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## Faculty Forum : Early College

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Faculty Forum: Early College  
March 7, 2019

TRANSCRIPT

00:00  
good afternoon thank you all for coming  
00:03  
out and enjoying us for the academic  
00:06  
affairs every more let me start with  
00:08  
this sort of business they're sipping  
00:13  
the tea with the camera we are being  
00:15  
recorded as is our tradition I guess a  
00:19  
recording of these and we will post it  
00:23  
on those website and so that anyone  
00:27  
who's here has a thought afterwards  
00:29  
could get on there and you can watch it  
00:32  
again if you want to direct your friends  
00:34  
to watch it but more importantly there's  
00:37  
a there's a opening for you to be able  
00:41  
to give feedback and additional thoughts  
00:44  
about the topic so today's topic is  
00:47  
early college early college is a big  
00:50  
deal in the state of Maine and actually  
00:52  
nationally and earlier I guess was the  
00:56  
last fall when I were talking about  
00:59

various things that the University of  
01:01  
Maine is engaged in and you know kind of  
01:05  
done to me well we really should should  
01:07  
talk to the campus about one what we're  
01:09  
doing why we're doing it and so the  
01:12  
direction that we see see this heading  
01:14  
the early college is a big it's a catch  
01:18  
phrase for a variety of things but the  
01:19  
basic idea is that students earn college  
01:22  
credit while they're still in high  
01:24  
school and the University of Maine has  
01:27  
been engaged with early college actually  
01:29  
for quite a while but in the last  
01:32  
several years there's been increasing  
01:35  
attention to bigger in ways for students  
01:40  
to earn credit while they're still in  
01:43  
high school  
01:44  
so the give you a little bit of overview  
01:50  
I think you know these things but I want  
01:53  
to talk a little bit about why early  
01:55  
colleges is an important thing I spare  
01:59  
you my slides and show  
02:01

the numbers of decreasing highschool  
02:03  
graduates in the state of Maine they can  
02:05  
show them at nearly every kind of form  
02:07  
that we we give but you're I'm assuming  
02:11  
you're aware of it you know each year  
02:13  
fewer there are fewer numbers of  
02:15  
students who graduate from high school  
02:17  
in Maine and this is on a trajectory to  
02:20  
continue to decrease at least through  
02:24  
2029 is what I've been told that's not  
02:29  
because there are fewer students failing  
02:31  
other more students family high school  
02:33  
full of your students passing high  
02:35  
school such that there are fewer  
02:36  
students period where you know where  
02:40  
they have the oldest mean age of any  
02:42  
state in the United States and we have a  
02:44  
dearth of young people that's a  
02:49  
challenge for the University of Maine  
02:51  
and the University of Maine system but  
02:54  
more importantly a challenge for the  
02:56  
state of Maine because the state of  
02:58

Maine is not replacing its workforce at  
03:00  
the proper rate and it's not onerous  
03:04  
trajectory to do that unless it changes  
03:05  
things it's also certainly not in the  
03:09  
position to grow its economy without the  
03:13  
proper workforce there to grow so Maine  
03:17  
does well if you look at high school we  
03:19  
do well at getting to students through  
03:21  
high school  
03:21  
they're good numbers in terms of  
03:23  
percentage of students who go to high  
03:24  
school and graduate and hearing that  
03:26  
degree and we do less well in terms of  
03:29  
students moving on to get post-secondary  
03:31  
degrees they were relatively relatively  
03:34  
low rate of college attendance now I say  
03:38  
we like the state as a uniform thing you  
03:40  
know as you look around and have the  
03:42  
data down it's different in different  
03:45  
areas cumberland county has a  
03:47  
college-going rate more on par with  
03:50  
other New England states Waldo County  
03:52

Oxford County have low relatively low  
03:55  
rates of students going on going on to  
03:58  
college so for me to be a competitive  
04:02  
state for there to be a workforce rise  
04:05  
to have a  
04:07  
we've got to change the numbers in some  
04:09  
way something some of that has got to be  
04:12  
through an influx of students  
04:14  
it's almost gave a talk about this and  
04:19  
said if we succeeded 100% of every  
04:21  
student who like domain high school  
04:22  
graduated and went on and got a  
04:24  
post-secondary degree we still couldn't  
04:26  
meet the demands for employees that's a  
04:30  
scary thought so  
04:32  
you know don't get sidetracked or what  
04:34  
state to do but it needs to do a lot of  
04:36  
things to attract to attract people our  
04:39  
role I say this we have an important  
04:42  
role to play in addressing that piece  
04:44  
about getting more students who are  
04:46  
graduating from high school into college  
04:49

and succeeding once they are once they  
04:52  
are in college the numbers that have  
04:55  
heard Thoros Maine has roughly about a  
04:57  
forty or forty two percent high school  
04:58  
our college going I'm sorry David forty  
05:02  
forty two forty two percent of people  
05:04  
have a post-secondary degree in this day  
05:07  
and the the need is for about sixty two  
05:11  
percent of people in the state to have a  
05:13  
post-secondary degree to fill the kind  
05:15  
of jobs that are becoming available  
05:17  
again to tell you things you already  
05:20  
know where we were shifting and continue  
05:23  
to shift from a manufacturing economy to  
05:25  
more of an information economy and the  
05:28  
jobs are different and the jobs require  
05:31  
a different level of of Education and  
05:36  
preparation so these are facts that  
05:39  
people known for a while we could see it  
05:42  
coming there of course the solutions  
05:45  
have to be multifaceted but the state  
05:49  
legislature has is interested in this  
05:52

and for obvious reasons and one of the  
05:55  
things that they were interested in is  
05:57  
seeing it  
05:58  
early college seeing if that taking the  
06:01  
strategy of providing students with a  
06:03  
college experience and earning college  
06:04  
credit while they're in high school will  
06:06  
help to address this this problem this  
06:11  
challenge  
06:11  
we have so who else who else is  
06:15  
interested in this though out the Board  
06:21  
of Trustees is interested in this so  
06:22  
this December they came out with their  
06:25  
most recent declaration of strategic  
06:27  
initiatives and four broad goals the  
06:30  
second is the second their goal number  
06:32  
two is increasing Maine Maine's  
06:34  
educational attainment it's just this  
06:36  
problem that I just outlined helping us  
06:38  
get up to that 60% or more okay action  
06:42  
to within goal two is to expand early  
06:45  
college so the board is very is very  
06:48



specific this is one of our strategies  
06:50  
and they want to reach the goal of  
06:53  
having 5000 high school juniors and  
06:55  
seniors participating in early college  
06:57  
by 2022 you might say what's the  
07:00  
baseline it's roughly around 3,000 now a  
07:02  
little less than that one of the goals  
07:11  
at the board identifies related this is  
07:14  
that half of Maine students who graduate  
07:16  
from high school will have an associate  
07:17  
degree or its equivalent by 2025 and the  
07:24  
third specific thing I hear is that  
07:27  
we're going to help students to achieve  
07:29  
their goals  
07:30  
without increasing or making the student  
07:36  
debt problem Awards we're not going to  
07:38  
rely on students borrowing more money to  
07:42  
do that so I don't do see this document  
07:46  
it's it's going around therefore for  
07:49  
broad goals it's it's written in this  
07:51  
kind of way I think actually just a  
07:53  
editorialize for just a second it's  
07:55

something different than you seen from  
07:56  
the board which usually gives sort of  
07:58  
broad goals and stops there they're  
08:00  
actually talking about things of this  
08:02  
specific level and for some and some for  
08:05  
example these giving dates by which will  
08:07  
achieve news now the state the  
08:10  
University of Maine system succeeded in  
08:12  
working with the legislature to get some  
08:14  
funds available to support early college  
08:17  
if the  
08:19  
and again I give credit to the folks at  
08:22  
the university made the system and  
08:24  
working with legislators to say okay if  
08:26  
you want more students earning college  
08:28  
credit you expand that I wish you're  
08:31  
saying look here's something else we  
08:33  
want you to do the other thing that they  
08:36  
made clear is that another piece of this  
08:38  
argument is that you know the the  
08:41  
economics of the way a university is set  
08:43  
up is that a lot of students take kind  
08:45

of large section courses in their first  
08:47  
semester and those are the kinds of  
08:49  
courses that are now being offered in  
08:51  
high school it's going to change our  
08:52  
economic model we needed the state to be  
08:55  
invested in this so they've got an  
08:56  
original investment of 3.1 million  
08:58  
dollars in this biennium over there why  
09:00  
18 and 19 and does a variety of things  
09:08  
with this money I will say saying here's  
09:13  
friends because I made a lot of noise  
09:16  
they also made some good available on a  
09:18  
competitive basis as opposed to just  
09:20  
distributing it around to the  
09:21  
universities they create a competition  
09:23  
to say what would you do with early  
09:26  
college dollars to increase the number  
09:29  
to increase the quality of you know what  
09:34  
we're doing your relatives face I'd said  
09:37  
that the baseline is about three  
09:38  
thousand over one more comment I think  
09:41  
maybe half a little some portion that is  
09:43

not good quality that's my my statements

09:45

not emanating from this university but I

09:47

am concerned about that and so is this

09:49

the system that what we do is a good

09:52

clogging so we'll talk a little bit

09:53

about I release our perspective

09:56

perspective on perspective on quality so

10:01

we've gotten involved in this as I said

10:03

we had a history of being involved that

10:06

goes back 15 2006

10:09

some 12 years and through Academy

10:12

Academy was a very targeted early

10:16

college it was designed to be small in

10:19

numbers it was targeted toward high

10:22

achieving high school students and you

10:26

know

10:26

frankly to give them interested those

10:30

are not students who need to be

10:33

incentivized to go to college for the

10:35

most part they were suited to him very

10:36

well we're thinking about college we

10:39

want to provide them the opportunity to

10:40

be frank we were hoping we were  
10:41  
interested you mean okay our newer  
10:48  
efforts are broader than that and  
10:50  
they're actually frankly different than  
10:52  
that but some of the things we talked  
10:55  
about these the start is that if we're  
10:57  
going to get into this if we're going to  
10:59  
expand what we're doing in early college  
11:02  
we want to do this with very good  
11:03  
quality and so we looked around there in  
11:07  
fact our national standards or publicist  
11:09  
or organization may set the National  
11:12  
Association of cooperative education  
11:14  
partnerships and crimes concurrent NACP  
11:20  
and you know they'd say they provide you  
11:24  
can become a certified or you can do  
11:28  
what we did and say well here's what  
11:29  
they here's the qualification for  
11:31  
certification let's use those to guide  
11:34  
what we're gonna do and make sure that  
11:37  
we're doing this with those good quality  
11:40  
we're not lowering our standards or  
11:42

having the same learning outcome  
11:44  
expectation for students or earning  
11:46  
college credit while in high school as  
11:47  
we would if they were taking the course  
11:50  
here our other goal in this and in  
11:56  
thinking about early colleges we do want  
11:58  
to try to increase enrollment we think  
12:01  
it's a straddle it's one of many  
12:02  
strategies we're using to attract  
12:04  
students to the University of Maine and  
12:07  
to provide them with a sort of  
12:10  
experience and and support for coming to  
12:14  
the University of Maine but our program  
12:17  
also has goals that reach beyond that  
12:20  
one of our challenges and anyone's been  
12:23  
paying attention this year we're very  
12:26  
focused on what happens to student which  
12:27  
one they get here their first year is  
12:29  
success as you know we've got a whole  
12:31  
bunch of people working on that this  
12:32  
this  
12:34  
or this year got ten working groups with  
12:37

107 I think people volunteered and  
12:39  
participated this is also part of the  
12:43  
strategy the thinking is if we can work  
12:46  
with high schools providing early  
12:48  
college experiences we can help students  
12:50  
to be better prepared to succeed once  
12:52  
they get here to the University of Maine  
12:54  
and that's another guiding principle in  
12:56  
what we're what we're interested in the  
13:00  
commitment of investing key strategic  
13:01  
areas one of the ways as I said our  
13:04  
academy program which i think is very  
13:06  
good has done I think really high  
13:08  
quality work as I said it's targeted  
13:10  
originally was targeted towards students  
13:13  
who are at the upper end of their high  
13:15  
school sort of performance we accepted  
13:17  
to to advance to the school there what  
13:23  
we're interested in in thinking about  
13:26  
the strategies that University of Maine  
13:28  
was to engage in for early college we  
13:32  
are I'll tell you what you say by saying  
13:35

well we're not interested nobody sings  
13:36  
make anything get away we're not  
13:37  
interested in expanding big numbers to  
13:40  
get bigger and bigger bigger our focuses  
13:43  
is not to create more opportunities for  
13:47  
high achieving students to get college  
13:49  
credit they have opportunities through  
13:52  
AP through other other ways of getting  
13:56  
credit and that's a good thing you're  
13:57  
not but if you think about the problem I  
14:01  
talked about the outset that's not going  
14:02  
to change that problem right we need to  
14:05  
be targeting students who are I  
14:06  
described is in this murky middle they  
14:09  
either not sure they're going to go to  
14:10  
college  
14:11  
or even a lot of college but they're not  
14:12  
that well prepared to succeed in college  
14:14  
I think we serve the state of Maine much  
14:17  
better if we target in that group that's  
14:20  
how we're going to move this number of  
14:23  
people who have a post-secondary degree  
14:25



we can work together with high schools  
14:29  
to help students 1 raise their  
14:31  
aspirations to be thinking about college  
14:34  
and what it means and what they can do  
14:36  
raise their confidence levels that they  
14:38  
can that they can do it 3 raise their  
14:42  
confidence so there  
14:43  
to succeed and for helping but I figure  
14:46  
out a way to do it that's relatively  
14:47  
less expensive so that we can help work  
14:51  
with that barrier to college success so  
14:55  
they're vicious set goals but so how did  
14:59  
you and I talk about this one as well  
15:01  
right so here's what we do we we got I  
15:03  
told you there is competitive grants  
15:06  
several people at university put  
15:08  
together proposals we organized those  
15:11  
and we put together a package to the  
15:14  
system we received almost three hundred  
15:15  
thousand dollars in funding to launch  
15:18  
our early college our early college work  
15:20  
no these are the there's a challenge in  
15:23

the way we think about it because at  
15:24  
that point in time the system had this  
15:28  
money and they've only had it for two  
15:29  
years in it it's not sure if it's going  
15:31  
to have it any after that we're still  
15:33  
not sure about that although they were  
15:35  
getting a lot of positive signals from  
15:36  
the legislature this term that this will  
15:39  
be continued but at the beginning was  
15:41  
less clear so what our friends went to  
15:45  
the Hudsons and Center and give you a  
15:51  
quick overview using the asset we have  
15:55  
in the Hopkinson Center and the location  
15:57  
in Waldo County to reach out and we have  
15:59  
a stem focus and helping students to be  
16:01  
prepared thinking about STEM disciplines  
16:04  
and also be prepared academically to  
16:06  
succeed if they choose one of those  
16:08  
disciplines we have an asset on the  
16:10  
other side of Maine we have the Bryant  
16:12  
pond 4-h Learning Center but it already  
16:15  
had a collaboration with local schools  
16:18

system it wasn't an early college that  
16:21  
the students weren't earning college  
16:22  
credit but already an experience of  
16:24  
students coming to the facility as part  
16:29  
of their high school experience we  
16:31  
wanted to build upon that and it's  
16:33  
created a model where students would  
16:37  
come and earn college credit in this  
16:39  
environment and taking advantage of the  
16:42  
facility and what it has to offer the  
16:44  
focus there is on Outdoor Leadership and  
16:47  
developing leadership skills but also  
16:49  
having an early college experience with  
16:52  
success one of our proposals has to do  
16:55  
with about I'm pretty targeted challenge  
16:57  
we have her here which is math 122 so  
17:02  
those who don't speak math that's  
17:04  
precalculus  
17:05  
it's a Greek calculus is of course that  
17:09  
many students take here at University  
17:11  
many students taken their high school  
17:12  
and our interest is in having there be  
17:18

what we've got a variety of initiatives  
17:21  
working on I say we I'm taking credit  
17:24  
for the math department the math  
17:25  
departments working on a variety of ways  
17:26  
to improve student success in the whole  
17:28  
sequence of math courses we completed a  
17:32  
under a certain time back there in  
17:34  
agendas direction and leadership a bunch  
17:39  
of changes to math 126 the basic  
17:42  
calculus one course last fall was really  
17:44  
quite encouraging results the the  
17:48  
failure rate was decreased I'd say  
17:49  
roughly around 7% compared to prior  
17:52  
semesters and I say roughly because  
17:54  
there's a little bit of variability I  
17:56  
think we can do we can do warned that  
17:57  
but anyway as part of that sequence  
17:59  
questions wouldn't take precalculus and  
18:01  
so there is work one way and then at  
18:04  
Department on precalculus here but a lot  
18:07  
of students take precalculus while  
18:08  
they're in high school and what we're  
18:10

interested in doing is connecting the  
18:13  
University of Maine to the high schools  
18:14  
particularly those high schools that  
18:17  
don't have high school teachers who have  
18:20  
the qualifications to teach in an early  
18:23  
college program your typical  
18:25  
qualifications of is a master's degree  
18:28  
in in the discipline and so that there  
18:32  
aren't that many high schools  
18:33  
particularly in the rural areas who have  
18:34  
that so my vision is that will develop a  
18:37  
course here and that that course will be  
18:40  
using distant technology working with  
18:43  
the highest  
18:43  
but the high school teachers will be  
18:45  
there and then I have a role a kind of  
18:48  
I'd say analogous to a graduate  
18:51  
assistant role in there we're also  
18:53  
trying to work so those those those  
18:54  
teachers we can help with their  
18:56  
continuing education and earn college  
18:58  
credit currently and then we're also  
19:03

using the money to build some  
19:04  
infrastructure around marketing around  
19:06  
how do we reach out to high schools the  
19:08  
staffing to make this early college work  
19:11  
work so I want to mention some of the  
19:14  
folks who are here you'll hear from some  
19:16  
of them but some of the folks have been  
19:19  
key involved is Patti Libby the  
19:21  
Hutchinson Center has been the the lead  
19:22  
person on the initiative in Waldo County  
19:26  
writer Scott right back there has been  
19:30  
our lead person at the Bryant pond Matt  
19:33  
form 22 we hired Tim boaster well I  
19:38  
think I see him what we did was we took  
19:40  
some of those funds that we competed for  
19:42  
and the university also contributed  
19:44  
funds and we hired a faculty member in  
19:47  
math with a specific charge to be  
19:49  
working on this precalculus course so  
19:54  
they're key players and we also have our  
19:56  
support team Allison small and Carrie  
19:58  
severly they're up here in front and  
20:00

they're provide the kind of support to  
20:02  
make this song make this all work now  
20:05  
that's kind of the big picture I'm going  
20:06  
to turn things over now to money to kind  
20:09  
of walk you through a little bit about  
20:10  
what exactly we are doing  
20:21  
I think so the Provost talked about the  
20:28  
bonus for early college for the  
20:30  
University of Maine and so as he  
20:32  
described when we were thinking about  
20:35  
how we are going to use what what kind  
20:38  
of funny we were going to be looking for  
20:40  
for the University of Maine you know  
20:42  
where we were going to target our  
20:44  
investments if we got you know we got  
20:46  
any funding where we we target those and  
20:47  
as he mentioned we've done a good job  
20:49  
over the years through Academy targeting  
20:53  
those students who are high achievers in  
20:55  
their high school some of those students  
20:57  
end up coming to Maine some of them many  
20:59  
of them do not come or do not even go to  
21:02

a university in in Maine so what we  
21:05  
wanted to do with some of these fuzzles  
21:07  
focus them as Jeff mentioned on reaching  
21:11  
out to those students who may not feel  
21:14  
like they are college ready they may not  
21:17  
think they're college bound at all and  
21:19  
how can we use some of those resources  
21:21  
to provide some support structures so  
21:25  
that that we're able to support them  
21:27  
early on when they're in college so that  
21:29  
they can actually see themselves as  
21:32  
college students and that was very  
21:34  
important to us as we were thinking  
21:37  
about where we would put some resources  
21:39  
as Jeff mentioned the integrity of our  
21:42  
programs is is very important I'm like  
21:46  
you know some other maybe well I don't  
21:50  
try that I'll backtrack we wanted to  
21:52  
make sure that that what we were doing  
21:54  
we were not watering down our curriculum  
21:57  
that the courses that we're offering to  
22:00  
our high school students are there are  
22:02



college courses same learning objectives  
22:04  
etc so we didn't did not want to change  
22:07  
the the or we wanted to maintain me  
22:09  
many of our programs we wanted to make  
22:11  
sure that we're broadening our access to  
22:14  
the entire state of Maine  
22:15  
so how do we do that and we have Academy  
22:18  
that's online that you know does go out  
22:20  
to the state but we wanted to focus our  
22:23  
some of our funding in Oxford Oxford  
22:27  
County and in Waldo County where the the  
22:31  
percentage of people in those counties  
22:34  
who have actually have bachelor's  
22:36  
degrees is well under the national  
22:38  
average I think in Oxford County I just  
22:41  
saw this recently it's below it's below  
22:44  
20 percent of adults in that county I  
22:47  
suspect it's something like that in  
22:48  
Baldwin County as well so we know that  
22:50  
many of those students are not getting  
22:51  
the kind of maybe support or  
22:53  
encouragement at home so how can you  
22:56

help support those students in those  
22:58  
those venues Bryant pond at the Hudson  
23:01  
Smith Center where we have some capacity  
23:03  
there to really take take care of those  
23:05  
students and and help give them the  
23:07  
support that they need so building  
23:10  
confidence in these students helping  
23:12  
them see that yes they are you know they  
23:14  
they can go to college they we can help  
23:17  
prepare them they can be successful  
23:21  
again providing multiple layers of  
23:24  
support we've done a lot of this past  
23:27  
year as we focused in on these on these  
23:30  
two areas at Bryant pond in the Hudson  
23:33  
Center really thinking very deeply about  
23:35  
the kinds of support that they need and  
23:37  
we know that it's not just the  
23:39  
conversation between between us and the  
23:42  
students if the conversation between us  
23:45  
the students between us and the parents  
23:47  
we have to be speaking with the guidance  
23:49  
counselor's there's a whole support  
23:51

network that needs to be engaged in  
23:53  
order to provide the support for the  
23:56  
these students so we're very mindful of  
23:58  
that and so those are I've been focusing  
24:03  
on those two areas I'm trying to really  
24:06  
reach out to our first-gen low-income  
24:09  
students at-risk students but because of  
24:12  
the funding for early college because of  
24:15  
you know it the funding is for all  
24:18  
students at me so we couldn't just  
24:20  
isolate it for those populations so we  
24:22  
wanted to continue to extend the work  
24:25  
that we're doing in academy and and also  
24:28  
dual enrollment which you'll hear about  
24:30  
later I'll just close this fly off by  
24:34  
saying that one of the things that is  
24:37  
very important to us that the students  
24:39  
when they connect with the University of  
24:41  
Maine that they're having a really good  
24:44  
experience but it's a very strong  
24:46  
experience that the students can see  
24:48  
themselves here at UMaine and the  
24:51

parents can see their sons or daughters  
24:54  
coming here that was very important to  
24:57  
us so this year and that's all credit to  
25:00  
Patty and her team we did a really nice  
25:03  
orientation this year for all students  
25:06  
out of doing these how to meet an  
25:07  
aspirations program and we brought you  
25:11  
know the students were here their  
25:12  
parents were here we had a couple of  
25:16  
talks from from the leadership but also  
25:18  
from one of our faculty member who does  
25:21  
research here and there was a lot of  
25:24  
oohs and ahhs from parents because they  
25:26  
didn't realize that the University of  
25:27  
Maine had so much to offer so that was a  
25:31  
certainly a point of pride for us but it  
25:33  
just reinforced the idea that we've got  
25:35  
to get the parents here both for our  
25:37  
first gen students but also for for  
25:40  
students who are you know planning on  
25:42  
going you know to schools outside the  
25:44  
state maybe you talk to your schools let  
25:47

them see what we have to offer here  
25:49  
don't write off the University of Maine  
25:51  
come you know see what we have to offer  
25:53  
and we're hoping through those  
25:55  
experiences and through the support that  
25:58  
we're offering those students that  
25:59  
they'll see that we'll take you know  
26:01  
that we care about you know their their  
26:03  
their students and that we're going to  
26:05  
support them so we mentioned before that  
26:10  
early college is not new to you mean  
26:13  
we've been doing it for a while we've  
26:14  
been doing it since 2000  
26:16  
excu Academy and that she I think  
26:18  
although or most of you know that is an  
26:20  
online program so we were the first in  
26:23  
the state to deliver to high schools in  
26:27  
the fall of 2006 we had seven Academy  
26:30  
courses with about 122 students this  
26:33  
spring we have had we have 24 Academy  
26:37  
courses with 306 students and we are  
26:40  
looking to grow those programs we have  
26:45

basically a 4u main programs right now  
26:48  
and the language can get a little bit  
26:50  
confusing like what's due enrollment  
26:52  
what's academy with aspirations and  
26:54  
Patty's gonna run through all of those  
26:56  
with you but this these are the four  
26:59  
programs that we currently have and  
27:01  
you'll learn more about those and we  
27:03  
hope that if you have questions you'll  
27:05  
be able to you will be able to ask us so  
27:07  
I'm going to turn it over to patty Libby  
27:09  
patty is the assistant dean in the  
27:11  
division of lifelong learning and the  
27:13  
big kudos to her and her team and the  
27:16  
rest of my team for the hard work and  
27:19  
your work you've done I'm not sure if  
27:22  
I'm speaking out of order or if this is  
27:23  
an assignment of Monique's or jest but I  
27:26  
will go ahead and tell you that in your  
27:27  
seats mom you do have a glossary which  
27:30  
I'm gonna be going over right now if you  
27:32  
want to follow along but more  
27:34

importantly the top sheet is an  
27:38  
opportunity to give our early college  
27:40  
team some feedback about your experience  
27:43  
at the Family Forum and hopefully for  
27:47  
you to select some level of partnership  
27:50  
in the future with some of the  
27:53  
initiatives that we want to grow so I  
27:55  
would encourage you to fill those out if  
27:57  
you want to fill them out  
27:58  
here at the end that's great or there's  
28:01  
contact information right at the bottom  
28:02  
of them for follow-up and with that I'll  
28:05  
get started into going through our  
28:08  
programs so Academy I think pretty much  
28:11  
everybody is familiar with been here  
28:13  
since 2006 this is where we receive our  
28:17  
largest enrollment in early college  
28:20  
basically it provides high school  
28:23  
students opportunity to take  
28:24  
college-level courses online with you  
28:29  
made faculty teaching them and typically  
28:34  
those how that looks internally here you  
28:36

main is it as an online course a 990  
28:38  
section with another section 400 level  
28:42  
of Academy so as a faculty member you  
28:45  
can see your two groups of students in  
28:48  
your course kind of an example of those  
28:53  
right now it would be foundations of  
28:56  
leadership right now that we are running  
28:58  
with rich Powell and introduction to  
29:01  
astronomy with David jiske and those are  
29:02  
typical classes that we would run just  
29:04  
an example if you've heard of those  
29:06  
courses those are Academy courses here  
29:14  
is a model for those of the you need a  
29:16  
graphic to explain and we'll get into  
29:18  
this as well it's pretty simple but it's  
29:19  
cool  
29:19  
and a little bit more complicated so  
29:21  
we're talking about Academy what we're  
29:23  
saying is that um faculty in developing  
29:26  
the course and they're instructing the  
29:28  
course it's being delivered online so  
29:32  
when we're saying is being delivered  
29:33



online that means to diello in CIT I  
29:36  
there'd be faculty support to develop  
29:39  
that course we also give during the  
29:44  
orientation we provide some faculty  
29:46  
training through a CIT L for Academy  
29:48  
faculty and then that's delivered online  
29:52  
to the students now the students how  
29:54  
they're receiving that courts could be  
29:56  
one of two ways either they're doing it  
29:57  
on their own hours at home or they could  
30:00  
have a study hall factored into their  
30:02  
schedule in high school  
30:03  
which they're taking that on my course  
30:04  
in the high school our next is the  
30:10  
aspirations program I'll say right from  
30:13  
the beginning sometimes aspirations is a  
30:15  
little bit confusing because it also is  
30:17  
a term used by the Department of  
30:18  
Education and how they describe their  
30:21  
funding source for early college but  
30:24  
before you mean this is one of our early  
30:26  
grant programs and how this looks  
30:31

different than the Academy that I've  
30:32  
just described is that it's not online  
30:35  
these students are taking a course  
30:37  
either on the Orono campus at the  
30:40  
Hutchinson Center or they're taking a  
30:42  
videoconference course or online so you  
30:45  
might wonder how can they take it online  
30:48  
course through aspirations Weisman  
30:50  
Academy so what I would say is it's an  
30:52  
exception that in online I was early  
30:55  
college student would be taking an  
30:56  
online course through its aspirations  
30:59  
the reason that they would is that maybe  
31:02  
they have metallography requisites  
31:05  
they're very high achieving students and  
31:06  
maybe we aren't offering the course that  
31:09  
they need in the Academy portfolio if  
31:11  
they met on their prerequisites they  
31:13  
might be through aspirations taking it  
31:16  
online course and this is just kind of a  
31:18  
sample of course it's I mean there are  
31:21  
probably I don't know 50 or 60 courses  
31:25

that early college students are engaged  
31:27  
in so aspirations how that might look  
31:30  
look from a faculty perspective is you  
31:33  
wouldn't really know when you're looking  
31:34  
at a roster for one of these courses the  
31:37  
only way that you would know is a  
31:38  
student would be coded as a non-degree  
31:40  
student but there isn't any particular  
31:43  
code so it could be one student here or  
31:45  
one student there and typically most of  
31:49  
those high school students are taking  
31:50  
100 and 200 level courses we do have  
31:53  
occasions where we might have a high  
31:55  
school student that wants to take a  
31:56  
three  
31:57  
400-level quartz and that is really  
32:01  
based on making meeting all the  
32:03  
prerequisites there is a dialogue that  
32:05  
takes place between the early college  
32:07  
team the student the guidance counselor  
32:10  
and the faculty member to make sure that  
32:11  
that high school student is prepared for  
32:14

that course and here's just a model  
32:16  
about the aspirations again it's the  
32:19  
course it's developed and taught for  
32:20  
university faculty and they can be  
32:23  
delivered two ways so in a classroom the  
32:26  
early college student is there in the  
32:28  
middle as a faculty member and you don't  
32:30  
necessarily know that that is a high  
32:32  
school student in your course or it can  
32:35  
be delivered online where the student  
32:37  
can be taking it during the schedule of  
32:40  
their high school day or at home the  
32:45  
next model is called dual enrollment and  
32:50  
in the dual enrollment also sometimes is  
32:53  
a little bit confusing because dual  
32:55  
enrollment is what early college is also  
32:57  
referred to because it refers to dual  
33:01  
enrollment meaning a student is  
33:02  
receiving a college credit - the credit  
33:04  
at the same time it's all them also the  
33:06  
name of one of our programs and this  
33:09  
we've just piloted this year across the  
33:11

system

33:12

there have been campuses that have been

33:14

doing this for over a decade but it's

33:16

this model is new for UMaine and how it

33:20

is different than our other two models

33:21

is that the students are taking the

33:24

University of a course in the high

33:27

school and the teacher instructing them

33:31

is a high school teacher the courses can

33:36

follow either a high school academic

33:38

calendar or the college so it could be

33:42

their semester or a full year

33:46

importantly how does the high school

33:48

teacher get to teach a college-level

33:50

course well there's a process for those

33:53

of you that are piloting right now

33:55

you're familiar with that process and

33:58

the high school teacher has to be vetted

34:00

approved by the department so if the

34:02

history course it has to get

34:04

approved by the history department

34:06

typically the standard at UMaine our

34:09

standards of masters level in that  
34:11  
discipline and what also happens at you  
34:15  
mean is that high school teacher is not  
34:17  
considered an adjunct faculty our  
34:19  
faculty member here is the Faculty of  
34:22  
records for that course and then that  
34:25  
faculty member serves as a liaison  
34:27  
between the high school in the  
34:29  
department and that's a site visit over  
34:33  
the course of the semester and of the  
34:35  
state are kind of for oversight and  
34:36  
support for the high school teacher  
34:40  
examples of what's happening right now  
34:42  
we're piloting with jane smith french  
34:45  
100 french 101 and 102 those courses are  
34:49  
running on the college semester so the  
34:52  
high school students are taking French  
34:54  
101 this past fall french 102 for the  
34:57  
spring and then next fall we are going  
35:02  
to be piloting work with Jason Bolton  
35:06  
for fundamentals of innovation  
35:09  
engineering with Camden Hills Regional  
35:10

High School so those kind of two pilots  
35:13  
that are happening right now  
35:20  
bridge year  
35:24  
which year is an early form of dual  
35:29  
enrollment it's been around since 2013  
35:38  
that's what's gonna say thank you and  
35:41  
how a difference from the other three  
35:44  
programs I just talked about is that  
35:46  
it's administered not by the University  
35:49  
of Maine but by a nonprofit organization  
35:51  
called Regehr program or educational  
35:55  
program it looks just like the dual  
35:59  
enrollment the students are going to be  
36:00  
taking at U of course while attending a  
36:04  
CTE Center so it's a little bit  
36:07  
different than the dual enrollment  
36:07  
typically the dual enrollment is done in  
36:09  
a high school  
36:10  
Umbridge years targeting CTE centers the  
36:15  
courses typically are taught over an  
36:17  
entire high school academic year rather  
36:19  
than the college semester and again the  
36:23

high school teacher is approved by the  
36:25  
UM department same system they are not  
36:29  
an adjunct faculty member the Faculty of  
36:31  
record is the humane faculty member  
36:35  
right now this fall we're piloting the  
36:38  
iMeet 120 and that's with Eric Martin  
36:41  
and that's at the post valve CTE Center  
36:44  
and that's a year-long course that's  
36:46  
running and then also physics 105 we are  
36:51  
running with Frank do dish  
37:00  
so those that kind of runs through kind  
37:03  
of the models that we're doing right now  
37:05  
this is one info graph for both dual  
37:10  
enrollment in bridge year because they  
37:12  
look very similar the only difference  
37:14  
really is in the funding source in the  
37:16  
administration but how the course is  
37:19  
developed by the university faculty  
37:20  
we're using university faculty syllabus  
37:23  
the course is then delivered at the high  
37:25  
school of CTE Center and is taught by  
37:28  
you on Department approved high school  
37:30



teacher

37:36

so we're gonna move on to students who

37:41

are students what do they look like and

37:43

what's a process for them taking a

37:45

college-level course so what I can say

37:47

is that we do have a process it's a

37:52

three-part application between the

37:53

guidance the students and the parent and

37:57

we do have specific criteria and

37:59

qualifications for students to access

38:02

early college the guidelines that we're

38:05

using are a B average for we have a lot

38:09

of homeschool students access early

38:11

college we use other assessments for

38:13

those which could be if they can get the

38:16

SATs looking at that we could have them

38:20

take like an active place or some other

38:22

type of testing to kind of see where

38:24

they are in some kind of basic reading

38:27

writing and mathematics we require a

38:30

recommendation from the guidance

38:31

counselor a parent consent and then in

38:37

terms of right now the funding at the  
38:40  
legislature legislation States qualified  
38:44  
high school students how we're  
38:46  
interpreting that at UMaine is that we  
38:48  
really are referring juniors in senior  
38:51  
level high school students and that we  
38:54  
look at a freshman or sophomore request  
38:57  
as an exception and we do have our  
38:59  
freshman or sophomore that is requesting  
39:01  
of course we do quite a bit more vetting  
39:04  
to make sure that that's appropriate  
39:07  
placement for that student and that  
39:10  
could look like asking for a lot of  
39:12  
times if it's freshman or sophomore it  
39:14  
could be something that's a  
39:15  
it's talented program was a high  
39:18  
achieving student typically at that  
39:20  
point in a high school career they've  
39:22  
already taken SATs or pSATS  
39:24  
so we're required that if they've taken  
39:27  
AP courses we want to see how this for  
39:30  
them on their AP and we might look  
39:32

overall at their chart high school  
39:34  
transcripts also the early college team  
39:37  
would be working directly with faculty  
39:39  
about the profile of that student to  
39:42  
make sure that it's appropriate for that  
39:43  
particular course how do our students  
39:49  
perform they performed very well and and  
39:54  
hopefully this is going to increase in  
39:58  
terms of performance as we're building  
39:59  
infrastructure for support services so  
40:01  
our students could be more successful  
40:03  
but the data over four years the past  
40:06  
four year average together shows that  
40:09  
basically 75% of our early college  
40:11  
students across all of our programs are  
40:13  
earning an A or B and almost 92 percent  
40:18  
of them are achieving a C or a body so  
40:22  
so very well in terms of enrollment  
40:26  
growth you know as Jeff said early  
40:30  
college the past couple years we've  
40:32  
increased it's not really happening here  
40:34  
at UMaine or in the state of Maine it's  
40:36

happening across the nation in terms of  
40:39  
early college and so we're projecting  
40:42  
this year that would be about 677  
40:44  
students for our enrollment and that's  
40:48  
about 121 percent over the past three  
40:52  
years our growth through the early  
40:54  
college so as faculty members it's  
40:56  
likely than in a 100 200 level class is  
40:59  
that you would have  
41:01  
you may have an early college student in  
41:02  
your class you might not really realize  
41:04  
that because we have 677 over the course  
41:09  
of the year and then into one of our  
41:13  
initiatives is around outreach and  
41:16  
wanting to create an atmosphere that  
41:21  
higher end and you mean is accessible to  
41:25  
all points in the state of Maine and all  
41:28  
high schools so we've had a really broad  
41:32  
focus on outreach we have now outreach  
41:35  
to every high school in the state of  
41:37  
Maine and you can see that the  
41:41  
partnerships that we have which a  
41:42

partnership would be a high school in  
41:45  
which we are receiving their students in  
41:48  
our early college program has from 27.7%  
41:52  
over the past three years so the  
41:55  
outreach that we're doing is really  
41:56  
working we're working with any more high  
41:58  
schools with more high schools sending  
42:00  
their students to you Maine and what I  
42:04  
would say it's a competitive field out  
42:07  
there for high school guidance  
42:08  
departments UMaine isn't the only campus  
42:12  
that is reaching out and trying to build  
42:14  
these relationships with those what this  
42:18  
says to us is that they were choosing  
42:20  
you Maine more frequently now than maybe  
42:23  
some of the other campuses another thing  
42:28  
that we're always looking at is you know  
42:31  
where is our reach and to be a pockets  
42:34  
of Maine that we aren't reaching the  
42:38  
high schools in our this early college  
42:41  
program at UMaine accessible so the dots  
42:44  
represent the high school by county so  
42:48

you can kind of see like right away when  
42:50  
we  
42:51  
today were like okay well what's  
42:52  
happening in Franklin in Oxford company  
42:54  
that's a place where we need to do some  
42:56  
more outreach to the high schools  
42:58  
because we're only getting one and we're  
43:00  
only getting two knocks how do we know  
43:02  
that there are two dots but we also know  
43:04  
that they're only two high schools so we  
43:05  
haven't both  
43:08  
and you can see like up in Aroostook  
43:10  
County we're doing very well some of the  
43:13  
Aroostook County Schools are highest  
43:14  
sending schools so this other chart kind  
43:18  
of goes along with that just showing  
43:20  
with our high school partnerships than  
43:23  
ten ten highest enrollment is per school  
43:26  
so right now with this distance for this  
43:29  
past year both House high school we've  
43:30  
had over 50 students from that one High  
43:33  
School access for the college so we know  
43:36

that outreach works because we know that  
43:39  
there's been outreach going to that  
43:40  
school for a lot but then you can also  
43:42  
see that we have pockets like Herman ham  
43:45  
Hampton Academy old town high school or  
43:48  
no high school we've got serious sport  
43:50  
which is back then so we have done well  
43:53  
in our geographic area where we have  
43:55  
campuses but we have work to do  
43:58  
throughout the state of Maine and so you  
44:06  
know a lot of people ask well you know  
44:07  
what are the benefits of students  
44:09  
watching high school students be even  
44:10  
taking early college courses well there  
44:13  
are a lot of great reasons that they  
44:14  
should be research shows right now  
44:16  
there's more more research coming out  
44:18  
right now with early college that they  
44:20  
are more likely to graduate from high  
44:22  
school enroll in college and then earn a  
44:25  
college degree for those high schools  
44:29  
particularly in Maine where we have  
44:31

rural high schools that are  
44:33  
under-resourced the students in those  
44:35  
high schools might not have many options  
44:38  
in terms of the curriculum that's  
44:39  
offered in that high school this really  
44:41  
is an opportunity to enhance that so  
44:44  
your if you're in a high school that you  
44:46  
know offers one language and offers no  
44:49  
more than four years and that language  
44:51  
is good to do the opportunity through  
44:54  
early college to really enhance a  
44:56  
premium for those students it allows  
45:00  
students to explore what they might  
45:03  
think that they love at the age of 16  
45:05  
17th and they're convinced that they  
45:08  
want to be you know the psychologist and  
45:11  
they explore a few classes only to find  
45:14  
out yes I'm passionate butter or no it  
45:17  
really isn't for me it's great that  
45:19  
they're learning that before they're  
45:21  
ending their sophomore year in college  
45:23  
their junior in college the benefits  
45:28



also is it really improves their study  
45:30  
skills certainly increases their  
45:32  
confidence and lessens anxiety and the  
45:35  
overall transition to college by having  
45:38  
this or the college experience and then  
45:42  
what we're finding too is that they are  
45:44  
much more likely to persist to their  
45:46  
second year of college and earn a 40  
45:50  
year degree and recently assistant level  
45:53  
they did a some research of books and  
45:56  
data on persistence and they found out  
45:59  
that 91% of our Academy students that  
46:04  
come to you main persist to their second  
46:11  
year of college compared to 74 percent  
46:14  
of our students here that don't have an  
46:18  
early college experience prior to coming  
46:20  
in so they are seeing that it helps with  
46:23  
retention and it even helps that second  
46:25  
year in terms of persistence and overall  
46:28  
it lowers college debt I probably didn't  
46:31  
say that before I guess I assumed  
46:33  
probably everybody knew that but these  
46:36

courses don't cost anything for a high  
46:38  
school student  
46:39  
so the tuition is waived it's funded by  
46:42  
the Department of Education and then a  
46:44  
fortune is weighted by the University of  
46:46  
Maine  
46:49  
what are the benefits to you main again  
46:53  
we touch on some of these now why should  
46:55  
you mean me in this business of early  
46:57  
college well it builds awareness and  
47:01  
excitement of all that um has to offer  
47:03  
and we're really incorporating that into  
47:05  
our early college starting strategies as  
47:08  
well being said through our orientation  
47:10  
events and really very much looking at  
47:14  
it like these in some cases are the  
47:18  
brightest students in the state of Maine  
47:20  
that maybe are engaging in these  
47:22  
students or students that don't have a  
47:25  
college plan when it comes to the campus  
47:27  
we need to roll out the red carpet  
47:29  
just like we might for the football star  
47:32

that we're recruiting and so really kind  
47:34  
of looking at that and really building  
47:37  
an awareness and a value of the UM it's  
47:40  
really paying dividends and we hear and  
47:43  
see that every day through guidance  
47:45  
counselor's through parents through the  
47:47  
students of the consideration of humane  
47:49  
in which prior to this experience it  
47:52  
wasn't even on their radar attracts  
47:55  
talked to your high schools high school  
47:57  
students I mean we definitely know  
47:59  
anecdotally we this year we have really  
48:02  
college students that have an admitted  
48:04  
that would not they're the type of  
48:07  
students that are admitted to you main  
48:09  
and they have a presidential scholarship  
48:11  
or a war talk to your students that  
48:13  
prior to this do you really consider  
48:14  
what you mean but because of their  
48:16  
experience at UMaine and the multiple  
48:19  
courses that they took have considered  
48:23  
me humane as a top choice and also  
48:28

really clutch meant that to me because  
48:29  
it certainly supports our mission of  
48:31  
outreach to all parts of the state and  
48:36  
as we said before kind of lowering  
48:39  
student debt thing thirty first year  
48:41  
success  
48:42  
early college certainly the early  
48:45  
college experience leads to both of  
48:47  
those also and yeah I just mentioned the  
48:51  
student death so for all those reasons  
48:54  
it's really important that Maine engages  
48:57  
in kind of the early college platform  
49:00  
and lastly I just wanted to go over two  
49:04  
new initiatives which are tied in to  
49:06  
that document that I referred to wanting  
49:11  
to get feedback from faculty members who  
49:15  
are really looking for feedback these  
49:17  
two models that we are considering we're  
49:18  
really looking forward to piloting them  
49:21  
hopefully this fall of 2019 one of them  
49:26  
has to do with developed working with  
49:28  
departments and developing tracks that  
49:31

are lined not necessarily directed to a  
49:33  
major but maybe a field of study so that  
49:36  
the up early college student can be a  
49:39  
little bit more targeted and what  
49:41  
they're choosing for courses and that we  
49:45  
sort of build in some sort of credential  
49:47  
is that maybe they earn an early college  
49:50  
certificate that then gets transferred  
49:52  
when they're applying to call and you  
49:54  
click on the credential for them what  
49:57  
we're hoping is that this kind of  
49:59  
focused track idea also helps grow  
50:03  
enrollment and reticulation into  
50:05  
specific degree programs so rather than  
50:08  
the high school students just taking a  
50:09  
random Jenna here in an English or math  
50:13  
kind of working with departments to say  
50:15  
okay so we're going to come up with say  
50:17  
twelve or fifteen credits in a track  
50:20  
what would those courses be in a  
50:22  
specific discipline and then the other  
50:25  
initiative that we are considering is a  
50:28

new model which is really scalable we  
50:33  
think will really work achieving some of  
50:36  
the goals of reaching rural parts of the  
50:40  
state and underserved populations and  
50:45  
that would be it's kind of a subset of  
50:47  
our Academy which everybody is familiar  
50:49  
with at this point  
50:50  
and that's Academy in high school and so  
50:53  
what it is it's an online course that  
50:56  
is developed and taught by you main  
50:57  
faculty and it's scalable so that it was  
51:02  
delivered to say five or six high school  
51:06  
you could be operating about 122 online  
51:08  
through Academy High School and then you  
51:11  
could have five or six or seven  
51:13  
different high schools having cohorts of  
51:16  
students that we're taking this course  
51:18  
but in the high school setting it gives  
51:21  
each high school the ability to schedule  
51:23  
the course into the students schedule so  
51:27  
that they go to that classroom with the  
51:29  
cohort for that it gives us the ability  
51:32

that we don't have to have all the high  
51:34  
schools that were working with to have  
51:35  
the same schedule because that is a  
51:37  
nightmare  
51:37  
so each high school can have their own  
51:39  
schedule and then how it helps us is  
51:43  
that in the classroom the teacher that's  
51:45  
in the classroom remember that standard  
51:48  
that we talked about it you mean you  
51:49  
need to have a master's level in that  
51:51  
particular field that's challenging in  
51:54  
the state of Maine it's a hurdle for us  
51:55  
so this model allows there to be a  
52:00  
teacher or a supporter in that classroom  
52:04  
but it's not because it's not my course  
52:06  
they're just helping to manage a  
52:08  
classroom to support the students to  
52:10  
make sure they're churning the homework  
52:11  
in that they're doing their syllabus  
52:13  
that if they need support how to access  
52:15  
you know net tutor and how to how to  
52:19  
manage and be successful so that's a  
52:22

model that we're making  
52:23  
we're hoping to pilot that in the fall  
52:27  
and this is a graph of what that would  
52:32  
look like so basically again it's  
52:35  
developed and taught by University  
52:37  
faculty delivered online and then  
52:41  
there's a high school teacher that's in  
52:44  
the classroom scheduled into the  
52:45  
students day that supports that students  
52:49  
in the classroom and we're very excited  
52:52  
about that model because for a rural  
52:54  
state feel that this is going to be  
52:57  
really scalable for us  
English (auto-generated)