

2010 SUMMER ACADEMY



CULTIVATING STUDENT ACCESS AND SUCCESS: CLEARING PATHWAYS FOR UNDERSERVED STUDENTS

JULY 19–23
HYATT REGENCY TAMAYA RESORT & SPA
1300 TUYUNA TRAIL
SANTA ANA PUEBLO, NM 87004
WWW.IHEP.ORG



July 19, 2010

Dear friends and colleagues,

It is with great pleasure that I welcome you to the Institute for Higher Education Policy's (IHEP) 2010 Summer Academy! We hope these next five days will be a valuable experience in which you and your team work to create sustainable programs and practices to better support underserved students on your campus.

The road to a postsecondary credential or degree is a challenge for a number of students, particularly for low-income, first-generation, and minority students. With the theme *Cultivating Student Access and Success: Clearing Pathways for Underserved Students*, we challenge you to think critically about how the role of underserved students has transformed the way you think about delivering postsecondary opportunities and creating an environment that is accessible, accountable, and supportive of student success. This year's Summer Academy will directly address the ways by which your institution works to eliminate and minimize the common barriers that underserved students all too often encounter.

This year's Summer Academy would not have been complete without the assistance of a number of individuals. We would particularly like to extend our gratitude to the University of New Mexico's Tim Gutierrez and Nora Dominguez for their assistance in planning for this year's event. We appreciate their time and effort in securing local speakers and computers for participant use.

Once more, the participants at the 2010 Summer Academy are diverse. We have a cross-sectional representation of institutions from within the larger higher education community, including many familiar and new faces. This year we welcome our second round of Walmart Minority Student Success Initiative grantees in addition to first-round awardees, USA Funds-supported Financial Literacy teams, and our past participants from the Building Engagement and Attainment for Minority Students, and the Model Replication Institutions programs. Some new faces include a mix of two- and four-year institutions with whom we hope to continue collaboration and future work. Together, our participation at this year's Summer Academy adds to the national imperative to successfully educate and graduate underserved students.

We hope you enjoy!

Sincerely,



Michelle Asha Cooper, Ph.D.
President, Institute for Higher Education Policy



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SPONSORS

A SPECIAL THANK YOU

To Our 2010 Summer Academy Sponsors and Supporters!

We would also like to recognize the contributions of our sponsors representing institutions and organizations from the higher education community. This year's Summer Academy would not be complete without the kind support of the respective groups who helped with advertising, speaker and workshop assistance, and other valuable participant resources such as computers and printers available for your use.

We would also like to thank Adams State College, Colorado State University-Pueblo, and Pueblo Community College for their kind donation of LCDs for workshop and session presentations.

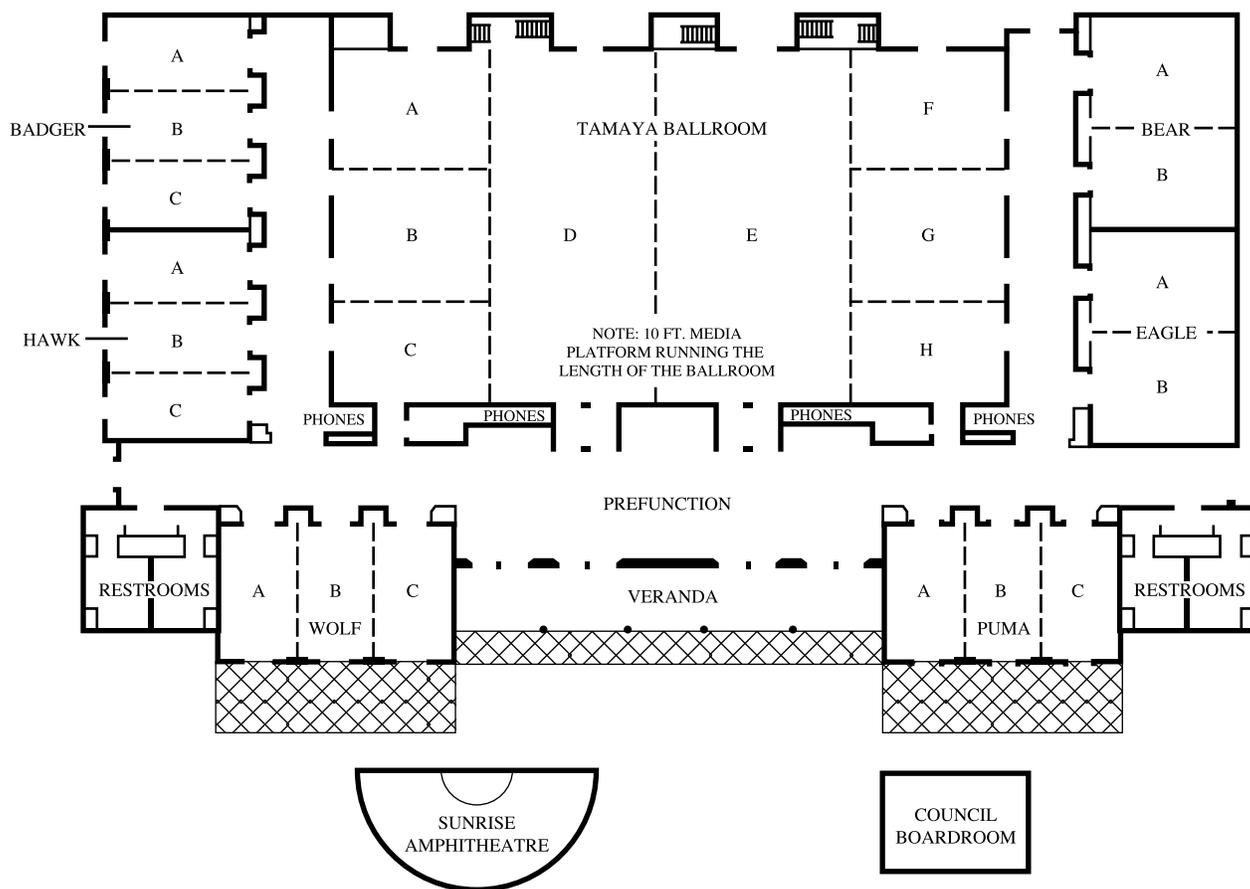
Thank you to our sponsors!





HOTEL MAPS

HOTEL MAPS



RESOURCE ROOM: WOLF BC

The Summer Academy “resource room” is located in the Wolf BC. The resource room hosts a computer lab, with printers and a copier, a resource library of higher education articles and publications, and folders to submit your institution’s daily assignments. The resource room is open daily between 7 a.m. to 10 p.m.

COMPUTER LAB: Computers, printers, and a copy machine are available for your convenience throughout the Summer Academy. The computers and printers are compliments of the University of New Mexico!

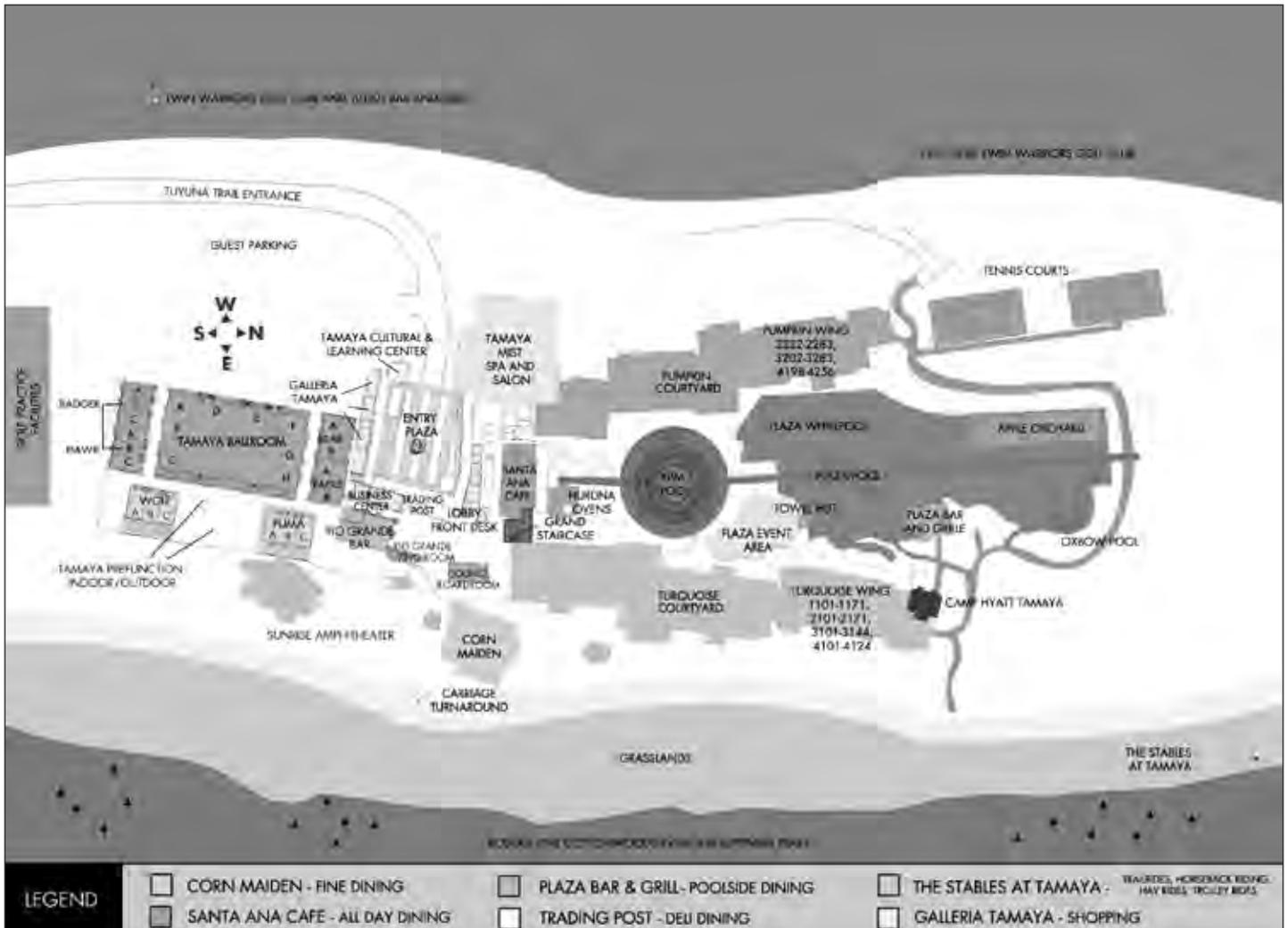
RESOURCE LIBRARY

Summer Academy staff and consultants have crafted a library of higher education articles and publications for

your use during the event. We encourage you to look through the library to identify resources that may help your Summer Academy work and team planning. So that others at the Summer Academy can also have access to the resources, please make copies of any resources your team uses and return the originals to their respective folders in the library. The documents are also uploaded onto our online WebCenter.

TEAM ASSIGNMENT FOLDERS

You can also find folders for each institution in the resource room. You should submit your daily team assignments to the folders by the time listed in the detailed schedule. Consultant responses to assignments are scheduled to be available by 8:30 a.m. on the following morning.





SCHEDULES

SCHEDULE AT-A-GLANCE

	Monday, July 19 INTRODUCTION	Tuesday, July 20 SUCCESSFUL STRATEGIES FOR STUDENT LEARNING
7:30 AM		Breakfast 7:15 AM – 8:15 AM
8 AM		Overview 8:15 AM – 8:30 AM
8:30 AM		Plenary Session 8:30 AM – 9:30 AM
9 AM		
9:30 AM		Break 9:30 AM – 10 AM
10 AM		Workshops 10 AM – 11:30 AM
10:30 AM	Team Working Session (Optional) 10 AM – 3:30 PM	
11 AM		
11:30 AM		
11:45 AM		Break 11:30 AM – 11:45 AM
12 PM	Registration Noon – 4:30 PM	College Board's Men of Color Panel 11:45 AM – 1:15 PM
12:30 PM		
1 PM		
1:30 PM	Poster Prep (Optional) 1:30 PM – 2:15 PM	Team Working Session 1:30 PM – 6 PM
2 PM		Program Meetings 1:30 PM – 2:30 PM
2:30 PM	New Participant Introduction (Optional) 2:30 PM – 3:15 PM	
3 PM		Staff Office Hours 3 PM – 5 PM
3:30 PM	Welcome and Opening Session 3:30 PM – 4:30 PM	
4 PM		
4:30 PM	Keynote Address 4:30 PM – 5:30 PM	
5 PM		
5:30 PM	Break 5:30 PM – 6 PM	
6 PM	Opening Dinner 6 PM – 7 PM	Dinner on Your Own 6 PM – 8 PM
6:30 PM		
7 PM	Dessert and Networking Reception 7 PM – 8 PM	
7:30 PM		
8 PM		
9 PM		

SCHEDULE IN DETAIL

Monday, July 19: Introduction to the Summer Academy

10 AM–3:30 PM OPTIONAL SESSION

Team Working Session

Feel free to use the following breakout rooms for team meetings: Eagle A, Eagle B, and Bear A.

NOON–5 PM

REGISTRATION

Mountain View Foyer

Welcome to the Hyatt Regency Tamaya Resort & Spa in Santa Ana Pueblo, NM! Please pick up your conference materials at this time.

1:30 PM–2:30 PM

OPTIONAL SESSION: Poster Preparation

Eagle A, Eagle B, and Bear A

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 leave finished posters in Wolf BC for the evening poster session. IHEP staff will display posters at the reception on your behalf.

2 PM–3 PM

MEETING: Consultant Meeting

Puma BC

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

2:30 PM–3:15 PM

OPTIONAL SESSION: New Participant Introduction

Bear B

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.

3:15 PM–3:30 PM

BREAK

3:30 PM

Wolf BC Team Assignment #1 Due: Vision & Goals Statements and Team Poster

All teams should place their assignments in the marked folder located in the resource room (Wolf BC). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Wolf BC is equipped with computers, printers, and a copy machine. Copies of team assignments are also available on your complimentary USB flashdrive.

Resource Room Sponsor: University of New Mexico

3:30 PM–4:30 PM

WELCOME AND OPENING SESSION

Tamaya EFGH

The opening session is designed to give participants an overview of the goals and resources of the Summer Academy and of the mission and initiatives of the Institute for Higher Education Policy.

Presenters: Michelle Asha Cooper, President and Lacey H. Leegwater, Director of Programs and Planning, Institute for Higher Education Policy

4:30 PM–5:30 PM

KEYNOTE ADDRESS: Setting A National Agenda for Underserved Student Success

Tamaya EFGH

Strengthening the country's performance and leadership in higher education requires a commitment to educating our most underserved students. A number of national imperatives call for an increased number of college graduates with 21st century skills. Reaching this goal will be a challenge as access to and completion of a quality postsecondary education is not always a reality for underserved students. The challenge of developing institutional capacity to recruit, enroll, retain, and graduate underserved and disadvantaged student groups requires attention to social, cultural, and academic variables that contribute to student performance. In this keynote address, participants will think of ways in which their roles and institutions are accountable for underserved student success. This session will underscore the significance and challenges of meeting the needs of underserved student populations and the critical role institutions serve in the broader national imperative to increase educational attainment rates for this specific demographic.

Moderator: Michelle Asha Cooper, President, Institute for Higher Education Policy

Presenter: Charlie Nelms, Chancellor, North Carolina Central University

5:30 PM–6 PM

BREAK

6 PM–7 PM

OPENING DINNER

Tamaya Veranda

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

7 PM–8 PM

DESSERT AND NETWORKING RECEPTION

Tamaya Perfunction

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 pm. 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.

Tuesday, July 20: Successful Strategies for Student Learning

7:15 AM–8:15 AM

BREAKFAST

Tamaya Perfunction

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

8:15 AM–8:30 AM

OVERVIEW

Tamaya EFGH

8:30 AM–9:30 AM

Tamaya EFGH

Plenary Session: Investing in Successful Institutional Practices and Programs to Support Underserved Student Achievement

For many institutions, generating diverse funding and revenue sources is important for establishing stronger institutional stability and capacity to better serve students. The variety of funding opportunities is manifold and often hard to track. How should your institution best frame its change work to secure additional funding sources? How may key institutional priorities and student learning objectives align with broader foundation and funder interests? In this opening session, participants will hear from a panel of representatives from major higher education funders. Panelists will broadly discuss their respective funding priorities as they relate to institutional and student success. Participants will be encouraged to think critically about what types of programs and practices they are currently engaged in and how such practices may be situated in proposals and used to secure additional funding.

Moderator: Michelle Asha Cooper, President, Institute for Higher Education Policy

Panelists: Michelle Gilliard, Senior Director, Education, and Workforce Development, Walmart Foundation; Tina Gridiron Smith, Program Officer, Lumina Foundation for Education; Patricia Roe, Senior Program Officer, USA Funds; and Caroline Altman Smith, Program Officer, Kresge Foundation

9:30 AM–10 AM

BREAK

10 AM–11:30 AM

CONCURRENT WORKSHOPS (see details below)

EAGLE A WORKSHOP: Creating Early Alert Systems and Other First-Year Intervention Programs to Foster Underserved Student Success

Early alert systems and intervention programs help campuses better identify, track, and support their underserved students. This session examines the role of early alert systems and similar intervention programs that campuses may integrate into their student success work. Participants will review strategies for enhancing faculty-student communication, advising processes, and learning outcomes. Session participants will consider how these strategies relate to broader institutional retention and completion goals for their underserved students.

Facilitator: Jaime Chahin, Professor and Dean, College of Applied Arts, Texas State University-San Marcos

EAGLE B WORKSHOP: Learning Communities: A Holistic Approach to Underserved Student Access

Learning communities are a key initiative on many campuses to engage entering students in their learning and to provide a helpful context for entering students. Faculty and staff work together to help students integrate their learning as they are making the transition to successful study. Often, learning communities incorporate experiential learning and cocurricular programming as integral components of the initiative. This workshop will address high impact programs and practices in learning communities that engage students in their learning. Participants will learn to leverage national and institutional data to improve their learning communities and related student outcomes.

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

BEAR A WORKSHOP: Rethinking Developmental Education

Many underserved students who enter college underprepared must enroll in developmental and remedial coursework. In this session, participants will learn how to integrate new ways of approaching and improving basic skills instruction. Participants will learn about various models and techniques to maximize student learning, foster more engaging pedagogy, and improve student success.

Facilitator: TBD

BEAR B WORKSHOP: Grant-Writing for Project Success

For new campuses or team members who missed this workshop last year, this session will provide information about developing grant proposals to support underserved student success projects. Participants will receive basic information about proposal development coupled with specific issues to be considered in building a case for support of underserved college student programs and practices. The facilitator will also provide some information about seeking sources of funding for projects.

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

PUMA BC WORKSHOP: Connecting Mentoring to Student Learning

Mentoring programs and practices are a helpful tool to enhance student learning objectives and outcomes. The types of mentoring and expectations of its use are wide-ranging. In this session, participants will learn about how to better frame mentoring relationships to meet the academic, social, and cultural expectations of underserved students.

Facilitator: Lee Bitsoi, Associate, Department of Molecular and Cellular Biology, Harvard University

11:30 AM–11:45 AM

BREAK

11:45 AM–1:15 PM

LUNCH PANEL: Educational Crisis Facing Men of Color
Tamaya EFGH

The United States is increasingly becoming more diverse as a nation. Yet, if current trends in college enrollment and degree attainment continue, the average educational levels of Americans will decline by 2020. For men of color, the likelihood of postsecondary completion is particularly poor. This panel, by highlighting the College Board's *The Educational Crisis Facing Young Men of Color* report, will address the current climate facing significant numbers of males of color. Panelists will discuss issues confronting each respective minority community and will make recommendations of what colleges and universities and federal and state governments must do to better support the nation's most at-risk student demographic.

Moderator: Ronald Williams, Vice President, College Board

Panelists: Lee Bitsoi, Associate in the Department of Molecular and Cellular Biology, Harvard University; Julie Lopez Figueroa, Assistant Professor, California State University Sacramento; Hal Smith, Vice President for Education and Youth, National Urban League; and Robert Teranishi, Associate Professor of Higher Education, New York University

Sponsored by the College Board. Remember to bring your name badge, as it is required for all meals during the Summer Academy.

1:30 PM–2:30 PM

PROGRAM MEETINGS*Tamaya EFGH:***Walmart Cohort 2 Teams (required)****Walmart Cohort 1 Teams (optional)****Eagle A: Financial Literacy Teams**

Participants in the Walmart 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.

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 use the following breakout rooms for team meetings: Eagle B, Bear A, Bear B, and Puma BC.

1:30 PM–6 PM

TEAM WORKING SESSIONS

Feel free to use the following breakout rooms for team meetings: Eagle B, Bear A, Bear B, and Puma BC

3 PM–5 PM

STAFF OFFICE HOURS

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

6 PM

Wolf BC Team Assignment #2 Due: Successful Strategies for Student Learning

All teams should place their assignments in the marked folders located in the resource room (Wolf BC). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Wolf BC is equipped with computers, printers, and a copy machine.

Resource Room Sponsor: University of New Mexico

6 PM–8 PM

DINNER: On Your Own

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

The hotel houses two restaurants: The Corn Maiden and the Santa Ana Café. Please see hotel staff for additional restaurant options in the surrounding area.

Wednesday, July 21: Integrated & Sustained Campus Change

7:15 AM–8:15 AM

BREAKFAST

Tamaya Perfunction

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

8:15 AM–8:30 AM

OVERVIEW

Tamaya EFGH

8:30 AM–9:30 AM

PLENARY SESSION: Data and Assessment in a New Era of Accreditation

Tamaya EFGH

In this opening session, participants will consider how accreditation has evolved over the past few years and how these identified changes have impacted institutional work. Specific issues raised during this session include how accreditation must serve as a means to improving educational and institutional quality as well as the ways in which the accreditation process can help institutions identify and improve access and achievement opportunities for underserved student populations. The presenter will also identify specific steps and recommendations institutions should consider integrating into programmatic work to develop a stronger culture of using data and assessment.

Moderator: Lacey H. Leegwater, Director of Programs and Planning, Institute for Higher Education Policy

Presenter: Judith Eaton, President, Council for Higher Education and Accreditation

9:30 AM–10 AM

BREAK

10 AM–11:30 AM

CONCURRENT WORKSHOPS (see details below)

EAGLE A WORKSHOP: Assessing Institutional Quality and Effectiveness

How best do we validate the statements of quality and/or effectiveness made about our colleges/universities or projects? Are we identifying and collecting appropriate data? Should we incorporate self-report measures? How do we approach the evaluation of collected data? What about direct or indirect methods of assessing outcomes, etc.? This workshop will be conducted in a “hands-on” format. Participants will review and discuss steps that facilitate the collection and evaluation of meaningful information that, in turn, should substantiate statements that are made about the quality and/or effectiveness of our institutions or projects.

Participants are asked to (1) attend with at least one other colleague from the same university/college, and (2) bring with them at least one statement of quality and/or effectiveness about their institution or project.

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

EAGLE B WORKSHOP: Using Data to Review Financial Aid Policies and Practices that Affect Student Access and Success

For many underserved students, financial assistance is one of a variety of challenges that directly affect college access. This session will review ways in which colleges can use public and private data to help determine how well the financial aid office is serving students and developing measurable outcomes. Participants will learn more about how financial aid policies and practices vary widely from campus to campus (as captured in The Institute for College Access and Success's (TICAS) report *Green Lights & Red Tape: Improving Access to Financial Aid at California's Community Colleges*) and how such practices yield significant effects on student access to financial aid and eventual postsecondary success. In addition, the presenter will share new research from TICAS that sheds light on how the financial aid process itself affects students.

Facilitator: Deborah Frankle Cochrane, Program Director, The Institute for College Access and Success

BEAR A WORKSHOP: Evaluating Program Outcomes

This hands-on workshop will help participants identify key program outcomes and ways to measure those outcomes. Topics covered include the use of logic models to clarify expected outcomes, types of data that can be used to measure student and/or institutional outcomes, and strategies for collecting and analyzing evaluation data.

Facilitator: Wendy Erisman, Owner, Strix Research, LLC

BEAR B WORKSHOP: Leveraging Linked Data to Inform Student Access and Success Initiatives

The Data Quality Campaign is a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement. This session will address how institutions can leverage statewide longitudinal data systems to inform both state and institutional-level policies and practices. Participants will be prompted to think about critical opportunities to better link P–12 and higher education data, to align education and workforce data, and to use longitudinal data as a means to improving postsecondary access and success for low-income, minority, and other underserved student populations.

Facilitator: Bi Vuong, Senior Associate, Data Quality Campaign

PUMA BC WORKSHOP: Assessing Mentoring Practices to Meet Your Underserved Students' Needs

University of New Mexico engages in extensive research activities to assess the effectiveness of its mentoring practices and relationships, which include needs assessment surveys, extensive literature reviews, and qualitative and quantitative studies. Participants will learn more about the role of assessment in tracking the effectiveness of mentoring as a high impact practice. This workshop will provide concrete models and practical suggestions for integrating assessment as it relates to the type of mentoring models your institution may be considering.

Facilitator: Nora Dominguez, Director, Mentoring Institute, University of New Mexico

11:30 AM–11:45 AM

BREAK

11:45 AM–1 PM

LUNCH SESSION: Model Student Financial Literacy Programs
Tamaya EFGH

With the ever increasing cost of higher education and diminishing financial resources, many students are facing insurmountable challenges in accessing and affording a college education. This session focuses on financial literacy programs as a strategy for achieving greater balance among accessibility, affordability, and accountability at both two- and four-year institutions. Members of the panel will showcase their model financial education programs and how these programs support student success initiatives at their respective institutions. The panel will also provide strategies for ensuring accountability of financial literacy programs.

Moderator: Lana Low, Retention Specialist

Panelists: Tally Hart, Director of Student Financial Aid, Ohio State University; and Bradley Honious, Director of Financial Aid and Veteran's Affairs, Valencia Community College

Sponsored by USA Funds. Be sure to pick up your lunch in the Tamaya Foyer. Tickets will be distributed to receive a boxed lunch. Again, name badges are required for all Summer Academy meals.

1 PM–6 PM

MEETING: TEAM WORKING SESSIONS (optional free time)

Feel free to use the following breakout rooms for team meetings: Eagle A, Eagle B, Bear A, Bear B, and Puma BC.

1 PM–3 PM

STAFF OFFICE HOURS

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

6 PM

Wolf BC Team Assignment #3 Due: Data-Responsive Institutions

All teams should place their assignments in the marked folders located in the resource room (Wolf BC). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Wolf BC is equipped with computers, printers, and a copy machine.

Resource Room Sponsor: University of New Mexico

6 PM–8 PM

DINNER: On Your Own

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

**Thursday, July 22:
Integrated & Sustained Campus Change**

7:15 AM–8:15 AM

BREAKFAST*Tamaya Perfunction*

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

8:15 AM–8:30 AM

OVERVIEW*Tamaya EFGH*

8:30 AM–9:30 AM

PLENARY SESSION: Connecting Institutional and State Level Priorities to Underserved Student Success*Tamaya EFGH*

Integrated and sustained campus change requires aligning institutional work to key policy priorities and contexts. The speaker will share with participants New Mexico's educational priorities, innovative state programs and supports, and efforts made to establish stronger connections with the K–12, public, and private sectors to improve college access and success for the state's underserved students. For many participants, this plenary will better frame the work they are currently engaged in and how they may approach their own state representatives with marketing and securing support for their work.

Moderator: Lorelle L. Espinosa, Director of Policy and Strategic Initiatives, Institute for Higher Education Policy

Presenter: Viola Florez, Cabinet Secretary for Higher Education, State of New Mexico

9:30 AM–10 AM

BREAK

10 AM–11:30 AM

CONCURRENT WORKSHOPS (see details below)**TAMAYA EFGH WORKSHOP: Implementing Learning Communities: Improving, Enduring, and Scaling Up**

It is one thing to start a learning community, it is another to have it improve, endure, and scale up over time. In a highly interactive group session, participants will discuss what lessons have been learned about how institutions can achieve those important goals. More specifically, participants will think critically about how to structure learning communities for success, which campus departments and stakeholders are key to the viability of learning communities, and how to grow and sustain learning communities over time.

Facilitator: Vincent Tinto, Distinguished Professor, Syracuse University

EAGLE A WORKSHOP: Federal Higher Education Policy in the Obama Era

The president's ambitious goal of seeing the United States once again lead the world in college degree attainment has prompted policy change at the federal level in concert with focused attention by education researchers and philanthropic organizations. Billions of dollars directed toward community colleges, minority-serving institutions, and targeted outreach by national agencies present new opportunities for higher

education systems and institutions that serve underrepresented populations. Yet, given a national focus on the economy and statewide budget shortfalls, there are indeed new challenges. Attendees will be challenged to think about how practice and policy inform institutional work, student achievement goals, and institutional performance.

Facilitator: Lorelle L. Espinosa, Director for Policy and Strategic Initiatives, Institute for Higher Education Policy

EAGLE B WORKSHOP: Effective Communications and Marketing Strategies to Establish Broader Visibility and Appeal

Developing an effective communications and marketing plan to increase visibility of any programmatic effort is important for overall sustainability. This workshop will highlight basic outreach strategies to achieve a higher degree of awareness among institutional stakeholders, supporters, and influencers while generating market buzz. Session participants will learn the importance of a) identifying internal and external target audiences, b) establishing and maintaining relationships with institutional communications/PR staff, and c) utilizing proven tools for broader project dissemination and marketing.

Facilitator: Tia T. Gordon, Founder and CEO, TTG+Partners

BEAR A WORKSHOP: Establishing Senior Administrative Buy-In to Advance Project Success

Institutional change often requires strong and visible support from senior administrators and staff. How should your team communicate your planned work to senior leaders? Who should you approach and engage first? How may your planned objectives be linked to broader institutional and senior-level initiatives? This session will highlight strategies that are useful to engaging, communicating, and negotiating with senior level leaders to move project work forward. Topics to be addressed include avenues of influence, key terms to leverage your case, and strategies to work through senior-level resistance.

Facilitator: Hilda M. Colón Plumey, Special Assistant to the President for STEM+H Development, Sistema Universitario Ana G. Mendez

BEAR B WORKSHOP: Bridging Academic and Student Affairs

Successful campus change initiatives require the commitment and buy-in across divisions. Oftentimes achieving mutual collaboration between academic and student affairs is difficult though important for underserved student success. Participants in this session will be presented with strategies and best practices that are helpful for establishing stronger inroads related to communication, collaboration, and alignment of institutional priorities across divisions. The session will cover how barriers between divisions may be eliminated by setting mutual agendas and goals, use of technology, and defining shared student learning objectives.

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

PUMA BC WORKSHOP: Sustainable Campus Change: Managing Conflict for Institutions, Departments, and Individuals

What does it mean for your campus work to be sustainable?

Specific change projects and strategic initiatives require flexibility, clear expectations, and effective communications and negotiation skills across diverse stakeholders. Participants in this session will learn about how to successfully manage conflict within the planning and sustainable implementation associated with institutional change initiatives. Examples and practices highlighted in the session will allow participants to think about how they may better continue their work given common barriers and/or changes at the institutional level that may threaten or change the direction of their original goals.

Facilitator: Kathy Isaacson, Strategic Planning Specialist and Communications Consultant, Strategic Engagement, LLC

11:30 PM–2 PM

LUNCH: ON YOUR OWN

2 PM–3 PM

BREAK

Enjoy a snack and break from your team working session!

2 PM–4 PM

STAFF OFFICE HOURS

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

2 PM–7 PM

TEAM WORKING SESSIONS

Feel free to use the following breakout rooms for team meetings: Eagle A, Eagle B, Bear A, Bear B, and Puma BC.

6 PM

Wolf BC Team Assignment #4 Due: Integrated & Sustained Campus Change

All teams should place their assignments in the marked folders located in the resource room (Wolf BC). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Wolf BC is equipped with computers, printers, and a copy machine.

Resource Room Sponsor: University of New Mexico

7:15 PM–9 PM

COTTONWOOD DINNER CELEBRATION AND DANCE ACADEMY

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

Do not forget your name badge!

Friday, July 23: Action Planning

8 AM–9 AM

BREAKFAST/TEAM WORKING TIME

Tamaya EFGH

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 all meals during the Summer Academy.

9 AM–10:30 AM

MEETING: Share Your Success

Tamaya EFGH

All teams will meet to share outcomes of their work at the Summer Academy. During the session, 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 Summer Academy.

10:30 AM–11 AM

MEETING: Strategies for the Future

Tamaya EFGH

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 H. Leegwater, Director of Planning and Special Projects, Institute for Higher Education Policy

11 AM

Wolf BC Team Assignment #5 Due: Project Draft And Action Items

All teams should place their assignments in the marked folders located in the resource room (Wolf BC). For feedback from consultants, discuss your project draft and action items with your consultant prior to your submission.

Note: For your convenience, Wolf BC is equipped with computers, printers, and a copy machine.

Resource Room Sponsor: University of New Mexico

11 AM

THE 2010 SUMMER ACADEMY ENDS

Safe journey home and beyond.



PROJECT DESCRIPTIONS

PROJECT DESCRIPTIONS

This section includes project descriptions and a list of members for all teams attending the Summer Academy. The variety of institutions attending this year's event is wide-ranging, representing a mix of institutional types, missions, and sizes; student demographics; and geographical areas. The Summer Academy provides a number of networking opportunities for the cross-fertilization of ideas across teams and projects. We encourage you to seek out teams doing similar work or those whose work might inform your own. All participants have much to learn from each other, so take advantage of your time in New Mexico to hear more about each other's work.

Team member contact information is included in the participant roster.

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

The Walmart Minority Student Success Initiative

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

Financial Literacy and College Success at Minority-Serving Institutions

Since 2008, IHEP has served as the host for the Symposium on Financial Literacy at minority-serving institutions (MSIs), an event long supported by USA Funds. The symposium provides participating institutions with essential financial literacy information to address common persistence issues for students at MSIs and an opportunity to contribute to the ongoing dialogue related to advancing financial knowledge for students of color. Building on this work, a set of Summer Academy institutions, through USA Funds support, are developing plans to refine their financial literacy offerings and assess the effectiveness of their programs in order to provide MSI-specific models for determining the degree to which financial literacy programs are prompting student success.

Adams State College (Walmart Team, 2nd Cohort)

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

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

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

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

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

Bloomfield College (Walmart Team, 2nd Cohort)

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

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

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

Bowie State University (Walmart Team 2nd Cohort)

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

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

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

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

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

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

College of Micronesia-FSM

Abraham Reedson and Tetaake Yeeting

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

Columbus State Community College

Sarah Lathrop, Teddi Lewis-Hotopp, and Dan Weinstein

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

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

Coppin State University (Walmart Team, 2nd Cohort)

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

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

Delaware State University (Walmart Team, 2nd Cohort)

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

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

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

El Camino College (Walmart Team, 2nd Cohort)

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

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

Diné College

Elvira Bitsoi Largie

Project information not available at time of print.

Flagler University

Skeeter Key and Deborah Larew

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

Fort Belknap College (Walmart Team, 2nd Cohort)

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

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

Galveston College

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

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

identify additional strategies for the college to consider for implementation.

Hampton University (Walmart Team, 2nd Cohort)

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

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

LaGuardia Community College (Walmart Team, 1st Cohort)

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

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

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

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

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

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

Medgar Evers College (Financial Literacy Team)

Elsa Edwards-Green, Courtney Inniss and Gale Gibson

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

Navajo Technical College (Walmart Team, 1st Cohort)

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

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

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

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

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

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

New Jersey City University (Financial Literacy Team)

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

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

New York City College of Technology

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

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

North Carolina A&T State University

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

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

Northwest Indian College (Walmart Team, 1st Cohort)

Justin Guillory, Bernice Portervint, and Carole Rave

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

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

Paine College

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

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

Philander Smith College (Financial Literacy Teams)

Beverly Richardson, Lupita Roy, and Carla Wood

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

Porterville College

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

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

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

Pueblo Community College (Financial Literacy Team)

Sterling Jenkins, Cindy Mihelich, and Laura Solano

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

Savannah State University (Financial Literacy Team)

Hope Cranford, Jane Gates, and April Gentry

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

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

Southern University and A&M College System

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

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

Southwestern Indian Polytechnic Institute (Financial Literacy Team)

Nancy Garcia, Barbara Joan Goodman, and Jim James

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

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

Texas A&M University-Texarkana

Maya Edwards and Roseanne Stripling

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

Tuskegee University

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

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

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

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

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

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

University of Florida

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

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

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

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

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

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

University of Maryland Eastern Shore (Financial Literacy Team)

Cheryl Collier Mills

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

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

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

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

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

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

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

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

Valencia Community College (Walmart Team, 2nd Cohort)

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

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

Voorhees College

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

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

West Hills Community College District

Cathy Barabe

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

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

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

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

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



TEAM ASSIGNMENTS

Assignments:

Summer Academy assignments provide a framework for participating teams to craft, add to, and refine their institutional change projects. The assignments align with the day's theme and are intended to help teams consider how the daily sessions can inform your own planning efforts. This year, most daily assignments include two components: questions to translate learning into practice and a key section of the final project action plan. The first component provides opportunities for the team members to reflect, together, on what you've learned during the day, share strategies from across the sessions, and consider practical applications for your own institutional context. The second component offers your team the chance to formally begin your action plan earlier in the week and receive more feedback on the plan's components throughout the week.

Participating teams are encouraged to complete the assignment components that are most helpful to your planning process. For those teams that enter the Summer Academy with a draft action plan, the questions raised through the assignments may help you to consider your work from a new angle to add additional components that complement your planning work to

date. For teams just starting the process, completing the assignments in full will help to structure your planning time. For all teams, the goal is to leave the Summer Academy with a plan that is practical, effective, and doable; the daily assignments should help your team to reach that goal. As you plan for the week, we encourage you to review all the assignments, especially the final assignment—your project draft and action plan—so that you can anticipate the time needed to complete your work.

Once you decide on the approach you will take, discuss your plans with your assigned consultant so that they can best help support your planning efforts. The more detail you provide your consultant through your assignments, the better positioned they are to provide constructive and expert advice on how your plans might be enhanced. Please submit two copies of your daily team assignment in the folders located in the resource room (Wolf BC). Electronic templates of each assignment are available on your complimentary USB/flashdrive. In order to acknowledge daily progress and to provide feedback, consultants respond daily to written assignments. By 8:30 am each morning, the assignment from the previous day is scheduled to be returned to your team folder with comments by your assigned consultant.

The 2010 Summer Academy assignment include:

#	ASSIGNMENT	DATE DUE	TIME
1	Vision and Goals Statement and Team Poster	Monday	3:30 PM
2	Successful Strategies for Student Learning	Tuesday	6 PM
3	Data-Responsive Institutions	Wednesday	6 PM
4	Integrated and Sustained Campus Change	Thursday	6 PM
5	Project Draft and Action Plans	Friday	NOON

Consultant Pairings

Each team attending the Summer Academy is assigned a consultant to support team planning efforts and respond to team daily assignments. Bios for all consultants are available online at the 2010 Summer Academy site on the IHEP WebCenter as well as on your complimentary USB/flashdrive. Consultants have been paired with campuses based on areas of expertise; however, all consultants are available to all teams during posted office hours.

General Summer Academy Teams

Hilda Colón-Plumey

- College of the Desert/
California State University-San Bernardino
- Flagler University
- Porterville College
- Tuskegee University
- Voorhees College

Hazel Symonette

- Galveston College
- North Carolina A&T State University
- Paine College
- Southern University System
- Texas A&M University-Texarkana

Kathy Isaacson

- Diné College
- College of Micronesia

Lorelle L. Espinosa

- Columbus State Community College
- New York City College of Technology
- University of Florida
- West Hills Community College District

Walmart Minority Student Success Initiative Teams

Jaime Chahin

- Adams State College
- Colorado State University-Pueblo
- New Jersey City University

Scott Evenbeck

- Bennett College of Women
- Bowie State University
- Delaware State University
- University of the District of Columbia

Gretchen Starks Martin

- Bloomfield College
- University of Houston-Downtown
- Winston Salem State University
- LaGuardia Community College

Arturo Iriarte

- Valencia Community College
- University of New Mexico
- El Camino College

Lee Bitsoi

- Navajo Technical College
- Northwest Indian College
- Fort Belknap College
- Leech Lake Tribal College
- United Tribes Technical College

Betty Overton-Adkins

- Hampton University
- Coppin State University

USA Funds Financial Literacy Teams

Lana Low

- Philander Smith College
- Pueblo Community College
- Savannah State University
- Southwestern Indian Polytechnic Institute

Tally Hart

- Medgar Evers College
- New Jersey City University
- University of Maryland Eastern Shore

Special Instructions for Returning Teams and Project-Specific Teams

Returning Teams

For a number of institutions present, your team may have attended previous Summer Academies. Therefore, you are already familiar with the process of developing an action plan with the aid of an assigned consultant and the use of team assignments that appear on the following pages. Whether you are continuing work from a previous year or developing a new project, we tailored the daily homework assignments to better serve your institution's needs and familiarity with the event in hopes to elevate your project work. As you work on this year's project, we do encourage you to consider how you can build on your past Summer Academy efforts. So, in addition to the specific questions included in each daily assignment, we ask that you consider the following questions as part of your overall planning at this year's Summer Academy:

- How can you share what you learned through your past institutional change work with other participating institutions?
- How can your project be replicated elsewhere?
- What do you need to learn from other schools pursuing similar initiatives?

Project Teams (Walmart Minority Student Success Grantees and USA Funds Financial Literacy Teams)

Because your teams have specific planning goals, IHEP has provided additional questions to guide your planning efforts. We encourage you to consider the additional questions to help frame your responses around your broader project goals.

Team Assignment #1: Vision and Goals Statements and Team Poster

Due: Monday, July 19, 3:30 PM

The first assignment provides your team the opportunity to think, in advance, about what you hope to accomplish during your time in New Mexico and beyond. Your project vision, mission, and goals shape and guide your project and help your team conceptualize and focus on where you are going and how you hope to get there. Please spend time with your team prior to arriving at the Summer Academy to articulate your vision, mission, and goals statements. Most of this information can be drawn from your team's project description. Depending on the scope of the project you have in mind, you may be able to tackle the planning of all of the goals during your stay in New Mexico. The nature of the Summer Academy requires that the implementation of any plan take place back on your campus, so your work cannot be done when you board the plane home, regardless of the size of your project! Feel free to craft a vision that is bigger than is doable in four days, but be clear as to which parts will be addressed at the Summer Academy.

PROJECT VISION: Where do you want your institution to be as a result of enacting your planned project? Articulate the results you would like to see related to underserved student success and degree completion? (For example: Our institution will work to identify and eliminate barriers that impede underserved student success.)

PROJECT MISSION: What is the purpose of the project and what are the envisioned activities? Define success and explain the results. (For example: We will refine and enhance current evaluation and assessment techniques to better identify, track, and measure underserved student success.)

PROJECT GOALS: Explain, in broad strokes, what your team intends to accomplish at the Summer Academy, and upon your return home, in order to achieve its mission. Later in the week, your team will be asked to consider specific steps your team will take upon returning to campus to implement your plan. (For example: Our team will identify specific data points and tools to better measure student characteristics and performance measures.)

TEAM POSTER: To make your work public and prompt early networking at the Summer Academy, we also ask that your team prepare a poster for the opening reception. This poster can be prepared onsite, with materials provided by IHEP, or can be created in advance. However, we ask that all participating teams use their posters to address the following points:

- One sentence description of your project.
- Two to three goals for your team while at the Summer Academy.
- Two to three issues/questions your team is working on that could most benefit from the experience of other participants.

Returning Teams:

- How will you build on past work at the Summer Academy?
- How will what you've learned from past work inform your vision, mission, and goals for your 2010 work?

Walmart Teams:

- Highlight the faculty-driven, academic components of your work and how that relates to your first-generation student success goals.
- For first-year cohort institutions, update your project vision, mission, and goals to reflect lessons learned in your first year and your expectations for the remainder of the grant program.

Financial Literacy Teams:

- Highlight the role financial literacy plays in meeting your project vision, mission, and goals related to improved student success.

Action Plan Template Part One: Student Learning

The following are suggested components of your final action plan that most closely align with the daily theme. By considering these issues early in the week, your team will have multiple opportunities to refine your project scope, receive consultant feedback and guidance, and consider additional assignments in light of specific planned work. The questions have been included to extend your team's thinking and fine-tune your planning efforts but should not, necessarily, be considered an outline for your plan's responses.

Background and Importance of the Project, or Rationale for Its Existence

- Why is this project important for the institution to pursue at this time?
- How will it improve the success of underserved student populations?
- How is your underserved student population different than it was five or 10 years ago?
- What is your faculty profile, and how may this resemble your underserved student population?

Summary of Project Goals

- What does the team hope to accomplish through the project?

Substantive Description of the Project;

- What is the planned student success strategy?
- Why is this the appropriate strategy for addressing current institutional needs related to underserved students?
- How will this strategy impact other institutional activities and commitments? What innovations or curricular revisions are underway at your institution that may impact underserved student performance? What are some current programs that directly or indirectly support underserved student success on your campus? How is this success defined?

Returning Teams:

- How is your underserved student population different than the students targeted in your previous project work?
- How may past student learning objectives identified from previous Summer Academy events target underserved student learning within the scope of your proposed project?
- How might this new work connect to previous student success efforts?

Walmart Teams:

- What are some differences and similarities between first-generation and other underserved students present on your campus? How may these observations change the scope of your project work in terms of examining student learning outcomes for first-generation students?
- How will faculty play a formative role in defining and developing first-generation student learning expectations?
- If you are a returning grantee, how can what you've learned today add to your original project? What additional best practices can you share with other participating institutions?

Financial Literacy Teams:

- How may financial literacy practices and programs be integrated into other campus initiatives or components that target underserved student engagement and learning?

Team Assignment #3: Data-Responsive Institutions

Due: Wednesday, July 21, 6:00 PM

TEAM _____

TEAM REFLECTION AND APPLICATION

- What data is your team currently using to track and improve the success of your underserved student populations?
- What new data sources might you consider after today's sessions?
- What are your current strategies for assessing the effectiveness of your student success initiative?
- What best practices from today's sessions should be added to your plan to improve your approach?
- What new information about assessment, as it relates to underserved student populations, will be important to the success of your project?
- What institutions or individuals can be resources to your implementation of these strategies?
(Consider Summer Academy consultants, speakers, featured campuses, and participating institutions.)

Action Plan Template Part Two: Assessment and Data Use

The following are suggested components of your final action plan that most closely align with the daily theme. The questions have been included to extend your team's thinking and fine-tune your planning efforts but should not, necessarily, be considered an outline for your plan's responses.

Summary of Current Success Data for the Student Population Being Served by the Project

- What are some unique challenges/barriers facing this specific type of student that is captured and supported by data?
- How was your team's data analysis process helpful in identifying challenges and appropriate avenues for addressing underserved student support and achievement?
- How might your experience in using data to identify needed changes on campus influence how you identify barriers unique to underserved students?
- In addition to current variables, what other variables will you consider in assessing underserved student achievement?

Summary of Project Performance Measures and the Data Likely To Be Used To Assess These Performance Measures

- What current data will your team use to assess your project's success?
- How will your efforts to assess the effectiveness of this project integrate with other campus assessment efforts, and how will they be sustained over time?
- Which national datasets has your institution participated in and how can these help inform your work?
- What other data are available at your institution that could help you better understand underserved student engagement, learning outcomes, and retention?
- Does your campus have the needed infrastructure for gathering and analyzing campus data in order to inform underserved student success? How does your institution measure achievement more broadly, and how may this help or hurt underserved student success?

Returning Teams:

- How has data and assessment been used in past project work, and what do you plan to do differently in measuring underserved student success for your current project?
- How do you currently identify underserved students on your campus and how is this different from other groups?

Walmart Teams:

- How do you intend to identify, track, and assess first-generation students on your campus? For first-round grantees, what are some challenges you experienced in using data to identify first-generation students?
- How will you assess the impact of your work on faculty perception and practice?
- How do you intend to use data to track outcomes throughout the duration of your grant? For first-round grantees, how has data informed your work so far?

Financial Literacy Teams:

- How do you intend to assess financial literacy practices on your campus?
- What other student data points could be useful in tracking the success of integrating financial literacy practices and student understanding (i.e., retention rates, loan default rates, amount of student debt upon completion, etc.)?
- Beyond institutional data and student performance, what other types of student data may be meaningful for your financial literacy project work (i.e., part-time enrollment, employment status, etc.)?

Action Plan Template Part Three: Integrated and Sustained Campus Change

The following are suggested components of your final action plan that most closely align with the daily theme. The questions have been included to extend your team's thinking and fine-tune your planning efforts but should not, necessarily, be considered an outline for your plan's responses.

Summary of Your Progress Made Against the Project's Mission And Goals

- What key decisions has your team made at the Summer Academy?
- What new procedures have been developed as a result of your work together?
- What future items still need to be addressed?

List of Next Steps and Action Items

- What key steps must happen in order to keep your project moving forward?
- What is the timeline for each item?
- Who is responsible for each item?
- How regularly will your team meet to maintain planning and implementation momentum?

Summary of Your Communication Plan

- How will your team include senior administrators, including the institution's president, in your planning and implementation work?
- How will you solicit and maintain buy-in from faculty? Other key stakeholders?

- What current communications tools are available for sharing information about the project with the campus community? What new tools need to be developed in order to get out information about your project?
- How might you use data to gain buy-in for your project once you return to campus?

Summary of Needed Resources

- What current resources are available to support the implementation of your project?
- Which long-term objectives would you most likely need outside funding to sustain; and have you identified potential sources to continue that work?
- What joint funding opportunities are present, either state or federal (i.e., TRIO, Title III, Title V, etc.)? How might you share facilities or time?

Summary of Integration and Collaboration Plans

- How will you link your work with other campus priorities such as strategic plans, accreditation requirements, or other national initiatives, etc.?
- How will your project connect to other campus initiatives or institutional practices related to underserved student success? Who can assist you or work with you in developing collaborations?
- Are there ways you could collaborate with other institutions to further the goals of your project and reach a broader pool of underserved students?

Returning Teams:

- What steps have you taken in the past to promote broader buy-in for your work? What worked and what did not? How may you approach senior level staff differently than in the past to secure added support for your current work?
- What are some new ways of communicating your work, and how can you leverage successes from past project work to gain support for your current project?

Walmart Teams:

- What specific steps are you taking to ensure broad buy-in by your campus faculty?
- How can your work connect to other classroom-based initiatives aimed at improving student success?

Financial Literacy Teams:

- Who are some additional stakeholders currently not involved in your financial literacy efforts, and how may their participation maximize your project work?
- What are specific avenues on campus that your institution currently disseminates financial information (i.e., classroom, first-year experiences, financial aid office, student unions, etc.)?

Team Assignment #5: Project Draft and Action Items

Due: Friday, July 23, 11:00 AM

Now that you have articulated your project mission and goals, planned your student learning interventions, identified how you are using data to inform underserved student centered initiatives and assess project success, and considered the steps you must take in order to ensure your project's sustainability, it's now time to pull all the pieces together in a cohesive action plan that can be used to guide implementation upon your return to campus.

The project draft serves as a working document to help you upon returning home—when the real work begins! It is likely to change upon your return to campus as you refine and implement the project itself. Decide on the intended audience for this document; that is, do not bother to write for Summer Academy staff and participants. Your audience may be your team only, a particular staff member back on your campus, or a large group of individuals such as the faculty of a particular school or division.

This draft is a gauge of the decisions and progress you have made at the Summer Academy regarding your project. Keeping in mind your intended audience for future use of the document may help you set the writing tone. Your project draft should reflect a format that is helpful to you and your team as you progress. It can be in paragraph form, perhaps with bullets or lists of items to be decided or acted upon. The items to include in your plan can be drawn from your daily assignments and are listed as follows:

- Background and importance of the project, or rationale for its existence.
- Summary of the goals of the project.
- Substantive description of the project.
- Summary of project performance measures and the data likely to be used to assess these performance measures.
- Summary of your progress made against the project's mission and goals.
- List of next steps and action items.
- List of team members and their titles.

If you have worked on components of the plan throughout the week, you will likely just be refining and combining your earlier efforts. If you are starting fresh on this format, please reference the questions raised in the earlier assignments to help structure your responses.

Please prepare **two copies** of your project draft for your team folder.

PLEASE NOTE: The information you provide us during the Summer Academy is strictly confidential—any proposed use of the information you provide us that would mention your school by name or imply your institution by its description requires prior authorization by your institution.

We have also included a bonus exercise for teams as you finalize your plans and/or return to campus. Consider this an additional way to help you think through a successful plan implementation. This might also be a useful exercise for a broader set of campus stakeholders upon your return to campus.

Impediments and Enablers to Project Success

Identify three cultural elements that are likely to be impediments to project sustainability on your campus. Then, identify potential strategies for mitigating the effect of the impediments on your campus.

Three cultural factors likely to be impediments to project sustainability and your goals to overcome them include:

- 1 _____
- 2 _____
- 3 _____

Now, identify three cultural factors that are likely to be enablers to the project sustainability on your campus. Enablers are potential levers and are likely to be facilitators for change on your campus. Identify how you will use the enablers to ensure a more systematic approach for sustaining your project work.

Three cultural factors likely to be enablers to project sustainability and your goals to overcome them include:

- 1 _____
- 2 _____
- 3 _____

How will I use the enablers above as levers to facilitate the success of our project:



PARTICIPANTS

Reedson Abraham

Director of Residence and Student Life
College of Micronesia—FSM
nosdeer@comfsm.fm

Charles Adams

Professor of Sociology and Criminal
Justice
Bowie State University
cadams@bowiestate.edu

Kemal Adkins

Interim Vice President for Student Affairs
Delaware State University
kadkins@desu.edu

Betty Overton-Adkins

Vice President of Academic Affairs
Spring Arbor University
betty.overton-adkins@arbor.edu

Stephen Aldrich

Associate Professor of Mathematics
Adams State College
saldrich@adams.edu

Caroline Altman Smith

Program Officer
Kresge Foundation
cbasmith@kresge.org

Leslie Alvarez

Assistant Professor of Psychology
Adams State College
lcramblet@adams.edu

Adaku Ankumah

Associate Professor of English
Tuskegee University
ankumah@tuskegee.edu

Deeanna Antosh

Director of Institutional Effectiveness
and Research
Galveston College
dantosh@gc.edu

Jason Arviso

Director of Institutional Development
Navajo Technical College
jarviso@navajotech.edu

Phil Baird

Vice President of Academic,
Career, and Technical Education
United Tribes Technical College
pbaird@uttc.edu

Spencer Baker

Coordinator, Graduate Program
in Counseling
Hampton University
spencer.baker@hamptonu.edu

Cathy Barabe

Director of Grants
West Hills Community College District
cathybarabe@whccd.edu

Nicholas Bekas

Project Director of Developmental
Education Initiative
Valencia Community College
nbekas@valenciacc.edu

Chris Birchak

University College Dean
University of Houston-Downtown
birchakc@uhd.edu

Lee Bitsoi

Associate, Department of Molecular
and Cellular Biology
Harvard University
leebitsoi@yahoo.com

Marian Blaber

Director, Immersion Program
LaGuardia Community College
mimib@lagcc.cuny.edu

Reginald Blake

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

Bruce Bradway

Instructor
Fort Belknap College
bbradway@mail.fbcc.edu

Jennifer Britton

Professor of ESL/English for Academic
Purposes
Valencia Community College
jbritton@valenciacc.edu

Elaine Bromfield

Director, Academic Success
Tuskegee University
ebromfi@tuskegee.edu

Eva Brown

Instructor of Sociology
Adams State College
evabrown@adams.edu

Joanne Bruno

Vice President of Academic Affairs
New Jersey City University
jbruno@njcu.edu

Torrey Burden

Coordinator, Developmental Studies and
Supplemental
North Carolina A&T State University
burdent@ncat.edu

Renee Butler

Assistant Dean, Enrollment Management
and Student Development
LaGuardia Community College
rbutler@lagcc.cuny.edu

Mary Kay Carodine

Assistant Vice President for
Student Affairs
University of Florida
marykays@ufsa.ufl.edu

Rose Ann Cerofeci

Instructor
El Camino College
rcerofeci@elcamino.edu

Jaime Chahin

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

Joe Chapa

Faculty
Navajo Technical College
jchapa@navajotech.edu

Jennifer Gomez-Chavez

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

Joanne Chesley

Faculty Development Specialist
Winston-Salem State University
chesleyjr@wssu.edu

Guillermo Cifuentes

Associate Professor
Bennett College for Women
gcifuentes@bennett.edu

Dorie Clay

Director, Search for Education, Elevation,
and Knowledge
New York City College of Technology
dclay@citytech.cuny.edu

Deborah Frankle Cochrane

Program Director
The Institute for College Access and
Success
dcochrane@ticas.org

Marcelle Cohen

Professor of English
Valencia Community College
mcohen3@valenciacc.edu

Josephine Cohn

Assistant Vice President for Academic
Development
Bloomfield College
josephine_cohn@bloomfield.edu

Eric Cole

Assistant Professor
Bennett College for Women
ecole@bennett.edu

Phylis Brooks Collins

Executive Director
Delaware State University
pcollins@desu.edu

Angel Cooper

Student
Bowie State University
angel_cooper@yahoo.com

Michelle Asha Cooper

President
Institute for Higher Education Policy
cooper@ihep.org

Marcella Copes

Interim Provost and Vice President of
Academic Affairs
Coppin State University
mcpopes@coppin.edu

Jeffrey Cornett

Managing Director of Institutional
Research
Valencia Community College
jcornett1@valenciacc.edu

Hope Cranford

Executive Director, ACCESS Programs
Savannah State University
cranford@savannahstate.edu

Dustin Culhan

Math Professor
College of the Desert
dculhan@collegeofthedesert.edu

Amy Dalsimer

Director, Pre-College Academic
Programming
LaGuardia Community College
adalsimer@lagcc.cuny.edu

LaShawnda Lindsay-Dennis

Professor in Division of Education
Paine College
ldennis@paine.edu

Kim Dickson

Student
Leech Lake Tribal College

Kristie Daniel-DiGregorio

Instructor
El Camino College
kdaniel@elcamino.edu

Tony DiSalvo

Title V Director
College of the Desert
adisalvo@collegeofthedesert.edu

Nora Dominguez

Program Director, Mentoring Institute
University of New Mexico
noradg@unm.edu

LaVerne Blagmon-Earl

Professor of Math
University of the District of Columbia
lblagmon@udc.edu

Judith Eaton

President
Council for Higher Education and
Accreditation
eaton@chea.org

Antonia Echung

Dean, Academic Affairs
Porterville College
aecung@portervillecollege.edu

Maya Edwards

Director of University Initiatives
Texas A&M University-Texarkana
medwards@tamut.edu

Hilary Englert

English Department Co-Chair
New Jersey City University
henglert@njcu.edu

Wendy Erisman

Founder
Strix Research, LLC
werisman@strixresearch.com

Lorelle L. Espinosa

Director of Policy and Strategic
Initiatives
Institute for Higher Education Policy
lespinosa@ihep.org

Scott Evenbeck

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

Gina Lopez-Ferguson

First-Year Center Coordinator
Colorado State University-Pueblo
gina.ferguson@colostate-pueblo.edu

Sara Farris

Associate Professor and Developmental
Reading Coordinator
University of Houston-Downtown
farriss@uhd.edu

Julie Lopez Figueroa

Assistant Professor
California State University Sacramento
figueroa@csus.edu

Christine Fineday

TRIO Director
Leech Lake Tribal College
christine.fineday@lltc.edu

Elaine Fleming

Chair of Arts and Humanities
Leech Lake Tribal College
elaine.fleming@lltc.edu

Cynthia Flores

Associate Dean
California State University-San
Bernardino, Palm Desert Campus
cflores@csusb.edu

Viola Florez

Cabinet Secretary for Higher Education
State of New Mexico
http://hed.state.nm.us

Marty Fortner

Director, Institutional Research
Southern University and A&M College
System
mfortner@susla.edu

Kassie Freeman

Vice Chancellor for Academic and
Student Affairs
Southern University and A&M College
System
kassie_freeman@sus.edu

Erin Frew

Assistant Provost for Assessment and
Student Learning
Colorado State University-Pueblo
erin.frew@colostate-pueblo.edu

Beverly Gammill

Faculty Chair
Galveston College
bgammill@gc.edu

Nancy Garcia

Coordinator, Family Extension and
Education Program
Southwestern Indian Polytechnic
Institute
ngarcia@sipi.bia.edu

Jane Gates

Dean
Savannah State University
gatesj@savannahstate.edu

April Gentry

Department Chair, Liberal Arts
Savannah State University
gentrya@savannahstate.edu

Gale Gibson

Dean
Medgar Evers College
gale@mec.cuny.edu

Michelle Gilliard

Senior Director, Education, and
Workforce Development
Walmart Foundation
michelle.gilliard@wal-mart.com

Rosalyn Gone

Retention Coordinator
Fort Belknap College
rgone@mail.fbcc.edu

Joan Goodman

Board of Regents Program Administrator
Southwestern Indian Polytechnic
Institute
jgoodman@sipi.bia.edu

Dewey Goodwin

Art Instructor
Leech Lake Tribal College
dewey.goodwin@lltc.edu

Frances Gordon

CAPS Director
Coppin State University
fgordon@coppin.edu

Tia T. Gordon

Founder and CEO
TTG+Partners
tgordon@ttgpartners.com

Barbara McDade Gordon

Interim Director
University of Florida
bmcdadegordon@oasis.ufl.edu

Irene Graff

Director of Institutional Research
El Camino College
igruff@elcamino.edu

Gwendolyn Gray

Associate Instructor, Occupation
Therapy
Tuskegee University
ggray@tuskegee.edu

Elsa Edwards-Green

Coordinator
Medgar Evers College
medwards@mec.cuny.edu

Marshall Grigsby

President and CEO
Grigsby and Associates, LLC
marshallgrigsby@msn.com

Justin Guillory

Dean for Academics and Distance
Learning
Northwest Indian College
jguillory@nwic.edu

Virginia Gurrola

Director Admissions and Financial Aid
Porterville College
vgurrola@portervillecollege.edu

Mary Lee Guthier

Director of Building Bridges to Success
Program
Galveston College
mguthier@gc.edu

Tim Gutierrez

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

Steven Haber

ESL Associate Professor
New Jersey City University
shaber@njcu.edu

Kladé Hare

Programs Coordinator
Institute for Higher Education Policy
khare@ihep.org

Nöel Harmon

Senior Program Manager
Institute for Higher Education Policy
nharmon@ihep.org

Theresa Harris

Associate Professor, Adult and General
Education
Coppin State University
tharris@coppin.edu

Tally Hart

Director of Student Financial Aid
Ohio State University
thart@esue.ohio-state.edu

Clyde Henderson

Librarian
Navajo Technical College
chenderson@navajotech.edu

Richelle Henderson

First-Year Experience Counselor
Navajo Technical College
rhenderson@navajotech.edu

Bradley Honious

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

Teddi Lewis-Hotopp

Director, Title III
Columbus State Community College
tlewiso@csc.edu

David Housel

Associate Director, Immersion Program
LaGuardia Community College
dhousel@lagcc.cuny.edu

Larita Hugee

Area Director of Residence Life
University of Maryland Eastern Shore
llhugee@umes.edu

Raquel Ingram

Professor
Winston-Salem State University
ingramr@wssu.edu

Sandra Ingram

Instructor
Winston-Salem State University
ingramsw@wssu.edu

Courtney Inniss

Coordinator
Medgar Evers College
cinniss@mec.cuny.edu

Arturo Iriarte

Former Director, Opportunity Scholars
Programs
University of South Carolina-Beaufort
euskadi41@yahoo.com

Kathy Isaacson

Strategic Planning Specialist and
Communications Consultant
Strategic Engagement, LLC
kathy@strategicengagement.net

Jim James

Regional Fiduciary Trust Administrator
Southwestern Indian Polytechnic
Institute
jim.james@bia.edu

Sterling Jenkins

Academic Services Coordinator
Pueblo Community College
sterling.jenkins@pueblocc.edu

Amani Jennings

Assistant Dean of Students
New Jersey City University
ajennings2@ncju.edu

Elizabeth Johnson

Faculty Chair
Galveston College
ejohnson@gc.edu

Patra Johnson

Director, Freshman Studies
Hampton University
patra.johnson@hamptonu.edu

Muriel Josten

Chair, Basic Skills Committee
Porterville College
mjosten@portervillecollege.edu

Vicky Kauffman

Lecturer
University of New Mexico
vkauff@unm.edu

James Kellam

Director of Financial Aid
University of Maryland Eastern Shore
jwkellam@umes.edu

Skeeter Key

Director
Flagler College
skey@flagler.edu

Ashley Keys

Academic Counselor and Lecturer
North Carolina A&T State University
ankeys@ncat.edu

Sherry King

Director of Academic Success
Tuskegee University
snking@tuskegee.edu

Robert Kittson

Instructor
Fort Belknap College
rkittson@mail.fbcc.edu

Helene Krauthamer

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

Osei Kwakye

Programs Intern
Institute for Higher Education Policy
okwakye@ihp.org

Reneta Lansiquot

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

Deborah Larew

Director
Flagler College
dkamm@flagler.edu

Elvira Bitsoi Largie

Vice President
Diné College
elargie@dinecollege.edu

Sarah Lathrop

Project Specialist, Articulation
Columbus State Community College
slathrop@csc.edu

Deborah LeClaire

Interim Dean of Instruction
Leech Lake Tribal College
deborah.leclaire@lltc.edu

Lacey H. Leegwater

Director of Programs and Planning
Institute for Higher Education Policy
lleeewater@ihp.org

Karen Lemke

STAY Coordinator
Adams State College
karenlemke@adams.edu

Darrion Lemon

Student
Voorhees College
dlemon@student.voorhees.edu

Mamie Locke

Dean of the School of Liberal Arts
Hampton University
mamie.locke@hamptonu.edu

Shannon Looney

Program Manager
Institute for Higher Education Policy
slooney@ihp.org

Lana Low

Retention Consultant
lanalow@comcast.net

Donna Manno

Staff Development Coordinator
El Camino College
dmanno@elcamino.edu

Janet Liou-Mark

Professor of Mathematics
New York City College of Technology
jliou-mark@citytech.cuny.edu

Gretchen Starks-Martin

Professor Emerita
St. Cloud State University
gastarks@stcloudstate.edu

Cindy Mihelich

Vice President of Student Services
Pueblo Community College
cindy.mihelich@pueblocc.edu

Marjorie Miles

Assistant Professor, Adult and General
Education
Coppin State University
mmiles@coppin.edu

Cheryll Mills

Assistant Vice President for Enrollment
University of Maryland Eastern Shore
ccmills@umes.edu

Aaron Miltenberger

Coordinator of Student Activities
Adams State College
aaronmiltenberger@adams.edu

Joseph Montgomery

Director, Office of Admissions
Voorhees College
jmontgomery@voorhees.edu

Jason Moore

Coordinator, CAE Learning Communities
North Carolina A&T State University
jamoore1@ncat.edu

Cynthia Mosqueda

Faculty Coordinator
El Camino College
cmosqueda@elcamino.edu

Kenneth Myers

Professor
Bloomfield College
kenneth.myers@bloomfield.edu

Lisa Nardi

Writing Specialist
Bowie State University
lnardi@bowiestate.edu

Charlie Nelms

Chancellor
North Carolina Central University
cnelms@ncsu.edu

Myrna Nurse

Assistant Professor, Department of
English
Delaware State University
mnurse@desu.edu

Suzan O'Connell

Development Director
United Tribes Technical College
soconnell@uttc.edu

Sarah Owens

Assistant Professor of English
Adams State College
sowens@adams.edu

John Page

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

Barbara Painter

Executive Assistant to the Provost
Colorado State University-Pueblo
barbara.painter@colostate-pueblo.edu

Marge Palaniuk

General Education Department Chair
United Tribes Technical College
mpalaniuk@uttc.edu

Carmen Panlilio

Assistant Vice President for Enrollment
Management and Admissions
New Jersey City University
cpanlilio@njcu.edu

Leslie Pendleton

Director, Florida Opportunity Scholars
Program
University of Florida
lesliep@ufsa.ufl.edu

Phyllis Pepin

Vice President of Student Services
Galveston College
ppepin@gc.edu

Marshalita Sims Peterson

Vice President of Academic Affairs
Paine College
mpeterson@paine.edu

Hilda Colón-Plumey

Special Assistant to President for
STEM+H Development
Sistema Universitario Ana G. Mendez
hmcolon@suagm.edu

Shawn Pollgreen

Professor of Humanities and
Communications
Valencia Community College
spollgre@valenciacc.edu

Bernice Portervint

Associate Dean of Academics and
Distance Learning
Northwest Indian College
bportervint@nwic.edu

Gene Preuss

Associate Professor, Director of Achieve
the Dream
University of Houston-Downtown
preussg@uhd.edu

Aurora Pun

Lecturer
University of New Mexico
apun@unm.edu

Marie Racine

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

Frank Ramirez

Title V Campus Coordinator
California State University-San
Bernardino, Palm Desert Campus
frankram@csusb.edu

Carole Rave

Vice President for Academics and
Students Services
Northwest Indian College
crave@nwic.edu

Rick Rawnsley

English Professor
College of the Desert
rrawnsley@collegeofthedesert.edu

Susan Regier

Division Chair, Language Arts
Porterville College
sregier@portervillecollege.edu

Beverly Richardson

Director of Research and Assessment
Philander Smith College
bevrich@philander.edu

Niklas Robinson

Assistant Professor, Department
of History, Politics
Delaware State University
nirobinson@desu.edu

Lugenia Rochelle

Chair, Division of General Studies
Voorhees College
rochelle@voorhees.edu

Patricia Roe

Senior Program Officer
USA Funds
patricia.roe@usafunds.org

Frances Rogers

Director, Mentoring and Advising
Delaware State University
frogers@desu.edu

Sarah Ambrose-Roman

Assistant Director of Enrollment
Management
New Jersey City University
sambrose@njcu.edu

Sandra Rouse

Director of Freshman Year
Voorhees College
srouse@voorhees.edu

Lupita Roy

Grants Coordinator and Retention
Advisory Committee Member
Philander Smith College
lrasheed@philander.edu

Gabe Sanchez

Assistant Professor
University of New Mexico
sanchezg@unm.edu

Mike Schiro

Professor
Bloomfield College
mike_schiro@bloomfield.edu

Jessica Scott

Program Assistant
Hampton University
jessicas2@fuse.net

Haysetta Shuler

Student Development Coordinator
Winston-Salem State University
shulerh@wssu.edu

Stanley Singleton

Director of General Education
Development Center
Paine College
ssingleton@paine.edu

Barbara Smith

Professor of Education
Bowie State University
bsmith@bowiestate.edu

Gary Smith

Professor and Special Assistant
to the Provost
University of New Mexico
gsmith@unm.edu

Hal Smith

Vice President for Education and Youth
National Urban League
hsmith@nul.org

Tina Gridiron Smith

Program Officer
Lumina Foundation for Education
tsmith@luminafoundation.org

Veronica Snyder

Director of Student Activities
Paine College
vsnyder@paine.edu

Patricia Sokolski

Lecturer
LaGuardia Community College
psokolski@lagcc.cuny.edu

Laura Solano

Vice President of Learning
Pueblo Community College
laura.solano@pueblocc.edu

Carolyn Spies

Associate Dean for Faculty and Program
Development
Bloomfield College
carolyn_spies@bloomfield.edu

Marshall Stevenson

Dean, College of Arts, Humanities,
and Social Science
Delaware State University
mstevenson@desu.edu

Lisa Stewart

Director of Finance
Institute for Higher Education Policy
lstewart@ihep.org

Gerri Stiffarm

Instructor
Fort Belknap College
gstiffarm@mail.fbcc.edu

Nathan Stratton

Associate Vice President of Enrollment
Management
United Tribes Technical College
nstratton@uttc.edu

Rosanne Stripling

Provost and Vice President for Academic
Affairs
Texas A&M University- Texarkana
rstripling@tamut.edu

Hazel Symonette

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

Frecia Tapia

Learning Communities Program
Counselor
New Jersey City University
ftapia@njcu.edu

Kevin Tate

Assistant Director for Career
Development
University of Florida
kevin_tate@crf.ufl.edu

Robert Teranishi

Associate Professor of Higher Education
New York University
robert.teranishi@nyu.edu

Marion Terenzio

Vice President for Academic Affairs and
Dean of Faculty
Bloomfield College
marion_terenzio@bloomfield.edu

Tammis Thomas

Associate Professor and Student
Success Coordinator
University of Houston-Downtown
thomast@uhd.edu

Deborah His Horse is Thunder

Academic Dean
Fort Belknap College
dhhit@mail.fbcc.edu

Walter Tillman, Jr.

Academic Affairs
Southern University and A&M College
System
walter_tillman@sus.edu

Vincent Tinto

Distinguished University Professor
Syracuse University
vtinto@syr.edu

Alvina Tom

Student
Navajo Technical College
alvina.zandra@yahoo.com

Diego Trujillo

Director of Grizzly Testing and Learning
Center
Adams State College
diegotrujillo@adams.edu

Bernita Sims-Tucker

Assistant Vice President for Academic
Affairs
University of Maryland Eastern Shore
bsims-tucker@umes.edu

Monica Turner

TRIO/SSS Director
Bowie State University
mturner@bowiestate.edu

Melva Turner

Academic and Student Affairs
Southern University and A&M College
System
melva_turner@sus.edu

Frederick VanSwearingen

Director of the Learning Resource Center
Winston-Salem State University
vanswearingenf@wssu.edu

Bi Vuong

Senior Associate
Data Quality Campaign
bi@dataqualitycampaign.org

William Waller

Associate Professor and Director of
Quality Enhancement Plan
University of Houston-Downtown
wallerw@uhd.edu

Audrey Ward

Dean of Center for Teaching, Learning,
and Technology
Bennett College for Women
award@bennett.edu

Betty Martin-Watson

Professor
Winston-Salem State University
martinwatsonb@wssu.edu

Erica Woods-Warrior

Professor
Hampton University
erica.woods-warrior@hamptonu.edu

Dan Weinstein

Program Coordinator, Tutoring
Columbus State Community College
dweinste@cscc.edu

Alexis Wesaw

Research Associate
Institute for Higher Education Policy
awesaw@ihep.org

Rhonda White

Chair of Social Sciences and Education
Bennett College for Women
rjwhite@bennett.edu

Nelva Collier-White

Assistant Vice President for
Administrative Affairs
University of Maryland Eastern Shore
nycollier@umes.edu

Becky Mussat-Whitlow

Director of Institutional Assessment
Winston-Salem State University
whitlowbm@wssu.edu

Jacqueline Williams

Chairperson, Adult and General
Education
Coppin State University
jwilliams@coppin.edu

Ronald Williams

Vice President
College Board
rwilliams@collegeboard.org

Ronald Williams

Assistant Professor, Mathematics
and Science
Voorhees College
rwilliams@voorhees.edu

Daniel Williams

Professor
Winston-Salem State University
williamsdb@wssu.edu

Ulysses Williams, Jr.

Assistant Professor, Division of Arts and
Sciences
Voorhees College
uwilliams@voorhees.edu

Deborah Woo

Literacy Education Chairperson
New Jersey City University
dwoo@njcu.edu

Carla Wood

Retention Czar
Philander Smith College
cwood@philander.edu

Tetaake Yeeting

Work-Study Coordinator
College of Micronesia-FSM
yeetingt@comfsm.fm

Andy Zaugg

Instructor of Developmental
Mathematics
Adams State College
andyzaugg@adams.edu



ABOUT THE SUMMER ACADEMY

About the Summer Academy

A major event of the Institute for Higher Education Policy, the Summer Academy is an annual gathering that brings together teams from colleges and universities in a collaborative setting. With the aid of expert consultants, teams create action plans to increase access and success for students of color in higher education. This unique event allows participating campuses an opportunity to identify institution-focused solutions that, if proven successful, may influence national higher education policy. Participants include senior academic administrators, faculty, student affairs representatives, students, and other campus stakeholders. Highlights include strategic conversations and action planning, institutional and cross-institutional teamwork, networking opportunities, tailored workshops and plenary sessions, and national leaders in higher education.

About the Institute for Higher Education Policy

The Institute for Higher Education Policy (IHEP) is an independent, nonprofit organization that is dedicated to access and success in postsecondary education around the world. Established in 1993, the Washington, D.C.-based organization uses unique research and innovative programs to inform key decision makers who shape public policy and support economic and social development. IHEP's Web site, www.ihep.org, features an expansive collection of higher education information available free of charge and provides access to some of the most respected professionals in the fields of public policy and research.

