

# PROJECT DESCRIPTIONS

This section includes project descriptions and a list of members for all teams attending the Summer Academy. The variety of institutions attending this year's event is wide-ranging, representing a mix of institutional types, missions, and sizes; student demographics; and geographical areas. The Summer Academy provides a number of networking opportunities for the 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 New Mexico to hear more about each other's work.

*Team member contact information is included in the participant roster.*

*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 Walmart Minority Student Success Initiative**

The Walmart Minority Student Success Initiative is a three-year program designed to help selected minority-serving institutions—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 received \$100,000 grants to help build on programs that support first-generation students (FGS). Selected through a highly competitive application process, the first cohort of 15 institutions began their work at the 2009 Summer Academy, and a second cohort begins its work at this year's event. The Walmart Foundation grants support the strengthening of the FGS 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**

Since 2008, IHEP has served as the host for the Symposium on Financial Literacy at minority-serving institutions (MSIs), an event long supported 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 refine their financial literacy offerings and assess the effectiveness of their programs in order to provide MSI-specific models for determining the degree to which financial literacy programs are prompting student success.

## Adams State College (Walmart Team, 2nd Cohort)

Stephen Aldrich, Leslie Alvarez, Eva Brown, Karen Lemke, Aaron Miltenberger, Sarah Owens, Diego Trujillo, and Andy Zaugg

At this year's Summer Academy, Adams State College plans to incorporate Supplemental Instruction (SI) into a learning community specifically geared towards supporting first-generation students (FGS) and improving their success rates. As an HSI, many of the college's students are Hispanic as well as first generation. The school's goal is for Hispanic and other underrepresented student graduation rates to meet or exceed the averages for all enrolled students. The team hopes to meet the needs of its underserved and FGS through high impact interventions such as SI, mentoring, and cohort practices to strengthen student engagement, achievement, and retention.

## Bennett College for Women (Walmart Team, 1st Cohort)

Eric Cole, Guillermo Cifuentes, Audrey Ward, and Rhonda White

Bennett College's Summer Academy project focuses on establishing a mentoring program that is embedded in academic support services and learning communities. Project participants will be incoming first-generation students (FGS) that are a part of Bennett's Emerging Scholars Program. Through a five-week summer bridge program, Emerging Scholars take three credit-bearing courses in English, math, and orientation, along with seminars on critical thinking, study skills, personal development, and health/aid awareness. As part of program participation, FGS and other underserved students will be assigned a FGS mentor. Project objectives include enhanced financial assistance, increased grade point averages, and increased student retention.

## Bloomfield College (Walmart Team, 2nd Cohort)

Josephine Cohn, Kenneth Myers, Mike Schiro, Carolyn Spies, and Marion Terenzio

Bloomfield College's Summer Academy project is focused on creating a developmental mathematics program to

address the failure rate of first-generation students. The program will incorporate new curriculum, pedagogy, and support service components, including calculators, interactive software, and embedded tutors. Bloomfield's project emphasizes conceptual student learning rather than rote problem solving and hopes to secure the following student benefits: 1) Gains in requisite skills to succeed in Algebra, 2) completion of at least 18 credits in the first academic year, and 3) stronger curricular alignment with the new general education program that requires students to take college-level Algebra. Ultimately, Bloomfield's Summer Academy project is to end student failure in developmental math and empower students to be able to choose majors in which Algebra is a prerequisite.

## Bowie State University (Walmart Team 2nd Cohort)

Charles Adams, Angel Cooper, Lisa Nardi, Barbara Smith, Monica Turner, and Patricia Westerman

Bowie State University's Summer Academy project, Scholars' Studio, aims to enhance teaching and learning on campus through a multi-step process. The first step involves creating a Faculty Think Tank (FTT) to discuss and develop pedagogical practices that offer first-generation students (FGS) engaging, contextually rich experiences. The second step, marked by the creation of a Scholars' Studio, cultivates student-scholars. For this step, FTT members create thematically-linked LCs that serve 40 incoming FGS. These communities serve as labs for the FTT and offer a means for assessing the effectiveness of the pedagogy. The third step creates a framework for sustaining the project and involves developing faculty learning communities. Expected project outcomes include developing a pedagogical vision for the university, improving learning outcomes for FGS, and fostering scholarly behavior, including agency, inquiry, creativity, self-efficacy, and self-regulation.

## College of the Desert and California State University-San Bernardino, Palm Desert Campus

Dustin Culhan, Tony DiSalvo, Rick Rawnsley, Cynthia Florez, and Frank Ramirez

The institutions' cooperative Title V HSI grant links College of the Desert (COD) with California State Univer-

sity-San Bernardino, Palm Desert Campus (CSUSB). Both institutions are committed to improving student transfer rates, retention, and student success. With a special focus on Hispanic, low-income, and first-generation college students, this program is made up of three major components: Student Support Services, Faculty Development, and External Support. Since January 2010, the team has been focusing efforts on providing more effective advising at both COD and CSUSB; increasing transfer informational outreach and support to COD students; strengthening faculty development opportunities to help faculty engage, retain, and clear pathways for success for Hispanic and low-income students; and helping students find financial means to help support and facilitate transfer to CSUSB.

### College of Micronesia-FSM

**Abraham Reedson and Tetaake Yeeting**

The College of Micronesia team will focus on fundamental grantwriting strategies and funding priorities in higher education. The need for the college to provide assistance to underserved students is great. A review of data from the college (spring 2010) shows a major change in the composition of students at the national campus, which is the college's main campus. The national campus is showing only 8 percent Chuukese and 5 percent Kosraen, while the composition of the Federal States of Micronesia is approximately 50 percent Chuukese and 7 percent Kosraen. This year, the Summer Academy's structure and focus shows favorable aspects in addressing these types of issues.

### Columbus State Community College

**Sarah Lathrop, Teddi Lewis-Hotopp, and Dan Weinstein**

Columbus State Community College's (CSCC) Summer Academy project stems from the federally-funded Title III grant for empowering institutions that it received in October 2009. The primary goals of the grant are to increase student success and achieve greater rates of retention by developing infrastructures in tutoring and articulation. These goals and objectives directly relate to CSCC's strategic directions and goals (2008–11) of increasing student success by one percentage point each year over the preceding year; increasing the rates of graduation and transfer for first-time, degree-seeking

college students; and to implement an integrated approach to retention services to increase by one percentage point per year.

### Coppin State University (Walmart Team, 2nd Cohort)

**Marcella Copes, Frances Gordon, Theresa Harris, Marjorie Miles, and Jacqueline Williams**

Summer Academy participants from Coppin State University intend to establish a Center for Adult Learning on campus during late summer 2010. The initiative is designed to focus primarily on a select group of students whose needs are different from traditional students that have just recently exited high school. Adult learners at Coppin have greater levels of competing priorities, which may often prohibit their ability to persist in a timely manner, especially in environments well-suited for traditional students. Coppin's initiative will ensure that students are able to complete a degree by attending evening and weekend course offerings, taking advantage of academic programs and services offered during those hours, and benefiting from faculty whose involvement in professional development sessions are institutionalized into the foundation of the university. There are several goals for participation related to this initiative. Project goals include increasing opportunity for adult, first-generation students; increasing student engagement with the institution; establishing a supportive educational environment; and assessing effective practices in teaching and learning for this specific student demographic.

### Delaware State University (Walmart Team, 2nd Cohort)

**Kemal Adkins, Phylis Brooks Collins, Myrna Nurse, Niklas Robinson, Frances Rogers, and Marshall Stevenson**

At this year's Summer Academy, Delaware State University (DSU) proposes to implement a project designed to strengthen the general education core curriculum for 100 underprepared, first-generation students. This institutional change would be accomplished through the delivery of high impact academic activities infused throughout the students' first year by providing a support system within their core course requirements. The primary approach will be to implement learning communities integrated into the common first-year general education courses that will complement other programs aimed at improving

academic success. DSU's proposed project will be coordinated by an assigned faculty member in the College of Arts and Humanities and Social Sciences, which houses the majority of the general education courses. The team hopes the project will reshape the current curriculum for first-generation students by using learning communities and integrative and active learning.

## El Camino College (Walmart Team, 2nd Cohort)

**Rose Ann Cerofeci, Kristie Daniel-DiGregorio,  
Irene Graff, Donna Manno, and Cynthia Mosqueda**

While at this year's Summer Academy, El Camino College (ECC) plans to develop a faculty inquiry partnership program that will engage 40 faculty members teaching courses associated with five student support programs serving large numbers of first-generation students. The program is designed to effectively integrate non-academic skills such as time management, personal responsibility, self-motivation, self-management, the ability to work well with others, emotional intelligence, and lifelong learning into their academic courses. ECC hopes to scale their program as current faculty participants will train department colleagues, develop a bank of materials, and continue to reach others via campus presentations and brown-bag faculty gatherings.

## Diné College

**Elvira Bitsoi Largie**

Project information not available at time of print.

## Flagler University

**Skeeter Key and Deborah Larew**

Flagler University's Summer Academy project will focus on the institution's current goal of developing an office of student success that will incorporate existing offices and services. More specifically, the main components of the office of student success will integrate components from the learning resource center, and the offices of study abroad, disability services, advising, and retention. Project objectives are to expand student involvement in support services and increase services to previously underserved populations [i.e., first-generation, minority, and international students].

## Fort Belknap College (Walmart Team, 2nd Cohort)

**Bruce Bradway, Rosalyn Gone, Deborah His Horse is Thunder, Robert Kittson, and Gerri Stiffarm**

The Fort Belknap College's (FBC) Summer Academy project has a goal to increase the academic success and degree completion for its first-generation students. FBC plans to develop a cohort of 20 students who will receive additional institutional supports such as a three-day summer "Jump Start" session prior to the academic year, tutoring throughout the academic year, and mentoring. Additionally, FBC faculty will assist students with the development of individual plans for success. The team also intends to include Tribal elders and students' families through seminars and presentations as this is critical to student engagement and the program's success.

## Galveston College

**Deeanna Antosh, Beverly Gammill, Mary Lee Guthier,  
Elizabeth Johnson, and Phyllis Pepin**

In a college-wide focused collaboration, faculty, staff, students, and administrators at Galveston College developed a quality enhancement plan (QEP). Components of the plan include formulating and implementing a first-year experience, creating learning communities, the revision of developmental studies curriculum, incorporating technology in the classroom, and implementing additional retention strategies particularly for underrepresented groups. During this same time frame, Galveston College also has been a participant in Lumina Foundation for Education's Achieving the Dream Initiative (AtD) and a Title V grant recipient; both with program objectives in concert with those established by the institution in its QEP. As the college reaches the five-year benchmark on its QEP—which also corresponds to the AtD and Title V program completion cycles—there is a need to assess the student success strategies employed from a cumulative perspective in order to identify next steps. Therefore the focus of Galveston College's Summer Academy project is to review progress made in meeting the objectives of the QEP particularly in the areas of access, persistence, and retention of underrepresented and underprepared students. Team members will utilize institutional data to determine the strategic efforts having had evidence of demonstrated success and should be retained as well as

identify additional strategies for the college to consider for implementation.

### Hampton University (Walmart Team, 2nd Cohort)

**Spencer Baker, Patra Johnson, Mamie Locke,  
Jessica Scott, and Erica Woods-Warrior**

Hampton University's three-year program for the retention and enrichment of successful students was created to increase the academic preparation, confidence, and success its first-generation students (FGS). For their Summer Academy project, the Hampton team will frame programmatic work within faculty-driven communities of learning that will foster student development and build students' skills in critical thinking, creative writing, and time management through classroom-based strategies. Utilizing academic advising, mentorship, parental involvement, social, and financial aid components, this program will reduce barriers experienced by FGS. The program will integrate existing FGS-serving programs to increase the holistic success of these students. Integrating faculty development with student initiative, the program will create a cohesive mechanism whereby new and existing academic programs, advising, and first-year coursework will be used to increase grade point average, student satisfaction, and retention/graduation rates.

### LaGuardia Community College (Walmart Team, 1st Cohort)

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

At this year's Summer Academy, LaGuardia Community College (LCC) will continue their work on their New Generation Scholars Project. The project's current objectives include an effort to streamline the transition from the college's pre-college programs into credit classes and to provide academic support to enhance student success in degree studies (as measured by GPA and enhanced persistence and retention rates). To build this transitional pathway, LCC's New Generation Scholars Project has brought together expertise from the division of adult and continuing education, division of enrollment and student development, and division of academic affairs (i.e., campus faculty). This collaborative effort is preparing students for credit studies in pre-college classes and assisting students with the many challenges they face

during the admissions, financial aid, and course registration process. Students in the project are being advised to enter the First-Year Institute, learning communities, and other academic programs with proven track records for success, such as College Discovery and the Accelerated Studies in Associate Programs.

### Leech Lake Tribal College (Walmart Team, 2nd Cohort)

**Kim Dickson, Christine Fineday, Elaine Fleming,  
Dewey Goodwin, and Deborah LeClaire**

Leech Lake Tribal College's (LLTC) Summer Academy project will focus on the creation of a cohort of 15 to 20 first-generation students (FGS) who will volunteer to participate in a project led by the arts and humanities department. LLTC's project will leverage academic work, faculty and peer mentoring, social/cultural activities, and all existing retention activities of the college to foster stronger FGS engagement and eventual achievement. More specifically, the goal will be to identify ways to improve student success and retention and transfer rates.

### Medgar Evers College (Financial Literacy Team)

**Elsa Edwards-Green, Courtney Inniss and Gale Gibson**

Medgar Evers College-CUNY's project involves commissioning freshman students to participate in eight to 10 week academies so that they are academically prepared to start their credit bearing courses in their first fall semester. The project's purpose is to provide students who do not satisfy the university's basic skills requirement upon admission with the opportunity to enroll in developmental coursework in order to retake and pass the assessment examinations. The institution's open door policy puts us in the unique position of being unable to determine college readiness prior to admission. The project enables the college to guide underprepared students to a plateau where they can compete with their peers.

### Navajo Technical College (Walmart Team, 1st Cohort)

**Jason Arviso, Joe Chapa, Clyde Henderson,  
Richelle Henderson, and Alvina Tom**

Navajo Technical College (NTC) is growing every semester. Each semester, student enrollment increases,

more classes are added to existing programs, and options for degrees are expanding. NTC offers certificates, associate's, and bachelor's degrees in a variety of fields and disciplines. The graduation rate at NTC is higher every semester, and the Navajo youth are equipped with the knowledge and skills necessary to pursue their professional goals. With the help of funds from the Walmart program, students from different programs within NTC have come together to share ideas and devote their education to things that truly make a difference in their lives.

### New Jersey City University (Walmart Team, 2nd Cohort)

**Joanne Bruno, Hilary Englert, Steven Haber,  
Frecia Tapia, and Deborah Woo**

For this year's Summer Academy, New Jersey City University (NJCU) will align and pair the institution's language and literacy partnership with their recently installed first-year experience program (FYEP), an academic learning communities curricular structure that currently serves approximately 500 students per semester. This project will provide a better informed and more focused approach to the facilitation of language and academic literacy skills acquisition by NJCU's FGS population within the FYEP. A great number of these students struggle with problems characteristic of minority language users (little understanding of academic culture; unrealistic expectations of college-level work; poor general academic preparation and mainstream cultural literacy; pre-college levels of reading and writing skills; and no intergenerational context in which to navigate the transition to college).

### New Jersey City University (Financial Literacy Team)

**Sarah Ambrose-Roman, Carmen Panlilio, and  
Amani Jennings**

New Jersey City University's (NJCU) financial literacy team will focus on strengthening financial literacy through joint efforts between student affairs and the office of financial aid. Currently, the center for student success works along side the office of financial aid to offer financial literacy education to students. At the Summer Academy, NJCU plans to further build upon existing financial literacy programs by developing an assessment plan.

### New York City College of Technology

**Reginald Blake, Dorie Clay, Reneta Lansiquot, and  
Janet Liou-Mark**

New York City College of Technology (City Tech) seeks postsecondary models to improve college matriculation and graduation rates for underserved STEM students. The Continuum of Success in Education: Improving Student Engagement in Mathematics (COSinE) project seeks to retain, empower, and graduate students in science, technology, engineering, and mathematics (STEM) through a comprehensive mentoring program and interdisciplinary research experience that focus on mastering fundamental mathematical concepts. There are three principal goals for the COSinE project: 1) Promote student success in mathematics through academic support in communities of practice; 2) reinforce mathematical knowledge and its application to other STEM disciplines; and 3) establish a pipeline for high school and undergraduate females in STEM disciplines.

### North Carolina A&T State University

**Torrey Burden, Brandon Johnson, Ashley Keys, and  
Jason Moore**

The North Carolina A&T State University (A&T) Summer Academy team will work on a project for the Center for Academic Excellence Living and Learning Communities (LLCs). The goal of the LLCs is to provide mentoring, advising, and cultural development programming designed to enhance the academic progress of 1) Project MARCH for first-year minority males; and 2) summer bridge students at A&T, thus increasing their retention, persistence, and graduation. Many students from both groups are first-generation students so the program will contain components designed to assist these students overcome the obstacles that could keep them from progressing to their sophomore year and obtaining a four-year degree. The LLC project supports A&T's strategic goals. The school is in year three of a five-year process to increase retention and six-year graduation rates to 80 percent and 50 percent, respectively.

### Northwest Indian College (Walmart Team, 1st Cohort)

**Justin Guillory, Bernice Portervint, and Carole Rave**

Northwest Indian College (NWIC) has a series of goals for its project. The first goal is to review the first-year

experience (FYE) three-year implementation plan and assign tasks to department work plans. NWIC will also seek to determine what research is still needed and develop a plan to write an article about the FYE at NWIC for a publication. The next step will be to review the family education model activities and close gaps in the teaching and learning area. Lastly, the team intends to develop a plan to institutionalize the Summer Institute, which is part of the three-year professional development plan for faculty who teach first-generation students.

## Paine College

**LaShawnda Lindsay-Dennis, Marshalita Sims Peterson, Stanley Singleton, and Veronica Snyder**

The approach for Paine College's project, *Enhancing Faculty and Student Engagement: A Culture of Scholarship and Service*, is interdisciplinary in nature and supports the college's vision, mission, core values, and strategic goals through intellectual engagement and service to the community at large. Project goals include: 1) To encourage and support research mentorship, 2) the establishment of a peer reviewed student research journal, and 3) to increase campus and community collaborations through service and research activities.

## Philander Smith College (Financial Literacy Teams)

**Beverly Richardson, Lupita Roy, and Carla Wood**

The Summer Academy will give Philander Smith College an opportunity to lay the ground work for a comprehensive retention plan. This plan will include developing and incorporating a cohesive plan to increase and promote financial literacy at Philander. This objective will align with the overall goals of Philander Smith College in that it will allow them to retain students at a higher rate, in turn increasing the graduation rates.

## Porterville College

**Antonia Ecung, Virginia Gurrola, Muriel Josten, and Susan Regier**

Learning cohorts for basic-skills students have become a focal point of Porterville College's (PC) "Access to Success" theme and will serve as the focus of their Summer Academy project work. A large percentage of PC's incoming freshmen place into basic skills reading and writing

courses. Student surveys indicate that the institution's learning cohorts assist students in making connections and understanding the relationships shared by different content areas. Unfortunately, a number of cohort students do not take advantage of the support services put in place to augment their academic success. The institution would like to continue and expand its learning cohorts program. To do this, PC will bolster the support of basic skills students with mini workshops and seminars that encourage faculty implementation of integrated lessons and assignments, informal faculty participation with study groups, and use of the established early alert system. PC hopes this will lead to more successful linked courses, increased student retention and academic success while contributing to the growth and longevity of the campus learning cohorts program.

## Pueblo Community College (Financial Literacy Team)

**Sterling Jenkins, Cindy Mihelich, and Laura Solano**

The Summer Academy project for Pueblo Community College (PCC) will focus on developing a comprehensive plan for student access and success under the PCC Strategic Plan. The objective of the project is to develop a plan that coordinates efforts across the campus from student services and academic services to the classroom in the areas of the 21st Century Student Toolbox for Success. The courses included in the toolbox are intended to address steps to college success (goal-setting, time management, note-taking, test-taking, and critical thinking), computer technology, and financial literacy. The course will include pre- and post-tests, as well as life simulation modules successful students will need to employ in their day-to-day life and to meet their educational goals.

## Savannah State University (Financial Literacy Team)

**Hope Cranford, Jane Gates, and April Gentry**

The Summer Academy project will be a comprehensive first-year experience for first-generation students (FGS). First-generation students comprise nearly 40 percent of the university's enrollment. The objectives of project are to: 1) Increase retention; 2) increase graduation rates of FGS; 3) create a culture of financial literacy to assist FGS; 4) enhance learning through learning communities; 5) enhance the campus climate by encouraging a

more student-centered, learning-focused, and service-based culture; and 6) create opportunities for faculty development and curriculum revision and assessment.

## Southern University and A&M College System

**Marty Fortner, Kassie Freeman, Walter Tillman, and Melva Turner**

The Southern University and A&M College System (SUS), America's only Historically Black College system, envisions enhancing its role in minority educational attainment. During the Summer Academy, SUS seeks to build upon existing work with the United States Education Delivery Institute. This ongoing project outlines an integrated set of tools and activities that work together to improve student success. In seeking to create a culture of delivery that is directly linked to ensuring access to underserved students, participation in the Summer Academy will prove to be beneficial as SUS completes their delivery plan, which includes infusing their campus delivery plans into a cohesive system plan that utilizes the delivery framework to clarify leading indicators and enrollment strategies.

## Southwestern Indian Polytechnic Institute (Financial Literacy Team)

**Nancy Garcia, Barbara Joan Goodman, and Jim James**

"Financially Fit" is an expansion of financial education activities that have been conducted for the past seven years under the auspices of the family extension and education program at Southwestern Indian Polytechnic Institute (SIPI). The program addresses not only the financial education needs of college students, but also those of members in surrounding Tribal communities. The program is driven by the following three goals: 1) To develop and implement a replicable mandatory three-hour workshop curriculum for students receiving financial aid at SIPI, 2) to continue to develop and expand delivery of financial education workshops to students and members of Tribal communities in the areas of personal financial management, 3) to train a cadre of peer educators who will be able to present financial education workshops and serve as resources in this area. Financially Fit utilizes well-trained peer educators. A desired effect will be the ability of these Native Americans to return to their home communities

and continue to provide financial education. Community financial education will empower participants to make knowledgeable choices and not be victimized financially. Financial education will be mandatory for all students who receive financial aid.

## Texas A&M University-Texarkana

**Maya Edwards and Roseanne Stripling**

Texas A&M University-Texarkana's Summer Academy project will be to finalize implementation plans for a successful downward (adding freshmen and sophomores) and upward (adding first-doctoral program participants) expansion in fall 2010 while moving to a new campus. The objectives are as follows: 1) Identify and develop new rules and procedures that will be necessary as a comprehensive institution, and 2) develop a long-range comprehensive professional development plan for faculty that will lead to their success in engaging and retaining a more traditional student.

## Tuskegee University

**Adaku Ankumah, Elaine Bromfield, Gwendolyn Gray, Tiombe Jones, and Sherry King**

Tuskegee University's Summer Academy project will focus on ensuring academic success for its first-year students. The team's goals are: 1) To improve retention rates between the first and second years, 2) to improve guidance and support for students as they transition from high school to college, and 3) to improve pass and success rates in English and math.

## United Technical Tribes College (Walmart Team, 2nd Cohort)

**Phil Baird, Suzan O'Connell, Marge Palaniuk, and Nathan Stratton**

United Technical Tribes College's (UTTC) Summer Academy project will focus on a CollegeSTEPS program, which provides intentional learning communities (LC) for first-generation (FG), minority students whose ACT Compass scores indicate the need for preparatory coursework. The program includes a special instructor/advisor who will teach these courses to eligible students as well as provide students specialized advising services. Program objectives focus on increasing student retention, course completion, and graduation rates. The project

relates to institutional goals of increasing overall retention and graduation rates. The project also provides specific pathways for UTTC underserved students (FG, Native American students who come to college academically underprepared) through extra attention during their preparatory coursework and placement in a LC environment.

## University of Florida

**Mary Kay Carodine, Winnie Cooke, Barbara McDade Gordon, Leslie Pendleton, and Kevin Tate**

The goal of University of Florida's (UF) Summer Academy project is to develop a coordinated plan to best serve and support underserved students. Underserved students at the institution are first-generation students, low-income students, students of color, and students admitted with a required learning plan. With a coordinated plan, the team will develop effective support programs that will aid in the recruitment, retention, and graduation of underserved students at UF. Specifically, the UF team will develop a coordinated plan for how to best serve and support underserved students via academic support (tutoring, intrusive advising, etc.), mentoring (peer-to-peer and faculty), career advising and planning, and living-learning communities; create a marketing plan to communicate services to students; develop an assessment plan that will effectively track student learning and success; continue to foster partnerships across academic and student affairs; and connect with other institutions to learn about best practices. The UF Team will consist of representatives from both academic and student affairs interested in building bridges to better serve this valuable student population.

## University of Houston-Downtown (Walmart Team, 2nd Cohort)

**Chris Birchak, Sara Farris, Gene Preuss, Tammis Thomas, and William Waller**

University of Houston-Downtown's (UHD) Summer Academy project focuses on the HILTOPP Program, an initiative that seeks to improve academic progress and long-term academic success for two experimental cohorts of 150 first-generation, first-time-in-college (FGTIC) students during their freshman year. The program provides a comprehensive set of discipline-specific "high-impact" educational experiences that

offer different types of support for students at various levels in the foundational skill areas of mathematics, reading, and writing. These high-impact interventions build upon previous pilot projects and seek to expand UHD's capacity to support the success of FGTIC students. Interventions include course linkages based on course-specific data and student skill levels; "academic support build-ins" for reading-intensive college-level courses; supplemental instruction; a first-generation student-faculty interaction group; and faculty development structures that facilitate the dissemination and long-term sustainability of the project goals. UHD's overarching objective is to develop a comprehensive program to support the diverse needs of FGTIC students at the institution.

## University of Maryland Eastern Shore (Financial Literacy Team)

**Cheryl Collier Mills**

The University of Maryland Eastern Shore's Summer Academy project will focus on providing mentoring services to first-generation students. These services will include tutoring, monitoring math and English study groups, facilitating focus groups in residence halls and other areas of the campus, financial aid counseling, advisement, registration, and co-curricular activities in first-year experience classes.

## University of New Mexico (Walmart Team, 2nd Cohort)

**Nora Dominguez, Jennifer Gomez-Chavez, Tim Gutierrez, Vicky Kauffman, Aurora Pun, Gabe Sanchez, and Gary Smith**

University of New Mexico's (UNM) Summer Academy project—"Developing Collaborative Learning Communities in Large-Enrollment Courses to Promote the Success of First-Generation Students (FGS)"—focuses on pedagogical change facilitated by faculty development that supports instructors, especially contingent faculty, to move away from wholly lecture-delivery of content toward collaborative, learner-centered pedagogy. The project couples faculty development efforts to attract contingent instructors who teach many of these courses and peer-learning-facilitator (PLF) program of undergraduate students who join instructors to generate active, collaborative learning in large-enrollment classrooms. UNM

team's objective during the Summer Academy will be to elaborate the implementation of the project plan and to develop a strategy for institutionalizing the project goals. UNM's effort ties directly to the university's commitment to improve graduation rates at a minority-majority institution with nearly 50 percent FGS.

## University of the District of Columbia (Walmart Team, 1st Cohort)

**Helene Krauthamer, LaVerne Blagmon-Earl, John Page, and Marie Racine**

University of the District of Columbia's (UDC) Summer Academy project will build upon previous projects and develop the Scholars on a Roll (SOAR4) program for the four-year flagship college. The team will design a learning community (LC) for first-generation students in their first semester, with the overall goal of increasing student retention and success. The SOAR4 model integrates four courses—English, math, sociology, and freshman orientation—around a common theme and an integrative capstone project that the students work on collaboratively. The UDC team plans to assess the project to date, plan for their own LCs summer workshop, and build upon the curricular design that a team of faculty members will develop at the National Summer LCs Institute in June 2010. The team's aim is to strengthen current activities and to consider additional high impact initiatives.

## Valencia Community College (Walmart Team, 2nd Cohort)

**Nicholas Bekas, Jennifer Britton, Marcelle Cohen, Jeffrey Cornett, and Shawn Pollgreen**

The goals of Valencia Community College's "GO" Summer Academy project are to develop an aligned English for Academic Purposes (EAP)/General Education curriculum designed to increase EAP student academic success, establish a common course repository, implement the aligned curriculum during two consecutive semesters, engage faculty in data and curriculum evaluation, engage targeted students in community-building activities, and disseminate the curriculum model. Campus leaders, administrators, and faculty members will be charged with the responsibility of elevating the level of coordination among "GO" faculty to achieve the activities aligned with the project goals.

## Voorhees College

**Lynda Jefferson, Darrion Lemon, Lugenia Rochelle, Sandra Rouse, and Ronald Williams**

Voorhees College's (VC) Summer Academy project will be a mentorship program for the institution's Black male students supported by members of the faculty. This project is important to VC as the institution identified Black male students as not embracing scholarly endeavors. The VC team hopes the guidance and support of faculty members will serve as one of many avenues to help Black male students engage in college-level work.

## West Hills Community College District

**Cathy Barabe**

The 5C Experience, a summer outreach program, serves sixth through eighth graders and provides a great training ground for future teachers. The 5C Experience is a multi-layered mentoring approach that has served as a place for 1) local educators to demonstrate their best practices, 2) future educators to learn from the best and to serve as role models and mentors for up and coming students, and 3) sixth through eighth graders to spend two weeks on a college campus. The 5C Experience has been operating for seven years and has led to ongoing collaboration with local school districts. The Career and Technical Education College students observe teachers do lessons in science, technology, and other areas that they can implement in their future. Through this project and more, West Hills Community College District is committed to pursuing grants to develop programs that increase the access and success of underrepresented students.

## Winston-Salem State University (Walmart Team, 2nd Cohort)

**Haysetta Shuler, Raquel Ingram, Betty Martin-Watson, Sandra Ingram, Daniel Williams, Becky Mussta-Whitlow, Joanne Chesley, and Frederick Van Swearingen**

Winston Salem State University's (WSSU) project is designed to increase student success in the first year of college and make sure students are prepared to enter and succeed in any major, particularly majors in health and allied sciences. More specifically, the WSSU team wants to increase the number of first-generation students from a freshman cohort each year that is in good academic standing, eligible to be admitted into the

nursing program, graduate from the university within five years, and/or enter a graduate program in an allied health field. To support these objectives, WSSU will create new courses tying existing academic support services (advising, tutoring, and supplemental instruction) more formally to required courses, implement new high-impact educational practices and pedagogies in the classroom, and expand academic paradigms to acknowledge that underprepared students need a longer timeframe to master foundational skills in order to be successful in academic majors.