

The University of Maine

DigitalCommons@UMaine

General University of Maine Publications

University of Maine Publications

5-15-2019

Faculty Forum : First-year Success Initiative - Update

University of Maine Office of Academic Affairs

Follow this and additional works at: https://digitalcommons.library.umaine.edu/univ_publications



Part of the [Higher Education Commons](#), and the [History Commons](#)

Repository Citation

University of Maine Office of Academic Affairs, "Faculty Forum : First-year Success Initiative - Update" (2019). *General University of Maine Publications*. 1010.

https://digitalcommons.library.umaine.edu/univ_publications/1010

This Video Recording is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in General University of Maine Publications by an authorized administrator of DigitalCommons@UMaine. For more information, please contact um.library.technical.services@maine.edu.

Faculty Forum: First-year Success Initiative: Update
May 17, 2019

TRANSCRIPT

00:06

I'm gonna try to just project and you

00:10

hear me in the back

00:11

excellent

00:12

well thank you all for coming to this

00:15

beautiful day in May here in Maine sorry

00:19

you can't be outside enjoying things but

00:21

it's great great adventure thrilled that

00:25

we're be convening here

00:27

let me start by kinda just to be a quick

00:29

overview of what we're gonna do this

00:30

afternoon I'm going to start with a

00:33

little bit of a reminder about why we

00:37

engaged in this work at the start of

00:39

this academic year and then take you

00:41

through quickly our processes what

00:44

happened between September and now then

00:49

were to hear from each working group

00:52

we've got ten working groups and I allow

00:55

them this time I think two slides so

00:58

each working group is going to represent

01:00

is going to come up and talk about key

01:03

findings from their work and their key

01:05

recommendations now I have everybody

01:08

split up on the penultimate version of

01:10

their reports so I've got the completes

01:13

in more detail and those will be posted

01:14

on our on our website these those are

01:17

posted on our website and so they're

01:21

there for folks to look at in more

01:23

detail but the purpose of this meeting

01:25

is they have this kind of sharing at a

01:27

high level the reason we call them the

01:29

penultimate versions of the reports is

01:32

that this is one more opportunity for

01:34

folks to hear get feedback and have the

01:37

opportunity to tweak and make some

01:39

changes if they'd like to before the

01:42

ultimate due date which is make dirty so

01:46

that's the plan then I'll say a few

01:48

closing things and we'll have some

01:50

conversation so we are going to be I'm

01:53

going to try to be strict with the
01:55
presenters five minutes boom boom
01:58
efficient and if you're presenting for
02:01
your group and you if you're way back
02:02
there we're going in alphabetical order
02:05
by the name of
02:07
so you can try to figure out whether
02:09
you're next or not good luck with that
02:11
and but I won't call on with the
02:14
presenters so I want to start with just
02:19
a couple of comments first I want to you
02:21
know thank all of you all participating
02:24
in this for me this has been actually a
02:26
very gratifying experience to you know
02:29
go out to our university to and and
02:31
asked folks to come together to work on
02:34
a challenge that it's actually kind of
02:36
an old challenge that you know what
02:37
we're trying to do the University and
02:40
universities around the country have
02:41
struggled with for a long time but I
02:44
just make me feel good about the kind of
02:47

university that we are that people step
02:50
forward and wanted to be engaged in this
02:52
world we had a hundred and seven people
02:54
volunteer or be volunteered to
02:57
participate in our working groups and
03:00
you know most of you all are
03:02
representative of that and there was
03:05
great great engagement during the groups
03:08
and the quality of the reports although
03:10
I will wait I haven't read every word
03:11
and my quick look at it said quality
03:13
reports are is very good certainly the
03:16
quality of work when folks got together
03:18
throughout the year there was great
03:19
energy and excitement again I to me it
03:21
just says a lot about our institution
03:23
that people do care about really at the
03:26
core of our mission which is helping
03:27
students to be successful in their
03:30
experiences here at the University
03:32
I would also thank my colleague and
03:36
partner in crime
03:37

Robert Dana you know everybody knows

03:42

Roberts got to say nice things bottom

03:43

but we really I think have developed a

03:46

good growing together of academic

03:49

affairs and student affairs all right

03:51

look the time

03:52

we work together in these positions and

03:53

that's another thing I'm proud of them

03:55

feel very good about you know it's

03:57

looking at the whole student and we talk

03:59

about it a lot and making that work when

04:02

you're trying to work with an

04:03

organization with 2,500 employees is a

04:05

challenge so I want to thank Robert for

04:07

being fully engaged in there looking at

04:09

the entire student okay so let me now

04:13

start with talking a little bit about

04:15

just a reminder to you about you know

04:17

why we engage in this work I'm going to

04:20

show was it one two three three slides

04:23

that I showed back in September so I'm

04:27

sure you'll remember them all because it

04:28

was such a powerful experience when you
04:30
saw them or you've probably periodically
04:32
throughout the year go to the website
04:33
say you know I'd really like to review
04:35
that but we're talking about first-year
04:40
student success and our focal point is
04:44
on student retention that's our measure
04:46
our proxy measure and you know one could
04:51
take a cynical view about that you could
04:53
say well now all they care about is
04:54
keeping the students here paying tuition
04:56
and and I you know that's not what this
04:59
initiative is about success is about the
05:02
things we're up there are they learning
05:03
what they need to learn
05:05
are they maturing in such a way and
05:07
they're prepared to move forward through
05:09
their college experience and it turns
05:11
out that you know the retention is a
05:16
good proxy measure of those things
05:18
insurance it's somewhat of a gross
05:20
measure some students are excelling at
05:21

those

05:22

leave us to go to another institution

05:24

but they're the minority the majority of

05:26

students who don't return and struggle

05:28

in one or more of these areas of

05:29

preparation and so our focus has been on

05:32

that we're not bad in this problem right

05:37

we're okay looking at how we do with

05:41

student retention we're okay relative to

05:45

our peers the Hanover appears you will

05:48

call appears that are selected around

05:50

the country that have similar sized

05:52

University similar student populations

05:54

stimuli or similar budgets they are like

05:58

Idaho State Wyoming URI are our Hanover

06:03

peers although I certainly would like to

06:05

be a little higher competitor peers the

06:10

other Ewing the land grants we're behind

06:13

and there's cop there's very very many

06:18

factors that are associated with it some

06:22

of which we can control and we can have

06:25

an impact on some we can but I think the

06:27

way we've gone about this is that we've
06:29
looked at one of the factors we can
06:30
impact that can bring us up closer to
06:32
our peers and the third thing I wanted
06:35
to the peak is about some of the factors
06:38
that that some of the subgroups of
06:40
students that struggle particularly with
06:42
succeeding at the university and again
06:45
we're like I'd say every other state
06:47
university in the United States may be
06:50
affected one or these kinds of
06:52
differences
06:53
between first generation and non first
06:55
generation students and success between
06:58
underrepresented minority students and
07:00
other students between students would
07:02
get pal or Pell eligible and
07:04
non-eligible these are very common it's
07:08
it's a national it's a national
07:10
challenge and wearing Daisy trying to to
07:14
address that if we could bring those
07:16
that wasn't even equal the overall
07:18

average would move up
07:19
significant so I obviously it's
07:24
worthwhile you get into this kind of
07:26
work you get focused on the details then
07:29
you get focused on things like oh how we
07:30
can afford to do this and who's going to
07:32
carry it out and those are important
07:33
problems to solve but I think it's
07:35
always worthwhile to stop and take back
07:36
and say why why are we doing this said I
07:39
think we have some very good reasons
07:41
so what are we done what we did it to be
07:44
for the working groups there they are
07:46
attend working groups and thinking about
07:48
the first-year student exterior
07:50
experience very broadly and what a ways
07:53
that we could impact looking at the kind
07:55
of supports students to receive looking
07:58
at the financial challenges that they
08:00
face looking at academic experiences
08:04
both from the student perspective and
08:06
the instructor perspective looking at
08:09

ways to to understand our students
08:12
better so we can help them to be to be
08:15
successful in that first year we also
08:19
had an outstanding steering community
08:23
represent the breadth of the campus some
08:26
folks were on what for what we're on a
08:29
working to amend the steering committee
08:31
but others images to help is oversee you
08:34
think the big picture view of this I can
08:36
tell you these meetings don't sense it
08:40
doesn't come across as a backhanded
08:42
compliment I I did think they would be
08:44
productive they were way more productive
08:46
than I thought it would be frightening
08:47
to bring a group together you know once
08:50
a month and you have you know an hour
08:52
and 90 minutes it was amazing the number
08:54
of ideas that would be generated and
08:56
part of what we did this year we took
08:59
some actions because of conversations
09:01
and ideas that were generated by the
09:03
steering committee maybe one example was
09:07

we got engaged in a phone call and
09:10
campaign for students between the fall
09:13
to spring semester of students who had
09:14
not registered yet from the spring
09:15
semester were eligible that was an idea
09:18
generated at the meeting but this group
09:20
was was you know they want they brought
09:22
energy to it they drop a lot of ideas to
09:24
and they shared their ideas really
09:26
helped to shape the process okay real
09:30
quickly this is remind this was our time
09:32
that we talked about this last September
09:35
27th I stood up and said I think we
09:37
should work on this and shared something
09:39
the day that you see here and a lot more
09:40
by the end of October we'd form the
09:43
working groups and we had our first
09:45
meeting of the steering committee on
09:47
Halloween but by February you had the
09:51
first convening of the working groups by
09:53
mid-february and brought folks together
09:55
and that was the first one of the bits
09:56

of feedback I heard at the at the very
09:58
outset back on September 27th was more
10:01
than one person coming forward and
10:02
saying you know you've got these groups
10:04
working but they all work in silos we're
10:07
not going to really
10:08
his problem so that was really important
10:10
feedback they thought it got us thinking
10:12
not only about the importance of
10:13
bringing the groups together but about
10:15
the agenda and what would we do those
10:17
who participated know we they were all
10:20
about exchanging ideas groups came
10:24
together again in April now we're we I
10:28
asked for the penalties of versions of
10:29
the reports by the third nearly everyone
10:33
made it on that date but those who
10:35
didn't were within a within within the
10:37
shot of it so we have all the reports so
10:40
I'm here today for the afternoon my
10:42
fairest acted before as I said at the
10:44
outset the thinking here is why one more
10:48

crack at sharing through the information
10:49
broadly and invite people to come in and
10:52
if the working groups want to make some
10:54
slight changes that's great we also of
10:58
course we have our website open we have
10:59
this video attitude of the videos of the
11:02
other get-togethers that we've had an
11:05
opportunity for people to put things
11:07
online or to give contributions online
11:11
so I'm gonna move to tier II from the
11:15
working groups now but at the end I also
11:16
want to talk a little bit about where
11:19
we're headed and what lies ahead for
11:20
this initiative but I'll keep you
11:23
waiting and excitement
11:25
okay so here's the plan for today we're
11:28
gonna have each representative from each
11:30
working group hung up watch your step
11:32
step up on the platform here and they're
11:35
going to talk about its two things one
11:37
of the key ideas that they're working
11:39
with discovered or found one of the key
11:41

things that they found in there in
11:43
looking at literature looking at data in
11:46
their conversations with one another and
11:47
understanding our campus and then talked
11:50
about what their key recommendations
11:51
were think just to be good at managing
11:55
time I'm going to actually ask us to
11:58
hold off on the questions comments to
12:00
the end of those ten presentations to
12:02
make sure that everyone has a chance to
12:04
present it okay so first up in
12:08
alphabetical order
12:09
I knew it excellent the academic support
12:13
services groups okay this is our group
12:17
we had a wonderful group I was
12:20
privileged to be the chair and our key
12:24
findings were but our test was very
12:26
data-driven so we started with a survey
12:29
of all the existing academic support
12:31
services we really don't mean to the
12:33
materials provided by the Provost's
12:35
office from EAB we looked at each of our
12:37

Hanover pairs and what they are doing
12:40
from that information we distill
12:44
gardener and so our key findings were
12:48
that one of the first one was that our
12:51
academic support services are
12:53
simultaneously underutilized and
12:55
under-researched under-resourced
12:57
we got much feedback that first-year
13:01
students they don't know about some of
13:02
the resources available and they're not
13:04
utilizing those resources that academic
13:07
support services really don't
13:09
collaborate between one another to the
13:10
extent that they could give very little
13:12
form of collaboration and part of the
13:14
reason for that is that academic support
13:16
is totally decentralized on this campus
13:24
second UMaine does not currently have a
13:27
comprehensive website to access most if
13:29
not all forms of academic support this
13:32
decentralized approach to accessing
13:35
academic support services such as
13:36

tutoring accessibility services and
13:40
learning support in the classroom may
13:41
have an impact
13:42
unwise services are underutilized and
13:45
under supported students simply don't
13:47
know where to go to access these
13:49
services third our committee almost
13:54
immediately recognized the impact that a
13:56
student's mental health has on their
13:57
academic success and as faculty
13:59
you are our frontlines to these
14:02
observations according to the most
14:04
recent national college health
14:06
assessment when asked about something
14:08
that had been difficult or traumatic to
14:10
handle in the past twelve months nearly
14:12
fifty percent forty nine point seven of
14:15
students survey said that academics was
14:17
the number one reason for those feelings
14:19
our students are more stressed more
14:22
anxious and sleeping less than ever
14:24
before
14:25

so working to detect these signs early
14:28
and encouraging resiliency where
14:30
appropriate our strategies to early
14:33
intervention
14:36
our fourth finding we use the data from
14:39
institutional studies and I worked with
14:42
institutional stages to look at students
14:44
with disabilities it's not something
14:45
we've done formally and what we learned
14:48
about that population is their attention
14:50
into year two is better than the
14:52
university as a whole it was an
14:53
unexpected finding and in digging into
14:55
our own data the most frequent form
14:58
contact we have with students is through
15:00
test proctoring then there is no
15:02
centralized test proctoring facility on
15:04
campus right now okay so a move to
15:14
recommendations I think they might
15:15
remember firstly actually first up is
15:19
Sara look at that so our broadest goal
15:23
is an academic Support Center an
15:25

academic success center that integrates
15:27
all of our existing academic support
15:30
services it doesn't mean that we totally
15:32
have to restructure how those are
15:34
organizationally but have a presence in
15:36
one facility where they're collaborating
15:39
there's opportunities for peers to work
15:41
together you can sign up for a tutor in
15:44
there you can get what you need through
15:46
that facility
15:53
next we're recommending to address the
15:56
mental health crisis here at UMaine
15:57
we're suggesting a campus task force be
16:00
comprised to determine what the mental
16:03
health needs are specifically on our
16:06
campus and the best way to respond to
16:08
these needs we know that a student's
16:11
mental health has direct effects on
16:13
their performance and we see it as more
16:15
than just hiring more counselors we
16:19
would very much like to have services in
16:23
place where any employee on campus could
16:25

work to recognize the early science
16:27
intervention and referral for our
16:30
students oh I'm just gonna keep the
16:35
party going on we'd also like to expand
16:37
existing academic support services that
16:40
we know work particularly for those that
16:44
are in courses that have high D wlf
16:47
rates whiffle is a fun term for that so
16:51
we'd like to increase resources to
16:52
tutoring so that they can offer more
16:54
tutors for one hundred level and
16:56
possibly you can look at 200 level
16:58
courses expand mla's which are main
17:00
learning assistants that we know work in
17:02
our classrooms and also give even more
17:06
attention to high quality recitation
17:08
practices and give the extra training
17:12
that those gee
17:13
yes like me
17:17
and our fourth record final
17:19
recommendation yeah
17:21
the we didn't I didn't mention in the
17:24

first one one thing we could do that's
17:26
really low hanging fruit very achievable
17:28
is to have one centralized website with
17:31
all information about academic support
17:33
services most of these folks already
17:35
have a website so it wouldn't be very
17:37
hard to have a single academic support
17:39
services website this would be used by
17:41
faculty and staff as well as parents and
17:44
students as well
17:45
fifth one is to have a centralized
17:49
testing center so student accessibility
17:52
services we get requests from students
17:54
who are in ROTC or the National Guard
17:56
student athletes who are traveling we
17:59
get requests from faculty teaching
18:00
online courses who would like their
18:02
tests to be proctored and we fight
18:04
weekend the math department is also
18:06
looking at having proctored testing so
18:08
this is a resource that would serve the
18:10
entire campus it could be eventually it
18:14

could become a certified facility that
18:16
could give the GRE the practices test
18:18
which would end up being a revenue
18:20
generator okay because there's so much
18:27
good information there from wait to the
18:28
end there won't be any - so we have a
18:30
limit fourth questioners reactions I've
18:37
got one so-so
18:40
so you know when I look at the the my
18:47
question differently how detailed do you
18:48
go into in terms of what a university
18:50
why Testing Center might look like in
18:52
the report and so in the report what I
18:57
did was I made a recommendation for the
18:59
number of rooms the number of seats and
19:01
the number of faculty as well as that
19:03
there needs to be some sort of software
19:05
that for students to be able to schedule
19:08
tests there so that would be those would
19:10
be the primary resources that would need
19:12
to be allocated
19:22
too small for this Cody great night
19:28

so there's the group it was a good group
19:31
thank you all for the participation as
19:34
you would expect the key findings lead
19:36
right into the recommendations all goes
19:38
through the findings quickly and spend a
19:39
little more time on the recommendations
19:42
so first we need to gather data on a
19:46
pedagogical practices and then
19:47
continuously use the data to inform
19:51
institutional college departmental and
19:53
individual decisions relating to
19:55
teaching and learning
19:56
RIT broadly and nationally this often
19:59
goes under the umbrella of utilizing
20:01
learning analytics so we'll delve into
20:04
that a little bit more deeply
20:05
second is vanitas's needs sustained
20:08
resources practices and protocols that
20:11
encourage support and value all
20:14
instructors efforts to improve teaching
20:16
a good portion of the first year high
20:20
enrollment courses are taught by
20:22

part-time faculty and graduate students
20:24
so we purposely need to expand this
20:26
beyond
20:31
and finally need to accommodate his
20:34
specific challenges of first year
20:36
service courses and to diverse academic
20:38
needs of their students almost by
20:41
definition these large service courses
20:43
often have cohorts of students in very
20:46
particular learning outcomes that they
20:48
need from these courses which makes them
20:51
extremely difficult to teach in a
20:53
general fashion so the key
20:58
recommendations can all in some ways be
21:01
care and although at each other they
21:03
characterized in a generic fashion to
21:06
think about the extent to which we're
21:09
using somewhat predated outdated
21:13
organizational principles to guide our
21:16
practice and our recommendations really
21:18
come under the umbrella of saying let's
21:21
deliberately recognize that some of
21:23

these weeks we need to depart from so
21:26
for example the first one targets
21:28
support for instructors so probably
21:31
still operate under the assumption that
21:33
so
21:35
go to graduate school and something like
21:37
English literature have some idea how to
21:39
teach when they come out of that and
21:41
that they can walk into our campus on
21:43
day one and be as highly effective as we
21:47
need them to be we're recommending that
21:50
perhaps we can do a bit more maybe
21:53
contract start earlier so that faculty
21:56
can arrive on campus have time to learn
21:59
what blackboard is get an account from
22:02
IT you know have a bunch of really basic
22:04
things that any faculty member needs in
22:08
order to be effective here or anywhere
22:10
else and then be under one is appreciate
22:16
that we need to do this on an ongoing
22:18
basis it's not a new faculty orientation
22:22
and even if we expand that to the week
22:24

as we're planning on doing that's not
22:26
enough it needs to be an ongoing thing
22:28
and it needs to be an informative way so
22:31
we we do have many departments we do
22:34
observations of their faculty teaching
22:36
but that leads to tenure and promotion
22:39
we also need a lower state's formative
22:42
how to really support faculty on an
22:44
ongoing basis to be
22:47
to value being a better teacher so the
22:54
second here is sustained structural
22:56
support for efforts to improve teaching
22:58
and large enrollment first-year service
23:00
courses over over I'm sure more years
23:05
that I've been here the university has
23:07
done great pilots that the MLA pilot is
23:10
fantastic we've experimented with active
23:12
learning classrooms we've done a lot of
23:14
other things but we are in some ways
23:18
victims of our own success in converting
23:21
a course to an active learning course
23:22
either with Emily's or
23:24

learning faster takes real effort and if
23:27
the faculty member doesn't have any
23:29
reason to believe that he or she will be
23:32
will have those resources going forward
23:33
they're becoming reticent to take that
23:36
after so thinking about sort of where
23:39
where should we start shifting our
23:41
pilots to operationally supported areas
23:45
so that that feeds right into the
23:47
increased TAS and mla's for large
23:49
enrollment classes it's starting to
23:52
convert more to active learning spaces
23:54
as opposed to spaces like this this is a
23:58
great space for certain times of
23:59
interaction learning isn't really one of
24:02
them you know - Jeff noted really with
24:06
the first presentation that you'll
24:08
forget a good portion of that by the
24:09
time we get to the ten students have
24:12
that experience in this room all the
24:13
time
24:17
and then as I mentioned the learning
24:19

analytics we're in an era in which
24:22
almost everything that students do
24:25
generates data that we can harvest to
24:29
help inform practices that may improve
24:31
their teaching I'm sorry they're
24:33
learning similarly and this is one of
24:35
the things where like Sarah and her team
24:38
we tried to to gather data but at an
24:40
institutional level we report out on
24:43
almost no data relative to pedagogy
24:46
right Deb has great data that she was
24:50
able to provide us about students
24:51
backgrounds we have almost nothing at a
24:53
similar level about faculty backgrounds
24:56
we don't collect data about how many
24:58
classes are in rooms like this versus
25:00
active learning or seminar style
25:02
classrooms so starting to value collect
25:06
and
25:07
data I think could have a huge impact
25:10
and in a similar fashion that's gonna
25:13
lead us to and this is my final point is
25:15

moving away from a one-size-fits-all so
25:19
we had this idea of the first year
25:20
courses that the concept of a first year
25:23
student is an abstraction that is once
25:27
you scratch the surface a little bit
25:28
pretty meaningless to are all first-year
25:31
students arriving with the same
25:33
background and preparation to succeed of
25:35
course they're not you know that are all
25:37
first-year students in say bio 100 that
25:39
meets in this room are they all going
25:41
into the same courses at first do they
25:44
all have the same needs of course not
25:47
and so starting to think about how can
25:48
you tease apart some of these ones and
25:52
of course keep in mind sighs I hate one
25:54
size fits all so you teasing apart some
25:59
of the categories in them the approaches
26:01
that we've taken and see if we can
26:03
accommodate them in a more adaptive way
26:05
I hope it was just using that part of it
26:09
was quick active when my son was in
26:11

second grade I think they had reading
26:14
groups and they were shooting stars
26:19
Boba's and moves and my son was a movie
26:23
they came over he said how come I can't
26:26
read it was clear that he understood
26:30
what that meant to be a moon so he's
26:32
right now anyway okay going on to
26:35
financial
26:40
good afternoon everyone for those who
26:43
don't know me I'm Connie Smith I'm the
26:44
director financial aid here on campus
26:46
and I've asked Jessica Cornell who is
26:48
our associate director here in the
26:51
financial aid office to join me just
26:53
because I don't have to talk beautiful
26:54
entire time but jessica has been really
26:57
key in a lot of the research that we've
26:59
done as well as public trade reports so
27:01
as I saw Sarah and Michelle walk up here
27:05
I said Jessica let's do this together so
27:09
we'll start by talking about our key
27:11
findings but we did have we had a
27:12

fabulous group everyone was very engaged
27:14
and helped with the research and offered
27:17
up ideas and things so I do appreciate
27:18
everything that so through our research
27:24
that we found one financial barriers is
27:27
a nationwide thing that's happening
27:29
right now it's astonishing the things
27:33
we're getting from our national
27:33
association that's coming about
27:35
financial issues and persistence and
27:39
it's on the forefront of the financial
27:41
aid profession so we were we were very
27:44
excited to participate in this so in our
27:47
research and looking at the data at
27:48
UMaine specific students we were able to
27:51
narrow it down to four key areas that
27:54
present the biggest financial barrier so
27:57
that's communication outreach or
27:59
financial preparation for our students
28:02
collaboration and training with academic
28:04
areas and our financial aid policies and
28:07
so as we were looking at those key areas
28:09

that's how we formed our recommendations

28:11

and we really that all these intersect

28:14

with everybody else we didn't have one

28:16

conversation without any of our

28:18

recommendations that didn't include the

28:20

academic

28:21

or first year success courses or housing

28:25

you know it all intersected so that's

28:29

one of our key pieces clattering as we

28:31

move forward is going to be key whatever

28:35

recommendations is and and the other key

28:39

finding was really the fact that our

28:42

most risk at-risk students are not

28:44

persisting as a result of financial

28:46

barriers which I think going into this

28:49

we we had a good idea that that was

28:51

probably going to be one of the results

28:53

that we found so in particular

28:55

low-income students students who are

28:57

Federal Pell Grant eligible those were

28:59

two other groups that we definitely

29:01

found were most at risk so key

29:08

recommendations our number one
29:09
recommendation is to create a persist
29:11
persistence incentive scholarship so
29:14
this would be scholarship specifically
29:16
for students we're targeting Federal
29:20
Pell Grant eligible students our most
29:21
at-risk students students who are
29:25
maintaining full-time enrollment so
29:27
really to go in alignment with 30 and
29:30
providing them with additional aid free
29:35
to get them to persist and come back
29:38
each year again in addition to aligning
29:41
with scene 30 it's going to get students
29:44
to start thinking about their long-term
29:45
educational goals as well as reducing
29:48
overall loan debt which again is one of
29:50
those topics at the forefront of any
29:54
financial aid conversation you have and
29:57
so we were able to do some rough numbers
30:00
and so we could affect up to 1200
30:03
addressed students by looking at this
30:07
very
30:07

criteria which is pretty significant and
30:10
makes me just offering a scholarship
30:12
right in our report we really looked at
30:15
I mean it could be as low as \$1,000 and
30:18
we did find research out there that says
30:20
students who are high res students who
30:22
received just a thousand dollars it
30:25
makes all the difference to them so
30:27
there there was some key research out
30:29
there that we found that that this type
30:31
of thing can definitely make a
30:32
difference for students and it just a
30:35
kind of a funny little off story about
30:37
persistence the reason your column is a
30:40
persistence incentive scholarship is I
30:42
just attended this conference and I
30:44
brought up the word retention and
30:46
everybody looked at me like don't say
30:48
retention anymore they're calling it
30:51
persistence they're really trying to
30:53
change that retention were to you know
30:56
more of a student persisting and what
30:58

they're doing with their education so I
31:00
heard that loud and clear
31:02
and then the next recommendation
31:04
currently we have a scholarship that
31:08
will pilot see for our 19 20 year for
31:10
our new incoming students called an
31:12
inspire main scholarship and this is
31:15
basically for Maine residents who are
31:17
Pell eligible they're getting their
31:20
tuition and fees covered after all of
31:23
their federal states and merit aid with
31:27
an institutional scholarship so we're
31:30
talking about expanding that beyond just
31:32
first-year students and really taking
31:35
more of a an approach of following them
31:38
and help
31:39
through the process even after giving
31:41
them the scholarship you know helping
31:44
them counseling them through you know
31:45
the debt making sure that they know what
31:47
a direct loan is and what that means
31:51
just really trying to give these
31:53

students more attention in the education
31:56
realm of things when it comes to
31:58
financial literacy so we're just gonna
32:02
go real quick just to highlight the
32:04
other floor so why do we think it's
32:07
going to be really important to break
32:08
down the barriers of language financial
32:10
language financial aid language is very
32:12
difficult FAFSA
32:13
iczer stars all that jazz is very
32:17
complicated for students so one of our
32:19
goals is to really use technology as a
32:22
tool to more effectively communicate
32:23
deadlines and instructions to students
32:28
being more proactive for instance
32:30
students who haven't paid their bills
32:31
reaching out to them I know Bursar's
32:34
Office has been looking at some an
32:36
outside entity that could come in and do
32:38
some of that work for us so that one
32:41
could be a little more proactive with
32:42
students in helping them come up with a
32:44

plan to pay their bill and then of
32:47
course training and communication on
32:48
campus I mean there are times when we
32:51
feel like it kind of sit over in our
32:52
financial aid world and you know
32:53
students come and see us but obviously
32:56
faculty advisors you're all dealing with
32:58
students on a daily basis and just
33:01
reaching out to you folks to give you
33:03
the education on the financial aid front
33:05
so that if you see something or hear
33:07
something you know what to tell those
33:09
students and how to you know recommend
33:12
that they come and see us so that's a
33:15
big one and then getting into high
33:18
school really just promoting being
33:20
financially prepared for college making
33:22
sure families understand the
33:24
responsibility the financial
33:25
responsibility that going to college is
33:28
and then our last recommendation was
33:31
maybe looking at implementing some sort
33:34

of an institutional work initiative
33:35
program I mean right now obviously we
33:39
have jobs on campus and you know they
33:41
they work for paycheck and if they're
33:44
lucky enough they get in a field where
33:45
they're you know looking at you know
33:49
doing after they graduate here but just
33:51
implementing some sort of program that
33:53
initiative that could surround this
33:55
particular subject I think would be
33:57
really good for the campus the first
34:01
year success forces
34:08
okay so we also had a good group of
34:12
people and did a lot of work on looking
34:16
at data on campus with the help dibalans
34:20
office are our findings on time for some
34:25
kind of information we gathered and that
34:27
we looked at what are sort of
34:30
categorized as first year success
34:32
courses on campus we looked at syllabi
34:35
we surveyed the instructors for those
34:39
courses and then we also looked at data
34:43

from first-year students tried to look
34:46
at some practices and other institutions
34:48
that was quite variable and of course
34:54
feedback from all of you and other
34:57
participants so
35:06
our findings
35:08
this one was surprising to me 94% of
35:12
students currently take a course that's
35:13
labeled as a first-year success course
35:16
that's a lot and the data shows that
35:21
students who participated in these
35:23
courses were retained in a higher rate
35:25
than those who did not and that data was
35:28
especially striking I think for
35:32
first-generation students and for
35:35
students who had a cien next score
35:38
that's turned mid to low which is like
35:42
below 85 see you next score is a
35:45
composite of SAT and high school GPA and
35:51
and so there's been some other focus on
35:55
first-generation students here in the
35:57
slides before and those first-generation
36:01

students in one of these courses were
36:04
less likely to withdraw from the
36:05
University so that's a good thing
36:07
in terms of our findings of the types of
36:10
courses it's pretty variable but in
36:13
general there's kind of two types one
36:15
are very field specific so the students
36:19
in those courses are really learning
36:21
about their intended major
36:25
the kind of work that can be done in
36:27
their field and then there's courses
36:31
that focus more on some of these skills
36:33
and strategies that we've been talking
36:35
about so far for how to make students
36:37
help them be more successful and there's
36:41
a sometimes a blend of those things like
36:44
so in my air department in chemistry we
36:46
offer of course that kind of a blend of
36:48
those things the the some of the many of
36:55
the first-year courses are small less
36:58
than 25 and there's a few that are quite
37:01
large at the and when they're large
37:02

they're less likely to be in a category
37:05
of ones focusing on how to be successful
37:07
in college and work in the category of
37:10
field specific work the survey of
37:16
faculty we asked them about what they do
37:20
in their courses of what they think is
37:21
most valuable and by and large so 70
37:25
percent of them thought that the most
37:27
important thing about these courses was
37:29
the individual contact that students in
37:32
their sections had with them there as a
37:35
faculty member and so that's going to
37:39
lead into a key finding
37:40
that innit it impacts your resources
37:44
because you want to have smaller classes
37:46
if you're going to maximize individual
37:48
contact there was some mention of near
37:53
peers to student contacts of students
37:56
who were already in the major and
37:58
several years ahead and that was
37:59
important but not as effective as the
38:03
faculty student individual contact in
38:08

terms of other institutions there
38:10
doesn't seem to be a real consensus
38:12
among those hannover about how to
38:17
implement one a first year success of
38:19
course looking at some of the data
38:23
University of Wyoming and University of
38:26
Rhode Island it was sort of close to
38:28
what we're doing and maybe offer some
38:29
models for how we might also change and
38:34
improve okay so that's our findings and
38:40
our recommendations then are that the
38:44
success force should be required of all
38:47
first-year students with particular
38:49
emphasis
38:51
our first generation students and those
38:54
students with the C index score below 85
38:58
and so that said what should those
39:02
courses look like because there's a lot
39:04
of variability already on campus we
39:06
thought it'd be important for us to
39:09
develop some standards for content and
39:13
the kinds of things that our group
39:16

talked about like we spend some time
39:18
saying well what would we like students
39:20
to know after they've done a course like
39:22
this
39:22
and so there were something these
39:26
matters with task-oriented
39:29
faculty member how to find your advisor
39:32
how to make an appointment at Cutler
39:35
health center how do you work on
39:37
blackboard those kinds of things habits
39:42
and concepts like in general how do
39:45
people learn what's an effective
39:49
learning strategy for you
39:52
I mean managing time use a Google
39:54
Calendar and then tools and resources
39:59
Mainstreet blackboard navigate through a
40:02
lot of resources on campus student
40:07
accessibility services kind of 9 student
40:10
services there was a lot of discussion
40:13
to finance
40:14
how do we can we bring that into these
40:17
courses the larger learning goals being
40:20

resilience and self-efficacy how do we
40:23
help students advocate for themselves
40:26
and become effective at their
40:28
experiences here along those lines then
40:31
we recommended to form a first year
40:34
success curriculum group that would
40:37
review contents and making a plan for
40:39
assessment assessment is going to be key
40:41
going forward and making course material
40:46
available to instructors as much as
40:48
possible so that everybody can learn of
40:50
each other we'd like to see that these
40:54
courses maximize the individual contact
40:57
given the key finding and professional
41:06
development will be important in order
41:08
for faculty to effectively teach these
41:11
classes you know we don't all know about
41:14
the different mental health services
41:16
that are available and how do we refer
41:19
students and financial
41:21
information there's a lot to learn for
41:24
faculty to teach these classes as well
41:26

as a professional development would be
41:27
really helpful the last thing is that
41:30
there's there was some discussion about
41:33
extending the first-year experience
41:35
beyond the first year so either before
41:39
they get here or maybe a lot of these
41:43
classes are one semester so it may be
41:45
beyond the fall semester into the spring
41:47
semester and NSF any college has some
41:50
models for groups that meet in the
41:54
summer before and so maybe there should
41:57
be pilot studies of those pilot attempts
42:00
at those and perhaps with the focus on
42:02
first gen and low C index students
42:07
because that's what we can really make
42:10
thank you very much I think it's really
42:12
I'm actually encouraged that we hit the
42:15
94 percent this was suddenly back to
42:18
2014 said let's get out there and create
42:21
these classes about defects outstanding
42:23
I very interested in reading what you're
42:28
recommending for the sort of coal
42:29

content I think visually this idea that
42:31
said nothing easy thing for us to do is
42:33
to put that on
42:34
I'll put it together and then share that
42:36
with all right next up is Living
42:39
Learning Communities Jon Lawler
42:42
presenting this what's our crowd which
42:49
seemed to grow after the first couple of
42:52
meetings which was nice
42:57
the basics of living learning
42:59
communities isn't really all that unique
43:03
we know they have the potential to have
43:06
success in terms of retention and
43:08
student support and student success in
43:10
the classroom when utilized and sort of
43:14
their idealized best practices kind of
43:17
mode at the University of Maine we don't
43:20
utilize best practices Living Learning
43:22
Communities exists in two kind of
43:24
contexts one is the realm in which
43:27
you're trying to appease parents and
43:29
other constituents who want to see these
43:31

in residence halls on college campuses
43:33
the most successful models for living
43:36
learning programs are pretty much just
43:39
really tight collaborations between
43:40
academic affairs and student affairs at
43:43
the end of the day by taking resources
43:46
that currently exist on campus and
43:47
matching them up and not asking for a
43:49
whole lot of new money if any not that
43:51
time doesn't have value but our
43:53
recommendations don't really require a
43:56
whole lot of new investment other than
43:59
coordination and general support some
44:05
barriers that we definitely know that we
44:06
need to look at and that will oversee
44:08
the potential success of those is that
44:12
there are a slew of policies and
44:15
practices that tie in to students coming
44:17
into the institution academic advising
44:19
certainly housing Residence Life
44:21
policies that if not aligned
44:24
appropriately can get in the way of
44:27

success of our programs
44:31
the recommendations we came up with
44:33
there are a ton of different models
44:36
nationwide what we felt was appropriate
44:38
at this time in the history of the
44:39
university is essentially accept the
44:42
model of what we currently have which is
44:43
general housing and essentially special
44:46
interest housing with the addition of
44:49
some low-hanging fruit learning
44:51
communities that would be essentially a
44:53
class maybe two and students who are in
44:57
those classes together also living
45:00
together so for a portion of their
45:02
academic experience at the University
45:05
they live with the people with whom
45:07
they're taking about half of their
45:08
credit hours at least for a semester we
45:11
know that those models exist we know
45:13
that they tend to have support for
45:15
students and tend to move the bar a
45:17
little bit the model that we're most
45:20

interested in is called the first-year
45:21
interest group or freshmen interest
45:23
group model which typically takes
45:25
students put them in 9 to 12 credit
45:28
hours together one of which is typically
45:29
that kind of furniture success class 12
45:34
to 15 students on average have them take
45:38
those that chunk of classes together
45:40
have them live together as a small
45:42
subset of students in a larger community
45:45
and all of a sudden they're experiencing
45:48
what students at small liberal arts
45:49
colleges are experiencing which it
45:51
within the resources and the context of
45:53
a large university the Figgs program has
45:57
had tremendous success in universities
45:59
in Pacific Northwest University of
46:00
Missouri
46:01
franki down at the University of Rhode
46:03
Island is real planning it down there
46:04
and they're starting to see that their
46:07
ability to move the needle in terms of
46:08

their student success our real key
46:12
recommendation is to implement this
46:15
thing we need the ability to take a
46:17
serious look at what needs to change at
46:20
the University that's a number of small
46:22
changes to align a what are those
46:26
policies and protocols we have as an
46:28
institution that would get in the way of
46:29
success this year we had a small
46:31
learning community called the Dirigo
46:32
learning leader leadership community and
46:35
because of policies and practices
46:37
between housing and Residence Life
46:39
they're tabling that program for next
46:41
year because there are a lot of pieces
46:43
that simply got in the way of them
46:45
achieving the outcomes that they wanted
46:46
to achieve the model was good it was
46:49
administrative business practices that
46:51
were getting in the way of them being
46:52
able to achieve their goals all those
46:55
academic pieces were there they're ready
46:56

to go the collaboration with the
46:58
administrative functions the university
47:00
got in the way of that success and then
47:03
we need to sit down with a bunch of
47:04
folks at the University to figure out
47:06
how we're in a line and primarily
47:08
identify the right students to go into
47:10
learning communities of the models that
47:12
we're talking about the biggest thing
47:14
that we're worried about is that the
47:16
students who choose learning communities
47:18
nationwide are typically not at-risk
47:21
students so the students who are best
47:25
prepared to succeed at the University
47:27
are taking up all the seats in the
47:28
programs and the students who don't know
47:30
what these things are I just want a dorm
47:32
room no we want you in this particular
47:34
program that feels like that room that
47:35
feels like new so how do we organize
47:38
ourselves to identify who the students
47:41
are who should get into that community
47:42

and then provide the supports for them
47:45
once they're there I worked at in an
47:47
institution where we killed one of these
47:49
programs simply because we didn't have
47:51
the support from the rest of university
47:52
to identify those students and say you
47:54
need this you should get in there's a
47:57
reluctance to do that that's a culture
47:59
shift and that means some tough
48:01
conversations and challenging
48:02
conversations as an institution say to a
48:04
student stats say that if you're
48:06
involved here your likelihood of success
48:07
long-term will increase tremendously and
48:10
even potentially mandating students if
48:12
you're admitted under a certain category
48:13
you must participate in this kind of
48:15
program that's not my call we want to
48:18
know
48:18
to engage in the conversation thank you
48:21
John I think there's some just some
48:22
great data points about this and we have
48:24

I think we have the data but the data
48:26
are here here and here and they don't
48:28
communicate we also have to build the
48:30
organizational structure to look at at
48:33
them simultaneously to decide what are
48:36
you our guiding principles you talk
48:38
about you know these people you give
48:39
people the choice and you have this
48:40
choice but it's really a choice if you
48:42
have no idea what you're choosing what
48:43
does this mean and you also have good
48:45
data about GPM I could match for this
48:47
what would it mean for me I think that's
48:50
a problem I think we can make progress
48:51
on three ways to get the data and
48:54
communicate in ways that people can
48:56
digest it and make an informed decision
48:57
not just a data and communication and
49:01
organizing when I talk about navigating
49:03
Mary you're Neil navigate a little bit
49:07
different it's a working group and if
49:09
they are their charge is a bit different
49:11

you had already made the decision we're
49:13
going with this product called navigate
49:14
bigoted world I can't do anything to
49:19
help Kempster so chemistry is going to
49:20
have to
49:22
hi everyone so just to tell you up front
49:24
uh I've been a part of many many
49:26
collaborative work groups and I think
49:28
this is probably the most collaborative
49:30
group I've ever been a part of the group
49:32
was not only philosophically ready to
49:35
come to the table and committed but the
49:37
biggest commitment that they showed and
49:39
I guess across all areas and units is a
49:42
commitment to our community here at the
49:44
University of Maine so whether it was
49:46
our students our faculty our staff that
49:49
commitment we've been together every
49:52
week for in some cases the requirement
49:56
could be across all of the teams five
49:59
hours a week to ten hours a week to many
50:00
more so this is this is the leadership
50:04

group just to let you know we also have
50:06
other teams as well we have a promotion
50:08
of communication team we have a Content
50:10
team we have a technical team and
50:13
tomorrow for example there will be 50 of
50:15
us getting together to go through some
50:17
initial training which many of your
50:18
faces out here I will be there tomorrow
50:20
and we promise you a great day and a
50:22
really good lunch so there's the most
50:24
important thing okay ready
50:27
okay so just backing up a little bit and
50:33
just to let you know so our our goals
50:37
and our process was definitely a little
50:39
from some of the other groups because
50:41
this process the wheels had already
50:43
begun to turn so what is that all about
50:47
right so the provost and the team looks
50:50
at Wow
50:52
what are some of the needs across the
50:54
campus so perseverance versus retention
50:57
so I'll use perseverance and persistence
50:59

okay so we have perseverance too so
51:02
persistent so looking at that's a puzzle
51:05
right and we're looking at puzzle pieces
51:06
some of the pieces that we were looking
51:09
at was a huge puzzle piece with this
51:11
idea of an early alert and this is real
51:13
fact that he came in and this is where
51:15
the faculty advisors Canyon and the
51:17
professional event so this is a shared
51:19
concern campus-wide a great enough one
51:22
that really I think was a propelling a
51:25
conversation to have so taking a look at
51:29
that we began to look at EI be brought
51:32
forward this idea of this program called
51:34
navigate right it has two aspects one is
51:36
a student mobile app and one is a
51:39
platform for faculty advisors and
51:41
professional advisors so this group all
51:45
along has been trying to move forward
51:48
the idea of how do we make this happen
51:49
on this campus and a reason
51:52
a healthy timeline and one that feels
51:54

good to everyone but most importantly
51:56
supports and encourages our students and
51:59
supports and encourages our faculty and
52:01
our professional staff and advisors so
52:04
you want to start covering the freshmen
52:06
so some one of the big key findings was
52:09
when do we do this and how do we do this
52:11
so the student mobile app we saw is the
52:13
low-hanging fruit because it's really
52:15
easy to get especially those traditional
52:16
age students to buy into a mobile app
52:18
everything that's available off a mobile
52:20
app but also be available via a desktop
52:22
platform so looking at those students
52:23
who don't have cellular phones who don't
52:25
want it oh yeah they can still get all
52:27
of the information so this summer at New
52:29
Student Orientation all of the
52:31
first-year students will be downloading
52:32
navigate and they'll see their schedule
52:34
right on their phone for the first time
52:36
well for most remotely the first time
52:38

they'll be able to access resources
52:40
campus-wide it's like a button so we've
52:43
uploaded over a hundred resources both
52:46
digitally and after locations and if
52:49
they need to find the office financial
52:51
aid and they're like what is this
52:53
building I've never heard of this they
52:54
can click it in their phone and we'll
52:56
show them a walking map but we'll bring
52:57
them right there
52:58
it will also move the hours they don't
53:00
go at 6:00 p.m. in the offices flips so
53:03
we're really really excited about the
53:04
mobile app and that's what I've been
53:06
working on and so I'm especially excited
53:08
about it but the advisor platform will
53:11
really search all that over the fall so
53:13
if you're a faculty advisor and you're
53:14
like what if we're starting this in the
53:16
summer it's okay you want you don't have
53:19
to do anything this summer and we will
53:21
really make sure
53:22

that faculty buy-in is intentionally
53:25
based in so that faculty feel support it
53:27
before they're expected to actually use
53:29
the resources so the team has been very
53:32
intentional at making sure that all of
53:34
the partners involved across the whole
53:36
entire campus feel supported and not
53:38
like this is just another thing they
53:39
have to we truly believe it's going to
53:41
be a great advantage for our students so
53:44
a second key finding was up the navigate
53:46
of implementation has been a require a
53:48
long-term dedicated ongoing support and
53:52
in words of limb to read it is a
53:54
significant lift and it is it's a huge
53:56
undertaking a very valuable and
53:58
important undertaking and we hope that
54:01
we can say to you that we've really
54:02
taken a huge effort to try and build a
54:04
foundation underneath it for it to be
54:06
successful another finding would be fans
54:10
through of the convenings is that there
54:12

are a lot of these other working groups
54:13
that overlap with what navigate can do
54:16
in a lot of really meaningful ways we've
54:18
been talking to a lot of us other chairs
54:20
we've had Co meetings with OE working
54:22
group so as this year of the working
54:25
groups comes to an end I think that
54:26
those partnerships have been the
54:30
foundation laid feedback person have
54:34
presented a faculty senate student
54:36
government Dean's and the associate
54:39
Dean's and directors of their responses
54:41
been quite positive so we're very
54:42
excited about that we're happy to share
54:43
that with you that is definitely a
54:45
keeper you know change is hard
54:47
changes part for people and so we're as
54:50
I said we're trying to implementation
54:53
and often to kind of get us where away
54:57
and then the last exciting piece of
55:00
information is that the students do want
55:02
this so that was whatever you know be a
55:04

big fear we put all this effort in be
55:06
rolling out a student fair like I'm not
55:08
downloading navigate so at being game we
55:10
had a teaser for students if you watch
55:12
the Flip raid you saw her giant float we
55:14
won the prize so the students who
55:21
thought that preview a lot of them said
55:22
where has this been I just graduated or
55:25
I'm about to graduate I wish I had this
55:27
for years ago
55:28
so we're really excited about the
55:29
student feedback we've gotten so far as
55:31
well as the fact that definitely in
55:33
Tofino to act event as well wait a lot
55:36
of students come up to us down in the
55:37
sea plan and saying hey I'm over this
55:40
conversation having to be involved in
55:41
this and especially exciting we had a
55:43
lot of students from computer science
55:46
who say this is really interesting about
55:48
to be a part of this so we see a lot of
55:49
really good work with students growing
55:51

very intentionally through next year
55:54
I you know we're all here for students
55:57
right so the more we can engage our
55:58
students the better off we'll all be
56:00
okay so our recommendations are very
56:03
specific and it's made possibly more so
56:06
than some of the other convening groups
56:08
so as we come to the end of this
56:11
academic year so tomorrow's a very big
56:13
day for us and then as soon as tomorrow
56:15
is over we roll into a tremendous
56:19
set of responsibilities and requirements
56:20
rolling into the summer so our first
56:24
recommendation is that the navigate
56:27
experience the implementation the
56:29
continuation is going to require some
56:31
dedicated staff to continue it going
56:34
so just to read what we were out there
56:36
that the implementation to implement a
56:38
full roll up to plan and oversee all of
56:40
the training for faculty and staff to
56:43
promote to the UMaine community
56:44

management of the technical side of
56:46
navigating it's a very comprehensive
56:47
implementation that needs to continue
56:51
going off of that is transitioning right
56:54
now and having a leadership team as a
56:56
steering committee as one of the working
56:57
groups so they all have full time jobs
57:00
I'm a graduate assistant so these aren't
57:03
permanent dedicated positions so we need
57:06
a way to transition so that all of that
57:08
great knowledge within this team isn't
57:10
just lost but how to make this
57:12
sustainable and the commitment of the
57:14
leadership team to kind of transition
57:16
from from a steering committee anywhere
57:18
leave shifting into one of us of an
57:20
advisory council because there are going
57:22
to be so many decisions that will be
57:25
made most substantial we'll be looking
57:29
at that up and saying a wall that goes
57:30
out there and it decides that that
57:32
content goes on there it was specific
57:34

there's a lot of work yet to be done as
57:37
we've scaffold it out ongoing
57:40
conversations with the other working
57:42
groups to establish and facilitate
57:43
collaborations and gain the greatest
57:46
benefit from navigating if this is going
57:48
to be something that's used on our
57:49
campus let's make it work for you Maine
57:52
that's been one of the strongest voices
57:53
that we have maintained with EAB who has
57:56
been very very pleasant and supportive
57:59
to work with but we have been loud and
58:02
clear that we need the humane voice in
58:03
their show it's wide and deep and that's
58:06
one of the things that will continue and
58:08
then of course evaluation is the key to
58:10
any successful endeavor
58:11
luckily Deb Allen is on our steering
58:13
committee so we have we have a plan in
58:17
place yet for long term evaluation but
58:19
that's our steps after you situation is
58:21
to figure out how do we make sure this
58:24

is successful that's right and build it
58:26
into the building is so we have this
58:28
past continuous continuously because
58:30
we'll continue to grow and that they are
58:33
the options and what's available and
58:34
navigate will also continue to change in
58:36
the news to Torian tasters Jimmy
58:39
Fletcher
58:39
I have TV volunteer and I'm director of
58:52
graduate business programs here at the
58:55
University of Maine and it has been a
58:57
tremendous honor to be part of this
58:59
process I think I speak on behalf of the
59:01
entire group we've enjoyed it and look
59:03
to see what's next I love that we went
59:05
after navigate because so much of what
59:07
we've been doing ties in directly with
59:09
navigating um five minutes is not a lot
59:12
of time to spend in talking about a
59:14
process that took us six months we
59:17
looked at best practices we looked at
59:19
what other institutions are doing we
59:20

talked to lots and lots of people around
59:22
campus we're trying to get a feel for
59:24
what orientation is today what we're
59:27
inpatient might be in the future and
59:29
I'll be honest we've been doing
59:31
orientation here the University of Maine
59:33
since 1923
59:34
we are the oldest orientation program in
59:37
the
59:38
we're pretty good at it at this point we
59:40
know what we're doing it's been an
59:42
iterative process since 1923 we've been
59:45
working very hard but there are a few
59:47
areas where of course all of us can
59:49
improve so I'm going to spend some time
59:53
talking about our three key findings and
59:56
four recommendations and we'll just hop
59:58
right into it so orientation does not
60:05
exist as 24 hours in the middle of
60:07
summer orientation begins for students
60:10
the first moment of contact we have with
60:14
the orientation begins prior to their
60:16

admission it begins in the recruitment
60:18
process and for our purposes it ended at
60:23
welcome weekend however arguably
60:25
orientation continues on through that
60:27
first year student success course maybe
60:29
even until the day they graduate if we
60:31
haven't done our job properly
60:32
but orientation is a long process this
60:35
sheet that I've been handing out
60:36
actually outlines some of those key
60:38
touch points that we have in that long
60:41
orientation process orientation has
60:45
three major goals those are skills
60:49
canvas skills what do what does a
60:52
student need to be successful on this
60:54
campus or in an online
60:57
what connections can we help those
61:00
students to make both with each other so
61:02
that they feel like they've got friends
61:04
on campus and with the institution
61:07
itself we want them to feel like they
61:09
are part of the humane community we want
61:11

them to be a black bear and finally a
61:14
student doesn't exist in effect their
61:17
family is their largest support network
61:19
so we need their families and their
61:22
parents and their caregivers to be there
61:24
to help them as funding their challenges
61:26
to know what services are available on
61:28
this campus if a student feels connected
61:31
to the institution into the social
61:33
network at the institution if the
61:35
students family is supportive and if the
61:37
student understands what services are
61:39
available that student is more likely to
61:43
persist so right now we've got a very
61:48
robust orientation it really is very
61:49
good
61:50
however as you can see on those grids
61:52
there are some areas where we could
61:54
stand to grow so the grid that you're
61:57
looking at outlines those three major
61:59
areas and then a few sub new sub goals
62:04
within 14 in total
62:09

as you look across that credit you'll
62:12
notice that there are wonderful touch
62:15
points for each one all the way across
62:17
however there are some areas which we
62:19
don't give the student enough touch
62:21
points so as we were going through this
62:23
process we realize we're not giving them
62:25
enough touch points in campus technology
62:26
what can we do at orientation to help
62:29
the a student understand what campus
62:30
technology resources are how can we help
62:33
them to figure out how to go on to Main
62:35
Street earlier on on the process
62:37
unfortunately we are also running into
62:39
some problems and helping the student to
62:41
understand by they're in school at all
62:42
so we don't actually address why they're
62:45
here until the middle of summer and then
62:48
it's it's only one day it's 24 hours so
62:51
there are some the grades than we did
62:52
standing room so that leads directly
62:54
into our recommendations like Peter said
63:00

one size does not fit all we need to
63:05
understand that our students come from a
63:08
variety of backgrounds we've got honors
63:10
students we've got first-year students
63:12
we've got student athletes we've got
63:13
commuter students on and on and on our
63:15
orientation program to date has been one
63:18
size fits all
63:19
we give them an ala carte menu of things
63:23
that they can attend but we don't give
63:26
them much guidance
63:27
they should attend so our recommendation
63:30
is to develop a way to give a student
63:33
almost a personalized pathway through
63:36
orientation based on their backgrounds
63:38
and skills that perhaps they would
63:41
benefit from second um we would love to
63:46
be able to reach out with academic
63:48
departments and help them to understand
63:50
these best practices in orientations so
63:53
at a new student orientation or at
63:57
accepted students days the students are
64:00

with the academic departments for a
64:02
significant percentage of their time the
64:04
experience of the students is not
64:06
consistent from department to department
64:09
and we would love to be able to pull the
64:11
best practices from some divisions into
64:13
each and every academic division across
64:16
campus finally we can check this one off
64:19
the list we want navigate for
64:21
orientation and we have navigated for
64:24
orientation congratulations to us of
64:27
course we want to continue to develop
64:29
that this summer is the mush so maybe
64:31
next summer we can build in perhaps some
64:34
of these new ideas that we've got
64:35
happening and finally as you look across
64:38
that grid you'll notice that there are
64:41
lots and lots of touch points that we
64:42
have with these students we want to get
64:43
the most bang for a buck out of each and
64:46
every one of those touch points so we
64:47
need to continue to
64:49

salmon how we're talking to these
64:51
students from the day they're admitted
64:53
all the way into a welcome we get to try
64:55
to fit in as much information as
64:57
possible with each one of those touch
64:58
points to circle them back with previous
65:01
knowledge to really examine the full
65:04
communications gambit from day one to
65:08
the very end and so orientation again
65:11
we're doing a great job it's really
65:13
quite amazing we've been doing it for a
65:14
long time but you know this whole
65:17
process is about improving and so there
65:18
we are
65:19
we do look forward to the next steps
65:22
preparation in progress Geoff st. John
65:29
we had a everyone sitting had a great
65:32
group then he came to our first meeting
65:38
and she brought her knitting materials
65:40
with her and she did it throughout the
65:42
meetings and I developed a working
65:45
theory that is because she's so smart
65:47

she has to find a way to kind of narrow
65:49
her field of interest to focus on what's
65:52
going on in the room but it should I was
65:54
there because it sounds weird applying a
65:56
theory to someone who's bidding if you
66:00
want to know what your theory is about
66:01
why she's doing that so at our last
66:03
meeting she came in and sat down and
66:07
we've done her bidding in the reset her
66:08
bag and pulled out a beautiful blue
66:11
scarf she said here I made you this
66:13
scarf and I was so excited because my
66:16
alternative theory was that she was
66:18
knitting throughout the range of our
66:20
meetings because she found my leadership
66:22
of the group to me boring and
66:24
counterfeit
66:25
this smart you ever go down to Freeport
66:28
and the outlets are going to one of
66:29
those stores who things you can't
66:31
pronounce that look on the shelves and
66:32
they're these really nice beautiful
66:33

scarves on all \$78 this scarf looks like
66:37
that I'm gonna bring it today and and
66:39
wear it while give my presentation if it
66:41
was raining this morning and I'm not
66:42
willing to risk my scarf
66:46
aside from the intrinsic value of any
66:49
initiative our provost puts forward if
66:52
you're lucky you'll be on a group with
66:54
penny and she'll make you a scarf so our
66:57
group under way really with a massive
67:02
head start so Jeff worked with the math
67:04
department last year new course software
67:08
and related products for their calculus
67:12
sequence and Cain told me last fall that
67:16
I would be working this year on the next
67:20
phase of development with the math
67:23
department the full support of the
67:24
faculty which is to find a software
67:27
solution to replace the current math
67:29
placement exam the math placement exam
67:32
itself and this is the math faculty
67:35
speaking in unison not me it's not an
67:38

effective instrument right now for
67:40
evaluating level of calculus placement
67:43
at the University of Maine it's also
67:44
something that is built
67:47
barnacled onto our student information
67:49
system and it is not an effective
67:51
delivery mechanism as well so we had
67:54
half of our charge before we got started
67:59
placement exam product we had a demo
68:02
last week in barrows Hall with the math
68:06
faculty people from CIT L from IT from
68:10
student accessibility services and Alice
68:12
were about 45 people in the room for a
68:15
demo from a product called Alex and we
68:18
are very close to making a formal
68:19
recommendation to the provost that we
68:22
adopt Alex for the University of Maine
68:25
Alex also can be packaged with some
68:29
online proctoring options so we'd like
68:32
to get as a product that helps make math
68:35
placement testing more effective to help
68:38
students get into the right math course
68:40

both stem and non-stem majors and have
68:43
some online proctoring that could
68:44
potentially be used by dll and others on
68:47
campus as well as student accessibility
68:48
services and math department by the math
68:52
faculty zone accounting cheating on the
68:55
math placement exam is rampant here as
68:57
it is nationally and they do a post-test
69:00
that confirms that there's there's a big
69:02
gap between outcomes on the math
69:05
placement exam and how students fare
69:07
during the first couple of weeks in the
69:09
math course that they're placed into so
69:11
we'd like to counter that this idea came
69:20
to us from the first convening and from
69:23
interactions with a couple of other
69:24
groups and it was for me
69:27
reaffirmed by some material that I've
69:31
read last two weekends ago the Provost
69:34
asked all the deans to put together some
69:37
first-year curriculum reports from their
69:40
colleges what are the curricula being
69:42

offered to first-year students program
69:44
by program are there gen ed pathways for
69:47
those students are there recommendations
69:49
about how those curriculum particular
69:51
pathways might be improved and a couple
69:54
of strands from at least two colleges
69:56
reports said we've got to figure out how
69:59
appropriately to help students in the
70:02
first year experience who are taking our
70:05
stem gateway courses take those courses
70:08
at the right time and in the right
70:10
combination over the first and second
70:12
years in order to be successful in their
70:14
programs going forward
70:16
and a great respect for Peter Schilling
70:18
but I could not disagree with him more
70:20
about the idea that the first year is
70:22
not a defining characteristic there are
70:24
some massive academic characteristics
70:26
that define the first-year student in
70:28
the first year experience Peter will
70:30
very politely explain to me why I'm
70:31

wrong after the presentation today but
70:34
we clearly have students coming in who
70:38
are having difficulty getting the right
70:41
courses in the right combination of
70:42
being successful one idea we have is to
70:45
prepare some courses that will prepare
70:48
those students for those courses
70:50
something that's preparatory to our
70:52
gateway courses potentially a suite of
70:55
courses across the number of STEM fields
70:57
now kind of staff doesn't fund those is
71:00
another question but that was an idea
71:01
that both came persistently out of our
71:04
group but also we think resonated with
71:06
some findings from from other groups as
71:07
well so our findings are really the same
71:10
as our recommendations we are going to
71:12
adopt
71:15
a math placement product I believe it
71:17
will be Alex and we are recommending to
71:21
the provost and the steering group going
71:24
forward that we consider the development
71:26

of those stem courses success hub hi
71:34
everybody my name is Java seta I'm the
71:36
director of the advising and academic
71:38
services center and also the
71:39
explorations program under the College
71:41
of Arts and Sciences myself and mo nique
71:43
we're presenting after 4:30 so take it
71:45
easy mr. Cooper are you planning on
71:47
leaving yeah just like everybody else
71:50
said are the working group I had the
71:52
television to work with were just
71:53
amazing and what I really like to
71:56
highlight on is that it was great
71:58
representation of both faculty and staff
72:00
with a lot of advising and student
72:03
services background and those early
72:06
meetings on I think we really had a good
72:08
foundation and kind of collaborative
72:10
approach of how do we want to kind of
72:12
break this down and how do we want to
72:13
examine it more to find out what is key
72:16
for Student Success how to be successful
72:18

for students so when we first started we
72:21
actually created three sub working
72:22
groups which consisted of kind of
72:25
advising approaches here in campus to
72:27
both academic and student life student
72:29
services approaches and then lack of a
72:31
better term kind of miscellaneous kind
72:33
of the other which is equally important
72:36
like Bursar's and financial aid and
72:37
others and so during those early on
72:40
processees discussions findings research
72:43
to help kind of develop some of our key
72:46
and the recommendations that we are
72:48
going to share so some of the key
72:50
findings that we had found especially in
72:53
regards to the University of Maine was
72:56
just decentralized academic advising
72:58
models that really kind of leave the
73:00
confusion for students and I know with a
73:02
student success how that's not going to
73:04
be centralized advising center but we
73:06
really kind of came back to academic
73:08

advising because I think all of us have
73:10
experienced one time or another where a
73:12
student was just very confused and
73:14
needed some help with specifics to
73:16
advise that though we have some
73:17
wonderful advising models on campus both
73:20
professional faculty advising since it's
73:22
dependent on each college and department
73:24
it can be very different and it can be
73:26
confusing their students especially new
73:28
first-year students or new transfer
73:30
non-traditional students that are coming
73:31
to this new environment and where to go
73:34
we also found that there's concerns
73:36
where students are you know running
73:38
around in circles to find the right
73:40
answers that sometimes they're going to
73:42
three four five different places to
73:44
eventually find the answer to their
73:47
question that needed sometimes they
73:48
might not even get to that amount of
73:50
place because they've given up and
73:51

they're just so upset or discouraged
73:54
when looking at different models we had
73:57
looked at models at other institutions
73:59
that included Texas A&M UMass Boston
74:02
University South Carolina and the
74:04
University of New England we found that
74:06
some of their similar kind of models
74:08
always
74:08
came back to a referral approach that
74:11
they weren't necessarily replacing some
74:13
of the services that were already
74:15
occurring on campus but making sure that
74:18
if they couldn't answer the question and
74:20
provide the service right then and there
74:22
for the student that they're getting the
74:24
student to that appropriate place to
74:26
find that answer and then some of these
74:29
models also kind of provided multiple
74:30
resources so it wasn't necessarily maybe
74:33
a referral approach they might have
74:35
representatives from advising the
74:38
Bursar's Office financial aid right then
74:41

and there that that space is kind of
74:45
similar to the UMass Boston model and I
74:48
think we as a group early on and decide
74:50
that we didn't want to specifically go
74:52
to that model because there's already
74:53
very great resources here on campus so
74:56
we don't want to replace them but we
74:58
want to make sure that we're getting
74:59
them there at timely efficient matter
75:02
and then finally you know most of these
75:06
places provided a very centralized space
75:08
for students to find answers to common
75:10
questions so really kind of central to
75:13
the building or the location on campus
75:14
so it wasn't hidden or tucked away but
75:18
it also required kind of a large space
75:20
with a large
75:21
of staff dedicated to it some of our key
75:27
recommendations we you know we could
75:30
probably could have properly listed a
75:31
lot more but these were kind of the ones
75:32
that we kept on coming back so kind of
75:34

cool for recommendations of one that
75:36
kind of parallels and kind of
75:38
encompasses everything the first is
75:41
really to establish a centralized
75:42
invisible location for this hub and we
75:45
were recommended somewhere within the
75:46
Memorial Union we also thought that a
75:49
good starting point would be expanding
75:50
upon the current first year in transfer
75:52
center into the Student Success hub
75:54
because it would provide an advantage to
75:57
expand current services already being
75:59
provided to students at an increased
76:01
level we also thought if there is
76:03
already some money fiscally dedicated to
76:05
that space that maybe there wouldn't be
76:07
that much more funding to expand it a
76:09
little bit more and as opposed to
76:10
starting from scratch and creating a
76:12
separate resource and we also really
76:15
felt that staffing should include one
76:17
director three professional staff one
76:19

administrative assistant and one
76:21
graduate assistant we also thought that
76:23
we would like to recommend that one of
76:25
these three professional staff members
76:26
that be a licensed clinical social
76:28
worker as Michelle Cain and Sarah Henry
76:31
it so eloquently said before that I
76:33
think it's really important kind of
76:34
serving students that are maybe
76:36
struggling in some areas of mental
76:38
health and we thought that having
76:40
someone trained in that area
76:41
specifically at the hub could help
76:43
especially since the Counseling Center
76:44
has been doing an amazing job here on
76:46
campus
76:47
limited with resources they have versus
76:50
the amount of students that are seeing
76:51
them recommendation 2 was an advisory
76:55
board to work with the director of the
76:57
student success of really a point person
76:58
must be recommended for each academic
77:00

college and department whether that's
77:02
the associate Dean's department chairs
77:04
program coordinators along with academic
77:07
services like the tutor program Writing
77:09
Center art we know and you know student
77:11
life services programs like the
77:12
residence light student life success and
77:15
accessibility services and finally
77:17
student representations on this advisory
77:20
board that are VIPRE is not just
77:23
racially or nested a wise but ranging
77:27
from cultural identity and academic
77:28
programs whether they're first do a
77:30
transfer non-traditional veteran the
77:33
first generation is just for examples we
77:35
want to make sure that this advisory
77:37
board is keeping the staff up to date of
77:39
really important policies resources
77:42
advising curriculums to the hub because
77:45
we want to be up-to-date to the
77:46
information that we're either answering
77:48
or referring students to we don't want
77:50

to be blowing out information that might
77:51
be dated because that will not serve the
77:53
students well recommendation 3 hopefully
77:57
support from the center for innovation
77:59
in teaching and learning or either
78:02
information technology or the division
78:04
of marketing communication to create a
78:05
strong online presence
78:07
this online presence was really kind of
78:09
hopefully include like two-minute
78:10
tutorial videos for students to kind of
78:12
view and watch at any hour of the day
78:15
maybe include a Main Street navigation
78:18
navigation
78:19
navigate of blackboard and also having
78:22
kind of a centralized website which
78:23
again Sarah Henry Michelle Cain had
78:25
mentioned earlier and then
78:28
recommendation for would be kind of this
78:30
goal love no more than few stops for the
78:33
students to find the answers you know we
78:35
want this to be a place where we're
78:38

gonna be able to answer the question
78:39
hopefully right then and there for them
78:40
and if not let's get them to the right
78:42
place whether it's walking them over
78:44
there connecting with somebody on the
78:46
phone or speaking with somebody or
78:48
having some kind of satellite hours from
78:50
supposed to know other offices whether
78:52
it's the Writing Center or the financial
78:54
aid coming and being stationed at the
78:57
Student Success up because again we want
78:59
students to get the questions to their
79:00
answers the answers we want to make sure
79:03
that their questions are answered in a
79:04
timely manner and the kind of the
79:06
parallel recommendation that I think
79:09
kind of came up a lot especially with
79:10
the committee that was made up of both
79:11
faculty and staff was to really kind of
79:14
you know help kind of change the faculty
79:17
advising culture there in sensitization
79:19
for tenure and promotion to really
79:22

ensure that students are getting the
79:26
help they need with advising I think
79:28
faculty are already doing an amazing job
79:30
with
79:32
sometimes maybe some of the faculty that
79:33
are struggling with advising are also
79:36
kind of juggling a lot of other things
79:37
on their plate through research in
79:39
teaching so you know we hope that you
79:42
know that faculty advisory work we fear
79:45
that if we fear that faculty advisor
79:47
will remain inconsistent and in faculty
79:50
are not incentivized for their service
79:52
at a greater level through ten unit
79:53
promotion you know when we're referring
79:55
a student somewhere for help they might
79:57
not necessarily get it so hopefully we
80:00
can kind of reward and help the advising
80:02
faculty advising model on campus by
80:05
making sure that they're being
80:06
recognized and if the students are also
80:08
getting the
80:37

and what I did like you're just going
80:39
back to the point that you made it's
80:40
bringing the academic academic affairs
80:43
and student affairs
80:44
groups together has been just amazing I
80:46
know I learned a lot through this
80:48
process so thank you guys okay
80:52
so I'll try to go through this pretty
80:54
quickly our key findings so it's very
80:57
true that many public and private
80:59
institutions across the country do some
81:01
form of summer programming for students
81:04
for incoming first year students it
81:06
could be called pre-college sometimes
81:09
it's called early colleagues sometimes
81:11
it's called summer kidstar sometimes
81:13
it's called bridge but many universities
81:15
are doing this and it's to try to get
81:17
those first-year students acclimated to
81:19
the campus and it kind of give them a
81:21
head start and going forward so that was
81:23
a key finding a well-designed summer
81:26

program is an important strategy for

81:28

summer for student retention persistence

81:31

if they get it Head Start and if they

81:34

can start feeling like they belong to

81:36

the campus it's a it's a measure of

81:39

their persistence from first year and

81:42

second year in addition to the yeah the

81:46

academic

81:47

I thought that they do in the summer we

81:50

would need to do some we have found that

81:53

summer that that programming in addition

81:55

to the academics programming around

81:58

social emotional well-being is important

82:01

again to prepare them and then I've

82:04

already mentioned the fourth one I'm

82:05

sorry I'm trying to go through this

82:06

quickly and the the other finding is is

82:10

that as we found working together the

82:12

with many of the folks on the group work

82:15

from the Student Affairs side

82:17

understanding that if we're going to

82:19

have successful summer programs that we

82:20

all have to come together and work to do
82:23
summer programming that means that we
82:25
have to work with residents life we have
82:27
to work with auxiliary services we have
82:29
to work with the idea we have to work
82:31
with the academic colleges etc we're
82:34
going to be successful and then our
82:37
recommendations so the first
82:39
recommendation we're going to put that
82:42
one until summer 2020 so just very
82:44
quickly our summer viewing pilot a
82:48
summer coaching program which would be
82:50
helping getting students ready for for
82:54
those students who didn't I do on the
82:56
placement exam coaching them through the
82:58
summer and using some a math instructor
83:00
and then helping them get ready to take
83:02
the placement exam so that they could
83:04
then go into
83:06
an early math course or checked or the
83:09
successful tech chemistry anyways long
83:11
story short we went to the to the
83:15

session with Alex earlier this week or
83:18
last week and we then our small group of
83:21
us got together and we decided that
83:23
we're just not ready to launch anything
83:26
this summer it's just - it's happening
83:28
all too fast summer orientation will be
83:31
here in six weeks and we just didn't
83:33
feel like we can pull it off plus we're
83:34
not exactly sure what we're doing and I
83:36
think once we get the summer and once
83:39
alex is on board and we have a better
83:41
sense of what we're what we're trying to
83:42
do we might be able to pilot some kind
83:46
of a booty model for next summer we also
83:50
decided that in order for our students
83:54
to be successful in you've already heard
83:55
this a number of times already and I
83:57
think the first group mentioned this the
83:59
exact same thing is to create a task
84:01
force during this coming academic year
84:03
that would figure out a strategy for
84:06
working for next summer two to three
84:16

pre-college kik-kik Start programs and
84:19
what that would mean is that we would
84:21
work with the academic colleges maybe
84:23
identify a particular department that
84:26
wants to bring their students in early
84:28
we would offer some form of credit
84:31
either three credit maybe it might it
84:33
might be as much as six credits and we
84:36
would do some coke regular type of
84:37
programming with
84:38
so students would be gaining credit
84:41
towards their thing you know think 30 so
84:44
they could get a head start here but
84:47
also they would have some of this extra
84:48
curricular activity that would be
84:51
supporting them so that is a plan for
84:53
next summer we're hiring a summer
84:55
program coordinator that it should be
84:57
here or hopefully in July we're going to
85:00
be working with academic colleges to get
85:02
a couple of programs to need to be
85:04
programs lined up for next year the
85:07

fourth recommendation and this is this
85:09
is expanding you means options program
85:12
and I don't remember off the stands for
85:14
but it's Outdoor Leadership it's a 2 to
85:18
5 day of course but it brings students
85:23
together they have an experience outside
85:25
without the leadership skills they get
85:27
to work with faculty and some staff and
85:30
they have a great experience they they
85:32
they bond life is wonderful so we'd like
85:36
to expand that but we like to expand it
85:38
to students who don't have the means to
85:40
participate meaning first generation in
85:43
particular first-generation low-income
85:44
students which leads to the fifth
85:47
recommendation which is to develop a
85:49
fundraising strategy so that we can try
85:52
to get more scholarship money for first
85:56
gen low-income students of course I have
85:58
to say not all first gen and low-income
86:00
and not
86:01
first-gen but this is a way to talk
86:05

about you know some students that may
86:08
need some support if we can give them
86:10
some scholarships and discover that they
86:11
can attend getting here early
86:13
have an experience start to feel
86:15
connected to the community we think that
86:17
that would really have a have a good
86:18
payoff so I'm sorry did that quickly
86:21
badly I think audio is really actually
86:24
quite exciting to see some of these key
86:26
ideas coming out with recommendations as
86:28
you can see there's a real you know
86:31
consistent views emerging around
86:35
centralizing some of our services or a
86:37
better communication around using data
86:39
more intelligently as we go forward
86:42
I just wanted to summarize for you I
86:44
know we've gone over time so I'll be
86:45
very brief that well one thing I do is
86:50
on the website you remind you that we're
86:52
we are constantly upgrading uploading
86:54
the website adding new things these
86:55

problems that we put the reports up to
86:58
try to keep people thinking connected to
87:01
this at some point probably I've
87:04
probably before about May 30th I'll send
87:07
something out to the faculty warned here
87:10
saying and staff in academic affairs and
87:12
remember the first to Student Success
87:13
Initiative here link here just to keep
87:15
people's awareness up know we've got so
87:19
much you know so many ideas here too
87:22
much to do it all right
87:23
we'd love to we so I just wanna give you
87:28
a sense of our
87:29
timing and how we anticipate this moving
87:34
forward
87:34
I promised the president and Claire
87:38
Strickland was here Aaron I think I
87:40
appreciate how you're not jumping up and
87:42
congratulating Jon Lawler because he was
87:44
the one to emphasize no cost we can do I
87:47
thought to be your favorite presentation
87:49
but what we'll be doing in in my office
87:53

Geoff Mooney Robert people who most his
87:56
team we're going to be gone through
87:57
these reports and our goal is to put put
88:01
together a single plan a report that
88:05
describes how we're going to move
88:07
forward over the next few years to
88:09
really work at this in a systematic way
88:11
and we know it's going to take some
88:13
investments in a very encouraging
88:15
meeting with President and Claire
88:16
earlier this week about that they if
88:18
they recognize that they see the vent of
88:19
the value of so we'll be putting this
88:21
the actual plan together in June in
88:26
consultation with clearing the budget
88:29
and the budgeting process the idea that
88:32
will where you know some of this we're
88:33
launching in a new Student Orientation
88:37
much of it we'll be launching in next
88:40
year we've got to figure out of the
88:42
different hires that people have
88:43
proposed which are the first ones we'll
88:45

do when one will face in these pieces
88:48
what I promise you is that we will have
88:51
and your work
88:53
we'll be at the heart of this and when I
88:55
vision is having a report prepare to
88:57
give you a heart to myself a hard
88:59
deadlines I'm not sure but by sometime
89:01
in July no later than the end of July to
89:05
share with all of you all and then we'll
89:08
load it up online that will use this
89:09
report as a guide for the next few years
89:12
one other comment about this is that you
89:15
know the university issue because well
89:19
the other universities engages this
89:20
whole strategic visioning processes for
89:22
the strategic plan this is developing in
89:25
in parallel with that and as an into now
89:28
being integrated with that plan so you
89:31
know this is a significant part of what
89:34
we're thinking about what we talked
89:35
about fostering learner success it will
89:38
also be integrated to the university's
89:40

broader thinking about how we're moving

89:42

for over the next few years so having

89:44

gone way over time let me just stop by

89:46

thanking all of you all again for

89:48

participating this fabulous exercise I

89:51

think we're really and uh we've got you

89:53

know great information I'm reminded of

89:55

what they put the same they have up in

89:59

the advanced structures I could pause

90:00

the center which is no one of us is

90:02

smarter than all of us and getting a lot

90:04

of people to gather around a problem is

90:06

a great way to really think it through

90:08

and think about it is a big picture so

90:10

thank you all so much for participating

90:11

stay tuned you will be sending more

90:14

information thank you

90:17

[Applause]

English (auto-generated)