

**MICUA**

Maryland Independent College  
and University Association

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# **Exploring Liberal Arts Transfer Pathways to Independent Institutions in Maryland**

**Teagle Planning Grant Report and Recommendations**

**Maryland Association of Community Colleges *and*  
Maryland Independent Colleges and Universities**

**August 2022**

## **Project Summary**

In collaboration with our community college peers in Maryland, administrators representing 10 of the state's 13 private, independent college and university members of the [Maryland Independent College and University Association \(MICUA\)](#) were awarded a Teagle planning grant of \$50,000 to create a comprehensive statewide transfer consortium whose structure was designed to ensure:

- ongoing communication about transfer-related concerns and solutions;
- systematic data collection, sharing, and dissemination to drive sustained, data-informed change; and
- use of data to improve the transfer student experience and promote positive student success outcomes across participating Maryland schools.

## **Project Context**

Established in 1971, MICUA works to raise awareness about the role that private nonprofit independent schools play in ensuring a range of higher-education options for State residents and, ultimately, the economic and cultural vitality of Maryland. MICUA's 13 member institutions (see Appendix A), ten of whom were engaged in this project, are characterized by a commitment to the liberal arts, as reflected in their unique common core/general education curricula that introduce students to a breadth of disciplines and a wide range of majors in humanities, social sciences, and natural sciences. MICUA schools are also characterized by their small class sizes; high levels of interaction between faculty and students, both within and outside of the classroom; and access for the growing number of students who identify as first-generation, low-income, and students of color. To support the unique missions of its members, MICUA advocates for government support for innovative programming, need-based scholarships, and capital projects for Maryland independent colleges. Collectively, member institutions currently serve almost 58,000 students annually, and are distinguished by their high graduation rates, low student-loan default rates, and national reputations.

MICUA organizational staff and member-institution administrators have been seeking opportunities to make transfer to our schools simpler, more systematic, and more financially feasible to enhance access for Maryland community college students who wish to continue their education at one of the State's independent schools, particularly students who have been historically underrepresented and underserved at institutions of higher learning. This effort supports recent statewide efforts, outlined in the Maryland State Plan for Postsecondary Education, to increase not only the number of Maryland residents who hold an associate's degree but those who continue to earn a bachelor's degree at a four-year college or university within the State. A priority for the [Maryland Higher Education Commission \(MHEC\)](#) is to ensure that at least 55% of the state's residents 25 to 64 years old hold an associate's degree or higher by 2025. For 2020-2021, slightly more than half (50.8%) of Marylanders hold at least one degree credential, thus highlighting the importance of formalizing the consortium between Maryland community colleges and independent institutions in a focused effort to support this State goal.

In Maryland, all community colleges are open access campuses, meaning that there are no scholastic admission requirements. Each community college serves its respective county in Maryland, with three community colleges serving multiple counties (see Appendix B). The [Maryland Association of Community Colleges \(MACC\)](#) serves as the unified voice for Maryland's 16 community colleges and MACC representatives from each institution were instrumental partners in this project.

## **Project Overview**

The MICUA planning grant was awarded in May 2021. The co-principal investigators for the grant, a MICUA school provost, a MACC school provost, and the Vice President for Academic Affairs at MICUA, coordinated all aspects of the grant, and provided direct leadership to the participants.

The planning grant work was overseen by a leadership consortium consisting of one senior academic administrator (typically the provost and/or vice president for academic affairs) from each MICUA and MACC school contributing to the grant proposal. The leadership consortium was formed in June 2021 and met quarterly to review progress and inform the planning effort.

At the outset of our work, members of the leadership consortium appointed faculty and staff from their respective campuses with expertise in the four strategic areas identified as the scope of our collective work. The working groups were assembled using the following guidelines:

- A MICUA and MACC representative served as co-chairs of each working group.
- Each working group consisted of 11-15 members.
- No more than one representative from an institution served on the same working group.
- Each working group included an even distribution of representatives from MICUA and MACC institutions.
- There was broad representation across the MICUA and MACC schools. Faculty and staff from 22 of the 26 schools participated in the working groups.

Four strategic working groups were formed, each targeting a strategic priority of the planning grant. They were:

- **Simplicity**

WORKING GROUP CHARGE: The goal of this working group was to identify ways to increase and simplify seamless transfer initiatives for students with associate degrees. At the university level, seamless transfer agreements would use as their foundation the standardized general education curriculum for Maryland community college students, which is reflective of the vast opportunities for liberal arts studies at MICUA institutions.

This working group was also charged to analyze the effectiveness of the redesigned [Articulation System for Maryland Colleges and Universities](#) (ARTSYS), a database currently housed within the University System of Maryland (USM) that provides course equivalency information for select Maryland institutions. In responding to criticism that ARTSYS is cumbersome, non-user-friendly, and nonfunctional, USM has recently contracted with Quottly Inc. to redesign ARTSYS in a manner intended to vastly improve the student transfer experience. Under the comprehensive enhancements slated to be implemented by Quottly: (1) the system will automatically update courses that are deemed comparable rather than requiring updates to be entered manually; and (2) the student portal will include a search engine that permits exploration of various transfer pathways simultaneously, save student data and searches, and securely upload student transcripts.

Unfortunately, implementation of the redesigned ARTSYS was delayed for the duration of the grant period, thus prohibiting an analysis at this time.

- **Success**

WORKING GROUP CHARGE: This working group explored ways to expand transfer-specific student support services across MICUA institutions from pre-matriculation through graduation.

- **Scholarly Pathways**

WORKING GROUP CHARGE: This working group focused on strategies designed to increase transfer-student participation in high-impact learning opportunities that showcase the liberal arts, enhance student engagement, and facilitate completion of the degree.

- **Security**

WORKING GROUP CHARGE: The goal of this working group was to recommend and/or develop systems that reduce the shock and struggle community college students experience during the transfer process and address major obstacles, including academic or personal challenges, that many transfer students face.

In July 2021, the working groups were empaneled and began meeting to accomplish their charge. The co-PIs brought the working group co-chairs together midway through the grant to share challenges, identify overlap between working group objectives, and plan for the final working group reports. Other constituents, including leaders of institutional research at consortium schools, were also consulted during the planning period.

### **Composition of the working groups**

<b>Working group</b>	<b># MICUA Participants</b>	<b># MACC Participants</b>	<b>Total # Faculty</b>
Simplicity	9	7	4
Success	7	6	4
Scholarly Pathways	5	7	6
Security	5	6	2
<b>TOTAL</b>	<b>26</b>	<b>26</b>	<b>16</b>

### **Recommendations from the working groups**

Each of the four working groups submitted recommendations aligned with their respective charges. Below is a full summary of these recommendations. Both the leadership consortium and working group teams recognize the magnitude of these insightful recommendations. To implement them all would require significant time and resources, which are beyond the scope of the forthcoming implementation grant. Fortunately, throughout the planning process, it became clear that, although working groups were pursuing unique charges relative to the transfer student experience, consistent themes were emerging across the four groups. At the end of the planning period, these themes prevailed as the leadership consortium’s top priorities for the forthcoming implementation grant.

#### **SIMPLICITY**

The simplicity workgroup met seven times during the planning grant period. Three general goals were addressed, with specific tactics identified for each goal pursuant to their charge.

Goal 1: Identify ways to increase and simplify seamless transfer initiatives for students with associates degrees from Maryland community colleges to Maryland independent institutions.

Tactic 1: Create annual opportunities for faculty from MICUA and MACC schools to come together and discuss programming.

Tactic 2: Transfer all community college general education courses to meet the same general education requirements at the MICUA school.

Tactic 3: Transfer the full degree (60 credits).

Tactic 4: Through faculty collaboration, build AAT type programs for disciplines (beginning with high enrollment, high transfer programs).

Goal 2: Analyze transfer policies and incentive programs offered by USM and recommend similar (but enhanced!) pathways to MICUA schools.

Tactic 1: Provide completion scholarships/tuition discounts.

Tactic 2: Provide co-advising.

Tactic 3: Provide dual admission opportunities.

Tactic 4: Provide guaranteed admission.

Goal 3: Analyze the ARTSYS/Quottly system for transfer equivalency.

Given the delay with implementation, the workgroup was not able to assess its utility.

## SUCCESS

Three primary needs emerged and were delegated to subgroups for further exploration within the workgroup. These needs identified were: virtual advising opportunities, peer mentoring, and online/web resources (an online “hub”).

### Virtual Advising Opportunities

One of the primary goals of this subgroup was to improve and expand upon the virtual advising opportunities available to MACC students seeking to transfer to MICUA institutions. Strategies suggested were:

- Scheduling advising opportunities for community college students
- Offering virtual advising hours to better suit MICUA representative time and scheduling constraints
- Inviting representation from admissions, financial aid, and academic programs to join advising sessions
- Confirming frequency of advising programs (e.g. monthly throughout the academic semester)
- Expanding communication channels within MACC schools to promote advising sessions and inform students, faculty, and staff of the opportunity; would also track students that attend
- Deploying a more personalized, one-on-one advising model versus transfer fair style events
- Offering pre-advising (before entering a specific academic program) to provide students with information pertaining to admissions criteria and process, general academic program overview, etc.
- Providing students with direct equivalency information or a preliminary transfer credit evaluation
- Offering so-called “preferred content” for the initial virtual advising session to target MICUA institutions and their designated talking points
- Requiring MICUA institutions to develop a personalized transfer pathway document to provide to the student during the pre-advising session; these can be challenging to develop outside of a signed articulation agreement for all MACC degrees at all MICUA institutions but could offer general guidance

Discussions for the successful implementation of these practices led to a priority recommendation for a coordinator position to mitigate potential disconnect issues across MACC-MICUA institutions.

### Peer mentoring

A key support system for transfer students matriculating at MICUA institutions is the presence of trained, supportive, and available peer mentors. Through subgroup discussions, we noted that many MICUA schools currently offer a form of peer mentoring to transfer students but it is not universal. Thus, our recommendations include the following:

- Campuses should start wherever they are. If an existing peer mentoring program is in place, train current mentors to be inclusive of transfer student needs and experiences.
- Utilize current transfer students as peer mentors for transfer-specific peer mentoring program as they have already been through the process.
- Convene transfer student gatherings, perhaps monthly, to provide the opportunity to connect with other transfer students, beyond just a peer mentor. This is especially important in the first semester when connections and belonging is so important.
- Consider the possibility of a statewide peer mentor program, with a “pool” of peer mentors available to address common issues and concerns across institutions.
- Regularly assess transfer student needs to determine what information and resources would have been useful and guide programming accordingly.

### Virtual Transfer “Hub” and Hub Coordinator

One of the three themes that emerged from our earliest discussions was the need to leverage technology for the benefit of students seeking transfer from MACC to MICUA schools. A sub-group was formed to investigate the needs of the MACC students and MICUA institutions related to the use of technology. The two key questions addressed by the subgroup were: 1) What kind of information do MACC students need? and, 2) How to best make that information available to them? Initial ideas revolved around learning modules which would be designed to provide information regarding all aspects of transfer. From this discussion, the subgroup quickly identified the need for a comprehensive online information “hub” where students could find answers to common questions about transfer as well as direct links to MICUA schools and their programs. After investigating a number of such hubs from various states (Virginia provided an excellent model), a clearer understanding of the information students need and how to present it was achieved. The subgroup further investigated the current transfer pages on MACC and MICUA institutions’ websites and found them to be extensive, yet not consistent in either style or content. The potential barrier for students seemed to be how best to connect students to existing information. Also, this existing online information seemed to make the idea of modules unnecessary, but this idea might be reconsidered later. Through discussions with other workgroups, it appeared one or more might also find value in an online transfer hub. This concept was developed further.

The online transfer hub would:

- Be a comprehensive repository of information regarding transfer to MICUA institutions
- Link directly to all existing MACC and MICUA institution transfer pages
- Organize articulations by transfer institution
- Link to transfer credit equivalencies (potentially through ARTSYS/Quottly)
- Synthesize information that is common to MICUA institutions that could be delivered in modules

Overall, the subgroup recognized that it would be difficult to maintain consistent progress on these strategies without an identified person or persons to serve as project manager. Therefore, the Success workgroup is proposing the establishment of a professional position titled a *MACC-MICUA Director of Transfer Alliances*.

The MACC-MICUA Director of Transfer Alliances will develop, coordinate, and evaluate initiatives to improve the transfer process and experience for students across MACC and MICUA institutions.

### **SCHOLARLY PATHWAYS**

Consistent with their charge, the Scholarly Pathways subgroup developed six strategies designed to expand transfer student access to high-impact practices at MICUA institutions. Such experiences will positively impact transfer student engagement and lead to heightened long-term student success outcomes.

1. Faculty Professional Development: Professional development through workshops and/or seminars is necessary to provide MICUA and MACC faculty with background knowledge on high impact practices and best practices for student success. Participation in high impact practice workshops, hosted by MICUA institutions with specific expertise, will allow faculty to become eligible to request grant funding for implementation.
2. Undergraduate Research Experiences: The undergraduate research experience will be hosted by a four-year MICUA partner and will offer a summer, residential experience to prospective/pending community college transfer students. While undergraduate research will be the primary high impact practice, students who participate in this experience will also be able to participate in: service-learning, collaborative learning, common intellectual experiences and capstone projects. Students will be offered a stipend to participate, and 4-year and 2-year faculty will be compensated for the planning and implementation process which includes creating the experiences, marketing and recruiting the students and collecting summative artifacts upon completion of the

experience. Research experiences can be offered in diverse ways, including opportunities spanning one to four weeks.

3. Short Term Study Abroad: Incentivize more cross-institutional collaboration on short-term study abroad programs. Pair faculty from MACC schools with MICUA schools to co-develop and co-lead an experience, and co-enroll students. Many MICUA schools already offer a broad array of short-term study abroad opportunities that can be inclusive of MACC faculty and prospective transfer students from MACC schools. New collaborations for both domestic and international experiences can also be supported jointly between MICUA and MACC schools.
4. Study Abroad: Identify a MICUA school as a host institution for study abroad for community college students throughout the State. The host institution would articulate the credits, which would transfer to any MICUA institution. Additionally, create a database or website that markets study abroad opportunities that are open to community college students (with access to financial aid support). The database could also list all available federal and State grants and scholarships
5. Diversity and Global Learning: Design a centralized, multi-access point for virtual courses and/or domestic experiential learning opportunities that could be marketed to prospective transfer students; open these experiences and courses to more students from multiple institutions to increase exposure to internationalized curriculum and topics/experiences that interact with non-Western/diverse communities.
6. First Year Transfer Experience: Students need to see the transfer possibilities available and a barrier for many is money. Taking time away from work to tour potential transfer institutions is not always possible. By offering one-day retreats, students can participate in transfer events and receive an incentive for their participation. Students will sign-up in advance of the summer retreat and will be assigned a transfer mentor. Community colleges will offer a transfer mentor and transportation for the day, if needed.

## **SECURITY**

Consistent with their charge, the Security subgroup recommended a Table of Services be included in a larger online “Transfer Portal”. This portal would include information on the transfer process and where to go for further information on specific schools.

Among the academic resources the subgroup suggested including on the Table of Services to include the following: tutoring, academic counseling and advising, textbook and supplies, and clear information regarding tuition costs, scholarships, and the transferability of courses. Many of these services present challenges for non-transfer students already at the institutions, so services should extend to all eligible students at the institution.

### Tutoring

Because of a variety of circumstances, many college students come under-prepared for the rigor of college-level academics. Often, students are reluctant to ask for help, particularly from instructors. Peer tutoring has become an effective best-practice on many, if not most college campuses, with the purpose of supporting students who struggle academically. The subgroup recommends that each of the colleges and universities in the consortium invest in, or increase their investment in, free peer tutoring that includes well-trained student tutors (College Reading and Learning Association (CRLA) certified would be a preference) who are either paid a wage or earn college credit of some sort for their work. Service-learning credit is also an option. Tutoring centers, which are available on all MICUA campuses, should provide drop-in and by appointment options, and both in person and online modalities should be offered. Where institutions offer extensive evening and/or weekend programs, tutoring should be available during those extended hours.

### Academic Counseling and Advising

MICUA colleges offer different support services, including advising, academic coaching, and counseling. Differences in language, professional titles, and responsibilities can be confusing to students. What is clear is that students want and need such wrap-around support structures. Therefore, the subgroup recommends that colleges, where possible, utilize common, consistent language across the consortia (e.g., academic

advisors, counselors, success coaches) so that when students transfer, they already understand the resources available to them. As such, consortia institutions must provide clear delineation of roles and responsibilities of support positions so that students may easily identify whom to talk to about particular matters. Finally, the colleges should ensure that advising, coaching, and counseling are readily and conveniently available to all students, including online students and those who take courses during extended evening and weekend hours of operation.

### Textbooks and Supplies

The cost of textbooks and other course supplies are becoming very expensive, with some materials costing several hundred dollars per course. These expenses can create barriers to students' abilities to procure required materials before the semester begins, especially if financial aid is not distributed until later in the semester. Student success is dependent on the ability of every student to obtain required course materials before classes begin. Hence, the subgroup recommends that institutions consider open-sourced materials to reduce costs; participate in publishers' subscription service plans; and revise financial aid policies and practices, where necessary, to support students using aid to purchase/rent course materials prior to the start of classes. It is also recommended, as elsewhere, that institutions consider creating emergency funds for students who cannot otherwise afford their course materials.

### Clear, Transparent, and Easy to Find Information

Major barriers to college attendance can include: cost of attendance, availability of scholarships, and the transferability of course credits from one college to another. This information is not always easy to identify on college websites. Prospective students should be able to make well-informed decisions regarding college application and attendance. As recommended by other subgroups, the Security subgroup concurs that a comprehensive webpage or portal be developed as a mechanism to convey the total cost of attendance and the availability of scholarships with easy access to scholarship applications, where applicable. Further, as one of the primary goals of the consortia, colleges should implement a common crosswalk of course transferability among member institutions, and this information should be easily identifiable on college websites.

Among the resources intended to address personal challenges transfer students might have, the subgroup addressed the following: financial challenges, transportation, child care, medical and counseling support, technology, social integration, and navigational guidance.

### Financial Challenges

After evaluating all of the personal challenges for some community colleges and independent institutions in the State of Maryland, financial challenges were a significant burden impacting the transfer process. Some of the financial challenges include: outstanding tuition costs, rent expenses, food costs, and other miscellaneous expenses. The fees to cover these unresolved expenses varied based on the individual circumstances of the student. The Security subgroup recommends the establishment of an emergency fund to mitigate the financial challenges of students transferring between independent and community colleges. An emergency fund would allow students to obtain additional financial support for the financial challenges mentioned above.

### Transportation

Transportation was another personal challenge impacting students transferring between community colleges and independent institutions. Institutions located in rural communities endured the challenge of students having an inability to commute to and from campus for classes. Institutions located in urban or suburban communities endured transportation challenges for students travelling off campus for co-curricular or extra-curricular activities. Therefore, the subgroup recommends partnerships with local or regional public transportation companies to mitigate the transportation challenges for transfer students. For institutions that do not have public transportation options in their region, there will need to be partnerships with private transportation companies.



### Child Care

One of the more challenging barriers for students transferring between independent institutions and community colleges was obtaining day care services. Some of the challenges were related to expenses or acquiring a reliable provider. To address this challenge, the subgroup recommends the development of an on-site day care service for students transferring between independent and community colleges. For institutions that do not have the resources to develop an on-site facility, the Security subgroup is recommending partnerships with local day care providers to offer substantial discounts or vouchers for students.

### Medical and Counseling Support

One of the more complex barriers for students transferring between independent and community colleges was securing adequate medical and counseling support. The insurance coverage available to some students may not be accepted by health care providers, or some students cannot afford the services of the health care providers. Accordingly, the subgroup recommends the development of on-site health and counseling services for students transferring between independent institutions and community colleges. For institutions that do not have the resources to develop on-site facilities, the subgroup recommends partnerships with local health care providers to offer medical and counseling services to students.

### Technology

Technology was another challenge identified for students transferring between independent institutions and community colleges. Access to WiFi services and obtaining word processing software were significant barriers for transfer students. Therefore, the subgroup recommends a technology loan program for students transferring between independent and community colleges. Wireless routers and word processing software would need to be available to students through the loan program.

### Social Integration

One of the more nuanced challenges for students was the social acclimation to the succeeding community college or independent institution. Transfer students are often challenged to become fully engaged on campus and connect with other peers. Hence, the subgroup recommends establishing a transfer student organization at independent institutions and community colleges. The transfer student organization would help students acclimate socially to the new campus and serve as an additional resource for transfer students.

### Navigational Guidance

Transfer students express a lack of understanding with trying to navigate all the unique systems of community colleges and independent institutions. Some of the systems students had trouble navigating were: financial systems, registration systems, and academic support systems. To assist with this challenge, the subgroup recommends development of a comprehensive transfer website or portal for students transferring between Maryland independent and community colleges. In addition to a transfer website, the subgroup recommends the development of point-of-contact (POC) professionals at each institution for transfer students.

## Evaluation of Planning Grant Deliverables

NARRATIVE DESCRIPTION	DELIVERABLE (PROPOSED ACTIONS)	DELIVERABLES (ACTUAL ACTIONS)
<p>Empanel a <b>statewide transfer consortium</b> between MICUA and MACC institutions. Representatives will include one administrator from each school contributing to the grant proposal. Monthly meetings will ensure ongoing collaboration and project momentum.</p>	<p>MICUA/MACC Consortium and leadership team will be confirmed. Meeting minutes and monthly reports will be provided.</p>	<p><b>ACHIEVED</b> A collaborative MICUA/MACC Consortium leadership team was formed. The team met quarterly and shared progress on the working groups. Minutes of the meetings were distributed to all members of the Consortium leadership team. Materials were also posted to a OneDrive folder accessible to all members of the leadership team.</p>
<p>Create four <b>operational working groups</b>, each targeting a specific outcome supporting transfer student success. Action plans for each group will serve as the framework for the implementation grant; groups will report to consortium leadership.</p>	<p>Four strategic working groups will present action plans to address transfer simplicity, student success, scholarly pathways, and security.</p>	<p><b>ACHIEVED</b> Four strategic working groups were formed to address the strategic areas for transfer: simplicity, success, scholarly pathways, and security.  Each working group maintained a OneDrive folder accessible to all members of the working group.</p>
<p>Construct a <b>data warehouse and reporting platform for transfer student outcomes</b>. This will support data-informed decision making across member institutions and provide distinct visibility over community college transfer student outcomes.</p>	<p>Data warehouse will be constructed, and standardized reporting functions enabled; IR teams will be mobilized.</p>	<p><b>REPLACED</b> When the planning grant proposal was written, the role of Ithaca S+R was not known. Institutional Researchers at the MICUA institutions have engaged with Ithaca S+R to review baseline transfer reports and to provide feedback on data collection templates.</p>
<p>Facilitate analysis of the usability, functionality, and transparency of the <b>new Quottly system</b> of articulation through student and transfer-focused faculty and staff surveys, solicited feedback, and fall enrollment data.</p>	<p>Analysis of the Quottly system of articulation will be completed.</p>	<p><b>DEFERRED</b> Due to delays in implementation of the system, analysis of the Quottly system of articulation was delayed. The analysis could be completed in the implementation phase.</p>

## Evaluation of Planning Grant Outcomes

DESCRIPTION OF OUTCOMES (WHAT WE WANT TO ACHIEVE AT THE END OF THE PLANNING GRANT)	QUANTITATIVE INDICATOR OF SUCCESS (PROPOSED)	QUANTITATIVE INDICATOR OF SUCCESS (ACTUAL)
Collaborative and sustained efforts on behalf of MICUA institutions to expand transfer student pathways to the liberal arts.	Four specific and targeted action plans developed by each working group seeking specific, measurable outcomes.	<b>ACHIEVED</b> Each working group developed a plan with achievable, measurable outcomes.
Broader visibility of transfer student metrics across MICUA/MACC institutions to inform decision making.	100% of member schools will have access to the data warehouse and will have issued feedback on its structure and utility.	<b>ACHIEVED</b> 100% of member MICUA schools received both collective and individual data reports from ITHAKA S+R and issued feedback. A data template was also created.
Strong support from administrators and advancement personnel at MICUA schools for the implementation grant.	At least 10 of 13 MICUA member schools will support the goals of the proposed implementation grant.	<b>ACHIEVED</b> MICUA member school participation was decreased to 10 schools, but the Consortium leadership of all 10 schools has supported the working groups.

## Project Budget

The \$50,000 awarded in Teagle grant funding was used primarily to compensate members of the subgroups and co-PIs during this planning period. Other anticipated budgeted items identified in the original proposal such as the development of the data warehouse (replaced by Ithaka S+R) and analysis of Quottly (deferred implementation) were not disbursed. The summary breakdown of expenses include:

Teagle Planning Grant Budget			
Budget Item	AVDF/Teagle Request	<i>AVDF/Teagle Actual</i>	Stipends awarded
Faculty stipends for planning grant (16 stipends/\$2000 each)	\$32,000.00	\$32,000.00	\$32,000.00
Workgroup participant stipends for implementation grant preparation (7 stipends/\$2,000 each)	\$14,000.00	\$14,000.00	\$14,000.00
MACC and MICUA school-based Co-PI stipends	\$4,000.00	\$4,000.00	\$4,000.00
<b>Total</b>		<b>\$50,000.00</b>	<b>\$50,000.00</b>

All planning grant funds were distributed by the end of July, leaving a zero balance of the initial funds awarded.

## **Summary and Next Steps**

As reflected in their recommendations above, each subgroup provided a rich and thoughtful array of recommendations for consideration. The grant co-PIs and leadership consortium felt strongly that all their recommendations should be archived in this comprehensive report as a reflection of the impressive scope of this first-of-its-kind statewide collaboration. Capturing these innovative ideas and memorializing them in this report will help guide future collaborations across MICUA and MACC schools that will undoubtedly benefit Maryland's transfer students.

Distilling these recommendations into targeted, measurable and achievable goals for the forthcoming implementation grant was facilitated by the collaboration among working groups who began to see consistent themes emerging throughout their work. These themes will serve as the foundation for the implementation grant proposal and will include the following initiatives:

- **Personnel** – Hire a staff person/salaried position to serve as project manager and help oversee implementation. Possible job description template was provided in the Success working group final report. This position would focus on “meta” level transfer efforts vs. the individual institutional level. It will be necessary to clarify the project(s) they will actually manage across all participating institutions. Facilitating the initiatives listed below will be necessary. Fundraising through grants and foundations will be an expectation of this position.
- **Annual summit/symposium/meeting** — Convene an annual summit to join MACC and MICUA faculty/administrators/students. The goal of the summit will be to connect, review/update curricula, discuss best practices for transfer student success, and present annual transfer student outcomes. Breakout sessions will specifically foster ongoing collaboration among MICUA and MACC faculty across specific high-transfer disciplines to ensure curriculum alignment and foster academic partnerships for both faculty and students.
- **Online transfer portal** — To promote transfer between MACC schools and MICUA schools, an online transfer portal will be designed and launched. This portal will be created using an external/outsourced partner, then managed and overseen by the project manager. The content of the portal will be directed at promoting and demystifying private/independent colleges (too far of a reach, too expensive, misperceptions, etc.), promoting the benefits of a liberal arts education, and clarifying the community college experience for those unaware of the strengths a community college education provides. In other words, the portal should promote both MICUA and MACC missions and outcomes.
- **High Impact Practices (HIP)** — Making HIPs accessible to transfer students will be a priority. Possibilities include collaborative research opportunities, study abroad, internships, and other HIP opportunities shared across MICUA and MACC institutions. Early promotion of such opportunities and available funding will be essential. This effort will help further expose MICUA schools as a feasible option for MACC students. Marketing and promotion of these opportunities early and often to MACC students will be achieved through the online transfer portal. Supporting MICUA and MACC faculty to design and co-teach HIP experiences will further elevate the partnership and thus fortify this pathway for transfer students.

The MACC and MICUA consortium leadership team, faculty, and staff are appreciative of the opportunity this grant afforded to collaborate on the exciting initiative to enhance transfer pathways between community colleges and the four-year independent institutions. We plan to submit an implementation proposal to describe how we will carry out the initiatives to benefit transfer students across our MACC/MICUA institutions.

## **Appendix A**

### **Member institutions of the Maryland Independent College and University Association (MICUA)**

Capitol Technology University \*  
Goucher College  
Hood College  
Johns Hopkins University \*  
Loyola University Maryland  
Maryland Institute College of Art  
McDaniel College  
Mount St. Mary's University  
Notre Dame of Maryland University  
St. Johns College\*  
Stevenson University  
Washington Adventist University  
Washington College

\* Not part of the proposed consortium

## **Appendix B**

### **Member institutions of the Maryland Association of Community Colleges (MACC)**

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