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## Faculty Forum: First-Year Student Success

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

TRANSCRIPT

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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