



Office of the Chancellor
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3205
www.maine.edu

Dannel P. Malloy
Chancellor

January 14, 2022

Senator Joseph Rafferty, Representative Michael Brennan
Joint Standing Committee on Education and Cultural Affairs
130th Maine Legislature
100 State House Station
Augusta, Maine 04333

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

University of Maine
School of Law

Dear Members of the Joint Standing Committee on Education and Cultural Affairs,

In accordance with Public Law 2013, Chapter 166 (126th Maine Legislature), "An Act Regarding Enrollment and Graduation Rates of First Generation Higher Education Students," the University of Maine System is providing this letter and the attached summary in response to this legislation. The law requires data related to enrollment and graduation, a summary of strategies used to increase enrollment and completion of these students, and recommendations and/or actions designed to increase enrollment and graduation of first generation students.

In order to meet the requirements of the legislation in a consistent way, the University of Maine System worked with the Maine Community College System and the Maine Maritime Academy to coordinate data collection and reporting in order to ensure that our reporting of enrollment and outcomes are presented in a similar form and format across all institutions.

Collectively, we agreed that our definition, for the purpose of this report, would be that for a student to be a first-generation student, neither parent would have *completed* a college degree. Each institution determined what level of degree was most appropriate to its mission. For UMS, we defined a first-generation college student as a student *neither of whose parents* has earned at least a bachelor's degree.

2021 Cohort Enrollment

For 2021, we are providing statistics for students who entered one of our institutions in Fall 2021 divided by university and first-time or transfer status. We're additionally providing data for the entire cohort as well as those who are attending full time (Table 1). We are also providing corresponding information for students who entered in Fall 2020 and Fall 2019, Tables 2 and 3, respectively. While our percentage of first-generation students increased slightly versus Fall 2020, both Fall 2021 and Fall 2020 saw a decline versus Fall 2019, in all likelihood reflecting the national trend that saw fewer first generation students attending college in the Fall 2020 and Fall 2021 semesters:¹

	Fall 2019	Fall 2020	Fall 2021
Neither parent has a bachelor's degree (all students):	42.4%	40.5%	40.7%
Neither parent has a bachelor's degree (full time students):	39.6%	38.0%	38.4%

2015 Cohort Graduation

These data reflect the 150% of time standard for graduation, completion at the original institution as well as any other institutions, and the all too common national concern for first generation students that their completion rates significantly lag that of their non-first generation peers:

YEAR 6 OUTCOMES FOR FULL-TIME, FIRST-TIME, BACHELOR'S DEGREE-SEEKING FALL 2015 ENTERING COHORT

Year 6 Outcome	First-Generation	Not First-Generation
Graduated from Starting UMS Institution	38.5%	57.8%
Graduated from Other Institution	11.0%	12.1%
Enrolled at Starting UMS Institution	3.9%	2.9%
Enrolled at Other Institution	5.8%	4.5%
Not Enrolled; Did Not Complete	40.9%	22.7%
Total	100.0%	100.0%

YEAR 6 OUTCOMES FOR ALL FIRST-TIME & TRANSFER, BACHELOR'S DEGREE-SEEKING FALL 2015 ENTERING COHORT

Year 6 Outcome	First-Generation	Not First-Generation
Graduated from Starting UMS Institution	40.9%	54.2%
Graduated from Other Institution	10.2%	10.9%
Enrolled at Starting UMS Institution	3.9%	3.1%

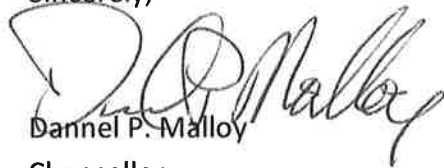
¹ Numerous national studies have examined this issue and have come to the same conclusion (STRADA, NACE, NASPA, College Board, Common Application, etc.)

Enrolled at Other Institution	5.0%	4.7%
Not Enrolled; Did Not Complete	40.0%	27.1%
Total	100.0%	100.0%

We've included a summary of the kinds of initiatives in place among our universities related to recruiting and retaining first-generation students, as well as a summary of the additional services and supports put in place in response to the pandemic.

If you have any questions or concerns related to the included report, please contact me.

Sincerely,



Dannel P. Malloy
Chancellor

University of Maine System

Response to Public Law 2013, Chapter 166, 126th Maine Legislature “An Act Regarding Enrollment and Graduation Rates of First-Generation Higher Education Students” January 15, 2022

Overview of the Legislation and Data Collection

Public law Chapter 166 requires the University of Maine System (UMS), Maine Community College System (MCCS) and Maine Maritime Academy (MMA) to provide the following information about first-generation college students by January 15th of each year:

- Data regarding enrollment of first-generation college students and educational outcomes, including graduation rates for first generation college students compared with other college students;
- A summary of strategies used and activities undertaken to increase enrollment and graduation rates of first-generation college students and any available data indicating the effect of these strategies and activities; and
- Plans for or recommendations regarding new strategies or actions designed to increase enrollment and graduation rates of first-generation college students.

In order to meet the requirements of the legislation in a consistent way, between July and November of 2013, the University of Maine System worked with the Maine Community College System and Maine Maritime to coordinate data collection and reporting in order to ensure that our reporting of enrollment and outcomes are presented in a similar manner and format across all campuses.

Collectively, we agreed that our definition, for the purpose of this report, would be that for a student to be a first-generation student, neither parent would have *completed* a college degree. Each institution determined what level of degree was most appropriate to its mission; in the case of the UMS, a first-generation college student is a student *neither of whose parents has earned a bachelor's degree*. Further, we will report on both first time and transfer degree seeking students, beginning with the Fall 2014 cohort. Finally, when reporting graduation, we will report graduation up to the 150% standard (up to six years). The first cohort for which we would provide this additional information would be the 2014 cohort, provided with last year's report.

We also worked together to determine how best to collect information related to first-generation status going forward and agreed that the admissions applications were the appropriate venue for this. Our admissions applications were revised to incorporate questions that are more specific about the degree level completed by each parent but these changes did not go into effect until February 2014, for the class entering Fall 2014.

2021 Cohort Enrollment

For 2021, we are providing statistics for students who entered one of our institutions in Fall 2021 divided by campus and first-time or transfer status, and additionally are providing data for the entire cohort as well as those who are attending full time (Table 1). We are also providing corresponding information for the students who entered in Fall 2020 and Fall 2019 (Table 2 and 3). While our percentage of first-generation students increased slightly versus Fall 2020, both Fall 2021 and Fall 2020 saw a decline versus Fall 2019, in all likelihood reflecting the national trend that saw fewer first generation students attending college in the Fall 2020 and Fall 2021 semesters¹:

	Fall 2019	Fall 2020	Fall 2021
Neither parent has a bachelor’s degree (all students):	42.4%	40.5%	40.7%
Neither parent has a bachelor’s degree (full time students):	39.6%	38.0%	38.4%

When we look at the percentage of all of our undergraduates who are first-generation (so, both new and continuing students), we see a similar decline since 2019, with the percentage of all first-generation degree/certificate-seeking undergraduates falling to 41.2% in 2021 (from 43.8% in 2019).

2015 Cohort Graduation

As referenced in the introduction to this report, these data reflect the 150% of time standard for graduation. These data reflect completion at the original institution as well as any other institutions and reflect the all too common national concern for first generation students that their completion rates significantly lag that of their non-first generation peers:

¹ Numerous national studies have examined this issue and have come to the same conclusion (STRADA, NACE, NASPA, College Board, Common Application, etc.)

**YEAR 6 OUTCOMES FOR FULL-TIME, FIRST-TIME, BACHELOR’S DEGREE-SEEKING
FALL 2015 ENTERING COHORT**

Year 6 Outcome	First-Generation	Not First-Generation
Graduated from Starting UMS Institution	38.5%	57.8%
Graduated from Other Institution	11.0%	12.1%
Enrolled at Starting UMS Institution	3.9%	2.9%
Enrolled at Other Institution	5.8%	4.5%
Not Enrolled; Did Not Complete	40.9%	22.7%
Total	100.0%	100.0%

**YEAR 6 OUTCOMES FOR ALL FIRST-TIME & TRANSFER, BACHELOR’S DEGREE-
SEEKING FALL 2015 ENTERING COHORT**

Year 6 Outcome	First-Generation	Not First-Generation
Graduated from Starting UMS Institution	40.9%	54.2%
Graduated from Other Institution	10.2%	10.9%
Enrolled at Starting UMS Institution	3.9%	3.1%
Enrolled at Other Institution	5.0%	4.7%
Not Enrolled; Did Not Complete	40.0%	27.1%
Total	100.0%	100.0%

**A Summary of Strategies Used and Activities Undertaken to Recruit, Retain and Graduate
First-Generation College Students**

First-Generation students are present at all universities within the University of Maine System, representing approximately 40.7% of the entire entering class (38.4% of those attending full time) in Fall 2021. While these students come from all demographic groups, research indicates that they are more likely to be from low income families, and may be female, older and with dependent children. Typically, they are academically less well prepared, lack essential learning skills, have lower aspirations for success and often perceive a lack of support from their family, friends or “significant others.” When considering attending college, they can find the application process overwhelming and many times view a bachelor’s degree as too ambitious a goal. Once they do enroll, they tend to achieve lower first semester GPAs, are more likely to drop or stop out, are more likely to commute, attend part-time and work full-time, have difficulty integrating into the academic culture and have lower self-esteem.²

² <http://www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/documents/first-gen.pdf>

The ongoing impact of the pandemic has further impacted the success of these students – many may be responsible for child care, many may live in a home where younger students may be still learning remotely and many may have a learning environment at home that is not conducive to studying (broadband issues, multiple learners, lack of awareness of the needs of college students in the home environment, etc.). Although we were able to safely return students to in-person learning on our campuses, there were obvious limitations given covid protocols to the kind of direct, in-person peer and faculty interaction and engagement so critical in persistence. In recent surveying, 60% of our first generation students who responded reported that covid at some point negatively impacted some element of their education, most specifically as it pertained to interaction and engagement.³

For a population already worried about their readiness for college, adapting to sometimes changeable learning environments presented issues from the perspective of academic preparation and engagement. Loneliness and anxiety, already an issue for first generation students, became more prevalent, and concerns around financing their education became an issue for many. In the “flash” survey referenced earlier, 70% of first generation students who responded reported that they experienced a negative financial impact at some point during the pandemic, as compared to 57% of non-first generation students. This impact could have included loss of a job, reduced hours or wages, inability to work due to the need to care for someone in the family or illness, or increased expenses. Interestingly, during the Fall 2021 semester, employment opportunities have increased resulting in more students reporting that they are working more hours, sometimes resulting in a decline in credit hours achieved. In addition, because many first generation students may be from low income families, issues of housing insecurity and food insecurity could have been issues before the pandemic – once the pandemic hit, these issues became magnified and still persist.

Clearly, developing and implementing a range of support services for these students both as they apply for college and ultimately attend is extremely important in enhancing their opportunities for success. Further, adding supports in both a virtual and in-person environment during the ongoing pandemic added a dimension to our work with this population which will be reflected within the overview this report provides. The Universities of the University of Maine System have chosen to approach how to best identify and serve these students in a variety of ways – this report will detail both the “normal” and ongoing support we provide as well as more specific interventions and initiatives added as a result of the pandemic.

³ UMS Flash Survey, December 2021

Programs and Services Added or Enhanced During the Pandemic

As the pandemic struck and classes pivoted to online in March 2020, several decisions were made and initiatives put in place to best support the student population during and after the transition. These by no means reflect everything that has been put into place and is an evolving list as the pandemic continues – these represent Systemwide supports which continue to be provided or have been added since the time of our 2020 First Generation report; every campus in addition provided additional supports specific to their region and student population:

- Additional resources for mental and emotional well being were provided; a digital mental health platform, SilverCloud, was implemented for all students Spring 2021;
- As a way to better support adult learners seeking to return to or attend college for the first time, we opened the UMS Student Success Center. Success Coaches act as “one stop” navigators for adult learners;
- In July 2021, we implemented a “small debt forgiveness program” which helps students with \$2500 or less of institutional debt return to one of our campuses and complete their degree;
- We added an “opening doors” scholarship for adult learners coming to one of our campuses for the first time or seeking to obtain an additional certification or degree;
- IT provided expanded access to broadband and computer equipment, broadened “hot spots” across the campuses, added collaborative tools to enable teaching and learning, developed strategies for access to remote computer labs and STEM-related virtual labs. They added additional “hyflex” classrooms that enable both virtual and in-class participation;
- The threshold for registration holds was increased to enable students with balances under \$1000 to enroll;
- We piloted a new first-year retention initiative for 250 students at UM and UMM, "Research Learning Experiences", that begins with an intensive bridge week before classes begin. During this week students are oriented to campus and lay foundations of a "growth mindset" for dealing with uncertainty, problem-solving, and independent agency in their education. These tools are then built on throughout the fall semester as first-year and sophomore students actively participate in research and authentic creative scholarship in small cohorts. Planning is underway to roll this out at other campuses over the next year.
- A System-wide effort is underway to define and identify "Gateway courses" at each campus that disproportionately prevent students from progressing toward their degree.
- An exception was granted under Board of Trustees Policy 304 to permit the acceptance of Pass (P) and Low Pass (LP) grades for general education credit. Programs such as “Make the Grade” (enabling students who failed a course to retake it at no cost) were

adopted at all campuses and “complete your incomplete” was initiated at several campuses to help students finish courses from the spring semester – both programs continue at several campuses;

- Summer learning opportunities were added to help new students adjust to college academics (examples include a Summer Start program at UM which enables recent high school graduates to take a college course in the summer, helping with their transition to college and earning college credit which advances timely progress to their degrees);
- Transition of all student services including academic support to a virtual environment (phone, online, email, text, zoom, live chat, etc.) – learning tools were developed and shared with all campuses. Students now have both virtual and in-person options for connecting to student services;
- Constant check ins by faculty and staff with students about their needs and any concerns occurred in the form of calling campaigns, advising sessions, surveys, class connections, and retention and enrollment “campaigns” to ensure student persistence, with special attention to any “at-risk” population such as first generation students.
- Engagement with the learning management system, and use of the EAB-Navigate technology enabled faculty and staff to identify and act on opportunities for intervention with students at risk. Engagement of students in a virtual or at-times-virtual environment has been a constant challenge – campuses have employed a range of options in engaging students (faculty outreach, connections with student peer mentors, addition of a range of activities, both virtual and in-person, for students living on campus or participating in clubs and athletics, Welcome Week and Welcome Back events, etc.)

The University of Maine System made the early and important commitment to serve our students with science-informed plans that each of our universities would be using to reduce the spread of disease and protect each other and our communities. We resumed in-classroom instruction in the Fall 2020 semester “because classroom instruction and immersion in a diverse community of ideas remains the best model for a majority of our learners. Doing so provides support and enrichment opportunities that are especially important for our first generation and special population students” (Chancellor Malloy, Summer 2020). Our commitment to similarly reconvene in subsequent semesters had the same goal. While the past year-and-a-half has been by no means “traditional,” the combination of the many initiatives referenced above and the many supports already in place seemed to serve students as well as it could given the circumstances. Students and employees adapted to the changing parameters, expectations and testing, and all campuses continue extensive outreach to support all students, and to encourage their persistence.

Overarching Programs and Services which Benefit All Students (Standard)

Because each institution within the University of Maine System has a relatively large percentage of first-generation students, many programs and services that are provided for all students also assist this sub-category of students. It is important to remember that in addition to the wide range of services and supports available on each campus, additional supports and services which complement and supplement what occurs on campus are available at the university centers of the University of Maine at Augusta (e.g., Rockland, Ellsworth, Rumford, Bath/Brunswick, Saco, etc.) – this gives expanded access to potential and current students and their families to these important supports. It is important to note that many of the services, programs and supports referenced below are available both in-person and virtually during the pandemic.

Marketing and Recruitment – Admissions staff at UMS universities work extensively with every high school and community college in Maine to ensure that students know about the programs and services they offer. Through publications, social media and on line literature, through visits to the high schools, attendance at college fairs and virtual fairs, presentations at workshops and at guidance events, campus visits by high schools (and a growing number of middle schools), and through open houses, discovery days and other special on-campus events, students interested in college learn about our universities. Admissions Staff and UMS officials met with Maine School Counselors to discuss how to best support college-bound high school seniors during this time. Based on some of their feedback, Admissions staff held a number of “virtual” college fairs, including on site admission decisions, in partnership with FAME to encourage college application and FAFSA completion, all during the Spring 2021 semester. UMM has launched an initiative to work with the Passamaquoddy community in Pleasant Point to better understand the admissions and financial aid process; other campuses have provided similar outreach to a range of populations. USM has a service promise *Student Focused Every Day* which is woven into the work that is done by all employees (in and out of the classroom). All of our campuses participated in a comprehensive and intensive DEI (Diversity, Equity and Inclusion) set of seminars focused on mapping the admissions experience, designing a more inclusive “customer” experience and focused DEI education and training for all staff, all with the goal of providing a more supportive and inclusive environment for all of our students with a focus on our under-represented students.

Several universities offer special summer programs for incoming students that enable them to address academic deficiencies or get a head start on their college career in addition to the examples from UM noted earlier in this document. UMM offers a summer bridge program which works with any at-risk student prior to their first semester of enrollment in addressing

needs within developmental course work and skills essential to college success (including a bridge program in science/mathematics at UMM), USM offers a summer bridge program for students who participate in TRIO Student Support Services (SSS, see description later in this document). UM reaches out to students who were in care (foster students, wards of the state and emancipated minors) to support them in the transition to college. Beginning in August 2022, UMF will be offering The Monson Seminar, a three-week residential course for highly-motivated first-generation and Pell-eligible college students, accredited by the University of Maine Farmington. The Seminar will be offered in August in partnership with Monson Arts, a nationally competitive artist residency program in Monson, Maine. Accepted students will receive fellowships funding the full cost of their tuition. Room and board are included. The Monson seminar is designed to provide high-need students who are invested in academic and creative work with the time, space, and support necessary to take their work to the next level.

USM, UMM, UMFK and UMA are all working with Jobs for Maine's Graduates (JMG) in providing further supports for the students JMG serves (many of whom are first-generation) who are attending one of these institutions, and JMG also has college and career specialists embedded on these campuses to provide further support for these students.

UMM is working with Family Futures Downeast, a grant funded two-generation program dedicated to first-generation adult learners and their young children (this has been recognized by the White House as one of ten Rural IMPACT centers nationwide); the first cohort of students had a retention rate of 90%, with a majority of these either continuing to pursue their AA in liberal studies or matriculating in a baccalaureate program – all are first generation students.

All of our campuses participate in the full range of Early College programs which encourage high school students to enroll in college level coursework and get a head start on their higher education aspirations. Faculty (both on campus and at the high schools), student success staff and others are very involved in the delivery of these programs and are developing a number of support initiatives for students enrolled in these programs. As an example, UMA implemented an awards ceremony for its Bridge Program students which recognized the success of the students at an on campus event (on hiatus due to the pandemic). UMM has developed a pathways approach to Early College which will lead to Early College certificates, an approach that is in development at other campuses as well.

As a part of the investment made by the state in our Early College efforts, all campuses are working within their regions to expand the availability of this programming, to provide more support to students enrolled and more professional development opportunities for faculty teaching within the program, and to provide limited scholarship funding for students who

complete an early college course with us and subsequently matriculate at one of our institutions. An example of the student support provided includes access to online tutoring support for all Early College students, and a user-friendly web site which enable students and schools to access Early College opportunities throughout the University of Maine System. The UMS and Maine Community College System (MCCS) work closely to ensure collaboration across the range of Early College programs across the state. Limited funding at the state level may restrict the numbers of students who can take advantage of these important early learning opportunities which can help to maximize their chances to go to college, and make college more affordable.

In addition, our admissions staff, transfer affairs staff, UMA university center outreach staff and others work with organizations such as Maine Adult Education in general and the College Transitions program specifically, New Ventures Maine, the MaineSpark 60 by 2025 degree/credential attainment initiative, various veterans' organizations, other employer-based organizations and other community organizations to reach out to adult students who may be interested in either attending college for the first time or returning to college after a long absence. Better addressing the needs of this population and helping them return to college is a fundamental component of our 2013 report and recommendations, *"Adult Baccalaureate Completion Distance Education Report"*, and our 2019 next stage report *"Adult Degree Completion Report"*, which have been implemented at our campuses which serve adult students. Most significantly, a range of on line programs and degree completion programs are available for students who may be working full time to provide better access to educational programs. We have developed a Student Success Center, a comprehensive resource website, hired student success coaches and rolled out an adult learner outreach campaign to better attract and support Maine adult learners. We have expanded our scholarship program to include an Opening Doors scholarship for adult students who have never attended college, or who need to "retool" and pursue additional learning beyond their original degrees or certificates. Additionally, we implemented a "small debt forgiveness" program, described earlier in this report. Several "stop out" campaigns have occurred to encourage students who left one of our institutions with credits earned to return and complete their degree.

Recognizing that many new students and most specifically first-generation students are often unfamiliar with deadlines for admissions, financial aid and course registration, all campuses have preferred but also rolling deadlines for admission and provide support throughout the cycle for students who may apply late. Several campuses have late start "mini-sessions" that can enable late applicants to initiate coursework in a timely way. We work collaboratively with FAME in their various workshops related to the financial aid application process. Also, all campuses waive the application fee for undergraduate students, and all campuses are "test

optional” (e.g., do not require the SAT or ACT). Several campuses have implemented peer-to-peer connection or general purpose help lines designed to help students, many of them first generation, better navigate the institutions.

Orientation – All campuses offer a range of orientation programs during the summer and at the start of each semester whose goal is to acquaint the student with the campus, with important policies and procedures, with their program and faculty and with each other. All encourage parents and significant others to join the student at the orientation and separate programming is provided to help them prepare for and support their student’s entry into higher education, and several have parent programs which continue throughout the year. In a regular year, many campuses offer an overnight residential orientation in addition to the more program-oriented orientation; this affords students who will be living on campus the opportunity to learn more about residence hall living, meet the other students and staff with whom they will be living, learn more about how to get help when they need it, etc.

Most campuses (UM and UMA as examples) have added on line learning modules on key “on boarding” and student success topics (time management, transition to college, engaging with faculty, developing support networks, focus on wellness, learning management system, etc.). UMA has implemented an online new student orientation (ONSO) program which enables all students, including those at a distance, to participate in a program; the addition of this program has improved participation rates in orientation (note: several campuses have adopted this model as they transition to online orientations this year). Academic Programs at UMA are now developing program specific modules to better connect students and faculty. UMFK revised its approach to orientation to include more interactive components to enhance student engagement and success. Some campuses offer separate orientations for non-traditional/adult students, transfer students and veterans. The goal of any orientation is to begin that important process of helping a new student connect to and engage in campus life.

In addition to orientations at the beginning of school, all campuses host many fairs during the first week where students can learn more about clubs, community organizations, athletic activities, employment opportunities on campus and other extracurricular activities in which they can participate.

Programs and Services Provided During Enrollment and Beyond

Once a student is enrolled within any institution of the UMS, a range of programs, services and supports are in place for them to help them be successful including but not limited to:

- *Academic advising* – Academic advising helps a student successfully progress within the major of their choice, assists when the major is not the correct “fit”, works with the student when they have other factors impacting their ability to be successful (social, emotional, academic preparedness, financial) and connects the student to the appropriate resources on campus.

Many campuses have structures where new and first year students are advised by both an academic advisor/student success specialist (who acts as the general resource for the students) and a faculty advisor (who advises and mentors specific to the academic program). USM introduced a model of engagement for all students which includes a 90-120 minute meeting for each incoming student which enables students to ask individualized questions while learning about their programs of study, resources, expectations and opportunities, and is critical in helping the student connect with the resources they will need to be successful before their first class, and helping first generation students specifically better understand and prepare for the college experience. They have seen a 7% increase in retention since implementation of this program. Their model has been shared with the UMS Student Success Steering Committee and follow up discussions are occurring about possible adoption at other campuses.

All of our campuses are working with the EAB-Student Success Collaborative which provides a platform grounded in predictive analytics which will help advisors better identify, and work with, students with academic risk throughout their academic career. All campuses have implemented EAB Navigate platform which is focused on early contact and early intervention to aid in student success, and features a mobile app that can help facilitate the student experience and connections to advisors and supports. At UM, as an example, instructors flag students who appear to be struggling (academically or otherwise), and advisors and deans' offices are alerted to reach out and assist. In addition, UM expanded the use of the "major selection" tool which will assist undecided students, or those who are struggling in their current major, to find a degree program more closely aligned with their interests. Early data suggests increases in student engagement and faculty connections.

- *Learning Support Services* – these programs and services help students develop the skills and resources they need to be successful in college. Services range from tutoring support in areas like mathematics, English and writing, supplemental tutoring and instruction in courses within majors, delivery of workshops in time management and

other skills needed for college, access to writing centers, learning commons and math labs, to assistance from library staff.

UM has created the “Maine Learning Assistant” program in designated courses to serve as peer instructors, facilitating group work and assisting faculty as they transform their courses to incorporate more interactive engagement and student-centered instruction; USM has a similar model. UMM has a supplemental instruction program for introductory STEM courses and college writing. UMA is implementing several initiatives focused on online coursework and online students with the intent to facilitate early intervention, communication and improve student success including online tutoring in college composition and an online career exploration tool. In addition, UMA has a Class Steward Program, which provides an embedded assistant in certain key courses trained to identify struggling students and offer a first line of support and early intervention. UMFK offers “complementary instruction” (CI) which is a student-led tutoring session for at-risk courses, and has updated its Learning Center to house all of the services within the learning support area. UMF received a MELMAC grant which will focus on a revision of the developmental education assessment practices and in implementing UMF’s first co-requisite math course. All campuses offer a range of disability and accessibility services for students. The libraries and information commons at all campuses offer a wide range of learning supports including information literacy workshops, access to computers including a laptop loan program, and access to many textbooks and learning packs to reduce cost to students;

- *Counseling Services, Supports and referrals* – these services help students cope with a range of issues related to their emotional and behavioral health, lack of support from family or significant others, difficulty orienting to college, juggling multiple demands, gaining self- confidence, etc. A digital mental health platform, SilverCloud, was implemented at all campuses for all students in Spring 2021. All campuses have intervention teams or student success teams in place for students who may be dealing with multiple difficulties ranging from academics to emotional or mental health issues, and these teams provide additional support when a student exhibits behavior that may result in student conduct issues. UM has a Peer Wellness Coaching program (a part of their Student Wellness Resource Center) where upper level students are trained to work with new and first year students in topics such as time management, relationship building, etc. Most campuses have food pantries and “closets” that provide both food and non-food items to students in need;

- Career Services and Career Preparation* – Campuses provide a range of services to students including assessing interests, articulating skills, choosing a major and defining career goals. As an example, UM has a variety of online tools available to students to help students assess their skills and interests and then translate these into a major and to develop a better understanding of the various career fields, employment outlook and salaries. Career Fairs are offered at all campuses as are specialized workshops and classroom presentations, including those offered for first year seminar classes. Career professionals across the System work collaboratively to expand the availability of career services and access to internships and jobs – a WinterSession web site was put together with resources and ideas to maximize the use of the break, all job postings are shared across all campuses, and Career Services encouraged students to take advantage of Education Design Lab’s 21st Century skill micro credentials (free for UMS students). Specialized mentor programs, such as the Health Professions Mentor Program for first year students at UM, focus on students from underserved areas of the state, many of whom may be first-generation students. UMM has infused career planning throughout a number of courses to help students become aware of the range of jobs available to them upon successful completion of their major. UMPI offers a career readiness program which includes critical skill development specific to problem solving and “badging” for the accomplishment of learning outcomes, and will be infusing the NACE career competencies into the curriculum, exposing students to highly desired workforce skills (beyond content knowledge) – this includes experiential learning activities such as internships, practicums, and/or service learning (as a part of their Experiential Career Learning Program), and faculty development to support faculty in the revision of courses. A “career prepared” digital badge has been developed and several campuses are in the process of implementing it.

Finally, a system-wide committee on internships and other experiential learning opportunities ("Pathways to Careers") has been established that is currently inventorying state-wide opportunities and designing ways for students from all campuses to find an internship or similar learning experience. The committee is also setting up best practice standards for ensuring that internships benefit both students and their employers and working to identify funds that will expand student opportunities for online internships and those in rural parts of the state.

- Veterans Services* – All of our campuses have Veterans Services offices which assist veterans in the process of certification of benefits and offer a range of services to support their experience on campus. Three campuses (USM, UMA and UM) have dedicated veterans centers on campus for veterans, and several campuses have

achieved the designation of “military friendly.” Our Veteran Coordinators and School Certifying Officials meet regularly to share best practice, connect all campuses and students to a range of programs and services across campuses, and to review policy and practice changes to ensure the best possible service for our Veteran students.

- *Specially designed retention and student success programs which focus extensively on first year students* – Examples include one stop student success centers which help students navigate the university, identify resources, receive advising; First Year Living/Learning communities within the residence halls which have both an academic and social goal of connecting the student; cohort based learning experiences where students take similar courses together as a group; first year experience courses which further orient students to college and provide critical knowledge and resources for success.

As part of the critical “UMS Transforms” student success work beginning at UM and UMM and expanding out to the other campuses, the first “Research Learning Experiences” were implemented. These begin with an intensive bridge week before classes begin. During this week students are oriented to campus and lay foundations of a “growth mindset” for dealing with uncertainty, problem-solving, and independent agency in their education. These tools are then built on throughout the fall semester as first-year and sophomore students actively participate in research and authentic creative scholarship in small cohorts. Marketing strategies and on-going demographic assessment assured that the percentage of first-generation and Pell-eligible students involved in the RLE pilot mirrored the characteristics of the incoming first-year class. Initial assessment shows that the percentage of students in an RLE who withdrew from the university in the first half of the fall semester (2%) was half that of students in the general population who did not participate in the program (4%). A workshop is planned in January to introduce and expand this initiative to additional UMS campuses.

We also began a System-wide effort to define and identify “Gateway courses” at each campus that disproportionately prevent students from progressing toward their degree. We also began planning potential pilot projects to increase student success within these courses. Pilots may involve increases in the use of undergraduate peer mentors, improvements in teacher assistant training, assistance in implementing innovations in effective pedagogy, and the establishment of communities of teaching practice for instructors teaching similar courses across our multiple campuses.

UMA has implemented a class steward program which embeds assistants trained to identify and support struggling students within high risk classes (those with lower than average completion rates) – course completion rates within these classes have improved, and there has been a decline in F grades in these classes as well; special bridge programs for students who may be academically at risk exist as well.

UM has added first-year student success courses in all five of its degree granting colleges; co-curricular opportunities for leadership development and connections to fellow students through student life, athletics and other student service/support offices. UM's College of Natural Sciences, Forestry and Agriculture has initiated an Academic Improvement Program which supports first time and transfer students, including a significant number of first generation students. UMM has a dedicated first-year advisor for Early College and Transitions students.

As a part of a US DOE Title III grant, UMPI has added a "University Experience" (UNV) that will be required of all 1st, 2nd, 3rd and 4th year students – the traditional first year experience will be expanded and be cohort specific, 2nd year students will engage in community service/service learning and internships, and 3rd/4th year students will be prepared for the transition to post-graduate studies, professional schools and/or their respective careers. Included within UMPI's UNV experience is financial literacy, advising with degree planning, student support services including counseling, testing and tutoring and transitions to college workshops including time management, stress reduction, research strategies and acclimating to campus.

In conjunction with the professional advising staff, UMPI's Career Readiness Office meets with every exploratory (undeclared) student to assist and support them in initial class scheduling assistance, strategies for academic success, provide referrals to campus offices and resources, and discuss career goals. Staff use a variety of methods to help students find a major that fits into their goal including O*NET, My Next Move and NACE.

All campuses have implemented EAB Navigate which is one part mobile app which provides "nudges" for students related to critical deadlines, trigger personalized outreach when appropriate and even schedule appointments with advisors and other service providers and also is used as an early warning/intervention tool which allows faculty to submit progress reports which then trigger coordinated follow up from various offices to ensure students get the help and support they need;

- Think 30 or 15 to Finish Programs* – UM initiated its Think 30 initiative (which encourages students to complete 30 credits each year in order to graduate in four years) which has seen 83% of first time, full time students in Fall 2019 attempting 15 or more credits (a 23% increase from 2015, the first year of the initiative), the four-year graduation rate for the fall 2015 cohort (the first since the introduction of Think30) was 41% (the highest four-year graduation rate UM has reported since the regular reporting of graduation rates began with the 1997 cohort); a WinterSession was added to further assist students in being able to complete 30 credits within the year. The percentage of all first-year students returning for their second year with 30 credits increased from 64% for the 2014 cohort (the year before the implementation of Think30) to a high of 78% for the 2019 cohort. The 2020 cohort dipped back down to 73% during the pandemic. The gap in student success (percent of those who earned 30 credits who attempt 30 credits) between first-generation students and not-first-generation students narrowed from 9% in 2014 to 7% in the fall of 2019, and overall credit completion success increased in both groups. First generation credit completion success, in particular, increased from 66% to 73% during that period. Similar programs, modelled after Think 30 or Complete College America’s 15 to Finish, are underway at USM, UMF and UMPI as examples.
- Financial Literacy* – All campuses are participating in the IGrad, financial literacy program which includes an online tool, supplemented by campus-based programming, that encourages responsible financial management, and among other resources, provides answers and advice regarding budgeting, taking out loans or, upon graduation, loan consolidation. A financial literacy peer-to-peer program overseen by UMF is being implemented at all campuses. All campuses are also participating in ECMC’s default prevention program;
- Affordability* – The University of Maine System froze tuition at the same level for six years through 2018 and froze tuition again for the 2021-2022 academic year. At the same time, financial aid availability was expanded during the same time period. Although tuition increased slightly this year, financial aid will increase as well. Major scholarship funding for adults returning to college is available and we added a second scholarship for adults who have never attended college (“Opening Doors” scholarship). Four of our campuses (UMA, UMFK, UMM and UMPI) are offering zero-tuition programs for Pell recipients (UMA is also extending this to transfer students). As a part of our Adult Degree Completion work, we implemented a small debt forgiveness program across the System during the Spring 2021 semester. As mentioned previously, several campuses launched fund raising campaigns to add scholarship and emergency funding for students during the pandemic, and all campuses provided emergency grants to support student needs. UM has implemented a scholarship management tool which

would provide students with better knowledge about, and access to, the full range of available scholarships.

In 2017, USM introduced the Promise Scholarship program. The Promise Scholarship is designed to help disadvantaged young achievers from Maine overcome financial, academic, social, and cultural barriers, remain in school, and graduate in four years with little or no debt — prepared to make their own contributions to Maine’s social and economic well-being. Preference is given to first generation students who have demonstrated financial need. 100% of Promise Scholars are currently first generation, 65% of them receive Pell grants and 100% could not afford college without scholarships. Now in its fourth year, the program has provided a total of 83 scholarships. Additionally, USM has reduced the indebtedness of graduates for over the last four years. The new financial aid strategies are helping students progress towards their goal of graduation. Also, more students are going full-time and taking out fewer loans.

- *“Make the Grade” Program* – this program was introduced early in Spring 2020; it enables students who failed a course in the fall semester to retake the course at no cost. Studies show that students who fail courses in their first semester frequently stop out or stop attending entirely. This program has served as a valuable retention tool for first year students, and first generation students specifically, and is still available across multiple campuses.
- *Ombuds Services* – Some campuses have an Ombuds Program or “navigators” which help students navigate the bureaucracy of campus, eliminate red tape and help students connect to the right people. We also have designated “navigators” for our adult population, and have hired student success coaches to further serve and support this population.

These are just some of the many services and supports in place for students as they progress toward their higher education goal. Hundreds of organizations, activities, events, workshops and many additional opportunities for connections to faculty, staff and students on each campus create a rich menu for every student, and most especially for first-generation students who many times need the help of the larger university community to ultimately be successful.

Grant Programs which serve First-Generation Students

In addition to our current population which has significant numbers of first-generation students, six of seven universities of the University of Maine System have federally funded TRIO

programs which serve, as a part of their mission, first-generation college students. The primary purpose of TRIO programs is to prepare underserved populations for entry into, persistence within and completion of postsecondary education. Federal TRIO Programs help students overcome class, social, academic, and cultural barriers to higher education and help increase their chance for academic success. TRIO services include — assistance in choosing a college; tutoring; personal and financial counseling; career counseling; assistance in applying to college; workplace and college visits; special instruction in reading, writing, study skills, and mathematics; assistance in applying for financial aid; and academic assistance in high school or assistance to reenter high school or college.

The range of TRIO programs is geared toward smooth transitions along the path toward higher education:

- Educational Talent Search (ETS): serves students between the ages of 11 and 27 who have completed at least five years of elementary education – UM and UMPI have this program;
- Upward Bound (UB): serves students between the ages of 13 and 19 who have completed 8th grade and are planning to go to college – UMF, UMPI and USM have these programs (USM also has an Upward Bound program specific to Bonney Eagle, Massabesic, Sacopec Valley and Westbrook high schools serving 127 students). 455 students at 42 target high schools are served across the state;
- Veterans Upward Bound: serves veterans statewide who wish to prepare to enter college or return to college after a five-year absence – USM received the first Veterans UB grant in Fall 2017 and provides services to 125 veterans to help them successfully transition from their military experience to their college experience;
- Upward Bound Math/Science (UB-Math/Science): serves the same population as Upward Bound but have an interest in and aptitude for careers in math and science – UM has this program;
- Student Support Services (SSS): serves low-income and first generation students who are enrolled/accepted into a sponsoring postsecondary institution and have an established need for academic assistance – UM, UMA, UMF, UMFK, UMPI and USM have this program (USM has a second SSS grant specific to students majoring in STEM fields);
- Educational Opportunity Center (EOC): serves ages 19 and above who have expressed an interest in pursuing postsecondary options and require project services – UM has this program.
- Ronald McNair Postbaccalaureate Achievement Program – Two campuses (UM and USM) have submitted applications for this new TRIO program which will serve high achieving first-generation/income-eligible and/or underrepresented undergraduate

students to involve them in research opportunities and scholarly activities in order to encourage them to apply for and enroll in graduate studies.

Although all TRIO programs serve first generation students, not every student who participates in EOC, ETS or UB attends a UMS campus. However, all UMS institutions that have a Student Support Service (SSS) grant are serving a wide range of first-generation students as a part of the grant (at least two-thirds tend to be low income and first-generation). The goal of SSS programs is to help students become successful by providing additional supports that supplement services already available on the campus, and by working closely with students to assist them as they progress through their college career. Beginning in 2019 and continuing since that time, all of our TRIO SSS programs held a “First Generation Celebration” event which is designed to celebrate and affirm these students through stories and panel presentations. Some examples of initiatives and results are as follows (please note that some reporting is from 2020 as reporting has been delayed for 2021 due to impacts from the pandemic):

- UMaine’s SSS (TRIO SSS) program supports 400 students annually; in 2020-21, served 248 first-generation students, of which approximately 79% were first-generation and/or low-income. TRIO SSS provides one-on-one tutoring in all courses taught at UMaine, and offers peer academic coaching to first and second year students in order to increase students’ level of engagement and connection with the university. The program also provides supplementary services to existing University services in the areas of academic advising (including supplemental advising with a program advisor) and coaching, financial aid advising, financial literacy skills building, academic skills building, personal counseling, and resume development and preparation for graduate school. 90% of participating first-generation students are in good academic standing and have a 62% six-year graduation rate. 82% of first generation TRIO SSS students persist from their first to second year. UMaine’s TRIO SSS implemented Signal Vine to utilize texting between staff and students, which has increased engagement and responsiveness. Additionally, UM’s TRIO SSS began a Scholarship Coaching program to help address the funding gap many program participants face (students are paired with a Peer Scholarship Coach with whom they meet weekly). Finally, TRIO SSS sponsors the Scholarship Fair at the UM campus which brings together campus and community partners to help students become aware of the scholarships available.
- UMaine’s EOC Program had 400 college starts at public institutions in Maine; 45.4% were low-income and/or first generations students. Like many college access programs, there was a significant decline in college starts this fall given the impact of the pandemic.
- UMaine’s Talent Search program served 1,113 students in grades 6-12, of whom 744 were both low-income and first generation; 929 of non-seniors were promoted to next grade level. Of the 182 TS seniors, 174 graduated high school in four years, 146

graduated completing a rigorous curriculum, 119 attended college immediately after graduation; the 58.6% (68) of the 2015 cohort (116) graduated college in 6 years.

- UMA's SSS serves 360 students, 92% of whom are first-generation. Their average age is 34 (73% are women). Students are provided with a wide range of support and service including an intrusive advising and support model, the provision of professional and peer mentoring and tutoring, supplemental tutoring, individualized personal and academic counseling, workshops on financial literacy and financial aid, extended summer programs to address deficiencies within writing and mathematics and close monitoring of progress by professional staff. Students enroll in COL 100 Introduction to the College Experience which works with students from the perspective of psychosocial and non-cognitive skills development. 86% of the students are in good academic standing and 73% of them persist from the first to second year. Data cited is for 2020 (see earlier note from 2021 data).
- UMF's SSS Program (Johnson Scholars) supports 180 first-generation and/or low-income students in accessing the resources they need to fully engage in and succeed in higher education. Eighty-eight percent of Johnson Scholars persisted or graduated from fall 2020 to fall 2021, and although COVID 19 forced a major shift in program delivery, 98% completed the 2020-2021 year in good academic standing. Fifty-seven percent of the 2015-2016 entering cohort graduated from UMF with bachelor's degrees.

Central to the Johnson Scholars is encouraging students to know, understand, and build on their strengths. Core principles of Appreciative Advising shape the academic and personal advising of Johnson Scholars from their first year through graduation. Program services include intensive advising, peer mentoring, professional tutoring, skills-building workshops, financial literacy instruction, merit scholarships, leadership opportunities, and other enrichment events. All first-year students are provided access to peer mentoring to help them identify and achieve their goals. Additionally, even during the pandemic, the Johnson Scholars lounge remained a bustling place with free printing, to-go snacks, tutoring, collaborative study sessions and community building.

Key to the Johnson Scholars program is collaboration among Johnson Scholars advisors, faculty, and professional staff in support of students' well-being. In August, Johnson Scholars benefitted from scholarships targeted to students enrolled in first-year experiential fusion courses and in the summer of 2022, will benefit from the Monson Scholars Arts seminar, a three-week residential course designed by UMF faculty specifically for Pell-eligible students and offered in partnership with Monson Arts, a nationally competitive artist residency program in Monson, Maine.

- UMFK's SSS serves 165 students. 98% of the students are in good academic standing and 90% of the students participating in the program in 2020 persisted to fall 2021. Students are provided with numerous supports designed to aid in their success; supports include

intrusive advising and coaching, basic skills developmental classes, professional and peer tutoring, supplemental instruction and writing assistance, personal and career counseling, workshops in time management, study skills, and financial literacy (through IGrad and ECMC), and other supports responsive to identified needs. There is some limited grant aid available to Pell-eligible students.

- UMPI's SSS serves 180 students (approximately one-third are first generation). 99% are in good academic standing and 96% remained enrolled Fall 2019 to Fall 2020. 59% graduate within 6 years of entry. Students are provided with peer mentoring, academic, career, personal and financial counseling as well as tutoring. In addition, students receive individualized counseling for personal, academic and career matters and around non-cognitive factors. This includes panels held during orientation at which TRIO participants address incoming students about their fears in attending college and the strategies they used to overcome barriers – these panels have encouraged students to seek assistance at the very beginning of their college careers. Tutoring has also been expanded to meet the needs of students accessing coursework via different instructional modes (example include online tutoring also available to YourPace/CBE students). It is interesting to note that a majority of UMPI's leadership team were themselves first generation students.
- UMPI's Talent Search Program serves 500 students in grades 6-12, of whom two-thirds were low-income and first generation; this program also received a STEM supplemental grant to encourage students to pursue their passion in STEM fields.
- USM's SSS currently serves students in two programs: within the TRIO Scholars Program, 143 students participate, 68% of whom are first generation students and within the TRI STEM Scholars Program, 90 students participate, 72% of whom are first generation students. SSS services supplement existing USM services, and include proactive academic advising and coaching, financial aid assistance, financial literacy skills, academic support and tutoring, career and graduate school preparation, plus a summer bridge program designed to help first generation students acclimate to college life and get engaged on campus. SSS advisors work in collaboration with the student's USM Advisor and faculty advisor, and TRIO Ambassadors and Peer Mentors are in place to provide peer coaching and mentoring for TRIO students. USM is currently pursuing another TRIO grant (McNair Scholars) which will serve an additional 25 high achieving first-generation/income-eligible and/or underrepresented undergraduate students to involve them in research opportunities and scholarly activities in order to encourage them to apply for and enroll in graduate studies.

In addition to these TRIO grants, several campuses have MELMAC Education Foundation “Support Early Success in College” grants which also are predominantly serving first-generation students through the provision of additional supports.

Plans or Recommendations Regarding Enrollment and Retention of First-Generation College Students

As you can see from the many efforts already underway at our universities and the extensive additional supports provided during the pandemic, a wide range of programs, services and supports are in place for our students from the time of first inquiry to enrollment, and enhanced services and supports are put in place every year as we further refine our student success efforts. We have implemented a Systemwide Student Success Steering Committee which is reviewing this data, discussing successful programs already in place and examining national best practice in developing additional supports and/or revising some currently in place.

From a statewide perspective, the report issued in 2015 by the legislative committee, Commission of Affordability and College Completion, served as an important underpinning to the largest issue Maine students face which is their ability to fund their college education and successfully complete it. There has been much discussion about this important issue since the time of the report, and great interest in addressing the dual issues of college affordability and student debt. This Commission has been reformed; it will be interesting to see what new initiatives and thinking may emerge as a part of this new work.

The pandemic has brought many of the issues facing first generation students into stark relief – the access to broadband and an environment conducive to learning, the availability of child care for adult learners, issues of food and housing insecurity, concerns about finances and financing college, and, perhaps most significantly, an uncertainty about attending college and the importance of educational attainment. All institutions are focused on raising the attainment rate of Maine’s students – the impact of the pandemic has certainly impeded the progress on this for our first generation students and could take some time to recover.

Many of these same issues were raised within the recent recommendations of the Economic Recovery Committee. Finding a solution to this within the state through a statewide solution to broadband access and child care availability, creative outreach, educational and aspiration campaigns and through thoughtful programs that can address affordability and student debt can only positively benefit Maine’s college students and their families and, perhaps even more importantly, enable them to complete their degrees and live and work in Maine as vibrant contributors to the economy and the future of the state.

TABLE 1: 2021 COHORT

(Note: Includes degree seeking students only)

FALL 2021 ALL ENTERING DEGREE-SEEKING STUDENTS

TABLE 1A. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	526	227	164	33	46	77	408	1,481
Total Students	2,225	323	345	67	92	170	896	4,118
% First Generation Students	23.6%	70.3%	47.5%	49.3%	50.0%	45.3%	45.5%	36.0%

TABLE 1B. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	129	338	32	84	21	82	292	978
Total Students	432	492	67	157	32	204	542	1,926
% First Generation Students	29.9%	68.7%	47.8%	53.5%	65.6%	40.2%	53.9%	50.8%

TABLE 1C. TOTAL FIRST-TIME & TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	655	565	196	117	67	159	700	2,459
Total Students	2,657	815	412	224	124	374	1,438	6,044
% First Generation Students	24.7%	69.3%	47.6%	52.2%	54.0%	42.5%	48.7%	40.7%

FALL 2021 FULL-TIME ENTERING DEGREE-SEEKING STUDENTS

TABLE 1D. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	507	160	163	32	39	72	393	1,366
Total Students	2,165	234	343	66	85	149	862	3,904
% First Generation Students	23.4%	68.4%	47.5%	48.5%	45.9%	48.3%	45.6%	35.0%

TABLE 1E. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	105	169	26	40	10	57	216	623
Total Students	342	242	55	77	17	130	406	1,269
% First Generation Students	30.7%	69.8%	47.3%	51.9%	58.8%	43.8%	53.2%	49.1%

TABLE 1F. TOTAL FIRST-TIME & TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	612	329	189	72	49	129	609	1,989
Total Students	2,507	476	398	143	102	279	1,268	5,173
% First Generation Students	24.4%	69.1%	47.5%	50.3%	48.0%	46.2%	48.0%	38.4%

TABLE 2: 2020 COHORT

FALL 2020 ALL ENTERING DEGREE-SEEKING STUDENTS

TABLE 2A. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	462	238	179	40	42	86	384	1,431
Total Students	2,059	374	370	90	70	186	808	3,957
% First Generation Students	22.4%	63.6%	48.4%	44.4%	60.0%	46.2%	47.5%	36.2%

TABLE 2B. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	131	311	25	111	21	74	298	971
Total Students	478	469	81	211	28	153	550	1,970
% First Generation Students	27.4%	66.3%	30.9%	52.6%	75.0%	48.4%	54.2%	49.3%

TABLE 2C. TOTAL FIRST-TIME & TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	593	549	204	151	63	160	682	2,402
Total Students	2,537	843	451	301	98	339	1,358	5,927
% First Generation Students	23.4%	65.1%	45.2%	50.2%	64.3%	47.2%	50.2%	40.5%

FALL 2020 FULL-TIME ENTERING DEGREE-SEEKING STUDENTS

TABLE 2D. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	451	160	179	38	31	78	365	1,302
Total Students	2,014	259	370	87	56	169	776	3,731
% First Generation Students	22.4%	61.8%	48.4%	43.7%	55.4%	46.2%	47.0%	34.9%

TABLE 2E. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	97	162	20	55	14	49	212	609
Total Students	364	240	63	115	21	94	403	1,300
% First Generation Students	26.6%	67.5%	31.7%	47.8%	66.7%	52.1%	52.6%	46.8%

TABLE 2F. TOTAL FIRST-TIME & TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	548	322	199	93	45	127	577	1,911
Total Students	2,378	499	433	202	77	263	1,179	5,031
% First Generation Students	23.0%	64.5%	46.0%	46.0%	58.4%	48.3%	48.9%	38.0%

TABLE 3: 2019 COHORT

FALL 2019 ALL ENTERING DEGREE-SEEKING STUDENTS

TABLE 3A. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	509	254	196	58	71	84	439	1,611
Total Students	2,140	366	384	130	112	189	893	4,214
% First Generation Students	23.8%	69.4%	51.0%	44.6%	63.4%	44.4%	49.2%	38.2%

TABLE 3B. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	139	339	35	67	21	58	345	1,004
Total Students	466	522	79	121	32	106	624	1,950
% First Generation Students	29.8%	64.9%	44.3%	55.4%	65.6%	54.7%	55.3%	51.5%

TABLE 3C. TOTAL FIRST-TIME & TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	648	593	231	125	92	142	784	2,615
Total Students	2,606	888	463	251	144	295	1,517	6,164
% First Generation Students	24.9%	66.8%	49.9%	49.8%	63.9%	48.1%	51.7%	42.4%

FALL 2019 FULL-TIME ENTERING DEGREE-SEEKING STUDENTS

TABLE 3D. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	498	169	195	54	63	74	427	1,480
Total Students	2,106	259	383	125	102	170	870	4,015
% First Generation Students	23.6%	65.3%	50.9%	43.2%	61.8%	43.5%	49.1%	36.9%

TABLE 3E. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	111	147	31	38	15	34	261	637
Total Students	377	229	69	71	24	70	488	1,328
% First Generation Students	29.4%	64.2%	44.9%	53.5%	62.5%	48.6%	53.5%	48.0%

TABLE 3F. TOTAL FIRST-TIME & TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	609	316	226	92	78	108	688	2,117
Total Students	2,483	488	452	196	126	240	1,358	5,343
% First Generation Students	24.5%	64.8%	50.0%	46.9%	61.9%	45.0%	50.7%	39.6%

TABLE 4: YEAR 6 OUTCOMES – 2015 ENTERING COHORT

YEAR 6 OUTCOMES FOR FULL-TIME, FIRST-TIME, BACHELOR’S DEGREE-SEEKING FALL 2015 ENTERING COHORT (COUNTS)

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	289	13	113	22	21	27	114	599
Graduated from Starting Institution	No	885	20	135	21	7	38	114	1,220
Graduated from Starting Institution	Subtotal	1,174	33	248	43	28	65	228	1,819
Graduated from Other Institution	Yes	74	9	20	5	3	16	44	171
Graduated from Other Institution	No	173	13	25	1	1	9	33	255
Graduated from Other Institution	Subtotal	247	22	45	6	4	25	77	426
Enrolled at Starting Institution	Yes	19	9	3	2	3	3	21	60
Enrolled at Starting Institution	No	36	6	3			1	15	61
Enrolled at Starting Institution	Subtotal	55	15	6	2	3	4	36	121
Enrolled at Other Institution	Yes	36	8	15	4	3	3	21	90
Enrolled at Other Institution	No	58	5	11	3	3	1	15	96
Enrolled at Other Institution	Subtotal	94	13	26	7	6	4	36	186
Not Enrolled; Did Not Complete	Yes	198	61	78	20	44	44	191	636
Not Enrolled; Did Not Complete	No	244	31	44	16	26	27	90	478
Not Enrolled; Did Not Complete	Subtotal	442	92	122	36	70	71	281	1,114
Total	Yes	616	100	229	53	74	93	391	1,556
Total	No	1,396	75	218	41	37	76	267	2,110
Total	Total	2,012	175	447	94	111	169	658	3,666

YEAR 6 OUTCOMES FOR FULL-TIME, FIRST-TIME, BACHELOR’S DEGREE-SEEKING FALL 2015 ENTERING COHORT (PERCENTAGES)

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	46.9%	13.0%	49.3%	41.5%	28.4%	29.0%	29.2%	38.5%
Graduated from Starting Institution	No	63.4%	26.7%	61.9%	51.2%	18.9%	50.0%	42.7%	57.8%
Graduated from Starting Institution	Subtotal	58.3%	18.9%	55.5%	45.7%	25.2%	38.5%	34.7%	49.6%
Graduated from Other Institution	Yes	12.0%	9.0%	8.7%	9.4%	4.1%	17.2%	11.3%	11.0%
Graduated from Other Institution	No	12.4%	17.3%	11.5%	2.4%	2.7%	11.8%	12.4%	12.1%
Graduated from Other Institution	Subtotal	12.3%	12.6%	10.1%	6.4%	3.6%	14.8%	11.7%	11.6%
Enrolled at Starting Institution	Yes	3.1%	9.0%	1.3%	3.8%	4.1%	3.2%	5.4%	3.9%
Enrolled at Starting Institution	No	2.6%	8.0%	1.4%	0.0%	0.0%	1.3%	5.6%	2.9%
Enrolled at Starting Institution	Subtotal	2.7%	8.6%	1.3%	2.1%	2.7%	2.4%	5.5%	3.3%
Enrolled at Other Institution	Yes	5.8%	8.0%	6.6%	7.5%	4.1%	3.2%	5.4%	5.8%
Enrolled at Other Institution	No	4.2%	6.7%	5.0%	7.3%	8.1%	1.3%	5.6%	4.5%
Enrolled at Other Institution	Subtotal	4.7%	7.4%	5.8%	7.4%	5.4%	2.4%	5.5%	5.1%
Not Enrolled; Did Not Complete	Yes	32.1%	61.0%	34.1%	37.7%	59.5%	47.3%	48.8%	40.9%

Not Enrolled; Did Not Complete	No	17.5%	41.3%	20.2%	39.0%	70.3%	35.5%	33.7%	22.7%
Not Enrolled; Did Not Complete	Subtotal	22.0%	52.6%	27.3%	38.3%	63.1%	42.0%	42.7%	30.4%
Total	Total	100%	100%	100%	100%	100%	100%	100%	100%

YEAR 6 OUTCOMES FOR ALL FIRST-TIME & TRANSFER, BACHELOR'S DEGREE-SEEKING FALL 2015 ENTERING COHORT (COUNTS)

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	361	144	138	69	35	55	334	1,136
Graduated from Starting Institution	No	1,059	125	166	77	14	69	310	1,820
Graduated from Starting Institution	Subtotal	1,420	269	304	146	49	124	644	2,956
Graduated from Other Institution	Yes	94	50	26	13	4	18	79	284
Graduated from Other Institution	No	197	47	29	10	1	17	66	367
Graduated from Other Institution	Subtotal	291	97	55	23	5	35	145	651
Enrolled at Starting Institution	Yes	22	30	4	5	4	6	37	108
Enrolled at Starting Institution	No	41	22	3	2	2	1	33	104
Enrolled at Starting Institution	Subtotal	63	52	7	7	6	7	70	212
Enrolled at Other Institution	Yes	47	24	16	4	4	7	38	140
Enrolled at Other Institution	No	69	20	15	8	4	4	38	158
Enrolled at Other Institution	Subtotal	116	44	31	12	8	11	76	298
Not Enrolled; Did Not Complete	Yes	246	295	83	47	68	54	319	1,112
Not Enrolled; Did Not Complete	No	307	206	56	54	38	46	204	911
Not Enrolled; Did Not Complete	Subtotal	553	501	139	101	106	100	523	2,023
Total	Yes	770	543	267	138	115	140	807	2,780
Total	No	1,673	420	269	151	59	137	651	3,360
Total	Total	2,443	963	536	289	174	277	1,458	6,140

YEAR 6 OUTCOMES FOR ALL FIRST-TIME & TRANSFER, BACHELOR'S DEGREE-SEEKING FALL 2014 ENTERING COHORT (PERCENTAGES)

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	46.9%	26.5%	51.7%	50.0%	30.4%	39.3%	41.4%	40.9%
Graduated from Starting Institution	No	63.3%	29.8%	61.7%	51.0%	23.7%	50.4%	47.6%	54.2%
Graduated from Starting Institution	Subtotal	58.1%	27.9%	56.7%	50.5%	28.2%	44.8%	44.2%	48.1%
Graduated from Other Institution	Yes	12.2%	9.2%	9.7%	9.4%	3.5%	12.9%	9.8%	10.2%
Graduated from Other Institution	No	11.8%	11.2%	10.8%	6.6%	1.7%	12.4%	10.1%	10.9%
Graduated from Other Institution	Subtotal	11.9%	10.1%	10.3%	8.0%	2.9%	12.6%	9.9%	10.6%
Enrolled at Starting Institution	Yes	2.9%	5.5%	1.5%	3.6%	3.5%	4.3%	4.6%	3.9%
Enrolled at Starting Institution	No	2.5%	5.2%	1.1%	1.3%	3.4%	0.7%	5.1%	3.1%
Enrolled at Starting Institution	Subtotal	2.6%	5.4%	1.3%	2.4%	3.4%	2.5%	4.8%	3.5%
Enrolled at Other Institution	Yes	6.1%	4.4%	6.0%	2.9%	3.5%	5.0%	4.7%	5.0%
Enrolled at Other Institution	No	4.1%	4.8%	5.6%	5.3%	6.8%	2.9%	5.8%	4.7%
Enrolled at Other Institution	Subtotal	4.7%	4.6%	5.8%	4.2%	4.6%	4.0%	5.2%	4.9%
Not Enrolled; Did Not Complete	Yes	31.9%	54.3%	31.1%	34.1%	59.1%	38.6%	39.5%	40.0%
Not Enrolled; Did Not Complete	No	18.4%	49.0%	20.8%	35.8%	64.4%	33.6%	31.3%	27.1%
Not Enrolled; Did Not Complete	Subtotal	22.6%	52.0%	25.9%	34.9%	60.9%	36.1%	35.9%	32.9%
Total	Total	100%	100%	100%	100%	100%	100%	100%	100%