



summer academy



Project Descriptions

This section includes project descriptions and a list of members for all teams attending the Summer Academy. The array of teams attending this year's event is quite impressive, representing a range of institutional type, mission, and size; student demographics; and geographical service areas. The Summer Academy provides a number of networking opportunities for cross-fertilization of ideas across teams and projects. We encourage you to seek out teams doing similar work or those whose work might inform your own. All participants have much to learn from each other, so take advantage of your time in Alabama to hear more about each other's work.

Team member contact information is included in the participant roster, and team leaders are highlighted in bold.

Alabama A&M University

The Alabama A&M University Summer Project will involve the continual planning and eventual implementation of a major retention program whose task would be to increase the overall success, retention and graduation rates of undergraduates majoring in STEM disciplines. In a proactive manner, the team's program will identify academic, social, economic, and personal barriers that stymie student success: poor time management, varied economic backgrounds, improper money management, improper and insufficient academic advisement, and even poor career planning. Alabama A&M's specific objectives are to: 1) expand the University's peer tutorial program and implement supplemental Instruction (SI), 2) develop evaluation instrument that provides adequate feedback, and 3) secure adequate and necessary funding for program implementation. The retention program at Alabama A&M University will parallel the University's Quality Enhancement Plan (QEP) and "Blueprint for Excellence" which aim to strengthen the experience for first-time/first-year, returning, and transfer students by identifying strategies to increase student success, retention, and graduation rates.

Team members: Fayequa Majid, Razi Hassan, and Jarrod Patterson

Albany State University

Albany State University, a historically black institution in Southwest Georgia, is a progressive institution that seeks to foster the growth and development of the region, state, and nation through teaching, research, creative expression and public service. Out of the approximately 4,000 students, the university serves over 90% African-American students--one half of these students from Albany and surrounding rural counties in southwest Georgia--and a large number are first-generation college students. ASU 2006-2011 strategic goals include strengthening its historic mission and role while proactively serving the diverse educational goals of its students. The university is using NSSE data, focus group reports and campus survey data to determine the Quality Enhancement Plan (QEP) topic, finding that students viewed advisement as an area of weakness. Additionally, the University System of Georgia (USG) is also addressing the need to improve the quality and effectiveness of advising at all USG institutions. The ASU team will develop and implement an early warning system that will: 1) actively monitor student performance; 2) provide intervention when students experience academic difficulty, which includes tutoring, counseling, and additional support services; and 3) follow up on and track student progress.

Team members: Connie Leggett, Rosalyn Jones, Antonio Leroy, and Ontario Wooden



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Alcorn State University

The Alcorn State University Summer Academy project will be a continuation of their BEAMS work, a comprehensive service learning program. The focus will be to integrate all aspects of the student experience including the classroom, residence halls, co-curricular activities, and community life. Accordingly, the primary objectives will be 1) to establish a Learning Center in the residence halls in order to reinforce "classroom" student learning outcomes and develop a culture of continuous study and 2) to implement a Student Leadership Development program that will provide training to students whereby they will become campus leaders and ultimately successful leaders in society. The team from Alcorn State believes this year's project will contribute to their efforts to improve learning and retention for students by way of showing that learning does not cease when classes end.

Team members: Wanda Newell, Valerie Thompson, Zelda Cole, Rickey Coleman, Charlene Moore, Preshervie Thomas, and Pamela Wood

Bowie State University

Bowie State University's Summer Academy project will focus on student retention. As a result of participating in this year's Academy, Bowie State would like to examine more closely the following questions: 1) how academic and non-academic units significantly impact student retention and 2) how the academic advisement unit along with student access and success programs strengthens academic affairs and positively contributes to student retention.

Team member: *Cosmos Nwokefor*

Calhoun Community College

Marilyn Beck, Alicia Taylor, Mary Yarbrough

Calhoun Community College's project at this year's Summer Academy will focus on the first year experience.

Clafin University

Carolyn Snell, Miriam Chitiga, Leory Durant, Denver Malcom, Simone Phipps

This year's Summer Academy project for Clafin University is geared toward discovering novel means to further foster engagement among faculty, staff, and students at the institution in order to maximize learning with the involvement of all members of the Clafin family. The team strongly believes that if all students, regardless of circumstances, are able to easily access all the necessary resources, including human resources, they will be better equipped to achieve excellence. Clafin's project theme this year is directly related to the Academy's overarching theme of "strengthening institutions to improve national competitiveness". Project objectives of include: 1) to "brainstorm", suggest, and discuss ideas for new programs that will increase student engagement and promote student success academically and otherwise, thus making the institution more competitive and 2) to determine the most effective ways to implement these programs on campus. The aim is to make strategic changes that will improve the university and make it the premier liberal institution in the United States.

College of Micronesia-FM

Dokowe George, Nena Mike, Kalwin Kephas

The College of Micronesia-FM team plans to focus on a student recruitment and retention program that provides mentoring and tutoring services to underperforming students across academic disciplines at this year's Summer Academy. Pertinent questions the team hopes to address and to inform program design this year are: 1) How does the institution effectively recruit students?; 2) At what stage in grade school can the institution integrate students into the higher education culture and mindset?; and 3) Who can help in nurturing college bound aspirations?.



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Ultimately, this program will support the College of Micronesia-FM's strategic goal to provide institutional support to foster student success and satisfaction.



The Community College of Baltimore County

Nicole Zairi, Timothy Thompson

At this year's Summer Academy, The Community College of Baltimore County (CCBC) team plans to focus its efforts on an initiative to increase enrollment, graduation rates, and seamless transfer success by reducing the time to degree using both traditional and non-traditional methods to maximize credits transferred in and out of CCBC. According to the Community College of Survey of Student Engagement (CCSSE), a majority of CCBC students work part time, receive financial aid, are traditionally older, and almost half are an ethnic/racial minority. Being a commuter school, CCBC students must juggle myriad social issues and struggles associated with being a minority student. The CCBC team plans to specifically look at ways to support these students to maximize their "time-to-degree" completion. This will be accomplished by developing a plan to implement a system of "Transcribed Graded Credits" from non-traditional sources and by increasing (2+) and 2+2 agreements. The first (2+) is representative of Tech Prep, Continuing Education, and other non-traditional forms of articulated credit. The second 2+2 is the more traditional agreement between community college and four-year school. The team is going to work on efforts to network and increase these agreements as well.

Dillard University

Toya Barnes-Teamer, Kevin Bastian, Robert Collins, Henrietta Harris, Dewain Lee

Academic preparation and advising have been the key areas the Dillard University team has worked to improve for their broader strategic initiative. The team has been assessing and recommending enhancements for programs that allow provisionally admitted students the opportunity to participate in academic and social enrichment programs offered on campus prior to the first semester (Emerging Scholars), assist first year students in cultivating relationships with their academic advisors and departments (Jubilee Scholars), and work to support programs developed in tandem with the academic divisions to retain students from year to year. Dillard University's BEAMS team, under the leadership of its president and Executive Cabinet, is striving to facilitate institutional change that provides the necessary support for all students to successfully meet their academic and professional goals and objectives through their Dillard University experience. The three major goals of the project are: 1) increased enrollment and retention, 2) enhance support services and academic advising, and 3) increased degree completion.

East Central Community College

Joe Killens, Lavinia Sparkman, Betsy Mann

East Central Community College (ECCC) serves a very rural area of Mississippi. Approximately 87 to 90 percent of the students who attend the college receive federal aid. Given its unique student body and the population it serves, ECCC has several goals that relate to retention of all students and also, specifically, students of color. For this year's Summer Academy, ECCC's project will focus on retention of students of color in math and science. The team's project objectives are to increase the retention of students of color in the math and science at the college level in order to increase successful and seamless transfer to a four-year college or the workforce. This year's Summer Academy project will shape ECCC's overall mission, which is to stand as an open door, comprehensive, two year institution of higher education that values and demonstrates accessibility, affordability, excellence and integrity in teaching and learning by providing university transfer education and career-technical programs to meet the life-long learning needs of its diverse students and community.

Edward Waters College

Phyllis Walker, Andrea Bernard, Gladys Clay



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Edward Waters College's Summer Academy project was not available at the time of print.



Harris-Stowe State University

Shawn Baker, Eileen O'Brien, Vicki Bernard, Deola Dean, Jodi Jordan, Michelle McClure, Patricia Miller

"Enhancing the Academic Performance of Residential Students" is the theme of Harris-Stowe State University's Summer Academy project. This project will create a partnership between Academic and Student Affairs to develop viable learning communities that focus on reading, writing, and mathematics using innovative pedagogy. As Harris-Stowe State University is an open enrollment institution, the team believes it is necessary for the institution to assist freshman students in making the important transition from high school to university life. The goals of the program the team will work on this year are to improve retention, increase student learning and achievement, increase time on tasks both in and out of class, and promote active learning and team work skills.

Haskell Indian Nations University

Karen Gillis, Venida Chenault, Denise Lowe-Weso, Brenda Schildt, Gary Tanner

At this year's Summer Academy, Haskell Indian Nations University's (HINU) project is two-fold. The first part will focus on their new program, "Jump Start". This program will select freshman with low ACT scores and high school GPA's in the core areas of math and English for concentrated assistance in a 6 to 8 week summer program. Participation in this intensive program hopes to strengthen student skills in math and English and will serve as a bridge to enrollment into the fall term at the institution with course credit. This is a departure from HINU's traditional structure whereby these students were placed in remedial non-credit courses, which could last for one semester or extend to a full academic year. The second part of their Academy project will focus on the development of an Honors Program for high achieving students. This stems from the recognition of poor retention rates for high achieving students as a result of a lack of challenging course offerings and the absence of courses that align with students' academic goals. With the establishment of both the Jump Start and Honors programs, HINU hopes to retain high-achieving students for successful degree completion.

Inter American University of Puerto Rico-San Germán

Zulma Quinones, Nyvia Alvarado, Agnes Mojica, Idalmy Ramos, Janet Rivera

At this year's Summer Academy the team from Inter American University of Puerto Rico-San Germán (UPRSG) plans to develop a model for their Freshmen Seminar. The Freshmen Seminar intends to create an enriching freshmen experience and to teach new students needed skills for college survival. As part of the Seminar's design, UPRSG's team will design and implement an on-campus mentoring project and online e-mentoring program. This year's Summer Academy project will service UPRSG students who are most in need of support and often are those students who are unable to access traditional forms of support services due to their busy lifestyles. With the assistance of Florida International University, the San Germán campus developed the Virtual Student Center (VSC) to provide a viable model for access to services formulated to the delivery of services online and to assist all students to engage in their major and campus life even though on-campus time is limited.

Kennesaw State University, Savannah State University, Stillman College

Michael Heard, Joan Maynor, Marjorie Campbell

The focus of Kennesaw State's Summer Academy project will be on an educational collaborative between Predominately White serving Institutions (PWI's) and Historically Black Colleges and Universities (HBCU's) that address first-year student experiences, both vision-driven and outcome-specific. The goal of Kennesaw State's educational collaborative is to bring members of various participating campuses together, in an atmosphere of support, to systematically solve existing and emerging problems relating to first-year experiences. The issue of collaboratives



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and attention to first-year experiences is increasingly relevant as Kennesaw State students progressively compete within a world market. Understanding the complexities of collaboration that often exist between PWI's and HBCU's is fundamental to programmatic success and increases the likelihood of achieving shared goals and outcomes. As a result, Kennesaw State University, a (PWI), Savannah State University and Stillman College (both HBCU's) are forming an active collaborative partnership to address first-year student experiences, which will be the focus of Kennesaw State University's project.

Kentucky State University

Sue Stamper, Mark Shale, Sandra Trammell, Titilayo Ufomata, Verlee Wilson

The Kentucky State University (KSU) Summer Academy project will focus on a pilot project to be implemented on campus during the fall 2008 semester. The pilot project is a result of KSU's Quality Enhancement Plan titled "Academics with Attitude." Non-cognitive, attitudinal factors are found to play a crucial role in student engagement in and persistence through a program of postsecondary study. This QEP focuses upon developmental and gateway courses with the support services that students need to complete them successfully. Students' abilities to understand the core concepts and applications of developmental and gateway courses will be enhanced through "active engagement in learning and planning to meet academic expectations" as reflected in regular class attendance, satisfactory performance in UNV 101, and regular use of university support services. The College Student Inventory (CSI) will also be used to assess and evaluate the positive student attitudes that contribute to academic success. First-year student success will be enhanced through living/learning communities with the UNV 101 course at the hub of student assessments and interventions. The objectives of our project include high levels of student engagement with faculty and staff that result in academic competence in the developmental and gateway courses.

LaGuardia Community College

David Housel, Mimi Blaber, Amy Dalsimer

LaGuardia Community College recognizes the need to enhance access and success for under-served populations to complete college. While there are more than 55,000 registrations in the Division of Adult and Continuing Education each year, fewer than 10% of the enrollees apply for credit studies at the college. Since 2001, the College Prep Program has reached out to as many as 1,500 prospective students annually and provided a range of services such as guiding students through the college selection and application process and helping student investigate financial aid resources. However, the program is limited to the number of prospective students it can reach. Therefore, the LaGuardia team would like to consider how technology can be used to deliver this valuable support. The focus of this project will be to create a video and/or online service that will allow the College Prep Program to reach a wider audience. The LaGuardia team will concentrate its efforts on (1) developing a framework for the video or online service which details the critical information to help under-served students understand the "why" and the "how" of attending college and (2) researching the possible funding sources to finance the production of this new outreach tool.

Miles College

Gwendolyn Bowie, Charles Crockrom, Barbara Nunn, JaVonda Williams, Charles Wood

For this year's Summer Academy, the team from Miles College plans to assess the implementation of its First Year Academy and plan next steps in changing their campus climate. This specific project is guided by the belief that steady increases to or above the national retention rates for first year students will contribute to student persistence to graduation, improvements in financial efficiency of Miles College, and will stabilize Miles's ability to continue delivering quality education to all students. Miles's First Year Academy addresses the needs of first-year transfers, non-traditional students, and commuters. The school's long-term goal is to



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develop a sustainable culture of engagement and achievement by cascading necessary experiences, which began with the entering class of students in the fall of 2007.



National University

Donna Elder, Wayne Padover

National University places more minority teachers in California public schools than any other single institution in California. As part of the NCATE accreditation process, National University's Summer Academy project will focus on designing on-going monitoring systems to determine what factors contribute to the recruitment and retention of a diverse student body and faculty. In addition, the institution's team will design an exit interview instrument that will help to determine the factors that students identify as supporting them in completing the program successfully.

New Jersey City University

John Melendez, Joanne Bruno, Lyn Hamlin, Lyle Hickman

New Jersey City University's 2008 Summer Academy project will continue their work in providing a centralized and innovative system of academic support services that will leverage institutional resources and match faculty to students in an attempt to sustain a quality educational environment. The team's project initiatives are three-pronged: 1) faculty, staff, and student development, 2) development of a learning community, and 3) enhanced web based services. Under the auspices of these broader goals, New Jersey City University's team hopes to promote student-faculty engagement, emphasize civic responsibility, and strengthen the university community.

New York City College of Technology

Reginald Blake, Dorie Clay, Paul Dorestant, Stephen James, Janet Liou-Mark, Tony Nicolas

The New York City College of Technology (City Tech) has benefited tremendously from its first experience at last year's Summer Academy in New Mexico. As a result, City Tech has made significant progress in implementing last year's Action Plan. Serving a diverse student body, City Tech's main objective for this year's project is to retain and graduate African American and Hispanic male students in STEM disciplines. This year City Tech plans to concentrate on two critical components to successfully achieve their STEM related goal: 1) enhanced student support and 2) increased undergraduate research. By attending the Summer Academy, coupled with a National Science Foundation grant, City Tech hopes to develop an action plan that will enable them to advance STEM plans for the institution and sufficiently train and graduate a diverse set of prospective engineers, scientists, and technicians.

Norfolk State University

Alexei Matveev, Brandon Brown, Faith Fitzgerald, Charles Ford, Mildred Fuller, Khadijah Miller, Tarrye Venable, Enrique Zapatero

Norfolk State University's (NSU) 2008 Summer Academy project builds on the successful work of the NSU BEAMS team in expanding and enhancing opportunities for enriching educational experiences for NSU students. The purpose of this year's project is to stimulate, encourage, and facilitate meaningful collaborative relationships between the divisions of Academic Affairs and Student Affairs. These relationships will focus on a common set of specific critical thinking student learning outcomes and will be based on the principles of intentionality, alignment, reciprocity, and systems synergy. NSU's project goal is to design concrete procedures and tools to support implementation and sustainability of the strategic NSU Quality Enhancement Plan (QEP) Pathway Two. This plan will create intentional co-curricular experiences to facilitate development of critical thinking skills in students. The first specific objective of this year's project is to develop a prototype of the critical thinking outcomes mapping for Student Affairs units and programs. The second objective is to develop a framework for an outcomes-based intentional educational model for the programs and activities offered by Residence Life and Housing.



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**Oglala Lakota College***Anthony Fresquez, Kim He Crow*

Oglala Lakota College plans to continue improving student advising, retention, and completion through the first year for students. In doing so, the OLC team hopes to create a first year experience guided by best practices and significant learning engagement. The first year student supports and services will directly serve OLC's unique and at-risk student body, which is predominately Native American, Oglala Lakota (Sioux).

San Jacinto College*Amy Ammerman, Earl Godfrey, Rebecca Goosen, Sarah Janes, Kevin McKisson*

San Jacinto College's Summer Academy Project was not available at the time of print.

Southern University System*Johnny Tolliver, David Adegboye, Cathy Woods, Marty Fortner, Raymond Hicks, Kassie Freeman, Gloria Matthews*

For its Summer Academy project, the Southern University and Agricultural & Mechanical College System will bring together leaders from its member campuses to work on strengthening its participation in the National Association of System Heads (NASH) "Access to Success Initiative". As the nation's only Historically Black College or University system, Southern seeks to serve as a leader in the development and employment of new strategies designed to increase access to a college education for more African Americans and other minorities from low- to middle-income backgrounds. The System's immediate goal for this year's Academy is to increase their graduate and retention rates to the national average among peer systems. In doing so, Southern University will also evaluate and address curricular stop out points to enhance student preparation for the transition into the workforce.

St. Mary's University*Rosalind Alderman, Janet Dizinno, Norma Guerra Gaier, Graciela Lopez, Mark Winston*

St. Mary's University serves a diverse student body representing its San Antonio home base as well as students from across the Southwest, the nation, and internationally. As part of their participation in this year's Academy, St. Mary's hopes to accomplish five broad goals: 1) development of an effective plan to provide students with the opportunity to succeed both academically and socially at the institution; 2) creating a plan to effectively communicate to the campus community the importance of identifying students needing support services and directing them to the appropriate office or program for assistance; 3) establishment of a campus culture focusing all faculty and student support staff on the importance of contributing to student success; 4) identification of longitudinal data needed to monitor the ongoing success of this initiative and provide the opportunity for programs to initiate needed improvements, with focus on forging effective means of communication across the campus community; and 5) obtaining additional data, both quantitative and qualitative, to aid in identifying and addressing issues related to cultural or ethnic backgrounds that may impede student success.

Stillman College*Marjorie Campbell, Johnathan Asuru, Linda Beito, Linda Bradford, Charlotte Carter, Mary Jane Krotzer,*

Stillman's participation in the 2008 Summer Academy is heavily aligned with their mission and commitment to produce students who are competent in their disciplines, who can qualify for graduate and professional schools, and who have the ability to complete independent research. As such, Stillman believes these to be integral attributes to the success of their students within STEM disciplines. Stillman's STEM-focused project is part of the institution's greater student-centered Strategic Plan to increase retention. Currently, Stillman has laid the groundwork for a Center for Academic Excellence. This Center will 1) provide academic support (specifically in math and science), 2) offer resources and activities to help improve study habits and test-taking



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skills, and 3) provide resources and activities to improve student life-skills. Stillman's overarching goal at this year's Academy to develop pathways of communication with other institutions and to consolidate and increase student use of existing services and resources at Stillman.

Tarrant County College

Charles Philip Riley

Tarrant County College's Summer Academy project was not available at the time of print.

Tennessee State University

Sandra Holt, John Cade, Ashley Floyd, Michael Freeman, Deena Fuller, Monetha Reaves

Tennessee State University's (TSU) Summer Academy project focuses on convening a range campus voices to discuss student-centered efforts and service-learning. TSU's revised project involves bringing key vice presidents—Academic Affairs, Student Affairs, and Enrollment Management—together in a new collaboration to build on our current service-learning initiatives and to focus efforts in their First Year Program. This year, the team is adding a new dimension to their project: to more directly impact success and retention of TSU first year students. The culminating activity of Student Orientation will be the institution's second TSU Community Service Day, involving first year students, working in teams on service projects, both on campus and in the community. Each small group of first year students will have a student and a faculty or staff mentor. The work teams will participate in an orientation session before Service Day, complete a meaningful work project together, celebrate together after the work, and will maintain contact throughout the first year. The student, faculty, and staff mentors will commit to attend orientation/training sessions to prepare them to serve as mentors for the First Year Students.

The University of Alabama Birmingham

Louis Dale, Carolyn Braswell, Cynthia Scott

The University of Alabama Birmingham (UAB) will focus on its Summer Bridge Program and Summer Research Internship Program supported by the National Science Foundation at this year's Summer Academy. These programs are designed to smooth the transition of high school graduates to college life and to provide research experience for undergraduates in science, technology, engineering and mathematics (STEM) fields. As a result of these projects, the university is able to meet its diversity goals and objectives and, also, increases the number of highly qualified underrepresented minorities entering the scientific workforce. The UAB project's goal is to contribute to the improvement of learning and retention of underserved students. The experience gained by the student participants by its nature will contribute to degree completion.

University of the District of Columbia

Helene Krauthamer, Janice Borlandoe, Bertha Minus, John Page, Marie M.B. Racine,

The University of the District of Columbia (UDC) team mission is to continue to plan their successful and ongoing workshop series, Myrtilla Miner Professional Development Academy (MMPDA). As part of the series, the UDC team will focus on the development of learning communities to further promote their Student on a Roll (SOAR4+) project. In doing so, the team hopes to create a series of professional development workshops that will introduce the greater UDC community to the concept of learning communities as well as to establish strong connections to ensure programmatic success and sustainability. In addition to enhancing campus-wide communication, this project hopes to develop connections among developmental courses (math, English, reading) with a content course (sociology, psychology). Also, the team hopes to develop a freshman orientation within this process. This project is consistent with the team's ongoing retention initiative UDC has worked on over the course of their Summer Academy participation.

The University of Montana

Arlene Walker-Andrews



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The University of Montana is composing a Retention Plan devised to meet several challenges faced by The University of Montana and the State of Montana. These challenges include attrition rates from the first to second year, high rates of six-year completion, a decrease in the projected number of high school graduates in the state, and the necessity of increasing the proportion of Montanans who have a college degree by 2020 in order to remain competitive. The approach taken in this plan recognizes that student success is multifaceted and begins well before a student arrives at college. Therefore, the Retention Plan is organized around six "issues" associated with student success: K-12 preparation for college work, the fit between entering students and The University of Montana, an integrated early curriculum in college, student engagement, student support, and faculty and staff development. In the plan, discussion of each Issue includes an introduction followed by one or more specific Actions, each with Implementation Steps. The Implementation Steps include an assignment of responsibility, a statement defining the nature of the resources needed for implementation, the key benchmarks against which progress will be assessed, and a timeline for completion.

University of New Mexico

Tim E. Gutierrez, Jozi De Leon, Nora Dominguez, Jennifer Gomez-Chavez, Gary Smith

The University of New Mexico (UNM) has a 45 percent minority undergraduate population, which the team seeks to have a direct impact on through this year's Summer Academy project. The UNM project is to develop one to two major initiatives that address the retention of sophomores and juniors on the path to graduation. The strategic importance of this project to the University is to address a major objective to increase overall retention and graduation rates at the institution. The objectives of the project are two-fold: 1) to improve the retention of students in their sophomore and senior years and 2) to increase graduation rates. UNM's institutional objectives of retention and graduation are specifically aligned with the goals outlined in UNM's vision, core values, and strategies of the President's Strategic Framework.

University of Puerto Rico-Humacao

Hilda Colon-Plumey, Jose A. Baldaguez, Carlos Rueben Carrasquillo, Jose M. Encarnacion, Luis R. Rodriguez

The University of Puerto Rico-Humacao (UPRH) serves a unique student body that is 75 percent female and 60 percent first-generation students. As a result, much of UPRH's focus has been on assessing student engagement and support services. Their Student Support Program through the Integration of Services has constantly evolved since its inception in 2005. The UPRH team returns to this year's Summer Academy with the intention to further examine their Student Support Program and to develop a model for its adult students and students in special at-risk populations. The need to include these targeted populations is a result of their assessment of undergraduate engagement at UPRH. In addition to examining supports for undergraduates, UPRH is establishing new supports and course offerings at the graduate level as well as more evening classes, which was identified with the growing demand for specialized professional accreditations.

University of Redlands

Gail Oliveira

Recently, the University of Redlands underwent a review and restatement of its institutional mission and values. As a result, the university created a strategic action plan that focuses on the concept of diversity. By attending the 2008 Summer Academy, the University of Redlands plans to further carve out strategic directions that are mindful of this core concept, diversity. These strategic directions will be accomplished with the aid of five specific action steps: 1) ensuring the institution's transformative educational experience is open to all qualified students, 2) increasing the awareness of the success of students and alumni of color at the university, 3) considering

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options for increasing international student enrollment, 4) promoting a learning community rich in intellectual diversity, and 5) seeking to enhance the diversity of faculty, staff, and administration.