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, 2021

Overview of the Legislation and Data Collection

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

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

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

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

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

2020 Cohort Enrollment

For 2020, we are providing statistics for students who entered one of our institutions in Fall 2020 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 2019 and Fall 2018 (Table 2 and 3). Our percent of first generation students has declined versus the Fall 2019 and Fall 2018 cycles, in all likelihood reflecting the national trend that saw fewer first generation students attending college in the Fall 2020 semester[1]:

	Fall 2018	Fall 2019	Fall 2020
Neither parent has a bachelor's degree (all students):	44.0%	42.4%	40.5%
Neither parent has a bachelor's degree (full time students):	41.3%	39.6%	38.0%

2014 Cohort Graduation

Academic year 2019-2020 represented the first year a cohort (the 2014 cohort) would have attained the 150% of time standard for graduation. These data reflect completion at the original institution as well as any other institutions and reflect the all too common national concern for first generation students that their completion rates significantly lag that of their non-first generation peers:

YEAR 6 OUTCOMES FOR FULL-TIME, FIRST-TIME, BACHELOR'S DEGREE-SEEKING FALL 2014 ENTERING COHORT

Year 6 Outcome	First-Generation	Not First-Generation
Graduated from Starting Institution	41.0%	54.5%
Graduated from Other Institution	8.2%	10.0%
Enrolled at Starting Institution	3.9%	3.6%
Enrolled at Other Institution	4.5%	4.3%
Not Enrolled; Did Not Complete	42.5%	27.7%
Total	*100.0%*	*100.0%*

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

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

Year 6 Outcome	First-Generation	Not First-Generation
Graduated from Starting Institution	42.2%	53.4%
Graduated from Other Institution	7.1%	8.7%
Enrolled at Starting Institution	4.3%	3.5%
Enrolled at Other Institution	4.4%	3.7%
Not Enrolled; Did Not Complete	42.0%	30.8%
Total	*100.0%*	*100.0%*

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

First-Generation students are present at all universities within the University of Maine System, representing approximately 40.5% of the entire entering class (38.0% of those attending full time) in Fall 2020. While these students come from all demographic groups, research indicates that they are more likely to be from low income families, and may be female, older and with dependent children. Typically, they are academically less well prepared, lack essential learning skills, have lower aspirations for success and often perceive a lack of support from their family, friends or "significant others." When considering attending college, they can find the application process overwhelming and many times view a bachelor's degree as too ambitious a goal. Once they do enroll, they tend to achieve lower first semester GPAs, are more likely to drop or stop out, are more likely to commute, attend part-time and work full-time, have difficulty integrating into the academic culture and have lower self-esteem.[2]

The impact of the pandemic has further impacted the success of these students – many may be responsible for child care, many may live in a home where younger students are also learning remotely and many may have a learning environment at home that is not conducive to studying (broadband issues, multiple learners, lack of awareness of the needs of college students in the home environment, etc.), not to mention the lack of direct, in-person peer and faculty interaction and engagement so critical in persistence. For a population already worried about their readiness for college, transitioning to an online learning environment presented issues both from the perspective of internet access but also from the perspective of academic preparation and engagement. Loneliness and anxiety, already an issue for first generation students, became more prevalent, and concerns around financing their education became an

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

issue as outside and campus-based employment became scarce. In addition, because many first generation students may be from low income families, issues of housing insecurity and food insecurity could have been issues before the pandemic – once the pandemic hit, these issues became magnified.

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

Programs and Services Added or Enhanced During the Pandemic

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

- Additional resources for mental and emotional well being were provided; a digital mental health platform, SilverCloud, is being implemented for all students Spring 2021;
- A comprehensive community resource guide for adult learners and employees was developed;
- IT provided expanded access to broadband and computer equipment, broadened "hot spots" across the campuses, added collaborative tools to enable teaching and learning, developed strategies for access to remote computer labs and STEM-related virtual labs;
- Comprehensive information for students receiving work study funding, including a commitment to continue paying work study students;
- Room and board adjustments were made and refunds given to students (the UMS was among the first Systems in the country to do so);
- An increase in the threshold for registration holds to enable students with balances under $1000 to enroll;
- Deadlines were extended for students to choose a pass/fail option for their coursework for the spring and fall 2020 semesters and flexibility within academic actions for the Spring 2020 semester was adopted. Programs such as "Make the Grade" (enabling students who failed a course to retake it at no cost) were adopted at all campuses and

"complete your incomplete" was initiated at several campuses to help students finish courses from the spring semester;

- Non-federal work study students received payments through April 4;

- Distribution of CARES Act support, half of which provided emergency grants for students, occurred quickly across all campuses, and a student emergency fund was established as a part of this. In addition, all campuses implemented fundraising drives to raise additional scholarship and emergency funding for students;

- Summer learning opportunities were added to help new students adjust to college academics (examples include a Summer Start program at UM for first generation STEM students which enabled them to get a head start on their academic credits in the summer preceding their matriculation to UM – Summer Start includes a one-credit course, LAS 150: Success in College taught by an instructor and peer mentor; and the NSFA Summer Bridge program, a collaboration between the UM Division of Lifelong Learning, the College of Natural Sciences, Forestry and Agriculture, faculty from Biology, Chemistry and Mathematics and staff from Student Life, which was developed to help first generation students in the College gain the skills they will need to be successful, build connections with peers and learn about campus resources);

- Transition of all student services including academic support to a virtual environment (phone, online, email, text, zoom, live chat, etc.) – learning tools were developed and shared with all campuses;

- Constant check ins by faculty and staff with students about their needs and any concerns occurred in the form of calling campaigns, advising sessions, surveys, class connections, and retention and enrollment "campaigns" to ensure student persistence, with special attention to any "at-risk" population such as first generation students.

- Engagement with the learning management system, and use of the EAB-Navigate technology enabled faculty and staff to identify and act on opportunities for intervention with students at risk. Engagement of students in a virtual or at-times-virtual environment has been a constant challenge – campuses have employed a range of options in engaging students (faculty outreach, connections with student peer mentors, addition of virtual activities for students living on campus or participating in clubs and athletics, Welcome Week and Welcome Back events, etc.)

The University of Maine System made the early and important commitment to serve our students with science-informed plans that each of our universities would be using to reduce the spread of disease and protect each other and our communities. We resumed in-classroom instruction in the fall 2020 semester "because classroom instruction and immersion in a diverse community of ideas remains the best model for a majority of our learners. Doing so provides support and enrichment opportunities that are especially important for our first generation and

special population students" (Chancellor Malloy, Summer 2020). Our commitment to similarly reconvene for the Spring 2021 semester has the same goal. While the Fall semester was by no means "traditional," the combination of the many initiatives referenced above and the many supports already in place seemed to serve students as well as it could given the circumstances. Students adapted to the changing parameters, expectations and testing, and all campuses continue extensive outreach to support all students, and to encourage their persistence.

Overarching Programs and Services which Benefit All Students (Standard)

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

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

Several universities offer special summer programs for incoming students that enable them to address academic deficiencies or get a head start on their college career in addition to the

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

As a part of the investment made by the state in our Early College efforts, all campuses are working within their regions to expand the availability of this programming, to provide more support to students enrolled and more professional development opportunities for faculty teaching within the program, and to provide limited scholarship funding for students who complete an early college course with us and subsequently matriculate at one of our institutions. An example of the student support provided includes access to online tutoring support for all Early College students, and a user-friendly web site which enable students and

schools to access Early College opportunities throughout the University of Maine System. The UMS and Maine Community College System (MCCS) work closely to ensure collaboration across the range of Early College programs across the state. A concern is that limited funding at the state level may restrict the numbers of students who can take advantage of these important early learning opportunities which can help to maximize their chances to go to college, and make college more affordable.

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

Recognizing that many new students and most specifically first-generation students are often unfamiliar with deadlines for admissions, financial aid and course registration, all campuses have preferred but also rolling deadlines for admission and provide support throughout the cycle for students who may apply late. Several campuses have late start "mini-sessions" that can enable late applicants to initiate coursework in a timely way. We work collaboratively with FAME in their various workshops related to the financial aid application process. Also, all campuses waive the application fee for undergraduate students, and all campuses are "test optional" (eg, do not require the SAT or ACT). Several campuses have implemented peer-to-peer connection or general purpose help lines designed to help students, many of them first generation, better navigate the institutions (examples include NearPeer at UM and USM).

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

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

Programs and Services Provided During Enrollment and Beyond

Once a student is enrolled within any institution of the UMS, a range of programs, services and supports are in place for them to help them be successful including but not limited to:
- *Academic advising* – Academic advising helps a student successfully progress within the major of their choice, assists when the major is not the correct "fit", works with the student when they have other factors impacting their ability to be successful (social, emotional, academic preparedness, financial) and connects the student to the appropriate resources on campus.

  Many campuses have structures where new and first year students are advised by both an academic advisor/student success specialist (who acts as the general resource for the students) and a faculty advisor (who advises and mentors specific to the academic

program). USM has introduced a model of engagement for all students which includes a 90-120 minute meeting for each incoming student which enables students to ask individualized questions while learning about their programs of study, resources, expectations and opportunities, and is critical in helping the student connect with the resources they will need to be successful before their first class, and helping first generation students specifically better understand and prepare for the college experience. They have seen a 7% increase in retention since implementation of this program. Their model has been shared with the UMS Student Success Steering Committee and follow up discussions are occurring about possible adoption at other campuses.

All of our campuses are working with the EAB-Student Success Collaborative which provides a platform grounded in predictive analytics which will help advisors better identify, and work with, students with academic risk throughout their academic career. All campuses have implemented EAB Navigate platform which is focused on early contact and early intervention to aid in student success, and features a mobile app that can help facilitate the student experience and connections to advisors and supports. Early data suggests increases in student engagement and faculty connections.

- *Learning Support Services* – these programs and services help students develop the skills and resources they need to be successful in college. Services range from tutoring support in areas like mathematics, English and writing, supplemental tutoring and instruction in courses within majors, delivery of workshops in time management and other skills needed for college, access to writing centers, learning commons and math labs, to assistance from library staff.

  UM has created the "Maine Learning Assistant" program in designated courses to serve as peer instructors, facilitating group work and assisting faculty as they transform their courses to incorporate more interactive engagement and student-centered instruction; USM has a similar model. UMM has a supplemental instruction program for introductory STEM courses and college writing. UMA is implementing several initiatives focused on online coursework and online students with the intent to facilitate early intervention, communication and improve student success including online tutoring in college composition and an online career exploration tool. In addition, UMA has added a Class Steward Program, which provides an embedded assistant in certain key courses trained to identify struggling students and offer a first line of support and early intervention. UMFK offers "complementary instruction" (CI) which is a student-led tutoring session for at-risk courses, and has updated its Learning Center to house all of

the services within the learning support area. UMF received a MELMAC grant which will focus on a revision of the developmental education assessment practices and in implementing UMF's first co-requisite math course. All campuses offer a range of disability and accessibility services for students. The libraries and information commons at all campuses offer a wide range of learning supports including information literacy workshops, access to computers including a laptop loan program, and access to many textbooks and learning packs to reduce cost to students;

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

- *Career Services and Career Preparation* – Campuses provide a range of services to students including assessing interests, articulating skills, choosing a major and defining career goals. As an example, UM has a variety of online tools available to students to help students assess their skills and interests and then translate these into a major and to develop a better understanding of the various career fields, employment outlook and salaries. Career Fairs are offered at all campuses as are specialized workshops and classroom presentations, including those offered for first year seminar classes. Career professionals across the System work collaboratively to expand the availability of career services and access to internships and jobs – a WinterSession web site was put together with resources and ideas to maximize the use of the break, all job postings will be shared across all campuses, and Career Services encouraged students to take advantage of Education Design Lab's 21st Century skill micro credentials (free for UMS students). Specialized mentor programs, such as the Health Professions Mentor Program for first year students at UM, focus on students from underserved areas of the state, many of whom may be first-generation students. UMM has infused career planning throughout a number of courses to help students become aware of the range of jobs available to

them upon successful completion of their major. UMPI offers a career readiness program which includes critical skill development specific to problem solving and "badging" for the accomplishment of learning outcomes, and will be infusing the NACE career competencies into the curriculum, exposing students to highly desired workforce skills (beyond content knowledge) – this includes experiential learning activities such as internships, practicums, and/or service learning (as a part of their Experiential Career Learning Program), and faculty development to support faculty in the revision of courses. A "career prepared" digital badge has been developed and several campuses are in the process of implementing it;

- *Veterans Services* – All of our campuses have Veterans Services offices which assist veterans in the process of certification of benefits and offer a range of services to support their experience on campus. Three campuses (USM, UMA and UM) have dedicated veterans centers on campus for veterans, and several campuses have achieved the designation of "military friendly." Our Veteran Coordinators and School Certifying Officials meet regularly to share best practice, connect all campuses and students to a range of programs and services across campuses, and to review policy and practice changes to ensure the best possible service for our Veteran students.

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

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

  UM has added first-year student success courses in all five of its degree granting colleges; co-curricular opportunities for leadership development and connections to fellow students through student life, athletics and other student service/support offices. UM's College of Natural Sciences, Forestry and Agriculture has initiated an Academic

Improvement Program which supports first time and transfer students, including a significant number of first generation students. UMM has a dedicated first-year advisor for Early College and Transitions students. As a part of a US DOE Title III grant, UMPI has added a "University Experience" that will be required of all 1st, 2nd, 3rd and 4th year students – the traditional first year experience will be expanded and be cohort specific, 2nd year students will engage in community service/service learning and internships, and 3rd/4th year students will be prepared for the transition to post-graduate studies, professional schools and/or their respective careers.

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

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

- *Think 30 or 15 to Finish Programs* – UM initiated its Think 30 initiative (which encourages students to complete 30 credits each year in order to graduate in four years) which has seen 83% of first time, full time students in Fall 2019 attempting 15 or more credits (a 23% increase from 2015, the first year of the initiative), the four-year graduation rate for the fall 2015 cohort (the first since the introduction of Think30) was 41% (the highest four-year graduation rate UM has reported since the regular reporting of graduation rates began with the 1997 cohort); a WinterSession was added to further assist students in being able to complete 30 credits within the year. Similar programs, modelled after Think 30 or Complete College America's 15 to Finish, are underway at USM, UMF and UMPI as examples.

- *Financial Literacy* – All campuses are participating in the IGrad, financial literacy program which is includes on line tool, supplemented by campus-based programming, that encourages responsible financial management, and among other resources, provides answers and advice regarding budgeting, taking out loans or, upon graduation, loan consolidation. A financial literacy peer-to-peer program overseen by UMF is being

implemented at all campuses. All campuses are also participating in ECMC's default prevention program;

- *Affordability* – The University of Maine System froze tuition at the same level for six years through 2018. At the same time, financial aid availability was expanded during the same time period. Although tuition increased slightly this year, financial aid will increase as well. Major scholarship funding for adults returning to college is available and, starting in 2014, ten rounds of funding have been awarded to date. We are adding a second scholarship for adults who have never attended college ("Opening Doors" scholarship). Four of our campuses (UMA, UMFK, UMM and UMPI) are offering zero-tuition programs for Pell recipients (UMA is also extending this to transfer students). Several campuses (UMA, UMF and USM as examples) have implemented small debt forgiveness programs; as a part of our Adult Degree Completion work, we will be expanding this across the System during the Spring 2021 semester. As mentioned previously, several campuses have launched fund raising campaigns to add scholarship and emergency funding for students during the pandemic, and all campuses provided emergency grants to support student needs. UM has implemented a scholarship management tool which would provide students with better knowledge about, and access to, the full range of available scholarships.

  In 2017, USM introduced the Promise Scholarship program. The Promise Scholarship is designed to help disadvantaged young achievers from Maine overcome financial, academic, social, and cultural barriers, remain in school, and graduate in four years with little or no debt — prepared to make their own contributions to Maine's social and economic well-being.   Preference is given to first generation students who have demonstrated financial need. 100% of Promise Scholars are currently first generation, 65% of them receive Pell grants and 100% could not afford college without scholarships. 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 over the last three years at USM.

- *"Make the Grade" Program* – this program was introduced early in Spring 2020; it enables students who failed a course in the fall semester to retake the course at no cost. Studies show that students who fail courses in their first semester frequently stop out or stop attending entirely. This program has served as a valuable retention tool for first year students, and first generation students specifically, and will be available again for students who may have failed a course during the Fall 2020 semester.

- *Ombuds Services* – Some campuses have an Ombuds Program or "navigators" which help students navigate the bureaucracy of campus, eliminate red tape and help students connect to the right people. We also have designated "navigators" for our adult population, and are hiring student success coaches to further serve and support this population.

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

Grant Programs which serve First-Generation Students

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

The range of TRIO programs is geared toward smooth transitions along the path toward higher education:
- Educational Talent Search (ETS): serves students between the ages of 11 and 27 who have completed at least five years of elementary education – UM and UMPI have this program;
- Upward Bound (UB): serves students between the ages of 13 and 19 who have completed 8th grade and are planning to go to college – UMF, UMPI and USM have these programs (USM also has an Upward Bound program specific to Bonney Eagle, Massabesic, Sacopee Valley and Westbrook high schools serving 127 students). 455 students at 42 target high schools are served across the stat.;

- Veterans Upward Bound: serves veterans statewide who wish to prepare to enter college or return to college after a five-year absence – USM received the first Veterans UB grant in Fall 2017 and provides services to 125 veterans to help them successfully transition from their military experience to their college experience;
- Upward Bound Math/Science (UB-Math/Science): serves the same population as Upward Bound but have an interest in and aptitude for careers in math and science – UM has this program;
- Student Support Services (SSS): serves low-income and first generation students who are enrolled/accepted into a sponsoring postsecondary institution and have an established need for academic assistance – UM, UMA, UMF, UMFK, UMPI and USM have this program (USM has a second SSS grant specific to students majoring in STEM fields); 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.

Although all TRIO programs serve first generation students, not every student who participates in EOC, ETS or UB attends a UMS campus. However, all UMS institutions that have a Student Support Service (SSS) grant are serving a wide range of first-generation students as a part of the grant (at least two-thirds tend to be low income and first-generation). The goal of SSS programs is to help students become successful by providing additional supports that supplement services already available on the campus, and by working closely with students to assist them as they progress through their college career. Beginning last year and continuing virtually this year via zoom, all of our TRIO SSS programs held a "First Generation Celebration" event which is designed to celebrate and affirm these students through stories and panel presentations. Some examples of initiatives and results are as follows:

- UMaine's SSS (TRIO SSS) program serves 400 students annually, of which approximately 77% are first-generation and/or low-income. TRIO SSS provides one-on-one tutoring in all courses taught at UMaine, and offers peer academic coaching to first and second year students in order to increase students' level of engagement and connection with the university. The program also provides supplementary services to existing University services in the areas of academic advising (including supplemental advising with a program advisor) and coaching, financial aid advising, financial literacy skills building, academic skills building, personal counseling, and resume development and preparation for graduate school. 90% of participating first-generation students are in good academic standing and have a 63% six-year graduation rate. 82% of first generation TRIO SSS students persist from their first to second year. UMaine's TRIO SSS implemented Signal Vine to utilize texting between staff and students, which has increased engagement and responsiveness. Additionally, UM's TRIO SSS began a Scholarship Coaching program to help address the funding gap many program participants face (students are paired with

a Peer Scholarship Coach with whom they meet weekly). Finally, TRIO SSS sponsors the Scholarship Fair at the UM campus which brings together campus and community partners to help students become aware of the scholarships available.

- UMaine's EOC Program had 399 college starts at public institutions in Maine (197 within the UMS); 69% were low-income and/or first generations students. Like many college access programs, there was a significant decline in college starts this fall given the impact of the pandemic.

- UMaine's Talent Search program served 1,113 students in grades 6-12, of whom 744 were both low-income and first generation; 929 of non-seniors were promoted to next grade level. Of the 182 TS seniors, 174 graduated high school in four years, 146 graduated completing a rigorous curriculum, 119 attended college immediately after graduation; the 58.3% of the 2013 cohort graduate college in 6 years.

- UMA's SSS serves 360 students, 92% of whom are first-generation. Their average age is 34 (73% are women). Students are provided with a wide range of support and service including 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. 86% of the students are in good academic standing and 73% of them persist from the first to second year.

- UMF's SSS Program (Johnson Scholars) supports 180 first-generation and/or low-income students in accessing the resources they need to fully engage in university life. Ninety-one percent of Johnson Scholars persisted from fall 2019 to spring 2020, and although by March, 2020 Covid 19 had forced a major shift in program delivery, 97% completed the year in good academic standing. Fifty-four percent of the 2014-15 cohort graduated from UMF with bachelor's degrees. Central to the program is encouraging students to know, understand, and build on their strengths. Core principles of Appreciative Advising shape the academic and personal advising of Johnson Scholars students from their first year through to graduation. Program services include professional and peer mentoring, professional tutoring, weekly skills-building workshops, financial literacy, merit scholarships, leadership opportunities, and other enrichment events. All first-year students are provided access to peer-mentoring to help them identify and achieve their goals. Not only do peer mentors model the college student role, they share their expertise and understanding of the university's expectations. Mentors, often first-generation students themselves, problem-solve with students and provide backstage information on how higher education works.

  Key to the Johnson Scholars program is collaboration among Johnson Scholars advisors, faculty, and professional staff in support of students' well-being. Yet in spite of Johnson Scholar student success, every indicator in higher education reveals that

low-income, first-generation college students continue to suffer profound personal, financial, and academic hardships throughout this pandemic.

- UMFK's SSS serves 165 students. 98% of the students are in good academic standing and 99% of the students participating in the program in 2019 persisted spring 2019 to fall 2020. Students are provided with numerous supports designed to aid in their success; supports include intrusive advising and coaching, basic skills developmental classes, professional and peer tutoring, supplemental instruction and writing assistance, personal and career counseling, workshops in time management, study skills, and financial literacy (through IGrad and ECMC), and other supports responsive to identified needs. There is some limited grant aid available to Pell-eligible students.

- UMPI's SSS serves 180 students (approximately one-third are first generation). 99% are in good academic standing and 96% remained enrolled Fall 2019 to Fall 2020. 59% graduate within 6 years of entry. Students are provided with peer mentoring, academic, career, personal and financial counseling as well as tutoring. In addition, students receive individualized counseling for personal, academic and career matters and around non-cognitive factors. This includes panels held during orientation at which TRIO participants address incoming students about their fears in attending college and the strategies they used to overcome barriers – these panels have encouraged students to seek assistance at the very beginning of their college careers. Tutoring has also been expanded to meet the needs of students accessing coursework via different instructional modes (example include online tutoring also available to YourPace/CBE students). Several TRIO SSS programs in the System presented a First Generation Celebration in November. It is interesting to note that a majority of UMPI's leadership team were themselves first generation students.

- UMPI's Talent Search Program serves 500 students in grades 6-12, of whom two-thirds were low-income and first generation; this program also received a STEM supplemental grant to encourage students to pursue their passion in STEM fields.

- USM's SSS currently serves 143 students, 70% of whom are first generation students. 96% are in good academic standing, 92% of the students remained enrolled Fall 2019 to Fall 2020, and 67% 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. USM was awarded a second TRIO SSS grant to serve an additional 120 USM students majoring in STEM.

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

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

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

From a statewide perspective, the report issued in 2015 by the legislative committee, Commission of Affordability and College Completion, served as an important underpinning to the largest issue Maine students face which is their ability to fund their college education and successfully complete it. There has been much discussion about this important issue since the time of the report, and great interest in addressing the dual issues of college affordability and student debt.

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

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

TABLE 1: 2020 COHORT

(Note: Includes degree seeking students only)

FALL 2020 ALL ENTERING DEGREE-SEEKING STUDENTS

TABLE 1A. FIRST-TIME STUDENTS BY CAMPUS

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

TABLE 1B. TRANSFER STUDENTS BY CAMPUS

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

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

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

FALL 2020 FULL-TIME ENTERING DEGREE-SEEKING STUDENTS

TABLE 1D. FIRST-TIME STUDENTS BY CAMPUS

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

TABLE 1E. TRANSFER STUDENTS BY CAMPUS

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

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

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

TABLE 2: 2019 COHORT

FALL 2019 ALL ENTERING DEGREE-SEEKING STUDENTS

TABLE 2A. FIRST-TIME STUDENTS BY CAMPUS

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

TABLE 2B. TRANSFER STUDENTS BY CAMPUS

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

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

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

FALL 2019 FULL-TIME ENTERING DEGREE-SEEKING STUDENTS

TABLE 2D. FIRST-TIME STUDENTS BY CAMPUS

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

TABLE 2E. TRANSFER STUDENTS BY CAMPUS

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

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

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

TABLE 3: 2018 COHORT

FALL 2018 ALL ENTERING DEGREE-SEEKING STUDENTS

TABLE 3A. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	547	277	197	79	53	85	521	1,759
Total Students	2,248	375	392	156	105	168	947	4,391
% First Generation Students	24.3%	73.9%	50.3%	50.6%	50.5%	50.6%	55.0%	40.1%

TABLE 3B. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	143	329	30	103	23	57	330	1,015
Total Students	400	480	84	175	35	108	633	1,915
% First Generation Students	35.8%	68.5%	35.7%	58.9%	65.7%	52.8%	52.1%	53.0%

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

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	690	606	227	182	76	142	851	2,774
Total Students	2,648	855	476	331	140	276	1,580	6,306
% First Generation Students	26.1%	70.9%	47.7%	55.0%	54.3%	51.4%	53.9%	44.0%

FALL 2018 FULL-TIME ENTERING DEGREE-SEEKING STUDENTS

TABLE 3D. FIRST-TIME STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	543	184	195	70	48	79	504	1,623
Total Students	2,232	252	390	141	94	160	917	4,186
% First Generation Students	24.3%	73.0%	50.0%	49.6%	51.1%	49.4%	55.0%	38.8%

TABLE 3E. TRANSFER STUDENTS BY CAMPUS

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	104	155	24	43	16	43	264	649
Total Students	321	231	73	83	25	76	502	1,311
% First Generation Students	32.4%	67.1%	32.9%	51.8%	64.0%	56.6%	52.6%	49.5%

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

Student Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
First Generation Students	647	339	219	113	64	122	768	2,272
Total Students	2,553	483	463	224	119	236	1,419	5,497
% First Generation Students	25.3%	70.2%	47.3%	50.4%	53.8%	51.7%	54.1%	41.3%

TABLE 4: YEAR 6 OUTCOMES – 2014 ENTERING COHORT

YEAR 6 OUTCOMES FOR FULL-TIME, FIRST-TIME, BACHELOR'S DEGREE-SEEKING FALL 2014 ENTERING COHORT (COUNTS)

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	302	15	116	16	14	25	147	635
Graduated from Starting Institution	No	847	9	129	22	13	28	107	1,155
Graduated from Starting Institution	**Subtotal**	**1,149**	**24**	**245**	**38**	**27**	**53**	**254**	**1,790**
Graduated from Other Institution	Yes	64	4	14	2	5	6	32	127
Graduated from Other Institution	No	124	7	10	9	3	8	51	212
Graduated from Other Institution	**Subtotal**	**188**	**11**	**24**	**11**	**8**	**14**	**83**	**339**
Enrolled at Starting Institution	Yes	16	12	4	1	1	4	22	60
Enrolled at Starting Institution	No	46	6	4	1	0	1	18	76
Enrolled at Starting Institution	**Subtotal**	**62**	**18**	**8**	**2**	**1**	**5**	**40**	**136**
Enrolled at Other Institution	Yes	22	9	11	2	3	3	20	70
Enrolled at Other Institution	No	58	6	5	1	2	2	17	91
Enrolled at Other Institution	**Subtotal**	**80**	**15**	**16**	**3**	**5**	**5**	**37**	**161**
Not Enrolled; Did Not Complete	Yes	221	70	85	22	38	46	176	658
Not Enrolled; Did Not Complete	No	338	37	32	18	22	36	104	587
Not Enrolled; Did Not Complete	**Subtotal**	**559**	**107**	**117**	**40**	**60**	**82**	**280**	**1,245**
Total	Yes	625	110	230	43	61	84	397	1,550
Total	No	1,413	65	180	51	40	75	297	2,121
Total	**Total**	**2,038**	**175**	**410**	**94**	**101**	**159**	**694**	**3,671**

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

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	48.3%	13.6%	50.4%	37.2%	23.0%	29.8%	37.0%	41.0%
Graduated from Starting Institution	No	59.9%	13.8%	71.7%	43.1%	32.5%	37.3%	36.0%	54.5%
Graduated from Starting Institution	**Subtotal**	**56.4%**	**13.7%**	**59.8%**	**40.4%**	**26.7%**	**33.3%**	**36.6%**	**48.8%**
Graduated from Other Institution	Yes	10.2%	3.6%	6.1%	4.7%	8.2%	7.1%	8.1%	8.2%
Graduated from Other Institution	No	8.8%	10.8%	5.6%	17.6%	7.5%	10.7%	17.2%	10.0%
Graduated from Other Institution	**Subtotal**	**9.2%**	**6.3%**	**5.9%**	**11.7%**	**7.9%**	**8.8%**	**12.0%**	**9.2%**
Enrolled at Starting Institution	Yes	2.6%	10.9%	1.7%	2.3%	1.6%	4.8%	5.5%	3.9%
Enrolled at Starting Institution	No	3.3%	9.2%	2.2%	2.0%	0.0%	1.3%	6.1%	3.6%
Enrolled at Starting Institution	**Subtotal**	**3.0%**	**10.3%**	**2.0%**	**2.1%**	**1.0%**	**3.1%**	**5.8%**	**3.7%**
Enrolled at Other Institution	Yes	3.5%	8.2%	4.8%	4.7%	4.9%	3.6%	5.0%	4.5%
Enrolled at Other Institution	No	4.1%	9.2%	2.8%	2.0%	5.0%	2.7%	5.7%	4.3%
Enrolled at Other Institution	**Subtotal**	**3.9%**	**8.6%**	**3.9%**	**3.2%**	**5.0%**	**3.1%**	**5.3%**	**4.4%**
Not Enrolled; Did Not Complete	Yes	35.4%	63.6%	37.0%	51.2%	62.3%	54.8%	44.3%	42.5%

Not Enrolled; Did Not Complete	No	23.9%	56.9%	17.8%	35.3%	55.0%	48.0%	35.0%	27.7%
Not Enrolled; Did Not Complete	**Subtotal**	**27.4%**	**61.1%**	**28.5%**	**42.6%**	**59.4%**	**51.6%**	**40.3%**	**33.9%**
Total	*Total*	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

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

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	387	102	139	78	20	38	328	1,092
Graduated from Starting Institution	No	1,012	70	160	75	21	52	300	1,690
Graduated from Starting Institution	**Subtotal**	**1,399**	**172**	**299**	**153**	**41**	**90**	**628**	**2,782**
Graduated from Other Institution	Yes	76	17	16	4	7	7	58	185
Graduated from Other Institution	No	140	17	13	14	3	9	78	274
Graduated from Other Institution	**Subtotal**	**216**	**34**	**29**	**18**	**10**	**16**	**136**	**459**
Enrolled at Starting Institution	Yes	19	35	4	2	3	8	39	110
Enrolled at Starting Institution	No	50	13	4	1	1	1	40	110
Enrolled at Starting Institution	**Subtotal**	**69**	**48**	**8**	**3**	**4**	**9**	**79**	**220**
Enrolled at Other Institution	Yes	24	26	12	9	5	5	32	113
Enrolled at Other Institution	No	65	12	6	1	2	3	29	118
Enrolled at Other Institution	**Subtotal**	**89**	**38**	**18**	**10**	**7**	**8**	**61**	**231**
Not Enrolled; Did Not Complete	Yes	272	231	101	49	52	62	321	1,088
Not Enrolled; Did Not Complete	No	405	173	44	42	34	47	229	974
Not Enrolled; Did Not Complete	**Subtotal**	**677**	**404**	**145**	**91**	**86**	**109**	**550**	**2,062**
Total	Yes	778	411	272	142	87	120	778	2,588
Total	No	1,672	285	227	133	61	112	676	3,166
Total	*Total*	**2,450**	**696**	**499**	**275**	**148**	**232**	**1,454**	**5,754**

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

Year 6 Outcome	First Generation	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Graduated from Starting Institution	Yes	49.7%	24.8%	51.1%	54.9%	23.0%	31.7%	42.2%	42.2%
Graduated from Starting Institution	No	60.5%	24.6%	70.5%	56.4%	34.4%	46.4%	44.4%	53.4%
Graduated from Starting Institution	**Subtotal**	**57.1%**	**24.7%**	**59.9%**	**55.6%**	**27.7%**	**38.8%**	**43.2%**	**48.3%**
Graduated from Other Institution	Yes	9.8%	4.1%	5.9%	2.8%	8.0%	5.8%	7.5%	7.1%
Graduated from Other Institution	No	8.4%	6.0%	5.7%	10.5%	4.9%	8.0%	11.5%	8.7%
Graduated from Other Institution	**Subtotal**	**8.8%**	**4.9%**	**5.8%**	**6.5%**	**6.8%**	**6.9%**	**9.4%**	**8.0%**
Enrolled at Starting Institution	Yes	2.4%	8.5%	1.5%	1.4%	3.4%	6.7%	5.0%	4.3%
Enrolled at Starting Institution	No	3.0%	4.6%	1.8%	0.8%	1.6%	0.9%	5.9%	3.5%
Enrolled at Starting Institution	**Subtotal**	**2.8%**	**6.9%**	**1.6%**	**1.1%**	**2.7%**	**3.9%**	**5.4%**	**3.8%**
Enrolled at Other Institution	Yes	3.1%	6.3%	4.4%	6.3%	5.7%	4.2%	4.1%	4.4%
Enrolled at Other Institution	No	3.9%	4.2%	2.6%	0.8%	3.3%	2.7%	4.3%	3.7%

Enrolled at Other Institution	Subtotal	3.6%	5.5%	3.6%	3.6%	4.7%	3.4%	4.2%	4.0%
Not Enrolled; Did Not Complete	Yes	35.0%	56.2%	37.1%	34.5%	59.8%	51.7%	41.3%	42.0%
Not Enrolled; Did Not Complete	No	24.2%	60.7%	19.4%	31.6%	55.7%	42.0%	33.9%	30.8%
Not Enrolled; Did Not Complete	**Subtotal**	**27.6%**	**58.0%**	**29.1%**	**33.1%**	**58.1%**	**47.0%**	**37.8%**	**35.8%**
Total	*Total*	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**