

MICUA Supplement Fiscal 2022 Utilization of Funds Report

INSTRUCTIONS FOR DETAILED PROJECT DESCRIPTIONS

Please complete the coversheet below for each project funded by the Seller Program. For each project, attach a one-to-two-page description of the project and provide additional information using the following format:

Project X: [Insert Project that Corresponds with Listing on the Cover Sheet]

Project Budget:

Include expense account numbers as required by the MHEC Utilization-of-Funds Report.

Detailed description of project/initiative:

Include institutional expense account number to correspond with description provided in MHEC utilization report. Indicate if the project is an operating expenditure, capital expenditure, or other expenditure.

Describe how Maryland was served by this project/initiative:

Include as much tangible information as possible; indicate location and population to be served, i.e., students, faculty, staff, community residents, etc. **After reviewing the State Plan for Postsecondary Education, identify which State goal the project addresses and describe how the project contributes toward fulfilling that State goal.**

Describe proposed process of project evaluation/assessment.

Attached with this form is a template sheet arranged in the above format. Please use the latest MICUA Supplement forms to complete this information.

MICUA Supplement Fiscal 2022 Utilization of Funds Report

Institution: Stevenson University, Inc.

Summary of Projects/Initiatives:

Strategy 3:	Financial Aid – Address financial obstacles which prevent students continued enrollment and degree completion	\$ <u>5,590,738</u>
Strategy 1:	Improve college readiness among K-12 students through strengthening and expanding teacher preparation	\$ <u>250,000</u>
Strategy 5:	Ensure student-focused practices are implemented with the goal of student success	\$ <u>250,000</u>
Strategy 7:	Enhance career advising and planning services and integrate them into academic advising and planning	\$ <u>250,000</u>

Unexpended Funds \$ 0

Total \$ 6,340,738

(Total must match MHEC Utilization-of-Funds form)

MICUA Supplement Fiscal 2022 Utilization of Funds Report

DETAILED PROJECT DESCRIPTIONS (Use a Separate Sheet for Each Project/Initiative)

Institution: Stevenson University, Inc.

Strategy 3: Financial Aid - Address financial obstacles which prevent students continued enrollment and degree completion

Proposed Project Budget: \$ 5,590,738

Detailed description of project/initiative:

Financing a University education is an important concern for many students and parents and particularly challenging in the current economic climate. Stevenson University offers a strong financial aid program to help qualified students meet University expenses. Financial aid is provided through scholarships, grants, loans, and employment. It is the goal of Stevenson University is to provide financial assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements.

Describe how Maryland will be served by this project/initiative:

For the academic year ending June 30,2022, Stevenson University's student population consisted of 77 percent Maryland residents. The University provided financial aid to approximately 65 percent of the student population which as noted above are almost entirely Maryland state residents. Stevenson University continues to identify and address obstacles students encounter that prevent them from future enrollment and degree completion. Programs which engage students and their parents in discussing their financial needs and concerns are having a direct impact on the ability of students to afford and complete a strong University education. This initiative fulfills Strategy 3, access, affordability and completion, of the 2017-2021 Maryland State Plan for Postsecondary Education.

Expected family contribution for many students diminished in March of 2020, when the governor's executive order closed many Maryland businesses and families experienced job losses. Those students with no family support, (approximately 25% of Maryland undergraduate students are Pell Grant recipients), have also experienced a loss of income. The effect was to increase the overall financial need of the student population for the 2021 academic year. University financial aid to Maryland students increased to \$41.2 million in the 2021 academic year from \$39.6 million in the prior year.

Describe process of project evaluation/assessment:

Stevenson University monitors financial aid to students as a percentage of tuition revenue. We will continue to monitor this ratio.

MICUA Supplement Fiscal 2022 Utilization of Funds Report

DETAILED PROJECT DESCRIPTIONS (Use a Separate Sheet for Each Project/Initiative)

Institution: Stevenson University, Inc.

Strategy 1: Improve college readiness among K-12 students through strengthening and expanding teacher preparation

Project Budget: \$ 250,000

Detailed description of project/initiative:

One of the goals for Maryland is to continue to improve K-12 education with an emphasis on college readiness. To meet this strategy, Stevenson University has a unique three prong approach to education which combines theory, practice and mentoring. In addition to receiving traditional classroom instruction each student, in order to progress through the education program, must demonstrate competency in the four aspects of the Danielson Framework for teaching. Sellinger funding supports this achievement through two direct interview processes with faculty in the student's junior and senior years. During the interview the student must be able to demonstrate mastery involving; Planning and Preparation, Instruction, Classroom Environment and Professional Responsibilities. Additionally, the funds support the university providing faculty who act as field supervisors traveling to each school to meet with and mentor the students as they progress through their fieldwork.

The Undergraduate Education Mentor Program was both created and launched during the pandemic, holding its first meeting in February 2021. The group's president, a junior education major, recognized that undergrads in her field were lacking personal connections between those who have been in the major and those who are new to it and the need for a mentor-mentee relationship. New members are paired up with mentors who are closer to graduating with a degree in the same or similar field. The group has hosted speakers, given presentations and sponsored Studio Days in an alumni's classroom. During the Studio Day, small groups of mentors and mentees visit an alum to observe a particular teaching strategy and participate in the presentation. The teacher candidates report that they are developing positive relationships with other teacher candidates, learning new teaching strategies, and making new connections with beginning teachers and school systems.

Teacher Education: The teacher preparation programs, approved by the Maryland State Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE), prepare early childhood (PreK- Grade 3), elementary (Grades 1-6) and middle school (Grades 4-9) educators. In 1998 there were 6 graduates, 43 in 2021, 24 in 2022 and 34 on track to graduate in 2023.

Describe how Maryland was served by this project/initiative:

The processes established for educating teachers in the state of Maryland requires that all students in teacher preparation programs complete yearlong internships in Professional Development Schools (PDSs). Professional Development Schools are K-12 schools that have adopted the broader mission of assisting with the learning of educators. PDSs emerged in the mid 1980's as "potentially significant vehicles for advancing both the revitalization of teacher education and the reform of P-12 schooling" (Abdul-Haqq, 1998). The major components of PDSs include student achievement, teacher preparation, continuing professional development for all stakeholders and research and inquiry.

In 1998, the first year of Stevenson University's yearlong internships in PDSs, we had six seniors in Baltimore County PDSs with a total of 158 students in the education department. Currently, we have 34 seniors and 6 PDS partnerships in public schools in Baltimore, Carroll and Howard Counties. Collectively, those schools serve over 10,000 students from diverse ethnic and low socio-economic backgrounds. In addition to the 34 seniors, we have 93 students in their first three years, making a total of 117 students. This initiative will fulfill Strategy 1, improvement of college readiness, of the 2017-2021 Maryland State Plan for Postsecondary Education.

Describe process of project evaluation/assessment:

In order for teacher candidates to progress through the program, they must meet the standards as described in a comprehensive assessment system that includes the state-mandated Praxis exams associated with their certification areas. Last year, the teacher candidates also took the Praxis Performance Assessment of Teachers (PPAT) exam, which includes student work analysis, video of classroom teaching, and extensive reflective and analytic writing of the teaching practice. The college's pass rate on this exam is 100%.

MICUA Supplement Fiscal 2022 Utilization of Funds Report

DETAILED PROJECT DESCRIPTIONS (Use a Separate Sheet for Each Project/Initiative)

Institution: Stevenson University, Inc.

Strategy 5: Ensure student-focused practices are implemented with the goal of student success

Project Budget: \$ 250,000

Detailed description of project/initiative:

Maryland and the entire nation are facing challenges in education which include; maintaining quality and effectiveness in fulfilling educational needs, student access and affordability as well as equal opportunities to diverse student populations. All of these have a single focus which is to promote and implement practices that will ensure student success.

Stevenson University has implemented several high impact practices to combat the challenge faced by the state of Maryland. In late 2015 the University realigned several direct student support offices such as the Office of Academic Support, First Year Experience and Academic Integrity into the Office of Student Success. They have developed 13 learning outcomes which are designed to prepare students to understand academic requirements, actively participate in planning their academic program and schedule, and effectively utilize campus resources and services. Additionally, a program known as Early Alert was developed which allows faculty and staff to send an alert to the Office of Student Success when they believe the student requires additional support be it; academic, emotional, behavioral or wellness concerns. Sellinger funds are used to support the student success model.

Describe how Maryland was served by this project/initiative:

Stevenson University is the third largest private undergraduate college in Maryland, with nearly 80% of its students being Maryland residents. Minority student representation is more than 45%, and 31% of students are the first in their families to attend college. The most recent data available indicate that 69% of Stevenson's graduates stay to live and work in Maryland adding to Maryland's job market and stimulating Maryland's economy. More than ninety percent of Stevenson graduates are working, going to graduate school or enrolled in the military within six months of graduation.

Describe process of project evaluation/assessment:

The University has identified key predictive factors associated with a student's success. These factors are collected and reviewed on a periodic basis to determine individualized success plans for each student. Additionally, a Success Coach Survey is administered to

the students at the end of both their first semester and first year to determine the student's satisfaction with the program. Student feedback is used to modify the program in the following year.

MICUA Supplement Fiscal 2022 Utilization of Funds Report

DETAILED PROJECT DESCRIPTIONS (Use a Separate Sheet for Each Project/Initiative)

Institution: Stevenson University, Inc.

Strategy 7: Enhance career advising and planning services – Career Connection Center

Proposed Project Budget: \$ 250,000

Detailed description of project/initiative:

Stevenson has a long tradition of commitment to career-focused education coupled with personalized support for every student. The Stevenson Career Connection is designed to help students map a vision of their future and set the stage for post-college career success through the classroom, real-world experiences and professional preparation. Through internships, capstone projects and service learning, students explore career options in-depth and develop career competencies.

The Career Connection Center (CCC) provides assessments and one-on-one advising, assistance with resumes and cover letters, mock interviews, help with job search, and mentorship. The CCC hosts unique events, in addition to requisite job fairs and on-campus interviews. Business Breakfast Hours allow employers to set up in the Brown School of Business and greet students going to and from class with some refreshments and information about their organization. Careers on the Quad hosts up to three employers, outside on the Quad. Career Chats are informal weekly sessions on a variety of career topics.

The CCC's services are free and available to undergraduate, graduate and SU alumni.

Describe how Maryland will be served by this project/initiative:

According to the 2020-2021 Graduating Student Report, 91.2% of student respondents report a favorable outcome six months after graduation. More than two-thirds of Stevenson's graduates to live and work in Maryland adding to Maryland's job market and stimulating Maryland's economy.

Describe process of project evaluation/assessment:

The Center produces an annual report based on the results of the "First Destination Survey". Data is compared to NACE (National Association of Colleges and Employers) undergraduate program outcomes. The Office of Institutional Assessment also collects data on student placement through alumni surveys. The Center uses student outcomes and results of the Student Satisfaction Survey to make improvements to the program.

**MICUA Supplement
Fiscal 2023 Intended Use of Funds Report**

Institution: Stevenson University, Inc.

Summary of Projects/Initiatives:

Project 1:	Financial Aid – Address the affordability of higher education in Maryland by identifying and evaluating financial aid assistance programs	\$ <u>6,824,454</u>
Project 2:	Improve college readiness among K-12 students through strengthening and expanding teacher preparation	\$ <u>300,000</u>
Project 3:	Ensure student-focused practices are implemented with the goal of student success	\$ <u>350,000</u>
Project 4:	Enhance career advising and planning services and integrate them into academic advising and planning	\$ <u>300,000</u>
Project 5:		\$ _____

Total \$ 7,774,454
(Total must match MHEC Intended Use Report)

MICUA Supplement Fiscal 2023 Intended Use of Funds Report

DETAILED PROJECT DESCRIPTIONS

Institution: Stevenson University, Inc.

Project 1: Financial Aid – address the affordability of higher education in Maryland by identifying and evaluating financial aid assistance programs

Proposed Project Budget: \$ 6,824,454

Detailed description of project/initiative:

Financing a University education is an important concern for many students and parents and particularly challenging in the current economic climate. Stevenson University offers a strong financial aid program to help qualified students meet University expenses. Financial aid is provided through scholarships, grants, loans, and employment. It is the goal of Stevenson University is to provide financial assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements. To further this goal the University's fiscal year 2022 initiatives, address these financial challenges by (1) limiting tuition increases at, or below, the level of CPI increase/average family wage growth and (2) Increasing scholarships for students who face financial challenges.

Describe how Maryland will be served by this project/initiative:

For the year beginning July 1, 2022, Stevenson University's student population consisted of 77 percent Maryland residents. The University provided financial aid to approximately 63 percent of the student population which as noted above are almost entirely Maryland state residents and more than 45% are minorities. Stevenson University continues to identify and address obstacles students encounter that prevent them from future enrollment and degree completion. Programs which engage students and their parents in discussing their financial needs and concerns are have a direct impact on the ability of students to afford and complete a strong University education. This initiative supports Goal 1: Student Access, of the 2022 Maryland State Plan for Higher Education.

Expected family contribution for many students diminished in March of 2020, when the governor's executive order closed many Maryland businesses and families experienced job losses. Those students with no family support, (approximately 25% of Maryland undergraduate students are Pell Grant recipients), have also experienced a loss of income. The effect is to increase the overall financial need of the student population for the 2021 academic year.

Describe process of project evaluation/assessment:

Stevenson University monitors financial aid to students as a percentage of tuition revenue. We will continue to monitor this ratio.

MICUA Supplement Fiscal 2023 Intended Use of Funds Report

DETAILED PROJECT DESCRIPTIONS

Institution: Stevenson University, Inc.

Project 2: Promote college readiness among Maryland's K-12 students through strengthening and expanding teacher preparation

Project Budget: \$ 300,000

Detailed description of project/initiative:

One of the goals for Maryland is to ensure college student success with an emphasis on college readiness. To meet this goal, Stevenson University has a unique three prong approach to education which combines theory, practice and mentoring. In addition to receiving traditional classroom instruction each student, in order to progress through the education program, must demonstrate competency in the four aspects of the Danielson Framework for teaching. Sellinger funding supports this achievement through two direct interview processes with faculty in the student's junior and senior years. During the interview the student must be able to demonstrate mastery involving; Planning and Preparation, Instruction, Classroom Environment and Professional Responsibilities. Additionally, the funds support the university providing faculty who act as field supervisors traveling to each school to meet with and mentor the students as they progress through their fieldwork.

The Undergraduate Education Mentor Program was both created and launched during the pandemic, holding its first meeting in February 2021. The group's president, a junior education major, recognized that undergrads in her field were lacking personal connections between those who have been in the major and those who are new to it and the need for a mentor-mentee relationship. New members are paired up with mentors who are closer to graduating with a degree in the same or similar field. The group has hosted speakers, given presentations and sponsored Studio Days in an alumni's classroom. During the Studio Day, small groups of mentors and mentees visit an alum to observe a particular teaching strategy and participate in the presentation. The teacher candidates report that they are developing positive relationships with other teacher candidates, learning new teaching strategies, and making new connections with beginning teachers and school systems.

Teacher Education: The teacher preparation programs, approved by the Maryland State Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE), prepare early childhood (PreK- Grade 3), elementary (Grades 1-6) and middle school (Grades 4-9) educators. In 1998 there were 6 graduates, 43 in 2021, 24 in 2022 and 34 on track to graduate in 2023.

Describe how Maryland will be served by this project/initiative:

The processes established for educating teachers in the state of Maryland requires that all students in teacher preparation programs complete yearlong internships in Professional Development Schools (PDSs). Professional Development Schools are K-12 schools that have adopted the broader mission of assisting with the learning of educators. PDSs emerged in the mid 1980's as "potentially significant vehicles for advancing both the revitalization of teacher education and the reform of P-12 schooling" (Abdul-Haqq, 1998). The major components of PDSs include student achievement, teacher preparation, continuing professional development for all stakeholders and research and inquiry.

In 1998, the first year of Stevenson University's yearlong internships in PDSs, we had six seniors in Baltimore County PDSs with a total of 158 students in the education department. Currently, we have 34 seniors and 6 PDS partnerships in public schools in Baltimore, Carroll and Howard Counties. Collectively, those schools serve over 10,000 students from diverse ethnic and low socio-economic backgrounds. In addition to the 34 seniors, we have 93 students in their first three years, making a total of 117 students. This initiative supports Goal 2: Student Success, of the 2022 Maryland State Plan for Higher Education.

Describe process of project evaluation/assessment:

In order for teacher candidates to progress through the program, they must meet the standards as described in a comprehensive assessment system that includes the state-mandated Praxis exams associated with their certification areas. Last year, the teacher candidates also took the Praxis Performance Assessment of Teachers (PPAT) exam, which includes student work analysis, video of classroom teaching, and extensive reflective and analytic writing of the teaching practice. The college's pass rate on this exam is 100%.

MICUA Supplement Fiscal 2023 Intended Use of Funds Report

DETAILED PROJECT DESCRIPTIONS

Institution: Stevenson University, Inc.

Project 3: Maintain, Improve and Implement student-focused practices and policies that ensure student success

Project Budget: \$ 350,000

Detailed description of project/initiative:

Maryland and the entire nation are facing challenges in education which include; maintaining quality and effectiveness in fulfilling educational needs, student access and affordability as well as equal opportunities to diverse student populations. All of these have a single focus which is to promote and implement practices that will ensure student success.

Stevenson University has implemented several high impact practices to combat the challenge faced by the state of Maryland. In late 2015 the University realigned several direct student support offices such as the Office of Academic Support, First Year Experience and Academic Integrity into the Office of Student Success. They have developed 13 learning outcomes which are designed to prepare students to understand academic requirements, actively participate in planning their academic program and schedule, and effectively utilize campus resources and services. The University continues to build on these initiatives as the rebranded Center for Student Success. Restructuring is planned to streamline services, conserve resources, and better support student success. The Early Alert program will expand by broadening the notifications to involve student affairs and athletics in supporting students and connecting them to resources. Additional plans for this academic year include designing and implementing new programs for at-risk groups prior to any sign of academic difficulty, embedding learning support throughout the campus community (residence halls, athletic departments, and library), and implementing a new 1-credit course designed to support students' academic development. This project supports Goal 2: Student Success, of the 2022 Maryland State Plan for Higher Education.

Describe how Maryland will be served by this project/initiative:

Stevenson University is the third largest private undergraduate college in Maryland, with nearly 80% of its students being Maryland residents. Minority student representation is more than 45%, and 31% of students are the first in their families to attend college. The most recent data available indicates that 69% of Stevenson's graduates stay to live and work in Maryland adding to Maryland's job market and stimulating Maryland's economy. More than ninety percent of Stevenson graduates are working, going to graduate school or enrolled in the military within six months of graduation.

Describe process of project evaluation/assessment:

The University has identified key predictive factors associated with a student's success. These factors are collected and reviewed on a periodic basis to determine individualized success plans for each student. Additionally, a Success Coach Survey is administered to the students at the end of both their first semester and first year to determine the student's satisfaction with the program. Student feedback is used to modify the program in the following year.

MICUA Supplement Fiscal 2023 Intended Use of Funds Report

DETAILED PROJECT DESCRIPTIONS

Institution: Stevenson University, Inc.

Project 4: Enhance career advising and planning services – Career Connection Center

Proposed Project Budget: \$ 300,000

Detailed description of project/initiative:

Stevenson has a long tradition of commitment to career-focused education coupled with personalized support for every student. The Stevenson Career Connection is designed to help students map a vision of their future and set the stage for post-college career success through the classroom, real-world experiences and professional preparation. Through internships, capstone projects and service learning, students explore career options in-depth and develop career competencies.

The Career Connection Center (CCC) provides assessments and one-on-one advising, assistance with resumes and cover letters, mock interviews, help with job search, and mentorship. The CCC hosts unique events, in addition to requisite job fairs and on-campus interviews. Business Breakfast Hours allow employers to set up in the Brown School of Business and greet students going to and from class with some refreshments and information about their organization. Careers on the Quad hosts up to three employers, outside on the Quad. Career Chats are informal weekly sessions on a variety of career topics. A favorable employment outcome is a measure of student success. This project supports Goal 2: : Student Success, of the 2022 Maryland State Plan for Higher Education.

The CCC's services are free and available to undergraduate, graduate and SU alumni.

Describe how Maryland will be served by this project/initiative:

According to the 2020-2021 Graduating Student Report, 91.2% of student respondents report a favorable outcome six months after graduation. More than two-thirds of Stevenson's graduates to live and work in Maryland adding to Maryland's job market and stimulating Maryland's economy.

Describe process of project evaluation/assessment:

The Center produces an annual report based on the results of the "First Destination Survey". Data is compared to NACE (National Association of Colleges and Employers) undergraduate program outcomes. The Office of Institutional Assessment also collects data on student placement through alumni surveys. The Center uses student outcomes and results of the Student Satisfaction Survey to make improvements to the program.