MICUA Supplement
Fiscal 2022 Utilization of Funds Report

Institution: Goucher College

Summary of Projects/Initiatives:

Project 1:	Financial Aid to Maryland Students	$ 2,474,925
Project 2:	Career Education Office	$ 200,000
Project 3:	LAUNCH Network for Students from Underserved Populations	$ 71,280
Project 4:	Academic Success Coaching and Advising	$ 200,000
Project 5:		$
	Unexpended Funds	$ 0
	Total	$ 2,946,205

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

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Fiscal 2022 Utilization of Funds Report

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

Institution: Goucher College

Project #(1): Financial Aid to Maryland Students

Project Budget: $2,466,205 (Grants recorded in account 081010-58700-0-1)
Actuals: $2,474,925

Detailed description of project/initiative:

In FY2022, Goucher utilized Sellinger funding to meet the financial needs of students from Maryland including participants in our Maryland Scholars Program for first-generation Maryland residents from underserved socio-economic backgrounds who exhibit intellectual promise, motivation, and scholarship.

Sellinger Grants are awarded as need-based financial aid to Maryland students and recorded an a separate entry in student accounts and are accumulated as operating expenditures in account 081010-58700-0-1.

This project aligns with Maryland's goal of Access - ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Describe how Maryland was served by this project/initiative:

Goucher College serves approximately 1,100 undergraduate students and 900 graduate and post-baccalaureate students, with almost 50% of undergraduate students hailing from Maryland, and remaining from 43 states and 28 countries. 38% of Undergraduates identify as students of color (of those students who disclosed their race) and 15% are first-generation college students.

96% of our alumni are employed or involved in advanced education within one year of graduation. The majority of these students will go on to careers in the area. While approximately one third of our undergraduate students are from the greater Baltimore region, 53% have stayed and worked in Maryland 10 years after graduation.

The Maryland Scholars Program (MSP) at Goucher College makes a Goucher education accessible to eligible first-generation Maryland residents from underserved socio-economic communities. Through additional financial support and participation in the

LAUNCH Network, Maryland Scholars have the opportunity to experience a multidisciplinary liberal arts education with a global emphasis that will prepare you for the careers of the future.

Describe process of project evaluation/assessment:

The program is evaluated based on the number of students supported and the level of assistance provided. In FY2022, Goucher increased the amount of Sellinger funds directed to Financial Aid for Maryland students by 6% to $2,474,925 from $2,342,780. With support from this important grant, Goucher was able to help meet the financial needs of 238 Maryland students and families. The average grant was $10,399 compared to an average of $9,485 last year. Overall, 488 Maryland residents received financial aid totaling $14,808,982, compared to 521 Maryland residents received financial aid totaling $13,410,954.

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Fiscal 2022 Intended Use of Funds Report

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

Institution: Goucher College

Project #(2): Career Education Office: Promote and implement practices and policies that will ensure student success.

Project Budget: $200,000 (Operating expenditures - Unit 041020)
Actual expenses: $200,000

Detailed description of project/initiative:

The goal of CEO is to ensure that every Goucher student receives the education and preparation they need to launch successful careers. This work is accomplished by making career education a central element of each student's experience, through a scaffold career curriculum and a focus on professional experience. Beginning the first semester and continuing throughout the next four years, students learn the tools to embark confidently on their career path.

The Career Education Office focuses on strengthening the connection between career education and the student's academic experience. CEO staff integrate its career curriculum into classes by partnering with faculty from the writing program, the first-year seminar, and capstone courses. Career Education works with campus partners to connect career advising with academic advising. This includes working with the first-year advisors to provide training on career resources that can be used in advising students with the major selection process.

The Career Education Office is in the process of launching a multi-year approach to internships to ensure that these valuable learning experiences are accessible to all Goucher students. The Internship Accelerator promotes internship experiences through the micro-internship and academic internship programs and supports students with these experiences through the Goucher Intern Fellowship program. Students are exposed to career fields and opportunities early in their time at Goucher through employer fieldtrips which happen during their first year on campus.

The Career Education Office also focuses on helping students learn about employment and internship opportunities using the online career platform, Handshake.

The Career Education Office expenses are accumulated as operating expenditures in unit 041020.

This project aligns with Maryland's goal of SUCCESS: Promote and implement practices and policies that will ensure student success and Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

Describe how Maryland was served by this project/initiative:

The Career Education Office (CEO) provided support to employers throughout Maryland by providing opportunities for them to recruit Goucher students for part-time, internship and full-time positions. In addition to providing employers opportunities to post positions through our online career portal (Handshake), Goucher also played an active role with other local colleges and universities in Maryland by hosting career fairs which are attended by many Maryland employers. Goucher saw 663 new Maryland employers request access to our Handshake platform.

The Career Education Office supports the goal of increasing internship opportunities to improve career planning by coordinating internships throughout the state. The CEO team works closely with faculty to support them in the advising they do with students around internships. A new platform, Handshake, was implemented to allow for an integrated system for approval for academic internships by Goucher faculty.

Describe process of project evaluation/assessment:

The Career Education Office works diligently to evaluate the programs we offer and the student learning that occurs. The CEO measures student learning during internship experiences and learning that take places during classroom presentations.

Student feedback from the classroom presentations clearly illustrate the impact these sessions are having on Goucher students; students report feeling more confident in their understanding of the topic and their skills after attending the classroom presentations. Additionally, more than 90% of all students indicated that they found the classroom presentations valuable to their education.

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

Institution: Goucher College

Project #(3): Supporting the LAUNCH Network for Students from Underserved Populations

Proposed Project Budget: $80,000 (Operating expenditures - Units 041132/042010)
Actual Expenses: 71,280

Detailed description of project/initiative:

At Goucher College, our top priority is providing an innovative liberal arts education that prepares our graduates to excel in their post-graduate endeavors. We ground our curriculum in our core values of social justice, global education and sustainability so that our students are ready to tackle the larger issues of our society within the fields of their chosen professions. However, not all students arrive on campus with the skills necessary to flourish. Goucher College created the LAUNCH Network this summer to provide our first-generation college students and others who face systemic obstacles with the skills and support they need to succeed at Goucher.

Goucher has made a concerted effort to increase the diversity of our student body, which has meant a sizeable increase in matriculation of students from underrepresented groups. This includes students of color, first generation students, and Pell grant recipients. For example, in 2013 only 25% of our student population was students of color; today it is over 40%. We have seen similar increases in the number of first-generation students we serve; first-gen students comprised 23% of last year's incoming class. Today, over 95% of our students receive financial aid and 30% are Pell grant eligible, an increase from 22% just five years ago.

However, all these gains come at a price. Retention of these students can be a challenge. We know that retention of students from first year to second year is particularly crucial. If we want to make sure that none of our students fall through the cracks, it is vital that we not only admit but also nurture and graduate our most vulnerable students.

To ensure the success and retention of these students, we are designing LAUNCH to provide incoming students with the tools and support they need to be successful in their college careers. Our integrated program targets students most at risk and supports them in specific, intentional ways from the very first moment they are admitted and before they ever set foot on campus, all the way through their first two years at Goucher, at which point our experience tells us we have the opportunity to engage these same individuals as mentors to students who follow in their footsteps in the classes behind them.

Goucher recently hired a director to lead this initiative, but we are utilizing the collective expertise of our Academic Affairs, Student Affairs and Enrollment Management offices to develop and oversee LAUNCH. It is the role of the Director to develop a strategic plan for LAUNCH as well coordinate and oversee all aspects of the program. The director will work with faculty, staff, and most importantly, students (and prospective students) to develop and implement impactful strategies to ensure their success. Sellinger funding for this project will specifically support this position.

The program consists of a two-week, immersive summer program that includes both curricular and co-curricular programming plus a variety of workshops and social excursions in and around Baltimore. It gives students the opportunity to move into their residence hall rooms early, get acquainted with Goucher's campus and Baltimore, connect with faculty, build friendships with other first-year students, and, most importantly, build their support network. We have also reimagined a broader and more integrated approach to providing the right kind of sustainable services and programming to meet the needs of our students.

In addition to the summer program, we have designed a suite of academic and co-curricular services to provide these students with everything we know is necessary for their success during their four years of college: acquiring the digital literacy skills and tools so essential for an education today; supplementing reading, writing, and math skills to prepare all students for college-level courses; connecting with a mentor to offer emotional and practical support; developing the strong communication and time management skills that so often hold otherwise extremely talented students back; and encouraging these students to engage with the campus clubs, activities, and other resources that are available to them. We will also be providing them with support for their required study abroad experiences. In their final years at Goucher, we will begin providing support services for them be fully prepared to graduate and pursue careers or advanced degrees.

All these efforts are intended to ensure that these students thrive during their time at Goucher, graduate promptly and enter the workforce successfully.

The Sellinger budget directly supported the salary of the LAUNCH director and stipends paid to faculty for their participation in the summer program, which are operational expenditures captured in accounts 041132-60101-0-1 and 042010-60xxx-0-1. This supports Maryland's goal of SUCCESS: Promote and implement practices and policies that will ensure student success and Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

Describe how Maryland was served by this project/initiative:

Goucher College serves approximately 1,100 undergraduate students and 900 graduate and post-baccalaureate students, with almost 50% of undergraduate students hailing from Maryland, and remaining from 43 states and 28 countries. 38% of Undergraduates

identify as students of color (of those students who disclosed their race) and 15% are first-generation college students.

We hope this program will ensure that at least 75% of the cohort graduates within 6 years. 96% of our alumni are employed or involved in advanced education within one year of graduation. The majority of these students will go on to careers in the area. While one third of our students are from the greater Baltimore region, 53% have stayed and worked in Maryland 10 years after graduation. Goucher tracks alumni career progress and the LAUNCH Network will indeed keep tabs on their students long after graduation.

Describe process of project evaluation/assessment:

The Director is researching and establishing benchmarks will allow us to put in place programming that we know has worked well at other institutions. The establishment of metrics here at Goucher will enable us to evaluate the success of our program and implement changes according to what the quantitative and qualitative feedback reveals.

In addition to identifying best practices and designing offerings based on that research, we will be establishing mechanisms for qualitative and quantitative feedback. We will build out metrics and a recommended timeline for teaching and acquiring each skill for areas such as:

• Acquiring technological skills and accessing digital tools
• Supplementing reading, writing and math skills
• Connecting with a mentor
• Developing strong communication and soft skills
• Developing organization and time management skills and developing plans of action
• Encouraging internships and resume building
• Explaining and understanding federal work study and financial aid availability and eligibility
• Offering first year experiences
• Encouraging involvement in campus clubs/activities
• Creating awareness and access to resources
• Feeling safe and appreciated on campus
• Maximizing campus orientation

We will develop rubrics for each of the areas listed as metrics – and have the students self-assess their abilities and awareness in each of these areas prior to their start of the program, at the end of the summer program, and again at the end of their first two years at Goucher. The Director will collaborate with our Office of Institutional Effectiveness to develop and implement the survey and maintain longitudinal data from which overall program effectiveness can be derived.

Goucher College also engages in a partnership with EAB. We utilize their state-of-the-art software product "Navigate" to track students and coordinate and focus our outreach to them. We are also the beneficiary of their regular communication by which they provide research results, articles and best practice tips for our review and implementation.

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

Institution: Goucher College

Project #(4): Academic Success Coaching and Advising

Proposed Project Budget: $200,000 (Operating expenditures – Units 015090/021034)
Actual expenses: $200,710

Detailed description of project/initiative:

The Academic Center for Excellence (ACE) is an academic and advising support center that embraces the strengths of a liberal arts education's holistic nature. ACE assists students in maximizing their potential to flourish and succeed—at Goucher and beyond. It guides students in preparing for a life of inquiry, creativity, social responsibility, and personal and professional ethics and integrity. ACE includes Academic Success Coaching, the Office of Accessibility Services, and Success Advising.

ACE supports the college's mission by providing individual academic success coaching sessions and academic skills workshops. The center is staffed by professional Academic Coaches and Peer Coaches, providing undergraduate and graduate students with opportunities to:
- Develop self-awareness and autonomy
- Develop positive habits of mind
- Take responsibility and ownership for their learning
- Develop resilience and coping skills
- Learn and use effective study strategies
- Enhance and apply critical and analytical thinking skills

Academic success coaching is one-on-one student interaction with a professional Academic Coach or Success Advisor. The aim of the coaching sessions is to help students recognize and achieve their academic goals and reach self-efficacy in a safe space.

Every first-year student at Goucher is assigned a Success Advisor who works with each advisee before stepping foot on campus and remaining a key contact point throughout their undergraduate career.

Success advisors assist students with academic planning and navigating the resources, expectations, and challenges of being a Goucher student. They coach their advisees academically while also helping them identify their passions, goals, and interests.

Success Advisors work closely with other Success Team members and key campus partners to guide their advisees in a self-discovery process. Success Advisors connect students to campus resources if faced with academic, financial, or personal challenges.

The Sellinger funding of $200,710 represented approximately 20% of the operating expenses of ACE and Academic Success Coaching and Advising.

This project supports Maryland's goal of SUCCESS: Promote and implement practices and policies that will ensure student success and Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

Describe how Maryland was served by this project/initiative:

Goucher College serves approximately 1,100 undergraduate students and 900 graduate and post-baccalaureate students, with almost 50% of undergraduate students hailing from Maryland, and remaining from 43 states and 28 countries. 38% of Undergraduates identify as students of color (of those students who disclosed their race) and 15% are first-generation college students.

While approximately one third of our undergraduate students are from the greater Baltimore region, 53% have stayed and worked in Maryland 10 years after graduation. By giving student the tools to successfully navigate their college experience, our students become successful members of the greater Maryland community.

Describe process of project evaluation/assessment:

The ultimate measurement of student success is retention and graduation rates. Goucher College is focusing on improving these key metrics as part of our new Strategic Plan. The ACE office's student success coaching and advising is believed to be a major input to drive this success.

Success Advising – Summer 2021 New Student Registration

During the 2020-2021 academic year, success advisors noticed that many first-year students were not prepared for their course selection meetings which caused the students not to have a clear understanding of the course selection process. Because of this, the success advisors decided to update the summer course selection process to a virtual group advising process. With virtual group advising, students would be able to:

learn about the registration process (placements, FYS, FYE, and myGoucher) and begin to understand the Goucher Commons Curriculum

register for their first semester Fall Schedule

Meet with other first-year students

Implementation:

Incoming first-year students were required to complete all required registration tasks in the New Student Portal before the registration deadlines. Once students completed their registration tasks on the New Student Portal, students received an invitation from their assigned success advisor to schedule a virtual group advising session. Included in their invitation was a Summer Group Advising Registration Packet (materials and tools needed to register for fall semester courses). The documents were also tools to help them prepare for the virtual group advising session.

After students scheduled their virtual group advising session, they were required to attend the session with an understanding of the information in the Packet. For each session, Success Advisor had between 1-15 students and presented the Virtual Group Advising PowerPoint to help students understand the registration process. Each session was scheduled to be ninety minutes—45 minutes dedicated to the PowerPoint and 45-minute workshop time dedicated to the advisors helping the students register for their Fall 2021 semester schedule. Once students attended their session, they were registered for the Fall courses.

# Success Advising Virtual Group Advising Sessions Summer 2021	Students Seen During these Sessions	Other Success Advising Summer 2021 Student Appointments
59	275	66

Evaluation
After the session, we sent students who completed the session a Virtual Group Advising Session Evaluation Google form. In the form, we asked five questions to understand how students felt about the session. We asked three Likert-style questions, two short answer questions, and provided an optional comment section. We received 42 responses in the evaluation. The five questions featured in the evaluation were:

- o How useful was this session in preparing you for your first semester?

- o How useful was the summer registration packet for your virtual group advising session?

- o How comfortable do you feel discussing the myGoucher registration process with a friend?

- o What topics did you find the most useful?

- o What part of the session would you say needs improvement?

Common topics that students found most useful and listed in the first short answer questions in the evaluation
  a. MyGoucher registration process
  b. Timing and Descriptions of classes
  c. Goucher Commons Requirements
  d. Communicating with First-Year Mentors

Each topic was a goal and a central focus during the virtual group advising session. As success advisors, we wanted students to understand how to register and the requirements they need to take at Goucher.

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Institution: Goucher College

Summary of Projects/Initiatives:

Project 1:	Financial Aid to Maryland Students	$ 3,000,000
Project 2:	Career Education Office	$ 250,000
Project 3:	LAUNCH Network for Students from Underserved Populations	$ 80,000
Project 4:	Academic Success Coaching and Advising	$ 244,115
Project 5:		$

Total $ 3,574,115

(Total must match MHEC Intended Use Report)

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

Institution: Goucher College

Project #(1): Financial Aid to Maryland Students
Goal: Access – ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Proposed Project Budget: $3,000,000 (Operating expenditures – Grants recorded in account 081010-58700-0-1)

Detailed description of project/initiative:

In FY2023, with continued support from these funds, Goucher anticipates being able to help meet the financial needs of even more students from Maryland including participants in our Maryland Scholars Program for first-generation Maryland residents from underserved socio-economic backgrounds who exhibit intellectual promise, motivation, and scholarship.

The college will offer need-based financial aid to Maryland students.

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

Goucher College serves approximately 1,100 undergraduate students and 800 graduate and post-baccalaureate students, with almost 40% of students hailing from Maryland, and remaining from across the United States and around the world on our Towson campus. 96% of our alumni are employed or involved in advanced education within one year of graduation. The majority of these students will go on to careers in the area. While approximately one third of our undergraduate students are from the greater Baltimore region, 53% have stayed and worked in Maryland 10 years after graduation.

The Maryland Scholars Program (MSP) at Goucher College makes a Goucher education accessible to eligible first-generation Maryland residents from underserved socio-economic communities. Through additional financial support and participation in the LAUNCH Network, Maryland Scholars have the opportunity to experience a multidisciplinary liberal arts education with a global emphasis that will prepare you for the careers of the future.

Describe process of project evaluation/assessment:

The program is evaluated based on the number of students supported and the level of assistance provided.

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

Institution: Goucher College

Project #(2): **Career Education Office:** Promote and implement practices and policies that will ensure student success.
Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

Project Budget: $250,000 (Operating expenditures - Unit 041020)

Detailed description of project/initiative:

The goal of Career Education Office (CEO) is to ensure that every Goucher student receives the education and preparation they need to launch successful careers.   This work is accomplished by making career education a central element of each student's experience, through a scaffold career curriculum and a focus on professional experience. Beginning the first semester and continuing throughout the next four years, students learn the tools to embark confidently on their career path.

The CEO focuses on strengthening the connection between career education and the student's academic experience.   CEO staff integrate its career curriculum into classes by partnering with faculty from the writing program, the first-year seminar, and capstone courses. Career Education works with campus partners to connect career advising with academic advising. This includes working with the first-year advisors to provide training on career resources that can be used in advising students with the major selection process.

The Career Education Office creates pathways of information about careers through our Career Communities program. Goucher students are encouraged to join one of five (industry based) career communities to learn about job and internship opportunities related to specific career areas and to engage with people (employers, alumni, faculty, and staff) who have shared interests.

The Career Education Office also focuses on helping students become informed about employment and internship opportunities.

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

Career Education Office (CEO) provides support to more than 500 employers throughout Maryland by providing opportunities for them to recruit Goucher students for part-time, internship and full-time positions. In addition to providing employers opportunities to post positions through our online career portal, Goucher also plays an active role in

hosting three recruitment events during the year which will be attended by many Maryland employers.

The Career Education Office supports the goal of increasing internship opportunities to improve career planning by coordinating internships throughout the state. The CEO team works closely with faculty to support them in the advising they do with students around internships. The new Handshake platform will allow for an integrated system for approval for academic internships by Goucher faculty.

Describe process of project evaluation/assessment:

The Career Education Office works diligently to evaluate the programs we offer and the student learning that occurs. Three different types of evaluations take place in our programs.

Students who complete academic internships are involved in two types of assessment. Internship supervisors evaluate the performance of each student, and the student also completed an assessment of their learning at the end of their internship experience. These evaluations provide students with feedback to learn about their performance and identify the skills they've learning through their internships.

Evaluations are a key component of the Career Fairs and recruitment events we help to sponsor. Both employer and student evaluations are conducted to assess satisfaction with the event as well and recruitment data.

Student feedback from the classroom presentations clearly illustrate the impact these sessions are having on Goucher students; students report feeling more confident in their understanding of the topic and their skills after attending the classroom presentations.

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

Institution: Goucher College

Project #(3): Supporting the LAUNCH Network for Students from Underserved Populations

Goal: SUCCESS: Promote and implement practices and policies that will ensure student success.
Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

Proposed Project Budget: $80,000 (Operating expenditures - Unit 041132)

Detailed description of project/initiative:

At Goucher College, our top priority is providing an innovative liberal arts education that prepares our graduates to excel in their post-graduate endeavors. We ground our curriculum in our core values of social justice, global education and sustainability so that our students are ready to tackle the larger issues of our society within the fields of their chosen professions. However, not all students arrive on campus with the skills necessary to flourish. Goucher College created the LAUNCH Network this summer to provide our first-generation college students and others who face systemic obstacles with the skills and support they need to succeed at Goucher.

Goucher has made a concerted effort to increase the diversity of our student body, which has meant a sizeable increase in matriculation of students from underrepresented groups. This includes students of color, first generation students, and Pell grant recipients. For example, in 2013 only 25% of our student population was students of color; today it is just shy of 38%. We have seen similar increases in the number of first-generation students we serve; first-gen students comprised 28% of last year's incoming class. Today, over 95% of our students receive financial aid.

However, all these gains come at a price. Retention of these students can be a challenge. We know that retention of students from first year to second year is particularly crucial. If we want to make sure that none of our students fall through the cracks, it is vital that we not only admit but also nurture and graduate our most vulnerable students.

To ensure the success and retention of these students, we are designing LAUNCH to provide incoming students with the tools and support they need to be successful in their college careers. Our integrated program targets students most at risk and supports them in specific, intentional ways from the very first moment they are admitted and before they ever set foot on campus, all the way through their first two years at Goucher, at which

point our experience tells us we have the opportunity to engage these same individuals as mentors to students who follow in their footsteps in the classes behind them.

Goucher recently hired a director to lead this initiative, but we are utilizing the collective expertise of our Academic Affairs, Student Affairs and Enrollment Management offices to develop and oversee LAUNCH. It is the role of the Director to develop a strategic plan for LAUNCH as well coordinate and oversee all aspects of the program. The director will work with faculty, staff, and most importantly, students (and prospective students) to develop and implement impactful strategies to ensure their success. Sellinger funding for this project will specifically support this position.

The program consists of a two-week, immersive summer program that includes both curricular and co-curricular programming plus a variety of workshops and social excursions in and around Baltimore. It gives students the opportunity to move into their residence hall rooms early, get acquainted with Goucher's campus and Baltimore, connect with faculty, build friendships with other first-year students, and, most importantly, build their support network. We have also reimagined a broader and more integrated approach to providing the right kind of sustainable services and programming to meet the needs of our students.

In addition to the summer program, we are designing a suite of academic and co-curricular services to provide these students with everything we know is necessary for their success during the first two years of college: acquiring the digital literacy skills and tools so essential for an education today; supplementing reading, writing, and math skills to prepare all students for college-level courses; connecting with a mentor to offer emotional and practical support; developing the strong communication and time management skills that so often hold otherwise extremely talented students back; and encouraging these students to engage with the campus clubs, activities, and other resources that are available to them.

All of these efforts are intended to ensure that these students thrive during their time at Goucher, graduate promptly and enter the workforce successfully.

The Sellinger budget of $80,000 will directly support the salary of the LAUNCH director and stipends paid to faculty for their participation in the summer program.

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

Goucher College serves approximately 1,100 undergraduate students and 800 graduate and post-baccalaureate students, with approximately 43% of undergraduate students and 54% of total students hailing from Maryland and the remaining from across the United States and around the world on our Towson campus.

We hope this program will ensure that at least 75% of the cohort graduates within 6 years. 96% of our alumni are employed or involved in advanced education within one year of graduation. The majority of these students will go on to careers in the area. While one third of our students are from the greater Baltimore region, 53% have stayed and worked in Maryland 10 years after graduation. Goucher tracks alumni career progress and the LAUNCH Network will indeed keep tabs on their students long after graduation.

Describe process of project evaluation/assessment:

The Director is researching and establishing benchmarks will allow us to put in place programming that we know has worked well at other institutions. The establishment of metrics here at Goucher will enable us to evaluate the success of our program and implement changes according to what the quantitative and qualitative feedback reveals.

In addition to identifying best practices and designing offerings based on that research, we will be establishing mechanisms for qualitative and quantitative feedback. We will build out metrics and a recommended timeline for teaching and acquiring each skill for areas such as:

• Acquiring technological skills and accessing digital tools
• Supplementing reading, writing and math skills
• Connecting with a mentor
• Developing strong communication and soft skills
• Developing organization and time management skills and developing plans of action
• Encouraging internships and resume building
• Explaining and understanding federal work study and financial aid availability and eligibility
• Offering first year experiences
• Encouraging involvement in campus clubs/activities
• Creating awareness and access to resources
• Feeling safe and appreciated on campus
• Maximizing campus orientation

We will develop rubrics for each of the areas listed as metrics – and have the students self-assess their abilities and awareness in each of these areas prior to their start of the program, at the end of the summer program, and again at the end of their first two years at Goucher. The Director will collaborate with our Office of Institutional Effectiveness to develop and implement the survey and maintain longitudinal data from which overall program effectiveness can be derived.

Goucher College also engages in a partnership with EAB. We utilize their state-of-the-art software product "Navigate" to track students and coordinate and focus our outreach to them. We are also the beneficiary of their regular communication by which they provide research results, articles and best practice tips for our review and implementation.

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

Institution: Goucher College

Project #(4): Academic Success Coaching and Advising

Goal: SUCCESS: Promote and implement practices and policies that will ensure student success.
Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

Proposed Project Budget: $244,115 (Operating expenditures – Unit 015090)

Detailed description of project/initiative:

The Academic Center for Excellence (ACE) is an academic and advising support center that embraces the strengths of a liberal arts education's holistic nature. ACE assists students in maximizing their potential to flourish and succeed—at Goucher and beyond. It guides students in preparing for a life of inquiry, creativity, social responsibility, and personal and professional ethics and integrity. ACE includes Academic Success Coaching, the Office of Accessibility Services, and Success Advising.

ACE supports the college's mission by providing individual academic success coaching sessions and academic skills workshops. The center is staffed by professional Academic Coaches and Peer Coaches, providing undergraduate and graduate students with opportunities to:
- Develop self-awareness and autonomy
- Develop positive habits of mind
- Take responsibility and ownership for their learning
- Develop resilience and coping skills
- Learn and use effective study strategies
- Enhance and apply critical and analytical thinking skills

Academic success coaching is one-on-one student interaction with a professional Academic Coach or Success Advisor. The aim of the coaching sessions is to help students recognize and achieve their academic goals and reach self-efficacy in a safe space.

Every first-year student at Goucher is assigned a Success Advisor who works with each advisee before stepping foot on campus and remaining a key contact point throughout their undergraduate career.

Success advisors assist students with academic planning and navigating the resources, expectations, and challenges of being a Goucher student. They coach their advisees academically while also helping them identify their passions, goals, and interests. Success Advisors work closely with other Success Team members and key campus partners to guide their advisees in a self-discovery process. Success Advisors connect students to campus resources if faced with academic, financial, or personal challenges.

The Sellinger budget of $244,115 represents approximately 60% of the operating budget of ACE.

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

Goucher College serves approximately 1,100 undergraduate students, with approximately 43% of undergraduate students hailing from Maryland, and remaining from across the United States and around the world on our Towson campus.

While approximately one third of our undergraduate students are from the greater Baltimore region, 53% have stayed and worked in Maryland 10 years after graduation. By giving student the tools to successfully navigate their college experience, our students become successful members of the greater Maryland community.

Describe process of project evaluation/assessment:

The ultimate measurement of student success is retention and graduation rates. Goucher College is focusing on improving these key metrics as part of our new Strategic Plan. The ACE office's student success coaching and advising is believed to be a major input to drive this success.