

# **FY2011 Best Practices**

## **A Report on Maryland Community Colleges**

Presented by:

*Maryland Council of Community College Chief Academic Officers*  
*Maryland Community College Chief Student Affairs Officers*  
*Maryland Community College Research Group*

### **Executive Summary**

This report presents an inventory of Maryland community college best practices to promote completion. During the spring of 2011, Maryland's sixteen community colleges participated in a survey designed to follow-up on the momentum gained from Maryland's First Completion Symposium, held December 2010. While the main focus of the survey was to collect the top five best practices on completion, it also allowed for community colleges to address institutional/structural barriers inhibiting completion and collect best practices specifically utilized to reduced minority achievement gaps.

From the information collected, the following conclusions can be made:

- State policy and alignment barriers most directly impact completion. Specifically cited were university policies that discourage students from completing an Associate Degree prior to transfer; lack of alignment between two and four-year courses/programs; and not enough meaningful incentives for students to complete the Associate Degree. Inadequate student support resources and staffing to assist with advising, tutoring and support services was rated the second highest barrier.
- The following "other" institutional/structural barriers were submitted: COMAR regulations that rewards transfer after 56 credits rather than with a degree; not enough available financial aid; lack of funding for Continuing Education certificates; statewide legislation that does not strongly require four-year institutions to fully articulate and accept Associate Degrees from community colleges; students who obtain jobs in their field of endeavor before completing their Associate Degree; student workload; and statewide designated programs that permit "pre" students to obtain in-county tuition rates, but have no intention on pursuing that particular program.
- All practices to address institutional/structural barriers were campus specific designed to enhance student engagement inside/outside the classroom; ensure quality instructional practices and offer more support and flexibility to the non-traditional community college.
- While the survey only requested the top five best practices, 82 best practices were reported for fiscal year 2011. 56 of 62 initiatives were actively implemented in FY2011 and 29 of 79 initiatives were categorized as Student Support Services. Most initiatives were multi-year initiatives with closely monitored performance metrics.
- All community colleges are enhancing their student support services through a variety advising/retention services/programs and by increasing their efficiencies to deliver services. Community colleges that utilize federal programs (e.g. TRIO) to support students reported improved retention, success and completion. Many community colleges provide enhanced support (e.g. advising, tutoring and case management) for the first-year students, adult learners, Veterans, developmental and minority students. Retention/early alert communication systems are being enhanced to closely monitor at-risk students and to allow for immediate deployment of services to struggling students. Colleges are also working to increase efficiencies through enhanced customer service and processes that allow students easy, flexible access and more information through one stop shops, self-service options at enrollment centers and more online services (e.g. advising).
- Nine community colleges reported "Developmental Studies Redesign" to ensure under-prepared students gain the skills they need to complete their educational goals. Most community colleges are rethinking the traditional course format and investigating/implementing accelerated sequencing and delivery mode

options. As part of the redesign, course curricula, case management and developmental staff/faculty training are being strengthened.

- Many colleges are enhancing student engagement activities, reducing student autonomy and integrating social connections through the electronic media and campus programs. Academic/learning communities/cohorts and peer-mentoring programs are being developed to bring students who have similar academic/career interests together and allow them to build stronger connections.
- Many community colleges are expanding assessment and evaluation resources to monitor the effectiveness of courses/programs/services and promoting training of faculty. Assessment coordinators and software packages have been purchased to increase the timeliness of information that can enhance decision making and predict success of future programs. Performance metrics are closely monitored and shared with college faculty and administrators. Several colleges have joined the Voluntary Framework for Accountability and other regional initiatives to benchmark themselves against peer institutions and share innovative completion best practices.

Maryland community colleges demonstrate that they are taking a comprehensive approach toward advancing the completion agenda, with many campuses utilizing national best practices. However, despite best efforts, campuses still wrestle with a culture that does not value the Associate Degree and state/university policies that do not support completion. Through institutional policies, campuses strike a delicate balance between ensuring open access to all students and appropriately placing students based on their academic readiness.

In a time of economic turmoil and heightened educational accountability, community colleges must increase efficiencies and unite efforts to advance the completion agenda. Moving forward, it is suggested that colleges continue to work at all levels to strengthen the transfer process that encourages completion of the Associate Degree; continue to assess programs/services to identify and strengthen those that have proven success; and continue to annually evaluate Maryland community college best practices. Leadership of State community college workgroups should continue to support conversations of best practices toward completion. To ensure all Maryland citizens have an opportunity to succeed in achieving their educational goals, community colleges need to present a united front.

## **Introduction**

Maryland Community Colleges are doubling efforts to remove barriers and support the completion of student's educational goals. During the fall 2010, the Chief Academic Officers and Chief Student Affairs Officers presented a joint report titled, "Student Success and Goal Completion." This report addressed common barriers to student success and programs/best practices that are known to improve retention and success, particularly in community colleges. As a follow-up to the report, the Maryland Association for Community Colleges (MACC) held the State's first Community College Symposium on Completion in December, 2010. To ensure community colleges do not lose momentum in completion, during the spring of 2011, MACC charged the community college Chief Academic Officers, Student Affairs Officers and Institutional Researchers to compile and share best practices among community colleges in Maryland. To effectively meet the broad scope of the community college mission and ensure increased student success, this report is designed to present a baseline of current practices. Specifically, this report summarizes community college institutional/structural barriers, best practices toward completion and best practices specifically utilized to reduced minority achievement gaps.

## **Data Collection**

A web survey was administered to Maryland's sixteen Community College Presidents on February 28, 2011. All responses were received by April 1<sup>st</sup>. This survey was designed to collect the top five best practices from each community college. Upon review of current State initiatives, the survey design was enhanced to also collect college initiatives to engage secondary school students (i.e. middle school and high school students), minority students and adult learners. For this report, only institutional/structural barriers and best practices toward completion/minority achievement will be summarized.

Each survey represented one community college. The following community colleges responded to the survey:

- Allegany College of Maryland
- Anne Arundel Community College
- Baltimore City Community College
- Carroll Community College
- Cecil College
- Chesapeake College
- College of Southern Maryland
- The Community College of Baltimore County
- Frederick Community College
- Garrett College
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Prince George's Community College
- Wor-Wic Community College

## **Summary of Results**

### **Institutional/Structural Barriers**

Referencing the "Student Success and Goal Completion" report, college respondents were asked to check ALL the institutional and/or structural barriers that inhibit completion at their institution. If not all barriers were represented, then college representatives had the option of submitting a barrier as "Other." In Table 1, the following barriers are listed in order of most responses received:

Table 1: Institutional and/or Structural Barriers

Barriers	#	%
University policies that discourage students from completing a full Associate Degree prior to transfer. (#11)	12	9%
Inadequate student support resources and staffing (e.g. advising, tutoring, supplemental support services). (#1)	10	7%
Lack of alignment between 2 and 4-year courses and programs. (#12)	9	6%
There are not enough meaningful incentives for students to complete the Associate Degree. (#16)	9	6%
Allowing students to delay taking developmental courses and/or required math courses until late in their program. (#6)	8	6%
Forcing students to choose a major because of financial aid regulations (e.g. students on a path they never intend to complete). (#5)	8	6%
ARTSYS lags behind actual programmatic/course changes. (#17)	8	6%
Articulations between 2 year and 4 year colleges and universities need to be better aligned to eliminate loss of credit when students transfer. (#20)	8	6%
A community college culture that emphasizes transfer and not graduation. (#10)	7	5%
It is an advantage for some students to transfer with less than 60 credits. (#15)	7	5%
Inadequate engagement of students in their learning. (#4)	6	4%
Allowing students to take too many courses without deciding on a major (e.g. students on no path at all). (#3)	6	4%
Directing students who may not be suitable into online classes. (#9)	5	4%
Lack of a guarantee of junior status for students with associate's degrees. (#14)	5	4%
Too many majors/programs of student at the community college level. (#18)	5	4%
Inadequate diversity of faculty and staff. (#2)	4	3%
Over-reliance on adjunct instructors for first-year gateway courses. (#7)	4	3%
Not offering a sufficient number of courses or a broad enough range of courses at the times when students need them. (#8)	4	3%
Community colleges don't effectively articulate the value of the AA/AAS/AAT degree. (#19)	4	3%
Community college degree programs that exceed 60 credits. (#13)	3	2%
Other 1: COMAR regulations that rewards transfer after 56 credits rather than with a degree.	1	1%
Other 2: Lack of funding for Continuing Education Certification.	1	1%
Other 3: Lack of available financial aid.	1	1%
Other 4: Statewide legislation does not strongly enough require 4 year institutions to fully articulate and accept Associate Degrees from Community Colleges.	1	1%
Other 5: High school graduates who are not college-ready and K-12 requirements that do not align with college entry-level expectations.	1	1%
Other 6: Students who obtain jobs in their field of endeavor before completing their Associate Degree.	1	1%
Other 7: Student work load.	1	1%
Other 8: Statewide designated programs that permit "pre" students to obtain in-county tuition rates, but have no intention on pursuing that particular program.	1	1%
<b>Total Responses</b>	<b>140</b>	<b>100%</b>

\*The original survey number follows each barrier for reference and barriers related to transfer are highlighted in yellow.

Transfer-related barriers, highlighted in yellow, were the most frequently referenced barrier, accounting for 32% (N=45) of total responses. This points to the importance of state-level awareness, effective partnerships with our

four-year institutions, and continued advocacy to make the Associate Degree more meaningful and transfer more effective for community college students.

The second most common barrier was inadequate student support resources and staffing. During a time of budget reductions and enrollment surges, it is not surprising colleges struggle to meet service demands with limited resources. However, with more emphasis placed on the completion agenda, this area is heavily relied upon. In moving forward, it will be vital for this area to continue to monitor student demand for services verses services offered to ensure continued effectiveness.

When community college respondents were asked how they were overcoming their barriers, the following responses were received:

- Initiating efforts to improve ARTSYS and other transfer practices
- Establishing a culture that values Associate Degrees
- Researching best practices and recommend ways to improve educational outcomes
- Holding student celebrations and encouraging pledges to achieve completion
- Redesigning developmental Math and English
- Revising advising processes
- Researching best practices
- Eliminating business practices that are obstacles
- Employing new approaches to diversify faculty
- Adopting a more student-focused schedule and programs
- Establishing steering groups on completion and success
- Increasing activities that promote student engagement
- Increasing dual admissions agreements
- Identifying course outcomes

### Best Practices

While it was known that community colleges have multiple initiatives surrounding completion and student success, this survey was designed to collect the top five completion best practices. By college, Appendix A presents 82 best practices submitted from the sixteen Maryland community colleges. For those responses received, the following generalizations can be made from the data in tables 2 and 3 respectively: The highest percentage of responses involved student support services (36.7%) or were multi-divisional (30.4%). Of the best practices reported, almost all (90.3%) were in progress and currently being implemented.

Table 2: Best Practice Category

<b>Category</b>	<b>#</b>	<b>%</b>
Institutional multi-divisional	24	30.4%
Instructional	20	25.3%
Student support	29	36.7%
Other: Instructional and student support	3	3.8%
Other: Credit for prior learning	1	1.3%
Other: Continuing Education	1	1.3%
Other: Blank	1	1.3%
<b>Total</b>	<b>79</b>	<b>100%</b>

Table 3: Best Practice Reporting Status

<b>Status</b>	<b>#</b>	<b>%</b>
Completed	1	1.6%
In Progress and currently being implemented	56	90.3%
Future Implementation planned within FY2011	4	6.5%
Not Reported	1	1.6%
<b>Total</b>	<b>62</b>	<b>100%</b>

**Summary of Best Practices**

A content analysis was conducted to reference the most cited best practices and find commonalities among the colleges. Overall, community colleges are enhancing student support services, focusing efforts on “Developmental Studies Redesign,” enhancing program/course/service evaluation efforts and increasing activities to promote student engagement.

All community colleges are enhancing their student support services through a variety of advising/retention programs/services and by increasing their efficiencies to deliver services. Community colleges that utilize federal programs (e.g. TRIO) to support students reported improved retention, success and completion. A number of Maryland community colleges are focusing on advising by embedding advising into courses or programs, developing standard or electronic education plans, recording advising notes, providing more advising training, utilizing new formats and space for advising, and using electronic early alert systems. The focus on advising is even stronger with first-year students and those students identified as “at-risk.” Many community colleges provide enhanced support (e.g. advising, tutoring and case management) for the first-year student, adult learners, Veterans, developmental and minority students. Retention/early alert communication systems are being enhanced to closely monitor at-risk students and to allow immediate deployment of services to struggling students. Colleges are also working to increase efficiencies through enhanced customer service and processes that allow students easy, flexible access and more information through one stop shops, self-service options at enrollment centers and more online services (e.g. advising).

Nine community colleges reported “Developmental Studies Redesign” as a completion best practice to ensure under-prepared students gain the skills they need to complete their educational goals. Most community colleges are rethinking the traditional course format and investigating accelerated sequencing and delivery mode options. Community colleges are utilizing diagnostic software packages to assist with skill building. As part of the redesign, course curricula, case management and developmental staff/faculty training are being strengthened.

Many colleges are enhancing student engagement activities, reducing student autonomy and integrating social connections through the electronic media and campus programs. Academic/learning communities/cohorts and peer-mentoring programs are being developed to bring students who have similar academic/career interests together and allow them to build stronger connections.

Many community colleges are expanding assessment and evaluation resources to monitor the effectiveness of courses/programs/services and increasing training opportunities of faculty/staff. Assessment coordinators and software packages have been purchased to increase the timeliness information that can enhance decision making and predict success of future programs. Performance metrics are closely monitored and shared with college faculty and administrators. Several colleges have joined the Voluntary Framework for Accountability and other regional initiatives to benchmark themselves against peer institutions and share innovative completion best practices.

Through the mission of community colleges and the diverse student populations, community colleges have taken a comprehensive approach toward addressing completion. Many national best practices have been cited and sustainable initiatives developed. Through many of the best practices cited, it is important to highlight that community colleges are also working to engage the secondary high-school and middle school students and have outreach initiatives to adult learners to support critical workforce initiatives. An inclusive college environment that reflects the diversity of its student population and supports minority students was frequently referenced. It is apparent, through analysis of the best practices submitted, that community colleges have aligned their initiatives with the Maryland State Plan for Higher Education and are responsive to the local communities for which they serve.

### **Summary of Minority Achievement Initiatives**

Community colleges were asked to submit their activities, programs or initiatives for reducing achievement gaps of minority students. Appendix B demonstrates that all sixteen community colleges currently have multiple initiatives underway. The most frequently referenced initiatives include: Identifying and monitoring minority achievement by course and program; faculty development on diverse teaching approaches; programs for underprepared students (e.g. Bridge, Trio, and mentoring programs); employing recruiting strategies to increase the number of minority full-time staff/faculty; monitoring the college climate; reviewing institutional policies to remove barriers; “Developmental Studies Redesign”; Early Alert/Retention programs; and Institutional Multicultural/Diversity committees to monitor progress of campus initiatives. Many colleges indicated Retention programs targeted to all students are especially beneficial to underprepared or at-risk students.

### **Suggestions**

After review of the information collected, Maryland community colleges should consider the following suggestions to continue to forward Maryland’s Completion Agenda:

- Work diligently at all levels (Presidents, Vice Presidents/Deans of Instruction and Student Services, faculty, counselors) to strengthen the transfer process; especially as it relates to completion of the Associate Degree. Strengthening incentives for students to complete Associate Degrees; aligning programs and courses; and a stronger acceptance by four-year colleges and universities of Associate Degrees and the non-general education discipline courses from community colleges.
- Assess programs/services and continue to strengthen those that have proven success and/or show promise of enhancing student completion and success.
- Continue to annually share best practices among community colleges. During the next collection cycle, more emphasis should be placed on evidence through the collection of performance metrics so that exemplary initiatives can be easily identified.

### **Conclusion**

The Chief Academic Officers and Chief Student Affairs Officers’ joint report on “Student Success and Goal Completion,” cited a number of common barriers and national best practices involving student completion and success. Information collected through the survey confirmed existing barriers, with the most frequently referenced barrier related to transfer to four-year colleges/universities. This barrier requires senior level attention and provides opportunities for joint efforts with our college and university partners. Reported “best practices” involve academic, student support and administrative divisions, with many national best practices cited. To ensure the continued

sharing of best practices, annual collection and reporting should occur to help facilitate a united statewide effort toward completion.

**Survey and Report written by:**

Kimberly Miller, Chair, Maryland Community College Research Group (MCCRG)  
Heather Perfetti, Chair, Maryland Council of Community College Chief Academic Officers (M4CAO)  
Karen Roseberry, Chair, Maryland Community College Chief Student Affairs Officers (MCCCSAO)

**Acknowledgements**

Thank you to administration and staff who submitted college information.

Anita Delaporte,	Special Assistant to the President
Barbara E. Macht,	Dean, Planning & Institutional Effectiveness
Brad Gottfried,	President
Carolane Williams,	President
Chris Helfrich,	Associate Vice President for Teaching and Learning
Clarice A. Somersall,	Special Assistant to the Senior Vice President for Academic and Student Services
David O. Linthicum,	Interim Dean Academic Affairs
Deborah Cruise,	VP, Student Development & Institutional Effectiveness
Erin Yun, Director,	Board Relations/Special Projects
Heather Perfetti,	Vice President of Instructional Affairs
James Allen,	Director of Institutional Planning and Research
James D. Ball,	Vice President for Academic and Student Affairs
Lynn Wiljanen,	Dean of Student Development
Richard Midcap,	Vice President for Student Success & Enrollment Services
Teri Hirsh,	Senior Director, Institutional Research and Assessment
Tyjaun A. Lee,	Vice President for Student Services

## Allegany College of Maryland

### 1. Federal TRIO (Student Support Services) Program

Timeline: FY2011 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: 75% of all program participants will persist from one academic year to the beginning of the next academic year or will graduate and/or transfer during the academic year. 90% of program participants will meet the standards for good academic standing. 33% will graduate with an associate's degree or certificate within four years of joining the program.

Resources: Sufficient resources due to grant. If the College lost grant funding, the College would not have sufficient resources to support the program.

### 2. Developmental Mathematics Redesign

Timeline FY 2012 - Ongoing

Reporting Status: Future Implementation planned within this fiscal year.

Performance Hire developmental math coordinator by fall 2011, and increase the number of students who successfully complete Math 90 (from 49% to 54%).

Resources: Position is being funded by the College; the redesign will incorporate a new computer lab designated as a math lab which will be funded in part through the Lumina grant (\$20,000).

### 3. Establishment of an Academic Reading Center (ARC)

Timeline FY 2010 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Increase the number of students served through expansion of hours during spring and fall, and expanding hours to include summers. Use computer lab for diagnostic purposes and skill building.

Resources: Initially maintained with volunteer-faculty; expanded hours with stipends for three part-time faculty as a pilot in 2010-2011.

### 4. Increase the variety and number of course delivery formats for students to include expanded online offerings, video-conference courses to all campus locations, condensed terms within spring and fall semesters, and expansion of summer offerings from one term to three terms.

Timeline: FY 2009 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Varies; Implement hybrid course options (at least one); create additional online courses toward fully online degree options (nursing - RN - and criminal justice)

Resources: Will use professional development funds to educate faculty about hybrid options; provide financial support for the development of online courses.

## Anne Arundel Community College

1. MCASMOs Certification Exams (Microsoft Office CSI 120, 122, 124, 125, and 126) provide both academic and industry training leading to both academic and industry credentials.

Timeline: FY2009 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Move to Office 2010 and maintain or improve the above average success rates.

Resources: With current enrollment, offering sections in the online format, and assistance from adjuncts, we have been able to meet the need. Should demand increase and/or adjunct support decrease, additional personnel resources could be required. Students currently pay \$100 lab fee per class that, at this time, covers the cost of the prep and exam materials.

2. Redesign of Developmental Math --- Using National Center for Academic Transformation (NCAT) principles the mathematics department is redesigning the delivery of developmental math courses. The learning format uses technology to enhance instruction, meet individual student needs and establish a positive learning culture in the classroom. Students are required to master the course objectives and are thus provided the opportunity to re-take all assessments. They are also provided a flexible pacing schedule which allows for acceleration through the course material.

Timeline FY2011 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance In the long run, it is anticipated that the Redesign Developmental Math Program will increase student persistence, reduce the failure and withdraw rates, and result in more students succeeding in credit math courses and earning academic credentials

Resources: The work is supported in part by a grant from NCAT and college funds.

3. Prior Learning Assessment (Adult Learners, Military/Veterans) - Recently, the Prior Learning Assessment (PLA) function was identified as a critical need for adult learners. The function was relocated in FY2011 to the same division as online learning, Weekend College and Military/Veterans Services, thus creating a division that can be agile in serving the needs of adult learners, including veterans. AACC uses the concept of road maps extensively in the development of articulation and transfer guidance agreements for students exiting the college. These include pathways for the traditional transfer programs as well as career programs that are not considered traditional transfer programs. AACC has over 65 program agreements with 24 different four-year institutions. Adults can use their work experience and prior education to earn college credit that is applicable to their program of study. College advisers help students develop individual education plans and use various PLA tools to translate their learning into credit. AACC recognizes that adult students have acquired learning outside traditional college classrooms and has policies, practices and programs in place for adults to attain credit for previous learning experiences. AACC reviews credit for previous learning from traditional college coursework and from nontraditional sources such as military experience and standardized examinations. The college adheres to the transfer credit mandates of the Maryland Higher Education Commission. Transfer credit evaluations are performed in the Records and Registration office, which reviews courses on an individual basis. In review of transfer credit from other institutions, AACC considers the institution where the course was taken, the date completed, department number, course title, and grade in deciding whether credit will transfer to AACC and if the course will be designated as a specific AACC equivalency or elective. AACC gives credit for demonstrated proficiency in areas related to college level courses. Sources used to determine such proficiency for adults are College-Level Examination Program (CLEP); Defense Activity for Nontraditional Education Support (DANTES); Office of Education Credit and Credentials of the American Council on Education (ACE); and National Cryptologic School (NCS). In assigning credits of this nature, the recommendations of the ACE are used as guidelines. Students seeking credit from nontraditional sources can earn a maximum of 30 credit hours. Credit by departmental examination is available in subjects where college-level examinations are not available and department chairs may arrange to give examinations to qualified applicants. The portfolio assessment method requires students to complete a portfolio demonstrating their experience and knowledge. When meeting eligibility to proceed with the assessment, students register for and use the online tutorial for portfolio development. An instructor assigned for the tutorial assists students in compiling the requirements of the portfolio. This includes identifying college-level learning experience, relating the learning to course objectives for targeted college courses, and demonstrating college-level learning through direct evidence. Upon receipt of completed portfolios, an appropriate department chair/director conducts a credit assessment and makes recommendations to award credit. A maximum of 15 credits may be earned through a combination of credit by departmental examination and portfolio assessment. To be eligible for Portfolio Assessment students must enroll in a degree or certificate program at AACC and have English 111 eligibility. In addition a CLEP examination must not be available

and general education requirements may not be fulfilled through portfolio assessment. Credits awarded are applicable to the student's program of study. Students utilizing Service members Opportunity College agreements with AACC may earn up to 75 percent of degree credits through transfer work. A maximum of 30 credits may be earned through a combination of credit by departmental exam and portfolio assessment. Students wishing to earn credit for their military experience must submit official transcripts. Students who are active duty military may present an original DD 295, an official Army/American Council on Education Registry Transcript Service (AARTS) transcript, an official Community College of the Air Force (CCAF) transcript, an official Sailor/Marine American Council on Education Registry (SMART) transcript, or an official Coast Guard Institute (CGI) transcript. Students who are no longer active duty military or who have been discharged from the military may present their original DD 214. According to Veterans Today (Military, Veterans, and Foreign Affairs Journal, January 25, 2010), the largest source of individuals with security clearances is the military population. Separating military members look for employment in fields such as the commercial defense-related fields where they can utilize their expert military training and technical skills. In addition, these jobs generally require background checks due to the sensitive nature of the materials the individual handles on a daily basis this is where the former military member's clearance becomes a valuable commodity. Workers with appropriate credentials are needed quickly. In order to meet this demand, a new approach making the most of previous nontraditional learning in combination with on-demand training is required. The disciplines that recognize the use of portfolio development for the assessment of prior learning include: architecture, business, cybersecurity, engineering technologies, homeland security and criminal justice, human services, and gerontology. Credits earned through this method are identified on a student's transcript as transfer credit.

4. Faculty Referral System- Anne Arundel Community College's Counseling Advising and Retention Services, (CARS), partners with faculty to provide timely feedback if concerns exist about student performance, attendance, or participation in both traditional and online classes. The Faculty Referral System (FRS) can be used as early as the first day after the conclusion of the drop/add period and can continue to be used throughout any given term. To access the system, faculty log on to the user-friendly program and select Student Referral from a menu of online services and then select the course section from which to send student referrals. The class roster appears adjacent to check boxes under column headers offering a selection of Reasons for Concern. The Reasons for Concern correspond with the traditional or online course format. The system identifies the format by the section number. With a click of the mouse, faculty teaching in a traditional classroom setting can refer students who have never attended, are frequently absent, frequently late, missing work, or have poor grades. Faculty teaching online sections can refer a student who has never logged on, is currently inactive in the course, missing work, has poor grades, or has missed a mandatory meeting. Faculty can choose between two general recommendations: Could Successfully Complete or Should Withdraw. Each recommendation is associated with a list of student actions. The electronic system takes information provided by the faculty member and creates an e-mail sent in real time to the student's college e-mail account and to CARS. The e-mail identifies the course and faculty member, the reasons for concern, and provides a relevant list of student actions including: live links to online student services; tutoring; study skills workshops; advisor e-mail addresses and phone numbers; college information services; important dates and deadlines; technical assistance; etc. Just in case students are not checking their student e-mail accounts, advisors send each student a copy of the e-mail through regular mail along with information contained in the links associated with each recommendation. Additionally, the student management system records each referral date, reasons for concern and recommendations in each student's electronic file, and those students with referrals are then targeted for follow-up.

Timeline FY2006 - Ongoing Reporting Status: In Progress and currently being implemented

Performance To have 95% of faculty use the system; to have 95% of students eligible to register for the subsequent term.

Resources: Yes

5. Automated bookstore voucher program - Most students eligible for bookstore vouchers may get their vouchers online. Students can print their voucher from the college web site and take it directly to the bookstore. The automated bookstore voucher process eliminates the need for students to wait in line at the financial aid office to receive their book vouchers, it also allows students to have their book bill added to their payment plan, and reduces administrative burdens in the financial aid office, the business office, and the bookstore.

Timeline FY2010 - Ongoing Reporting Status: In Progress and currently being implemented

Performance To help reduce lines in financial aid and reduce administrative burden of manually issuing, posting, and reconciling book vouchers while enhancing the timing of funds available to students. In addition the program has a target not to exceed the overall bad debt losses of 1% of total vouchers issued.

Resources: Yes, the program has already been implemented. The major implementation costs relate to the time and efforts of programming staff to automate the process. In addition there is the potential for bad debt related to unpaid balances.

## Baltimore City Community College

1. Combining ABE and Developmental Education for the lower performing students (even those with a high school diploma).  
Timeline: Fall 2009 - Ongoing                      Reporting Status: Future Implementation planned within this fiscal year.  
Performance Target: Increase fall to fall retention by 6%; increase successful completion in DE by 6%  
Resources:                      Yes
2. Quest program for Black males to earn a two-year degree in one year.
3. First Year Experience program in which student services faculty serve as advisors for their class of students.
4. Reducing the number of developmental education credit hours and rethinking how DE is taught (i.e. combining reading & writing; offering math modules; offering Accuplacer reviews; etc.)

## Carroll Community College

1. Retention Alert: Early Intervention and Retention: Carroll Community College has implemented an electronic Academic and Behavioral Early Intervention and Retention program beginning with the 2010 fall semester using Datatel's Retention Alert. With the purpose of early identification, intervention, and improving student retention and success, all faculty members now provide early alert feedback to their students during the third week of the semester and again at midterm. Faculty members may also provide an alert at any time deemed necessary during a semester.

All faculty members are required to submit early alerts on all students who have demonstrated an academic or behavioral problem within a course. The electronic system replaces a paper alert system that did not facilitate wide campus participation. Over the past five fall semesters 2005 – 2009, the college has averaged 526 alerts per semester. Following the first semester of use the College received over 1100 alerts, which are nearly double the average total over the five previous fall semesters. Two types of alerts are opened through the system:

Academic – For students who are not making satisfactory academic progress, faculty members are required to submit an Early Alert report through WebAdvisor: an on-line reporting and information system from Datatel. The alert is routed to either the College's Advising and Transfer Center or its Academic Learning Center, depending on the nature of the case. While the student will receive written communication of the alert, in order to support retention efforts at the College, it is strongly advised that the faculty member meet with the student directly to discuss the nature of the alert. The electronic reporting mechanism is designed to supplement, not replace, faculty intervention with the student.

Behavioral – In addition, WebAdvisor is utilized by faculty and staff members at the College to submit reports concerning behavioral issues with students. Often academic and behavioral issues go hand in hand so we ask all members of the College community to keep a watchful eye for students at risk, and report concerns through WebAdvisor. Behavioral reports are received and reviewed by the Carroll Community College CARE Team.

Timeline:                      FY2011 -Ongoing                      Reporting Status:                      In Progress and currently being implemented

Performance Target: Annual success rate of students referred via retention alert increase by five percent per semester; Fall-to-Spring retention increase five percent each year over the first three years and Increase Fall-to-Fall Retention 15 percent over the first three years.

Resources:                      The increased number of alerts, both behavioral and academic, and the increased number of students, (enrollment increased almost 30 percent over the past three years) have created a difficult situation for a staff that has not increased over the same time period. To fully manage the number of cases and continue with our increased tutoring and intrusive advising for students, the College is in need of additional staff and

tutoring resources to fully realize our goals for increasing student retention and ultimate completion. We are proud to note that the Student Government Organization voted to provide \$42,000 in funding for expanding tutoring in FY12. While that funding will assist in providing additional tutoring and supplemental instruction, two additional full-time staff members at \$55,000 each (benefits are included in this figure) will be required to fully implement the interventional advising and tutoring program as designed to achieve the desired results and meet student needs in these areas.

2. The "Learning in Action" programs attempt to increase student engagement by connecting students to educators and peers who share similar academic, personal and career interests. Students get involved in hands-on experiences inside and outside of the classroom. The results include higher retention, reduced student anonymity and an institutional commitment to student success. This program has won awards from NASPA (Student Affairs Administrators in Higher Education) and the Community College Futures Assembly (the Bellwether award).

The Academic Communities program connects faculty, staff and students who share similar broad interests. Students are given opportunities to become involved in hands-on experiences inside and outside of the classroom via the Academic Community activities in eight interest areas: Creativity; Education; Great Ideas from the Human Experience; Health and Wellness Connection; How Things Work; Law and Criminal Justice; Leaders, Investors and Entrepreneurs; and, Social and Cultural Awareness. Each Community is meant to assist students in exploring related activities and career possibilities in a broad interest community. It is meant to provide exploration and "learning in action" while taking the pressure off of having to commit to an academic major. Each Academic Community is given a budget (housed in the Student Life Office, requests submitted annually) for programming efforts so that faculty can provide students with learning opportunities that they do not have the time or resources to accomplish inside of the classroom. Student Life staff work closely with faculty to help with planning and logistics. Each Academic Community has a variety of supporting 'cast members.' An administrative associate, a library staff member and a team of faculty members work together with students to plan activities that center on the community's theme. Membership and participation in Academic Communities is fluid; therefore, tracking participation is difficult. Tracking associated retention rates is also difficult unless done manually by a given community. A headcount of students who participated in the events this fall showed that 860 students took advantage of Academic Community activities. The counts of faculty and staff involved this past fall added up to over 40 faculty and 15 staff members.

The Center for Service-Learning provides the opportunities for service that the community may be interested in. For example, the Center for Service-Learning helped the Social and Cultural Awareness Academic Community partner with the Cold Weather Shelter in Carroll County to provide meals through the winter. The Career Development Center works with each community to provide career advice and planning. For example, the Career Development Center worked with the How Things Work Academic Community to provide a career panel of Science, Math and Technology professionals to present to over 125 students about career possibilities, educational pathways and employment outlook in the STEM fields. The Office of Transfer and Articulation also plans transfer trips to local colleges and universities for each Academic Community.

In the fall of 2008, Carroll Community College introduced a program related to Academic Committees called First-Year Interest Groups (FIGs). Four of our most popular Academic Communities developed a grouping of three or four courses linked by a common theme and run in a cohort model. For instance, the Education Academic Community developed a FIG entitled Exploring Elementary Education. Up to twenty students could register for a group of four linked courses including, Math for Elementary Education majors, Fundamentals of Biology, Introduction to Education and a Field Placement in Elementary Education. Other FIGs include Deciding on Business (Business AC), Examining Allied Health (How Things Work AC), and Criminal Justice (Law and Criminal Justice AC). Evidence from the Education FIG program shows that after the semester of linked courses ended, the students made an intentional effort to register for the same classes as each other in the subsequent semester. Some students, who did not have the required prerequisites to register for the next semester, took winter term classes so that they could stay with their cohort in the second semester. Fall to spring retention for the entire FIG program was 84% and fall to fall retention for the group was 65%. As a college-wide comparison, the first-time student retention for fall 2008 to spring 2009 was 74.9% and for fall 2008 to fall 2009 was 62.3%.

Though data collection is difficult students tell us it is easier to make connections with their peers and faculty, and they are more likely to get involved in other ways on campus. Though not necessarily causal, Carroll Community College's overall retention rates have improved since the inception of Learning in Action. FY 2005 fall to spring retention rate was 67.3%, compared to FY2011 at 78.8%.

Timeline: FY2005 -Ongoing      Reporting Status: In Progress and currently being implemented  
Performance Target: 1000 student participants, retention goals as stated in Best Practice Initiative 1 above.  
Resources: The program has been absorbed in operational costs, paid for in part by student tuition and fees. \$75,000 in additional funds is needed to expand and enhance curricular materials and extend service learning opportunities.

3. Chemistry Community: An Online Tutorial Program: Carroll Community College offers the following multiple levels of on-site chemistry classes: Introductory Chemistry, College Chemistry I and II, and Organic Chemistry I and II. An initiative was launched in spring 2010 as a result of collaboration between Sciences, Distance Learning and Academic Services, which successfully brought on-site chemistry students together into one shared, online peer learning/tutoring experience called "Chemistry Community." The model draws from such proven practices as Supplemental Instruction, Peer Tutoring, and collaborative/social learning approaches. It creates a method for chemistry students to ask questions related to course work, interact via discussion forum with each other and peer tutors, and or simply read and observe the academic discussions going on within the Chemistry Community. Results of the Chemistry Community project have been remarkable in terms of student outcomes. The program was recognized as an "Exemplary Initiative" by the National Council of Instructional Administrators (NCIA).

Initiative Design and Purpose

Since technology is prevalent at CCC, providing an online environment where on-site students could provide meaningful support to each other in a flexible and dynamic setting (Kruger, 2006) was achieved by using Blackboard to create an "organization" site in which students from multiple levels of chemistry classes would self-enroll at the start of the semester. The site was also populated with Academic Services tutors, the faculty, and distance learning staff members. Specific discussion forums were created to help guide students to different discussions relevant to their current course and to provide opportunity to dialogue with peers in other chemistry courses to achieve the following objectives:

1. Students could post questions and students in the same course would be able answer questions, thus building the platform for peer interaction within the course.
2. If a question was not answered within an hour or two, a student from the higher level course would then answer the question or verify a posted answer, thus providing the platform for the those students to review their pre-requisites.
3. Tutors verified the answers, thus providing a mechanism to ensure that only correct answers were provided.

Faculty recognized that students often feel embarrassed to ask questions in class; therefore, a key design element of the program was that it was to be truly a student-driven community. CCC students took ownership by designing a logo, colors of the website, and chose the names of the forums. A senior tutor was assigned as a Chemistry Community leader. The faculty member's role was only to monitor. Within the first few weeks, it became apparent that not only had the students developed a more active role in their learning by asking and answering questions but also by sharing ideas to help one another.

Program Attributes:

- ✓ Ability to track the number of posts over consecutive terms
- ✓ An increase in face-to-face interaction beyond classrooms among the students
- ✓ A demonstrated positive impact on student performance on course final grades – not a single participating student earned a grade of D or F in any of the chemistry course since spring semester with a smaller percentage of students dropping from the course

Program Challenges:

- Setting the tone and expectations for students – an online community cannot replace a face-to-face 30-minute tutorial session, but only provides a quick help
- Identifying enough qualified peer tutors– a need was recognized to significantly increase from two tutors in the spring to seven tutors in the current fall semester.

The overall team approach to designing, implementing, and evaluating the online community facilitated its continuous improvement through formative assessments that included feedback from faculty, administrators, instructional designers, technicians, tutors, and students. Specifically, the faculty solicited regular feedback from students throughout the semester. This allowed the overall team the opportunity to make formative adjustments to the online community so the students remained

engaged and collaborative. An example was the removal of virtual chat on students' recommendations as the software does not allow a transcription-capture.

#### Results

We did not anticipate more than 300 posts for the spring, so we were pleasantly surprised to see 1,128 posts by 80 students. What was more encouraging was the number of hits, or visits by students, which surpassed 22,000 in just one semester. The program continues to show similar numbers in each subsequent semester.

All Chemistry students enrolled at the third week of class completed their course. Students at each level of chemistry take the American Chemical Society (ACS) exam for each level of chemistry as a final outcomes assessment for each course. For General Chemistry I & II, 100% passed the national exam, 70% scored above the national average, 15% scored at or above the top 10% of all students. Results for Organic Chemistry are not yet available.

A mathematics community was launched in fall 2010 for select mathematics courses with very similar participation rates.

Timeline: Spring 2010-Ongoing Reporting Status: In Progress and currently being implemented

Performance Target: 

- 100 percent completion,
- 50 percent migration to the next level
- 100 percent pass rate on ACS exams per level

Resources: The program has been absorbed in operational costs, paid for in part by student tuition and fees. \$75,000 in additional funds is needed to expand and enhance curricular materials and extend service learning opportunities.

Resources: Additional funds for tutoring and learning support are needed. To expand this practice strategically in five new disciplines would cost approximately \$10,000 per year per discipline.

4. Teacher Education Achievement & Matriculation or TEAM for Success: Carroll Community College has created an innovative curricular approach to Teacher Education that maximizes the "high-impact practices," while also embedding vital career, academic, and transfer planning learning outcomes in the curriculum. The program is entitled Teacher Education Achievement & Matriculation or TEAM for Success. The approach can easily be replicated by faculty interested in providing active learning experiences. There are five elements to the TEAM approach:
  1. Collaboration with Academic Advising  
As a result of student focus groups, education faculty learned that it was imperative to identify Education students immediately upon entry. From the moment Education students set foot on campus, they are identified as Education majors in First Advising sessions and immediately connected with the Education TEAM program. This academic-student affairs collaboration is essential in that students clarify their Education pathways at their entry point into higher education.
  2. Curricular Innovation  
TEAM for Success identifies academic planning and transfer planning learning outcomes and embeds them in the EDUC 120/Introduction to Education and ECE 102/Introduction to Early Childhood curriculum, as well as in three successive education courses. EDUC 120 and ECE 102 are degree requirements that captures all elementary, early childhood, secondary, and special education majors. Students demonstrate these outcomes in the following course assignments:
    - Each student aligns his/her career goal with the appropriate degree option.
    - Students complete the "Certification Pathway" assignment, which aligns with state certification requirements for teachers. This also enables students to complete a roadmap or master plan of required courses and enables them to schedule for remaining semesters (Carroll Community College produces a year-long schedule of classes that varies little year to year, and is updated each semester to include the all succeeding semesters for the following one year period.)

- Students participate each semester in ongoing advising sessions with the Education Faculty-Academic Advisor Team. They update their academic plan with the aid of Carroll's degree audit system and prepare successful completion of Praxis I.
- Students update their plan in successive semesters and engage in additional professional development activities (described below).

### 3. Professional Development Activities for Students

Via the Education Program Academic Community, students are exposed to specific career/professional development experiences outside of the classroom that connect to coursework. Students become deeply involved in connecting learning to related interests and are therefore much less able to "fly below the radar" within the program. Each semester students' knowledge of the teaching profession and competencies for academic and transfer planning are improved by participating in a minimum of three academic Community Activities including:

- Orientation and Professional Development Seminars for students enrolled in field placements
- Learning Circles
- Education Colloquium Transfer Seminars
- Transfer Road Trips to Four-Year Schools
- Alumni Transfer Panels

### 4. Education Field Experience

Students explore teaching/learning issues and develop professional behaviors by participating in field placements in public schools (at least 15 hours per semester) and developing reflective observations. In self-reflections, students confirm the importance of the field experience in clarifying their aspirations and personal dispositions for teaching. Feedback from four-year partners to which our students matriculate is obtained during semi-annual meetings of the Deans and Directors of Education Programs in Maryland. Feedback confirms that Carroll students demonstrate professional awareness well beyond that demonstrated by native students. They also report that Carroll students are prepared to articulate the challenges of teaching as well as successfully navigate their professional pathway through the baccalaureate.

### 5. Service Learning

Education students participate in local and international service learning opportunities. Locally, many tutor in area elementary classrooms and the Girls and Boys Club. Internationally, students participated in a service learning trip to the village of Big Falls, Belize, where they planned and taught an English Immersion camp to Mayan children. Outcomes data demonstrate that these experiences reinforced students' beliefs about teaching and the value of impacting others through education. Students referred to this TEAM experience as vital to their career development.

Timeline: FY2005 -Ongoing Reporting Status: In Progress and currently being implemented

Performance Target: TEAM for Success has proven to be successful. Since inception, the migratory rate of students moving from EDUC 120 sections into subsequent courses increased 14 percent. In a Spring 2010 Education Department-wide survey of 129 students pursuing an associate's degree, students cited academic advising, field placements, and the academic community as the three prominent practices that improve their persistence. The target is to maintain or enhance the migratory rate.

In a profession where teacher retention in public schools is less than five years, realistic goal setting becomes paramount. While it is too early to determine with assurance, retention in the education program remains steady at 50-58%. However, teacher turnover is such a problem that our goal is not program retention; rather, it is for students to reflect carefully about the career and make informed decisions as they progress. Four-year school counterparts report that Carroll students demonstrate persistence, professionalism and self-direction.

Resources: The program has been fully integrated into the operating budget.

5. Completion Fair: "Commitment to Complete": The overall purpose of this event is to shift the focus of priority registration to academic planning and degree completion rather than carrying on with the College's traditional arena registration model during which students were not encouraged to think strategically about the impact of

registration on their academic and career goals and degree completion.

The College and its Phi Theta Kappa chapter will hold the first annual Completion Fair: Commitment to Complete in the College's Great Hall from 11:00 AM to 2:00 PM during the peak registration time on the first day of priority registration and academic advising. The event is designed to reach as many students as possible and communicate information about opportunities afforded by completing the Associate degree. In addition information will be presented on transfer possibilities, career opportunities, and College academic programs. Representatives from each academic area, as well as representation from various Student Affairs offices, Student Life, Career Services, Service Learning, Advising and Transfer Center and the Academic Communities, will participate. Phi Theta Kappa members will be representing the national Commitment to Complete initiative by asking students to sign a degree completion pledge. The event will be promoted through classes, academic communities, the web, publication mailing, e-mail reminders and by promotional materials provided by the national chapter of Phi Theta Kappa.

The role of faculty and academic department participants at the event will be to share information on academic programs, meet with students on academic discipline issues related to registration, and to help with course sequencing and selection for long term academic planning leading to degree completion.

**Timeline:** FY2005 -Ongoing      **Reporting Status:** In Progress and currently being implemented  
**Performance Target:** Performance targets for signing the pledge are not set at this time. This will be the first of a planned annual or biannual event to encourage completion and include academic planning toward that goal. Future performance targets will be developed from baseline data collected this spring. However, overall retention goals, as stated in Best Practice 1 above, will be applied over the next three years.  
**Resources:** The effort has been absorbed into operational costs.

## Cecil College

1. Revised Developmental English course content and sequence.

**Timeline:** 2009 - Ongoing      **Reporting Status:** In Progress and currently being implemented  
**Performance Target:** Improve success rates by 20 - 30%  
**Resources:** Yes

2. Accelerated Degree programs offered in Leadership & Management and Social Work. Program targets adult learners. The design allows working adults to enroll full-time and complete a degree in 17 months.

**Timeline** 2005 - Ongoing      **Reporting Status:** In Progress and currently being implemented  
**Performance** 75% degree completion and 75% transfer rate of the degree completers.  
**Resources:** Yes

## Chesapeake College

1. Restructuring degree programs to include laddered letters of recognition and basic and advanced certificates.

**Timeline:** 2009 - Ongoing      **Reporting Status:** In Progress and currently being implemented  
**Performance Target:** Increase number of degree and certificate completers by 10% by FY2014  
**Resources:** Yes

2. Academic record review of African-American students to determine students who may be close to certificates or degrees, and counseling them regarding completion of those programs.

**Timeline** FY 2011 - Ongoing      **Reporting Status:** In Progress and currently being implemented

Performance 8 percent increase in number of May 2012 African-American graduates compared to May 2010.  
Resources: Yes

3. Restructuring developmental studies courses to improve completion and advancement to credit-level curricula in English and mathematics.

Timeline FY 2012 - FY 2012

Reporting Status: Future Implementation planned within this fiscal year.

Performance Target: Increase number of developmental completers by 20 percent by FY2014.

Resources: Yes

4. Streamlining of Transfer Certificate to facilitate program completion.

Timeline: FY 2011 - FY 2012

Reporting Status: In Progress and currently being implemented

## College of Southern Maryland

1. Fast Track English and Math developmental courses: Courses that assist students who are deficient in English and math skills to complete remedial coursework early in their program of study in an accelerated format.

Timeline: Summer - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Fast Track students will raise their scores to place out of the developmental class or raise their score to assist them in course completion.

Resources: No: Additional resources are needed to provide the tutoring component which accompanies these courses.

2. Adjunct Faculty Academy and Certification Program: This program provides professional development for adjunct faculty throughout the academic year in such areas as assessment, classroom management, syllabus preparation, Blackboard training, and use of technology in the classroom. Adjunct faculty have the opportunity to participate in a three-level certification process through which they can increase their per credit compensation.

Timeline Fall 2009 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Increase by 10% each year the number of adjunct faculty who participate in professional development trainings. CSM has exceeded performance target each year thus far.

Resources: No: Additional resources would be helpful to extend the opportunities for additional trainings and the selection of trainings.

3. Early Alert System: Faculty submit online reports using the Maxient system to notify the Registrar's Office when a student is not attending a course during the first three weeks of class. An e-mail is sent to the student with a copy to the Student Success Coordinator to remind the student of their registration in the course. In addition, faculty report students who are in academic difficulty to the Student Success Coordinator. The Student Success Coordinator contacts the student to recommend tutoring or online academic assistance and frequently meets with students to develop learning strategies.

Timeline Fall 2009 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Students who are in academic difficulty will be assisted and monitored for successful course and program completion.

Resources: No: Additional resources will be needed as more students are identified who need academic assistance to successfully complete a course.

4. Scholarship Finder Program: This is an online scholarship locator where students complete a questionnaire which will then match scholarships to the student.

Timeline: Spring 2 - Ongoing

Reporting Status In Progress and currently being implemented

Performance Target: All available scholarship money will be awarded to students each semester.

Resources Yes

5. High school junior placement testing: Placement testing of juniors assists the high school in proper placement of the student in math in the senior year to assure placement in college level math in college.

Timeline Spring 2 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Students who have taken the placement test as juniors and have taken math as a senior will place in a college level math course.

Resources No: This year was a pilot of five high schools in the tri-county area. If we expand to serve all high schools, we will need to increase staffing by at least one person from the Testing Center.

## Community College of Baltimore County

1. Student Enrollment and Learning Labs (SELL) for Small Group Advising: Academic Advising implemented the use of Student Enrollment and Learning Labs (SELL) to meet with continuing students in small groups in an effort to help students become self-directed while also helping them take primary responsibility for their educational journey. Academic Advising, with strong institutional support, redesigned existing spaces that were adjacent to Advising Centers. These newly renovated labs allow advisors to employ progressive efforts to serve students who are continuing their studies at the college. Unique features of the model are the presence of an academic advisor and peer schedule builder at all times in the labs and open hours so that students are rotating in and out as seats turn over. With guided support in this computer lab, students are able to access their academic records, complete a degree audit, examine their billing and finance accounts, and register for classes. While assisting continuing students in small groups, to be independent and self-directed, academic advisors are able to spend more meaningful time with new students helping them acclimate to the college environment, new expectations, and awaiting experiences. During non-registration periods, the SELLS are used for student workshops and faculty and staff development activities related to academic advising.

Timeline – Fiscal Year 2011– Ongoing

Performance Target – Continuing Students. Not all continuing students need or want assistance. The desired outcomes are to provide timely advising support to every continuing student who seeks, to familiarize students with the college's online resources, and to move students to independence.

Resources – With approximately 20 students to one advisor, the SELLS have proven to be a cost effective and efficient mechanism to provide advising support.

2. Comprehensive Academic Advising Resource Site (WebCT/Blackboard):Description: Advisor training is the foundation of an advising program. Hallmarks of a good advisor training program are inclusion of both prescriptive and developmental topics, easily accessible information, and currency of content. Academic Advisors at CCBC developed a Comprehensive Online Training site where all information, policies, and procedure pertaining to advising are located. Access to the site is controlled and permissible only after an initial in-person training that includes exposure to and navigation of the site is completed. Whether one is a faculty member who advises, an orientation course instructor, an advisor of athletes, a counselor to international students, or a professional advisor, this WebCT/Blackboard resource site abounds with valuable materials that have been organized into smaller modules in an easy-to-find layout. This web resource can be updated easily by site administrators so that content found there is credible and current. Unlike bulky manuals, this online training reservoir is cost effective, readily accessible and easily revised. In agreement with the belief of Hadley (1994), who wrote, "Academic advising is the only structured service on the campus in which all students have the opportunity for on-going, one-to-one contact with a concerned representative of the institution," Academic Advisors have built and maintained this site with a companion belief: To make the most of this contact, information must be accessible and accurate.

Timeline – Fiscal Year 2010-Ongoing

Performance Target – Success of this initiative is measured by the number of advisors (all categories) who access the site in preparation for, during or following advising contact with a student.

Resources –Advisors with adjunctive responsibilities maintain the site as well as train professional and other advisors. Three advisors, located at different campuses share this responsibility.

3. Training Program for Orientation Course Instructors: Academic Advising is a strong partner with Instruction for the delivery of academic advising to students enrolled in the Orientation Course, Transitioning to College. This 1-credit course was first offered in Spring 2010 and is a requirement for students who are new to college. The course was designed with academic advising as a key component. Recognizing the criticality of good advising, Academic Advisors customized training modules for instructors of the orientation course. In addition to receiving explanations of policies and procedures, having exposure to the online (Blackboard) resource site, and

participating in case studies, orientation course instructors have two additional training components. They are assigned a full-time academic advisor as mentor and offered opportunities to shadow full-time academic advisors.

Kuh (1997) said, "It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising." Other retention researchers have made similar assertions. Recognizing this as fact, academic advising determined that it was crucial that these instructors who would be advising students who were new to college, have not only immersion in information but also have practical exposure through mentoring and shadowing experiences to create richer training experiences.

Timeline – Fiscal Year 2010- – Ongoing

Performance Target – Program effectiveness can be measured by the number of faculty who register for and attend the training, participate in the shadowing experiences, and consult with their mentor. Other effectiveness measures include the number of students who register for the subsequent semester with assistance from the orientation course faculty member and the number of students who complete an education plan in the course.

Resources– Advisors with adjunctive responsibilities for training have customized the training to meet the advising needs of orientation course faculty. Protégé assignments are distributed among the full cadre of academic advisors across the three campuses.

4. **Electronic Documentation of Student/Advisor Meetings:** It is essential to document meetings between students and academic advisors. Doing so maintains integrity of the discussion, serves as a record for chronicling recommendations made and information shared, and provides continuity of service delivery as students move from campus to campus and from advisor to advisor. In Spring 2009, Academic Advising began to systematically record highlights of meetings with students. This has significantly reduced the ability of students to "shop around" for a desired response, misquote recommendations, or misrepresent advisor advice. Advisors enter notations in the comment form (SPACMNT) of the student information system, Banner. It is an invaluable resource in discussions with faculty who are pursuing information received by students who said that "the advisor said."

Very strict guidelines surround what should be recorded and phrasing of the notation. An entire training module is dedicated to the Family Educational Rights and Privacy Act (FERPA). In addition to other FERPA matters, advisors learn how to effectively record comments as well as what is inappropriate and potentially damaging.

Notations recorded in Banner become part of the student's official record and should be thoughtful, factual and concise. Advisor supervisors (Coordinators) routinely randomly sample the entries to identify concerns or individuals who might need further training in this area.

Timeline – Fiscal Year 2009 – Ongoing

Performance Target – This initiative is successful when notations are made by all advisors who meet with students individually in their offices.

Resources – All full-time and part-time professional advisors record notes in Banner SPACMNT so this procedural addition is accomplished within existing resources.

5. **Career Services Video (Tegrity) for Speech Course:** Prompted by increased demand for infusion of career services into more sections of the College's introductory speech course, Fundamentals of Communication, Career Services developed a video presentation identical to the face-to-face, in class presentation. This Tegrity video, expands the reach of Career Counselors without necessitating additional personnel. The content, format and design were determined by Career Services and later reviewed and approved by Speech faculty and the Dean of Liberal Arts. A media celebrity – who is also an adjunct faculty member – is the voice heard on the presentation. Originally designed for use of evening and weekend Speech instructors, the presentation is now in use in some day sections, as well. Without stretching existing personnel resources to the brink, or adding new personnel, the number of students benefitting from Career Services is significantly scaled up as a result of this innovation.

Timeline – Fiscal Year 2011- – Ongoing

Performance Target – The effectiveness of this project is measured by the creation of the presentation and future updates.

Resources– This video was created by current Career Services personnel. This same staff are committed to future modifications in consultation with Speech faculty.

6. Provision of a safe and supportive learning environment - Implementation of the Office of Judicial Affairs and Behavior Intervention Teams: The Office of Judicial Affairs promotes standards of behavior that support the CCBC Mission, Vision, and Values of Learning, Responsibility, Integrity, Inclusiveness and Excellence. The Office of Judicial Affairs administers a disciplinary process that maintains the integrity of the academic community and protects student rights. CCBC is a multi-ethnic community comprised of students, faculty, staff and administrators. This community recognizes the need to establish a code of conduct that contains rules and regulations that promote growth and development, guide student actions, and define sanctions that will be imposed when rules and regulations are violated. For the benefit of the community at large, these regulations limit certain behaviors and activities. They also protect the academic integrity, health, welfare, safety, rights and property of the college. When concerns about a student's behavior are reported, the Behavior Intervention Team will gather preliminary information regarding the concern and then a team member will interview the student as part of the initial assessment process. The interview will provide the opportunity for the student to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.
- Timeline: July 2008-Ongoing
- Performance Target: Cases are documented in Maxient software by means of an online Student Incident Report. The Student Incident Report provides a mechanism for responding to individual incidents and will reveal patterns of disruptive behavior of specific students. It will also provide aggregate data on the nature and frequency of disruptions at the Community College of Baltimore County. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns. This allows us to monitor changes on each campus and across the college. Baseline data was collected for physical year 2008. Data continues to be analyzed and resources assigned as needed. The college has experienced a 40 % increase in attendance over the past 4 years, so the increase in reported student conduct issues can be attributed to the increase in student population, as well as the increased awareness of faculty and staff that the Office of Judicial Affairs exists for receiving reports about concerns about student conduct and/or concerning behavior. The goal of each group is to provide the necessary staff training and early intervention in student conduct to allow for a safe and supportive learning environment for all students. Early intervention is key to a student's completion of a degree or certificate.
- Resources: The Office of Judicial Affairs is comprised of a director, a part-time administrative assistant and two full-time Judicial Affairs Advocates. A full-time position was just added in March 2011 that is split between Judicial Affairs and the Behavior Intervention Teams. Staffing will continue to be addressed as needs arise. Documenting case loads through the Maxient software system provides the college with data to support increases or decreasing in staffing.
7. Student Life Ambassador Program: The Office of Student Life created the Ambassador Program for the following reasons:
1. To provide more on-campus work opportunities for students to allow for flexible scheduling and convenience;
  2. To connect students to success resources and then enlist them as our best means of publicity to other students;
  3. To provide much needed service to the college; and
  4. Have the student ambassadors complete a leadership development training course. Ambassadors receive a tuition stipend at the end of the semester based on the number of hours of service they complete.
- Timeline: 2010- Ongoing
- Performance Target: The goal of this program is to have 25 Ambassadors giving 3000 service hours to the College mostly in the form of peer connection and leadership development training which is in progress.
- Resources: The Student Life Office has a temporary hourly staff member overseeing the Student Ambassador Program. This individual works closely with the Director of Student Life and the Civic Engagement and Student Leadership Administrator.
8. Training course: Culturally Responsive Teaching/Culturally Responsive Pedagogy: The CCBC Culturally Responsive Pedagogy Course was designed to help faculty strengthen their practice by making learning appropriate for a diverse student population. This course was developed for faculty to infuse culturally responsive teaching and culturally responsive pedagogy in their courses. The specific goals of this training course are:

1. To develop faculty understanding of the nature of race and culture, including expressions of race and culture by the students with whom they work.
2. To positively affect faculty's interaction with students by training faculty to manage racial and cultural elements of classroom social exchange.
3. To improve student success by developing faculty's ability to respond to cultural and racial needs and expectations of the particular students with whom they work.

Timeline: 2009- Ongoing

Performance Target: The goal of this program is to have 15 participants in the course when it is offered each semester. Administrators, full-time faculty, and adjunct faculty members are invited to apply.

Resources: None identified at this time.

9. The Community College of Baltimore County/Baltimore County Public Schools Partnership: CCBC has a very comprehensive and successful "CCBC/BCPS Partnership" that includes the following programs, events and/or activities:
  - Campus Visitation Days – Prospective high school students visit CCBC campuses funded by the CCBC Foundation, 187 students attended in FY 2010.
  - College Connection – 21 BCPS high schools participated or 1,377 students attended Career Exploration Sessions at high schools directed at high school juniors and seniors FY 2010.
  - College Fair - Co-sponsored event held at two main campuses which provided a marketplace of college, university and military recruiters that meet with high school prospects and parents. 2,148 students/parents attended FY 2010.
  - Instant Admissions – High school seniors are provided an opportunity to meet with an Admissions Counselor and complete a CCBC application and be admitted on the spot. Placement tests and advising appointments are then scheduled. 23 BCPS high schools participate and 1,023 students were enrolled at CCBC FY 2010.
  - Parallel Enrollment Program (PEP) – High school students enroll in college while still attending high school. 34 high schools participate and 806 PEP enrollees FY 2010.
  - PEP Testing Day – Prospective high school parallel enrollment students visit campus to take the Accuplacer Test and have lunch in our cafeteria. 17 BCPS high schools participated and 542 high school juniors were tested FY 2010.
  - College Gateway – Eighth grade middle school students from 6 schools visit our campuses to engage in College Awareness activities including career exploration, a financial literacy component, campus tour and lunch. 1,466 students participated in FY 2010.
  - College Pathways – BCPS 10th graders visit CCBC campuses to engage in College Awareness activities including advantages of putting college in their future plans, college readiness activities, career exploration, personal finance and financial literacy, campus tour and lunch. 21 BCPS high schools and 445 students participated in FY 2010.
  - CCBC/BCPS Partnership Breakfast – Annual breakfast meeting co-hosted by BCPS/CCBC for all high school counselors and principals, and CCBC administrators to discuss mutual goals and present programs and activities that address those goals.
  - Diploma to Degree – A program designed to have high school students simultaneously complete their high school diploma and AA degree upon graduation from high school.

Timeline: Varied-On- going

Performance Target: All of the above programs are on-going except the Diploma to Degree which has a performance target of thirty 10th grade students entering this program in fall 2011. Other performance targets are to maintain or increase CBCC's current high school draw rates.

Resources: Currently, resources are sufficient to continue with the strategies for the partnerships with the Baltimore County Public Schools.

10. Centralized Call Center: The Centralized Call Center is the deployment of a college-wide Call Center with a single number instead of campus based switchboards with different numbers for each of the three campuses at CCBC.

Timeline: FY 09 - FY 10, on-going

Performance Target: To provide a single number to access accurate college information, standardized answers to FAQ's, improved customer service, and have a trained call center team using state of the art technology, to satisfy callers needs on the first call and limit call transfers.

Resources: Additional staff will be needed in order to expand space in Phase II implementation of the Call Center, as well as financial resources for the purchase of additional telephone units.

11. One Stop Shops/Self Service Options: CCBC is implementing “One Stop Shops” or “Enrollment Service Centers” at each of its three campuses, with the goal of improving the service experience, providing a single point of entry, and allowing students to conduct business at one location. In addition, at the One Stop locations multiple self-service stations are provided to allow students to access information and services independently.

Timeline: FY 07- FY 12

Performance Target: To simplify enrollment processes, make navigation of college services intuitive, embrace student access to information and produce a solution centered culture.

Resources: Additional space renovations are planned and resources are being identified for full implementation of the One Stop Shops at all three campuses.

12. Shared Services Center: The Shared Services Center focuses on centralization of back office enrollment processing which includes the following: application processing, a centralized student record repository, document imaging, inquiry fulfillment, grades, graduation, enrollment verification, transcript processing, transfer credits, financial aid award processing and related documentation (verification paperwork, SAP Communications, appeals, scholarship application).

Timeline: FY 07- FY 12

Performance Target: To gain processing efficiencies, improve data integrity, and provide faster turnaround and better service to students.

Resources: Phase I implementation is completed. Phase II implantation will require additional staff. Additionally, resources are currently being identified for additional space renovations and furnishings.

13. Smart Reorganization: CCBC Enrollment and Student Services Division moved from an organizational model in which each of its three campuses maintained a separate Enrollment and Students Services operation, to a college-wide Enrollment and Student Services structure. In other key moves, the college moved its Public Relations (PR) department within this new division. Finally, CCBC created an Office of Outreach Communications to manage the prospective and current student communication plan, and act as a liaison with PR and other college units. CCBC also created a centralized Call Center, centralized back of the house enrollment processing center, One Stop Shops to replace silo operations, and levered its technology to enhance self service options for students.

Timeline: FY 07 - FY 12, Ongoing

Performance Target: To produce a sustainable organizational model that positions CCBC and its students for success. The new model will facilitate the following:

- delivery of accurate, timely information to students as well as faculty, staff, and administrators.
- consistency of information and management of information across all campuses and centers.
- consistency of policies and procedures across all campuses and centers.
- efficiency of processes resulting in a reduction in the duplication of effort, faster responsiveness to student needs, and the leveraging of technology and human resources.
- student marketing orientation that permeates all operations.
- student-centered approach to service delivery.
- college-wide focus on student success.
- more intuitive organizational structure to students and others served.

Resources: No need for additional space renovations, and staff.

14. ACDV – CCBC has instituted a mandatory one-credit course for all first-time, degree-seeking students. This has already reached 7,500 students and boosted term-to-term retention by about 10%.
15. Accelerated Developmental Education – In English, Math and Reading, CCBC has developed acceleration strategies to immediately move many developmental students into credit classes, linked to their remediation. This has already positively impacted over 1500 students.

16. Pedagogy Projects – At CCBC each department has developed two pedagogy projects, tailored to their disciplines, to standardize best teaching practices to enhance student success in their departments.
17. Completers of Continuing Education: The Division of Continuing Education is engaged in a projected to count completers of “continuing education (non-credit) certificate programs”  
Timeline: 2008-Ongoing  
Resources: Case Management systems and Student Services are needed.

## Frederick Community College

1. First Year Student Program Steering Committee (Although the primary purpose of this steering committee is to plan a comprehensive first year student program, this committee has become the focal point for the college-wide conversation and planning to meet the opportunities and challenges related to the Completion Agenda. This cross-functional committee has a working relationship with the Retention Committee.) The committee used the U.S. Department of Education report called *The Tool Box Revisited: Paths to Degree Completion from High School Through College* by Clifford Adelman. Adelman's research on first year student was used to define the population, data collection, review current policies and procedures, and plan initiatives. The following questions were used to guide the discussion: 1. What should students know at the 20th credit benchmark (in order to complete a goal)? 2. What should students be able to do at the 20th credit benchmark (in order to complete a goal)? The following goals were drafted on 12/6/10 by the steering committee: At the 20th credit benchmark: All students will have completed all developmental requirements and will have taken the appropriate first general education mathematics course and English 101. All students will know how to write a college-level research paper. All students will demonstrate information literacy. All students will demonstrate critical reading and writing skills. All students will demonstrate college-level quantitative reasoning and skills. All students enrolled in developmental math will take credit math back to back. All students will demonstrate college-level study skills. All students will identify, describe and evaluate college resources available to promote learning and goal achievement. (College survival skills, Includes Continuing Education) All students will be technically competent and demonstrate effective use of college systems and college-level information literacy. All students will articulate the value of higher education and the procedures necessary to obtain their personal, academic and career goals. All students will describe and experience college-level participation and engagement in learning. (Interact w/ Faculty and student activities) All students will experience a culture of inclusion. All students will demonstrate critical thinking and problem-solving skills. All students will describe and demonstrate global awareness. All students will articulate an individualized and realistic career (or focus area) goal. All students will demonstrate progress toward completion of a goal.

Timeline: FY 11 -Ongoing Reporting Status: In Progress and currently being implemented

Performance Target: The 20 Credit benchmark was selected based on Adelman's research on first year student retention, academic success and predictability of completion of degree. A series of initiatives, changes to current procedures, and enhancements to advising and teaching are being planned. All initiatives will result in establishing targets for improvement toward goal completion assessed at the 20-credit benchmark. The impact on graduation and goal completion will be tracked.

Resources: Funds for operational (technology, research, outcomes assessment and staff time-human resources) professional development and innovation are needed.

2. Learning Communities are recognized best practices for student academic success and retention. The English department provides first year students opportunities and choices to join well-designed learning communities at developmental, regular credit and honors levels. The learning communities link English courses (reading, writing and literature) to first year seminar courses, general educational courses, and developmental to credit courses and between developmental courses. Developmental: Developmental Reading linked to General Education courses and team taught by Reading faculty and General Education

discipline faculty. Developmental Reading linked to Developmental Writing Developmental Reading and Freshmen Composition (EN 101) Freshmen Composition (EN 101S) linked to 2 non-credit Support Credits Credit and Honors: EN101 and First Year Seminar: Multicultural and Global Society English Honors Links in Psychology and Speech Fundamentals American Literature Honors and Freshmen Composition Honors (EN 101) \*Developmental reading and writing have been identified as Gateway Courses; plans for new placement, advising and counselors liaisons will be components of an FY 2012 pilot study. The following provides a list of the learning communities in English: Implementation Start (Fiscal Year): Gateway Developmental English Initiatives and mandatory placement in EN101S; EN 101 linked to EN52 in FY12 Historic Reference to Other English Learning Communities: Honors: FY 88; Developmental FY09; EN 101 linked to First Year Seminar, FY 97; EN 101S: FY 97

Timeline Honors: - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Academic Success (exiting developmental while achieving passing grade in credit course, retention and student learning outcomes).

3. Developmental Mathematics implemented a redesigned pilot in FY 07 that resulted in moving from three levels, of 3-credit courses, to two levels of 4-credit courses. This redesign included moving to an active, non-lecture learning environment and integrating learning technologies into instructional methods. Academic success and retention of students have improved and elements of this model are now being used to revise and plan changes to credit-level courses recently identified and labeled as Gateway courses. Success indicators are higher in developmental mathematics than in some credit courses. Beyond changing teaching approaches, Gateway initiatives include plans to strengthen procedures/policies that will result in enrolling students in credit-level courses directly after developmental mathematics completion, and strengthening systems to facilitate a match between student goals, majors and interests and their enrollment in the most efficiently related credit mathematics courses.

Timeline: - Ongoing Reporting Status In Progress and currently being implemented

Performance Target: Improved rates of student enrollments in appropriate mathematics courses. Specific performance targets for Gateway Credit courses will be established in FY 12. A Gateway STEM mathematics course has been selected with 2 targets: 1. Improvement in appropriate enrollments in STEM mathematics courses and 2. Improvement in academic success and retention in STEM mathematics course.

Resources: Funding is needed for faculty development and innovation, technological support, research support and academic support and advising of students.

4. Increasing the number of times per year that students may apply to graduate by adding an option to graduate after January Term. Destination Graduation a very proactive, visible campaign to promote degree completion and graduation that involved modifying the graduation application deadline and process so that students are evaluated for graduation eligibility in time to alter their upcoming semester schedule if needed to ensure graduation requirements have been met. Moreover, students identified as eligible for graduation also received career and transfer counseling, and academic advising during the campaign; no longer requiring graduation applicants to re-apply for graduation in a subsequent semester if they did not successfully complete graduation requirements after initial graduation application a re-review would occur the following semester. Exploring implementation of an academic forgiveness procedure for readmitting students to petition for removal of prior unsuccessful grades from transcripts after a stipulated period of absence from the institution. This would primarily affect students with poor past performance and/or students who have prior poor grades in courses required by the student's former program that are not required by the student's new program. / Outreaching to students who have not graduated but have submitted a request to have an official transcript forwarded to another institution to advise them of the potential to reverse transfer credits from baccalaureate program toward AA degree.

Timeline: FY2011 - FY 2012 Reporting Status In Progress and currently being implemented

Performance Target: Increase the number of graduation applicants who are found eligible for graduation by 10% from the prior year.

Resources It is anticipated that sufficient resources exist to implement these initiatives.

5. Implementation of an electronic Individual College Advising Plan (ICAP). Following an academic advising session, advisors e-mail students a copy of their ICAP which contains detailed information on their academic goals, an educational plan to achieve stated goals, information on course requirements and sequencing, transfer school requirements, etc., so that students have easy reference to information discussed in the advising session. Implementation of an electronic educational plan function within the College's Student Information System working with an academic advisor, following completion of the ICAP, students are now guided in creating and storing in the course registration system, an educational plan based on their intended degree/certificate program. Semester-by-semester

course planning is recorded in the course registration system ensuring that students register for degree appropriate courses in subsequent semesters. Implementation of post placement testing advising working in collaboration with the Testing Center staff, students receive immediate advising following placement testing to ensure that students receive accurate information regarding appropriate steps to transition into the institution.

Timeline FY 2011 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Measurable goals not yet developed

Resources: Additional academic advisor resources are needed to address the educationally intensive training of students in use of the educational planer function of the course registration system. We are currently exploring alternatives for additional funding for advising staff during peak registration periods.

## Garrett College

1. Redesign of the developmental studies program to achieve greater student success and facilitate more rapid completion.

Timeline: FY2009 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: 80% of underprepared students will successfully complete their developmental education requirements in one semester

Resources: Yes

2. Establishment of the "CARE Team" - the role of what began as a behavior intervention team has been expanded to address any patterns of behavior that are likely to jeopardize an individual student's ability to achieve success. Such behaviors include excessive absence from class, tardiness, failure to submit assignments in a timely manner, lack of attentiveness in class, etc., These behaviors can be brought to the CARE Team's attention by faculty, staff, or administrators

Timeline FY2010 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Not applicable

Resources: YES

3. Develop and implement retention strategies that target student athletes who have been identified as being "at-risk." This is a pilot program that if successful will be extended to assist any students who have been identified as being at-risk.

Timeline FY2011 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Increase the fall-to-fall retention rate for full-time students to 65%

Resources: Yes

## Hagerstown Community College

1. Results and data from student evaluations of faculty performance are analyzed and used to improve instruction. Students complete evaluation forms for all full-time and adjunct faculty every semester. Results of these surveys are shared with the faculty to help improve their classroom performance. Faculty are able to see how their performance compares with that of their colleagues teaching the same course. In some instances, improvement plans are developed that include targeted professional development activities as well as coursework at colleges and universities. In the case of adjunct faculty, the College is developing a new center for professional development.

Timeline: Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: All faculty will achieve a student evaluation score of 80% or better in each of their classes that are evaluated.

Resources: Faculty could benefit from a staff person who can assist with curriculum and professional development.

2. Struggling students are provided with opportunities for support services in the Student Support Center and Science Learning Center. In the Student Support Center students receive one-to-one peer tutoring or may utilize the Center's computers and staff who assist them with reading, mathematics and English software. The

Center's staff advocates raising student levels of self-esteem and encouraging students to work their way through the developmental course sequences so they are ready to enter college-level courses. The Science Learning Center is essential to the success of the many students who wish to enter career fields such as nursing or medical imaging that require a heavy regimen of science courses. In the spring 2012 semester, the College will renovate the existing Science Building (after the new STEM opens) into a comprehensive Learning Center for both initiatives.

**Timeline** Ongoing **Reporting Status:** In Progress and currently being implemented  
**Performance** All students required to enroll in remedial/developmental coursework will successfully complete these sequences of courses and be ready to enter college-level English and mathematics courses required by their programs of choice. Also increase the success rate of students who enroll in science courses by 25%.  
**Resources:** At the present time, space is inadequate for the number of students who require assistance. When the Learning Center is complete, space will allow for greater numbers of students to be served.

3. A new academic advising model emphasizes career counseling and on-line comprehensive academic planning. Shifting the provision of routine information to computerized systems, call center staff, and student ambassadors has enabled full-time academic advisors to concentrate on career counseling and academic planning. The expected outcome of the new model is improved retention and program completion rates based on research that indicates that students with goals and specific academic plans tend to persist in their coursework even when life circumstances interfere.

**Timeline** February - FY11 **Reporting Status:** In Progress and currently being implemented  
**Performance Target:** 50% of new students will experience the new academic advising model in the spring 2012 semester.  
**Resources:** Training in career counseling for the advising staff, on-line career information, on-line career inventories, local job outlook and salary information, extensive tracking of the employment of graduates in career programs, and intrusive career education about STEM careers.

4. Academic advisors conduct pre-graduation sessions with students to help them plan to complete their degree programs. Academic advisors have been meeting with students who have not applied for graduation but will have completed 51 to 63 hours at the end of the spring 2011 semester. As a result, many students are planning to officially graduate in summer or fall or use the option of reverse transfer after leaving the college. Reverse transfer means that the students take courses at another institution and then transfer them back to HCC to receive an HCC degree. This approach will encourage more students to complete their HCC

## Harford Community College

1. STEM Scholars Step Up Program Summary: The STEM Scholars STEP Up program is a summer bridge program for incoming college freshman STEM majors. It

**Timeline:** FY 2009 -FY 2011 **Reporting Status:** In Progress and currently being implemented  
**Performance Target:** The performance target is to improve student retention through a two year program in a STEM field. The goal is to have 40 students per summer in the program.  
**Resources:** Thus far the initiative has been grant funded; there are sufficient funds to continue through summer 2011. Funding for approximately 40 students per summer is approximately \$25,000 per year. This pays for materials, faculty salaries, and Ongoing program development.

2. Rites of Passage Peer Mentoring Program (ROP) is a mentoring program designed for first-time, full-time minority students. College employees serve as mentors to assist students with attaining academic and career goals. In addition, students and mentors participate in free social and cultural events sponsored by the College. While some of the program activities draw upon the African American experience, this program is open to all students, regardless of ethnicity.

**Timeline** FY 2006 - Ongoing **Reporting Status:** In Progress and currently being implemented  
**Performance** 80% of students who participate in the Rites of Passage programs will indicate mid to high levels of satisfaction. The Rites of Passage Mentoring Program will have at least 75 participants per academic year.

Resources: The program is currently sufficiently funded and staffed at the moment.

3. Seamless certificate to degree completion model (Business Mgmt with 5 new certificate options) Five new certificates and program concentrations in the following career fields: Administrative Professions, Agribusiness, Human Resources Management, Marketing Management and Entrepreneurship. The new certificates will consist of 24 credit hours of specific course work related to the respective career concentration. Subsequently, these 24 credit hours can be incorporated into the various Business Management A.A.S. degree programs.

Timeline Fall 2011 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Improve the graduation rate by improving the options available to students. Currently 10 students graduate with an A.A.S. degree in Business Management, however 40 students declare Business Management as a major.

Resources: Approximately \$6975 will be needed to cover the increased costs because of increased adjunct salaries. There are sufficient resources.

4. Technology Needs Teens (TNT)- TNT is a day designed for eighth grade students from Harford County Public middle schools (HCPS). Twenty students from each school are selected, and the selection process is done by the schools. The students are exposed to a variety of STEM related presentations by industry leaders. The intended outcome is to promote interest in science and math occupations that will support BRAC (Base Realignment and Closure) initiatives and encourage support in STEM related fields.

Timeline: FY 2008- - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Our target or goal is to increase interest, amongst the selected 8th grade students, in the STEM related fields. Students are to leave the Harford Community College campus with a better understanding of STEM-related careers and the different career options available to science and math.

Resources: Yes

## Howard Community College

1. Step Up is a grassroots program; the idea evolved from the 25 member, cross-functional Developmental Education Committee that, in 2003, sought to create a program to improve the success and retention of developmental education students. The objective was to design a program that would provide positive support and encouragement to students as they make the often difficult transition and adjustment to college. After researching programs and interviewing students, a model for Step Up was created. Students who volunteer to participate in the program are randomly paired with a faculty or staff "coach" who also volunteers. Using a life-coaching model, "coaches" meet with their students once a week for an hour throughout the semester during which time the coach offers support, encouragement, guidance and attentive listening. The intention is to assure that students in Step Up know that they matter. One unique feature of Step Up is that coaches receive "life-coaching" training before they begin working with students. In addition to the required four-hour training, monthly coaches' workshops are held to build community and teach new coaching skills. Coaches come from all constituency groups, including the president, two vice presidents, a member of our Board of Trustees, full-time faculty, full-time staff, adjunct faculty and part-time staff, all of whom are volunteers.

Timeline: FY 2004- Ongoing

Performance Target: For participating students, assessment includes demographic analysis, pre-surveys and post-surveys, focus groups to collect qualitative formative data, and analysis of academic progress. For coaches, assessment consists of surveys, anecdotal stories, training workshop evaluations, and forums to listen to their ideas for improving and changing Step UP. Results have been positive and indicate that consistently Step UP students achieve higher GPAs and are retained at a higher level than the general HCC population.

Sufficient resources: Yes

Progress Status for FY2011: In progress and currently being implemented

Category: Institutional multi-divisional

2. The Silas Craft Collegians Program is a comprehensive academic program leading to an associate degree. A select group of students go through the program together as a learning community, receiving personalized attention, mentoring and peer reinforcement. The program is specifically designed for recent high school graduates whose past academic performance does not reflect their true potential.

Timeline: FY1999 - Ongoing

Performance Target: (Based on FY 2010 Data)

Retention:

  - Two Years After Entry= 66.6% (Exceeded benchmark of 30.7%)
  - Three Years After Entry= 52.9% (Exceeded benchmark of 15.6%)
  - Fall to Spring= 93.5% (Exceeded benchmark of 70.3%)

Graduation and Transfer Rates =33.3% (Exceeded benchmark of 30.2%)

Sufficient resources: Yes

Progress Status for FY2011: In progress and currently being implemented

Category: Institutional multi-divisional
  
3. The College Readiness English and Reading program is designed to increase high school students' college readiness by providing information and intervention in the schools effective enough to decrease the number of recent high school graduates placing into developmental courses. Description: This is a curricular alignment program between HCC and the Howard County Public School System high schools that incorporates the objectives of the college's highest developmental English and Reading courses into the 11th and 12th grade English curriculum. HCC administers its placement test, Accuplacer, to all 11th grade English "regular" students at all 12 county high schools (1167 students). College faculty members interpret test results and advise students regarding course selection for their senior year. Students who enroll at HCC and were not assessed as college ready in the 11th grade are re-tested.

Timeline: 2008 - Ongoing

Performance Target: Increase percentage of testing cohorts developmental completers to 40%; increase the percentage of recent high school graduates placing into college level English by two percent; testing cohort will place into college-level English at the same rate as all recent high school placements testers; testing cohort will achieve the same success rate in college level English as all first-time students; testing cohort will exceed the retention rate of all first-time students.

Do you have enough resources? No. We would like resources to provide concurrent enrollment opportunity for testing cohort students during grade 12. Need funds for tuition, books and transportation for students to enroll.

Best Practice 3 status: In progress

Category: Instructional and Student Services
  
4. HCC strengthened its academic standing policy by instituting an intrusive academic advising intervention program for students on academic warning and probation. Description: At HCC, satisfactory academic progress is demonstrated when a student successfully maintains a cumulative grade point average of at least a 2.0. Students who do not maintain this average are placed on academic warning and required to see an academic success coordinator to develop a plan for success. Students on academic warning who do not reach a prescribed minimum standard for cumulative GPA are placed on academic probation, required to see an academic success coordinator for success planning and limited to registering for no more than 8 credits.

Timeline: 2010 - Ongoing

Performance Target: Increase developmental completers to 40%; increase student success: increase success rates for returning academic warning Students to the rate for all students: increase successful persistence rate to the rate for all students.

Sufficient resources: Yes.

Progress Status for FY2011: In progress and currently being implemented

Category: Instructional and Student Services
  
5. HCC is planning to implement an Early Alert system that asks faculty to identify students exhibiting at-risk behaviors as early as the third week of the semester and

continue throughout the semester. Early alert advisors will follow up with students and refer them to existing resources on campus, as needed. Faculty will identify students struggling academically by checking off a form accessed from the class roster. They can also make recommendations regarding services that they think would assist the student. These forms are electronically forwarded to early alert advisors who follow up with students and provide information back to the faculty.

Implementation Start: 2011

Performance target: Increase developmental completers to 40% by 2012; increase successful persistence rate for all students to 80% by 2012

Sufficient resources: A retention specialist is currently included in our FY12 budget request; however, this position is dependent on that funding request being met.

Best Practice Status for 2011: Future implementation planned for this fiscal year.

Best practice category: Instructional and Student Services

## Montgomery College

2. Anchoring the Institution-wide Discussions: The Completion Agenda is functioning as the anchor for institution-wide discussions that will lead to College priority setting activities. The overarching goal will be to craft policies and procedures that lead to optimal instructional and student development services. To this end, Montgomery College will engage in conversations that reinvigorate the college community of stakeholders.
  - A. Academic Assembly's focus on the Completion Agenda: Beginning spring 2011, Montgomery College's Academic Assembly, the primary governance body for faculty, is examining the Completion Agenda and what it means at Montgomery College. Recognizing that the Completion Agenda is a priority for both President Obama and President Pollard, the faculty, staff and administrators who serve on the Academic Assembly are looking at policies, practices and behaviors that position the institution to graduate more students and to help them achieve their academic and career objectives during the process. The following activities boldly illustrate the Academic Assembly's commitment to exploring the central tenets of the Completion Agenda: student success and goal completion.

At the opening meeting for spring 2011, a panel of faculty leaders, comprised of department chairs and discipline experts from the three campuses, described their initial perceptions of the Completion Agenda. The highlight of the session was an announcement of the Library's contribution to the exploratory efforts of the institution: the launch of an electronic "lib guide," a repository of articles, monographs, books and videos focused on the Completion Agenda at local, regional and national levels. Each campus will hold brown bag sessions where faculty, staff and administrators can share best practices and potentially fruitful methods for fostering student success in a learning-centered environment.
  - B. Comprehensive Review of Governance at MC (President Pollard's directive):

Beginning spring 2011, a cross-section of the College community will reexamine the nature of shared governance practices at Montgomery College. Under the leadership of President Pollard, a Blue Ribbon Panel faculty comprised of faculty (both full and part-time), staff (both bargaining and non-bargaining) and students will have a chance to voice their perspectives on the development of a governance entity that will be truly representative of all constituents of Montgomery College.
  - C. Involvement of the Board of Trustees in investigating the College's participation in the national discussion regarding the Completion Agenda (ACCT Conference): In February, seven members of the eleven member Board of Trustees attended the ACCT Conference held in Washington, D.C. They have returned to the College with a renewed interest in looking at the many ways in which Montgomery College will redouble its efforts to prepare students for lifelong learning and career opportunities.

Timeline: 2011 - Ongoing      Reporting Status: In Progress and currently being implemented

Performance Target: There will be a series of cross-institutional dialogues about creating and sustaining institutional practices which foster student learning, graduation and transfer attainment, and career preparation. These transformative dialogues will inform the preparation of the Educational Plan for Montgomery College.

Resources: Montgomery College has sufficient resources for public discussions; faculty who lead the discussions offered through the Academic Assembly are contributing their time and energy as part of their community service.
2. Voluntary Framework of Accountability : Montgomery College has been selected as one of 40 community colleges to participate in the Voluntary Framework of Accountability. Montgomery College welcomes the opportunity to be part of a national dialogue that will empower the community college constituents from across the nation to define the comprehensive nature of this truly American institution and its role in assisting students in achieving their academic goals. A representative committee of

stakeholders has been assembled at Montgomery College to address such areas as developmental education, workforce creation for business and industry in this region, and the significance of transfer and graduation rates

**Timeline** 2011 - 2011 **Reporting Status:** In Progress and currently being implemented

**Performance** The target is two-fold: an MC specific definition of successful completion that informs mission-centric decision making for the foreseeable future; participation in the national dialogue regarding the manifold ways of defining student success for community college students.

**Resources:** Yes, the institution has sufficient resources to participate in this effort.

3. Bolstering the Educational Pipeline: As an institutional priority, Montgomery College will continue to assert its pivotal role in fully supporting the evolution of the educational pipeline from Montgomery County Public Schools (MCPS) to Montgomery College and onto the University System of Maryland/the Universities at Shady Grove (USG). This will be done by:

- Participating in the development of the Montgomery County Pre-K through 20 Council.
- Participating in joint projects, activities, programs and initiatives.
- Participating in the planning and execution of biennial dinners of the Board of Trustees (MC) and the Board of Education (MCPS).
- Participating as co-leaders of the Planning and Coordination Committee (an MC and USG initiative).
- Participating in planning joint professional development opportunities for faculty, staff and administrators from all three educational levels.

**Timeline** 2008 - Ongoing **Reporting Status:** In Progress and currently being implemented

**Performance** More students and parents will be aware of the endless educational and career possibilities for student in Montgomery County. Each year there will be additional joint professional development opportunities for faculty and staff from the three educational sectors due to collaboration in offering topical workshops, including virtual presentations. Moreover, there will be constant dialogue between teaches and faculty at the discipline level. Workshops comprised of representatives from each sector will investigate national best practices in k-20 pedagogy, programmatic alignment, and assessment and student development services.

**Resources:** Montgomery College is taking the lead in convening meetings of MCPS and USG administrative staff to investigate sharing spaces in professional development courses that are already offered as part of the repositories for each tier of education. Joint events of interest to participants across the educational spectrum will also be offered.

4. Course Redesign Initiatives: Montgomery College prides itself on exploring innovative practices that enable students to advance through developmental education coursework. Two exciting projects are being undertaken:

Comprehensive revamp of the developmental math sequence

During spring 2011, both the Takoma Park/Silver Spring campus and the Germantown campus are experimenting with the newly redesigned sequence of developmental math courses. The program is characterized as an "accelerated" approach to moving students through the math pipeline, focusing on traditional in-class instruction and self-paced lab work that concentrates on the gaps in a student's learning. Beginning in fall 2011, all three campuses will be implementing this approach. This effort has necessitated direct and ongoing interface with the school system and a willingness on the part of the math faculty from throughout Montgomery College to embrace a new way of accommodating thousands of students.

Participation in the Lumina Grant to redesign CH 101 (introductory chemistry)

Under the leadership of the dean of science at the Rockville campus and designated science faculty, CH 101, a "gatekeeper" course for many math and science-oriented programs, is being revised under the auspices of the Lumina Redesign Project.

**Timeline** 2011 - Ongoing **Reporting Status:** In Progress and currently being implemented

**Performance** A higher percentage of students will successfully complete the developmental math sequence and/or CH 101.

**Resources:** Reallocation of funds is taking place to offer the redesigned developmental math sequence on all three campuses starting fall 2011; grants are being sought to support this massive initiative.

5. Identifying and Supporting Career Pathways: Montgomery College is participating with four other sister institutions in the state of Maryland on the replication of the I-BEST (Integrated Basic Education and Skills Training) model from Washington State. Targeted at low-income students who need to secure a foothold on gainful employment and

higher education, our MI-BEST program is being implemented spring 2011. Montgomery College is well positioned to implement the MI-BEST program as it has successfully developed career pathways for the ESOL students in its Career Connections program which provides contextualized ESOL classes for students interested in pursuing jobs in the customer service, health care or construction fields. Our program—Technology for Office Professionals (TOP)—will deliver technology and English language instruction, utilizing the I-BEST model of dual content and adult basic skills instruction.

**Timeline** 2011 - 2011 **Reporting Status:** In Progress and currently being implemented  
**Performance** Identification of the successful aspects of the implementation strategy that need to be replicated; identification of the unsuccessful aspects of the implementation plan that need to be rectified before full-scale implementation  
**Resources:** For the time being, funding for the planning and implementation phases is being covered by an Anne E. Casey grant and the Department of Labor, Licensing and Regulations.

## Prince George's Community College

1. **Collegian Centers:** The College's six Collegian Centers (CCs) provide students with an academic place to belong outside of the classroom and present students with opportunities to engage with faculty and other students in their discipline. Each of the CCs is discipline-oriented and brings together students and faculty who have common interests for discussions, mentoring, career exploration, discipline-related activities, and networking. In FY10 the centers sponsored over 100 activities attended by approximately 3,000 students. The CCs' activities vary widely and are related to the academic disciplines that they represent. Student participants consistently rate the CCs' activities very highly. Current Collegian Centers include: Administration of Justice Collegian Center for students interested in criminal justice, forensic science, or legal studies; Bernard Collegian Center for students interested in business, entrepreneurship, management, or accounting; Health Sciences Collegian Center for students admitted to any of the clinical Health Sciences Programs; Humanities Collegian Center for students interested in art, communications, English, geography, history, music, political science, philosophy, or theater; PSE (Psychology, Sociology, and Education) Collegian Center for students interested in psychology, sociology, elementary and secondary education; and STEM Collegian Center for students interested in science, technology, engineering, or mathematics.

**Timeline:** 2003 - Ongoing **Reporting Status:** In Progress and currently being implemented  
**Performance Target:** Increase of activities and participation by 5% annually. Increased student engagement and retention.  
**Resources:** Yes, resources are sufficient, but additional assistance is needed in gathering data and tracking performance targets at an institutional level.

2. **Faculty Mentoring Program:** The Mentoring Faculty Program was implemented in the fall semester 2007 to promote the academic success of all first-time, full-time students. Program oversight is provided by the Mentoring Committee, chaired by a full-time faculty member. Mentors represent both Academic Affairs and Student Services. More than half of the academic departments have one hundred percent of faculty participating as mentors to serve over 1,100 students each semester. Mentors meet with participating students on a regular basis and discuss pertinent issues, ranging from development of a student career plan to resources available for academic assistance to development of an individualized academic schedule. Assessment of the program is Ongoing.

**Timeline** 2007 - Ongoing **Reporting Status:** In Progress and currently being implemented  
**Performance** Mentoring of at least 800 first-time, full time students annually. Increased student engagement, persistence, and retention.  
**Resources:** Yes, resources are sufficient, but additional assistance is needed in gathering data and tracking performance targets at an institutional level.

3. **Owl Success Track:** The mission of the Prince George's Community College First-Year Experience Program is to provide a pathway to success for students new to the college. The goal of this program is to create a seamless transition into college through an integrated approach to the challenges students face navigating the institution and the classroom, in their personal lives, and negotiating the many complexities involved in becoming members of a larger college community.

Timeline 2010-Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: All first year students with fewer than 18 credits will attend an orientation and registration session. The orientation will assist students with identifying courses and give them an overview of the policies and procedures at Prince George's Community College.

Resources: No. In order to track the success of the students as they continue their education at the college and to offer Ongoing workshops throughout the year, additional staff and fiscal resources are needed for this program to be successful.

4. The Diverse Male Student Academy (DMSA) is an experiential two-year student retention program offered by Prince George's Community College. It explores ideas and develops practical skills for effectively involving and empowering men to assume leadership roles. The academy's purpose is to enhance educational attainment and leadership skills by; increasing participants knowledge of social, cultural and economic drivers within Prince George's County, providing participants with skills that enhance their ability to take leadership roles within organizations in college and external county while also developing a network among current and future leaders.

Timeline 2010-Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: The Diverse Male Student Academy (DMSA) targets all diverse males students currently enrolled at the college both full and part-time.

Resources: No. In order to effectively track/monitor the progress, challenges and guidance given to individual participating students, additional staff and fiscal resources are needed for this program to expand and provide additional opportunities for the students to ensure continued success.

5. Hospitality Express is a comprehensive job readiness and skills-based training program that leads to entry-level certifications and job placement in entry-level positions within the hospitality industry. Hospitality Express targets unemployed or underemployed adults with an interest in hospitality and tourism professions. Through an intensive six-week training session, participants receive training and preparation to acquire three industry certifications - the American Hotel and Lodging Educational Institute-START program, ServSafe Sanitation, and Maryland's Best Alcohol Awareness. Additional services provided include job readiness training, life skills development, and potential career and job placements in the hospitality industry. Hospitality Express is federally funded through the U.S. Department of Labor and is administered by the Hospitality and Tourism Institute (HTI) and the Strategic Training and Education Partnership for the Hospitality Industry (STEP HI) programs. The program also receives case management support through Next Step.

Timeline 2008-2011

Reporting Status: In Progress and currently being implemented

Performance Target: This program has served 350 students per year.

Resources: The grant cycle ends this year. The program would need \$200,000 per year to continue.

## Wor-Wic Community College

1. Mandatory Student Success Course for all students, SDV 100-Fundamentals of College Study. In the fall of 2006, all new students enrolled at Wor-Wic Community College were required to take a one credit student success course, SDV100-Fundamentals of College Study. SDV 100 is designed to introduce students to the information and habits that will facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility, active learning, increasing motivation, learning styles, time management, improving study skills, career planning, and cultural diversity. On average, 60 sections of the course are taught throughout the year. The courses are taught by faculty, student services personnel, and college administrators. Support has been received by President's Staff for reducing the class size of SDV 100 courses as a funded strategic initiative to support retention and goal completion for FY 2012. The Dean of General Education and Dean of Student Development will prepare a new schedule of SDV 100 for the fall 2011 semester that reduces class sizes to 30 students. The course will meet for 1.5 hours for 10 weeks and provide more engagement of students in their SDV 100 communities throughout the semester.

Timeline: 2007 - Ongoing

Reporting Status: In Progress and currently being implemented

Performance Target: Retention rates for SDV 100 are higher for students who complete and pass the class than the college average for fall to fall. For FY 2009, 55% of students were retained for SDV 100 as compared to the college rate of 51%. For FY 2010, 58% of students were retained

for SDV 100 as compared to the college rate of 49%. While initial data has shown promising results for retention of students in the student success class, SDV 100, the college has set a benchmark to increase the retention rate of students in the courses from fall to fall semesters by 5% for FY 2012. An additional benchmark will be to increase pass rates in the course by 5% for FY 2013. SDV 100 Pre/Post Self Assessments to ascertain gains in self-efficacy and skills of SDV 100 students were gathered each year. The items with the greatest mean difference, between pre- and post-test assessments, were in the areas of study skills (general), understanding the college catalog, knowledge of resources on campus, mission and core values, time management, organizational skills, and role of academic advising.

**Resources:** The college has committed funding for this strategic initiative, to support retention and goal completion, by reducing the class size and hiring additional faculty to teach SDV 100. The course will change from five weeks to ten weeks to allow for re-allocation of space and interacting with the students throughout the semester.

2. Implementation of Mandatory Student Orientation, Advising, and Registration (SOAR) for students attending college for the first time. The mandatory Student Orientation, Advising, and Registration (SOAR) program for new students will be co-coordinated by the Director of Admissions and Director of Student Activities and begin April 1, 2011. The SOAR program will provide an overview of the college, review of diagnostic scores, advisement, and registration for new students in groups using the Student Portal, help with student comprehension of the financial aid process, and a tour of the college. The SOAR sessions will include groups of 25-30 students and over 30 sessions will be held between April 1st and August 15th. Sessions will be facilitated by Student Services administrators, academic deans/department heads/faculty, and either support staff or student ambassadors will assist in the session. The sessions will focus on fostering a greater sense of independence and responsibility in students. Parents and family members will be encouraged to attend the welcome sessions prior to each semester to show support for the entering student.

**Timeline FY 2011** - Ongoing

**Reporting Status:** In Progress and currently being implemented

**Performance** The measurable outcomes will be gains in pre/post-testing of SOAR participants regarding program and graduation requirements. In addition, the GPAs and retention rates will be examined between students who participate in SOAR versus those who do not. It is expected that student who participate in SOAR will be retained at a 5% higher rate than all other students who do not participate in SOAR.

**Resources:** The Student Services division will manage the implementation of the new SOAR program. The college has committed funding for this strategic initiative, to support retention and goal completion, by the hiring of two SOAR Advisors to assist with the program during peak registration in the summer. The SOAR Advisors will be local guidance counselors who will be able to work 30 hours per week. Space is being provided in a media resource center to allow the students to register online in an advising lab setting.

3. New Combination Courses. The Arts and Humanities and the Math and Science Department faculty are engaged in developing new courses in compressed format. These were presented to the curriculum committee in December 2010 and will be piloted in the fall 2011 semester. ENG 101C (Combined) will meet for additional time (total of 6 hours a week) and combine instruction for ENG 096-Basic Writing (Developmental Course) with ENG 101-Fundamentals of English I. Only students who need ENG 096, but not ENG 095-Basic Reading, will be allowed to enroll in this combined course. MTH 092C (Combined) will combine mathematical modules for pre- and elementary algebra. MTH 091E and MTH 092E are extended formats which require students to attend weekly two hours of instruction in a lecture room and two hours of instruction in a computer lab setting with the same instructor, and will be submitted for consideration for spring 2012. Some students may require additional time and will be required to visit the Developmental Math Lab each week. In spring 2011, two members of the Arts and Humanities Department received money from the Lumina Grant to revise instruction and curriculum in ENG 096 College Writing and ENG 101 Fundamentals of English I. Both instructors have release time for the spring 2011 semester for research and the development of strategies which will be implemented in fall 2011 semester. Currently, students who test into English 096 based on COMPASS scores must satisfactorily complete the four-credit course before they can take English 101. The broad scope of English 101 makes it susceptible to course drift and duplication of faculty efforts. This essentially adds an extra semester to the student's academic plan. Mainstreaming as many 096 students as possible into an accelerated plan will give students more choices as they decide what is the best way for them to progress through their college career, and overhauling 101 will help make the target of success a fixed one for all students to shoot for. Redesigning each whole course from the bottom up, from guiding principles and foundational theory to class assignments and assessments, will help the instructors create more coherent, grounded courses.

Timeline 2011 - Ongoing Reporting Status Future Implementation planned within this fiscal year.

Performance Target: In all cases, the measurable outcome will be an increase of a minimum of 10% for the developmental completion rate. The course coordinators and department heads will be responsible for the monitoring of the courses.

Resources: Although a Lumina Grant has been obtained by the Arts and Humanities faculty for ENG101C, additional monies will be needed to hire faculty to offer these courses in a combined format. The college has committed to piloting the combined courses, however, with funding challenges additional monies will be needed for full scale implementation.

4. Retention and Student Success Program. In FY 2004 the college hired a Director of Retention and Student Success to lead this effort. In 2008, the college reorganized the retention program and created a retention team of the Director of Retention and Student Success, Director of Counseling, Evening and Weekend Administrator, and hired a new Academic and Disabilities Counselor to assist developmental and disabled students. The mission of the Student Retention and Success office is to facilitate intrusive interventions which assist in improving the quality of student life and learning while enhancing institutional quality, effectiveness and student success. Intrusive interventions are special techniques based on prescriptive, developmental and integrated models. They include attendance alerts from faculty, emails, phone calls, mandatory workshops, mail, classroom visits, and success coaching. Students identified as at risk for academic problems are expected to meet with a student success coach to assist them with their academic plan for the semester. Student Success coaches provide support, advising, and mentoring to students experiencing academic difficulties with attendance, probation, or re-entry after suspension. Students are required to meet with an assigned success coach at the beginning of the semester, after mid-terms, and before finals.

Timeline: 2004 - Ongoing Reporting Status In Progress and currently being implemented

Performance Target The performance targets for the Retention and Student Success Office have gone through three different phases since the inception of the program: Phase I-Pilot programs results, Phase II- Utilization results, and Phase III-Established interventions to increase retention of at-risk populations. Phase I-Pilot Programs: Attendance and Academic Alerts at three weeks from Faculty, Intrusive Advisement by Staff, and Workshops. Phase II-Utilization: The Office of Retention and Student Success increased contacts 75% since the hiring of the Director, with 504 students in FY 2004 to 1982 students in FY 2010. Phase III-Academic Interventions with at-risk populations retention rates. From FY 2008 through FY 2010, the average retention rates for at risk students from fall to fall: suspension re-entry (57%), mandatory workshops for unsatisfactory grades (53%), and probation (53%). The average retention rate for the college for all students from fall to fall, FY 2008 through FY 2010, was 49%. Therefore, the at risk subgroups of mandatory workshops, probationary students, and re-entry suspension students are being retained at a rate above the college average.

Resources Although we have made strides, additional resources are needed for additional staff to provide success coaching or tutoring for students. The Retention and Goal Completion Task Force requested funding for adding additional staff and space for students through peer tutoring or mentoring in the form of a Student Success Center. At this time, the college is seeking grant monies to address these initiatives to fund additional staff and computer resources for a Student Success Center.

5. Developing a rigorous Assessment process and hiring of a Director of Assessment. Effective FY 2005, the college developed a rigorous assessment process to measure the extent of student learning. The greater value placed on assessment has been evident through the hiring of a Director of Assessment; developing assessment plans at the institutional, department, and course level; and, the use of the TracDat tool to manage assessment results. Through the leadership of the Director of Assessment and the use of TracDat, student success is monitored and benchmarks are set at the institutional, program, and course level. Each academic program has set rigorous benchmarks for retention and graduation rates in certificate and associate degree programs. As a result of this institutional assessment program, action plans are developed when benchmarks are not met to create improvement. This has led to an institutional culture of assessment, accountability for student success, and continual improvement process.

Timeline 2005 - Ongoing Reporting Status: In Progress and currently being implemented

Performance Target: Benchmarks are set at the institutional, program, and course level throughout the college for retention and graduation rates.

Resources Yes

**Appendix B: How Community Colleges seek to reduce Minority Student Achievement Gaps**

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- 1. The college will continue with best practices that have resulted in higher than statewide averages in minority achievement. Cecil College
  
- 2. After gateway courses are identified, data is disaggregated and studied to identify minority achievement in each course and plan faculty development and student support strategies. The Multicultural Student Services program is in the process of developing a summer bridge program for underprepared students to be offered in summer 2011. The program will focus on academic skills enhancement, goal setting, and integration into the college community. Additionally, the Multicultural Student Services program has enhanced their programming to provide an Academic Success program for students of color whose Grade Point Average is below a 2.0. Students meet weekly with a program advisor for academic follow-up, are required to obtain a weekly grade card from instructors and must utilize the support of writing and/or tutoring center at least twice a month. Frederick Community College

- 3. Due to county demographics, Community College has a very small minority population (7%). Meaningful analysis of intervention strategies on minority achievement is difficult since we have less than 50 students in any given semester. Therefore, success strategies tend to be constructed to address all student populations. Carroll Community College

Institutional effectiveness data reveal that minority students are not achieving and/or persisting at the same level as majority students. In response, faculty are now using our retention alert system (see best practice 1) to great effect. As a result, demand for the tutoring program services has more than doubled. We have also expanded tutoring via our learning management systems and electronic social media venues (see best practice 3). Results from this systems-based approach are just beginning to be analyzed.

Carroll Community College is currently implementing numerous initiatives under our Diversity/World View Plan. Working subcommittees are initiating activities in each of the following areas: Curriculum, Learning Environment, Student Achievement, and Employee Development. Curriculum and Student Achievement subcommittees are in the process of developing intervention and coaching strategies for assisting various groups of high risk students. Focus will be on developing intervention and student engagement strategies (described in the best practices segment of this document) within specific academic programs, such as involvement in academic communities, service learning, cohort programs, and other methods to more actively engage students. Curriculum reform efforts include expanding courses related to building diversity/world view competencies, as well as competencies associated with CCC's general education core learning categories: Global Awareness, and Personal Development/Social Responsibility. Beginning fall 2011, all students will be required to take at least one course relating to Diversity/World View from an approved list.

Per goals in the Diversity/World View Plan, the college has also endeavored to employ more minority full-time staff members, as well as adjunct faculty (a difficult task in Carroll County). From 7/2009 to present the college hired 56 new employees, of which 9 (16%) were minority. Minority hires in faculty and professional ranks represented 18% of new hires.

**Appendix B: How Community Colleges seek to reduce Minority Student Achievement Gaps**


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| <p>4. ▪Silas Craft Collegians</p> <ul style="list-style-type: none"> <li>▪TRIO grant</li> <li>▪Early Alert initiative</li> <li>▪New academic standing policy and intervention</li> <li>▪College readiness program</li> <li>▪DevEd math course redesign</li> <li>▪DevEd English acceleration project</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <p>Howard Community College</p>     |
| <p>5. The pilot program designed to improve retention among student athletes who have been identified as being at-risk has already been described. A majority of Garrett College's student athletes are minorities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Garrett College</p>              |
| <p>6. The Wor-Wic Community College African-American Mentoring Program, established in FY 2008, has offered students the opportunity to work closely with African-American staff and faculty who serve as role models and facilitators of the program. Students in the African-American Mentoring program participate in career, study skills, and personal enrichment workshops throughout the academic year. In examining fall to spring enrollments for FY 2011, 29 out of 32 participants were retained from fall to spring semester. In terms of the colleges overall retention rate for African-Americans, the retention rate is 50%.</p> | <p>Wor-Wic Community College</p>    |
| <p>7. Rites of Passage Program , Mentoring, Tutoring and Multicultural Programming</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Harford Community College</p>    |
| <p>8. The College is currently administering a survey regarding the diversity climate on all three campus locations. The survey results will be used to guide recommendations from the Diversity Task Force. The College also sponsors a Diversity Center with relevant programming.</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Allegany College of Maryland</p> |

**Appendix B: How Community Colleges seek to reduce Minority Student Achievement Gaps**

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<p>9. CSM has, as a part of its 2010-2013 Institutional Strategic Plan, the following strategic and operational initiative regarding African-American student success, with the objective of improving the academic performance and goal attainment of African-American students:</p> <ul style="list-style-type: none"> <li>•The College of Southern Maryland is committed to promoting student success for all of its students. When gaps in achievement occur( i.e., graduation rate, transfer rate, etc.) for specific groups of students, the college takes it upon itself to investigate the potential reasons for the achievement gap, and develop interventions or program supports to eliminate the gaps and enable all students to achieve at a high level. The initiative is designed to conduct a comprehensive review of institutional data to determine if there are any unique differences in demographic data, enrollment patterns, financial aid, academic achievement, perception of campus climate, etc. between African-American students and all students that may result in varying student success rates. The initiative will provide findings and recommendations to appropriate departments and committees to improve the success of African American students.</li> <li>•The College's Cultural Diversity Plan specifically sets as a goal that the college will recruit a culturally diverse student population and provide the appropriate services to retain that diverse student population while preparing them to meet their academic and career goals. Among the actions items to accomplish the objective under this goal to increase retention of students from culturally diverse backgrounds who have not attained their stated educational goals are to:             <ul style="list-style-type: none"> <li>▪Review and monitor minority student retention and graduation progress in order to set retention goals</li> <li>▪Develop a process to track the use by students of color of the support services specific to each campus</li> <li>▪Increase outreach to students of color via cultural student organizations to market student support services</li> </ul> </li> </ul> <p>Additionally, the plan seeks to promote multicultural sensitivity in the classroom among faculty and students by providing faculty with appropriate pedagogical development to enhance learning in the classroom.</p>	<p>College of Southern Maryland</p>
<p>10. Summer Bridge Program, Adelante Hispanic Summer Bridge Program, African American Male Summit</p>	<p>Anne Arundel Community College Baltimore City</p>
<p>11. 1. Quest Black Male Program 2. Transitional Learning Community program</p>	<p>Community College</p>

**Appendix B: How Community Colleges seek to reduce Minority Student Achievement Gaps**

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<p>12. In October 2009, the Board of Trustees approved an Anti-Discrimination Policy that was developed by the Student Affairs Governance Committee. Although addressed in the Code of Student Conduct, the College proactively wants to insure that a policy exists to prevent harassment and that our students experience a genuine learning environment that is receptive to all views and backgrounds. The College does not tolerate any language, action or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping and racial, gender or cultural slurs. The College expanded its recruitment program by hiring a full-time Multicultural Recruiter in 2009 to reach out to public service agencies, local churches, and businesses to encourage prospective minority students to enroll in either ESL or GED courses, credit college-level courses, or non-credit courses. In addition, this person serves as a liaison to college services and programs connecting new students with financial aid, the College's Job Training Student Resources Center, Disability Support Services, tutoring, and mentoring students in career/occupational programs. The ad hoc Multicultural Committee, which consists of faculty, staff and students, is charged with promoting educational, cultural, and professional development programs that help to infuse diversity into the curriculum as well as promote student learning and appreciation of our differences and similarities. The work of the Committee focuses upon creating a hospitable campus environment for all constituents based on the ideals of diversity and multiculturalism. An annual expectation of the committee includes sponsoring the major on-campus diversity event in honor of Martin Luther King Jr. (MLK) on the national holiday and an examination of issues related to diversity at the College. The College is the only entity in the County that offers a program to celebrate the MLK holiday and diversity. The College and some community groups have co-sponsored an annual Hispanic festival for the last two years. This event is well attended and increases the visibility of the College in the local Hispanic community. The Hispanic organization that sponsors the event uses the funding from the event to support three scholarships at the College for Hispanic students. In February 2007, the Mid-Atlantic Hispanic Chamber of Commerce presented an award to the College for its outreach efforts in the community. The Job Training Student Resources Center provides support through case management as well as funding for childcare, transportation, and books to low income adult students pursuing career training at the College. This program attracts a high percentage of minority students. Approximately 25% of JTSR participants have consisted of minority students in Fall 2009 compared to the minority portion of the general student population of 16%. The need of the community and students far exceeds the capacity of JTSR. The College submitted and was awarded in September 2010 a TRIO grant to provide student support services (SSS) for disadvantaged students based on their status as first-generation or low-income students, or students with documented disabilities. To strengthen and expand access, TRIO goals call for 70% of all participants served by TRIO will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a two-year to a four-year institution during the academic year.</p>	<p>Hagerstown Community College</p>
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**Appendix B: How Community Colleges seek to reduce Minority Student Achievement Gaps**

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13. ▪ ACCUPLACER "Early College Assessment Pilot with MCPS": The ACCUPLACER Diagnostic is being administered by the school system in 12 high schools; targeted interventions are provided by the high schools for students who don't test as college ready in specific areas; Spring 2011, the core ACCUPLACER battery will be given to those students who took the diagnostic during fall 2010 and received intervention. Research is being conducted to determine the efficacy of this approach. This is the second phase of the ACCUPLACER Pilot which began in fall 2009. The ultimate goal of this experimental work is to prepare high school seniors to leave high school and enter college without having to take developmental/remedial coursework. Montgomery College
- Dia de la familia is a day-long event on the Rockville campus targeted at Latino families. The goal is to provide an overview of the vast array of educational opportunities (credit and noncredit) at Montgomery College. At the first event on October 9, 2010, parents and potential students learned about critically important financial and academic matters.
  - GPS to College is being planned for implementation during summer 2011. GPS (Guiding Success to College) is a two-week program targeted at low-income, first-generation minority students (high school seniors) who need additional preparation to begin the fall semester at Montgomery College. This is being planned with the full collaboration of our MCPS and USG partners.
  - Boys to Men on the Rockville campus is a program geared for African American males at Montgomery College. Spearheaded by faculty within the counseling department, Boys to Men has seen promising results in enhanced grade point averages for the student participations. This has occurred because of intensive mentoring, tutoring and socialization programs that have been instituted during the last few years.
14. ▪Success and Interactive Learning (SAIL): Award-winning program for first-time students (3/4 time or above) with front-loaded retention activities and tuition stipends for successful completers. Approximately 1/3 of the participants are minority students. Chesapeake College
- FOCUS, an offshoot of SAIL, is directly specifically at minority males (which comprises 93 percent of the participants).

**Appendix B: How Community Colleges seek to reduce Minority Student Achievement Gaps**

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15. We have selected three of our initiatives for this response:

Prince George's  
Community College

1. The Diverse Male Student Academy (DMSA) is an experiential two-year student retention program offered by Prince George's Community College. It explores ideas and develops practical skills for effectively involving and empowering men to assume leadership roles. The academy's purpose is to enhance educational attainment and leadership skills by; increasing participants knowledge of social, cultural and economic drivers within Prince George's County, providing participants with skills that enhance their ability to take leadership roles within organizations in college and external county while also developing a network among current and future leaders.
2. Student Support Services-TRiO (SSS) is a comprehensive, federally-funded program that offers academic coaching to students in need of scholarly support to accomplish their educational and career goals at Prince George's Community College (PGCC). SSS provides assistance at every stage of undergraduate education, whether the student is deciding which courses to take in the first semester or wondering how to prepare for graduation and transfer to the university. We provide intensive academic, personal, and career counseling to help under-served students reach their goals. If students are committed to achieving their academic goals, they will find great benefits in SSS. Services are available to all U.S. citizens or permanent residents who are registered in credit classes at PGCC, whose academic goals include graduation and/or transferring to a university AND meet at least one of the following criteria:
  - Limited-Income Student -“ A family's taxable income does not exceed levels set by the federal government which can be found at [www.ed.gov/about/offices/list/ope/trio/incomelevels.html](http://www.ed.gov/about/offices/list/ope/trio/incomelevels.html), if the student is receiving any type of public assistance, or if the student is receiving Social Security Income (SSI), Social Security Disability Income (SSDI), or Vocational Rehabilitation funding.
  - First-Generation College Student -“ This implies that the student's custodial parent or guardian does not possess a four-year college degree or if the student has ever been a ward of the state or homeless.
  - Disabled Student -“ The student must have documentation on file and be registered with the PGCC's Disability Support Services.
3. Hillman Entrepreneurs Program is an innovative educational initiative tailored to the needs of transfer students who begin their studies at Prince George's Community College and complete their bachelor's degree at the University of Maryland, College Park. The four-year scholarship program targets students who have an interest in entrepreneurship and an enthusiasm for starting a business venture or leading a company. Students must be committed to additional programmatic and team-building activities. Students must make successful progression towards graduation with an associate's degree in a transferable major at PGCC and towards graduation with a bachelor's degree at UMCP. Students must have membership in or willingness to join one of the PGCC Collegian Centers.

## **Appendix B: How Community Colleges seek to reduce Minority Student Achievement Gaps**

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16. CCBC was selected to participate in the national Achieving the Dream initiative (AtD) funded by the Gates Foundation, and Lumina. A major focus of AtD is closing the minority achievement gap. Participation in this initiative has resulted in the following initiatives for internal tracking of student success: Community College of Baltimore County

- Gate keeper courses
- Closing the Gap minority student achievement
- Success rates in developmental courses
- Revision of CCBC student development/success course

The institution has spent considerable time and resources in professional development training faculty and staff in culturally responsive instruction and providing targeted services to African American students. The training course, Culturally Responsive Teaching/Culturally Responsive Pedagogy, was designed to help faculty strengthen their practice by making learning appropriate for a diverse student population. This course was developed for faculty to infuse culturally responsive teaching and culturally responsive pedagogy in their courses. The specific goals of this training course are:

1. To develop faculty understanding of the nature of race and culture, including expressions of race and culture by the students with whom they work.
2. To positively affect faculty's interaction with students by training faculty to manage racial and cultural elements of classroom social exchange.
3. To improve student success by developing faculty's ability to respond to cultural and racial needs and expectations of the particular students with whom they work.