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ANNUAL REPORT

2016 - 2017

ALTERNATIVE ADMISSIONS PROGRAM
University of Massachusetts Dartmouth

**ALTERNATIVE ADMISSIONS
COLLEGE NOW / START PROGRAM
UNIVERSITY OF MASSACHUSETTS DARTMOUTH
ANNUAL REPORT
ACADEMIC YEAR 2016 - 2017**

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UNIVERSITY OF MASSACHUSETTS DARTMOUTH COLLEGE NOW PROGRAM'S MISSION AND OBJECTIVES

The College Now Program is the University of Massachusetts Dartmouth's Alternative Admissions Program legislated by the Commonwealth of Massachusetts to provide opportunities to educationally disadvantaged students. Our Mission and Program Objectives are:

COLLEGE NOW PROGRAM MISSION STATEMENT

To empower Massachusetts disadvantaged students by providing them an opportunity to pursue a college education by providing support for their academic and personal development.

To accomplish this mission, the College Now staff see the program's primary tasks as: recruiting, admitting, and mainstreaming these students by preparing them academically and personally for college, and assisting the university in retaining and ultimately graduating these students. To measure our success in these tasks, we have outlined the following objectives:

COLLEGE NOW PROGRAM OUTCOME OBJECTIVES

1. Recruit and admit 100 -125 disadvantaged students as defined by the following criteria:
 - a) not less than 55% low income and/or first generation to attend college;
 - b) not less than 50% ethnic minority;
 - c) not less than 20% English as Second Language students (immigrant and American born);
 - d) not less than 8% students with disabilities
2. Prepare through the successful completion of the College Now Fall Academic Program and recommend for traditional coursework 75% of those admitted.
3. Graduate a minimum of 48% within six years of those students who successfully complete the Fall Academic Program. (As of August 2017, the University reports a six year graduation rate of 49% for the enrolling class of 2011.)

For some students who did not complete the program requirements, but demonstrated promise, a "UNV 101 refresher" course was offered during the spring semester, and instructed by the Program Retention Counselor. The program experienced a 36% (5 out of 14) success rate of retaining students who were identified in academic jeopardy.

It is risky to take on such a task as stating measurable objectives because numbers have the capacity to shed light just as brightly on the program's weaknesses as its strengths and successes. The College Now staff believes that this accurate picture will be the best aid in program evaluation and design. (Data in this report reflect figures and statistics as of September 1st 2017.)

COLLEGE NOW/START PROGRAM RECRUITMENT, ADMISSIONS AND ENROLLMENT

Recruitment, admissions and enrollment remain to be a major objective and function for the program and staff. This past fall semester, starting in October, the counseling staff and director visited high schools, college fairs, and special alternative high school programs to discuss and encourage "educationally disadvantaged" youth to consider the benefits of attending a university.

RECRUITMENT

The total number of applications received this year was 717 (676 College Now; 41 START), a decrease of 21 from last year. This year, the program contacted 276 schools by mail, each of which was followed-up with a phone call. Starting in late October through the spring semester, 55 schools and alternative education programs were visited. The counseling staff also participated in several College Fairs, recruited at 3 Upward Bound Programs, outreached to several community organizations and participated in 18 on campus visits. The university has continued to recognize science/technology professions and has expanded efforts towards offering opportunities into these areas of studies.

ADMISSIONS

This year the program staff interviewed and tested 311 College Now/START applicants, a decrease of 6 from last year's applicants. The College Now/START Program continuously works with the Office of Admissions to ensure the appropriate admission option for applicants.

The following is the breakdown of applications transferred to/from Admissions:

25 Applications transferred from CNW/STR to Admissions

62 Applications transferred from Admissions to CNW/STR

87 Total applications transferred

ENROLLMENT

From the 311 applicants who completed the testing and interviewing process, 259 acceptances were offered. Of the 259 acceptances, 130 (120 College Now; 10 START) are enrolled with 114 of this number being first generation college bound.

The following chart depicts the admissions categories for College Now since 2008:

	<u>Complete Applications</u>	<u>Accepted</u>	<u>Intended to Enroll</u>	<u>Denied Admissions</u>
2008	223 (187 CN:36 STR)	160 (131 CN:29 STR)	110 (88 CN:22 STR)	92 (84 CN:8 STR)
2009	221 (201 CN:20 STR)	149 (131 CN: 18 STR)	117 (102 CN 15 STR)	72 (70 CN:2 STR)
2010	185 (167 CN:18 STR)	171 (155 CN:16 STR)	130 (116 CN:14 STR)	44 (41 CN:3 STR)
2011	231 (213 CN:18 STR)	196 (179 CN:17 STR)	124 (114 CN:10 STR)	77 (75 CN:2 STR)
2012	325 (299 CN:26 STR)	225 (201 CN:24 STR)	147 (126 CN:21 STR)	136 (134 CN:2 STR)
2013	302 (273 CN:29 STR)	210 (187 CN:23 STR)	128 (110 CN:18 STR)	118 (110 CN:8 STR)
2014	276 (256 CN:20 STR)	247 (229 CN:18 STR)	131 (123 CN:8 STR)	63 (59 CN:4 STR)
2015	295 (271 CN:24 STR)	245 (222 CN:23 STR)	119 (106 CN:13 STR)	80 (75 CN:5 STR)
2016	317 (300 CN:17 STR)	257 (246 CN:11 STR)	134 (125 CN:9 STR)	112 (106 CN:6 STR)
2017	311 (289 CN:22 STR)	259 (241 CN:18 STR)	130 (120 CN:10 STR)	82 (73 CN:9 STR)

Eighty-two (73 College Now; 9 START) applicants were denied admission. Forty-four (44) of the 82 applicants (39 College Now; 5 START) were denied admission prior to the testing and interview appointment. Twenty-two (22) of the 82 (21 College Now; 1 START) applicants were rejected due to space. Nine (9) of the 82 (8 College Now; 1 START) were denied admission due to an incomplete application. Seven (7) of the 82 (5 College Now; 2 START) were denied admission due to weak academic skills.

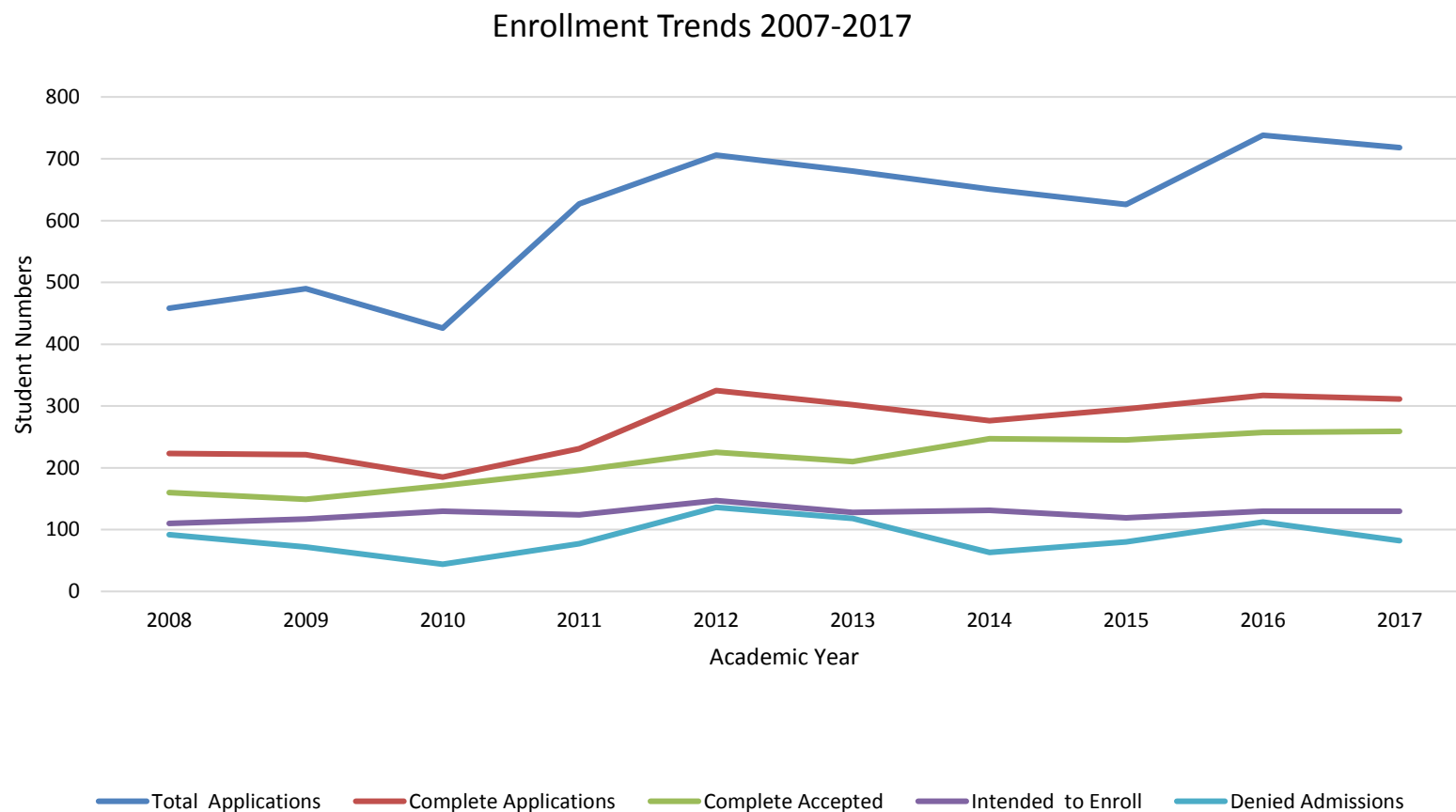


CHART A: “Enrollment Trends 2008-2017” depicts the last ten years of enrollment data processed through the College Now/START program. All categories remained fairly consistent when compared to last year statistics. Since 2010, the enrollment process has become an increasingly more complex and cumbersome process for our admissions and counseling staff requiring counselors and staff to process interview and accept more students to achieve target enrollment objectives of 125 incoming students each fall.

**COLLEGE NOW FRESHMEN CLASS
ENTRY YEAR 2017**

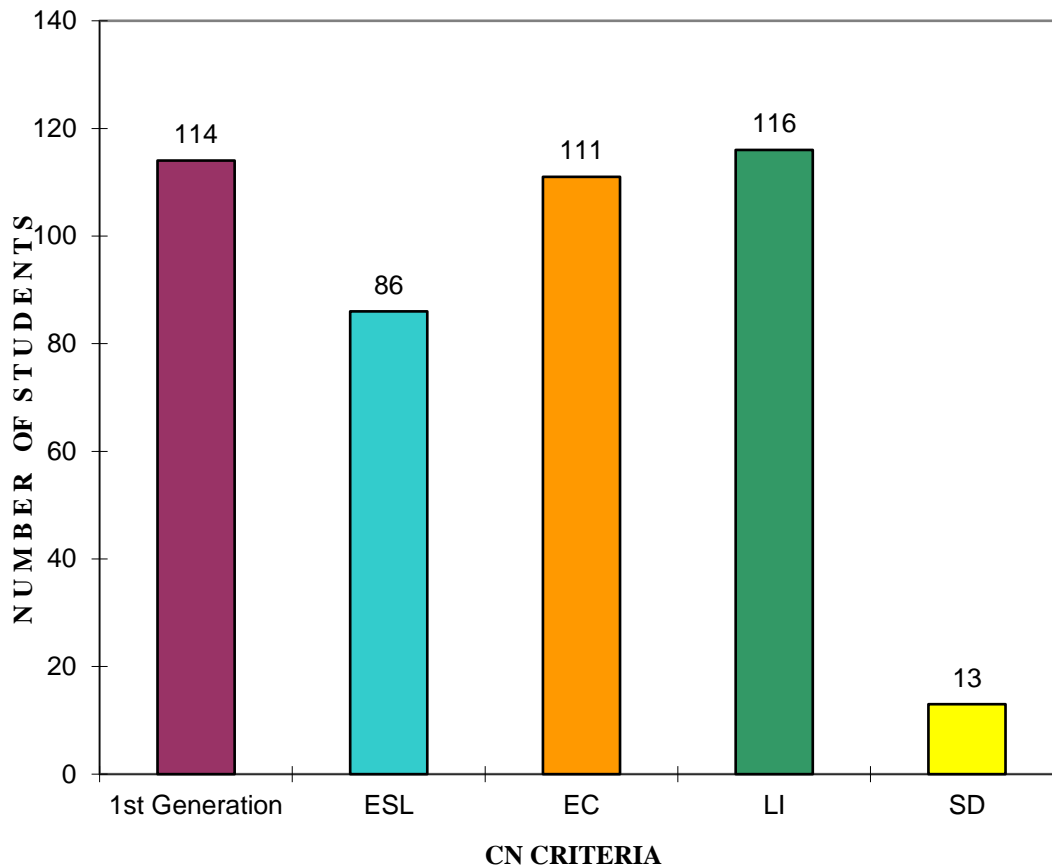


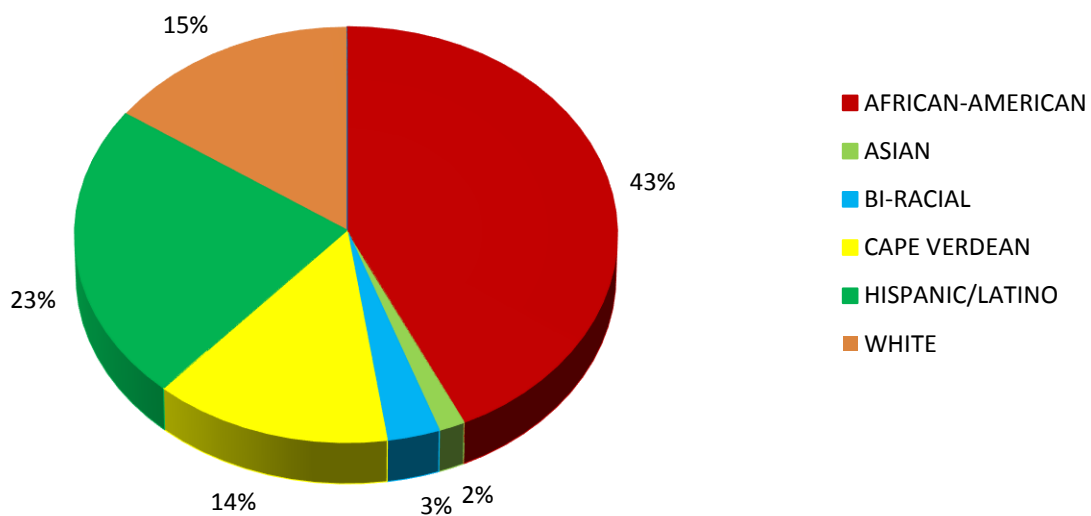
CHART B: COLLEGE NOW INCOMING '17 CLASS ELIGIBILITY

CHART A: "College Now Incoming '17 Class Eligibility" depicts the make-up of the current freshmen Fall Program class. Of the one hundred and thirty (130) freshmen enrolled:

1 st Gen.	87% (114)	First generation college bound;
ESL	66% (86)	Limited English-proficient (include immigrants and those American born who spoke a language other than English in their home);
EC	85% (111)	Minority ethnic heritage;
LI	89% (116)	Low income (from families receiving some form of state or financial assistance or meeting the federally determined low-income guidelines);
SD	10% (13)	Identify as a student with a disability

The above data reflects the number of students responding to at least one of the two criteria (1st Generation; Low Income) for eligibility to participate in the College Now Program. In targeting this population, the program has traditionally enrolled students who also identify as ethnic minority, English as second language and/or students with disabilities. Twenty (15%) of the incoming freshmen actually respond to only one criteria (1st Generation or Low Income) for the program. The remaining population falls into more than one criteria.

**CHART C: ETHNIC REPRESENTATION
COLLEGE NOW ENTRY YEAR 2017**



N = 130

CHART C: "Ethnic Representation College Now Entry Year 2017" reflects the ethnicity breakdown of freshmen for this year. Of the 130 freshmen students claiming ethnic status, 56 identify African-American heritage; 2 from Asian heritage; 4 identify Bi-Racial; 18 of Cape Verdean heritage; 30 Hispanic/Latino heritage; 20 of Caucasian heritage.

CHART D: HIGH SCHOOL DEMOGRAPHICS

College Now Freshmen Entry Year 2016 & 2017

<u>State Counties</u>	<u>2016</u>	<u>2017</u>
Bristol	7%	16%
Berkshire	0%	1%
Barnstable	2%	4%
Essex	11%	6%
Franklin	1%	0%
Hampden	0%	1%
Hampshire	0%	1%
Middlesex	8%	7%
Norfolk	10%	2%
Plymouth	18%	17%
Suffolk	37%	39%
Worcester	6%	6%

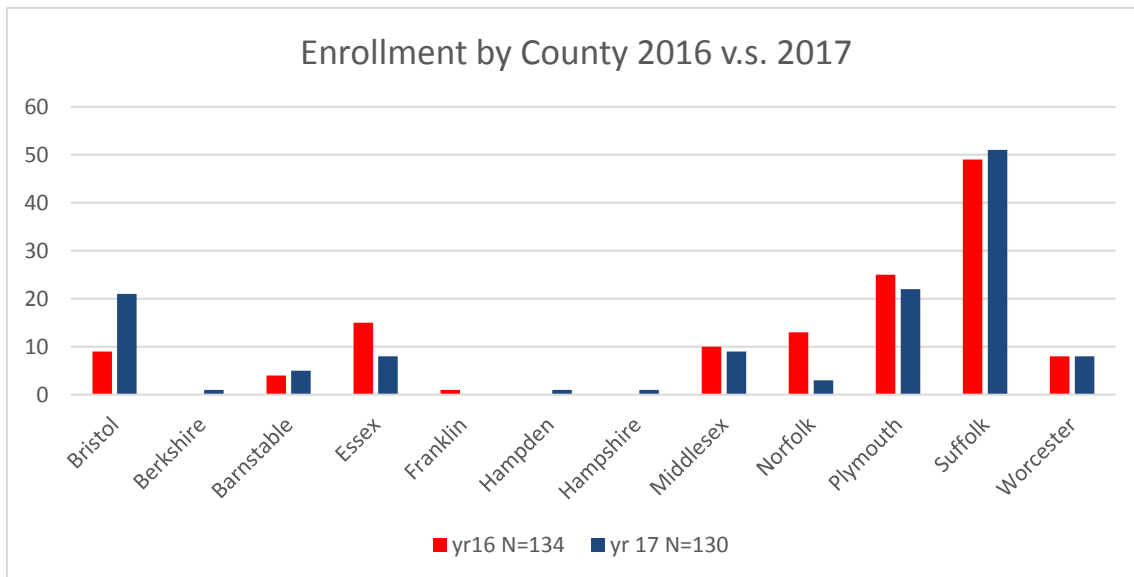


CHART D: “Enrollment by County” reflects the high school breakdown of the freshmen class for both 2016 and 2017 entry years. Students are recruited throughout the state of Massachusetts from early September through the end of January. Suffolk County enrollment remains the highest percentage of College Now’s incoming class. Significant increases were experienced within Bristol County when compared to the previous year’s incoming class; College Now attributes this increase to targeted recruitment initiatives focused on assisting educationally disadvantaged students who are local to our University. Significant decreases in enrollment occurred within Essex and Norfolk County.

COLLEGE NOW STUDENT ACADEMIC PERFORMANCE
ACADEMIC YEAR 2016/2017

During the 2016/2017 academic year, a total of 439 students were studying at the University of Massachusetts Dartmouth who had originally been admitted through College Now (CN) and had successfully completed a conditional Fall Academic Program. The following table indicates how many of these students graduated, how many are in good standing, how many are at risk, how many withdrew/transferred in good standing, and how many withdrew, not succeeding.

85% SUCCESS RATE

Of the 439 students, 57 graduated (13% of the CN student body) and 315 or 72% are currently earning a 2.0 or better. This represents a success rate of 85%.

4% WITHDRAW/TRANSFER IN GOOD STANDING

An additional 19 students (4%) left the university (either withdrawing for personal reasons or transferring to another school) while in good academic standing.

2% NON-SUCCESS RATE

Seven (7) students withdrew or were dismissed from the university with GPA's of less than 2.0, representing a non-success rate of 2% of the active CN student body.

9% AT RISK

Finally, 41 of the 439 students or 9% of the active CN student body is on probation and clearly at risk.

The following pages provide a profile of the retention-graduation rate and academic performance of each class from 2007 to 2016, according to year of admission.

Freshmen Persistence Summary: 2007 – 2016 Cohorts

Persistence {and Graduation} Rates

Statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.

Admitted Cohort	# in cohort	1 year	2 year	3 year	4 year	5 year	{6 year+}
Fall 2007	94 100.00%	92 97.90%	81 86.17%	70 74.46%	58 {5} 61.70% {5.31% }	23 {31} 24.46% {32.97}	{49} {52.12% }
Fall 2008	91 100.00%	86 94.50%	73 80.21%	59 64.83%	46 {7} 50.54% {7.69% }	21 {21} 23.07% {23.07% }	{45} {49.45% }
Fall 2009	94 100.00%	92 97.87%	73 77.65%	63 67.02%	53 {6} 56.00% {6.38% }	13 {42} 13.82% {44.68% }	{46} {48.93% }
Fall 2010	100 100.00%	93 93.00%	95 95.00%	79 79.00%	53 {7} 53% {7% }	22 {36} 22% {36% }	{46} {46% }
Fall 2011	103 100.00%	98 95.14%	89 86.40%	76 73.78%	68 {3} 66.01% {2.91% }	23 {35} 22.33% {33.98% }	{38} {36.89% }
Fall 2012	122 100.00%	122 100.00	109 89.34%	84 68.85%	66 {12} 54.09% {9.83% }	26 {43} 21.31% {35.24% }	
Fall 2013	111 100%	109 98.19%	88 79.27%	84 75.67%	61 {18} 54.95% {16.22% }		
Fall 2014	111 100%	105 94.59%	93 83.78%	79 71.17%			
Fall 2015	87 100%	86 98.85%	72 82.75%				
Fall 2016	103 100%	98 95.14%					

ENTRY CLASS 2016

Status after year 1
as of 10.1.17

HISTORY:

Accepted (ADMT)	257	
Enrolled (MATR)	140	54% yield
Attended	130	7% attrition
Successfully completed FAP or extended spring semester*	103	79% yield of 130 attended

*(The program offered a conditional second semester to 14 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 5 successfully completed their conditional second semester, making the total to complete the conditional admissions process 103 FAP - 98; extended spring - 5.)

(N=103; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

STATUS:

CURRENTLY ON GOOD STANDING	75	73% of N
(2.0 - 2.9)	(25)	24%
(3.0 -4.0)	(50)	49%
CURRENTLY ON PROBATION	23	22%
WITHDREW (in yr. 1)	5	5%
EXPECTED TO RETURN NEXT FALL	98	95%

ENTRY CLASS 2015

Status after year 2
as of 10.1.17

HISTORY:

Accepted (ADMT)	245	
Enrolled (MATR)	130	53% yield
Attended Fall Acad. Program	119	8% attrition
Successfully completed FAP or extended spring semester*	87	73% yield of 119 attended

*(The program offered a conditional second semester to 19 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 6 successfully completed their conditional second semester, making the total to complete the conditional admissions process 87 FAP - 81; extended spring - 6.)

(N=87; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persistence to second year	83	95% Persistence to year two
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STATUS:

CURRENTLY ON GOOD STANDING	63	72% of N
(2.0 - 2.9)	(42)	48%
(3.0 - 4.0)	(21)	24%
CURRENTLY ON PROBATION	9	10% of N
WITHDREW (in yr. 2)	11	13% of N
EXPECTED TO RETURN NEXT FALL	72	83% of N

ENTRY CLASS 2014

Status after year 3
as of 10.1.17

HISTORY:

Accepted (ADMT)	247	
Enrolled (MATR)	131	53% yield
Attended Fall Acad. Program	130	1% attrition
Successfully completed FAP or extended spring semester*	111	85% yield of 130 attended

*(The program offered a conditional second semester to 20 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 10 successfully completed their conditional second semester, making the total to complete the conditional admissions process 111 FAP - 101; extended spring - 10.)

(N=111; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	105	94.5% persistence to year 2
Persisted to third year	84	76% persistence to year 3

STATUS:

CURRENTLY ON GOOD STANDING	73	66% of N
(2.0 - 2.9)	(50)	45%
(3.0 - 4.0)	(23)	21%
CURRENTLY ON PROBATION	6	5% of N
WITHDREW (in yr. 3)	5	5% of N
EXPECTED TO RETURN NEXT FALL	79	71% of N

ENTRY CLASS 2013

Status after year 4
as of 10.1.17

HISTORY:

Accepted (ADMT)	210	
Enrolled (MATR)	128	61% yield
Attended Fall Acad. Program	123	3% attrition
Successfully completed FAP or extended spring semester*	111	90% yield of 123 attended

*(The program offered a conditional second semester to 20 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 15 successfully completed their conditional second semester, making the total to complete the conditional admissions process 111 FAP - 96; extended spring - 15.)

(N=111; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	109	98% persistence to year 2
Persisted to third year	88	79% persistence to year 3
Persisted to fourth year	82	74% persistence to year 4

STATUS:

GRADUATED	18	16%
CURRENTLY ON GOOD STANDING	60	54% of N
(2.0 - 2.9)	(44)	40%
(3.0 - 4.0)	(16)	14%
CURRENTLY ON PROBATION	1	1% of N
WITHDREW (in yr. 4)	3	3% of N
EXPECTED TO RETURN NEXT FALL	61	55% of N

ENTRY CLASS 2012

Status after year 5
as of 10.1.17

HISTORY:

Accepted (ADMT)	210	
Enrolled (MATR)	145	69% yield
Attended Fall Acad. Program	140	3% attrition
Successfully completed FAP or extended spring semester*	122	87% yield of 140 attended

*(The program offered a conditional second semester to 16 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 8 successfully completed their conditional second semester, making the total to complete the conditional admissions process 122: FAP - 114; extended spring - 8.)

(N=122; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	122	100% persistence to year 2
Persisted to third year	109	89% persistence to year 3
Persisted to fourth year	84	69% persistence to year 4
Persisted to fifth year	57	47% persistence to year 5

STATUS:

GRADUATED (31 this year; 12 previous)	43	35% of N
CURRENTLY ON GOOD STANDING	25	20% of N
(2.0 - 2.9)	(24)	20%
(3.0 - 4.0)	(1)	1%
CURRENTLY ON PROBATION	1	1% of N
WITHDREW (in yr. 5)	0	0% of N
EXPECTED TO RETURN NEXT FALL	26	21% of N

ENTRY CLASS 2011

Status after year 6
as of 10.1.17

HISTORY:

Accepted (ADMT)	196	
Enrolled (MATR)	140	71% yield
Attended Fall Acad. Program	122	13% attrition
Successfully completed FAP or extended spring semester*	103	84% yield of 122 attended

*(The program offered a conditional second semester to 16 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 14 successfully completed their conditional second semester, making the total to complete the conditional admissions process 103: FAP - 89; extended spring - 14.)

(N=103; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	98	95% persistence to year 2
Persisted to third year	89	86% persistence to year 3
Persisted to forth year	76	74% persistence to year 4
Persisted to fifth year	68	66% persistence to year 5

STATUS:

GRADUATED (2 this year; 35 previous)	37	36% of N
CURRENTLY ON GOOD STANDING	11	11% of N
(2.0 - 2.9)	(11)	11%
(3.0 - 4.0)	(0)	0%
CURRENTLY ON PROBATION	1	1% of N
WITHDREW (in yr. 6)	0	0% of N
EXPECTED TO RETURN NEXT FALL	12	12% of N

ENTRY CLASS 2010

Status after year 7
as of 10.1.17

HISTORY:

Accepted (ADMT)	173	
Enrolled (MATR)	140	81% yield
Attended Fall Acad. Program	131	6% attrition
Successfully completed FAP or extended spring semester*	100	76% yield of 131 attended

*(The program offered a conditional second semester to 14 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 4 successfully completed their conditional second semester, making the total to complete the conditional admissions process 98: FAP- 94; extended spring - 4.)
In addition, 2 students previously disqualified, demonstrated their commitment to return by completing a minimum of a semester at a community college to support readmission.

(N = 100; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	95	95% persistence to year 2
Persisted to third year	79	79% persistence to year 3
Persisted to forth year	68	68% persistence to year 4
Persisted to fifth year	53	53% persistence to year 5

STATUS:

GRADUATED: (2 this year; 44 previous)	46	46% of N
CURRENTLY ON GOOD STANDING	5	5% of N
(2.0 - 2.9)	(5)	5%
(3.0 - 4.0)	(0)	0%
CURRENTLY ON PROBATION	0	0% of N
WITHDREW (in yr. 7)	2	2% of N
EXPECTED TO RETURN NEXT FALL	5	5% of N

ENTRY CLASS 2009

Status after year 8
as of 10.1.17

HISTORY:

Accepted (ADMT)	149	
Enrolled (MATR)	122	82% yield
Attended Fall Acad. Program	117	4% attrition
Successfully completed FAP or extended spring semester*	94	80 % yield of 117 attended

*(The program offered a conditional second semester to 16 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 11 successfully completed their conditional second semester, making the total to complete the conditional admissions process 93 FAP- 82; extended spring – 11.)
In addition, 1 student previously withdrawn, demonstrated their commitment by completing the fall academic program.

(N= 94; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	92	97% persistence to year 2
Persisted to third year	73	77% persistence to year 3
Persisted to fourth year	63	67% persistence to year 4
Persisted to fifth year	55	59% persistence to year 5

STATUS:

GRADUATED (1 this year; 45 previous)	46	49% of N
CURRENTLY ON GOOD STANDING	2	2% of N
(2.0 - 2.9)	(1)	1%
(3.0 - 4.0)	(1)	1%
CURRENTLY ON PROBATION	0	0% of N
WITHDREW (in yr. 8)	0	0% of N
EXPECTED TO RETURN NEXT FALL	2	2% of N

ENTRY CLASS 2008

Status after year 9
as of 10.1.17

HISTORY:

Accepted (ADMT)	160	
Enrolled (MATR)	110	69% yield
Attended Fall Acad. Program	109	1% attrition
Successfully completed FAP or extended spring semester*	91	83% yield of 109 attended

*(The program offered a conditional second semester to 21 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 15 successfully completed their conditional second semester, making the total to complete the conditional admissions process 91: FAP- 76; extended spring – 15.)

(N=91; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	86	95% persistence to year 2
Persisted to third year	73	80% persistence to year 3
Persisted to fourth year	59	65% persistence to year 4
Persisted to fifth	46	51% persistence to year 5

STATUS:

GRADUATED (45 previous)	45	49% of N
CURRENTLY ON GOOD STANDING	0	0% of N
(2.0 - 2.9)	(0)	0%
(3.0 - 4.0)	(0)	0%
CURRENTLY ON PROBATION	0	0% of N
WITHDREW (in yr. 9)	0	0% of N
EXPECTED TO RETURN NEXT FALL	0	0% of N

ENTRY CLASS 2007

Status after year 10

as of 10.1.17

HISTORY:

Accepted (ADMT)	146	
Enrolled (MATR)	114	78% yield
Attended Fall Acad. Program	109	4% attrition
Successfully completed FAP or extended spring semester*	94	86% yield of 109 attended

*(The program offered a conditional second semester to 13 freshmen who did not successfully complete the fall program, but had unusual circumstances and showed sufficient promise to merit our extended probationary period. Of these students, 6 successfully completed their conditional second semester, making the total to complete the conditional admissions process 94: FAP- 88; extended spring – 6.)

(N=94; From this point on, statistics are computed based on those that completed the conditional academic program successfully and fully entered UMD curriculum.)

Persisted to second year	92	98% persistence to year 2
Persisted to third year	81	86% persistence to year 3
Persisted to fourth year	70	74% persistence to year 4
Persisted to fifth year	58	62% persistence to year 5

STATUS:

GRADUATED (49 previous)	49	52% of N
CURRENTLY ON GOOD STANDING	1	1% of N
(2.0 - 2.9)	(1)	1%
(3.0 - 4.0)	(0)	0%
CURRENTLY ON PROBATION	0	0% of N
WITHDREW (in yr. 10)	0	0% of N
EXPECTED TO RETURN NEXT FALL	1	1% of N

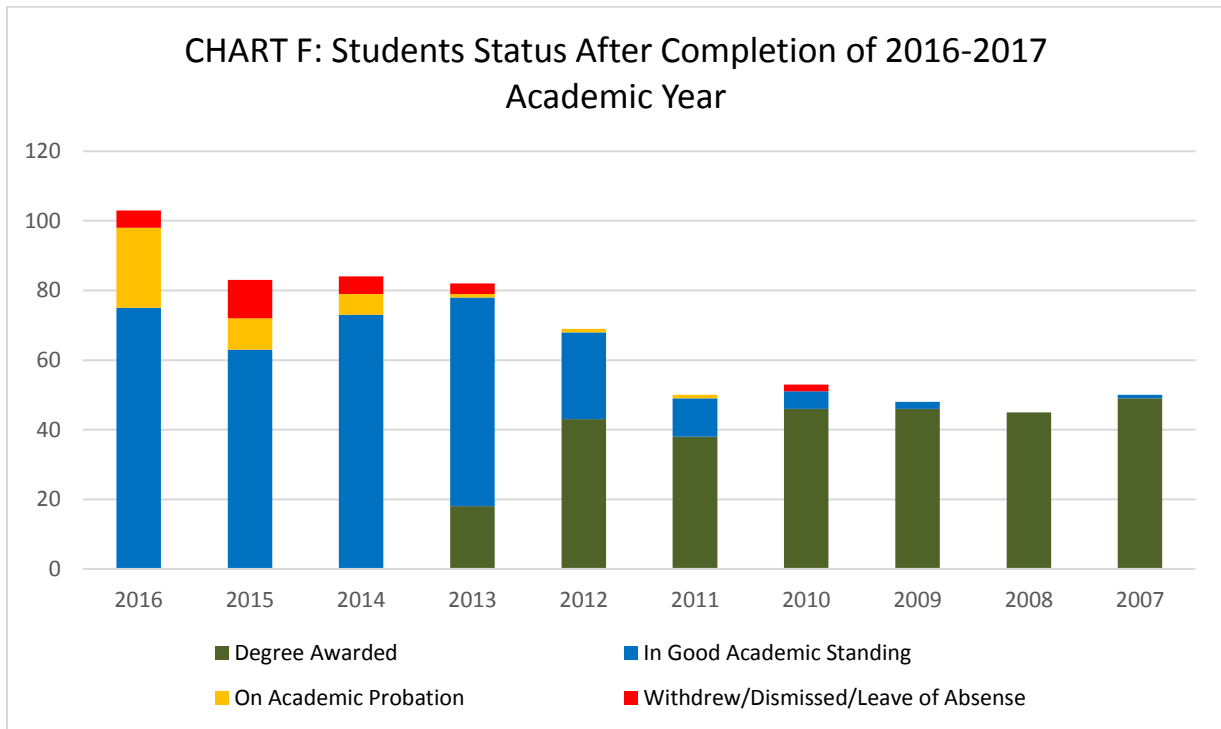


CHART F: “Student Status After Completion of 2016-2017 Academic Year” represents a snapshot of all students who were enrolled during the 2016-2017 Academic Year. Student identified as “Withdrew/Dismissed/Leave of Absence” left the University during this past academic year. Students identified as “In Good Academic Standing” completed the academic year with a cumulative GPA ranging from 2.0-4.0. Students who are identified as “On Academic Probation” have a GPA that fell below a 2.0 at the end of the academic year. Students labeled “Degree Awarded” represent a cumulative population consisting of all students within the program who have earned their degree.

COLLEGE NOW GRADUATING CLASS OF MAY, 2017

The graduation class of 2017 is the thirtieth class to participate in the College Now Fall Academic Program. This year 57 graduates entered the university through the College Now Program.

2017 COLLEGE NOW GRADUATES PER COLLEGE

College of Arts & Sciences	28
Charlton College of Business	20
College of Engineering	3
College of Nursing	4
College of Visual & Performing Arts	2

Traditionally, incoming College Now Freshman will need a minimum of five years to complete their Bachelor's degree. This year, graduates completed their undergraduate programs as follows.

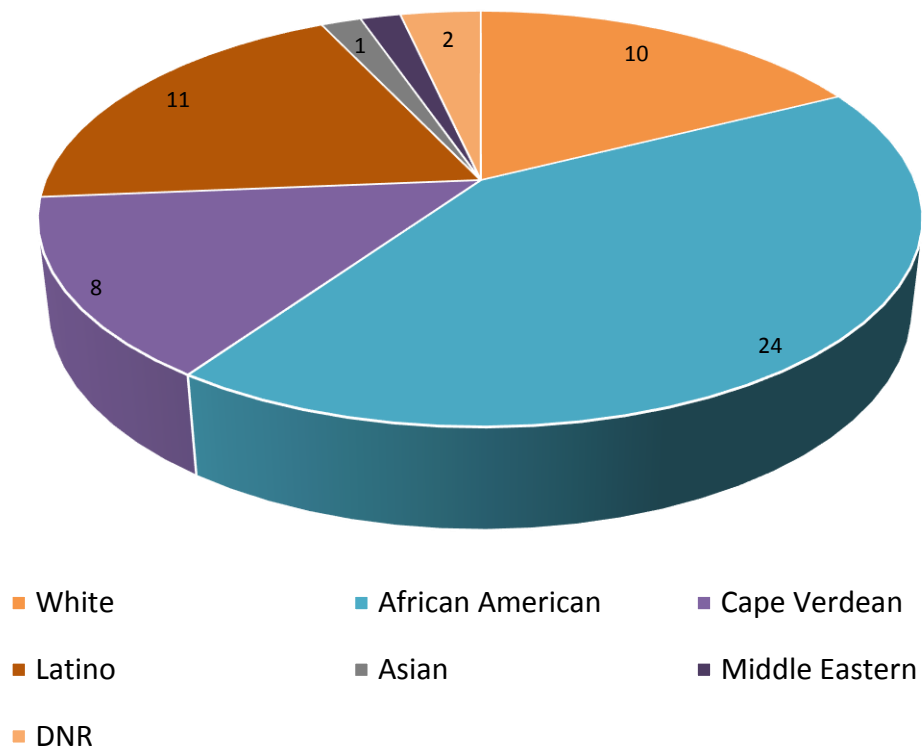
18	in 4 years;
31	in 5 years;
3	in 6 years;
5	in 7 years or more.

*This data includes students who have surpassed the ten (10) years of data presented in previous pages.

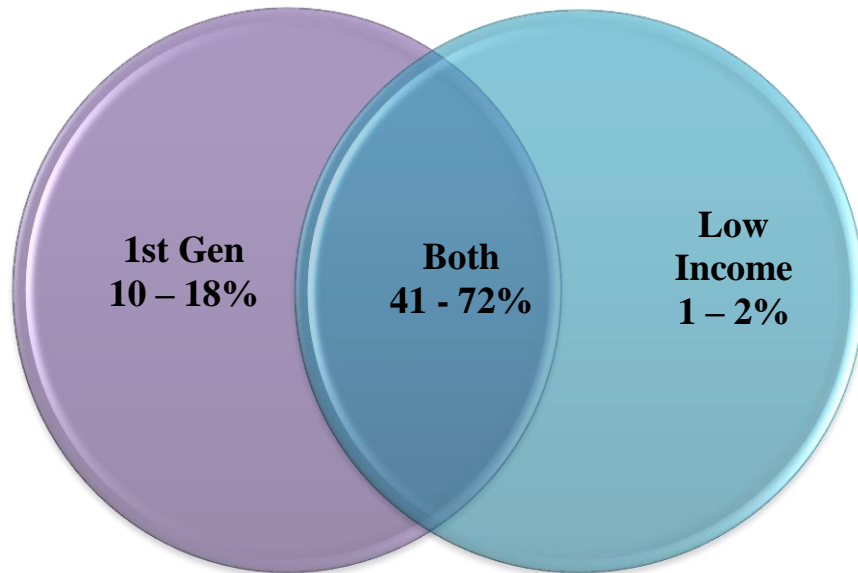
Demographics

This year, 57 of the 2017 graduates are from diverse backgrounds and consist of the following: Twenty (20) are males and thirty-seven (37) are females ; The class consist of 10 White, 24 Black, 8 Cape Verdean, 11 Hispanic/Latino, and 1 Asian student, 1 Middle Eastern, and 2 did not disclose.

College Now/START Graduating Class of 2017 Ethnic Background N=57



Of this year's graduating class, ten, (18%) are first generation to attend college; one (2%) are low income and forty-one (72%) are first generation and low income. One student (2%) did not disclose.



The retention to graduation of students of color is a particular concern to the College Now Program. We see ourselves working towards retention in three ways:

1. Admitting and preparing students to successfully compete academically.
2. Advising and advocating for individual students, moving from an "intensive model" for freshmen to an "available on need" presence for successfully mainstreamed students.
3. Actively advocating throughout the campus for reforms to reflect the importance of student of color retention as an objective of the university.

Through these processes, we continue our efforts to increase student of color retention and are committed to supporting and implementing the university's target objectives, "to increase the numbers of student of color applications, acceptances, enrollments, and graduates".

COLLEGE NOW STUDENT ACCOMPLISHMENTS

The College Now Program would like to congratulate this year's Scholarship and Award recipients.

Student Awards and Recognition

ALANA Awards

Fredrick Douglas Unity House
Diversity & Service Award

Sophia Guerrier
Ashley Lima
Jazmariliz Perez
Mabel Tejada

Leadership and Social
Justice Award

Sophia Guerrier
Mabel Tejada

Civil Engagement Award

Ariana Alves
Mircia Silva
Endira Vieira
Mabel Tejada

James J. Karam Scholarship

Rachel Luciano

University of Massachusetts Talent Merit Scholarship for thirty-four incoming freshman who performed at a minimum GPA of 3.0

Deron Agyapong
Christine Alphonse
Yovelys Alvarez Lara
Daniel Silva Andrade
Brittany Araujo
Franciel Baez
Delpiero Beaumont
Carlange Borgelorme
Lory Cadeau
Raymond Carela
Danae Carridice
Marcia Carvalho
Amber Dawson
Aaron Dowell
Anaisha Eliassaint
Aderonke Fadiya
Jessica Fitzsimmons

Adam Gherbi
Helica Goncalves
Helina Gurmessa
Anna Ho
Jina Johnson
Edmilson Lopes
Sherly Mathurin
Gennissey Morello
Courtnee Nagim-Chase
Nnamdi Obilo
Irieana Parris
Sebastien Paul
Erickson Rodrigues
Janelle Rodrigues
Marlina Scott
Aaron Taylor
Brandell Warren-Anderson

College Now “Share the Dream” Scholarship Awards

Alumni Scholarship	Jessica Val
Chancellor Jean F. MacCormack Scholarship	Guilherme Vicente
Class of 2013 College Now Scholarship	Zainab Hussein
Diversity, Equity & Inclusion Scholarship	Rashelle Noncent Kripa Thapa
Jennie Lopes Scholarship	Neusa Gomes Aldina Vicente
Lamar McClinton Scholarship	Gilbert Osei Marfo Nicole Reynoso
Lura May Teeter Memorial Scholarship	Schneider Chery
Matthew Ryckebusch Scholarship	Rafael Segura Matos
Mr. Belfred Pina Scholarship	Brian Martinez
Nova Andino Book Award	Marquis Forbes
START-Kaput Book Awards	Mercy Anna Hope-Sowah Sean Walsh
START-Kaput Scholarship	Kestine Okoro

Student Leadership

Vanda DePina	Founder- C.A.R.E.
Aruedy Dias	President - Cape Verdean Student Association
Stephen Felix	Secretary - Cape Verdean Student Association
Sophia Guerrier	President - Haitian American Student Association
Alfred Gyansah	President - M.E.N. (Moor Engaged Noble) President – Rhythms of Africa Dance Team
Andrea Moore	President - Class of 2017 President - Black Student Union
Alani Okyere	President - Caribbean Student Association
Ariany Pina	Coach – Lets Get Ready
Lindsey Saintphar	Choir Director - Devine Sword Gospel Choir
Raphael Segura-Matos	Leduc Leader - Leduc Center for Civic Engagement
Mabel Tejada	Secretary - Class of 2017 Diversity and Inclusion Council Youth Civic Leadership - Leduc Center for Civic Engagement Mistress of Ceremonies - Share the Dream Program Assistant - Frederick Douglass Unity House
Kripa Thapa	Leduc Leader - Leduc Center for Civic Engagement

Resident Assistant- Housing and Residential Education (HRE)

Keven Brandao	Roberts Hall
Johny Douyon	Cedar Dell South
Tiba Faraj	Pine Dale
Kevin Francois	Cedar Dell South
Harrison Gbarbo	Oak Glen
Zainab Hussein	Maple Ridge
Andy Joseph	Roberts Hall
Aser Louissaint	Oak Glen
Olufemi Luwoye	Maple Ridge
Tynayko Melendez	Elmwood
Andrea Moore	Pine Dale
Charlene Reyes	Hickory/Birch
Nashely Rosa	Evergreen/Willow
Celeste Singh	Pine Dale
Sean Townsend	Aspen/Ivy

Student Spotlight

Rashelle Noncent	Summer Internship- Judicial Assistant, Fort Lauderdale Juvenile Court
Aldina Vicente	Massachusetts-Hessen, Germany Exchange Program at the ISU Hochschule Fulda
Amanda Frangieh	Diversity Nursing Scholar
Deluisa Pina	Diversity Nursing Scholar
Ashani Shirley	Diversity Nursing Scholar

Peer Mentors

Aldina Vicente
Andrea Moore
Charlene Reyes
Kevin Francois
Rashelle Noncent

Tutors

Aruedy Dias
Stephen Felix
Nash Lochner
Guilherme Vicente
Gilson Teixeira

Student Staff Support

Amanda Frangieh

Etiene Niyonsaba

Dayquan Smith

Orientation Leaders

Amy Boateng

Gianni Martin

Kripa Thapa

Zainab Hussein

We applaud their achievements!!

Steps Toward Abstract Reasoning and Thinking

- START is a program for students who are considering a calculus based major but who lack the necessary foundation at the beginning of their college careers.

As group members of traditionally under-represented in the scientific and technical fields, such as mathematics, physics, engineering and computer information sciences, women and students of color are especially encouraged to apply for START.

Based on placement testing and analysis of the student's background, the plan for a START student includes some or all of the following:

- an appropriate mathematics course
- a laboratory-based science course
- a study skills class which helps students develop study and life skills
- group and individual tutoring

At the end of the academic year, upon successful completion of the program (minimum 2.0 grade point), the student continues at UMass Dartmouth. Based on their performance, they will be assigned an appropriate major. The College Now/START Program works closely with the Mathematics Department and the College of Engineering to prepare students for admission to and successful completion of their desired majors.

ADMISSIONS

Direct START: There were 41 students who applied directly to the START program. The total students that completed the START admissions process came to 22. There were 18 students who were offered acceptance and 10 enrolled.

Admission Transfer: One (1) student's application was transferred from undergraduate admissions to START for the Fall 2017 admissions cycle.

College Now Program: An additional 37 applicants who applied to College Now but were interested in STEM majors were identified and offered acceptance. Seventeen enrolled into the START program.

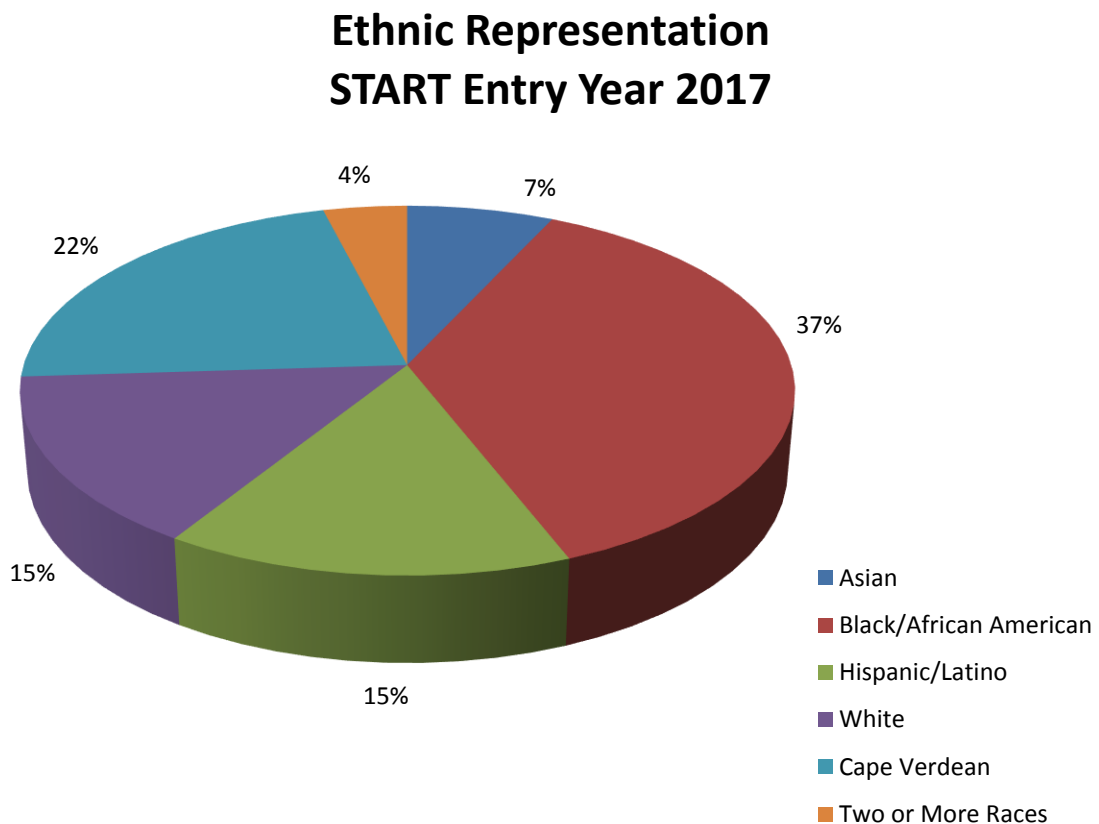
The total enrollment for START for Fall 2017 is 27 (10 STR/17 CN).

	Completed <u>Applications</u>	<u>Accepted</u>	<u>Enrolled</u>
Direct START	22	18	10
College Now		37	17

ETHNIC REPRESENTATION START PROGRAM ENTRY YEAR 2017

CHART A: “Ethnic Representation START Program Entry Year 2017” reflects the ethnic breakdown of the first year students for this year. Of the 27 first year students, 2 identified as Asian, 10 identified as Black/African-American, 6 identified as Cape Verdean, 4 identified as Hispanic/Latino, 4 identified as White, and 1 identified as two or more races.

CHART A:



N = 27

MONITORING OF START STUDENT/PROGRAM SUCCESS

The program works closely with the Department of Mathematics and the College of Engineering to ensure a smooth transition between START and a major in Mathematics or any major in the College of Engineering.

Entry Year	Number Admitted To START	Number Admitted To UMD	Number Graduated/ STEM	Number Graduated/ Non-STEM	Number Persisting or Readmitted	Percentage graduated or persisting
2007	23	19	6	1	1	42%
2008	30	24	9	4	0	54%
2009	32	22	7	6	0	59%
2010	20	18	4	7	0	61%
2011	27	25	11	2	6	76%
2012	35	29	3	5	8*	55%*
2013	26	22	0	1	15	73%
2014	21	19	0	0	16	84%
2015	25	20	0	0	15	75%
2016	25	19	0	0	18	95%

* An additional 3 students need 1 to 3 classes to graduate but are not currently enrolled at UMD. We would expect them to continue to graduation. If so, the graduation rate for Fall 2012 would be 86%