

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-101

Anne Arundel Community College

Project Title: Enhanced First Year Experience (FYE)

Project Director: Janice Watley

Award: \$74,656.00

Project Abstract:

Anne Arundel Community College (AACC) will utilize Round Three MCACGP funds and matching contributions to expand and improve its First-Year Experience (FYE) Program. The FYE program, supported through MCACGP funding, is currently providing a structured freshman year experience with intrusive advising, academic support and other targeted services to a cohort of *first-time college students who require two or more developmental courses and who are minority or low-income*. Institutional data confirms that the retention and academic success of this student population can be improved through targeted academic and supportive services. The components of the program include best practices and promising new approaches that have been found to promote student success at AACC and other institutions of higher education. The enhanced FYE Program will: extend services to program participants during their second year of study; develop a student success plan for students not making satisfactory academic progress; provide extended faculty-led lab hours and services which include a student success coach; require enrollment in a designated ACA 100 *Student Success Course*; provide summer academic support services to continuing students; and further incorporate an academic diagnostic component that addresses remediation needs of new students through prescriptive tutoring provided during a two-week summer bridge program. A total of 100 new and continuing students will be served in academic year 2013-2014. AACC will utilize a variety of quantitative and qualitative instruments to evaluate the FYE program and track the progress of FYE participants against a control group of non-participants as part of the program impact evaluation.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-103

Capitol College

Project Title: Gateway to Success

Project Director: Melinda Bunnell-Rhyne

Award: \$39,583.00

Project Abstract:

Capitol College has a long-standing tradition of providing a quality education in technical and business fields to first-generation college students, and the college is firmly committed to providing access to underrepresented student populations. In response to increasing numbers of students from disadvantaged backgrounds that are inadequately prepared for the rigors of college study, Capitol has implemented intensive academic and student services for freshmen.

Persistence rates to the sophomore year and beyond have improved, but there remains a cohort of students whose persistence is much lower than average. During their first two semesters of full-time study, these students either did not earn at least 22 credits or did not successfully complete a college-level math course. The proposed *Gateway to Success* project targets this at-risk cohort in the current freshman class.

During the 2013 summer session, participants will complete two “gateway” or prerequisite courses, which will include a college-level math course for all students who lack one. Academic progress will be closely monitored by faculty, and the college advisor will meet with each participant weekly. Peer Tutors assigned to seven gateway courses will lead mandatory review sessions and work individually with each student. Persistence rates, academic standing, credit accumulation and other indicators of student success will be compared to the 2011 and 2010 at-risk cohorts, who did not receive summer session assistance. By ensuring students have completed prerequisite courses prior to beginning their second year, the *Gateway to Success* project will help keep students on a four-year path to bachelor’s degree completion.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-105

Chesapeake College

Project Title: Developmental Education: Beyond the Semester (DEBtS)

Project Director: Dr. Eleanor Welch

Award: \$77,000.00

Project Abstract:

Chesapeake College proposes a project that will build upon previous, targeted efforts to engage students enrolled in developmental education to persist to completion by moving more quickly and successfully through developmental requirements. The goal for **Developmental Education: Beyond the Semester** is to help low-income (Pell-eligible) students with developmental study needs maintain momentum from fall (2013) semester's work and continue progress through developmental course requirements in order to achieve college-ready status.

Through two previous MCACGP grants, Chesapeake College has focused on providing additional support to its developmental education students. Those grants provided an opportunity to better observe strategies and analyze data about what motivates these students in a personal and academic way. Maintaining the successful elements of early efforts and combining those with institutional analysis of the College-wide developmental education redesign implemented in fall 2012, the College proposes a third progressive step in its developmental education redesign. **Developmental Education: Beyond the Semester** implements a mandatory orientation for new Developmental Studies students at the beginning of the academic year, continues to provide embedded tutors in the Emporium Model classroom, boosts advising specific to the needs of developmental education students, and culminates in increased student opportunity for completion through a three week Developmental Math Winterim. DEBtS will improve the persistence and academic achievement strategy initiated by earlier College efforts. The target group for this project will be 700, low-income (Pell-eligible) students.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-107

The Community College of Baltimore County

Project Title: Math Intensive Care Unit (MICU)

Project Director: Nicole Baird

Award: \$69,209.00

Project Abstract:

The Math Intensive Care Unit (MICU) program takes a holistic approach addressing academic and non-academic factors impacting student success and persistence, providing individualized, customized support to students identified as at-risk.

MICU provides a unique opportunity for the nursing faculty, math faculty, tutors, and math coaches to work in collaboration, addressing the various factors affecting success and persistence of the pre-nursing students, placing an emphasis on the needs of minority students. MICU participants will be required to enroll in designated MATH 082/083 accelerated math program (AMP) sections or MATH 073 sections. A math coach, assigned to each of the CCBC campuses, will provide individualized, customized support to students throughout the semester regarding math fears and anxiety, issues pertaining to the students personal life, family obligations, work schedule, means of transportation, financial capability, and financial aid concerns. Tutors will attend the class sections, providing content-specific academic support in the classroom to the faculty members and students as well as conduct small group sessions outside of the class.

Semester-long interventions will assist students in completing developmental education coursework needed to continue on the path to course completion. Coordinators of Developmental Education will provide support and financial literacy counseling to MICU participants. Using a holistic approach, they will assist participating students in course registration taking into consideration the student's personal life, family obligations, work schedule, means of transportation, financial capability and other factors.

MCACGP Abstracts – Funded Projects

FY 2013 Awards

Grant 13-108

Coppin State University

Project Title: Freshman Male Initiative Leadership Development Program (FMI)

Project Director: Steve Delice

Award: \$77,000.00

Project Abstract:

Coppin State University (CSU) proposes to continue expanding and improving the service provided through the FMI program. In 2009, CSU created the FMI program to improve the persistence and graduation rates of male students. Since the inception of the program, FMI students have continued to be retained at a higher percentage than the general population of first-time full-time male and female students.

FMI was formulated to help low income and underprepared minority freshman male students with their transition from high school to college through the guidance of peer mentors. FMI provides students with mentorship, leadership opportunities, and workshops that focus on skills that are essential for college completion. The skills include time and stress management, study skills, leadership development, task prioritizing, financial literacy, and effective methods for balancing academic and social lives. The program is currently centered on junior or senior peer mentors with a minimum GPA of 3.0 mentoring two freshmen students each. Mentors serve as the first point of contact for mentees to ask questions regarding college life.

Since receiving the MCACGP funding in 2012, the FMI program has achieved the greatest results to date on academic performance and retention. The first cohort supported by the funds has been retained at 81.48% with an average 1st year GPA of 2.56. Building on the success of the program, Coppin State University plans to expand and transform this program to better serve the existing cohort of students and a new cohort in the fall of 2013.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-109

Frederick Community College

Project Title: Partnership to Achieving Student Success (PASS) Program

Project Director: Chad Adero and Kate Kramer-Jefferson

Award: \$75,418.00

Project Abstract:

Frederick Community College (FCC) intends to expand and intensify the services currently offered by the Partnership for Achieving Student Success Program (PASS). PASS is designed to assist first-time degree-seeking students who are at-risk, first generation, Pell-eligible, or from an underrepresented population to attain college success by increasing their persistence rate and good academic standing.

PASS is a comprehensive academic support system that encompasses both proactive and intensive support services for a cohort of students. PASS features four distinct services: summer bridge academy; case management; winter success academy; and college success courses. Additional services available to students include early alert, tutoring, academic advising, and other support groups and workshops on various personal and academic-related topics.

PASS students are grouped as a cohort so that overall academic standing and persistence can be accurately monitored and compared to a control group of non-participants. The program has a strong evaluation program that will assure goals are met and continuous improvements are evident.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-110

Frostburg State University

Project Title: The Championship Forum

Project Director: Harriet Douglas and Bernie Wynder

Award: \$32,111.00

Project Abstract:

With approximately 4,700 undergraduates, Frostburg State University (FSU) is a largely residential, regional university and the University System of Maryland's only four-year institution west of the Baltimore-Washington metropolitan areas. In 2011-2012, 36% of FSU students were Pell-eligible. The six-year graduation rate for Pell-eligible students – 2006 cohort – is 43%. At FSU, the graduation rate for male students lags 15% behind that of female students.

FSU proposes to continue *The Championship Forum* program, created in February 2012, to improve the persistence rate of Pell-eligible male students who are on academic probation, or who have a cumulative grade point average at or below 2.3, or who entered the University with deficiencies in math, reading, or writing.

The Championship Forum program aims to recruit 30 new participants and continue to serve 20 current participants, totaling 50 qualified students. Persistence rates for program participants are expected to exceed those of a comparable cohort of non-participants by at least 10%. In addition, 80% of participants who enter the program on academic probation will achieve good academic standing by the end of the fall 2013 semester. Of those who have a G.P.A. of 2.0 or above, 90% will maintain good academic standing. Also, 100% of participants will meet the financial aid application deadline.

Main components of the program include intrusive advising with staff coaches/mentors; financial literacy, learning strategies, and personal growth workshops; and weekly study sessions. Participants who fulfill program requirements will be eligible for stipends up to \$250 each semester.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-112

Howard Community College

Project Title: Career Links, Support, Perseverance and Retention Program for Single Parents and Displaced Homemakers

Project Director: Maureen Marshall and Janice Marks

Award: \$69,865.00

Project Abstract:

Howard Community College (HCC) intends to expand and intensify the services currently offered by Career Links. Career Links (CL) assists HCC students who are low-income single parents or displaced homemakers attain college success by increasing their persistence rate and good academic standing. Over 75% of the CL participants are adult learners over age 25. Support from this grant over the past two years has helped CL implement targeted interventions and achieve an 80% retention rate, 93% of students in good academic standing and a 10% graduation rate.

CL is an intensive, case management program that assists students with identifying challenges and establishing goals that provides support services to help students achieve their academic goals. Services include: case management; peer mentoring; tutoring; development of academic plans/advising, career, personal and crisis counseling; life skills workshops; financial skills workshops; assistance in completing financial aid forms for federal, state & institutional funds; and assistance seeking private scholarships. Students are also provided guidance for securing off campus resources for assistance with legal, medical, childcare, housing, food and career clothing. In addition to awarding limited grants for tuition and books through college funds, the MCACGP grant will provide incentive stipends to be used for assistance with child care and transportation.

CL students are grouped as a cohort so that overall academic standing and persistence can be monitored and compared to a control group of non-participants. The program has a strong evaluation component that will assure goals are met and continuous improvements are evident.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-113

Loyola University Maryland

Project Title: Loyola University Maryland’s Ignatius Scholars Program

Project Director: Michelle Cheatem

Award: \$63,557.00

Project Abstract:

Loyola University Maryland, a Jesuit Catholic comprehensive university serving 3,900 undergraduate and 2,100 graduate students, proposes the “Ignatius Scholars Program” to facilitate the academic success of 30 low-income, first-generation and/or minority students who matriculate in 2013-14. Students from the target group will be recruited to participate in a one-year program designed to introduce them to college life and expectations. A 19 day pre-orientation summer program will ease the transition to the college experience; provide a foundation for the successful start of students’ academic experience, as well as a support network of peers and Loyola staff. Subsequent participation in Messina, Loyola’s new living-learning program for first-year students, additional workshops and mentoring via existing offices, as well as mandatory study hours and tutoring support during the fall semester will orient students to take advantage of the myriad resources available at Loyola to ensure their success, thereby enhancing their successful persistence at Loyola and timely completion of a four-year degree.

MCACGP Abstracts – Funded Projects

FY 2013 Awards

Grant 13-114

Morgan State University

Project Title: CASA Scholars: First-Year Experience

Project Director: Dr. Brenda James

Award: \$64,290.00

Project Abstract:

The purpose of the CASA Scholars: First-Year Experience project is to provide support to students who are inadequately prepared for higher education. An assessment of the students coming to Morgan State University indicates not only academic challenges (i.e. low SAT scores and high percentage of students requiring developmental courses) but also socioeconomic disadvantage. The proposed project will supplement the activities of CASA and the first-year experience initiatives at Morgan State University.

CASA has been providing underprepared students with support services to increase the likelihood of their success in college. CASA Academy students participating in the FYE program have an opportunity to receive support in advising, tutoring and homeschool sessions, held in the residence halls.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-115

Notre Dame of Maryland University

Project Title: Focus on First-Generation College Completion: NDMU Trailblazers 2013

Project Director: Dr. Debra Franklin

Award: \$53,037

Project Abstract:

Notre Dame of Maryland University seeks funding to expand the Trailblazers Scholars Program for first-generation students in its Women's College. During academic year 2013-2014, this program will accept its fourth cohort of students and graduate participants from its first cohort that began in fall 2010. Program participants in fall 2013 are projected to top 100 students, which will represent approximately 20 percent of the Women's College enrollment. While this grant request presumes support of all four cohorts, it focuses on building out the fourth year of the program to ensure seniors' persistence through graduation and their success as they prepare to enter the workforce. In addition, lessons learned about programming for academic success and family financial literacy will be implemented.

The University has a strong commitment to providing access to higher education for the underserved. That tradition is reflected in the profile of the current population in its Women's College; 59 percent of first-year students come from a family where neither of the parents has received a bachelor's degree; 51 percent are students of color; and 61 percent are eligible for Pell grants. This initiative aims to empower students who are the first in their families to pursue a college education by providing them the academic and social support to complete their degrees.

Program components of Notre Dame's 2013 request include: (1) salary and administrative support for the Trailblazers Program Director; (2) completion strategies to keep fourth-year students on track; and (3) family financial literacy seminars through the Parents' Academy.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-117

St. Mary's College of Maryland

Project Title: DeSousa-Brent Scholars Program

Project Director: Dr. Sybol Anderson

Award: \$59,965.00

Project Abstract:

As Maryland's Public Honor College, St. Mary's College of Maryland is charged by the General Assembly to make an excellent liberal arts education accessible to a diverse population. Accordingly, St. Mary's actively recruits high-capacity students who have low income, have attended "target" (less-resourced) high schools, or are first generation or minority college students. In 2011, we intensified our efforts to support these students by expanding our DeSousa-Brent Scholars Program. DeSousa-Brent's signature approach heightens Scholars' achievement and persistence by providing increased academic rigor and leadership development, rather than remediation. Thus, we complement MHEC's goals of increasing student persistence and good academic standing by promoting enhanced academic standing among students deemed "at risk."

Originally a program for first-year students, DeSousa-Brent now supports students across all four years, serving more than 100 students annually. The program begins with a two-week, credit-bearing Summer Bridge program for entering Scholars and a first-year seminar introducing liberal arts skills through critical discussions of diversity and inclusiveness. Second-semester Scholars enhance campus life by designing leadership and service projects. Sophomores continue academic and life planning. Juniors receive support for their upper-division transition and, along with seniors, prepare for honors theses and post-baccalaureate careers. Also featured are intensive advising, peer mentoring, learning communities, internships, and summer research.

DeSousa-Brent demonstrably improves student achievement and persistence, but performance gaps still persist. We will increase our efforts to close these gaps through further development of our summer and academic year programming and by launching an innovative Financial Aid Peer Advising initiative.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-119

University of Maryland University College
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Project Title: Coaching Undergraduates for Success and Persistence

Project Director: Elizabeth Mulherrin

Award: \$37,800.00

Project Abstract:

The proposed project will expand a pilot mentoring program from the fall 2012 semester to offer a similar intensive mentoring program for newer students who are in their first or second semester at UMUC in the 2013 summer and fall semesters. We propose to address the vulnerabilities of adapting to college and online learning by pairing newer students with a mentor of a similar background (academic major and other demographics) to assist them in their transition to a university environment. With additional support from the university's Effective Writing Center, we will conduct writing diagnostic to help identify writing issues early, and assist students with program-related resources throughout their first semester.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-120

University of Maryland College Park
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Project Title: College Success Initiative (CSI) Phase II

Project Director: Dr. Stephanie Timmons-Brown

Award: \$52,435.00

Project Abstract:

The Maryland Institute for Minority Achievement and Urban Education (MIMAUE) at the University of Maryland, College Park (UMCP) proposes the College Success Initiative (CSI) Phase II program targeted at low-income underrepresented minority undergraduate students. CSI will help support underserved undergraduates at UMCP in persisting and ultimately graduating from college. The program consists of academic tutoring, student development workshops (including a workshop facilitated by a licensed psychologist who specializes in helping students cope with the pressures of college), academic advising, and career coaching. Students will be required to attend weekly tutoring sessions, attend two academic advising sessions, participate in 40 hours of career coaching, and attend four student development workshops. As an incentive for their persistence toward academic excellence and achievement, students will have an opportunity to earn a stipend.

MCACGP Abstracts – Funded Projects

FY 2013 Awards Grant 13-123

Wor-Wic Community College

Project Title: STEM Mentoring, Awareness, Retention and Transfer (SMART) Program

Project Director: Dr. Lynn Wiljanen

Award: \$53,389.00

Project Abstract:

Wor-Wic Community College serves students from Somerset, Wicomico, and Worcester counties on Maryland's Lower Eastern Shore. This tri-county region scores significantly lower than the state in educational attainment and poverty measures. By supporting the academic success of Wor-Wic students, who tend to remain in the area after completing their studies, this project aims to serve as a small-scale, collaborative model for raising the earning power of the region and to produce an educated workforce to meet local employers' needs.

Specifically, the STEM Mentoring, Awareness, Retention and Transfer (SMART) Program seeks to increase the academic success of Wor-Wic's science, technology, engineering and mathematics (STEM) students and to promote seamless transfer and subsequent success of those students as they transition to Salisbury University or the University of Maryland Eastern Shore. Wor-Wic will partner with Salisbury University (SU), University of Maryland Eastern Shore (UMES) and the Delmarva Education Foundation to provide mentoring-by SU and UMES STEM majors, peer tutoring, career exploration seminars, transfer activities, financial aid and scholarship workshops and advising to a cohort of at least 50 Wor-Wic students who intend to transfer to SU or UMES and enroll in a STEM major. Program activities are expected to:

- Increase retention/graduation/transfer rates among participants
- Improve understanding of financial aid, financial literacy and scholarship opportunities
- Strengthen academic success among SMART Program participants
- Enhance STEM career awareness
- Foster persistence and academic success at SU or UMES (long-term)