

MAINE STATE LEGISLATURE

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January 14, 2019

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Joint Standing Committee on Education and Cultural Affairs
129th Maine Legislature
100 State House Station
Augusta, Maine 04333

The University of Maine

University of Maine
at Augusta

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

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

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. As you know, this law 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 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;
- 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, 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 form 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.

For 2018, we are providing statistics for students who entered one of our institutions in Fall 2018 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 2017 and Fall 2016 (Tables 2 and 3). Our percent of first generation students has remained fairly consistent over the past three reporting cycles:

	Fall 2016	Fall 2017	Fall 2018
Neither parent has a bachelor's degree (all students):	44.4%	43.5%	44.0%
Neither parent has a bachelor's degree (full time students):	42.0%	41.7%	41.3%

Educational outcomes, including graduation rates for first-generation students compared with the entire population, will be provided at the 150% time to completion (6 years), consistent with NCES IPEDS reporting. The first cohort for which we would provide this additional information would be the 2014 cohort (reporting in 2020).

Attached you will find a summary of the kinds of initiatives in place on our campuses related to recruiting and retaining first-generation students.

If you should have any questions or concerns related to the attached report, please do not hesitate to contact me.

Sincerely,


James H. Page
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, 2019

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 (reporting in 2020).

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.

For 2018, we are providing statistics for students who entered one of our institutions in Fall 2018 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 2017 and Fall 2016 (Table 2 and 3). Our percent of first generation students has remained fairly consistent over the past three reporting cycles:

	Fall 2016	Fall 2017	Fall 2018
Neither parent has a bachelor’s degree (all students):	44.4%	43.5%	44.0%
Neither parent has a bachelor’s degree (full time students):	42.0%	41.7%	41.3%

A Brief 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 44% of the entire entering class (41.3% of those attending full time) in Fall 2018. 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.¹ 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. 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.

¹ <http://www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/documents/first-gen.pdf>

Overarching Programs and Services which Benefit All Students

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.) and the University of Maine at Presque Isle (Houlton Center) – this gives expanded access to potential and current students and their families to these important supports.

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, 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. 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 initiated a new service promise *Student Focused Every Day* which is woven into the work that is done by all employees (in and out of the classroom).

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. UMFK and UMM both offer summer bridge programs which work 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 and the use of the *My Foundations lab* at UMFK), 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.

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 including Aspirations, Bridge programs and Dual/Concurrent Enrollment programs which encourage high school students to enroll in college level coursework and get a head start on their higher education aspirations. Faculty, 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. UMM has developed a pathways approach to Early College which will lead to Early College certificates. 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.

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 (formerly known as Women, Work and Community), the Next Step Maine Employers' Initiative, 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 2018 next stage report *"Adult Degree Completion"*, which have been implemented at our campuses which serve adult students. Most significantly, a range of on line programs are available for students who may be working full time to provide better access to educational programs.

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. 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 (examples include NearPeer at UM and Helplink at UMM).

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. 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. UMA has implemented an online new student orientation program which will enable all students, including those at a distance, to participate in a program. UMFK recently revised its approach to orientation to include more interactive components to enhance student engagement. 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, 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). Some campuses have peer mentors who are also paired with students (the UMPI Owl Mentor Program is an example) who typically are upperclassmen who act as resources and supports. USM has introduced a new 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.

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. Several campuses have implemented EAB Navigate which is focused on early contact and early intervention to aid in student success, and additionally have implemented use of the EAB Navigate for Students mobile app which provides easy real time resources and reminders (“nudges”) for students.;

- *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. 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. UMFK offers “complementary instruction” which is a student-led tutoring session for at-risk courses. UMF recently 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;

- *Counseling Services 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. 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. ;
- *Career Counseling* – 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. 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 has an Office of Career Readiness which assists students with understanding their interests, choosing a major and finding employment. Several campuses have badges/micro credentials developed to help document the competencies gained through student leadership and student involvement – these help to provide additional evidence of skill development and learning as students prepare to go seek positions;
- *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, and several campuses have achieved the designation of “military friendly;”
- *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.

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. UM is working with UMM and UMA to transition the Foundations Program (typically a program with a high proportion of first generation students) to these campuses. UMM has a dedicated first-year advisor for Early College and Transitions students.

UMA, UMM and UMPI have implemented EAB Navigate which is a 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 (UM is in the process of implementing);

- *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 80% of first time, full time students in Fall 2017 (83% for Fall 2018) attempting 15 or more credits, 82% of students who entered in 2017 attempted 30+ credits in their first year; students can take courses in Winter Session and Summer Session to further enable completion of 30 credits within the year. 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, a 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 during the 2018-2019 academic year. All campuses are also participating in ECMC’s default prevention program;
- *Affordability* – The University of Maine System has frozen tuition at the same level for six years and has expanded the availability of financial aid during the same time period. Although tuition increased slightly this year, financial aid increased as well. Major scholarship funding for adults returning to college is available and, starting in 2014, seven rounds of funding have been awarded to date. 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).

For the first time this fall, USM enrolled 19 Promise Scholars. 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. All of the inaugural Promise Scholars are first generation students. Additionally, USM has reduced the indebtedness of graduates for the 3rd year in a row. 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. The average loan amount per student has dropped for the second year in a row at USM.

- *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.

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. UM’s Talent Search program served 1,120 students in grades 6-12, of whom 752 were both low-income and first generation;
- 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, Sacopee Valley and Westbrook high schools serving 127 students; UMPI has an Upward Bound STEM grant which has enabled them to create a MakerSpace on campus and implement other initiatives focused on STEM fields). 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 will provide 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; and

- 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. UMaine’s EOC Program served 1,662 students who were first generation and low income, 506 of them started (or restarted college) – 263 came to an institution within the UMS.

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. Some examples of initiatives and results are as follows:

- UM’s SSS (TRIO SSS) program serves 400 students annually, of which approximately 75% are first-generation. TRIO SSS provides one-on-one tutoring in almost all courses taught at UM, and offers peer mentoring services 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 and coaching, financial aid advising, financial literacy skills building, academic skills building, personal counseling, and resume development and preparation for graduate school. 89% of participating first-generation students are in good academic standing and have a 58% six-year graduation rate. 88% 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. 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.
- UMA’s SSS serves 360 students, 63% of whom are first-generation and low-income. Their average age is 34 (73% are women). Students are provided with a wide range of support and service including 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. 92% of the students are in good academic standing and 78% of them persist from the first to second year.
- UMF’s SSS Program (Johnson Scholars) helps first-generation and/or low-income participants access the range of campus resources they will need to orient them to university life. Central to the program is encouraging students to know, understand, and build on their strengths. Core principles of the Appreciative Advising model shape

academic and personal advising of 180 eligible students from their first year through to graduation. These services include professional and peer mentoring, professional tutoring, weekly skills-building workshops, financial literacy, merit scholarships, leadership opportunities, and travel to regional and cultural events.

All first-year students are provided access to peer-mentoring to help them identify and achieve their goals. Not only do peer mentors model the college student role, they share their expertise and insights into the university's expectations of successful students. Mentors problem-solve with students and provide them with backstage information on how higher education works. Building on this student-expertise model, sophomore Johnson Scholars are invited to participate in the LBJ Fellowship that introduces leadership and service learning opportunities. Key to the Johnson Scholars program is collaboration among UMF Johnson Scholars advisors, faculty, and professional staff to support students' academic and social well-being. On November 8, the Johnson Scholars program sponsored the second annual campus-wide First-Gen Celebration in partnership with the Council for Opportunity in Education and NASPA - Student Affairs Administrators in Higher Education.

- UMFK's SSS serves 165 students. 98% of the students are in good academic standing and 95% of the students participating in the program in 2018 persisted spring 2018 to fall 2018. 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 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/low income). 97% of the students are in good academic standing and 86% remained enrolled Fall 2016 to Fall 2017. 47% graduated within 6 years of entry. Students are provided with peer mentoring, academic, career, personal and financial counseling as well as tutoring. A special session was added during orientation for SSS students.
- USM's SSS currently serves 140 students, 59% of whom are first generation students. 87% are in good academic standing, 81% of the students remained enrolled Fall 2016 to Fall 2017, and 54% graduated within six years of entry. SSS services supplement existing USM services, and include academic advising and coaching, financial aid assistance, financial literacy skills, academic support and tutoring, career and graduate school advising, plus a Summer Bridge Program designed to help students improve their skills in mathematics and English. SSS advisors work in collaboration with the student's USM

Advisor and faculty advisor, and TRIO Ambassadors are in place to provide peer coaching for TRIO students.

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, 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. Our new approach to gathering the data related to first generation students may point to additional supports or approaches but we need to see the data and analyze it from a variety of perspectives to determine this.

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. Finding a solution to this within the state 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: Fall 2018

Total Cohort - Fall 2018	FULL & PART TIME			FULL TIME ONLY		
	Total Students Entering	First Generation Students Entering	% First Generation Students Entering	Total Students Entering	First Generation Students Entering	% First Generation Students Entering
	#	#	%	#	#	%
First Generation Students						
UM System - Grand Total	6,306	2,774	44.0%	5,497	2,272	41.3%
First-time	4,391	1,759	40.1%	4,186	1,623	38.8%
Transfer	1,915	1,015	53.0%	1,311	649	49.5%
UM - Total	2,648	690	26.1%	2,553	647	25.3%
First-time	2,248	547	24.3%	2,232	543	24.3%
Transfer	400	143	35.8%	321	104	32.4%
UMA - Total	855	606	70.9%	483	339	70.2%
First-time	375	277	73.9%	252	184	73.0%
Transfer	480	329	68.5%	231	155	67.1%
UMF - Total	476	227	47.7%	463	219	47.3%
First-time	392	197	50.3%	390	195	50.0%
Transfer	84	30	35.7%	73	24	32.9%
UMFK - Total	331	182	55.0%	224	113	50.4%
First-time	156	79	50.6%	141	70	49.6%
Transfer	175	103	58.9%	83	43	51.8%
UMM - Total	140	76	54.3%	119	64	53.8%
First-time	105	53	50.5%	94	48	51.1%
Transfer	35	23	65.7%	25	16	64.0%
UMPI - Total	276	142	51.4%	236	122	51.7%
First-time	168	85	50.6%	160	79	49.4%
Transfer	108	57	52.8%	76	43	56.6%
USM - Total	1,580	851	53.9%	1,419	768	54.1%
First-time	947	521	55.0%	917	504	55.0%
Transfer	633	330	52.1%	502	264	52.6%

Notes:

1. Includes full and part-time students.
2. Includes only degree-seeking students.
3. Includes first-time and transfer students.

Table 2: Fall 2017

Total Cohort - Fall 2017	FULL & PART TIME			FULL TIME ONLY		
	Total Students Entering	First Generation Students Entering	% First Generation Students Entering	Total Students Entering	First Generation Students Entering	% First Generation Students Entering
	#	#	%	#	#	%
First Generation Students						
UM System - Grand Total	5,886	2,560	43.5%	5,196	2,166	41.7%
First-time	4,112	1,676	40.8%	3,927	1,566	39.9%
Transfer	1,774	884	49.8%	1,269	600	47.3%
UM - Total	2,550	695	27.3%	2,472	663	26.8%
First-time	2,159	584	27.0%	2,130	572	26.9%
Transfer	391	111	28.4%	342	91	26.6%
UMA - Total	622	413	66.4%	327	225	68.8%
First-time	258	176	68.2%	162	115	71.0%
Transfer	364	237	65.1%	165	110	66.7%
UMF - Total	530	265	50.0%	517	258	49.9%
First-time	426	222	52.1%	426	222	52.1%
Transfer	104	43	41.3%	91	36	39.6%
UMFK - Total	278	160	57.6%	185	109	58.9%
First-time	128	78	60.9%	122	74	60.7%
Transfer	150	82	54.7%	63	35	55.6%
UMM - Total	132	83	62.9%	110	68	61.8%
First-time	97	60	61.9%	85	51	60.0%
Transfer	35	23	65.7%	25	17	68.0%
UMPI - Total	299	160	53.5%	269	143	53.2%
First-time	162	77	47.5%	150	69	46.0%
Transfer	137	83	60.6%	119	74	62.2%
USM - Total	1,475	784	53.2%	1,316	700	53.2%
First-time	882	479	54.3%	852	463	54.3%
Transfer	593	305	51.4%	464	237	51.1%

Notes:

1. Includes full and part-time students.
2. Includes only degree-seeking students.
3. Includes first-time and transfer students.

Table 3: Fall 2016 Cohort

Total Cohort - Fall 2016	FULL & PART TIME			FULL TIME ONLY		
	Total Students Entering	First Generation Students Entering	% First Generation Students Entering	Total Students Entering	First Generation Students Entering	% First Generation Students Entering
	#	#	%	#	#	%
First Generation Students						
UM System - Grand Total	6,082	2,700	44.4%	5,233	2,198	42.0%
First-time	4,085	1,705	41.7%	3,867	1,561	40.4%
Transfer	1,997	995	49.8%	1,366	637	46.6%
UM - Total	2,526	731	28.9%	2,451	698	28.5%
First-time	2,114	595	28.1%	2,085	583	28.0%
Transfer	412	136	33.0%	366	115	31.4%
UMA - Total	764	502	65.7%	390	253	64.9%
First-time	298	212	71.1%	171	116	67.8%
Transfer	466	290	62.2%	219	137	62.6%
UMF - Total	521	277	53.2%	509	271	53.2%
First-time	427	240	56.2%	427	240	56.2%
Transfer	94	37	39.4%	82	31	37.8%
UMFK - Total	363	187	51.5%	254	131	51.6%
First-time	163	86	52.8%	157	83	52.9%
Transfer	200	101	50.5%	97	48	49.5%
UMM - Total	179	104	58.1%	152	90	59.2%
First-time	128	77	60.2%	117	70	59.8%
Transfer	51	27	52.9%	35	20	57.1%
UMPI - Total	255	119	46.7%	225	101	44.9%
First-time	173	80	46.2%	165	73	44.2%
Transfer	82	39	47.6%	60	28	46.7%
USM - Total	1,474	780	52.9%	1,252	654	52.2%
First-time	782	415	53.1%	745	396	53.2%
Transfer	692	365	52.7%	507	258	50.9%

Notes:

1. Includes full and part-time students.
2. Includes only degree-seeking students.
3. Includes first-time and transfer students.