

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-101

Anne Arundel Community College

Project Title: Enhanced First Year Experience (FYE)

Project Director: Janice Watley

Award: \$78,742.00

Project Abstract:

Anne Arundel Community College (AACC) will utilize Round 4 MCACG funds and matching contributions to expand and improve its First-Year Experience (FYE) Program. The current FYE program, supported through MCACG funding, is 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 retention, academic success, and goal completion of this student population can be improved through targeted and intrusive academic and support services. A total, not to exceed, 100 new and continuing students will be served in academic year 2014-2015. The components of the program include best practices and promising new approaches found to promote student success at AACC and other institutions of higher education. Round 4 funding of the FYE Program will provide extended Study/Life Skills Lab and tutoring services to new program and second year participants enrolled in developmental and general education courses. Educational, Success, and Pathway to Degree Completion plans will be developed for all students. The Accuplacer diagnostic assessment that addresses remediation needs of new students will be provided during a two-week summer bridge program. AACC will utilize a variety of quantitative and qualitative instruments to evaluate its FYE program and track the progress of FYE participants against a control group of non-participants as part of the program impact evaluation.

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-102

Bowie State University

Project Title: Bulldog Persistence Program (BPP)

Project Directors: Drs. Katrina S. Kardiasmenos, Cheryl Blackman & Kitenge N’Gambwa

Award: \$45,729.00

Project Abstract:

Bowie State University’s Bulldog Persistence Program (BPP) will take a holistic approach to addressing the academic and non-academic needs of first-time, full-time freshmen in an effort to impact their persistence and academic success. The program will target students who attend the Bulldog Academy summer program at the university with the goal of providing additional academic and social support to these students as they start their first year of college. The BPP will have embedded Undergraduate Learning Assistants (ULAs) in an Expository Writing course and developmental English courses. The ULAs will provide individual assistance to students through peer tutoring and mentoring. ULAs will be trained by faculty and staff in effective pedagogies and strategies related to being an effective peer tutor. Other activities will include workshops for BPP participants, which will address topics such as learning styles, effective study skills, stress management, and test-taking strategies. Continuous evaluation of the program will ensure that project goals are met and improvements are made in a timely manner.

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-103

Cecil College

Project Title: Cecil College Student Persistence and Completion Program

Project Director: Dr. David Linthicum

Award: \$52,907.00

Project Abstract:

Cecil College will develop and implement an aggressive, intrusive advising, student advocacy, and immersion program. A cohort will be selected for this pilot program four developmental math sections, developmental English, and college-level English courses. Our developmental math courses are based on the Emporium model with three levels of developmental math in each section. We will embed one tutor per level in each math section. We will also provide participating faculty and tutors training about intrusive and proactive instruction. We will merge students who place in the highest level of developmental English into two college-level English courses and will embed tutors in two additional college level English courses. For both English and math courses, we will develop tutor training materials in print and video, which will also help standardize course rigor and content. The training materials will be available for use in other disciplines as well.

Finally, we will hire a part-time advocate to exclusively oversee this entire cohort of math and English students, monitor their progress, develop relationships with them in regular meetings, encourage them to stay on track, identify any academic or personal obstacles, and swiftly direct students to resources.

In coordination with our Institutional Research Office and Academic Advising, we will establish a control group from comparable Developmental Math sections and College-level English courses. This control group will resemble the Program Cohort Group in demographic variables but will not have the same designated advocate or embedded class support

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-104

Chesapeake Community College

Project Title: Intrusive Program for Accelerated Student Success (I PASS)

Project Directors: Dr. Eleanor Welch and Ms. Joan Seitzer

Award: \$76,032.00

Project Abstract:

Note: The abstract provided may be reproduced as is or edited by Commission staff for inclusion in press releases, web-based and other publications describing the grant program.

Chesapeake College continues to refine its approach to providing optimal support for its Developmental Education students. The benefit of our progress over the last three years has been the opportunity to test approaches and implement what works best for students while re-working or abandoning those efforts that are less impactful. The Intrusive Program for Accelerated Student Success (I PASS) reflects those lessons and culminates in activities key to supporting students to persist: 1) Developmental Education-specific orientation; 2) DE targeted advising; 3) DE targeted advising on financial literacy; 4) Embedded tutoring; and 5) Intrusive tutoring training.

Significantly, the College acknowledges that it must bring support to students and use a proactive approach in order to fully engage the target group. As noted by the Dean of Retention Services, “The more support you give [the student] early on, the more difference it makes.” I PASS therefore is designed with the goal of being pleasantly, but determinedly, intrusive for Developmental Education students as soon as they enroll. The results of increasingly intrusive earlier efforts indicate progress and persistence for these students, and the College intends to complement that trend with I PASS.

Of the total developmental students impacted by the redesign, the targeted group for the proposed I PASS will be those who are Pell-eligible low-income students, estimated at about 50% of the total involved students or approximately 400 students. Grant funds applied to I PASS will be proportionate to the documented number of low income students.

MCACG Abstracts – Funded Projects

FY 2014 Awards

Grant 14-105

The Community College of Baltimore County

Project Title: All In: Making the Grades, Defying the Odds

Project Director: Mark Williams

Award: \$75,960.00

Project Abstract:

The Community College of Baltimore County has found that men of color—especially African-American men—are less likely to succeed in college than other students, and that the situation at CCBC mirrors a national problem. This project is designed to increase the persistence rate of a cohort of these students while also improving their academic standing. Project staff will recruit between fifty and seventy-five men of color who are entering college for the first time and who need no more than one developmental course. These men will be registered in a section of the required college orientation course that is contextualized for male African-Americans.

A newly hired case manager and project coordinator will join with the project director in providing special services for these men, all within the context of CCBC’s developing “Academy” (or “Institute”) program, a program that encourages mutual support and collegiality among students who share common interests. Services will include academic support, help with emotional maturity and social skills, training in financial literacy, and referral to other resources—in the community as well as the college—for problems connected to family or work responsibilities. These interventions will be evaluated by comparing persistence and academic standing among three groups: (1) the men in the cohort, (2) other men eligible for the cohort, but not recruited to it, who enroll in a contextualized section of the orientation course, and (3) other men eligible for the cohort who do not enroll in a contextualized section of the orientation course.

MCACG Abstracts – Funded Projects

FY 2014 Awards

Grant 14-106

Coppin State University

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

Project Director: Steve Delice

Award: \$78,000.00

Project Abstract:

The Freshman Male Initiative Leadership Development Program (FMI) at Coppin State University is a cross-discipline, multi-faceted, intensive peer mentoring program aimed at improving the chances for success of Coppin's male student. The pathway toward graduation is challenging for many first generation students. In order for many of them to stay on the path toward graduation, mentors are needed at every step. FMI strives to develop a student's academic advancement and personal growth to create self-motivated, resilient, and responsible citizens.

Since 2012, MHEC has funded the CSU FMI program to improve the persistence and graduation rates of male students. Results show that FMI students retention rate in 2011 was 81.48% compared to 60% for the general population of first-time full-time (FTFT) male students. In 2012, the 2nd year retention rate for FMI students was 80% compared to the 2nd year retention rate of 54% for the general FTFT male students. Since receiving the MCACG funding in 2011, FMI has consecutively produced 2nd year retention rates of at least 80% and an all-time high 3rd year retention rate of 70%.

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. Since the inception of the program, FMI students have continued to be retained at a higher rate than the general population of first-time full-time male and female students. The success of the program is attributed to the tremendous work done by the junior and senior students who serve as peer mentors for a minimum of one academic year.

MCACG Abstracts – Funded Projects

FY 2014 Awards

Grant 14-107

Frederick Community College

Project Title: Partnership to Achieving Student Success (PASS)

Project Director: Chad Adero

Award: \$78,000.00

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 student support services for a cohort of students. PASS features five distinct services: summer bridge academy; case management; winter success academy; college tour; and a college success course. 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 assess whether goals are met and continuous improvements are evident.

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-108

Frostburg State University

Project Title: The Championship Forum

Project Director: Harriet Douglas

Award: \$34,015.00

Project Abstract:

With approximately 4,700 undergraduates, Frostburg State University 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 2012-2013, 51% of FSU students were Pell-eligible. The six-year graduation rate for Pell-eligible students – 2007 cohort – is 45%. At FSU, the graduation rate for male students lags 7% behind that of female students.

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

The Championship Forum program aims to recruit 45 new participants and continue to serve 5 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 2014 semester. Of those who have a gpa 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.

MCACGP Abstracts – Funded Projects

FY 2014 Awards

Grant 14-111

Howard Community College

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

Project Directors: Maureen Marshall and Janice Marks

Award: \$75,397.00

Project Abstract:

Howard Community College will 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 a retention rate that is greater than 80%, a graduation rate that has risen from 10% to 15%, and 86-93% of students in good academic standing.

CL is an intensive, case management program that assists students with identifying challenges, establishing goals, and providing support services to 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 education, assistance in completing financial aid applications for federal, state, institutional, and private funds. Students are also provided guidance for securing off campus resources for assistance with legal and medical needs childcare, housing, food and career clothing. In addition to awarding limited grants for tuition and books through college funds, the 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.

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-112

Loyola University Maryland

Project Title: The Ignatius Scholars Program

Project Director: Michelle Cheatem

Award: \$53,219.00

Project Abstract:

Loyola University Maryland, a Jesuit Catholic comprehensive university serving 4,004 undergraduate and 1,973 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 2014-15. 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, 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 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.

MCACG Abstracts – Funded Projects

FY 2014 Awards

Grant 14-113

Montgomery College

Project Title: Boys to Men and Sister to Sister: Replicating Successful Mentoring Models

Project Directors: Dr. Clemmie Solomon and Ms. Monica Brown

Award: \$71,285.00

Project Abstract:

The American Association for Community Colleges (AACC) reported in its Reclaiming the American Dream Report (2012) that community college student success rates are unacceptably low. The report further conveys that these rates are lower for students of color. Montgomery College has been deliberate in taking steps to improve student retention, completion and success rates. This goal undergirds the College's MC2020 Strategic Plan. The College's Task force on Closing the Achievement Gap Report (2013) also recommends developing and replicating "...targeted cohort groups for African American and Latino Male and female students.

Several authors (Cuyjet, 2012) have highlighted the effectiveness of mentoring models that target cohort groups for student success. An example of one such program is the Boys to Men program at Montgomery College. The Boys to Men Program has documented significant success with males of color. A companion female program has recently been established as well.

Success data for the Boys to Men program revealed that in 2012, a total of 40 of 41 or 97% of program participants graduated, transferred or returned compared to 74% college wide for Black males. The mean GPA's for program participants rose from 2.5 in 2011 to 2.7 in 2012. Moreover, program participants on academic restriction were gradually reduced.

The proposed activities associated with this RFP include establishing three (3) campus faculty, staff and student mentoring teams, mentor training activities, web page and brochure development, speaker series, and collaboration meetings with three (3) Maryland community colleges.

Currently, the Boys to Men program exist at the Rockville campus only. This is largely due to limited resources which are needed for college wide expansion.

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-117

University of Maryland Univesity College

Project Title: Peer Assisted Learning

Project Director: Shelley Hintz

Award: \$46,505.00

Project Abstract:

The proposed Peer Assisted Learning (PAL) project will be a one year initiative to create more intentional academic support and referrals for specific courses in order to increase persistence and academic performance in select degree programs. The PAL project will involve multiple sections of six online courses in the fall 2014 and spring 2015 semesters. The selected courses will be ones that are required for a degree program and historically have high levels of failure and withdrawal rates. Peer Leaders will have a space within each course section to post information to students and will also hold weekly study sessions to review course concepts and help students develop study skills. All students in the sections will have the option to use the Peer Leader, who will be available for the duration of the course session. During the one year initiative, approximately 1200 students will have access to a Peer Leader in one of their courses.

To encourage participation of the program, the PAL project will partner with the Student Success Predictive Analytics initiative at UMUC to identify at-risk students within the courses. These students will receive individualized communications suggesting that they to utilize the Peer Leader in their course. Throughout the project, the team will review the participation rates and student outcomes to make changes if necessary from term to term so that the project can meet its goals of increasing course completion and academic performance.

MCACG Abstracts – Funded Projects

FY 2014 Awards

Grant 14-118

University of Maryland College Park

Project Title: College Success Initiative (CSI) Phase 4

Project Director: Dr. Stephanie Timmons Brown

Award: \$47,192.00

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 4 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.

MCACG Abstracts – Funded Projects

FY 2014 Awards

Grant 14-119

Washington Adventist University

Project Title: STEM University (STEM U)

Project Director: Dr. Melinda Villanueva

Award: \$55,834.00

Project Abstract:

Washington Adventist University seeks one year of funding - beginning February 15, 2014 to February 17, 2015 - for a Science, Technology, Engineering and Math (STEM) Persistence Program to offer services to a cohort of students enrolled in the six STEM gateway courses (BIOL 161, BIOL 162, CHEM 151, CHEM 152, MATH 120, CPTR 150). Our proposed program, STEM University (“STEM U”), will provide academic tutoring, instructional services, college exposure, career guidance, academic planning, peer mentoring, participation in conferences, and a STEM residential learning community. Our goal is to ensure that all participants will persist in their STEM courses so that they may complete their education and graduate on time, prepared for the STEM workforce.

WAU will closely monitor the academic performance of all of its participants and analyze diagnostic test scores and student survey data to maximize student persistence in STEM studies. All services and activities have the ultimate goal to retain and graduate STEM students, and assist participants’ postsecondary success by offering supportive services during college.

MHEC funding will provide important resources to assist the program with meeting its goals. More importantly, this funding will assist participants as they pursue their educational and professional dreams. Expected outcomes include an evidence base supporting the feasibility and efficacy of the program, coupled with long-term improvements in the WAU STEM education pipeline. As a result, increased student engagement and learning in STEM fields will enhance the regional workforce.

MCACG Abstracts – Funded Projects

FY 2014 Awards Grant 14-120

Wor –Wic Community College

Project Title: Inspiring African Americans and Women in STEM Education (I AM WISE)

Project Director: Dr. Deidre Johnson

Award: \$31,163.00

Project Abstract:

The Inspiring African Americans and Women In STEM Education (I AM WISE) Program seeks to broaden interest and increase the retention and completion rates of African Americans and Women in Wor-Wic's science, technology, engineering and mathematics (STEM) programs. Nationally, there is a push to increase the number of females in the STEM fields. At Wor-Wic, females represent 63 percent of the credit student population, but just 41 percent of the non-healthcare STEM programs. Although the representation of African Americans in STEM programs, at 21 percent, is similar to the college enrollment of 22 percent, this population represents a disparity in persistence (62 percent) and graduation rates (33 percent) when compared to the overall college rates (71 percent and 45 percent, respectively).

The I AM WISE Program makes use of a variety of retention and student success strategies, including financial aid workshops, career exploration, peer tutoring, faculty mentoring, STEM-related cohort trips and a laptop checkout program. These strategies have proven successful in prior student success programs, with the exception of faculty mentoring, which is a new strategy to be assessed through the I AM WISE Program. Students meeting participation requirements and remaining in good standing will be rewarded with stipends, to be used at the college's bookstore. Successful implementation of the I AM WISE Program is expected to result in 10 percent gains in persistence and good academic standing rates when compared to a eligible students not participating in the program.