



**SUNDAY JULY 19, 2009: INTRODUCTION TO THE ACADEMY**



**3:30 p.m.**  
Marathon/Sanibel

**TEAM ASSIGNMENT #1 Due: Vision & Goals Statements and Team Poster**  
Please place assignment in folders in the Resource Room – Marathon/Sanibel. Consultant responses to assignments will be available by 8:30 am the morning following your submission.

Posters will be displayed during the Dessert and Networking Reception at 7:00 p.m.

**Please note:** Marathon/Sanibel has computers, printers, and a copy machine for your convenience.

**RESOURCE ROOM SPONSOR: Broward College**

**10 a.m.-3:30 p.m.**

**OPTIONAL SESSION: Team Working Session**

Feel free to use the following breakout rooms for team meetings: Biscayne, Key Largo, Key West from, 10:00 a.m.-3:30 p.m.

**NOON-5 p.m.**  
Registration

**REGISTRATION: Registration**

Welcome to the Hyatt Bonaventure Conference Center & Spa in Ft. Lauderdale, FL! Please pick up your conference materials at this time.

**1:30 p.m.-2:30 p.m.**  
**Executive Boardroom**

**OPTIONAL SESSION: Poster Preparation**

This optional session is available to teams that need to develop or put the finishing touches on their institutional posters. Posters will be shared during the Dessert and Networking session. See assignment #1 for further directions about the content of your poster.

**Teams may begin setting up posters in the Executive Boardroom for the evening poster session.**

**1 p.m.-2 p.m.**  
Chairman's Boardroom

**MEETING: Consultant Meeting**

Consultants will meet with IHEP project staff to go over their plans and responsibilities for the Summer Academy.

**2:30 p.m.-3:15 p.m.**  
Everglades/Naples

**OPTIONAL SESSION: New Participant Introduction**

This optional session is recommended for all first-time participants attending the Summer Academy. The session provides information on the Summer Academy's structure and content, and suggests strategies for a successful team experience.



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**3:15 p.m.-3:30 p.m.**

**BREAK**

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**3:30 p.m.-4:30 p.m.**  
Grand AB

**WELCOME AND OPENING SESSION**

The Opening Session is designed to give participants an overview of the goals and resources of the Summer Academy and of the mission and programs of the Institute for Higher Education Policy.

*Please wear a T-shirt from your institution and bring your professional cards.* This session will also present the wealth of experience participants bring to the Summer Academy and identify areas of expertise, interest, and coincidence we can draw and learn from at the Academy.

**PRESENTERS:** Michelle Asha Cooper, President and Lacey H. Leegwater, Director for Programs and Planning, The Institute for Higher Education Policy

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**4:30 p.m.-5:30 p.m.**  
Grand AB

**KEYNOTE ADDRESS: Meeting the Higher Education Challenge: Investing in First-Generation Student Achievement**

First-generation students represent a significant portion of the national undergraduate population and face a variety of risk factors such as lower levels of parental engagement, lower levels of academic preparation, and less academic confidence. This session outlines the important role higher education institutions play in meeting the needs of this student demographic and in addressing their unique challenges and why this work is important given the national call for increased postsecondary degree completion for all students.

**PRESENTER:** Eduardo Padrón President, Miami Dade College

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**5:30 p.m.-6 p.m.**

**BREAK**

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**6 p.m.-7 p.m.**  
Grand CD

**OPENING DINNER**

Remember to bring your name badge, as it is required for meals during the Summer Academy.

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**7 p.m.-8 p.m.**  
Atrium

**DESSERT AND NETWORKING RECEPTION**

This session will foster informal networking, fact finding, and information gathering among teams and participants. Posters will be developed in advance or during the optional poster preparation session at 1:30 p.m. Each team will select one or two representatives to stay with the poster they created and discuss it with colleagues from other institutions. Meanwhile, other team members will circulate to see posters of interest to them.





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**MONDAY JULY 20, 2009: SUCCESSFUL STRATEGIES FOR STUDENT LEARNING**



**6 p.m.**  
Marathon/Sanibel

**TEAM ASSIGNMENT #2 Due: Successful Strategies for Student Learning**

All teams should place their assignments in the marked folders located in the Resource Room (Marathon/Sanibel). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Marathon/Sanibel is equipped with computers, printers, and a copy machine.

**RESOURCE ROOM SPONSOR: Broward College**

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**7:15 a.m.-8:15 a.m.**  
Grand AB  
Foyer

**BREAKFAST**

Remember to bring your name badge, as it is required for meals during the Summer Academy.

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**8:15 a.m.-8:30 a.m.**  
Grand AB

**OVERVIEW**

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**8:30 a.m.-9:30 a.m.**  
Grand AB

**PLENARY SESSION: First Year Learning Communities as Key Strategy for First-Generation Student Success**

Learning communities have been transformational for higher education. As faculty, advisors, and others have come together across departments and across campus, learning communities have been the platform not only for transforming the first year of study but also for campuses to forge new partnerships and strategies for enhancing student success. First-generation student success begins in the classroom, and learning communities provide the contexts for entering students to connect with one another and with their learning in ways that serve them well. This session will focus on steps for crafting and strengthening learning communities and leveraging them for first-generation student success.

**MODERATOR:** Lacey Leegwater, Director of Programs and Planning, IHEP

**PRESENTERS:** Scott Evenbeck, Dean, University College and Associate Professor of Psychology, School of Science, Indiana University Purdue University Indianapolis

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**9:30 a.m.-10 a.m.**

**BREAK**

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**10 a.m.-11:30 a.m.**

**CONCURRENT WORKSHOPS (SEE DETAILS BELOW)**



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Everglades/ Naples

**WORKSHOP: Academic Affairs and Student Affairs Collaborations to Support First-Generation Student Academic Success**

Effective first-generation student success initiatives require a combination of in-the-class and out-of-the-classroom interventions. Through this session, participants explore frameworks for building collaboration between Academic and Student Affairs staff. It will highlight ways that faculty-driven, classroom-based programs can be integrated with and leverage academic support structures to ensure that students achieve articulated learning outcomes, integrate learning across courses and campus experiences, and meet academic success goals.

**FACILITATOR:** Camille Hazeur, Director of Affirmative Action and Manager of Institutional Diversity Projects, Bates University

Executive Boardroom

**WORKSHOP: "I know how to teach! What's this first-generation stuff?": A Faculty Development Approach to Assisting Faculty to Support First-Generation Students**

This session looks at the role of faculty in the success of first-generation college students. The session's focus is incorporating approaches to teaching first-generation into ongoing programs of faculty development, including consideration of instructional styles, assessment strategies, advising and mentoring students.

**FACILITATOR:** Betty Overton-Adkins, Vice President of Academic Affairs, Spring Arbor University

Biscayne

**WORKSHOP: Creating Academic and Social Support Structures Needed to Meet Rigorous Academic Standards**

Responding to calls for increased academic rigor in schools and raising standards for college degree attainment, this session presents an integrated framework and organizing definition for thinking about the various aspects of academic and social support that students--especially those who are the first in their families to pursue higher education--need to meet these new rigorous academic standards. Session participants will consider five key categories of academic and social support and how to effectively leverage and connect various strategies to build cohesive and developmentally appropriate support networks for student success.

**FACILITATOR:** Joie Jager-Hyman, Doctoral Candidate, Harvard Graduate School of Education

Key West

**WORKSHOP: College Readiness and Bridge Programs: Preparing first-generation Students for Success**

This session will describe the goals of Bridge programs at institutions of higher education (private and public). Participants will discuss how bridge programs serve first-generation students and review program profiles at



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numerous institutions. Participants will also review strategies for program success, components, assessment and implementation challenges.

**FACILITATOR:** Jaime Chahin, Professor and Dean, College of Applied Arts, Texas State University

**11:30 a.m.-11:45 a.m. BREAK**

**11:45 a.m. -1:15 p.m. LUNCH and PAST PARTICIPANT PANEL**

Grand CD

Veteran participants of the Summer Academy will share their past experiences and offer advice about how to maximize your time at the Academy.

**PANELISTS:** Reginald Blake, Assistant Professor, New York City College of Technology; Connie Leggett, Title III Director, Albany State University; Nicole Zairi, Articulation Assistant to the Office of Instruction, Community College of Baltimore County; Marian Blaber, Director, LaGuardia Community College;

**MODERATOR:** Arturo Iriarte, Former Director, Opportunity Scholars Program, University of South Carolina-Beaufort

Remember to bring your name badge, as it is required for meals during the Summer Academy

**1:30 p.m.-2:30 p.m. PROGRAM MEETINGS**

Grand AB: Wal-Mart Teams

Participants in the Wal-Mart Minority Student Success Initiative and USA Funds Financial Literacy programs will meet with project staff to discuss their Summer Academy work in the context of the larger project goals.

Everglades/Naples: Financial Literacy Teams

Institutions not participating in these programs can use this time to meet with their assigned consultant and/or work on their Summer Academy project. Feel free to you the following breakout rooms for team meetings: Everglades/Naples, Biscayne, Key Largo, Key West.

**2:30 p.m.-3 p.m. BREAK**

**2:30 p.m.-6 p.m. TEAM WORKING SESSIONS**

Feel free to use the following breakout rooms for team meetings: Everglades/Naples, Executive Boardroom, Biscayne, Key Largo, Key West

**3 p.m.-5 p.m. STAFF OFFICE HOURS**

Please use the sign-up sheets on the Bulletin Board in Grand AB to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will



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be are posted on the sign-up sheet.

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**6 p.m.-8 p.m.**

**DINNER: On Your Own**

Looking to form a group for dinner? Post a message on the bulletin board in Grand AB.

The hotel houses two restaurants open tonight: Zen Bar and the Banyan Restaurant. Please see hotel staff for additional restaurant options in the surrounding area.



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**TUESDAY JULY 21, 2009: DATA-RESPONSIVE INSTITUTIONS**



**6 p.m.**  
Marathon/Sanibel

**TEAM ASSIGNMENT #3 Due: Data-responsive Institutions**

All teams should place their assignments in the marked folders located in the Resource Room (Marathon/Sanibel). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Marathon/Sanibel is equipped with computers, printers, and a copy machine.

**RESOURCE ROOM SPONSOR: Broward College**

**7:15 a.m.-8:15 a.m.**  
Grand AB  
Foyer

**BREAKFAST**

Remember to bring your name badge, as it is required for meals during the Summer Academy.

**8:15 a.m.-8:30 a.m.**  
Grand AB

**OVERVIEW**

**8:30 a.m.-9:30 a.m.**  
Grand AB

**PLENARY SESSION: Creating Data-Responsive Institutions: Understanding and Effectively Addressing the Needs of First-Generation Students**

Data-responsive institutions are ones that regularly gather, analyze, and incorporate findings from assessment data into campus policies and practices, developing mechanisms for continuous quality improvement. These practices are particularly important for institutions seeking to support specific student populations like first-generation students. This session will focus on the important role data plays in understanding your institution's first-generation student population and how to leverage such data for addressing their needs. The session will draw from a number of national datasets—including CIRP data—housed at UCLA's Higher Education Research Institute in considering the broad needs of first-generation students.

**MODERATOR: Michelle Asha Cooper, President, IHEP**

**PRESENTER:** Linda DeAngelo, Assistant Director for Research, Cooperative Institutional Research Program (CIRP), Higher Education Research Institute, Graduate School of Education and Information Studies, University of California, Los Angeles

**9:30 a.m.-10 a.m.**

**BREAK**

**10 a.m.-11:30 a.m.**

**CONCURRENT WORKSHOPS (SEE DETAILS BELOW)**

Everglades/ Naples

**WORKSHOP: Developing Appropriate Data Points to Identify and**



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### Assess the Success of First-Generation Students

To effectively serve first-generation students, it is important for higher education faculty and staff—in conjunction with institutional research and assessment offices—to develop appropriate metrics for identifying them and monitoring their success. This session will help institutions consider which institutional data may be most appropriate to mine and where data gaps exist. An emphasis will be placed on the role data can play in assessing the degree to which institutional policies and practices support student learning goals, retention, and degree completion.

**FACILITATOR:** Kurt Burkum, Senior Research Associate, Policy Research, ACT, Inc.

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 Executive Boardroom

### WORKSHOP: Using Data to Inform first-generation Student Success Initiatives: Learning from TRIO

Institutional TRIO programs provide important models for serving first-generation students. This session will explore the ways data has been used to strengthen the degree to which TRIO supports the academic success of first-generation students and what other institutional programs can learn from these efforts. Participants will be asked to consider links between their work and TRIO, common data points across programs, and how shared assessments can help strengthen all first-generation student success efforts at the institution.

**FACILITATOR:** Chandra Smith Taylor, Vice President of Research & Director, Pell Institute

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 Biscayne

### WORKSHOP: Developing an Evidence-Based Retention Strategy

The workshop facilitators will begin the session by presenting and discussing the concept of student success as defined by students at NSU, an urban minority-serving institution. Then, the facilitators will demonstrate the adaptation and application of strategy visualization as a tool to effectively summarize and contextualize large amounts of data collected for assessment and retention projects and to improve the formulation, communication, and implementation of retention strategies in colleges and universities.

**FACILITATOR:** Alexei Matveev, Associate Director of Institutional Effectiveness, Norfolk State University

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 Key Largo

### WORKSHOP: Developing Assessment Plans for Retention-Driven Financial Literacy Programs

This session identifies effective strategies for assessing the effectiveness of financial literacy programs. Strategies include pre- and post-test knowledge, benchmarks for ongoing measurement of financial literacy amongst students, and long-term assessment tools. Participants will consider what financial literacy programs are currently in place at their



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institutions and consider the appropriate metrics for assessing and reporting their success.

**FACILITATOR:** Lana Low, Retention Specialist

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Key West

**WORKSHOP: Make Assessment Work for first-generation Student Success: Mobilizing and Sustaining Momentum**

Assessment works best when used to understand and appropriately respond to the needs of the students we serve. In this session participants will consider what claims their assessment strategies are making about the impact of their services: notably, desired changes in knowledge, skills, attitudes, relationships, etc.? How credible and compelling are those claims to key stakeholders? How do they relate to community expectations for student learning and development outcomes? This workshop encourages participants to connect assessment and evaluation to ongoing planning and implementation processes. This form of assessment and evaluation has important roles at every stage from initial visioning through restructuring for continuous improvement or innovation development.

**FACILITATOR:** Hazel Symonette, Senior Policy and Program Development Specialist, University of Wisconsin-Madison

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**11:30 a.m.-11:45 a.m.**

**BREAK**

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**11:45 a.m.-1 p.m.**  
Grand CD

**BOX LUNCH and OPTIONAL SESSION: SHARE BEST PRACTICES**

Come together for this informal “rap” session where participants can share their institutional successes at serving first-generation students. With many different institutional types, missions, and sizes present, this will be a chance for you to add your unique experiences to the dialogue. Consider what works and how you and your peers can avoid reinventing the wheel.

**MODERATOR:** Shannon Looney, Program Coordinator, Institute for Higher Education Policy

**Be sure to pick up your lunch in the Grand AB Foyer. Again, name badges are required for all Academy meals.**

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**1 p.m.-6 p.m.**

**MEETING: Team Working Sessions**

Feel free to use the following breakout rooms for team meetings: Everglades/Naples, Executive Boardroom, Biscayne, Key Largo, Key West



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**1 p.m.-2 p.m.**

**STAFF OFFICE HOURS**

Please use the sign-up sheets on the Bulletin Board in Grand AB to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will be are posted on the sign-up sheet.

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**2 p.m.-7 p.m.**

**OPTIONAL FREE TIME/TEAM TIME**

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**6 p.m.-8 p.m.**

**DINNER: On Your Own**

Looking to form a group for dinner? Post a message on the bulletin board in Grand AB.



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**WEDNESDAY**

**JULY 22, 2009: INTEGRATED & SUSTAINED CAMPUS CHANGE**



**6 p.m. TEAM ASSIGNMENT #4 Due: Integrated & Sustained Campus Change**

Marathon/Sanibel All teams should place their assignments in the marked folders located in the Resource Room (Marathon/Sanibel). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Marathon/Sanibel is equipped with computers, printers, and a copy machine.

**RESOURCE ROOM SPONSOR: Broward College**

**7:15 a.m.-8:15 a.m. BREAKFAST**  
Grand AB Foyer

Remember to bring your name badge, as it is required for meals during the Summer Academy.

**8:15 a.m.-8:30 a.m. OVERVIEW**  
Grand AB

**8:30 a.m.-9:30 a.m. PLENARY SESSION: Getting Campuses to Yes: Creating Cultures of Evidence and Sustainability**  
Grand AB

Sustained campus change hinges on an institution's ability to engage all stakeholders in the design and implementation of the planned initiatives. This session focuses on the steps needed to bring stakeholders to agreement on questions about first-generation college goers in order to create a culture of evidence and sustainability that will ensure their success over time. Key areas of emphasis include gaining the support of senior administrators, prompting faculty leadership, and building collaborations across multiple institutional departments.

**MODERATOR:** Sara Goldhawk, Senior Program Manager, National Articulation and Transfer Network, Institute for Higher Education Policy

**PRESENTER:** Kassie Freeman, Interim President, the Southern University and A & M College System

**9:30 a.m.-10 a.m. BREAK**

**10 a.m.-11:30 a.m. CONCURRENT WORKSHOPS (SEE DETAILS BELOW)**

**Everglades/ Naples WORKSHOP: Grant Writing in Support of Your Project**

This session provides information about developing grant proposals to support first-generation student success projects. Participants will receive



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basic information about proposal development coupled with specific issues to be considered in building a case for support of first-generation college student programs. The presenters will also provide some information about seeking sources of funding for projects.

**FACILITATOR:** Arturo Iriarte, Former Director, Opportunity Scholars Program, University of South Carolina-Beaufort and Betty Overton-Adkins, Vice President of Academic Affairs, Spring Arbor University

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Executive Boardroom

**WORKSHOP: Making it Working: A Case Study of Plan Implementation**

Through the national Achieving the Dream initiative, Broward County Community College has been working to increase the success rate of the “3/2 prep group” — students who need remediation in all three areas of developmental education at least two of which involve multiple levels of remediation. Serving as a case study for action plan development and implementation, this session will highlight the steps taken by BCC to implement and sustain the programs put in place to serve these students and the strategies the institution is using to sustain momentum for its work. This session will emphasize the important role data plays in providing sustained momentum for and refining long-term campus change initiatives.

**FACILITATOR:** Broward County Community College

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Biscayne

**WORKSHOP: Leveraging TRIO Programs to Support Plan Integration and Success**

This session will highlight the TRIO program’s successful track-record of serving first-generation students and the lessons learned for integrating and sustaining first-generation student success programs begun through TRIO. Participants will consider ways to apply these practices to their own initiatives in order to ensure implementation success. Participants will also develop strategies to coordinate their work with their TRIO initiatives in order to provide cohesive first generation support programs.

**FACILITATORS:** TBD

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Key Largo

**WORKSHOP: Sustaining Your Initiatives with an Eye on the Bottom Line**

As state and institutional budgets tighten across the country, it is important to consider how you will implement new or maintain existing initiatives to bolster access and success for first-generation students on your campus with limited resources. Current project leaders who have sustained their projects over a protracted period will be invited to share lessons learned and best practices. The discussion will focus on strategies for campus buy-in, evaluation plans that justify budget consideration, low-cost implementation strategies, grant opportunities, and project expansion and collaboration.



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**FACILITATOR:** Camille Hazeur, Director of Affirmative Action and Manager of Institutional Diversity Projects, Bates University

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Key West **WORKSHOP: Strategies for Sustaining Campus Change: Learning from the BEAMS Project**

Drawing from the Building Engagement and Attainment Project—a five-year initiative to improve student engagement, retention, and success at Minority Serving Institutions (MSIs), this session will identify key factors for integrating and sustaining campus change initiatives such as securing faculty and administration buy-in and linking projects with broader campus commitments. Participants will consider effective ways to leverage institutional enablers to project success and develop strategies for addressing and mitigating barriers to sustainability. In addition, participants will discuss with each other ways to collaborate across institutions to support project success.

**FACILITATOR:** Lacey Leegwater, Director of Programs and Planning, IHEP

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**11:30 a.m.-11:45 a.m. BREAK**

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**11:45 a.m.-12:45 p.m. ROUNDTABLES**  
Grand AB

Roundtable discussions will be led by returning Summer Academy teams, which are selected, based on their proposed session descriptions submitted during the registration process. Any additional roundtable topics that arise during the week will be announced at the morning's overview.

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**12:45 p.m.-2 p.m. LUNCH: On Your Own**

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**2 p.m.-4 p.m. STAFF OFFICE HOURS**

Please use the sign-up sheets on the Bulletin Board in Grand AB to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will be posted on the sign-up sheet.

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**2 p.m.-7 p.m. TEAM WORKING SESSIONS**

Feel free to use the following breakout rooms for team meetings: Everglades/Naples, Executive Boardroom, Biscayne, Key Largo, Key West.

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**7:15 p.m.-9 p.m. DINNER CELEBRATION AND DANCE ACADEMY**  
Rainforest

To celebrate what we have learned and accomplished together at this Summer Academy, let us enjoy the flavors and musical styling of southern



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Florida!

Do not forget your name badge!



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**THURSDAY JULY: 23, 2009: ACTION PLANNING**



**11 a.m. TEAM ASSIGNMENT #5 Due: Project Draft and Action Items**

Marathon/Sanibel

All teams should place their assignments in the marked folders located in the Resource Room (Marathon/Sanibel). For feedback from consultants, discuss your project draft and action items with your consultant prior to your submission.

Note: For your convenience, Marathon/Sanibel is equipped with computers, printers, and a copy machine.

**RESOURCE ROOM SPONSOR: Broward College**

**8 a.m.-9 a.m.**

Grand AB Foyer

**BREAKFAST/TEAM WORKING TIME**

Teams will have the opportunity to put the finishing touches on their action plans and discuss any final issues with consultants during breakfast. Do not forget your name badge, as it is required for meals during the Summer Academy.

**9 a.m.-10:30 a.m.**

Grand AB

**MEETING: Share Your Success**

All teams will meet to share outcomes of their work at the Summer Academy. Each team will develop a final poster of significant accomplishments from the week, newly formed collaborations, and key next steps upon return to campus. Teams will select one or two representatives to stay with the poster they created and discuss it with colleagues from other institutions. Meanwhile, other team members will circulate, taking this final opportunity to network with teams addressing similar issues and learn from the accomplishments of others at the Academy.

**10:30 a.m.-11 a.m.**

Grand AB

**MEETING: Strategies for the Future**

*Please sit with your team members.* We will review the lessons learned in this Summer Academy and lay out projections and plans for the future, with special attention to ways to keep in touch, continue our dialogue, and disseminate our findings and accomplishments through multiple venues.

**FACILITATOR:** Lacey Leegwater, Director of Programs and Planning, Institute for Higher Education Policy

**11 a.m.**

**THE 2009 SUMMER ACADEMY ENDS**

*Safe journey home and beyond.*





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## 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.

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[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.



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**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.



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**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.



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**Phil Allen**

Northwest Indian College  
philla.nwic@nezperce.org

**Lorenzo Allison**

Automotive Faculty  
Navajo Technical College  
lallison@navajotech.edu

**Sonia Alvarado**

Student  
Texas A&M International University  
sralvarado@students.tamui.edu

**Cheryl Anderson**

Dean, Library Services and School of Interactive Media  
University of the Incarnate Word  
cheryla@uiwtx.edu

**April Arnold**

Accounting Associate  
Institute for Higher Education Policy  
aarnold@ihp.org

**Jason Arviso**

Student Success Director  
Navajo Technical College  
jarviso@navajotech.edu

**Jose Baldaguez**

Institutional Research Director  
University of Puerto Rico at Humacao  
jose.baldaguez@upr.edu

**Darrell Balderrama**

Director, Outreach Programs  
University of Texas at San Antonio  
Darrell.Balderrama@utsa.edu

**Ron Banks**

Director of Retention for Math and Science  
Harris-Stowe State University  
banksr@hssu.edu

**Geneva Baxter**

Associate Dean  
Spelman College  
gbaxter@spelman.edu

**Tiffany Bellafant**

Director of First-Year Experience  
Tennessee State University  
tbellafant@tnstate.edu

**Rodger Bennett**

Interim Vice President of Instruction  
Brookhaven College – Dallas County Community College  
District  
rpbfafe@dcccd.edu

**Vicki Bernard**

Director of Counseling Services  
Harris-Stowe State University  
bernardv@hssu.edu

**Gary Besaw**

Vice President, Student Services  
College of Menominee Nation  
gbesaw@menominee.edu

**Robin Bishop**

Instructor, Psychology Department and Basic Math  
Mount St. Mary's College  
rbishop@msmc.la.edu

**Marian Blaber**

Director  
LaGuardia Community College, CUNY  
mimib@lagcc.cuny.edu

**Sharon Blackman**

Senior Associate Vice Chancellor  
Dallas County Community College District  
sblackman@dcccd.edu

**Reginald Blake**

Assistant Professor  
New York City College of Technology  
rblake@citytech.cuny.edu

**Layla Bonner**

Coordinator, Academic Advisement, College of Health  
Tennessee State University  
lbonner3@tnstate.edu

**Gwendolyn Bookman**

Associate Provost  
Bennett College for Women  
gbookman@bennett.edu

**Janice Borlandoe**

Assistant Vice President for Student Affairs  
University of the District of Columbia  
jborlandoe@udc.edu



summer academy

**Consuelo Boronat**

Director, Assessment and Evaluation for Student Affairs  
Florida International University  
consuelo.boronat@fiu.edu

**Camilla Brammer**

Chair, Faculty Senate  
Marshall University  
brammer@marshall.edu

**Robert Brandon**

Director, Academic Support  
Harris-Stowe State University  
Brandonr@hssu.edu

**Renford Brevett**

Director of Institutional Effectiveness  
Lincoln University of Pennsylvania  
rbrevett@lincoln.edu

**Barbara Burke**

Chemistry Professor and SEES Director  
California State Polytechnic University, Pomona  
baburke@csupomona.edu

**Kurt Burkum**

Senior Research Associate, Policy Research ACT, Inc.  
Kurt.Burkum@act.org

**Holly Burmeister**

Director of Student Wellness Center  
New York City College of Technology  
hburmeister@citytech.cuny.edu

**Kathy Butler**

Provost and Senior Vice President  
Glennville State College  
kathy.butler@glennville.edu

**Renee Butler**

Senior Administrator  
LaGuardia Community College, CUNY  
rbutler@lagcc.cuny.edu

**Michael Caldwell**

Associate Professor of Music  
California State University, Fresno  
mccaldwell@csufresno.edu

**Carlos Ruben Carrasquillo**

Student Affairs Dean  
University of Puerto Rico at Humacao  
carlos.carrasquillo@upr.edu

**Cynthia Castillo**

Student  
California State Polytechnic University, Pomona  
cynthiac@csupomona.edu

**Jaime Chahin**

Professor and Dean, College of Applied Arts Texas State  
University  
tc03@txstate.edu

**Rosita Chang**

Professor of Finance  
University of Hawaii at Manoa  
rositac@hawaii.edu

**Joe Chapa**

Commercial Baking Faculty  
Navajo Technical College  
jchapa@navajotech.edu

**Duane Chapman**

Vice President for Enrollment Management  
Glennville State College  
Donald.Chapman@glennville.edu

**Christy Cheney**

Professor, Student Success Program  
Valencia Community College  
ccheney@valenciacc.edu

**Effie Clairmont**

Director, Writing Center, and Faculty, Liberal Arts  
Salish Kootenai College  
effie\_clairmont@skc.edu

**Dorie Clay**

Director of SEEK  
New York City College of Technology  
dclay@citytech.cuny.edu

**Hilda M. Colon**

Chancellor  
University of Puerto Rico at Humacao  
hilda.colon2@upr.edu

**Kit Conner**

Academic Coach  
Fairmont State University  
kconner@fairmontstate.edu

**Michelle Cooper**

President



summer academy



Institute for Higher Education Policy  
cooper@ihep.org

**Judy Cotton**  
English Professor  
Cedar Valley College – Dallas County Community College  
District  
jlcotton@dcccd.edu

**June Cowell-Oates**  
Student Services Director  
Barnes-Jewish College  
jcowell-oates@bjc.org

**William Dadson**  
Professor of Business and Information Technology  
Lincoln University  
wdadson@lincoln.edu

**Amy Dalsimer**  
Director  
LaGuardia Community College, CUNY  
adalsimer@lagcc.cuny.edu

**Linda DeAngelo**  
Assistant Director for Research, CIRP, Higher Education  
Research Institute, Graduate School of Education and  
Information Studies, UCLA  
lindade@ucla.edu

**Julie Desjarlais**  
Vice President of Student Services  
Sitting Bull College  
julied@sbc.edu

**Nora Dominguez**  
Director, Mentoring Institute  
University of New Mexico  
noradg@unm.edu

**Paul Dorestant**  
Director of Recruitment  
New York City College of Technology  
pdorestant@citytech.cuny.edu

**Michelle Duncan**  
Director, University College  
Marshall University  
duncan@marshall.edu

**Tracy Dunn**  
Marketing Faculty and Assistant Dean SBE  
Benedict College

dunnt@benedict.edu

**Leroy A. Durant**  
Vice President for Student Affairs  
Claflin University  
ldurant@claflin.edu

**Renay Durley-Petty**  
Coordinator of University Retention  
Harris-Stowe State University  
durleyr@hssu.edu

**Julian Edward**  
Professor and Chair, Mathematics  
Florida International University  
julian.edward@fiu.edu

**Lynda Edwards**  
Dean of Educational Partnerships  
North Lake College - Dallas County Community College  
District  
ledwards@dcccd.edu

**Frank Elliott**  
Instructor, College of Liberal Arts  
Norfolk State University  
ftelliott@nsu.edu

**Jose Manuel Encarnacion**  
Academic Affairs Dean  
University of Puerto Rico at Humacao  
jose.encarnacion@upr.edu

**Scott Evenbeck**  
Dean, University College and Associate Professor of  
Psychology, School of Science,  
Indiana University Purdue University Indianapolis  
evenbeck@iupui.edu

**Barbara Fallon**  
Director, Title III  
Fairmont State University  
bfallon@fairmontstate.edu

**Mike Faulds**  
Academic Advisor/Tutor  
College of Menominee Nation  
MFaulds@menominee.edu

**Lisa Flores**  
Interim Director, Professional Resource Opportunity  
Texas A&M International University  
lflores@tamiu.edu



summer academy

**Mark Forte**

Director, Learning Resource Center  
Mount St. Mary's College  
mforte@msmc.la.edu

**Kassie Freeman**

Interim President  
Southern University and A & M College System  
kassie\_freeman@sus.edu

**Erin Frew**

Associate Provost for Assessment  
Colorado State University - Pueblo  
erin.frew@colostate-pueblo.edu

**Patricia Fullmer**

Director of Learning Resource Center  
Lincoln University  
pfullmer@lincoln.edu

**Linda Gannaway**

Director, Learning Center  
California State University, Fresno  
lindaga@csufresno.edu

**Rick Garcia**

Dean, Outreach & Student Development  
Eastfield College - Dallas County Community College  
District  
rigarcia@dcccd.edu

**Jane Gates**

Dean  
Savannah State University  
gatesj@savannahstate.edu

**April Gentry**

Department Chair  
Savannah State University  
gentrya@savannahstate.edu

**Michael Giannetto**

General Education Tutoring Coordinator  
Colorado State University - Pueblo  
michael.giannetto@colostate-pueblo.edu

**Michelle Gilliard**

Senior Director, Education and Workforce Development  
Wal-Mart Foundation  
Michelle.Gilliard@wal-mart.com

**Sara Goldhawk**

Senior Program Manager, NATN  
Institute for Higher Education Policy  
sgoldhawk@ihp.org

**Jennifer Gomez-Chavez**

Director, Title V  
University of New Mexico  
jengomez@unm.edu

**Ana Gonzalez**

Director, Instructional Technology  
University of the Incarnate Word  
anagonza@uiwtx.edu

**Gaylene Gobert**

**Title needed**  
Northwest Indian College  
ggobert@nwic.edu

**Frances Graham**

Associate Vice Chancellor - Student Affairs  
North Carolina Central University  
fdgraham@nccu.edu

**Kizuwanda Grant**

Executive Dean - Communications & Teacher Education  
Mountain View College - Dallas County Community  
College District  
kgrant@dcccd.edu

**Monica Greene**

Director of Freshman College  
Claflin University  
mgreene@claflin.edu

**Marne Griffin**

Director of the Foundations Seminar  
Hilbert College  
mgriffin@hilbert.edu

**Mary Jo Gruca**

Director of Development, College of Science  
California State Polytechnic University, Pomona  
mgruca@csupomona.edu

**Justin Guillory**

**Title needed**  
Northwest Indian College  
jguillory@nwic.edu



summer academy

**Melodie Gunter**

Project Manager, Education  
Wal-Mart Foundation, Inc.  
Melodie.Gunter@wal-mart.com

**Tim E. Gutierrez**

Associate Vice President  
University of New Mexico  
tgutierr@unm.edu

**Susan Hall**

Faculty Development Coordinator  
University of the Incarnate Word  
hall@uiwtx.edu

**Leroy Hamilton**

Director, First Year Experience  
Norfolk State University  
lhamilton@nsu.edu

**Lua Hancock**

Project Director, Title V  
Nova Southeastern University  
lua@nova.edu

**Katrina Harden-Williams**

Director of Math Lab  
Spelman College  
kharden@spelman.edu

**Faye Hardy**

English Faculty  
Benedict College  
hardyf@Benedict.edu

**Earl Harmsen**

Faculty, HEB School of Business  
University of the Incarnate Word  
Harmsen@uiwtx.edu

**Dedra Harvey**

Retention Coordinator  
Albany State University  
dedra.harvey@asurams.edu

**Monique Haythe**

Instructor, College of Science, Engineering, and Technology  
Norfolk State University  
myhaythe@nsu.edu

**Camille Hazeur**

Director of Affirmative Action and Manager of Institutional  
Diversity Projects  
Bates University  
chazeur@bates.edu

**Clyde Henderson**

Library Director  
Navajo Technical College  
chenderson@navajotech.edu

**Stephen Hensley**

Dean, Student Affairs  
Marshall University  
hensley@marshall.edu

**Conchita Hickey**

Former Director, Programs for Academic Support &  
Enrichment  
Texas A&M International University  
chickey@tamiu.edu

**Ronya Hoblit**

Vocational Counselor  
Sitting Bull College  
ronyah@sbc.edu

**Bridget Hodges**

Counselor  
Hilbert College  
bhodges@hilbert.edu

**Denise Hogsett**

Director, Career Services  
Marshall University  
hogsettd@marshall.edu

**Bradley Honious**

Director of Financial Aid and Veteran's Affairs  
Valencia Community College  
bhonious@valenciacc.edu

**Perry Hopper**

Mathematics Faculty  
Benedict College  
hopperp@benedict.edu

**Juanita Hopper**

Biology Faculty  
Benedict College  
hopperj@benedict.edu



summer academy

**David Housel**

Assistant Director  
LaGuardia Community College, CUNY  
dhousel@lagcc.cuny.edu

**Martha Hughes**

Vice President of Instruction  
North Lake College - Dallas County Community College  
District  
mhughes@dcccd.edu

**Joie Jager-Hyman**

Doctoral Candidate  
Harvard Graduate School of Education  
joiejagerhyman@gmail.com

**Arturo Iriarte**

Retired; Former Director, Opportunity Scholars Program,  
University of South Carolina-Beaufort  
auiski@yahoo.com

**Spensin James**

President  
College of Micronesia-FSM  
sjames@comfsm.fm

**Jaelyn Jeffres**

Associate Professor of Anthropology  
Texas A&M International University  
jjjeffrey@tamiu.edu

**Michelle Jenkins**

Intern  
Institute for Higher Education Policy  
mjenkins@ihp.org

**Jennifer Jewett**

Administrative Assistant  
Sitting Bull College  
jenniferj@sbc.edu

**Bernice Johnson**

Assistant Vice Chancellor for Academic Services  
North Carolina Central University  
bjohnson@nccu.edu

**Johnny Johnson**

Assistant Professor, Natural Science & Mathematics  
Savannah State University  
johnsonj@savannahstate.edu

**Andrew Jones**

Executive Vice Chancellor

Dallas County Community College District  
tseymore@dcccd.edu

**Rosa Jones**

Vice President for Student Affairs  
Florida International University  
rosa.jones@fiu.edu

**Kiran Katira**

Director, Community Learning and Public Service  
University of New Mexico  
kuru2u@yahoo.com

**Darlene Kawulok**

Director, Religious Studies Department  
Mount St. Mary's College  
dkawulok@msmc.la.edu

**Willie Kelly**

Business Faculty  
Benedict College  
kellyw@benedict.edu

**Christine Kirk-Kuwaye**

Coordinator of Leadership Development  
University of Hawaii at Manoa  
kirkkuwa@hawaii.edu

**Chris Klinger**

Dean of Students  
Valencia Community College  
cklinger@valenciacc.edu

**Jeffrey Knapp**

Director, Academy for the Art of Teaching  
Florida International University  
jeffrey.knapp@fiu.edu

**Helene Krauthamer**

Professor of English  
University of the District of Columbia  
hkrauthamer@udc.edu

**Pamela Kutara**

Extension Educator  
University of Hawaii at Manoa  
kutara@hawaii.edu

**Carol Langer**

Faculty  
Colorado State University - Pueblo  
carol.langer@colostate-pueblo.edu



summer academy

**Pamela Lau**

Director, Center for Academic Success  
Parkland College  
plau@parkland.edu

**Lacey Leegwater**

Director of Programs and Planning  
Institute for Higher Education Policy  
lleegwater@ihep.org

**Connie Leggett**

Title III Director  
Albany State University  
connie.leggett@asurams.edu

**Christina Leimer**

Director, Institutional Research, Assessment and Planning  
California State University, Fresno  
cleimer@csufresno.edu

**Barbara Leitherer**

Associate Professor  
Community College of Baltimore County  
BLEitherer@ccbcmd.edu

**Kevin Lindberg**

Associate Professor of English  
Texas A&M International University  
klindberg@tamiu.edu

**Janet Liou-Mark**

Associate Professor  
New York City College of Technology  
JLiou-Mark@citytech.cuny.edu

**Juan Lira**

Associate Provost  
Texas A&M International University  
jlira@tamiu.edu

**Shannon Looney**

Program Coordinator  
Institute for Higher Education Policy  
slooney@ihep.org

**Derek Lopez**

Director, First-Year Programs  
Colorado State University-Pueblo  
derek.lopez@colostate-pueblo.edu

**Lana Low**

Retention Specialist  
lanalow@comcast.net

**Denver Malcom**

Academic Success Center Coordinator  
Claflin University  
dmalcom@claflin.edu

**Rachel Manson**

Counseling Services & Women's Center  
Lincoln University  
rmanson@lincoln.edu

**Marina Martin**

Data Manager  
Spelman College  
mmartin@spelman.edu

**Chris Martin**

IT Intern  
Navajo Technical College  
jarviso@navajotech.edu

**Veronica Martinez**

Director, Institutional Effectiveness & Planning  
Texas A&M International University  
veronica@tamiu.edu

**Jocelyn Mason-Saffold**

Intern  
Institute for Higher Education Policy  
jmason-saffold@ihep.org

**Jane Mattes**

Assistant to the Vice President of Instruction  
Community College of Baltimore County  
jmattes@ccbcmd.edu

**Alexei Matveev**

Director, Quality Enhancement and Assessment  
Norfolk State University  
agmatveev@nsu.edu

**Anna Mays**

Vice President of Student Services  
Cedar Valley College - Dallas County Community College  
District  
amays@dcccd.edu

**Michelle McClure**

Assistant to Vice President of Academic Affairs  
Harris-Stowe State University  
mcclurem@hssu.edu



summer academy

**Steve McCoy**

Director & Faculty, Developmental Studies  
Salish Kootenai College  
steve\_mccoy@skc.edu

**Sandra McMakin**

Dean, Student Success  
University of the Incarnate Word  
mcmakin@uiwtx.edu

**Troy Melendez**

Director, Learning Support Services  
Arizona State University  
troy.melendez@asu.edu

**Bertha Minus**

Associate Provost  
University of the District of Columbia  
bminus@udc.edu

**E. Timothy Moore**

Associate Dean Arts & Sciences  
Kent State University  
tmoore@kent.edu

**Gwendolyn Moore**

Director, Admissions & Recruitment  
Savannah State University  
mooreg@savannahstate.edu

**Michael Moore**

Native American Studies instructor  
Sitting Bull College  
michaelm@sbc.edu

**Jeffrey Mortimore**

Director of Academic Support/Retention/Instructional  
Services  
Bennett College for Women  
jmortimore@bennett.edu

**Kate Munroe**

Executive Director for Student Success and Retention  
Hilbert College  
kmunroe@hilbert.edu

**Amy Myers**

Chair, Social Sciences & Human Services  
Parkland College  
amyers@parkland.edu

**Dennis Nef**

Associate Vice President & Dean of Undergraduate Studies  
California State University, Fresno  
dennison@csufresno.edu

**Kathleen Nelson**

Director of Off-Campus Services  
Felician College  
lunazure@earthlink.net

**Tony Nicolas**

Professor  
New York City College of Technology  
TNicolas@citytech.cuny.edu

**Marnel Niles**

Assistant Professor of Communication  
California State University, Fresno  
mnniles@csufresno.edu

**Cindy O'Dell**

Director, Education Department  
Salish Kootenai College  
cindy\_odell@skc.edu

**Becky Osborne**

Coordinator of Disability Services  
Parkland College  
bosborne@parkland.edu

**Betty Overton-Adkins**

Vice President of Academic Affairs  
Spring Arbor University  
Betty.Overton-Adkins@arbor.edu

**John Page**

Assistant Dean, Learning Resources  
University of the District of Columbia  
jpage@udc.edu

**Nora Perales**

Undergraduate Admissions Counselor  
Texas A&M International University  
nora.perales@tamiu.edu

**Ratisha Peterkin**

Director of Academic Resources  
Bennett College for Women  
rpeterkin@bennett.edu



summer academy

**Nancy Popkin**

Instructor  
Harris-Stowe State University  
Popkinn@hssu.edu

**Bernice Portervint**

Northwest Indian College  
bportervint@nwic.edu

**Marie Racine**

Professor of French  
University of the District of Columbia  
mracine@udc.edu

**Minita Ramirez**

Dean, Student Success  
Texas A&M International University  
minita@tamiu.edu

**Carole Rave**

Vice President of Instruction & Student Services  
Northwest Indian College  
crave@nwic.edu

**Monetha Reaves**

Director, Academic Enrichment  
Tennessee State University  
mreaves@tnstate.edu

**DeeDra Reum**

Faculty, Developmental Studies  
Salish Kootenai College  
deedra\_reum@skc.edu

**Malqueen Richardson**

Director of Educational Support Services  
Benedict College  
richardsonm@Benedict.edu

**Julie Roberts**

Coordinator, Academic Advisement, College of Business  
Tennessee State University  
jroberts6@tnstate.edu

**Douglas Robertson**

Dean of Undergraduate Education  
Florida International University  
drobert@fiu.edu

**Himon Robles**

Student  
Colorado State University - Pueblo  
h.robles@colostate-pueblo.edu

**Luis Rafael Rodriguez**

Planning and Development Director  
University of Puerto Rico at Humacao  
luis.rodriguez40@upr.edu

**Amanda Romero**

Director, Human Services Major  
Mount St. Mary's College  
aromero@msmc.la.edu

**Michael Rosenthal**

Instructor, Mathematics  
Florida International University  
michael.rosenthal@fiu.edu

**Rachel Ruiz**

Vice-President  
University of Texas at San Antonio  
Rachel.ruiz@utsa.edu

**Erik Schmeller**

Associate Professor of History  
Tennessee State University  
eschmeller@tnstate.edu

**Donna Seaboy**

Financial Aid Director  
Sitting Bull College  
donnas@sbc.edu

**Suzanne Sealey**

Regents' Scholars Coordinator  
Texas A&M University  
ssealey@tamu.edu

**Melvin Shelton**

Director of the Honors Program and Student Success  
Albany State University  
melvin.shelton@asurams.edu

**Stacey Sherwin**

Associate Director, Institutional Research  
Salish Kootenai College  
stacey\_sherwin@skc.edu

**Janelle Simmons**

Director, First Year Experience and Orientation  
North Carolina Central University  
jsimmons@nccu.edu



summer academy

**Drew Smith**

Regents' Scholars Assistant Coordinator  
Texas A&M University  
drew.smith@tamu.edu

**Chandra Smith Taylor**

Vice President of Research & Director  
Pell Institute  
chandra.taylor-smith@pellinstitute.org

**Carolyn Snell**

Assistant to the Vice President for Student Affairs  
Claflin University  
csnell@claflin.edu

**Patricia Sokolski**

Lecturer  
LaGuardia Community College, CUNY  
psokolski@lagcc.cuny.edu

**Penny Speas**

Director of Writing Center  
Bennett College for Women  
pspeas@bennett.edu

**Tarshia Stanley**

Professor of English  
Spelman College  
tstanley@spelman.edu

**Pam Stephens**

Coordinator of Academic Advising  
Fairmont State University  
pstephens@fairmontstate.edu

**Teresa Sterns**

Director of Hidden Promise  
Glenville State College  
Teresa.Sterns@glenville.edu

**Sabrina Stewart**

Student  
Claflin University  
sstewart@claflin.edu

**James Sturm**

Vice Provost  
Hilbert College  
jsturm@hilbert.edu

**Kathy Suarez**

Coordinator of Financial Aid  
Valencia Community College  
ksuarez@valenciacollege.edu

**Hazel Symonette**

Senior Policy and Program Development Specialist  
University of Wisconsin-Madison  
symonette@bascom.wisc.edu

**Leilani Takeuchi**

Coordinator of First Year Programs  
University of Hawaii at Manoa  
ltakeuc@hawaii.edu

**Peter Tan**

Full-Time Faculty, Philosophy  
Mount St. Mary's College  
ptan@msmc.la.edu

**Donna Tanner-Harold**

Director of Counseling & Advising  
Parkland College  
dtanner@parkland.edu

**Mary Trevino**

Associate Vice President, Academic Affairs  
Texas A&M International University  
maryt@tamiu.edu

**Marietta Turner**

Dean of Students  
Parkland College  
mturner@parkland.edu

**William Waller**

Associate Professor, Computer and Mathematical Sciences  
University of Houston - Downtown  
wallerw@uhd.edu

**Audrey Ward**

Dean of Student Academic Support Services  
Bennett College for Women  
award@bennett.edu

**Marcie Washington**

Community Outreach Coordinator  
Nova Southeastern University  
mwashing@nova.edu



summer academy

**Barbara Watanabe**

Academic Advisor  
University of Hawaii at Manoa  
blwatana@hawaii.edu

**Chad Waukechon**

Dean of Community Programs  
College of Menominee  
cwaukechon@menominee.edu

**Monica Whitley**

Retention Coordinator  
Albany State University  
monica.whitley@asurams.edu

**York Williams**

Assistant Professor of Education  
Lincoln University  
ywilliams@lincoln.edu

**Robin Williams**

Associate Dean, University College  
North Carolina Central University  
rwilliams@ncsu.edu

**Khalia Wilson**

Instructor, School of Education  
Norfolk State University  
kiwilson@nsu.edu

**Carisa Wilson-Bustillos**

Program Coordinator, Adult Resource Center  
El Centro College - Dallas County Community College  
District  
carisawilson-bustillos@dccc.edu

**Ontario Wooden**

Associate Dean, University College  
North Carolina Central University  
owooden@ncsu.edu

**Madelyn Young**

Advisor, Career Development Services  
Valencia Community College  
myoung@valenciacollege.edu

**Nicole Zairi**

Articulation Assistant to the Office of Instruction  
The Community College of Baltimore County  
nzairi@ccbcmd.edu

**Enrique Zapatero**

Associate Professor, School of Business  
Norfolk State University  
egzapatero@nsu.edu

**Sandra Zuniga**

Director, Outreach Programs  
University of Texas at San Antonio  
Sandra.Zuniga@utsa.edu