

January 8, 2018

Joint Standing Committee on Education and Cultural Affairs
128th Maine Legislature
100 State House Station
Augusta, Maine 04333

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

In accordance with Public Law 2013, Chapter 166 (126th Maine Legislature), “An Act Regarding Enrollment and Graduation Rates of First Generation Higher Education Students,” the University of Maine System is providing this letter and the attached summary in response to this legislation. As you know, this law requires the University of Maine System (UMS), Maine Community College System (MCCS) and Maine Maritime Academy (MMA) to provide the following information about first generation students by January 15th of each year:

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

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

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

For 2017, we are providing statistics for students who entered one of our institutions in Fall 2016 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 2016 and Fall 2015 (Tables 2 and 3). Our percent of first generation students has remained fairly consistent over the past three reporting cycles:

	Fall 2015	Fall 2016	Fall 2017
Neither parent has a bachelor's degree (all students):	42.9%	44.4%	43.5%
Neither parent has a bachelor's degree (full time students):	41.6%	42.0%	41.7%

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

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

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

Sincerely,

James H. Page
Chancellor

University of Maine System

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

January 15, 2018

Overview of the Legislation and Data Collection

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

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

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

Collectively, we agreed that our definition, for the purpose of this report, would be that for a student to be a first-generation student, neither parent would have *completed* a college degree. Each institution determined what level of degree was most appropriate to its mission; in the case of the UMS, a first-generation college student is a student *neither of whose parents has earned a bachelor's degree*. Further, we will report on both first time and transfer degree seeking students, beginning with the Fall 2014 cohort. Finally, when reporting graduation, we will report graduation up to the 150% standard (up to six years). The first cohort for which we would provide this additional information would be the 2014 cohort (reporting in 2020).

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

For 2017, we are providing statistics for students who entered one of our institutions in Fall 2017 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 2016 and Fall 2015 (Table 2 and 3). Our percent of first generation students has remained fairly consistent over the past three reporting cycles:

	Fall 2015	Fall 2016	Fall 2017
Neither parent has a bachelor’s degree (all students):	42.9%	44.4%	43.5%
Neither parent has a bachelor’s degree (full time students):	41.6%	42.0%	41.7%

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

First-Generation students are present at all universities within the University of Maine System, representing approximately 43.5% of the entire entering class (41.7% of those attending full time) in Fall 2017. While these students come from all demographic groups, research indicates that they are more likely to be from low income families, and may be female, older and with dependent children. Typically, they are academically less well prepared, lack essential learning skills, have lower aspirations for success and often perceive a lack of support from their family, friends or “significant others.” When considering attending college, they can find the application process overwhelming and many times view a bachelor’s degree as too ambitious a goal. Once they do enroll, they tend to achieve lower first semester GPAs, are more likely to drop or stop out, are more likely to commute, attend part-time and work full-time, have difficulty integrating into the academic culture and have lower self esteem.¹ Clearly, developing and implementing a range of support services for these students both as they apply for college and ultimately attend is extremely important in enhancing their opportunities for success. The Universities of the University of Maine System have chosen to approach how to best identify and serve these students in a variety of ways.

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

Overarching Programs and Services which Benefit All Students

Because each institution within the University of Maine System has a relatively large percentage of first-generation students, many programs and services that are provided for all students also assist this sub-category of students. It is important to remember that in addition to the wide range of services and supports available on each campus, additional supports and services which complement and supplement what occurs on campus are available at the University College centers of the University of Maine System (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.

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.

Several universities offer special summer programs for incoming students that enable them to address academic deficiencies or get a head start on their college career. UMFK and UMM both offer summer bridge programs which work with any at-risk student prior to their first semester of enrollment in addressing needs within developmental course work and skills essential to college success, USM will be initiating a summer bridge program during summer 2018. UM reaches out to students who were in care (foster students, wards of the state and emancipated minors) to support them in the transition to college.

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

UMM is working with Family Futures Downeast, a grant funded two-generation program dedicated to first-generation adult learners and their young children (this has been recognized by the White House as one of ten Rural IMPACT centers nationwide); the first cohort of

students had a retention rate of 90%, with a majority of these either continuing to pursue their AA in liberal studies or matriculating in a baccalaureate program – all are first generation students.

All of our campuses participate in the full range of Early College programs including Aspirations, Bridge programs and Dual/Concurrent Enrollment programs which encourage high school students to enroll in college level coursework and get a head start on their higher education aspirations. Faculty, student success staff and others are very involved in the delivery of these programs and are developing a number of support initiatives for students enrolled in these programs. As an example, UMA implemented an awards ceremony for its Bridge Program students which recognized the success of the students at an on campus event. As a part of the investment made by the state in our Early College efforts, all campuses are working within their regions to expand the availability of this programming, to provide more support to students enrolled and more professional development opportunities for faculty teaching within the program, and to provide limited scholarship funding for students who complete an early college course with us and subsequently matriculate at one of our institutions.

In addition, our admissions staff, transfer affairs staff, University College outreach staff and others work with organizations such as Maine Adult Education in general and the College Transitions program specifically, New Ventures Maine (formerly known as Women, Work and Community), the Next Step Maine Employers' Initiative, the MaineSpark 60 by 2025 degree/credential attainment initiative, various veterans' organizations, other employer-based organizations and other community organizations to reach out to adult students who may be interested in either attending college for the first time or returning to college after a long absence. Better addressing the needs of this population and helping them return to college is a fundamental component of our 2013 report and recommendations, *"Adult Baccalaureate Completion Distance Education Report"* which have been implemented at our campuses which serve adult students.

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 have liberal application fee waiver policies for students, especially those who are low income (which many times also includes first generation students).

Orientation – All campuses offer a range of orientation programs during the summer and at the start of each semester whose goal is to acquaint the student with the campus, with important policies and procedures, with their program and faculty and with each other. All encourage parents and significant others to join the student at the orientation and separate programming is provided to help them prepare for and support their student’s entry into higher education, and several have parent programs which continue throughout the year. Many campuses offer an overnight residential orientation in addition to the more program-oriented orientation; this affords students who will be living on campus the opportunity to learn more about residence hall living, meet the other students and staff with whom they will be living, learn more about how to get help when they need it, etc. UMA has developed an online new student orientation program which will enable all students, including those at a distance, to participate in a program. 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 new model of engagement for all students which includes a 90-120 minute meeting for each incoming student which enables students to ask individualized questions while learning about their programs of study, resources, expectations and opportunities.

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;

- *Learning Support Services* – these programs and services help students develop the skills and resources they need to be successful in college. Services range from tutoring support in areas like mathematics, English and writing, supplemental tutoring and instruction in courses within majors, delivery of workshops in time management and other skills needed for college, access to writing centers, learning commons and math labs, to assistance from library staff. UMM has a supplemental instruction program for introductory STEM courses and college writing. UMA is implementing several initiatives focused on online coursework and online students with the intent to facilitate early intervention, communication and improve student success including online tutoring in college composition and an online career exploration tool. UMF recently received a MELMAC grant which will focus on a revision of the developmental education assessment practices and in implementing UMF’s first co-requisite math course. All campuses offer a range of disability and accessibility services for students;
- *Counseling Services and referrals* – these services help students cope with a range of issues related to their emotional and behavioral health, lack of support from family or significant others, difficulty orienting to college, juggling multiple demands, gaining self-confidence, etc. All campuses have intervention teams or student success teams in place for students who may be dealing with multiple difficulties ranging from academics to emotional or mental health issues, and these teams provide additional support when a student exhibits behavior that may result in student conduct issues. UM has a Peer Wellness Coaching program (a part of their Student Wellness Resource Center) where upper level students are trained to work with new and first year students in topics such as time management, relationship building, etc. ;
- *Career Counseling* – Campuses provide a range of services to students including assessing interests, articulating skills, choosing a major and defining career goals. As an example, UM has a variety of online tools available to students to help students assess their skills and interests and then translate these into a major and to develop a better understanding of the various career fields, employment outlook and salaries. Career Fairs are offered at all campuses as are specialized workshops and classroom presentations, including those offered for first year seminar classes. Specialized mentor programs, such as the Health Professions Mentor Program for first year students at UM, focus on students from underserved areas of the state, many of whom may be first-

generation students. UMPI will be piloting a career readiness program which includes critical skill development specific to problem solving and “badging” for the accomplishment of learning outcomes;

- *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;”
- *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.

UM has added first-year student success courses in all five of its degree granting colleges; co-curricular opportunities for leadership development and connections to fellow students through student life, athletics and other student service/support offices. UM’s College of Natural Sciences, Forestry and Agriculture has initiated an Academic Improvement Program which supports first time and transfer students, including a significant number of first generation students. UM is working with UMM and UMA to transition the Foundations Program (typically a program with a high proportion of first generation students) to these campuses. UMM has a dedicated first-year advisor for Early College and Transitions students.

UMA, UMM and UMPI will be implementing EAB Guide which is a mobile app which provides “nudges” for students related to critical deadlines, trigger personalized

outreach when appropriate and even schedule appointments with advisors and other service providers;

- *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 74% of first time, full time students in Fall 2016 attempting 15 or more credits, an estimated 71% were expected to enroll in 15 or more in Fall 2017; a WinterSession has been 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 SALT program which is an 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 will be implemented at all campuses during the 2018-2019 academic year;
- *Affordability* – The University of Maine System has frozen tuition at the same level for six years and has expanded the availability of financial aid during the same time period. Although tuition is increasing slightly this year, financial aid will increase as well. Major scholarship funding for adults returning to college is available and, starting in 2014, six rounds of funding have been awarded to date. Three of our campuses (UMA, UMFK and UMPI) are offering zero-tuition programs for Pell recipients (UMA is also extending this to transfer students).
- *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.

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. These programs offer a range of supports and services designed to address the needs of these students and to help increase their chance for academic success.

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);
- Veterans Upward Bound: serves veterans statewide who wish to prepare to enter college or return to college after a five-year absence – USM received the first Veterans UB grant in Fall 2017 and will provide services to 125 veterans to help them successfully transition from their military experience to their college experience;
- Upward Bound Math/Science (UB-Math/Science): serves the same population as Upward Bound but have an interest in and aptitude for careers in math and science – UM has this program;
- Student Support Services (SSS): serves students who are enrolled/accepted into a sponsoring postsecondary institution and have an established need for academic assistance – UM, UMA, UMF, UMFK, UMPI and USM have this program; and
- Educational Opportunity Center (EOC): serves ages 19 and above who have expressed an interest in pursuing postsecondary options and require project services – UM has this program.

Although all TRIO programs serve first generation students, not every student who participates in EOC, ETS or UB attends a UMS campus. However, all UMS institutions that have a Student Support Service (SSS) grant are serving a wide range of first-generation students as a part of the grant (at least two-thirds tend to be low income and first-generation). The goal of SSS programs is to help students become successful by providing additional supports that supplement

services already available on the campus, and by working closely with students to assist them as they progress through their college career. Some examples of initiatives and results are as follows:

- UMaine's SSS (TRIO SSS) program serves 400 students annually, of which approximately 75% are first-generation. TRIO SSS provides one-on-one tutoring in almost all courses taught at UMaine, and offers peer mentoring services to first and second year students in order to increase students' level of engagement and connection with the university. The program also provides supplementary services to existing University services in the areas of academic advising and coaching, financial aid advising, financial literacy skills building, academic skills building, personal counseling, and resume development and preparation for graduate school. 89% of participating first-generation students are in good academic standing.
- UMA's SSS serves 360 students, 58% of whom are first-generation. Their average age is 35. Students are provided with a wide range of support and service including the provision of professional and peer mentoring and tutoring, supplemental tutoring, tuition waivers for the COL 100 (Introduction to the College Experience) course, 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. 94% of the students are in good academic standing.
- UMF's SSS Program (Johnson Scholars) helps first-generation and/or low-income participants access the range of campus resources they will need to successfully orient them to university life. Central to the program is encouraging students to know, understand, and build on their strengths. Core principles of the Appreciative Advising model shape academic and personal advising of 180 eligible students from their first-year through to graduation. These services include professional and peer mentoring, professional tutoring, weekly skills-building workshops, financial literacy, merit scholarships, leadership opportunities, and travel to regional and cultural events.

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

partnership with the Council for Opportunity in Education and NASPA - Student Affairs Administrators in Higher Education.

- UMFK's SSS serves 160 students. 98% of the students are in good academic standing and 90% of the students participating in the program in 2015-2016 persisted fall 2015 to fall 2016. 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, 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). Students are provided with academic, career, personal and financial counseling as well as tutoring.
- USM's SSS currently serves 140 students, 57% of whom are first generation students. 92% are in good academic standing, and 89% of the students remained enrolled Fall 2015 to Fall 2016. Services provided include a Summer Bridge Program designed to help students better success in mathematics and English, working with the students to develop a College Success Plan, learn about resources, and work in collaboration with the student's Student Success Advisor and faculty advisors. Each semester, there are TRIO learning communities/workshops focused on academic and career success. TRIO navigators are in place to help mentor TRIO students. Additional services similar to those UM offers are a part of this program.

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

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

As you can see from the many efforts already underway at our universities, a wide range of programs, services and supports are in place for our students from the time of first inquiry to enrollment, and enhanced services and supports are put in place every year as we further refine our student success efforts. Our new approach to gathering the data related to first generation students may point to additional supports or approaches but we need to see the data and analyze it from a variety of perspectives to determine this.

From a statewide perspective, the report issued in 2015 by the legislative committee, Commission of Affordability and College Completion, served as an important underpinning to the largest issue Maine students face which is their ability to fund their college education and successfully complete it. There has been much discussion about this important issue since the time of the report, and great interest in addressing the dual issues of college affordability and student debt. Finding a solution to this within the state can only positively benefit Maine's college students and their families and, perhaps even more importantly, enable them to complete their degrees and live and work in Maine as vibrant contributors to the economy and the future of the state.

Table 1: Fall 2017

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

Table 2: Fall 2016 Cohort

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

Table 3: Fall 2015 Cohort

Total Cohort - Fall 2015	FULL & PART TIME			FULL TIME ONLY		
	Total Students Entering	First Generation Students Entering	% First Generation Students Entering	Total Full-Time Students Entering	First Generation Full-Time Students Entering	% Full-Time First Generation Students Entering
	#	#	%	#	#	%
First Generation Students						
UM System - Grand Total	6,234	2,675	42.9%	5,211	2,167	41.6%
First-time	4,042	1,673	41.4%	3,771	1,515	40.2%
Transfer	2,192	1,002	45.7%	1,440	652	45.3%
UM - Total	2,502	735	29.4%	2,403	688	28.6%
First-time	2,036	570	28.0%	2,004	555	27.7%
Transfer	466	165	35.4%	399	133	33.3%
UMA - Total	989	507	51.3%	518	267	51.5%
First-time	403	216	53.6%	237	116	48.9%
Transfer	586	291	49.7%	281	151	53.7%
UMF - Total	534	257	48.1%	521	254	48.8%
First-time	448	227	50.7%	447	227	50.8%
Transfer	86	30	34.9%	74	27	36.5%
UMFK - Total	307	145	47.2%	191	93	48.7%
First-time	123	63	51.2%	120	61	50.8%
Transfer	184	82	44.6%	71	32	45.1%
UMM - Total	173	111	64.2%	150	96	64.0%
First-time	131	86	65.6%	116	77	66.4%
Transfer	42	25	59.5%	34	19	55.9%
UMPI - Total	289	137	47.4%	258	123	47.7%
First-time	195	99	50.8%	184	93	50.5%
Transfer	94	38	40.4%	74	30	40.5%
USM - Total	1,440	783	54.4%	1,170	646	55.2%
First-time	706	412	58.4%	663	386	58.2%
Transfer	734	371	50.5%	507	260	51.3%

Notes:

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