

Montgomery College

Project Title: An MC Early Alert Program for Developmental Math

Project Director(s): Ms. Kathy Michaelian

Award Amount: \$ 63,245.00

Synopsis:

Montgomery College (MC) proposes a college-wide Early Alert Program, entitled “*Productive Persistence: An MC Early Alert Program for Developmental Math*,” to promote greater student success in the recently redesigned Math 094. Math 094 is a new composite developmental math course that is self-paced and uses an interactive web-based software package with embedded lectures on every topic. Students in MA 094 currently, receive one-on-one instruction from faculty as needed. This proposal will address a critical need to more directly and substantively involve counseling faculty in the support of student success. The goal of the Productive Persistence program is to teach students ways in which they can successfully navigate through college and cope with both personal and academic challenges by helping students to identify and clarify issues affecting academic performance. The proposed program does this by creating partnerships between math instructors and counseling faculty to provide holistic services for addressing student concerns. While the math faculty will establish supportive relationships with their students, the partnership is designed to enable counselors to directly support instructors, thereby increasing attendance and retention in their classes and proactively addressing personal and/or multi-developmental issues that may be impeding student success. Expected outcomes will be increased success in developmental math, increased persistence in the developmental math sequence and overall improved academic standing for students in the program.

Wor-Wic Community College

Project Title: Program Persistence and Student Success Program (PASS)
Project Director(s): Dr. Lynn Wiljanen
Award Amount: \$ 31,925.00

Synopsis:

Wor-Wic Community College, in Salisbury, Maryland, serves Somerset, Wicomico and Worcester counties on Maryland's rural Eastern Shore. Unemployment and poverty rates in the region are generally above Maryland's average, and educational attainment lags behind the state average. As a community college, Wor-Wic serves a diverse student body, many of whom face financial, academic and personal barriers to success.

The Program Persistence and Student Success Program (PASS) is designed to target first generation college students and students with disabilities, and provides additional academic supports in order to increase the persistence and academic success of these populations. Students will be recruited to the program based on information disclosed on admissions and financial aid applications. Once admitted to the program, students will receive intensive advising, supplemental tutoring, disabilities services, financial aid and career exploration workshops, and other opportunities aimed at building connections with peers.

The PASS program aims to recruit 100 qualified students, and retain at least 75 percent through the first year. Persistence rates for PASS participants are expected to be 10 percent higher than for a comparable cohort of non-participants. The percentage of participants in good academic standing is expected to exceed that of non-participants by at least 5 percent after the first semester, and 8 percent after the second semester of program participation. In addition, we anticipate an increase in grade point averages by at least 50 percent of PASS participants when comparing fall 2011 and spring 2012 semester grades, as a result of study skills coaching and supplemental tutoring.

Capitol College

Project Title: Preparation, Retention, Education Program (PREP)

Project Director(s): Ms. Melinda Bunnell-Rhyne

Award Amount: \$ 55,028.00

Synopsis:

Over the last forty years higher education has become more accessible to women and minorities and completion rates have changed very little. While the percentage of the population holding a college degree impacts the competitiveness of the nation, attainment of a college degree has a substantial positive impact on the individual. A bachelor's degree holder will make nearly one third more than an individual who has some college education and twice that of someone who has only a high school diploma. Additionally, individuals with college degrees are more likely to vote and engage in civic life.

Capitol College's Preparation, Retention, and Education Program (PREP) seeks to provide services and activities designed to support the college success and persistence of low-income, traditionally underserved and/or at-risk students enrolled at Capitol College. More specifically, Capitol aims to increase baccalaureate degree completion rates among the designated target population within the college's engineering, engineering technology, computer science, and information assurance programs.

The PREP program will provide Capitol the resources necessary to retain and educate B.S. degree-seeking students in engineering, engineering technology, computer science, and information assurance programs. The program combines a number of proven retention strategies and builds on Capitol College's previous experience with enrichment programs for at-risk, underserved, and disadvantaged students.

Capitol will accomplish these goals by providing the following programs and resources as part of the PREP program: Four course sections of freshman seminar, one course section of developmental reading, peer-to-peer tutoring (supplemental instruction), various workshops and events geared toward team building/student engagement, financial management/knowledge, career development and resources, financial assistance in the form of scholarships, and leadership development.

Howard Community College

Project Title: Career Links: Support perseverance and Retention Programs for Single Parents and Displaced Homemakers

Project Director(s): Ms. Janice Marks

Award Amount: \$ 79,511.00

Synopsis:

Howard Community College (HCC) intends to expand and intensify the services currently offered by the Career Links Program. Career Links is designed to assist HCC students who are low-income single parents or displaced homemakers to attain college success by increasing their persistence rate and good academic standing. More than 75% of the Career Links participants are adult learners over the age of 25.

Career Links is a structured, intensive, case management program that assists students with identifying challenges, establishing goals, and providing assistance to overcome and achieve set academic objectives. Services include: case management; peer mentoring; development of academic plans; career, personal and crisis counseling; life skills workshops; financial skills workshops; assistance completing financial aid forms for federal, state & institutional funds; and assistance seeking educational scholarships beyond federal, state and institutional awards. Other services available to students include tutoring, academic advising, and other support groups and workshops on various personal and academic-related topics. Students are also provided guidance for securing off campus resources such as legal, medical, childcare, housing, food and career clothing assistance. In addition to awarding limited grants for tuition and books, the grant will provide incentive stipends to be used for assistance with child care and transportation.

Career Links 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.

Chesapeake College

Project Title: OPT-INS (Optimal Progress Track – Initiative to support New Students) Learning Community

Project Director(s): Dr. Roger Smitter & Ms. Chandra Gigliotti-Guridi

Award Amount: \$ 86,659.00

Synopsis:

Chesapeake College proposes the creation of a new learning community that will provide academic and social support activities to motivate and encourage students to persist in reaching their academic roles.

The Chesapeake College **Optimal Progress Track Initiative to support New Students (OPT-INS) Learning Community** will identify and recruit forty, Pell-eligible, first-time, at-risk college students from developmental English placements. The OPT-INS Learning Community will work together and with Peer Tutors, Developmental Faculty and Retention staff through a series of academic activities, intensive tutoring, mandatory advising, financial literacy training, career and transfer exploration, and social activities, to improve both persistence in the college curriculum and to achieve and maintain good academic standing.

The OPT-INS Learning Community will be co-directed by Roger Smitter, Dean of Arts and Sciences and Chandra Gigliotti-Guridi, Dean of Learning Resources, and coordinated by Andree Catalfamo Fee, Associate Professor of Developmental English/Reading. Chesapeake College's Completion Task Force and the Developmental Studies Advisory Committee (DSAC) will collaborate with project management and Institutional Research staff to evaluate the impact of the Project's goals and objectives on persistence and academic achievement by the OPT-INS participants.

Frederick Community College

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

Project Director(s): Dr. Irvin Clark

Award Amount: \$ 75,533.00

Synopsis:

Frederick Community College (FCC) proposes a program that will strengthen the institution's capacity to serve minority students and improve their educational outcomes. The Partnership to Achieving Student Success (PASS) program is a year-long comprehensive program that provides pro-active and intensive student support services to a cohort of underrepresented students.

The PASS program seeks to achieve two project goals:

- Persistence Rate: PASS participants will persist from semester to semester and year to year, graduate, and/or transfer to a 4-year institution.

- Good Academic Standing: PASS participants will maintain good academic standing from semester to semester and year to year.

Highlights of the PASS program components are:

- Summer Bridge Academy
- Peer Mentoring
- Case Management
- Workshops

A qualified, experienced and committed project staff is being hired to provide intensive support services for participants. These services include: early alert academic monitoring, referrals to college services and resources as needed. A thorough evaluation, using both qualitative and quantitative measures, will be used for continuous program improvement as well as a final assessment of the program.

Anne Arundel Community College

Project Title: First-Year Experience Program (FYE)
Project Director(s): Ms. Janice Watley
Award Amount: \$ 90,281.00

Synopsis:

Anne Arundel Community College (AACC) will utilize the MCACGP grant to expand and improve the First-Year Experience (FYE) Program that was piloted in the fall 2010 semester. FYE will provide a structured freshman year experience, intrusive advising, academic support and other resources to a targeted at-risk population of 75 first-time college students who require two or more developmental courses and who are minority or low-income. The components of the program include best practices and promising new practices that have been found to promote student success at AACC and other higher education institutions. The improved FYE Program components will include: extended orientation to AACC, peer-to-peer mentoring, use of Connect Yard Educational Network, common readings, study/life skills lab, faculty/staff training on working with developmental students, and use of the Noel-Levitz College Student Inventory. AACC will track the progress of FYE participants against a control group of non-participants to evaluate the success of the FYE program.

St. Mary's College of Maryland

Project Title: DeSousa-Brent Scholars Program

Project Director(s): Dr. William L. Howard

Award Amount: \$ 74,772.00

Synopsis:

As the state's Public Honors College, St. Mary's College of Maryland has been charged by the General Assembly since 1992 to make an excellent liberal arts education accessible to a diverse population. With this charge in mind, we propose to expand our innovative DeSousa Brent Scholars Program (DBSP), which has demonstrably heightened academic achievement and persistence among "at-risk," underrepresented first-year students by providing them increased academic rigor and leadership development, rather than remediation, to facilitate their transition to college. Still, gaps in academic achievement, retention, and graduation rates persist. We propose to close these gaps by expanding the DBSP to engage students across all four years, increasing the number of students served annually from 30 to 100.

Currently, the program begins with summer orientation and a first-year seminar introducing liberal arts skills through critical discussions of diversity and inclusion. Second-semester students enhance campus life by designing leadership and service projects. In the proposed expansion, sophomores return to 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, mentoring, learning communities, and summer research. The fully implemented program will culminate in a commendation for academic leadership. The program is coordinated by a Faculty Director and the Assistant Vice President of Academic Services. Complementing MHEC's goals of promoting student persistence and good academic standing, the expanded DBSP also increases access to support systems and challenges underrepresented students to achieve *enhanced* academic standing.

University of Maryland, College Park

Project Title: College Success Initiative
Project Director(s): Ms. Stephanie Timmons Brown
Award Amount: \$ 73,224.00

Synopsis:

The Maryland Institute for Minority Achievement and Urban Education (MIMAUE) at the University of Maryland, College Park (UMCP) proposes the College Success Initiative (CSI) program targeted at undergraduate underrepresented students. CSI will help support underserved undergraduates at UMCP in succeeding and ultimately graduating from college. The program consists of peer mentorship, tutorial support, student development, financial literacy, and career development. Students will be required to commit a total of 64 hours to the CSI experience. Students will be required to attend monthly debriefing seminars, monthly community meeting (with financial literacy, life skills, and career development experts), as well as submit monthly journals and respond to monthly blogs. In addition, students will also have access to bi-monthly Academic Support Mentors who will provide tutorial support. As an incentive for their persistence toward academic excellence and achievement, students will have an opportunity to earn \$250 per semester to support their college expenses.

University of Baltimore

Project Title: Integrated Retention and Persistence Support for Transfer Sophomores

Project Director(s): Dr. Marguerite Weber & Ms. Shelia Higgs Burkhalter

Award Amount: \$ 74,696.00

Synopsis:

University of Baltimore (UB) began its lower division in 2007, in direct response to the growth in enrollments by transfer sophomores. Prior to that, from 1976-2006, UB had been an upper division transfer institution. UB is a commuter campus, and its population of transfer sophomores tends to be more part-time and older than native UB freshmen, both conditions associated with increased risk to success and persistence. The UB sophomore class is a highly diverse class, with more than 60% students of color and 66% of students who transferred to UB. Both of these factors constitute risks to retention at UB and to persistence in PSE in Maryland. Through building on our successful first-year experience, UB will implement an integrated approach to the success of sophomores. Specific initiatives include adapting the current developmental model for intrusive first-year advising/Early Alert to a reflective advising model, providing support for engaged reading strategies within the context of sophomore-level general education courses and developing an increased capacity to help sophomores form motivating goal-commitments to a major and related career clusters. The proposed initiatives will serve approximately 450 students with goals of increasing the transfer sophomore year-to-year retention from the current 69% to the level of retention of our native freshmen (79%). The initiatives all focus on the hypothesis concerning sophomore persistence: sophomores who are engaged in their classroom learning and who recognize UB's support for their academic and career goals are likely to persist. These initiatives are scalable and supportable beyond the first year of implementation.

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Prince George's Community College

Project Title: Enhancing the Diverse Male Student Academy through Program Development

Project Director(s): Mr. Brian D. Hamlin

Award Amount: \$ 73,392.00

Synopsis:

The institutional mission of Prince George's Community College (PGCC) is to "educate, train, and serve (its) diverse populations through accessible, affordable, and rigorous learning experiences." The most recent research (National Center for Education Statistics, IPEDS) indicates that the PGCC graduation rate for students who entered in 2006 was 6%. Further, six percent of males (with no disaggregation according to ethnicity) graduated. Despite having the largest enrollment, Black or African-American students had the lowest graduation rates at three percent, while non-resident aliens (10%), and Hispanic/Latino (4%) had higher though equally insignificant rates. This data shows there is a need to work harder to retain and graduate diverse male students. It is with this in mind that the Diverse Male Student Initiatives program was developed.

The Diverse Male Student Academy Development Project is a comprehensive plan designed to expand and develop key components of the Diverse Male Student Academy in order to improve the persistence, academic standing, and career readiness of the PGCC diverse male students. The four areas of potential development will improve the programmatic impact on the success of this specific group of students. By increasing the Academy's support staff, initiating a peer mentoring program, developing an academic monitoring system, and expanding the second year of services for continuing students, the program staff will be better prepared to assist the participants with achieving success.