

Michigan Community Colleges

2004-05 At-Risk Student Success Program

Grant Expenditures and Program Summaries

January 2006



Michigan Department of Labor & Economic Growth
Bureau of Career Education
Office of Postsecondary Services
201 N. Washington Square
Lansing, MI 48913
(517) 373-3360

**STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
P.A. 358 of 2004**

SUMMARY REPORT
October 1, 2004 – September 30, 2005

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$3,322,500.00
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$3,026,308.35
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$296,191.65
Amount of Grant Funds Underspent	\$.00
2. At-Risk Students Served (Unduplicated Count)	54,900

SUBMITTING EDUCATIONAL AGENCY	College Alpena Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$72300
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$72300
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	190
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>The At-Risk Program works in conjunction with two other programs at ACC, the Vocational Support Services & the Student Support Services programs.</p> <p>Opportunities to participate in specialized workshops were available to students. Workshops included, but were not limited to, career exploration; learning styles assessment; time management & stress reduction; financial aid; transfer assistance & workshops designed to assist students with the college paper writing process. Supplemental materials were made available to students in psychology, math & English courses. Students with documented disabilities received appropriate accommodation services through The Learning Center.</p>

The COMPASS (ACT) placement testing process was initiated in Fall 1997 to facilitate the appropriate placement of students in math & English coursework.

Alpena Community College annually evaluates services to students who are considered At-Risk. This assessment encompasses evaluation of services to students, methods of identifying At-Risk students & regular review of developmental courses. Recommendations for improvements of delivery of services are derived from the above & implemented with the students' needs in mind.

SUBMITTING EDUCATIONAL AGENCY	College Bay de Noc Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$83900
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$83900
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	640
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>During the 2004-2005 year Bay de Noc community College utilized At-Risk funding to provide small classes for developmental language and writing instruction. Two additional services we were able to provide were placement testing using a nationally-standardized on-line placement test (COMPASS) and the MOIS occupational information service for student career education. Each of these gave us the opportunity to provide extra support services to these students and enhance their opportunity for success in their college classes.</p> <p>Accomplishments were better placement of at-risk students in the appropriate classes, more individual instructor attention to at-risk students due to small class size, and more evidence-based information for career-guidance services to at-risk students.</p>

SUBMITTING EDUCATIONAL AGENCY	College Delta College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$99700
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$89767
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$9933
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	2,254
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Delta College's At-Risk Program consists of a number of student support initiatives that are intended to provide the additional support necessary to retain at-risk students, assist them to achieve academic success, and complete their educational goals. Students are identified as at-risk by their COMPASS scores (incoming assessment test) and/or their academic performance in the classroom. Incoming students scoring in the nonprepared or underprepared ranges on the COMPASS assessment test, or whose academic performance in class indicates they could benefit from additional academic support are referred to the At-Risk Program staff for supplemental services.</p> <p>The At-Risk Program staff provides at-risk students with supplemental advisement, support, and follow-up, and act as "broker" of campus-based and community services. Delta College's At-Risk Program is staffed by an Advisor (M. Carter) and a Student Development Specialist (S. Chandran; responsible for coordinating support services through the Teaching/Learning Center).</p>

In addition, students with learning disabilities are referred to the Director of Disability Services (M. Cooper, institutional resource). A partnership has been established with local agencies to effectively serve adult basic education students, and At-Risk Program staff refers at-risk students to external organizations to obtain services that are not provided by Delta College.

The At-Risk Program staff also contact students who could benefit from additional support by sending letters detailing the Program's services. Staff assists students through the development of foundational (developmental education) courses, Student Success courses and seminars, and act as a faculty resource. The At-Risk Program staff work with students to develop educational plans that may include a referral to the Teaching/Learning Center (TLC) and/or to Disability Services. During 2004-05, a total of 191 (unduplicated) students received supplemental support services from the At-Risk Program Advisor (M. Carter).

Delta College students who fall below a "C/2.0" grade point average are placed on "Academic Caution" and are required to meet with a counselor prior to enrolling in any future classes. An Academic Service Plan is developed with the student that includes continued follow-up with the counselor who provides advisement for the following semester.

Through the Teaching/Learning Center, at-risk students receive assistance through the following services:

Plato: Students requiring a refresher course in Math, Reading, or Writing Skills are assisted by the Plato software program. Studies have shown that students completing the entire tutorial have increased COMPASS scores. During 2004-05, a total of 52 (unduplicated) at-risk students used Plato.

Productivity Environmental Preference Survey (PEPS): PEPS is administered to some at-risk students to determine and review their learning styles. Following the administration, staff explains the outcomes to students and provides suggestions for improving their study strategies. During 2004-05, a total of 222 (unduplicated) at-risk students participated in the Productivity Environmental Preference Survey.

Tutoring: Tutoring at the TLC is offered on a walk-in basis. This model is relatively unique but has tremendous benefit with regard to the number of students who can be served. Each tutor is trained to work with a number of students at the same time, thereby gaining higher work effectiveness and cost efficiencies. Student usage of the tutoring program continues to increase each year, especially in the number of visits and contact hours, which are indicators that students find value in the services offered. During 2004-05, a total of 974 (unduplicated) at-risk students received tutoring.

Structured Learning Assistance (SLA): This program is designed to serve students in the first level developmental courses in English and Math. Faculty teaching these developmental courses have the option of requesting a Structured Learning Assistant or a Peer Mentor to offer supplemental sessions and tutoring with students in addition to class time. Workshops are also built into the student schedule, and students are required to attend these workshops if their grades fall below a C/2.0 level. An ongoing study has shown that students attending 5 or more SLA workshops have a higher grade point average than students attending fewer workshops (or none at all). During 2004-05, a total of 684 (unduplicated) at-risk students received Structured Learning Assistance services.

Study Groups: The Math and Nursing faculty introduced the Study Groups to improve the academic success of their students. Other disciplines within the College are also initiating Study Groups, as data indicates that participating students have both increased retention (within courses) and grade point averages. The participating faculty identify the classes and the students

register for services at the Teaching/Learning Center. Trained and certified tutors are available to facilitate the Study Groups and to assist students. During 2004-05, a total of 108 (unduplicated) at-risk students participated in Study Groups.

Athletic Program: All incoming student athletes are required to attend weekly study sessions conducted in the Teaching/Learning Center. The study sessions are facilitated by a qualified tutor who has been certified by the Teaching/Learning Center. The Athletic Monitoring program regularly communicates with faculty to confirm the student's academic progress. This progress report includes both academic progress and attendance. Athletes who do not attend the weekly study sessions can be suspended from participating in their sport. During 2004-05, a total of 23 student athletes participated.

In summary, during the 2004-05 fiscal year, a total of 2,254 unduplicated at-risk students received supplemental support services from Delta College's At-Risk Program. The At-Risk funding received from the State of Michigan has provided Delta College with the opportunity to provide additional academic support services to assist academically at-risk students to improve their academic achievement (grade point average) and retention both within and between semesters.

SUBMITTING EDUCATIONAL AGENCY	College Glen Oaks Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$125600
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$125600
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	449
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>At-Risk grant funds were used to assist at-risk students, providing them with counseling/advising services during the time they were enrolled at the College.</p>

SUBMITTING EDUCATIONAL AGENCY	College Gogebic Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$70700
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$70700
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	653
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>At-Risk students at Gogebic Community College are first identified through the admissions process, through direct student services staff contacts, through self-identification, and through faculty referral. Those students identified as At-Risk during the admission and orientation phases are provided with supplemental intensive advising services. These advisors spend considerable time working with new At-Risk students assessing their skills and interests, developing academic and career goals, and arranging specialized service opportunities, including tutoring and accommodations for special learning needs. Follow-up appointments are also provided as the academic year proceeds. Once these students have experienced academic success, they are generally assigned to a</p>
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regular faculty member for academic advising in their field of study, although some students are retained by specialty advisors if ongoing supports are indicated.

As the academic year progresses, faculty members also identify At-Risk students and refer them to Student Services and the At Risk program for intervention. These students are asked to meet with one of the specialty advisors and identify/review their barriers to success, obtain academic and/or counseling support, reassess their course load, and review/establish academic and career goals (both long and short term).

Funding through the At-Risk allocation also provides peer tutors for At-Risk students in most subject areas on campus. Tutoring is provided in both individual and group sessions.

In 2004-05 special focus continued to be placed on enhancing services to students attending courses at the Houghton/Hancock off-campus site serving students across the Copper Country. Services included assessment of basic academic skills followed by sessions with an academic advisor either in the home community or through telephone and e-mail contact.

Once again, we appreciate the supporting resource base this allocation provides, helping the college engage our high-risk student population with meaningful intervention thereby enhancing the rates of student success.

SUBMITTING EDUCATIONAL AGENCY	College Grand Rapids Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$111500
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$110626
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$874
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	7758
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>We have made continuous and quality improvements by redesigning and opening the new Enrollment Center. At risk student both new and returning typically decide late and need assistance to continue their education. Funding has assisted in providing staffing for this area to provide personalized assistance in person, over the phone and on line. The approach in the center is to break down the barriers and assist students in navigating the education processes successfully.</p> <p>We relocated our one on one tutorial program to the campus library providing an improved learning environment. It made a direct & convenient connect with the library staff and resources for students enrolled in at risk courses and</p>
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seeking academic support. We have changed and improved our tutorial training program and continue to dedicate funding to provide the necessary academic support assistance to meet our at risk students need. This support contributes to their success in completing college level classes and retention at the college. We continued to fund and support our student book loan program; staff learning with an emphasis on learning styles, retention and at risk factors; pre and post assessments in at risk classes, and assessments for course placement.

SUBMITTING EDUCATIONAL AGENCY	College Henry Ford Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$146000
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$146000
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	7,932
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>The At-Risk Program served a total of 7,932 students through the Learning Lab, Assisted Learning Services Office, English as a second language, students on academic probation and students enrolled in developmental classes. All new students are required to complete the English and math placement tests prior to enrolling in classes. They are also administered the MOIS Structured Search. After testing, the students meet with a counselor to go over their test results and discuss their educational and career goals. If developmental classes are required, the counselor outlines the sequence the student will be required to follow.</p> <p>At-risk students who have a learning disability must make an appointment with</p>

the counselor assigned to the Assisted Learning Services Office (ALS) in order to receive the appropriate accommodations. The counselor meets with the student to determine what specific accommodations the student will require to be successful in their course work.

Tutorial services provided through the ALS office have produced a 76% success rate (C or higher) for students who attended the tutorial sessions.

Students on academic probation/dismissal are required to see a counselor prior to enrolling. This process was suspended while the new software system (Datatel) was being installed. The process was reinstated beginning with the Fall 2005 semester registration.

SUBMITTING EDUCATIONAL AGENCY	College Jackson Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$98100
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$98100
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	1518
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<p>3. Summary of Accomplishments (Please be brief.)</p> <ul style="list-style-type: none"> •Implemented the formal policies of the Academic Council: <ul style="list-style-type: none"> o Mandatory Assessment – all new students must have assessment information such as prior successful college course work, ACT or SAT scores, or placement scores. o Mandatory Placement – all students must meet pre-requisite standards for courses including appropriate developmental education courses or equivalent placement scores. o Academic Probation – students with a GPA of less than 2.0 must consult with an academic advisor to enroll in the next semester •Implemented the administrative policy of Participation. Students receiving an
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interim grade of 'H' are offered assistance by the Center for Student Success. Interim grades are assigned at approximately weeks two, four and eight. This system augments the Early Warning system.

- Added one credit hour to each developmental education courses to increase the instructional contact time for high risk students and to incorporate instruction for study strategies (changing developmental writing, reading, and the first level of developmental math courses from three to four credits).
- Increased the number of faculty available to assist students at the Center for Student Success (CSS) to two full-time and four part-time faculty.
- Provided increased professional development for faculty with instructional skills workshops, participation in the state Michigan Developmental Education Consortium (MDEC) board and conference, and college professional developmental days.
- Implemented weekly Student Success seminars.
- Increased visibility of CSS services by providing a faculty newsletter each semester, visiting classes to promote services, and providing direct assistance during developmental writing classes.

Tutoring 03/04 Academic Year Only 04/FL

Pass Rate of Students

Receiving Tutoring 63% 84%

Total Number served 316 382 new students

(Total: 914 students)

- Developmental students who enroll in DE reading and writing courses had a retention rate of 73 and 77 percent respectively, higher than the institutional rate of 68%.

SUBMITTING EDUCATIONAL AGENCY	College Kalamazoo Valley Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$93800
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$93800
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	1304
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Students entering Kalamazoo Valley Community College have been assessed in reading, writing, and math skills (COMPASS), and they have participated in orientation sessions. Assessment results have been reviewed with academic counselors, and students have been advised and registered for courses within their chosen curricula, including as necessary, developmental/transitional classes in reading, writing, math, and study skills.</p> <p>Full time professionals, as well as formally-trained (CRLA certified), part-time tutors have provided academic assistance for students as additional help was needed with class assignments.</p> <p>Additionally, as students have needed specific services to support their</p>
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instructional experiences, a broad range of opportunities has been provided, such as special services (interpreters, adaptive equipment, etc.), financial aid, counseling, social organizations, athletic and cultural activities.

Student usage of PLATO, a computer-based tutorial program, has continued to increase and faculty continue to develop modules to integrate the software lessons into developmental courses.

A number of 14-week developmental courses have been built into the class schedule for each term so that at-risk students registering late (in a 16 week semester) do not have to enter classes after missing some of the initial sessions.

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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$146000
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$146000
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	2259
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Kellogg Community College (KCC) academic advisors identified at risk students and set up a support system to help them succeed. Academic advisors reviewed COMPASS, ASSET and ACT placement test scores in English, reading, and math with students during the intake interview. Sometimes academic advisors needed to advise students to commit a semester to academic skills building in the KCC developmental program before beginning college-level work or to take a combination of developmental courses along with college-level courses. The academic advisors referred many at risk students and students with disabilities to the Special Populations program, the Student Support Services program, or the Tutoring Coordinator for academic assistance</p>
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and/or academic accommodations. They also referred students to the Financial Aid Office and/or the Special Populations program for financial assistance. KCC academic advisors prepared educational plans for at risk students so they could see the courses needed to meet their career and academic goals. For those at risk students who are undecided about their goals, the academic advisors assisted them in understanding their work values, exploring career clusters, researching particular careers, and deciding upon a career direction.

This year the at risk funds were spent to support direct services to at risk students by covering a portion of the salaries of the testing and assessment director and secretary, academic paraprofessionals, and academic advisors.

SUBMITTING EDUCATIONAL AGENCY	College Kirtland Community College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$133000
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$133000
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	736
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Writing Center: Students were helped through a writing course that provided intensive individualized help with sentence structure, punctuation and grammar. Another course, Writing Mechanics, helped students with special needs to make the transition between Basic Writing and English Composition I. Also, informal help was provided on a drop-in basis.</p> <p>Developmental Reading: Students were helped in two developmental reading courses, Basic Reading and College Reading, through interactive classroom instruction involving students with each other and with the instructor. In the lab, students used a computer program to study details, main idea, sequence,</p>
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inference, and vocabulary. Personal attention was given by instructors and paraprofessionals to help each student reach his/her own maximum potential.

Counseling: The director of counseling and the counseling staff provided personal, career, and academic counseling and the developmental counselor advised all students whose placement reading level was Basic Reading. The developmental counselor administered career assessment inventories for these students, monitored their progress, met with them throughout the semester, and continued to advise them until they completed two of the developmental courses.

SUBMITTING EDUCATIONAL AGENCY	College Lake Michigan College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$155000
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$126927
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$28073
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	2830
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>At Lake Michigan College, all placement and exit testing for developmental courses is funded through the At-Risk grant. Grant funds are used to fund the part-time Assessment Coordinator position and to pay for Compass test units and license fees. In 2004-2005, monies were used to provide increased assessment services, including computer adaptive testing for ESL students and increased testing in area high schools using Compass Internet. Computer equipment in the Assessment Center was also upgraded using grant funds.</p> <p>The At-Risk grant also funds the part-time Learning Assistance Coordinator</p>
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position and tutoring for at-risk students at all campus sites. Tutoring is available through the Learning Assistance Center for individuals or small groups by appointment or during walk-in hours, and for all developmental courses that meet in our Math, Reading, and Writing Centers. In 2005, a new walk-in tutoring schedule was implemented to encourage greater utilization of the Learning Assistance and Math Centers and facilitate peer-to-peer interaction outside of the classroom.

Developmental courses use Plato software to supplement instruction, and At-Risk funds were used for license renewal and service contracts. In 2004-2005, a Plato training workshop more than doubled instructor use of Plato in writing classes. Computer hardware in the Reading Center was upgraded using grant funds.

Professional development activities for Transitional Studies faculty and staff included an on-site Plato training workshop and attendance at state and national conferences.

An At-Risk counselor was originally shared with the Student Support Services program. The position was vacant for most of the grant year.

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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$142600
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$142600
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	4829
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Lansing Community College provides comprehensive support services for Developmental, English as a Second Language, and Learning Disabled students to increase retention and student success. The At-Risk counselors provide academic, personal, and career counseling and advising to students who meet the grant criteria. Intensive outreach to this population is ongoing, through student contacts, classroom presentations, and collaborative meetings with ESL, Language, and Math Skills department faculty and administrators. The At-Risk Grant counselors provided intensive Student Success Presentations and</p>
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counseling and advising for new student Orientation. Ongoing student follow-up to monitor student success continues to be the foundation for counseling services with this population.

During the grant year, the At-Risk counselors continued the Program Assisting Student Success (P.A.S.S.) to support the At-Risk student population. P.A.S.S. provides intensive outreach and comprehensive support services to these students. P.A.S.S. brochures and student calendars/planners were distributed. Counseling-based outreach modules were presented to Developmental Classrooms that cover topics including: Support Service Overview, Believing in Oneself, Stress Management, Choosing Success in College, Goal Setting, Learning Styles, Study Skills, Test Anxiety, Time Management, Semester Survival Skills, and Choosing a Career. In addition, the At-Risk counselors gave presentations to Developmental Course Faculty about the P.A.S.S. program to increase awareness of available support services. Faculty in the developmental courses has relied heavily on the intervention of the At-Risk Counselors this year to address behavioral issues as well as mental health concerns with this At-Risk population.

The numbers of students served have been adversely affected this year because the college converted to a new computerized student system. This new student system has not connected well with the previous student system, making it difficult to accurately capture the number of students served. The Information Services and College Development (ISCD) Department has worked to rectify this problem; however, it is aware that many students that were served could not be captured in the system count.

SUBMITTING EDUCATIONAL AGENCY	College Macomb Community College	
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	Title Interim Director of Counseling and Special Services	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$83600
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$83600
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	3,332
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>The At Risk program provides assistance to identified students which include: assessment, advising and counseling, course placement, career exploration, tutorial assistance, and other support services. Staff of the program work in conjunction with the Special Services program and the Learning Center to provide this full range of services.</p>
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SUBMITTING EDUCATIONAL AGENCY	College Mid Michigan Community College	
	Contact Person Gwladys Austin	
	Title Vice President	
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	E-Mail gaustin@midmich.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$126800
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$126800
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	1,469
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Serving the number of students needing remediation in reading, writing, and Math continues to be the primary challenge for the Academic Support Center. College assessment continues to show that, increasingly, students enter our college under-prepared for course work. This leaves the Academic Support Center (ASC) with the charge to prepare these students for college. The level of remediation needed cannot be achieved in a short period of time. In addition, more and more students requiring increasingly intense services than the ASC can accommodate are finding their way into the Center. This difficulty prompted the development of a Reading Policy, addressing students that read below a sixth grade level.</p>

Preparing remedial students for college is our primary ambition. As well, our enrollment growth continues to include students with diverse disabilities and deficiencies. Our Center in the Student Orientation and Readiness area (SOAR) continues to get busier, while, many times, the ASC on the Mt. Pleasant campus is over maximum capacity.

The curricula for remedial services continually evolve to bring these students along to college level. Our Math Lab classes have moved to a more student friendly format. Not only are students given the choice to take Math 101, 104, and 105 in an open lab setting, but they now have the opportunity to take these classes in two components with collaborative groups of 8 to 10 students. This new format will be evaluated, both in terms of course success and retention. Students continue to have access to individualized assistance with Math lab personnel and supplemental aides in the ASC.

English 056 and 057 continue with the small 8-12 student learning groups. These have been very successful. We are now in the process of tracking these students to monitor success and completion of higher English. Students have supplemental coursework in the ASC that builds on the classroom content.

English 101 is formatted with a capacity number of 18 in a class. Faculty is examining the outcomes for these groups to surmise whether the smaller classroom number lends itself to higher retention and success in this bridge class. In addition, English 101 students are required to work on assignments in the Academic Support Center as part of their course requirements.

Because of the lack of basic skill levels in several areas, the ASC offers several drop-in tutorial services: Math, Computer Sciences, and Accounting. The supplemental services area of the ASC also establishes individual tutoring as well as Supplemental Instruction in Biology, Anatomy and Physiology Chemistry, and Nursing.

SUBMITTING EDUCATIONAL AGENCY	College Monroe County Community College	
	Contact Person Dr. Cindy Riedel, Ed.D L.P.C.	
	Title Faculty Coordinator Learning Assistance Lab/ Disability Services	
	Telephone 734.384.4164	Fax 734.384.4192
	E-Mail criedel@monroeccc.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$91300
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$91300
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	538
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>At-Risk funds continued to provide individual tutoring, follow-up, and counseling for those students in the Developmental Courses and those with learning disabilities. An individualized improvement plan is constructed for each student when attendance or academic success may be in jeopardy. In addition, this funding provides the personnel and instructional materials for our academic orientation for first time enrollees at the College called, "First Steps".</p> <p>Without these funds some of these services could be "at-risk".</p>

SUBMITTING EDUCATIONAL AGENCY	College Montcalm Community College	
	Contact Person Dan Snook	
	Title Developmental Education Coordinator	
	Telephone (989)328-1282	Fax (989)328-2950
	E-Mail dans@montcalm.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$67200
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$57035.28
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$10164.72
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	467
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>We used At Risk Funds to upgrade older computers and software in the Developmental Education Lab, pay for COMPASS and ASSET testing materials, pay a portion of salaries for professional tutors and an additional part-time instructor in the Developmental Education program, and purchase additional PLATO software to improve instruction in writing courses.</p> <p>We served approximately the same number of students as in the previous grant year; however, we were able to do so better due to the addition of a second part-time instructor in the Developmental Education Lab. Most of our Developmental classes are individualized and self-paced. The additional instructor allowed us to increase the amount of time we spend with each student. As a result, pass rates and post-test results improved from the previous year.</p>
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SUBMITTING EDUCATIONAL AGENCY	College Mott Community College	
	Contact Person Dolores Sharpe	
	Title VVPAA Resource Administrator	
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	E-Mail dolores.sharpe@mcc.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$100700
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$31852
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$68848
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	616
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Computers and DVD/VCR combo units were purchased to enhance the Math Empowerment Center and our developmental math initiative on campus. A team of staff and faculty have been working with a software developer to continue to develop a software system to track and monitor student progress in developmental math courses. Grant funds have also been used to pay for tutors in the Math Empowerment Center to provide a link between the faculty and students who are completing their coursework in the MEC.</p> <p>The 2004-05 At-Risk grant funded the establishment and/or update of various technological advances for Mott Community College's at-risk students such as</p>
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the purchase of file servers, software, and the update of one of the largest lecture classrooms on campus. Grant funds were also used to enhance the developmental math initiative on campus by providing software and tutors in the Math Empowerment Center (MEC), which was established in 2002/03 using at-risk funds.

File servers were purchased to support the use of Student Disk Space - a process that allows server access for students and faculty to save their class work. This system also gives them the ability to access their files from anywhere on campus and eventually from off-campus as well. Faculty can also access student work without requiring students to print or store their documents on a more expensive device such as a USB disk or external hard drive.

Grants funds also purchased software to be used in student computer labs across all campuses. We also have purchased a student license of our anti-virus software to further protect and enhance our student's computers and coursework.

A complete renovation of one of our largest lecture classrooms on campus, which serves about 100 students per class, was accomplished this year. The purchased IT equipment allows for a more interactive presentation of the coursework for the college's largest offerings - Biology-related courses. Faculty will now have the ability to demonstrate and present the various visual elements of these courses to students in a lecture format.

SUBMITTING EDUCATIONAL AGENCY	College Muskegon Community College	
	Contact Person Janie P Brooks	
	Title Vice President for Student Services	
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	E-Mail janie.brooks@muskegoncc.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$183300
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$183300
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	2244
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>To address the demands and increased numbers of students, we increased the hours in the writing center and increased the tutoring services. Individual and small group supplemental instruction in mathematics and English continued with an increased number of students taking advantage of it.</p>

SUBMITTING EDUCATIONAL AGENCY	College North Central Michigan College	
	Contact Person Kathryn Flewelling	
	Title Director of Learning Support Services	
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	E-Mail kflew@ncmich.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$117500
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$114549.79
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$2950.21
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	603
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Learning Support Services continued with another productive year, providing over 1700 hours of tutoring services to more than 300 different students, with over half of these hours serving At-Risk students. The 2 lead English and math tutors work 20-hours per week offering both private appointment and walk-in group sessions. This year the lead English tutor offered a 2-hour/week drop-in workshop, making himself available to students he would not normally have seen.</p> <p>Our 35-computer open lab was outfitted with new computers, making its offerings such as developmental tutorials and PLATO even more popular. The</p>
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lab continues to be busy, logging over 18000 hours of use.

Our 2 developmental computer classrooms were active all year with both developmental courses and assessment testing. Each developmental class was visited by a lead tutor at the beginning of the semester informing them of the resources available in Learning Support Services and touring them through the facilities.

SUBMITTING EDUCATIONAL AGENCY	College Northwestern Michigan College	
	Contact Person Darby Hiller	
	Title Coordinator, Institutional Research	
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	E-Mail dhiller@nmc.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$124600
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$0
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$124600
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	755
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>Northwestern Michigan College provides the following services to increase student success and college retention of at risk students:</p> <ul style="list-style-type: none"> ·Academic Advising. ·Mandatory COMPASS testing and placement for English, reading, and math. ·Tutoring services. ·Support services for students with documented learning disabilities.
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- Career exploration.
- Study skills workshops and videos.
- Learning assistants (LA's) in the developmental math courses.
- Teaching assistants (TA's) in the developmental English 99 courses.
- Learning Coaches in the Center for Learning to assist with remedial software and supplemental course instruction.
- Supplemental videos at Library Circulation Desk for student check out, providing additional tutorial assistance with course materials.

SUBMITTING EDUCATIONAL AGENCY	College Oakland Community College	
	Contact Person Letyna A. Roberts & Philip R. Hale	
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	E-Mail larobert@oaklandcc.edu & prhale@oaklandcc.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$144000
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$131427.28
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$12572.72
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	1279
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>During this reporting period, Oakland Community College utilized At-Risk funds to support a variety of Student Support initiatives that assisted students in achieving their academic, career and vocational objectives. In addition, funding was allocated to support the purchase of computer hardware equipment. The following is a brief summary of these activities and their outcomes.</p> <p>Programs for Academic Support Services (P.A.S.S.)</p>

Through the P.A.S.S. departments, located at all of our five campus sites, eligible students received an array of support services designed to enhance the overall academic and personal success for the learning disabled, academically challenged, ESL population and students enrolled in developmental courses. The P.A.S.S. offices provided individual and group tutoring conducted by a team of professional and peer tutors, additionally offering alternative testing accommodations, readers, scribes, note takers and the use of various assistive technology. Eligibility for services are determined through an intake process designed to assess the students academic and personal challenges, the appropriateness for services and to identify the intervention/prevention strategies to be implemented. Students' access services through outreach efforts of the P.A.S.S. coordinators, college publications, external partners/agencies, and the campus counseling departments, self-referral and faculty.

During this reporting period funds were specifically used to support salaries for five part-time Academic Specialists, who have the responsibility of working directly with each eligible student and performing target assessments for the purpose of identifying academic barriers impeding the students' academic success, students learning style and to provide direction to develop a plan of action to move them toward becoming independent learners. Their additional roles are to conduct follow-up activities for all students, monitor academic progress, assign tutoring services, and to work closely with faculty and external referral sources/parents regarding academic and life skills that enhances personal growth and career development. Additionally, all students registered through the P.A.S.S. offices are required to meet with a counselor for extensive academic advisement, career planning and for the purpose of developing an Academic Plan of Work which is a useful tool to assist students in establishing goals, to ensure their academic and career plans are attainable. Academic progress is measured through tutorial reports, faculty reports, mid-semester and final grades and self-reporting. This is shared with students through conference sessions held periodically during the semester as needed.

Through the campuses Individualized Instruction Center (IIC) students are referred and encouraged to participate in life skills development workshops such as; Time Management, Communication Skill Building, Note-Taking, Effective Listening Skills and Reading Comprehension.

We continue to see significant improvements in students' academic performance as a direct result of these intervention strategies and specialized services.

Project BOLD(Building Opportunities, Learning Skills and Direction)

Project BOLD is a collaborative effort between OCC and the local Oakland County office of the Michigan Department of Rehabilitation Services. The objective of this program is to offer compensatory strategies and other specialized support services to students with learning disabilities with a documented IQ of 80 or better. Its goal is to:

- Assist students with documented learning disabilities and/or attention deficit disorders to develop learning strategies so they become successful learners.
- Assist students in developing greater awareness of their learning differences so they can effectively advocate for themselves.

- Provide career counseling so that each student identifies a specific career goal.
- Assist students in developing plans so that they can realize their career goals.
- Assist students in transitioning out of OCC to full time employment, or further education and training.

Five students completed their OCC degrees, two of the 5 transferred to other schools, one student successfully completed his OCC degree and entered the police academy, one student successfully completed the fire academy, two students obtained full-time employment, and two students transferred to 4yr. colleges and universities without completing their OCC degree.

Five students completed their OCC degrees during this calendar year. Two of the five (5) transferred to other schools, one (1) student successfully completed his OCC degree and entered the police academy, one (1) student successfully completed the fire academy, two (2) students obtained full-time employment, and two (2) students transferred to 4yr. colleges and universities without completing their OCC degree. This program reported a 77.8% success rate with the average GPA of 2.9 of students that received services through this program.

Equipment Purchase

During this reporting period the purchase of computer hardware was made for the Computer Information Technology Programs Teaching Labs. The purchase of this hardware was integrated in the following instructional courses; Networking Concepts, Internet Working, Network Administration and Internet Security.

SUBMITTING EDUCATIONAL AGENCY	College Schoolcraft College	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$130400
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$130400
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	1937
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>During the 2004-2005 program year, Schoolcraft College provided academic support and advising for 1,937 at-risk students. Of the 1,937 students, 722 received special assistance from a financial aid counselor, trained to work specifically with at-risk students who need financial assistance. Schoolcraft's Learning Assistance Center provided tutoring and other academic support for 1,315 at-risk students including 291 students with learning disabilities and 40 students with limited English proficiency. In addition, an at-risk counselor in the Learning Assistance Center has met individually with 686 at-risk students to provide specialized support and advising.</p>

Unique program components:

- Professional academic advising and counseling: a team of faculty members individually assess at-risk students and prescribe appropriate tutoring and/or other support services.
- Financial aid counselor: At-risk students typically have greater financial need than other students. A part-time financial aid counselor is specifically assigned to help at-risk students with Pell Grant applications.
- Writing Fellows Program: Writing Fellows are peers who provide at-risk students with individual assistance on written assignments both in-person and online.
- International Student Relations Club: A club for international students continues to provide LEP students with opportunities to practice spoken English in social settings. The club meets informally once a month to share cultural activities and discuss current issues, trends and events.
- Mentoring Program: a special mentoring program provides individualized support for at-risk students who have a learning disability, limited English proficiency, or are entering a nursing program.
- Language Tutors: The Learning Assistance Center continues to offer specialized language tutoring for LEP students. The language tutors assist students with the development of their written and spoken English skills.

SUBMITTING EDUCATIONAL AGENCY	College Southwestern Michigan Community College	
	Contact Person Heather Beadle	
	Title Director of Institutional Research	
	Telephone (269) 782-1323	Fax (269) 783-2115
	E-Mail hbeadle@swmich.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$141500
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$120275
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$21225
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	1947
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>We have revised the objectives for College Reading, College Arithmetic, Elementary Algebra, and the English as A Second Language courses. In addition, final exams, which are objective referenced, have been revised. Analysis of these exams serves as part of the outcomes assessment process for these classes. In addition, the Developmental Studies and the Tutoring Program have begun the process of seeking certification through the National Association for Developmental Education.</p> <p>The college has also invested in professional development for ESL instructors</p>
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and administrators, resulting in a more stable and better trained ESL faculty. Plans are in place to offer a transition program for ESL students who wish to enter the nursing program as a way of improving the success rates for these students. In addition, the college implemented a state-of-the art language laboratory for ESL students and foreign language students.

The college is participating in a national project sponsored by the League for Innovation in the Community College and the National Association for Developmental Studies which is designed to improve the transition of students from high school to college. The college has also adopted a policy for students whose basic skills assessment scores are extremely low. Students who test below designated cut-offs are admitted as provisional students and are advised through the Special Populations Office.

SUBMITTING EDUCATIONAL AGENCY	College St. Clair County Community College	
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	Title Counselor/Instructional Specialist	
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	E-Mail npecorilli@sc4.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$92000
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$92000
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	584
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>The 584 students enrolled in developmental courses have completed an Educational Development Plan during their mandatory initial advising appointment provided through the Office of Student Success Services. There were 227 students needing disability related accommodations and/or assigned tutoring that met with the Academic Achievement Center's counselor. Some of these students attended study skills seminars provided by the Center's counselor. The Center's counselor also conducted presentations to developmental Reading and English courses regarding available tutoring and disability services. In addition, students enrolled in these courses worked closely</p>
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with the Enrichment Center Specialists through career exploration and job search activities, and in completing required computerized software assignments. Not included as documented “at-risk” are the many students utilizing drop-in tutoring, group tutoring, online tutoring, supplemental instruction, computer tutorials, and career exploration resources. At-Risk funds provided financial support for 1 part-time professional counselor, 2 part-time secretaries, and approximately 63 tutors/disability service providers.

SUBMITTING EDUCATIONAL AGENCY	College Washtenaw Community College	
	Contact Person Catharine Gilgenbach	
	Title Manager, Student Resource and Women's Center	
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	E-Mail gilgec@wccnet.org	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$158400
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$158400
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	4,532
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>The At-Risk program is administered by the Student Resource and Women's Center (SRWC) in the Student Services Division. At-risk students are afforded the opportunity to work one-on-one with the same case manager throughout their educational experience at WCC. Case management has been an effective approach for at-risk students and includes the following services: a diagnostic intake interview, career assessment, financial need assessment, staff assistance with education or interpersonal issues, advising in academic, career, and financial areas and monitoring of progress and other support services. The SRWC has put various textbooks on reserve in the WCC library for at risk</p>
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students to use when and if they need them. Additionally, specialized workshops in debt management, family law, career awareness, and transfer options are offered to assist students with life skills and enrichment opportunities. We also maintain a food bank to meet student needs.

The SRWC works collaboratively with other college departments to provide a comprehensive program including: developmental classes in reading, composition, and math; entry assessment testing using COMPASS; specialized assistance in the Reading, Writing, and Math Centers; and study skills development. The Academic Skills Program offers a career planning seminar, as well as a career decision making class. In addition, the Learning Support Services office provides assessments and interventions to assist students' academic performance as well as tutoring services and computer-assisted learning.

SUBMITTING EDUCATIONAL AGENCY	College Wayne County Community College District	
	Contact Person John Bolden	
	Title Vice Chancellor Student Services	
	Telephone 313-496-2536	Fax 313-496-0451
	E-Mail jbalden1@wccd.edu	

1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$161200
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$161200
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$0
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	1023
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>The At-Risk program expanded academic support activities to provide students a variety of structures to enhance their academic performance. To strengthen program activities, several additional services were provided, utilizing technology and customer service. To enhance students' awareness of program requirements and the culture of the District, an on-line orientation was created and implemented this year. This program provides information that students need to navigate parts sectors of the College, the enrollment process, the basics of financial aid; and the variety of strategies that can enhance their academic performance. This tool is available to students 24 hours a day, seven days a</p>
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week, and includes self-assessment tools to verify that information is processed. To gain maximum usage of the orientation, instructors have begun to incorporate it into their class instruction, providing students another opportunity to over learn the critical information contained in the orientation. From this intensity, we are anticipating an increase in students' participation in campus life.

A personal approach to outreach was continued this semester. Instructors encouraged staff to visit their classrooms to inform students about the range of support services available, especially tutoring, assessment, and career interest inventories. Students enrolled in developmental courses received information about these services while gaining an opportunity to personally interact with the staff members who visited the various classrooms.

Finally, the District has been actively involved in re-examining instruction and activities for at-risk students through the Open- Door Concept, a program that . WCCCD is currently evaluating programs, policies, and activities that support the open door admissions philosophy to ascertain that all students have true access.

SUBMITTING EDUCATIONAL AGENCY	College West Shore Community College	
	Contact Person Dr. Kevin A. Pollock	
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1. EXPENDITURES	
1a. Amount of 2004-05 At-Risk Student Success Program Grant - P.A. 358 of 2004, Section 401(3)	\$121800
1b. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$104849
1c. Amount of grant spent for equipment or upgrade of information technology hardware or software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$16951
Amount of Grant Funds Underspent	\$0

2. At-Risk Students Served (Unduplicated Count)	222
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<p>3. Summary of Accomplishments (Please be brief.)</p> <p>The At-Risk program at West Shore Community College (WSCC) consists of students enrolled in the Introduction to College Writing (ICS), Introduction to College Reading (ICR), College Learning Strategies (CLS), and Pre Algebra (PA) classes. The CLS class emphasizes study skills, test taking techniques, time management skills, and goal setting. All full-time students, who fall below the ASSET test minimums in English and reading, must take the ICW and ICR courses during their first semester at WSCC. Besides one on counseling, the At-Risk counselor conducts classroom visits in each section of the above classes during the semester supplying information on career options/choices in addition</p>

to advising on individual curriculums. An Educational Development Plan (EDP) is established, which is used to assist the student in planning career goals and choosing the appropriate classes to achieve those goals.

The Learning and Testing Center (LTC) provides computerized and video instructional support for all the aforementioned classes plus testing services for the PA offerings. A one hour per week lab exists as part of the ICW class requirements. The lab is designed to provide additional assistance by giving the student added opportunities to interact with the instructor. A student must achieve an 80% exam score to be excused from participation in the lab. The WSCC Support Tutoring and Resource Services (STaRS), in conjunction with the college's Special Populations Program, continues to assist At Risk students with tutoring needs and coursework assistance. Congratulatory letters are mailed at mid-term and after final exams to those students who successfully complete that segment of the semester. The At Risk counselor and the Vice President of Student Services individually sign each letter.

The Supplemental Instruction (SI) program established in the Fall of 2004 continues with the goal of complimenting the classroom proceedings and the WSCC Student Success Team has created a mentoring program designed to aid first-year students in making the transition into the college environment. Additionally, the Introduction to College Writing (ICW) and Introduction to College Reading (ICR) courses have been expanded to four credit hours each and the mathematics labs have increased their days and hours of operation.