Creating Better Futures™
for African American Students

50 Years After the 1964 Civil Rights Act

Civil Rights Act Commemorative Coin

UNCF College Account Program (UCAP)

UNCF Better Futures™ PSA Campaign

UNCF Gates Millennium Scholars Program
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“Therefore, I’m asking your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want for ourselves; to give a chance for every child to be educated to the limit of his talents.”

—President John Fitzgerald Kennedy, civil rights address to the nation, June 11, 1963

“This Civil Rights Act is a challenge to all of us to go to work in our communities and our States, in our homes and in our hearts, to eliminate the last vestiges of injustice in our beloved country.”

—President Lyndon Baines Johnson, remarks upon signing the Civil Rights Act of 1964, July 2, 1964

INTRODUCTION

The U.S. Congress has commemorated 2014—the 50th anniversary of the passage of the landmark 1964 Civil Rights Act and the 70th anniversary of the founding of UNCF (the United Negro College Fund)—by directing the U.S. Mint to issue a silver dollar whose design celebrates the passage of the act and whose proceeds will be distributed to UNCF to support an initiative to help make the law’s guarantee of equality a reality for all Americans.

2014 is an important time to reflect on our nation’s racial, economic and educational progress and to re dedicate ourselves to continuing that progress. For fifty years after the law guaranteed equality, we still have much more work to do. A child born in a poor family who gets a college education, for example, has an 80 percent chance of escaping poverty; without a college degree, the same child’s chance of escape is just 55 percent. Yet our education system still struggles to provide access to quality education for students of diverse backgrounds, while the need for that education grows more essential each year.

With proceeds from sales of the 1964 Civil Rights Act Commemorative Coin, UNCF will invest in innovative initiatives to support the higher education of low-income students at our 37 member historically black colleges and universities and provide scholarships for minority students.

This compendium describes UNCF’s Civil Rights Act Commemorative Coin initiative. It also provides information on additional initiatives established by UNCF and its member Historically Black Colleges and Universities to create better futures for African American students in 2014 and beyond.
UNCF CIVIL RIGHTS ACT COMMEMORATIVE COIN

In Brief

In 2008, Congress designated UNCF as the beneficiary organization of revenues generated from the sale of the 1964 Civil Rights Act Commemorative Coin (“Coin”). Issued in 2014, the new Coin celebrates the 50-year anniversary of the signing of this landmark legislation. UNCF will use Coin proceeds to sustain and enhance the capacity of UNCF member institutions to address the needs of low-income students, and establish an endowed scholarship fund to support scholarships for minority students.

The Initiative

UNCF (the United Negro College Fund) serves students, communities and the nation by helping African Americans and other students of color go to and through college. For over 150 years, the primary mission of UNCF’s 37 member historically black colleges and universities (HBCUs) has been college access and success for primarily low-income, first-generation, African American students. Today, they enroll over 50,000 students and produce more than 8,000 graduates each year. More than three-fourths of these students are eligible for Pell Grants, with family incomes generally under $40,000. Research shows that HBCUs out-perform many larger and better-funded schools at graduating low-income students—the students the country most needs to have college degrees.

As the beneficiary organization of the 1964 Civil Rights Act Commemorative Coin Act that celebrates the 50-year anniversary of the signing of the landmark legislation, UNCF will use the surcharge revenue from the sale of up to 350,000 Coins for operating support, innovative initiatives and technology enhancement at its member HBCUs, and for scholarships and internships for minority students.

Up to $3.5 million could be generated for UNCF from Coin sales in calendar year 2014. These funds will be available to support UNCF member institution program initiatives in the 2014-15 and 2015-16 academic years.

Of these new resources, UNCF anticipates allocating the first $2 million to general operating support grants to its 37 member HBCUs in the 2014-15 academic year. This financial support is critical to sustain and increase UNCF member institutions’ exceptional production of college graduates from low-income families, who are first in their families to attend college and whose pre-college education has been inadequate. The funds would partially replace revenues lost due to automatic across-the-board cuts in federal grant programs, more restrictive Pell Grant eligibility rules and tougher eligibility criteria for Parent PLUS Loans implemented in 2011.

UNCF intends to allocate any Coin revenues in excess of $2 million—up to $1.5 million—to develop an Innovation Fund, which would incentivize innovative initiatives at UNCF member
institutions aimed at producing substantial advances in college retention and completion, and to support student scholarships and internships.

The Innovation Fund would provide grants to member institutions to pilot, implement, replicate and bring to scale promising and proven best practices focused on several priorities, including but not limited to:

- **Retention and Completion initiatives** to help low-income students persist and stay on track to graduation.

- **STEM initiatives** to position students for advanced study and careers in STEM fields.

- **Remediation and Developmental Education initiatives** to advance effective methods and models of assisting students who arrive at college without adequate academic preparation so that they can be successful at college-level coursework.

- **Technology initiatives**, including development of technology-based educational delivery methods that could speed time to degree and lower costs.

In addition, UNCF would use a portion of Coin proceeds to establish a new Endowed Scholarship Fund named after Congressman John Lewis, who is an original co-sponsor of the Coin legislation. Often called "one of the most courageous persons the Civil Rights Movement ever produced," John Lewis has dedicated his life to protecting human rights, securing civil liberties and building what he calls "The Beloved Community" in America.

UNCF research has documented that providing scholarship support to financially needy students enhances their ability to complete college. UNCF envisions that the new John Lewis Endowed Scholarship Fund would provide a continuing source of support for scholarships to minority students who have exhibited a strong commitment to community service and social change.

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1 Allen University, Benedict College, Bennett College, Bethune-Cookman University, Claflin University, Clark Atlanta University, Dillard University, Edward Waters College, Fisk University, Florida Memorial University, Huston-Tillotson University, Interdenominational Theological Center, Jarvis Christian College, Johnson C. Smith University, Lane College, LeMoyne-Owen College, Livingstone College, Miles College, Morehouse College, Morris College, Oakwood University, Paine College, Philander Smith College, Rust College, Saint Augustine’s University, Shaw University, Spelman College, Stillman College, Talladega College, Texas College, Tougaloo College, Tuskegee University, Virginia Union University, Voorhees College, Wilberforce University, Wiley College and Xavier University.

UNCF COLLEGE ACCOUNT PROGRAM (UCAP)

In Brief

The UNCF College Account Program (UCAP) is a custom-designed college savings and scholarship initiative for low-income students, conducted in partnership with Knowledge is Power Program (KIPP) charter schools and Citibank. Students with savings accounts in UCAP schools are prepared for and more confident about attending college than others.

The Initiative

The UCAP/Knowledge is Power Program (KIPP) College Account (KCA) Program is a custom-designed college savings and scholarship initiative, administered by UNCF (the United Negro College Fund), in partnership with Citibank and KIPP charter schools in five cities. Student and family contributions are matched by donor funds which, coupled with scholarships, lower the financial barriers to attend college and instill a sense of ownership over college preparation and planning. Over 8,000 students and families have enrolled since UCAP’s inception in 2010.

UCAP was launched in 2010 with a $7.5 million gift from the Citi Foundation and Citibank. With the gift, and subsequent support from the Citi Foundation, KIPP elementary, middle and high school charter school students receive $50 and an equal match when they open a college savings account. Their contributions are matched up to $250 per year. In addition, high school seniors are eligible to receive scholarships for up to five years, further mitigating unmet financial need experienced by low-income students. KIPP regional coordinators work with Citibank branch offices to host financial literacy workshops for families and “bank days” for students.

UCAP is a viable, practical and manageable option to save for a child's college education. The program encourages participants to take ownership of their educational futures by incentivizing them to plan, and teaches them how to prepare academically and financially for postsecondary education. UCAP is premised on research suggesting that a young person with a savings account in his/her name is seven times more likely to actually attend college, even after accounting for other variables such as income according to the Center for Social Development.  

Program Accomplishments as of October 31, 2013

- UCAP enrolled 8,205 students in Chicago, Houston, New York City, the San Francisco Bay Area, and Washington, DC over the life of the program — 2010 through 2013.

- $392,232 in private funds has been contributed by students and families.

- UCAP awarded a total of 144 competitive scholarships to 2012 and 2013 KIPP/KCA high school graduates; $2,500 per year for up to five years for each recipient.

- The program has reached a significant milestone of $1,136,349 in student contributions and matching funds.
Program Impact

An evaluation of the first two years of the program by researchers at Brandeis University found that:

- Students and parents in UCAP schools were significantly more likely to understand the college application process and ways in which to pay for college, and to have talked within their families about the college application and financing process.

- Students in UCAP schools were more confident about being able to navigate the application process than those in non-UCAP schools.

- Students and parents both reported that UCAP students had a better understanding of how to get ready for college and what to look for in a school.

- Students from UCAP high schools were significantly more likely to participate in college testing (SAT and ACT tests) than KIPP students in non-UCAP schools.

UNCF is continuing its evaluation of UCAP’s impact to further strengthen the program, to provide instruction to other college savings programs and to inform federal and state policy regarding children’s savings accounts and college financing.

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UNCF GATES MILLENNIUM SCHOLARS PROGRAM

In Brief

The Gates Millennium Scholars Program, which is administered by UNCF, provides significant college scholarships annually to over 1,000 high-achieving, low-income minority students. The GMS Program aims to educate a diverse new generation of leaders by expanding college opportunities and access with a suite academic, financial and personal supports.

The Initiative

The Gates Millennium Scholars (GMS) Program, established in 1999, is funded by a $1.6 billion grant from the Bill and Melinda Gates Foundation and administered by UNCF (the United Negro College Fund). The GMS Program provides scholarships to help high-achieving, low-income and minority students go to and through college. Its aim is to educate a diverse new generation of leaders by expanding college opportunities and access with a suite academic, financial and personal supports. The GMS scholarship addresses all unmet financial needs associated with the cost of earning a bachelor’s degree and master’s and doctoral degrees in specific disciplines for low-income students.

GMS Program awards over 1,000 scholarships each year in the average amount of $12,500 to each of its scholars. To apply for this scholarship, applicants must be a U.S. citizen, national or legal permanent resident who is of African American, American Indian/Alaska Native, Asian Pacific Islander or Hispanic American descent, be a first-time, full-time college attendee who is entering the freshman year, achieve a minimum 3.3 cumulative unweighted grade point average, demonstrate leadership abilities in nonacademic activities and be eligible to receive the federal Pell Grant award. Gates Millennium Scholars are a diverse population of students: 37% African American, 14% American Indian, 14% Asian Pacific Islander and 35% Hispanic American.

UNCF manages the GMS Program and partners with other student aid programs to recruit high-ability students. Since the program’s inception, the GMS program has accomplished notable outcomes for low-income, minority students’ access and success in achieving undergraduate and graduate degrees.

Program Accomplishments

GMS Program results demonstrate that students of color can not only compete, but also excel in education and in life if they are given an equal place at the starting line.

- Over 1,000 new students become Gates Millennium Scholars each year and 17,050 students have become scholars since year 2000.
- For the 2013 cohort, the median parental adjusted gross income is $30,562.
- The average first-year undergraduate student retention rate is 97.9%.
• Gates Millennium Scholars achieve a 90% college graduation rate compared to the 58% national average.

• 30% of Gates Millennium Scholars who graduate from undergraduate institutions matriculate into graduate school.

• Nearly 50% of Gates Millennium Scholar doctoral students earn degrees in STEM fields.

• Gates Millennium Scholars attend approximately 900 colleges and universities across the country, including highly competitive institutions such as the University of California, Harvard University, and the Massachusetts Institute of Technology.

**Top Ten Undergraduate Institutions for Academic Year 2013-2014 (Fall 2013)**

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<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Total # of Students</th>
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<tbody>
<tr>
<td>1</td>
<td>University of California-Berkeley</td>
<td>166</td>
</tr>
<tr>
<td>2</td>
<td>University of California-Los Angeles</td>
<td>153</td>
</tr>
<tr>
<td>3</td>
<td>University of Texas at Austin</td>
<td>126</td>
</tr>
<tr>
<td>4</td>
<td>Stanford University</td>
<td>95</td>
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<tr>
<td>5</td>
<td>Harvard University</td>
<td>86</td>
</tr>
<tr>
<td>6</td>
<td>Brown University</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>University of California-San Diego</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>University of Washington</td>
<td>58</td>
</tr>
<tr>
<td>9</td>
<td>Howard University</td>
<td>58</td>
</tr>
<tr>
<td>10</td>
<td>Massachusetts Institute of Technology</td>
<td>54</td>
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The greatest barrier to college access today is financial. Paying for higher education can seem nearly impossible for many low-income families especially as the cost of attendance continues to rise. The GMS program relieves students and families of the financial burden by rewarding academic excellence for students from low-income backgrounds.

In fact, we know that scholarships improve retention and graduation rates. UNCF scholarship aid was found to positively and significantly impact graduation from college. When controlling for student grade point average, the likelihood that a freshman who received $5,000 of UNCF support in 2006 would graduate increased by 7.35 percentage points. (Before controlling for GPA, the increase in the likelihood of graduating was nearly 9%).

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UNCF BETTER FUTURES PSA CAMPAIGN

In Brief

In June 2013, UNCF launched a new, nationwide Better Futures Public Service Announcement (PSA) campaign. The new campaign was unveiled at the U.S. Department of Education, with U.S. Secretary of Education Arne Duncan; Dr. Michael L. Lomax, UNCF President and CEO; and Vernon Jordan, former UNCF Executive Director.

The Initiative

Launched initially in 1972 with the motto, “A mind is a terrible thing to waste”®, UNCF (the United Negro College Fund) PSA campaign pioneered bringing to life the college aspirations of black students and the black community. The campaign, by focusing on the common good, was both historic and a groundbreaking call to action to support UNCF’s mission. The campaign slogan has remained unchanged for more than three decades and has become part of the American vernacular. According to a recent research study, 90% of survey respondents recognize the slogan.

To date, UNCF’s “A mind is a terrible thing to waste”® PSA campaign has helped to raise more than $3.6 billion and has helped more than 400,000 minority students to graduate from college. The new Better Futures campaign features the slogan, “A Mind is a Terrible Thing to Waste, But a Wonderful Thing to Invest In”®, building on the iconic phrase.

UNCF’s Better Futures PSA campaign will continue during 2014 to illustrate on a personal level how providing financial support for deserving students to go to college is a new kind of investment with a better kind of return. The Better Futures PSA campaign evolves the idea of “donating” to a far more powerful concept of investing in the future. Using a metaphor of investing in the stock market through “a stock for social change,” the PSAs feature students who have personally benefited from UNCF scholarships, sharing their stories of their educational aspirations. The PSAs showcase a “stock” that has a better return than simply money. The new creative marks a fundamental shift in the campaign’s mission of solely sending kids to college and focuses on a commitment to social change; that is, an investment in these students and their futures is an investment in a better future for everyone.

The real-life education success stories will not only raise money for low-income, minority students to attend college, but also set an example that, hopefully, will cause other young men and women to aspire to go to and through college. The students in the PSAs fully represent UNCF’s work getting students to and through college. They were recruited from all across the country:

- From UNCF member schools: Paine College, Johnson C. Smith University, Dillard University and St. Augustine’s University.

- From New York, Atlanta, Chicago, Detroit, New Orleans, Los Angeles and Cleveland.
• From some of UNCF’s key education partners—The Bill and Melinda Gates Foundation, Knowledge is Power Program/Fisher Family, Chicago Public Schools and Crenshaw High School in Los Angeles, CA.

The Better Futures PSA campaign was informed by research conducted by the Frederick D. Patterson Research Institute\(^1\), which found that UNCF scholarship aid positively and significantly impacted the chances of college graduation. When controlling for student grade point average (GPA), the likelihood that a freshman who received $5,000 of UNCF support in 2006 would graduate increased by 7.4 percentage points. (Before controlling for GPA, the increase in the likelihood of graduating was nearly 9%).

On November 20, 2013, global advertising agency Young & Rubicam (Y&R) received the Bronze Bell award for UNCF’s Better Futures PSA campaign at the Ad Council's 60th Annual Public Service Award Dinner. Y&R, whose partnership with UNCF goes back more than 40 years, has brought its iconic motto "A mind is a terrible thing to waste"\(^\circ\) into the 21st century with a compelling campaign of students telling their own stories that brings home the importance of making an investment in young people that will pay dividends in the future.

To date, UNCF’s Better Futures PSA campaign has received over 282 million TV impressions. Over 14.6 million radio impressions and 17.9 million billboard and outdoor media impressions across the country. The PSA placements have included Facebook, ESPN, TNT, TBS, The Tennis Channel, Fox News Channel, Essence and The New York Times. There have been over 2.8 billion social media impressions with roughly 9.9 million impressions on Twitter alone.

Last year, multi-Grammy Award recording artist Usher tweeted during the show reaching over 17 million people, “Let’s take time to give back and invest in better futures@UNCF”.

Moving forward, UNCF will use the Better Futures PSA campaign and the annual UNCF An Evening of Stars\(^\circ\) TV specials to reach tens of millions of Americans to change the narrative of African American education attainment from a story of despair to one of possibility. The overall objectives are to:

• Build awareness of the educational attainment crisis, cultivating college-going behaviors within the African American community and driving students to UNCF member institutions and to other HBCUs and institutions; and

• Leverage broad-based media platforms and publish research to highlight the current state of education and motivate African Americans to strive for college degree attainment.

UNCF Member Institutions’ Initiatives
BENEDICT COLLEGE FRESHMAN INSTITUTE

In Brief

Through academic and co-curricular activities, the Benedict College Freshman Institute seeks to engage students in intellectual, social, cultural and spiritual dimensions of learning while developing the academic and social skills needed to be successful in college.

The Initiative

Founded in 1870, Benedict College is a private, liberal arts institution located in Columbia, South Carolina. It has been ranked for the third consecutive year as one of the top baccalaureate colleges for creating social mobility for its students. Benedict College created the Freshman Institute to assist new students, especially first-generation, low-income students through the academic and social challenges of college life.

The Freshman Institute is a college-wide, comprehensive program designed to create an effective learning environment for first-year college students. By focusing on academic and non-academic behaviors, the Freshman Institute serves as the catalyst for enculturation and provides strategies, including curriculum reform, learning communities and other programs and activities, that are designed to guide first-time freshman students through a successful year of school.

All freshman students residing on campus are assigned to living and learning communities based on their academic majors and remain on academic teams receiving a broad set of supports from faculty, undergraduate teaching assistants, academic success coaches, student success trainers, learning specialists and peer tutors. The academic teams compete for individual and team recognition based on their academic performance.
Dillard University makes a coordinated effort to recruit, retain and graduate students from low-income or disadvantaged socio-economic backgrounds by providing a comprehensive set of academic and social supports. Dillard University’s initiatives, which combine Supplemental Instruction and Learning Communities, leverage pre-collegiate programs and personalize the undergraduate experience.

The Initiative

Founded in 1869 in New Orleans, Louisiana, Dillard University, a historically black university, serves the African American community by channeling its efforts on educating low-income, African American students and getting them through college. Dillard University has instituted a set of specialized programs beginning freshman year and extending the supports through graduation to help recruit and retain their students. A series of new and existing retention and recruitment programs that help Dillard University students succeed is described below.

Center for the First-Year Experience

The Center for the First-Year Experience (CFYE) is responsible for assisting first-year and new transfer students during their transition into Dillard University. Research validates that freshman year of college is the most critical to the overall retention and graduation rates of college students. To help students get through their freshman year, the CFYE has established a year-long set of supports that specifically prepare students to overcome academic expectations when they enter Dillard University. The program focuses on connecting students to academic personnel at the institution, addressing the common causes of attrition and providing continuity from recruitment through the sophomore year to ultimately enhance learning and increase student retention. The CFYE identifies specific at-risk factors and provides tailored interventions to address the needs of students, boost retention rates and graduate as many students as possible. In addition, the CFYE administers seminars that improve both soft and hard skills associated with success in college, such as time management, career exploration and effective communication. Students also enroll in a service-learning class that allows them to volunteer in the community.

Supplemental Instruction

Supplemental Instruction (SI) is an academic support model that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Initially, SI was piloted with Dillard University’s remedial math course; each semester, however, additional courses were added to the SI list. Dillard University students who participate in SI report enjoying their courses more and have higher rates of satisfaction on course evaluations than students who do not attend. Faculty who teach SI courses say their students are more prepared for class and their office hours are more productive. In the two-year pilot program, course
sections with SI had drop, fail and withdrawal rates 20% lower than sections without a SI program. Students who attended at least three SI sessions had grade point averages that were, on average, 0.54 quality points higher than their peers who did not attend. While this outcome may be attributable to self-selection, students also reported that they used strategies they gained from SI in their other courses.

**Learning Communities**
The primary functions of the Learning Community (LC) model are to ensure that students understand the academic expectations of the university, the requirements for degree completion and how to navigate the collegiate environment. All first-year students are placed in cohorts of 25 based on the student’s intended major and assigned a peer mentor that serves as a liaison between the first-year student and the administration. LCs offer an intimate environment for students to learn from each other and professional staff about how to succeed in college.

**Presidential SAFE (Student Aid For Financial Emergencies) Fund**
Dillard University has established the Walter M. Kimbrough SAFE Fund dedicated to providing emergency financial assistance to students to remain enrolled when unforeseen financial events occur. The university has a goal to raise $1 million in resources to support this initiative. The SAFE Fund, along with other university-based aid, will be central to helping students continue their college education. Thus far, 399 new and current students have been assisted through this effort.

**KIPP Foundation Partnership**
Dillard University seeks to recruit and enroll a number of qualified Knowledge Is Power Program (KIPP) alumni for the 2014-2015 academic year and each year thereafter, and to provide support to them throughout their time at Dillard University. The university will address the full financial need of the KIPP alumni through a combination of scholarships, grants and loans. Additionally, Dillard University will invite KIPP students to participate in its 8th Grade Initiative Program aimed at exposing students to Dillard University prior to high school.
Jarvis Christian College provides students with a series of academic support programs during their freshman year to help recruit and retain students. Through first-year seminars, summer enrichment programs and accelerated advising programs, Jarvis Christian College aims to equip low-income students with the experiences needed to excel in college.

During the summer between high school and college, JCC offers the Advanced Summer Enrichment Program (ASEP) to students, especially those with low ACT and SAT scores, to help prepare them for the rigors of college-level classes. In addition, JCC provides the Summer Science Academy, which exposes low-income students to the science, technology, engineering and mathematics (STEM) fields and helps them start earning college-level credits before the school year officially commences.

AVID, administered during the academic school year, is the primary student engagement and retention program that JCC operates. It places freshman students in a first-year experience seminar to help them meet JCC’s academic expectations. Additionally, AVID serves as a medium to assist students in understanding their responsibilities regarding financing their education, including repaying student loans. The Accelerated Advising Program is a component of AVID. This program pairs students based on grade point average and academic performance, while faculty provide students with tailored academic advising and mentoring throughout their first-year. These programs help retention efforts as students adjust to the college culture.

In addition, students are assigned to cohorts with advisors in Student Support Services. These groups meet weekly for group activities that teach skills, such as time management and effective communication. Academic advisors are responsible for students in small groups in order to better track student progress.
SPELMAN COLLEGE PRESIDENT’S SAFETY NET FUND

In Brief

In 2008, Spelman College launched the President’s Safety Net (PSN) initiative to ensure that students have the resources to persist and graduate from Spelman College when unexpected financial commitments arise. Spelman College is administering a new fundraising drive to secure $1 million to endow the PSN fund in perpetuity.

The Initiative

Founded in 1881, Spelman College is a historically black college and a global leader in the education of women of African descent located in Atlanta, Georgia. It is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical and leadership development of its students. Out of all Historically Black Colleges and Universities, Spelman College has the highest graduation rate at 77%. This is notable given that 93% of the students at Spelman College receive financial aid and nearly 50% of the students are eligible for Pell Grants. Nonetheless, data suggest that many of the students who leave Spelman College do so because they can no longer finance their education.

In 2008, Spelman College created the President’s Safety Net (PSN) fund to ensure that students affected by unforeseen financial circumstances had the resources to continue through school. This targeted effort was originally designed to help juniors and seniors who could no longer pay tuition with emergency scholarship aid. This was accomplished by identifying private donors willing to sponsor students whose needs typically ranged between $5,000 and $10,000 per student. Overall, Spelman College successfully raised more than $4 million for the PSN fund, making it possible for more than 1,000 students to complete their education. The PSN initiative provides annual support to an average of 150 students per year in need of emergency assistance. In 2013, PSN awarded $467,000 to 198 students. Spellman College will now seek new gifts to endow the PSN in perpetuity with a drive to secure $1 million, of which a $200,000 initial commitment has been made.

Scholarships are a crucial bridge to closing the gap between educational costs and unmet student need. Yet emergency aid has become a chronic issue for students who attend Spelman College. Low-income students are more likely than affluent students to be derailed by an unexpected family hardship, such as unemployment or family illness. They often need additional financial assistance in the latter years of their academic program as family resources run out. One solution is to ensure a permanent, reliable source of funding to meet these emergency needs.
WILEY COLLEGE
COMMUNICATE THROUGH DEBATE INITIATIVE

In Brief

Communicate Through Debate is a new initiative that develops critical thinking skills across all college disciplines by integrating argumentation and debate into academic subject areas. Communicate Through Debate begins with a freshman year seminar in every major and culminates each year with a campus-wide conference and debate tournament.

The Initiative

Founded in 1873, Wiley College is located on the west side of Marshall, Texas and holds the distinction as one of the oldest historically black colleges west of the Mississippi River. Wiley College has a successful record of debate with over 80 national awards and 16 national championships, winning its first national debate championship in 1935.

Communicate Through Debate is an innovative student retention initiative that begins during freshman year seminars and teaches fundamental argumentation and critical thinking skills. Research proves that debate improves literacy skills, increases student motivation and fosters intellectual curiosity needed to help students succeed in and out of the classroom. This program aims to improve cognitive performance as well as teamwork skills. More specifically, Communicate Through Debate places forensic specialists in classes to mentor faculty by modeling effective approaches and instructional methods that engage students and improve debate skills during class. In addition, students are mentored by experienced peers who are members of the Wiley College debate team.

Intended Student Learning Outcomes

- Compile and analyze empirical and expert evidence from diverse media to support a logical claim.
- Draw conclusions by evaluating an argument to determine the veracity of the evidence and the logic of the idea.
- Demonstrate knowledge and application of a well-formulated argument that used evidence to support a position.
- Recognize opposing viewpoints and utilize research evidence to champion their position through the exchange of verbal questions and answers.

The program will ensure that students at every level receive the training and mentoring needed to meet all intended student learning outcomes.