



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 types, missions, and sizes; 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 Florida to hear more about each other's work.

Team member contact information is included in the participant roster.

[Begin sidebar]

A number of institutions attending this year's Summer Academy are doing their work as part of broader, grant-funded initiatives. These programs include:

The Wal-Mart Minority Student Success Initiative

The Wal-Mart Minority Student Success Initiative is a three-year program designed to help selected Minority-Serving Institutions (MSIs) —Hispanic-Serving Institutions, Historically Black Colleges and Universities, Predominantly Black Institutions, and Tribal Colleges and Universities—that are already deeply committed to the academic success of first-generation, minority students, build additional capacity to serve this key group of students.. Through the awards program, 30 MSIs will each receive \$100,000 grants to help build on programs that support first-generation students. Selected through a highly competitive application process, the first cohort of 15 institutions will begin their work at the 2009 IHEP Summer Academy, and a second cohort will be selected in spring 2010. The Wal-Mart Foundation grants will support the strengthening of the first-generation student success programs at the selected institutions, with a special focus on classroom practices and the role faculty play in their students' academic success.

Financial Literacy and College Success at Minority-Serving Institutions

In February 2009, over 40 institutions convened for the IHEP Symposium on Financial Literacy and College Success at Minority-Serving Institutions, funded by USA Funds. The symposium provides participating institutions with essential financial literacy information to address common persistence issues for students at MSIs and an opportunity to contribute to the ongoing dialogue related to advancing financial knowledge for students of color. Building on this work, a set of Summer Academy institutions, through USA Funds support, are developing plans to assess the effectiveness of their financial literacy programs in order to provide MSI-specific models for determining the degree to which financial literacy programs are prompting student success.

West Virginia Higher Education Policy Commission

The West Virginia Higher Education Policy Commission (WVHEPC) is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's four-year colleges and universities. It is charged with oversight of higher education institutions to ensure they are accomplishing their missions and implementing the provisions set by state



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statute. With the support of WVHEPC, three West Virginia institutions were selected through a competitive grant process to attend the IHEP Summer Academy to establish effective first-generation student focused programs in hopes to strengthen the state's commitment to first-generation student success.

[End sidebar]

Albany State University

Dedra Harvey, Connie Leggett, Melvin Shelton, Monica Whitley

Albany State University (ASU) is a historically Black institution in southwest Georgia. The University serves approximately 4000 students, 90% of which are African-American. More than half of these students are from Albany or surrounding rural counties and a large number of them are first-generation college students. One of ASU's 2006-2011 Strategic Plan goals entails strengthening the university's historic mission and role while proactively serving the diverse educational needs of the region and state. In the Strategic Plan, one strategy to achieve this goal is identified as implementing an effective enrollment management and marketing program to recruit, retain, and graduate students of diverse backgrounds. The institution's Summer Academy project will be linked to ASU's enrollment management and marketing program strategy. As a team, members will develop a recruitment and retention system that will focus on first-generation college students. The objective of this project is to increase the number of first-generation college students and develop a nurturing retention system that will enhance the success and graduation rate of these students.

Arizona State University

Troy Melendez

Arizona State University's Summer Academy project was not available at the time of print.

Barnes Jewish College

June Cowell-Oates

Barnes Jewish College's Summer Academy project was not available at the time of print.

Benedict College

Tracy Dunn, Faye Hardy, Perry Hopper, Juanita Hopper, Willie Kelly, Malqueen Richardson

Along the theme of Student Access and Success, Benedict College's Summer Academy project is to establish an Academic Learning Communities (ALC) program for freshman students to ensure that first-generation students are able and ready to compete in a global society. The proposed Academic Learning Communities (ALC) program will be guided by the college's Strategic Direction. Strategic Direction number two of Benedict College's Strategic Plan states, "Benedict College will establish, maintain, and implement the programs and support services required to produce graduates to implement our mission and to increase the retention/return and graduation rates to all classes." The proposed ALC Program will help provide support to our



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faculty and staff and will help strengthen the expectations of students. The objectives of the ALC project are to: (1) Focus on student learning outcomes in the freshman year academic programs of study, (2) review course objectives in the General Education core courses, (3) develop a model for establishing academic learning communities for freshman students, (4) re-vamp the existing freshman orientation program, (5) establish concrete plans for the freshman faculty to collaborate, to train, and to help implement the ALC, and (6) identify measurement strategies to assess the student learning outcomes of the ALC.

Bennett College for Women (Wal-Mart team)

Audrey Ward, Gwendolyn Bookman, Penny Speas, Ratisha Peterkin, Jeffrey Mortimore

Bennett College's Summer Academy project will focus on first-generation student learning communities. Beginning the summer prior to the fall semester, conditionally accepted first-generation students will take three required courses—English, math, and orientation—to accelerate remedial coursework requirements and provide them with the necessary tools to successfully complete credit-bearing coursework in their first year. The learning community will extend through the end of the first year and will include additional classroom success components including participation in the Center of Teaching and Learning, the Writing Lab, residential learning centers, and peer mentorship, with oversight and guidance from faculty and staff. Components include: a learning community for conditionally admitted first-generation students that help students succeed in their first year by accelerating their remedial education coursework; a faculty-directed Mentorship Program which pairs first-generation students already enrolled in college with the new cohort of first-generation students; scholarship assistance to provisionally admitted first-generation students who are required to attend a five-week summer program prior to their entry into college.

California State Polytechnic University, Pomona

Barbara Burke, Cynthia Castillo, Mary Jo Gruca

At this year's Summer Academy, California State Polytechnic University-Pomona's project will focus on the university's goal is to increase the number of first-generation students, many of whom are also traditionally underrepresented in STEM fields, who graduate and transition directly into the workforce or attend graduate/professional schools. Based on research, the CSU-Pomona believes that the best way to accomplish this is to provide academic and professional experiences that enrich, motivate, and nurture students as they progress through their academic major. This model of research-based learning will create a culture in which STEM students gradually develop their professional identity as they learn more about precisely what it requires to become a scientist.

California State University, Fresno (Wal-Mart team)

Michael Caldwell, Linda Gannaway, Christina Leimer, Dennis Nef, Marnel Niles

California State University-Fresno's Summer Academy project targets first-generation students needing additional preparation in math and English to be successful at the university. These students are identified by placement tests taken by entering freshmen. The team proposes developing a program that provides an integrated learning experience focusing on reading, math, written and oral communication, critical thinking, history and government. The program would be offered in a yearlong learning community environment with service learning, mentoring, and student success components. Student success goals include increased student learning, increased persistence, and increased student engagement. These align well with the university's strategic plan, which identifies enhancing academic excellence, promoting success of all students, and engaging with the region as key "planning priorities". It also fits well with one of the



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key strategies which is to "develop and enhance programs that improve opportunities for academic success for student athletes, first-generation students, students from historically underrepresented groups, and students with special needs."

Claflin University (Wal-Mart team)

Leroy A. Durant, Monica Greene, Denver Malcom, Carolyn Snell, Sabrina Stewart

Claflin University's Summer Academy project will target strategies and best practices to increase access and success for first-generation students and improve persistence among participants to continue their educational goals to completion. Faculty will facilitate learning by spending time explaining college life and assisting students in making sense of the relevance of the subject matter. The objectives are to increase retention and provide a venue for nurturing personal and intellectual growth of students through social, civic, and academic realms. These objectives are directed in part to first-generation student achievement and are proven methods for student success. With a total commitment to excellence for all students, particularly those who are the first in their families to attend college, it is the focus of Claflin to draw upon all of its resources and programs to satisfy the goals and objectives it establishes. Faced with a growing population of first-generation students, Claflin recognizes it must undertake unique initiatives to recruit, retain, and graduate these students.

College of Menominee Nation

Mike Faulds, Gary Besaw, Chad Waukechon

College of Menominee Nation (CMN) has designated the current year as the "Year of the Student." As such, the college has worked over the past 10 months in focus groups and numerous meetings to identify policy and procedure additions and revisions to help its unique population thrive and matriculate to four-year institutions after completing their studies at CMN. While many initiatives were identified, the two that the team hopes to complete at the Summer Academy are: (1) Create an Individual Learning and Academic Plan for incoming students that is effective, measurable, and fits the population and (2) create a Supplemental Instruction Plan that includes a mandatory tutoring component. These objectives are measurable and a priority according to the CMN Strategic Plan.

College of Micronesia - FSM

Spensin James

The College of Micronesia – FSM's Summer Academy project goal will be to work on practices that will increase the number of first-generation students at the college who complete their programs of study. Another aspect of the project will look at ways of improving the recruitment and retention of first-generation students at the college.

Colorado State University – Pueblo (Wal-Mart team)

Erin Frew, Michael Giannetto, Carol Langer, Himon Robles, Derek Lopez

For the Colorado State University (CSU) - Pueblo team, the overall goal of the project is to increase academic achievement in gate-keeping courses. CSU-Pueblo's Summer Academy project will focus on faculty and student mentoring of first-generation, minority students as well as Supplemental Instruction in courses that students historically struggle to pass. The goal will be to increase academic performance and retention among this population.

The Community College of Baltimore County

Barbara Leitherer, Jane Mattes, Nicole Zairi



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The Community College of Baltimore County Summer Academy team identified a Biology Department faculty member to serve as a STEM liaison. Team members and the STEM liaison will promote the following goals: (1) Increase the number of students who enroll, persist, and graduate from STEM programs at CCBC and (2) encourage more of these students to transfer to four-year institutions. The project works closely with the public school system to identify pathways and partnerships to encourage more high school students to enroll in STEM programs at CCBC. As part of these efforts, an advisory board is being formed of internal and external constituents to formulate an action plan to achieve the goals identified above. One of the steps in the team's project action plan will include submitting grant proposals to entities such as the National Science Foundation (NSF). At the conference, the team plans to define the concept and work on other sections of a future grant proposal.

Dallas County Community College District - DCCCD

Rodger Bennett, Sharon Blackman, Judy Cotton, Lynda Edwards, Andrew Jones, Rick Garcia, Kizuwanda Grant, Martha Hughes, Anna Mays, Carisa Wilson-Bustillos

The Dallas County Community College District (DCCCD) is a multi-college district that is committed to student success. It is the largest undergraduate institution in Texas and among the largest districts in the country. As a community college system, the DCCCD is an open-door institution that is serving an increasing number of first-generation students, students of color, and under-prepared students. The State of Texas has implemented an initiative titled "Closing the Gaps," which is geared to increasing the equity among ethnic groups in the access and the success of students in higher education by 2015. This initiative creates the opportunity for changes that require creativity and innovative methods. Also, the DCCCD Board of Trustees has directed the district to focus on student success in anticipation of new performance funding mandates. DCCCD colleges are developing, collaborating, and implementing interventions to address these charges. The project of the DCCCD team will be to develop an innovative curriculum structure as an alternative to the current 16 week Carnegie unit semester system. As the trend in non-traditional and millennial student cohorts attendance increase, more diverse educational and cultural experiences coupled with the development of new curricular models will be required.

Fairmont State University

Barbara Fallon, Kit Conner, Pam Stephens

Fairmont State University proposes that the Summer Academy team explore ways to provide proactive student outreach by developing workshops/seminars for faculty and staff that address first-generation needs. These workshops will focus on recognizing first-generation students; provide a thorough description of the challenges they face; develop ways to increase interactions among faculty, staff, and first-generation students; and encourage use of support services that are already in place on campus. Along with developing these workshops/seminars, the FSU team will more fully develop an academic recovery program and determine how to target and increase involvement of probated first-generation freshmen in the program.

Florida International University (Wal-Mart team)

Consuelo Boronat, Julian Edward, Rosa Jones, Jeffrey Knapp, Douglas Robertson, Michael Rosenthal

Florida International University's Summer Academy project will follow cohorts of 150 first-generation, first-year students that will participate in pilot math-intensive First-Year Interest Groups (FIGs) intended to apply and assess best practices in mathematics education. A Faculty Learning Community (FLC) made up of the student learning community faculty will convene regularly to improve best practices and pedagogies for teaching gateway mathematics courses



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and addressing first-generation students' learning needs. Anticipated outcomes include an increase in one-year retention for freshmen, an increase in persistence from sophomore to junior year, an increase in timely graduation, and faculty development in best practices of mathematics education.

Glenville State College

Kathy Butler, Duane Chapman, Teresa Sterns

The mission of Glenville State College is to provide, "a tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services, workforce development, and comprehensive student services; a community of active learners dedicated to lifelong learning, effective teaching, applied scholarship, creative activities, and service; leadership that promotes excellence in learning, teaching, cultural vitality, and economic development in a global community." The college believes that it can best address the educational needs of central West Virginia by focusing its efforts on first-generation students. Already, more than 70 percent of Glenville State College students are first-generation college students and less than nine percent have both parents holding baccalaureate degrees. Glenville State College has an established reputation of providing access to and academic success for first-generation college students. The Summer Academy team's project goal is to establish and implement a "Pioneer Academy" that can address the needs of first-generation potential college freshmen prior to their first semester of college.

Harris-Stowe State University

Ron Banks, Vicki Bernard, Robert Brandon, Renay Durley-Petty, Michelle McClure, Nancy Popkin

Harris-Stowe State University (HSSU)'s Summer Academy project will access the effectiveness of the university's student success council. The student success council consists of various constituents throughout the university and assists in the retention of students, particularly first-year students at HSSU. Additionally, the council monitors attendance of students (particularly first-year/first-generation students) in classes pertaining to basic skills, mathematics and science. Each council member is responsible for contacting certain students who miss classes in the aforementioned areas. The council asks a series of questions in an effort to be proactive and therefore preventing students from failing or stop attending courses.

Hilbert College

Marne Griffin, Bridget Hodges, Kate Munroe, James Sturm

As a Catholic Franciscan college with a mission to educate traditionally underserved populations, Hilbert College has established a special niche in recruiting first-generation college students (40% of the enrollment) and students who exit high school with a B/C average. More than 87% of the 1000 Hilbert students qualify for financial aid, and more than 80% of Hilbert students can be classified as "at-risk." Over the past five years, Hilbert has experienced a 19% increase in first-generation students. This growth has unfortunately been accompanied by a concomitant increase in freshman to sophomore attrition, especially among first-generation students (42% in 2007-08). The college is deeply committed to facilitating the successful graduation of every student who enters and thus the high attrition rate is of great concern. The team members are proposing a revitalization of first-year initiatives to include a summer bridge program for those students most at risk, a re-imagined orientation program, and on-going programming throughout the first year. In conjunction, specific programming must be developed for families to provide much needed support and information, with an ultimate goal of improved retention. Specifically, time spent at the Summer Academy will allow the team to develop the summer bridge concept.

Kent State University



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E. Timothy Moore

The goal of Kent State University's Summer Academy project is to learn about institutional strategies from across the nation relative to first-year student success and to return to campus with a knowledge of processes and programs that can augment the current efforts at the university.

LaGuardia Community College / CUNY (Wal-Mart team)

Marian Blaber, Renee Butler, Amy Dalsimer, David Housel, Patricia Sokolski

LaGuardia Community College's Summer Academy project will focus on integrating a cohort of degree-seeking, first-generation students selected from academic and career development programs in Continuing Education (e.g., ESL, Adult Basic Education, and GED) into the College's First-Year Academy program. The First-Year Academy places students in one of three Academies (Liberal Arts, Allied Health, or Business), contextualizing skills instruction by making it discipline-based and linking courses through learning communities. Program components include: students recruited from academic and career development programs in Continuing Education; selection criteria based on a desire to obtain a degree, history of persistence and success in the continuing education coursework, ability to attend full-time, and financial aid eligibility. The discipline-based learning communities will allow first-generation students to receive course credit in their major in their first semester. In the program, faculty work together to coordinate their courses and themes within the communities and will make use of electronic student portfolios to document learning outcomes.

Lincoln University of Pennsylvania

William Dadson, Patricia Fullmer, Rachel Manson, York Williams, Renford Brevett

At the Summer Academy, team members from Lincoln University will be working on the Intensive Model Retention Program. The goal of the program is to intensify Lincoln University's services in order to close the gap in reading, writing and mathematic skills for first-generation and underserved students to improve retention and increase graduation rates. Retention is the central focus and critical area of Lincoln University's strategic plan. The objective is to develop the necessary programs in order to achieve the aforementioned goals. Currently Lincoln University does not have a bridge or intensive academic program. This project will examine strategies to implement a bridge and academic retention program at Lincoln University. Once the project has been developed, it will be presented to the President, the President's Cabinet, Vice Presidents, Deans, and Academic Chairs, and then the full faculty.

Marshall University

Stephen Hensley, Denise Hogsett, Camilla Brammer, Michelle Duncan

Marshall University serves a large population of first-generation West Virginia students. Marshall's Summer Academy team understands that first-generation students often do not have the family resources, knowledge of university offices, and understanding of curricular choices to assist them in navigating the college experience. In particular, the need to seek out information in critical areas such as financial aid, career planning, and academic progress may not be understood by these students or their parents. The institution's Retention Subcommittee on Advising has conducted interviews with students and staff, reviewed NSSE data and read extensively on retention efforts and concluded that a revised advising system can address these issues in a direct way if it is done in a coordinated fashion. Marshall's team proposes to design the "MU-Hub for Student Success" as a central delivery model for holistic advising that will be dynamic and responsive to students' needs as they emerge. The four members of the team will



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take the subcommittee's proposal and design the implementation strategy and assessment measures.



Mount St. Mary's College (Wal-Mart team)

Robin Bishop, Mark Forte, Darlene Kawulok, Amanda Romero, Peter Tan

Mount St. Mary's College Summer Academy project goal is to extend the work, philosophy and diversity of the summer bridge program (Summer Skills) to the entire college. Focusing on first-year learners, the desire is to increase retention and graduation through the introduction of intentionally maintained and developed culturally relevant pedagogy. In order to achieve this, team members will be paired with faculty within their departments. The objective will be to utilize existing Summer Skills pedagogy of curricular and co-curricular activities to increase faculty understanding of first-generational experiences of students of color. Team members also intend to create dialogue space for joint faculty/student learning – beyond faculty development. These goals connect to the college's goal of increased persistence and graduation of first-generation students.

Navajo Technical College (Wal-Mart team)

Lorenzo Allison, Jason Arviso, Joe Chapa, Clyde Henderson, Chris Martin

The goals of Navajo Technical College's Summer Academy project are: (1) to implement student centered projects designed to increase motivation to achieve academic success for the college's first-generation students and (2) to increase the percentage of the college's first-generation students that choose to earn an associate degree after earning their certificate.

New York City College of Technology

Reginald Blake, Holly Burmeister, Dorie Clay, Paul Dorestant, Janet Liou-Mark, Tony Nicolas

The New York City College of Technology (City Tech) is creating a coordinated initiative to attract, retain, and graduate first-generation minority groups underrepresented in the fields of science, technology, engineering and mathematics (STEM). The goal of the participation in the Summer Academy is to improve and build upon the infrastructure established during the past two years which focused on piloting efforts in several areas (pre-college initiatives, academic and student support, undergraduate research, faculty development, curriculum development, parent orientation, online and in-person mentoring and graduate/science career initiatives). The project entails creating a comprehensive first-year experience for first-generation students and aligns with the college's mission to provide "students with both a command of skills necessary in their respective career areas, and the educational foundation for lifelong learning."

Norfolk State University (Wal-Mart team)

Frank Elliott, Leroy Hamilton, Monique Haythe, Alexei Matveev, Khalia Wilson, Enrique Zapatero

Norfolk State University's Summer Academy project, "Learning to Learn" (L2L), is to increase first-generation students (FGS') social capital by intentionally and proactively engaging them in the campus academic community; developing necessary learning skills sets; and providing the motivation, support, and resources that first-generation students need to successfully navigate the college environment. The distinctive focus of the project is designing a collaborative, faculty-led program to facilitate the development of students' self-directed learning skills or capacities to discover and construct rather than simply obtain knowledge in solving important college transition problems. Self-directed learning skills will facilitate first-generation students' academic socialization, support their college adjustment, motivate them to take advantage of campus support services, and encourage them to take responsibility for life-long learning. The main goals



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of the proposed L2L project are to improve first-generation student retention, course completion, satisfaction, and graduation rates.



North Carolina Central University

Frances Graham, Bernice Johnson, Janelle Simmons, Robin Williams, Ontario Wooden

North Carolina Central University (NCCU) Summer Academy project consists of three goals: to assist first-generation students in developing clear goals for degree completion, to develop and implement a mentoring program tailored to the specific needs of the first-generation student, and to facilitate an awareness of personal and professional responsibility. These goals support broader institutional objectives related to mission, strategic planning, and the accreditation process because these relate to student retention and graduation. As stated in the mission of NCCU, students will have access to education and effective development opportunities and have an appreciation of and respect for diverse perspectives. Student success, as demonstrated by retention and graduation, are hallmarks of NCCU's strategic plan and the accreditation process.

Northwest Indian College

Carole Rave, Justin Guillory, Bernice Portervint, Gaylene Gobert, Phil Allen

The central goal of the Northwest Indian College (NWIC) Summer Academy project is to build upon and strengthen our First Year Experience program to better serve the needs of first generation students. Our Summer Academy project is comprised of four objectives: 1) to strengthen the college's First Year Experience project by researching, identifying, and integrating best practice classroom models for improving the academic success of first-generation students in their first year of college; 2) to identify culturally relevant teaching and learning approaches proven to be effective for first-generation students; 3) to improve and standardize the Introduction to Successful Learning course, a required course for all new students, through collaboration among all faculty teaching the course and creating stronger linkages with other courses required for first year students; 4) to expand and tailor the Family Education Model for the purpose of creating a network of support similar to that which is provided by ones own family and community and integrating components of the model to classroom-based learning

Nova Southeastern University

Lua Hancock, Marcie Washington

Nova Southeastern University's Student Success Pilot (SSP) will include an early warning system portal open to faculty to fill out for their students and for students to fill out for their own self referral. Based on these referrals, staff will create a student success plan with the student including mentor assignment and tutoring. The goal of this pilot is to increase college retention and graduation rates of its participants through an Online Reporting System. Another part of the plan will include Academic Warning and Probation prevention and recovery. The specific aims of the project are to (1) Increase student success by providing individualized out-of-classroom support to students who may benefit from additional academic support, (2) develop students and guide them during their first year in order to identify their academic and social integration concerns addressed as soon as possible, (3) prevent students from reaching academic warning and probation, (4) promote a culture of performance feedback from a proactive/outreach perspective, (5) provide intervention for FTIC students who are in bad academic standing through mentoring from a cadre of trained faculty, and (6) improve student engagement, persistence and graduation rates.

Parkland College

Pamela Lau, Amy Myers, Becky Osborne, Donna Tanner-Harold, Marietta Turner



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Parkland College's Summer Academy project is the development of a comprehensive and collaborative First Year Experience (FYE) program. Recently, Parkland made important strides in first-year student outreach through initiatives like the Center for Academic Success and online new-student orientation. Yet gaps remain in the college's efforts to help new students. Team members envision a year-long FYE program to help a diverse body of students make successful transitions into college, understand the academic and behavior expectations of higher education, and achieve progress towards graduation. To this end, we want to investigate and develop a coordinated approach to the first-year student, taking existing stand-alone programs and services to a higher level of integration as well as initiating new partnerships between academic and student services. One of Parkland College's priorities for 2009-2010 is "to increase the enrollment and success of minority, underserved, underserved, and underprepared student populations via a comprehensive and collaborative network within Parkland and District 505." Implementing an integrated FYE program is a campus-wide effort to address this priority.

Salish Kootenai College (Wal-Mart team)

Effie Clairmont, Steve McCoy, Cindy O'Dell, DeeDra Reum, Stacey Sherwin

The goal of the Salish Kootenai College Summer Academy project is the development of a coordinated, evidence-based program for retention and academic success of American Indian first-generation students who require developmental or remedial coursework prior to enrollment in college-level coursework. Completion of college math and English courses is a required component of the college's general education program and an integral component of the academic expectations of the college. Institutional statistics confirm that a large percentage of students enter the college underprepared for college-level coursework in mathematics and English. A retrospective retention study revealed that course completion and retention of students in developmental studies was a major issue in student retention. American Indian first-generation students are disproportionately affected. Program activities will create a sustainable program to increase the retention and academic success of minority first-generation college students who require basic skills education to achieve success in college-level coursework.

Savannah State University

Jane Gates, April Gentry, Johnny Johnson, Gwendolyn Moore

Savannah State University's Summer Academy project was not available at the time of print.

Sitting Bull College (Financial Literacy team)

Julie Desjarlais, Ronya Hoblit, Donna Seaboy

While at the Summer Academy, Sitting Bull College (SBC) intends to extend the work of their financial literacy program. SBC's Psychology of Student Success class contains a Financial Literacy component that the project team will expand to include short, succinct facts sheets on Financial Literacy. In the Psychology of Student Success class where each of the fact sheets are distributed, the instructor will tie a Native American cultural component based on Indian values and how it relates to financial literacy into the discussion. The fact sheets will be posted on the Campus Connection (student newsletter), quarterly newsletter and attached to student stipends. Additionally, SBC will work with a weekly radio show to include a Money Management Minute which will disseminate the same financial literacy information provided in the Psychology of Student Success class. The idea is to bring about an awareness of financial literacy to students, families, and the greater community. In addition to the class and radio show, the students will attend one or two brown bag sessions available to the community. The brown bags will highlight financial experts who will facilitate discussions and answer all questions participants submit at the beginning of each session.



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**Spelman College (Wal-Mart team)***Geneva Baxter, Katrina Harden-Williams, Marina Martin, Tarshia Stanley*

While at the Summer Academy, Spelman College will focus on a two-semester, first-year seminar to increase academic success of first-generation students. Faculty will lead the seminar and will serve as advisors to participants. The seminar will focus on building first-generation students' capacity to think critically, analyze and solve problems, and confidently communicate with others, and to strengthen the skills needed to be successful in all academic courses. Components include: faculty advising—individual and group meetings with faculty advisors to support the first year seminar; professional development for faculty advisors to deepen their understanding of first-generation student needs; service learning opportunities linked to the first-year seminar that provide opportunities to apply and synthesize classroom-based theory in real-world contexts; and residential learning communities that integrate curricular and co-curricular learning experiences.

Tennessee State University (Wal-Mart team)*Tiffany Bellafant, Layla Bonner, Monetha Reaves, Julie Roberts, Erik Schmeller*

Tennessee State University's Summer Academy project aims to increase student success – retention and graduation rates – by strengthening and consolidating proven institutional practices that enhance student educational outcomes. Such efforts will lead to the development of a cohort-based learning community that includes two core and one orientation course, participation in a faculty-guided service learning project, and involvement in co-curricular activities that reinforce learning in the courses. Project components include serving more than 350 students; linked learning communities to support core coursework requirements and provide opportunities for learning across disciplinary lines; service-learning components which provide practical application and synthesis of classroom-based theory; development of a model that allows faculty and students to engage in structured settings, such as classroom instructions, as well as in informal activities, such as mentoring; and leadership development opportunities.

Texas A&M International University*Sonia Alvarado, Lisa Flores, Conchita Hickey, Jaclyn Jeffres, Kevin Lindberg, Juan Lira, Veronica Martinez, Nora Perales, Minita Ramirez, Mary Trevino*

At Texas A&M International University, the Second Year Student Engagement Program (SYSEP) seeks to build on the success of previous work with first-year students. Specifically, Summer Academy team members wish to link Undergraduate Learning Principles (ULP) with courses in the second year and with student life experiences beyond the classroom. The following areas will be incorporated into the SYSEP: faculty development focused on learning outcomes related to the ULPs, advising particularly students on probation or undeclared majors, mentoring at risk students, full development of service learning opportunities, and academic support for the commuter and transfer student. Electronic portfolios will be used to collect evidence of the intellectual growth of students during their second year since team members have already begun this project with first-year students, especially the first-generation learner. Team members have been planning the creation of a coordinated and fully developed second year experience to complement the very successful first-year experience.

Texas A&M University*Suzanne Sealey, Drew Smith*

The Texas A&M University Summer Academy team project, The Regents' Scholars Program, is designed to assist first-generation students in achieving their educational goals at Texas A&M University. First-generation students whose total family income (parents and student) is less than \$40,000 per year are eligible. The program impacts access to education, financial aid, student



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life, academic affairs, student retention, and graduation rates. The Regents' Scholars Program has focused solely on the first-year experience, and yet there are second year Regents' Scholars who are in need of continued support and programming. While we have not been able to track the second to third year retention rates for classes which have had requirements in place, the first class have a second year to third year retention rate of 89.20% as compared to a first to second year rate of 91.84%. We must consider the reasons for why sophomores leave college and how these reasons are different from those of the freshmen. The Regents' Scholars Program proposes the following programs be considered: Regents Review: Beyond the First Year, Sophomore Retreat, and Think Big Grants.

University of the District of Columbia (Wal-Mart team)

Janice Borlandoe, Helene Krauthamer, Bertha Minus, John Page, Marie Racine

The University of the District of Columbia (UDC)'s Summer Academy project, Project SOAR4, is being developed with the goal of improving student learning, course pass rates, and academic success. As a corollary of the Associate Provost's Retention Initiative, "Creating Connections for Student Success," the specific focus of Project SOAR4 is on students in need of developmental courses, a population that currently constitutes over 80% of the entering freshman class. Of first-time, full-time entering freshman students, 48% are first-generation college students. Project SOAR4 will create a learning community for 100 of these students who will form cohorts attending developmental English, developmental Math, Freshman Orientation, and a content course such as sociology. The ultimate goal, as has been witnessed in other learning communities, is that the students will be more likely to stay in school, pass their courses, and succeed in future courses, particularly since we are focusing on improving their basic skills in English and Math. These goals are concomitant with the university's goals of student access and student achievement and may well address land-grant functions in conducting public service, with the right choice of service activities.

University of Hawaii-Manoa (Financial Literacy team)

Jennifer Gomez-Chavez, Rosita Chang, Barbara Watanabe, Leilani Takeuchi, Christine Kirk-Kuwaye

At the Summer Academy, the University of Hawaii-Manoa (UHM) will continue working on a financial literacy project that currently reaches 500 students. Students attend financial literacy workshops and complete online lessons on goal-setting, budgeting, and credit card responsibility. The UHM financial literacy project team hopes to develop a systemic plan to increase program awareness and expansion. The team will develop strategies to recruit and train peer mentors for various disciplines. In addition, the team will develop an assessment and program evaluation plan.

University of Houston - Downtown

William Waller

The goal of University of Houston-Downtown's project is to devise additional strategies to enhance the "Cornerstone Program," which is a collection of interventions designed to identify and help acutely underprepared freshman students succeed in their first year and be retained. These interventions include college success courses, tutorial laboratories for developmental subjects, and other strategies. The university of Houston-Downtown is an open-enrollment, minority-serving institution. More than 80% of entering freshmen require developmental coursework, about two-thirds are first-generation, and 10% will leave the university without earning a single college credit.



summer academy

**University of New Mexico***Nora Dominguez, Jennifer Gomez-Chavez, Tim E. Gutierrez*

The University of New Mexico faces the challenge of providing first-generation students with role models (mentors) to assist them in their college pathways. UNM Summer Academy team's proposal responds to the need of identifying effective mentoring best practices for first-generation students and the development of the appropriate curriculum to educate, train and develop qualified mentors for minority students.

University of Puerto Rico at Humacao*Jose Baldaquez, Carlos Ruben Carrasquillo, Hilda M. Colon, Jose Manuel Encarnacion, Luis Rafael Rodriguez*

University of Puerto Rico at Humacao (UPRH) has always been committed to student progress. Members of the university community deeply believe in a Student Success paradigm as an important tool for institutional effectiveness and have been moving forward since 2003 following this approach. Summer Academy team members have reached consensus on two basic goals and feasible activities that can be developed in the short term. The goals of the project are to (1) design and implement an effective and integrated student recruitment program to increase the university's expected retention and graduation rates as well as student success, and (2) fund faculty research in the area of first-generation student success.

University of Texas at San Antonio*Darrell Balderrama, Rachel Ruiz, Sandra Zuniga*

The University of Texas at San Antonio team's Summer Academy project will focus on targeting strategies and best practices to increase college access and success for first-generation students.

University of the Incarnate Word (Wal-Mart team)*Cheryl Anderson, Ana Gonzalez, Susan Hall, Sandra McMakin*

University of the Incarnate Word's project, FOCUS, is a faculty development program focused on first-generation sophomore student success. The initiative will educate faculty on sophomore challenges and ways of realigning teaching approaches to address these challenges and structure opportunity for faculty to share and be recognized for successful models for serving first-generation sophomore students. Faculty will apply these strategies to rising first-generation sophomore students through a cohesive freshman to sophomore transition initiative, to be conducted in advance of the sophomore year. The UIW Quality Enhancement Plan focuses on first-year engagement and student success. FOCUS will allow extension of the efforts that have started with first-year students to assist them in their transition to their major fields of study. The university will utilize its successful FIRST faculty and target core models to shape the FOCUS experience.



summer academy



Valencia Community College (Financial Literacy team)

Madelyn Young, Christy Cheney, Chris Klinger, Kathy Suarez

While at the Summer Academy, Valencia Community college hopes to improve financial literacy information for its students, in particular first-generation students. Valencia's Summer Academy project aligns with goals outlined by the Financial Aid Office's 'Department Action Plan.' The team's objectives are to create a strategic implementation plan for financial literacy at all four of the system's college campuses which may be evaluated and to show evidence of student learning to produce positive outcomes.