class and
41:51
the likelihood that you'll return and
41:53
not surprisingly students who do well
41:56
return really drops off here they might
42:00
say well that's fine you know okay
42:02
one of the issues is in depend on the
42:05
back pleasure talking about this
42:06
represents about 40% of the students 35
42:09
35 % of students
42:11
take the class right so that's a problem
42:14
right so that it's I mean if if it was
42:16
like you know 50% of students were
42:19
getting AIDS about 35% are getting a DF
42:23
or withdrawing from the class so they
42:26
have a very low return rate nothing I
42:31
was interested in was about whether or
42:33
not students withdraw from the class and
42:35
I thought this was an interesting
42:37
finding there's you have a student in
42:39
their first year withdraws from one or
42:42
more classes about 55% chance that
42:46

they're gonna come back here for a
42:48
second year then always draw from
42:51
anywhere up to 79 79 % and finally we
42:56
had a book just a you know it's another
42:58
variation looking at the grades but if
43:00
you had one grade of C D or F the 70%
43:03
you had no CD rupturing 87%
43:08
before anyone else says it asks no I'm
43:14
not here to recommend me dumb down our
43:16
greeting but I think we need to think
43:21
about how to help these students to be
43:22
more successful they are who we have
43:25
work with here at the University of
43:27
Maine we need to think about and come up
43:30
with different ways to work with them I
43:33
said one more thing about one thing
43:35
about students the best figure out when
43:37
do they leave this bimodal thing we lose
43:41
a lot in their first start from October
43:45
15 that census day but a lot we lose
43:48
basically between semesters right they
43:50
did not do well in their first semester
43:52
typically or they decided for other
43:54
reasons that University was not
43:56
we'll come back well is it a few of them
43:58
but then the other big chunk is coming
44:01
back to their second year for variety of

44:04
reasons they don't come back now I just
44:08
kind of pick and choose chose some data
44:12
take kodachi dave allen did a really
44:15
nice report that gave you this summer
44:17
it's on first-year retention student
44:20
success that you made exploratory
44:23
analysis because what I did is I gave my
44:25
think four or five questions I said you
44:27
know what data do we have relevant to
44:28
these questions and then I said and you
44:31
come up a bunch of other questions too
44:32
so they give a really nice report the
44:34
data are much more nuanced in detail
44:36
than I have shared with you but you can
44:40
look at this it's online it's on let's
44:42
go to the provost website academic
44:44
affairs form and the report is there
44:46
then you can look at its breaks things
44:48
down in a variety of ways they look at
44:51
the common first-year courses how many
44:52
students take what course what
44:54
percentage courses and for those common
44:55
courses what's the success rate in those
44:58
courses and look at some of the
45:00
information that we get from the student
45:03
survey that we do at orientation
45:05

what do they think they're gonna do
45:06
versus how they do so I don't want to
45:14
just talk about I mentioned to you that
45:16
I was on this committee called Grint and
45:19
I was a new dean I go and the other
45:21
thing all we did was talk about it we
45:23
didn't say well I saw what a home in so
45:29
I don't want to do that so I have a is
45:31
what I have is I call it an outline of a
45:35
plan well a plan to create a plan if you
45:40
you know I could send in my office and
45:42
come up with a plan but I know it would
45:46
be a lot better if I have the university
45:49
community helping working with us on the
45:51
plan so part of my agenda for today is I
45:55
hope I've gotten you do you think yeah
45:56
this is important area something we can
45:58
do about it now is where I'm trying to
45:59
put the hook in and say hi we need help
46:02
so what I'm gonna do is talk with you
46:03
about what I have in mind about how
46:06
we'll go about creating a plan to
46:09
address this so let me just go through
46:12
some basic things here's what I call the
46:13
guiding principles in our plan what we
46:16
want to do is look at things that we can
46:18
do something about right so my plan is

46:21
we need to raise those salaries for k-12
46:24
teachers and which might be a nice thing
46:27
and if we could do that it sustained it
46:29
may be a long time that's not a good
46:31
plan right we want to look at what we
46:34
can do we here at the university broadly
46:36
we here within each unit at the
46:38
University as opposed to looking at the
46:41
things we cannot control nothing those
46:42
things aren't important but it's not a
46:45
good use of any of our time we're gonna
46:49
recommend we take a very multi-pronged
46:51
approach to this problem I've talked
46:54
this idea through with the deans at the
46:57
deans council I talked about the Provost
46:58
Council talked about the president's
47:00
cabinet I know with the rise center of
47:03
folks who talk about this a little bit
47:04
and at least twice I've gotten the
47:06
feedback of you know Jeff your plant
47:08
sounds like you want to throw the
47:09
kitchen sink at this and why not do it
47:11
in a stepwise fashion and do one thing
47:14
and then and then maybe maybe that's
47:17
good idea but I don't think so
47:20
when I go and look at other institutions
47:23

that have been successful so I mentioned
47:24
Georgia State for a few times they do
47:27
one thing they did a lot of things right
47:30
and they've done it and they have this
47:32
mindset of doing things and looking at
47:35
their data and improving upon what
47:36
they're due and tinker with it another
47:38
time to try to look at this as something
47:41
we're gonna have to work out for awhile
47:42
if we're gonna you know change a 20 or
47:45
maybe 30 year pattern so I would rather
47:49
take a multi-pronged approach the other
47:51
rather defensive the multi-pronged
47:53
approach is that they it's a problem as
47:55
multiple causes that in fact just Lee
47:58
just the problem or the issue you know
48:01
students who don't return to the
48:02
University of Reading for the second
48:03
year include students who are suspended
48:06
students who can always and said I'm
48:08
going off to Cornell students who are
48:12
doing fine academically but flamed out
48:15
socially here at the University so we're
48:18
talking about a heterogeneous group of
48:20
folks so I think when you look at it in
48:22
a variety of ways that we're gonna have
48:24
have an impact I've already said this

48:28
but I think with our strategy one of our
48:29
guiding principles is that we don't have
48:31
to invent every solution here at the
48:32
University of me we should be looking
48:34
around what others are doing borrowing
48:36
their ideas adapting them to how they
48:38
fit our our institution and our culture
48:41
and our students we can't take every
48:43
idea and just bring it here but there
48:44
are some good ideas out there and I
48:47
think we should draw upon them and I
48:50
want our approach to be data and
48:51
informed you know I second I had lots of
48:58
conversations about about a retention in
49:01
student success in you know apparently
49:05
when I talk with a group of faculty and
49:06
I you know even though people like David
49:09
said you're not really but I hear some
49:13
variation you know what when I was a
49:16
first-year student I had a course I was
49:19
really neat and it really cooked me and
49:22
I
49:22
and maybe one I really do great and
49:24
that's a great end I'm guilty this to if
49:27
you asked me sometimes I'll tell you my
49:28
experiences about mathematics and going
49:31

from being marginal and I had a first
49:36
year experience that was really great
49:37
but you know what we're the oddballs I
49:40
feel we are people who made our careers
49:42
in academia
49:43
we're representative except each other
49:48
right so so those think that antidotes
49:50
are really interesting they're great
49:51
entertainment I know why make I don't
49:53
want them to be the primary drivers of
49:56
the decisions we make about our
49:58
strategies I'm going to be data informed
50:01
I don't weigh everything you think of
50:03
Margaret Spellings she was George Bush
50:06
second Bush's Secretary of Education
50:08
she's now president of the University of
50:10
North Carolina system but she has a
50:11
great quote which is in god we trust'
50:15
everyone else bring data our sort of
50:20
philosophical approach to this we have
50:22
ideas
50:22
where are the data and what data do we
50:24
have or one day them do we need to get
50:26
to test out some of our assumptions so
50:29
like any good effort we put together a
50:33
steering committee and I should have
50:36
made a bigger deal out of this at the

50:38
outset apologize to Robert and Kenda
50:41
this is clearly an academic affairs
50:44
student affairs initiative we're working
50:46
on this together we realized that you
50:49
can do a lot of good things in the
50:50
classroom if you're not looking at the
50:52
whole student you're not going to be as
50:54
successful as you could be
50:56
similarly okay all the focusing only on
50:59
the student social experiences here is
51:01
great but we've got to be do a better
51:03
job of connecting these things looking
51:05
at this whole student in one kind of
51:08
broadly break that apart is in academic
51:10
affairs of his students so Robert Kenda
51:14
John Kahler from residential life is a
51:16
participant in this depth is essential
51:18
with our data person I'm gonna stop
51:20
the faculty said as giving me know has
51:23
told me they have two people I'm waiting
51:25
for the names I don't have me gave me
51:28
the other Jeff hey will you ever solve
51:32
that mystery and well as I talk more
51:39
about the plan there was a big role for
51:41
faculty and I'm glad to be with them and
51:44
so here's something here's sort of a
51:48

timeline of the way I'm thinking about
51:49
this so in the summer we collected data
51:53
Thank You Alan and Archie former
51:58
steering committee we did some planning
51:59
and thinking about how to go about this
52:01
right now at the fall launch here we are
52:04
there are really there are two parts or
52:08
at least the way I'm thinking about this
52:09
is parts two big sections of this plan
52:13
plan to make a plan and one involves
52:17
creating some working groups to look at
52:18
different aspects of this problem and
52:20
I'm going to walk you through those and
52:22
the second part about supercharged
52:24
directly to the faculty now probably the
52:26
less popular part but I do want to walk
52:29
through these today my goal is that I'm
52:31
gonna give these working groups a charge
52:35
and then I want to have them come back
52:38
to our steering committee with reports
52:41
sometime in the spring semester and then
52:43
we can look together the different
52:45
pieces and look at how do we leave these
52:47
together and working with the President
52:49
and with Clara to see what kind of money
52:51
we can bring to the table on this I
52:52
don't have a dollar amount but I

52:55
recognize this can't this won't be a
52:56
budget neutral of thing like the working
52:59
group said I when asked put together you
53:02
know I want to give their I want them to
53:03
give me their their recommendations and
53:05
I realize that some of those
53:07
recommendations are gonna cost money we
53:09
gotta bring this together and look at
53:10
them and even though I'd like to launch
53:11
everything by next fall we probably wind
53:13
up doing is even steps but anyway we
53:16
would spend the summer getting ready and
53:17
we were trying to start implementing our
53:19
plan by the fall okay so as I said this
53:24
is the way I've been thinking about this
53:25
I'd like to get some folks to get
53:27
together in working groups to look at
53:29
pieces of this problem
53:31
and pieces of this change and to come
53:34
back with a set of recommendations and
53:35
when the way they look each working
53:37
group I'll give a you know
53:39
individualized charge but the themes
53:42
that I talked about earlier will appear
53:44
I'm asking people to look at best
53:46
practices what are other institutions
53:48

how are they addressing some of these
53:50
things right and I can help with that
53:52
the CA B company we have a contract with
53:54
they do best practices research we can
53:56
ask them your working groups to say get
53:58
me get me everything you know about this
53:59
that's one piece second pieces again I
54:02
wouldn't be looking at data our own data
54:04
I don't want to solve problems unless we
54:07
can realize that yeah we're targeting in
54:08
the correct way and then when folks come
54:11
forward with recommendations so here's
54:13
how I've got the I got these orders and
54:16
again this is our open to discussion
54:18
okay so one big area and again looking
54:22
at the literature now nationally
54:25
president you know what these courses
54:29
that end up with the term gateway
54:30
courses are a stumbling block for
54:34
students throughout the United States
54:36
with no there was nothing but positive
54:39
feelings I'll say they tend to be math
54:41
chemistry biology English 101 and too
54:46
little lesser sense psych 100 there are
54:48
these entry-level courses and they're
54:51
the gateway to the University there are
54:53
students oftentimes in their first

54:55
semester taking these courses and so
54:59
there you know there are special
55:00
challenges with that there's a again as
55:03
I said there's a national conversation
55:04
about these gaming courses and how to be
55:07
more successful I don't want to put
55:09
together working group on getting a
55:10
course it's not gonna put together three
55:11
working years one is to look at how we
55:14
can do a better job of calling a
55:16
placement preparation in progress here
55:20
at the University mainly the only
55:21
placement testing we do is from math and
55:25
it's a it's we use a system that was
55:27
created here at the University made it's
55:29
a homegrown system and we
55:31
we try our best to get students to take
55:33
it during orientation or shortly after
55:35
that and it gives an indication about
55:37
what math class you should go into now
55:40
I'm about to quote the math faculty so
55:43
this is not me saying this is his
55:44
coaching perspective well-known good
55:47
math that it doesn't work another
55:51
variation is it's not valid in doing
55:55
this so now you can ask Natasha or Jam
55:56

to tell you how they know that they've
55:59
explained to me and I'm not surprised to
56:01
you that but I so thing one is to look
56:06
at how we do a better job with that I
56:08
already said almost 80% of our students
56:09
are taking math in their first year how
56:12
do we do a better job of getting them
56:14
into the right you know right to math
56:15
class but but how do we do a better job
56:18
to help them to be prepared to succeed
56:20
in that math right you know we can say
56:25
to them you took this you test into
56:27
precalculus or we could say you took
56:30
this we recommend you starting
56:31
precalculus but we also recommend you
56:33
brush up on these skills because our
56:36
testing shows that you're weak in these
56:38
areas and B are succeeding
56:39
you don't have to go back and take
56:40
college on but there are skills within
56:43
college algebra that you're weak on how
56:45
can we help you to prepare that you know
56:48
I don't know I showed you this tool
56:49
Aleks Aleks claims to do that I haven't
56:52
done a thorough analysis element about
56:54
there are other tools out there what I
56:56
want to do is ask a group to help look

56:58
at them um how do we how can we do
57:01
places better here at the University how
57:04
can we create a tool that not only helps
57:05
to place students but helps in you uh uh
57:08
either helps them to figure out how to
57:09
be prepared or helps us to provide them
57:11
the right resources to be prepared
57:13
so what then they get here they're gonna
57:15
more likely to succeed how can we use
57:18
tools to progress I'm going to point out
57:21
Jen time again is I think they're doing
57:23
an innovative thing in count one right
57:25
where they do the what do you call this
57:28
gateway tests not to be confused
57:31
courses but their tests that they're
57:33
essentially mastery tests you need to
57:36
you need to do this in order to move on
57:39
you can take the test as many times as
57:40
you want you're not you're not having
57:41
great month but to get it you've got to
57:43
get to a certain point move ahead in
57:45
this course are the ways we can take
57:48
that kind of idea and bring it to scale
57:50
there are there tools that are out there
57:52
being created by folks who bring a lot
57:55
of resources to this now we can use to
57:58

help us so I want to get a group to help
57:59
me look at how can we do a better job in
58:01
this placement preparation I want to put
58:06
together a group to help look at summer
58:08
preparation you know there are different
58:10
stealing ideas University of Nevada-Reno
58:12
does something called Nevada Fit and
58:15
it's one week where students come and
58:18
they take actually in one credit hour
58:20
math class but they also learn about how
58:24
to access resources resources on the
58:27
campus that learn about studying and
58:30
they learn about the skills of being a
58:32
successful student I don't have every
58:35
student there they have identified
58:36
students or at risk and they make they
58:39
invite them to Nevada Fit for one week
58:43
with the prior to the semester they have
58:44
encouraging data on underrepresented
58:47
groups in particular performing better
58:49
after they've been through Nevada Fit is
58:51
that an idea that we're going to steal
58:52
we're gonna Baird make a look at a
58:54
variation of that why don't you know how
58:56
do we use summer courses summer school
58:59
the summer University I'm sorry in a
59:01
better way to do that I already

59:04
mentioned we're doing summer early
59:05
college things and then other things
59:06
that we can do to help students to be
59:08
prepared when they get here the third
59:11
group within this area I want to get
59:12
into folks look at it's a challenge to
59:16
teach gateway courses ferrata they're
59:21
very good there
59:23
in committee it's a it's a challenge it
59:27
has its special challenges and to do it
59:32
how can we do a better job in faculty
59:34
support and faculty development to get
59:37
the center for innovation teaching and
59:39
learning to take a lead on this to look
59:41
at what are the resources that people
59:42
need what do we can do what can we do do
59:45
a better job of professional development
59:47
so people are more likely to be
59:48
successful one of the resources that we
59:51
could bring to bear to help them in this
59:53
challenging task of these larger gateway
59:57
gateway classes president for any Monday
60:01
is interested quite interesting that
60:03
she's you know they should know math
60:04
education it's bring you know their data
60:06
that show you know success there's a lot
60:09

to do with the quality of instruction
60:10
right how do we help the best quality
60:14
instruction all right the second broad
60:16
area of calling onboarding is advising
60:19
and support right now every student at
60:22
the University of Maine has access to
60:24
first year success course some are
60:26
required to take them what do we know
60:29
about what makes a successful first year
60:31
success course what do we know what is
60:34
that one of the best practices and what
60:35
is the literature say I was at meeting
60:39
earlier this week and learned about
60:40
University of Texas Austin he's doing
60:43
something where they have it's actually
60:45
integrated with a regular course was
60:46
connected first year success of course
60:49
it's about helping students to develop
60:51
what they call the growth mindset as
60:53
opposed to a pass/fail mindset as
60:55
opposed to saying I'm a first-year
60:56
college student I'm not doing well I'm
60:58
not cut out for college I can't do this
61:00
to take a more of a growth mindset what
61:03
are the skills I don't have now what are
61:05
the things I need to work on being more
61:07
successful some interesting getting

61:09
preliminary but interesting ideas we'd
61:11
be looking at integrating some of those
61:12
in what we do
61:13
there's Student Orientation I'd like to
61:16
get group to go sale we're using that
61:18
time to the best ability that we can
61:20
what else can we do we have good folks
61:25
in all of our academic support services
61:28
areas and I happen to know that all of
61:31
these four could use more resources
61:34
I was nothing to know that we're not
61:36
sitting on a pot of gold so how do we
61:38
think about to make investments in these
61:40
areas elected the academic support
61:42
services group to be working to look at
61:44
together I now have better ways we can
61:46
utilize these resources this some of
61:49
this could be tied to the navigate tool
61:50
that we've talked about some of it could
61:53
be tied to other things so I'd like to
61:54
get a group to go and look at academic
61:56
support services as I said a lot of this
62:01
is we're looking at collaboration with
62:05
Student Affairs we do some living
62:09
learning communities where students with
62:12
similar academic interests how our house
62:14

together and there's some innovative
62:16
things you can do around that a lot of
62:18
the things we can do to do more Living
62:21
Learning Communities Robert and I talked
62:24
about this to kind of come up with all
62:25
the catchy titles okay with a very long
62:27
time ago three our Student Affairs
62:29
Alliance and hence I hit enhancement
62:31
they're out now think about this is let
62:34
some air in here is it's about you know
62:39
there are a lot of things that we do
62:40
with interaction between student affairs
62:42
and academic rooms can we do those
62:44
better what are other models that other
62:46
institutions do them to grow and improve
62:49
the quality of communication between
62:51
these two areas we create a a charge for
62:56
group to look at that and then there's
62:59
this idea of a Student Success head this
63:01
is something that dr. Dana and I have
63:03
talked about for quite a while could we
63:05
set up something here in the Union at a
63:07
central location that's like a
63:08
one-stop-shop for students the matter of
63:12
the analogy
63:14
it was like an an apple genius storm in
63:17
theory you can go in there with any

63:18
questions and they'll be able to get the
63:19
answer but I'm gonna try but that's what
63:21
I've been told I could we create
63:23
something like that here in Union there
63:26
are institutions that are trying things
63:27
that are sort of approximate that we
63:30
learn from their ideas in order to do it
63:32
what what does it take obviously it
63:35
takes more than space like one of the
63:37
trainings that they required how
63:39
feasible is this what budget would would
63:41
it take to really do this in a way
63:44
that's likely to succeed I'd like to get
63:46
a group of people together to
63:47
investigate that give it give you a
63:50
series of questions - god I want to put
63:53
a group together around financial
63:56
there's a variety of things at
63:58
institutions we can do that we're around
64:00
financial aid around with the way we use
64:03
work-study you know we know there's a
64:06
lot of literature on this you know you
64:09
look at what's called great point based
64:12
scholarships so we have our flagship
64:15
match I've liked so much you know is for
64:18
students what a state they pay are they
64:19

had a tuition scholarship that brings
64:22
the cost of attending here down the
64:24
equal to the cost of their home
64:25
institution but they have to make it
64:27
through to maintain a 3.0 GPA if they
64:31
lose that they lose that scholarship
64:33
that's a big change and that's a big
64:35
thing I haven't yeah look at how many
64:40
students will lose that scholarship do
64:41
we retain here at the University
64:43
maybe we shouldn't retain any of them
64:46
but then we should retain some of them
64:47
again I'll give you an example from
64:49
Georgia State again Georgia State has a
64:52
scholarship called the HOPE scholarship
64:53
and apparently it's very generous you
64:56
have to maintain a 3.0 it can maintain
64:58
your hope scholarship and not
65:00
surprisingly students will fall below
65:02
3.0 and lose their hope scholarship
65:04
don't return at high frequencies if you
65:07
will are they
65:08
love returns so they busted that they
65:10
said well what if why don't we look at
65:12
the students who are below they'd lost
65:14
their hope scholarship but they're not
65:16
that far below so they did a study

65:17
looking at students who are a 2.75 to
65:20
2.99
65:21
and they said to those students let's
65:23
develop a recovery plan so that you can
65:27
earn back your hope scholarship and we
65:30
can't we're not going to do scholarship
65:31
but we will give you a little bit of
65:32
money if you'll develop a plan and work
65:35
with us and there's other pieces so you
65:37
got to come in every week and touch base
65:39
but we'll give it \$500 this test matches
65:41
a lot less than the health plan but to
65:43
help you if you develop a plan and there
65:46
many of those students much with many
65:49
many more of those students continued on
65:51
at the university you know
65:53
regain their hope scholarship and we're
65:54
able to continue well their innovative
65:57
way so we can look out the way we use
65:58
financially to to do something like that
66:03
some universities are exploring looking
66:05
at some financial aid to be more like a
66:06
paycheck you you perform in a certain
66:09
way then you get your next chunk of
66:11
financial aid they can see the folks in
66:14
but could we approximate of things you
66:17

know there are things that that we can
66:19
think differently about it but also very
66:22
interested in work again whenever I talk
66:24
with faculty about students and and you
66:31
know success or students being retained
66:33
I'll say you know my students are
66:34
working 30 hours a week and I know there
66:37
are students who work 30 hours a week I
66:38
don't know how many of those students
66:40
are I don't know what's the relationship
66:42
between how many hours a week you work
66:43
and whether or not you're likely to come
66:46
back to the institution I have a hunch
66:49
there's probably a relationship that the
66:51
higher you go in working hours are less
66:54
likely are to come back but again I want
66:56
to be data-driven if it's a good hunch
66:57
is it a is it a linear relationship
67:00
kind of curvy linear piece if that's
67:02
true there ways that we can look at
67:05
alternatives for those students again
67:08
some universities are doing things where
67:10
they're helping students okay long term
67:13
in a structured way a long term their
67:16
long term goals versus their short their
67:18
short-term goals students giving up on
67:20
some cash that they get from working now

67:23
going from 15 hours a week to 25 hours
67:26
and they work left are going for 25 to
67:29
15 they earn less cash and they can't do
67:31
things right now that they want to do
67:33
but helping students to think about that
67:35
versus their longer-term goals and what
67:36
are the consequences of thinking about
67:38
that differently again just some ideas
67:40
that I'd like to have was to try to
67:41
explore and then finally we don't need
67:43
working because we already have a
67:44
steering committee around navigating our
67:46
non navigate this tool and we're gonna
67:51
bring that on board in the spring now as
67:54
I think about this you know I if I was a
67:57
more clever person that would put
67:59
together some kind of diagram that shows
68:00
how all these things interact but I
68:03
couldn't come up with one it didn't look
68:04
like a spiderweb so but that's the idea
68:07
is that if I can get working groups in
68:09
each of these areas
68:10
I'll give them a you know specific set
68:13
of questions I would like them to
68:14
address that's gonna look some time
68:16
doing it will provide resources to help
68:18

you to answer those questions and then
68:21
as a group come back and say you know
68:22
we've looked at this we've looked at
68:24
where other institutions are handling
68:26
this we look at our own data and your
68:28
some recommendations that we have and we
68:30
come back to the steering committee then
68:31
the steering committee get it when a pub
68:33
we'll come back and say look here's
68:35
here's what we're thinking in terms of
68:37
yeah I know I'm yammering on a little
68:41
too long so I'm gonna I am gonna don't
68:44
here's my thing so what am I asking for
68:46
you right I'm looking for people to
68:48
volunteer you're so much fun you can
68:51
shout out like this movement and Robin
68:53
will take your name now if you're not so
68:57
inclined that's okay too you go the
69:00
website disciplinary Affairs if you can
69:04
send me an e-mail say yeah I'm
69:05
interested or maybe I'm interested tell
69:07
me more what's going to involve or you
69:09
can get a friend in trouble I'm really
69:12
good at this and I'll reach out to them
69:16
if you want something make sure
69:17
something happens you'll copy Robin it
69:20
should make sure that you can also go to

69:22
the provost website academic affairs
69:25
faculty forum as I said you can review
69:28
this material that so inclined but but
69:30
there'll be a space for you to share
69:31
your ideas and share your resources you
69:34
know I as I said I've been talking about
69:36
this with different groups and talk with
69:37
the rhein I folks the rise Center and
69:39
attach the spirit send me an email with
69:41
a couple of really good ideas about
69:42
other institutions are doing that can
69:44
help I can will help as I can ask the
69:47
working group I can give them that
69:48
information to pursue to pursue fruit
69:52
all right I'm gonna try to do this next
69:56
piece a little bit quickly but it's but
69:58
it is an important part you think that
70:00
you look at these working groups that
70:01
I've put together they're there they're
70:04
about doing a better job in general
70:07
providing support for students and
70:08
helping students tried to be successful
70:11
but of course a lot of what happens it's
70:14
very important happens in the classroom
70:16
and in the curriculum I'm very
70:19
interested in having
70:20

our campus look at first-year curriculum
70:24
and I know that the people have to look
70:28
at that a lot of the faculty and I know
70:30
it's not it's not the faculty at large
70:31
it's the faculty at the unit because
70:34
that's where the program level is we
70:35
have 90 undergraduate degrees here
70:38
roughly at the University of Maine some
70:41
Theory we might have 90 first-year
70:45
curriculum I know that students have
70:47
some choice in their first year
70:48
curriculum there but some of the more
70:50
set than under the engineering of one in
70:52
the other in terms of how prescriptive
70:55
they are about the first-year curriculum
70:58
but what I'm interested in is having the
71:00
campus having faculty groups look at and
71:05
take some time to think about their
71:08
first-year curriculum let me show you
71:12
show you what one thing is ask them to
71:16
tell them to particularly what is the
71:20
first-year curriculum what's required of
71:22
your students in that first year
71:24
one of the major requirements one of the
71:26
general educational cards I'm thinking
71:28
you know if you're an engineering major
71:29
you got to take you gotta take calculus

71:32
or math 126 so that's a requirement is a
71:35
gen ed requirement but it's also a major
71:37
what are they for your area I think and
71:40
I know for many years and they only have
71:41
one or two required courses in the first
71:43
semester there's options but I'm also
71:46
interested in does your do you have a
71:48
recommended Kurt first-year curriculum
71:51
what do you recommend for a first year
71:54
student again recognizing students have
71:56
have a choice for though you had a good
72:00
memory and I gave it talk one of these
72:02
talks last year about our general
72:04
education requirements and in my opinion
72:07
we give to too many choices you could
72:10
look at that just the area of is it
72:11
human values in social context okay who
72:15
wants to guess how many possible
72:19
permutations are of the courses you
72:21
could take to fulfill that remark any
72:23
guess
72:24
come on taking us one person thirty four
72:30
billion thirty four billion permutations
72:34
of courses you could take to fill those
72:37
six area requirements to me that raises
72:41
questions about the learning outcomes
72:43

associated with those we give so many
72:45
choices I'm interested in your major you
72:49
know and I'm not even saying you'd have
72:51
to say specific courses but specific
72:53
areas you might appear so I'm a good
72:55
Steve Markham your sociology me you
72:57
might consider taking some courses in in
73:00
psychology or in political science I
73:04
think that would help our students have
73:06
we decrease that their choices early on
73:09
they'll help them have say in a
73:11
different way help them to make
73:12
intelligent choices early on their
73:14
career so I'm interested in what folks
73:15
recommendations are then what I'm
73:18
interested in is the more important
73:19
question which is why why is this the
73:22
first year recommended course are their
73:26
respective student learning outcomes and
73:28
then the empirical question all right if
73:30
this is it what evidence do you have
73:32
that it's working how well are we
73:35
succeeding in this in this with our
73:40
students taking this curriculum and I'll
73:42
give you example with this this is
73:44
University of Maine David if you're a
73:46
first year student and I'm not sure if

73:50
this is true I think it is and you are
73:52
required to take again Mitchell I've
73:55
already given you this again with all
73:56
due respect if you're required to take
73:59
gen chem and either math 122 over at 126
74:04
precalc or calc if you are taking both
74:07
those courses and your University of
74:10
Maine student and I randomly select you
74:12
from University Maine students there's a
74:14
40% chance that you'll pass both those
74:17
are our data the 40% chance that you
74:20
will get past both of those
74:22
courses remember what I showed you to
74:25
fail a single course or withdraw from
74:27
single course 55% chance you're gonna
74:30
come back for a second year those two
74:33
courses are required you know maybe I'd
74:36
like the group's to have some
74:37
conversation about why what and why is
74:40
that sequence is there another sequence
74:42
that that we could do or is there a way
74:44
of segmenting the students say for you
74:47
because of the good work we've done in
74:49
placement testing or other reasons you
74:52
know the probabilities are higher you
74:54
take this for you
74:56

you know if you do this the probability
74:58
that you're gonna pass these courses is
75:00
forty percent or lower right and how do
75:03
we help the students not to say you
75:04
can't be this major not saying that
75:06
you're gonna fail as a university main
75:08
student but we recommend against this
75:10
and here's another path so that's the
75:12
the next question I'll ask the group is
75:15
what are the risks getting multiple hide
75:17
the affirmative course my those risks
75:19
are there alternative paths are there
75:21
multiple paths to get to this to the
75:23
same area and can we do a better job of
75:27
addressing students once we've
75:29
identified what the risks are what its
75:31
in place to mitigate those risks and
75:32
what else can we do to mitigate now I
75:36
know this is a convenience re kind of
75:42
power persuasion and there's very few
75:43
people I can direct it to anything but I
75:46
can direct the I and I discussed this
75:49
with Dean's
75:50
so I'm going to direct the deans to then
75:53
going our colleges and work with their
75:54
their their departments and to get
75:58
faculty looking at these questionable

76:00
sorry what we want to do is to have a
76:02
thoughtful data informed discussion
76:05
about are we setting our students up for
76:08
failure or success what can we do to
76:11
change other ways that we can think
76:13
differently about our approach to their
76:16
education has been change the percentage
76:19
of students or
76:20
succeed in that I'm not worried about
76:21
those students who have a C index of 89
76:25
year magna file they're gonna be fine
76:27
right they are not all of our students
76:29
and if we design our curriculum just
76:31
throwing those students we're doing a
76:33
disservice in graphical manner