

**Michigan Community Colleges
At-Risk Student Success Program**

1999-2000

**GRANT EXPENDITURES
AND PROGRAM SUMMARIES**



January 2001

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

BACKGROUND

The At-Risk Student Success Program was first authorized as a grant in the 1989-90 community college appropriation act (P.A. 175 of 1989). The original purpose of this grant was to assist community colleges in providing services to at-risk students. The permitted uses of the grant expanded in fiscal year 1996 however. At that time grant funds could be used not only for services provided to at-risk students, but also for the acquisition, enhancement, or upgrade of equipment and software related to telecommunications, computer systems, or other technologies for use by students, faculty or administrators. The expanded use of the funds continues to the present year. The grant funds for fiscal year 2000 were to address the special needs of at-risk students or for equipment or upgrade of information technology hardware or software, the purchase of which need not be associated with the operation of a program designed to address the needs of at-risk students.

The definition of an at-risk student has also changed. The original definition, lasting only the first year, was:

Students referred to the community or junior colleges under 1 of more of the following state programs:

- (a) MJOB-Retrain (this was a state-funded job retraining program)
- (b) Tuition Incentive Program (TIP)
- (c) Michigan opportunity skills training (MOST)
- (d) Job start

Beginning the second year of the program, and continuing to the present, an at-risk student is defined as:

Students who meet 1 or more of the following criteria:

- (a) Are initially placed in 1 or more developmental courses as a result of standardized testing or as a result of failure to make satisfactory academic progress.
- (b) Are diagnosed as learning disabled.
- (c) Require English as a second language (ESL) assistance.

The colleges are required to provide information to the state regarding the use of the At-Risk grant funds. This report is a summary of that information. Questions regarding this report should be directed to the Michigan Department of Career Development or to the contact persons at each community college.

Readers may also be interested in obtaining a copy of a fiscal legislative briefing paper on the At-Risk Program prepared by the House Fiscal Agency. This report is available on the Internet at www.house.state.mi.us/hfa

STATE OF MICHIGAN
AT-RISK STUDENT SUCCESS PROGRAM

STATE SUMMARY
October 1, 1999 – September 30, 2000
P.A. 109 of 1999, Section 401(3)

1. At-Risk Grant Funds:

Amount of 1999-2000 At-Risk grant	\$3,584,565	
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.	\$3,111,082	86.8%
Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$412,890	11.5%
Unexpended funds (carryover)	\$60,593	1.7%

2. Students Served

At-Risk Students Served (unduplicated count)	36,848
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STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Alpena Community College			
	Contact Person	Kathleen McGillis			
	Title	Assistant Dean Health Occupations			
	Telephone	517-356-9021	Fax	517-356-5387	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$123,339
B. 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.	B. \$123,339
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$ 0

2. At-Risk Students Served (unduplicated count)	338
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3. Summary of Accomplishments:

The At-Risk Program works in conjunction with two other programs: the Vocational Support Services and the Student Support Services programs.

Specialized workshops are conducted on career exploration, financial aid and transfer options. Supplemental instruction is used in Chemistry, Math, and English courses. Students requiring accommodations receive special services and the cost for this is shared with Michigan Rehabilitation Services.

Alpena Community College annually evaluates all students who are considered At-Risk. This evaluation encompasses evaluation of services to students, methods of identifying At-Risk students, and a review of developmental courses. Recommendations for improvement are derived from the above evaluation and are implemented so that we may better serve the students.

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Bay de Noc Community College		
	Contact Person	Carolyn Bissell		
	Title	Executive Director for Development, Marketing and Government Relations		
	Telephone	(906) 786-5802, 1137	Fax	E-Mail

1. Expenditures:				
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$114,328	
B.	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.	B.	\$114,328	
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$ 0	

2.	At-Risk Students Served (unduplicated count)	450
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3. Summary of Accomplishments:

All students who enter the institution must participate in mandatory testing. In addition, those students who have a "C" average or lower on their high school transcripts are "flagged." The institution compares the test scores with the high school academic record to determine if the student fits the category of "at risk."

All students who fit the description of "at risk" must see their advisor who works with the counselors to plan an academic program. These students are advised to take development classes where necessary and are advised as to the amount of course load appropriate for their situation. The Special Needs office and the teachers of the developmental courses work together to provide tutoring and special help, remedial reading, remedial writing, remedial math, remedial science, and study skills development.

The institution has realized an increase in retention of students who are at risk. A high percentage of students are completing developmental courses and find success in their academic programs.

In addition to the college's Special Needs office that works with at risk students, we have one faculty person who has been involved in extensive professional training in working with students who fit the category of high risk. For the past ten years, he has obtained certification in neurolinguistic programming, has collected numerous case studies on students he has worked with and has used this research to develop techniques to help students succeed. The college has also begun a special remediation reading program for students who are dyslexic or appear to need help with this type of learning disability. The tutor has been trained and certified in this most effective remediation activity.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Delta College		
	Contact Person Pat Graves		
	Title Development Associate		
	Telephone (517) 686-9218	Fax (517) 667-0620	E-Mail pgraves@alpha.delta.edu

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$105,062
B. 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.	B. \$82,348
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$22,714

2. At-Risk Students Served (unduplicated count)	1,041
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3. Summary of Accomplishments:

Students participating in services offered through Delta College's At-Risk Program are recruited from developmental English and math courses as well as from low scores on the ASSET test. Students scoring low on the ASSET test for incoming students are contacted and encouraged to participate in a second tier of assessment prior to selecting courses for their first semester. During 1999-00, 594 students who scored in the under prepared range in their initial assessment and 272 students who scored in the non-prepared range in their initial assessment were notified by letter and encouraged to participate in the second tier assessment.

Letters are sent to all students who could benefit from the services provided by the At-Risk Program, including services of the Bridge Program (a developmental education program) or through the Teaching/Learning Center where students receive assistance in specific course tutoring or peer mentoring. In addition, students who fall below a 2.0 grade point average are placed on "Academic Caution" and contacted by an Advisor in the Student and Educational Services department. During the 1999-2000 fiscal year, approximately 1,100 students were notified by letter and encouraged to participate in advisement services and to enroll in certain courses. As appropriate, students are assigned to an advisor/mentor to develop an Educational Development Plan (EDP)/Academic Support Plan.

At-Risk students are informed of, and invited to use the tutoring, computer instruction (PLATO), academic skill building workshops, peer mentors, and other services of the Teaching/Learning Center. Faculty who teach developmental courses have the option of requesting a Structured Learning Assistant or a Peer Mentor who offers supplemental sessions and tutoring outside of class time. Students in the Structured Learning Assistant supported developmental courses are invited to the Structured Learning Assistant study sessions; however, if a student's grade point average falls below a B- in the course, they are required to study with the Structured Learning Assistant. A Developmental Education Director supervises the Bridge Program to coordinate the efforts for under prepared students. Students with learning disabilities are served by the Learning Disabilities Coordinator.

Delta College's Developmental Education Program is being implemented with a coordinated approach for at-risk students. Students are directed to enroll in the class that is most appropriate for their skill level. Students can enroll in the Student Success courses to prepare them for transition to college level work. A partnership has been established with local agencies to effectively serve adult basic education students. There is a direct link between the At-Risk Program and the Teaching/Learning Center to serve students in the classroom and in tutorial settings.

In summary, the 1999-2000 At-Risk funding 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.

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Glen Oaks Community College		
	Contact Person Mark G. Watson		
	Title Chief Operations Officer		
	Telephone (616) 467-9945	Fax (616) 467-4114	E-Mail mwatson@glenoaks.cc.mi.us

1. EXPENDITURES:		
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$128,094
B. 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.	B.	\$44,655
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$83,439
2. At-Risk Students Served (unduplicated count)		
		481

3. Summary of Accomplishments:

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Gogebic Community College			
	Contact Person	Stephanie F. Murphy			
	Title	Director of Learning Support			
	Telephone	906/932.4231, x 213	Fax	906/932.2339	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$74,735
B. 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.	B. \$73,298
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$1,437

2. At-Risk Students Served (unduplicated count)	753
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3. Summary of Accomplishments:

The At Risk program at GCC focuses on early identification of at risk students and assignment of special advisors to help with appropriate level course selection and monitor continuing progress throughout their enrollment. Students are identified through previous academic transcript review, early administration of the placement assessment, communication with high school counselors, and referrals from college faculty. Students with identified learning disabilities are assigned a special needs advisor who coordinates classroom and learning support accommodations, if any, and monitors student progress. Students whose goals are unclear or whose academic background and assessment scores indicate seemingly unrealistic goals are assigned a career counselor who works with them to determine interests and strengths and to develop realizable goals. Students with clear goals but low assessment scores are assigned a special learning support advisor to design a support system for their coursework. Advisors work together to provide the necessary career, special accommodations, or learning support for at risk students, and monitor student progress from semester to semester to provide a consistent, caring point of contact and support for students.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Grand Rapids Community College			
	Contact Person	Richard Bezile			
	Title	Dean of Educational Services			
	Telephone	(616) 234-4145	Fax	(616) 234-4110	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$76,248
B.	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.	B.	\$73,019
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$3,229

2. At-Risk Students Served (unduplicated count)	1,708
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3. Summary of Accomplishments:

Grand Rapids Community College's Academic Foundations Program (At-Risk) is a comprehensive program that includes mandatory testing and placement for developmental classes, which consist of reading, English, math and study skills. The program also provides for testing of students who were suspected of having a learning disability. Services for disabled students included early registration, sign language interpreting, peer and professional tutoring, testing accommodations, textbook taping assistance, note taking, transportation coordination and agency referrals. The program provided services to 211 students with learning disabilities. The program assisted 186 students who had English as a second language by providing formal classroom instruction and/or pronunciation and conversational groups.

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Henry Ford Community College			
	Contact Person	Gerald Olszewski			
	Title	Director of Counseling and Assisted Learning Services			
	Telephone	(313) 845-9752	Fax	(313) 317-6550	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$165,262
B. 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.	B. \$163,654
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$ 1,608

2. At-Risk Students Served (unduplicated count)	4,782
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3. Summary of Accomplishments:

At-Risk students are provided services through the Counseling, Assisted Learning Services (formerly, Special Needs) Offices and the Learning Lab. The academic At-Risk students are not assigned to a specific counselor, but instead they can see any of the full or part time counselors. Since a majority (85%) of the college's new students need some type of developmental course work, they are required to see a counselor prior to enrolling in classes. Also, students who have not made academic progress or are on academic probation/dismissal must see a counselor prior to enrolling. At-Risk students who have a learning disability must make an appointment with the Assisted Learning Services Office in order to enroll and to determine any appropriate accommodations. Our numbers indicate an increase over the last year because of your new tracking data system that allows us to identify At-Risk students who were served by the offices mentioned above.

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Jackson Community College			
	Contact Person	Christine Reiff			
	Title	Director of Learning Support Services			
	Telephone	517-787-0800 x 8270	Fax	517-796-8631	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$111,433
B. 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.	B. \$110,250
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation Of a program designed to address the needs of at-risk students.	C. \$1,183

2. At-Risk Students Served (unduplicated count)	1,327
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3. Summary of Accomplishments:

The Office of Learning Support Services provides learning support and financial assistance for At-Risk students. Our goal is to assist students with physical, academic, and financial challenges to obtain a barrier free education. Learning Support is defined as any device, tool, software, person, workshop, physical assistance and/or financial assistance needed to help a student succeed at his/her goals.

Specific services offered to At-Risk students are: admission, registration and financial assistance, academic advising, career exploration/assessment, job placement, tutoring, and referrals. Accommodations for At-Risk students are: sign language interpreters, real-time reporting, assistive listening device, tape recording written materials, test accommodations, tape recording lectures, print enlargements, note taking assistance, learning station modification mobility assistance, extended testing time, typists, and monitoring of progress.

New this year, we have established "Online Course Placement". To better accommodate the variety of schedules and locations of our prospective students, JCC offers our Course Placement Assessment online. The online version uses the same assessment instruments selected and written by our faculty that are used for the paper-pencil version. Access is available via the Internet and protected with an account-building process using Blackboard software. Students instantly receive results for Reading and Math placements. The Writing portion is downloaded for instructor review, with results entered within a week on the student accounts.

Also new this year, is "Online Orientation" - New, current and returning students can all learn more about college requirements and tips for success by logging in to "Online Orientation". It is designed to enhance a student's options for completing the admissions process. This part of the JCC web site includes definitions of college terms, explanations of processes and helpful advice on getting assistance.

In addition, Jackson Community College received the MACRAO Equal Education Opportunity Award for our "Transitioning of GEMS" program. This program focuses on the transitioning process for students with disabilities. The program entails an eight-month process. It begins with high school presentations during the first semester of the academic year. Next, a self-advocacy program is provided for students contemplating higher education. We emphasize the importance of self-advocacy first. We discuss what it is, how to do it and why it is so important. We also cover the topic of I.E.P.C.'s or other documentation. Students need to know what it is, where to get it, know what was given as an accommodation to them in high school, and what to do with the documentation when entering college. Additionally, the topic of differences in secondary vs.

postsecondary are discussed at length to better prepare in-coming freshmen for college life.

Another component of our process is in-service sessions held internally with faculty and staff and externally with Jackson, Hillsdale, and Lenawee County ISD's employees. A tri-county collaborative is necessary to implement an effective transitioning process for our students.

This program also incorporates our current JCC students with disabilities. We call this group JCC GEMS. GEMS stands from "Giving Education Mentoring Support". The GEMS volunteer to participate in our programs involving high school senior students with disabilities. Typically, our students will speak about their disability, what challenges they encounter, and what strategies they use to overcome them. They also offer themselves as a buddy/mentor for our incoming freshmen.

In March, Learning Support Services offers the Bridging Program for parents, special education teachers, and high school counselors. The program addresses the issue of documentation and its use beyond high school, student self-advocacy skill training and what we see from our perspective, and the differences in what the law allows and requires at the post-secondary level vs. secondary.

Finally, the finale to our process in the Transitioning of GEMS is the "A Taste of College". This is a full day event for high school senior students with disabilities. The students participate in a team building activity with a faculty member, to get them comfortable with the college environment. Next, we use the same video from the Self-Advocacy program to demonstrate what self-advocacy looks like, what information is included in this type of dialogue to give students a better understanding of what is expected of them. Again, differences in secondary vs. post-secondary are reiterated and stressed. Students are taught the significance of their documentation and are equipped before leaving with questions to ask their special education teachers about their own current accommodations. After lunch, students actually sit-in on a college class and participate as if they were a JCC student. This provides them the opportunity to experience a college classroom, a faculty member, what a syllabus is, how to read one, and what the expectations are. After class, students are given an opportunity to ask questions and offer feedback on the day's event. Last year was the first year that we held "A Taste of College" and it was very successful. I expect over 100 students this year from Jackson, Hillsdale, and Lenawee County.

In 1999/2000, Jackson Community College offered students with a disability an accommodation called "Monitoring of Progress". This means that the student agrees to meet with the Director of Learning Support Services, either weekly or biweekly, to discuss their academic progress. The student gives written permission to the Director to communicate with his/her instructors in order to maintain continuous monitoring and feedback. The population that seems to excel using this accommodation are the students with a learning disabilities, ADD or ADHD. These students have identified themselves as needing some additional self-advocacy skills.

Of the students who continued throughout 1999/2000 with Monitoring of Progress, all resulted in greater success rates than in previous semesters. In addition, all students finished the academic year with a 2.5 or above.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Kalamazoo Valley Community College			
	Contact Person	Donald L. Konopa			
	Title	Director of Learning Services			
	Telephone	(616) 372-5111	Fax	(616) 372-5458	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$114,457
B. 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.	B. \$114,457
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$0

2. At-Risk Students Served (unduplicated count)	266
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3. Summary of Accomplishments:

Students entering Kalamazoo Valley Community College have been assessed in reading, writing, and math skills (ASSET or 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 classes in reading, writing, math, and study skills.

Full-time professionals, as well as formally-trained, part-time tutors – have provided academic assistance for students as additional help was needed with class assignments.

Additionally, as students have needed specific services to support their instructional experiences, a broad range of opportunities have been provided, such as special services (interpreters, adaptive equipment, etc.), financial aid, child-care, counseling, social organizations, athletic and cultural activities.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Kellogg Community College		
	Contact Person Dr. Ken Atwater		
	Title Vice President for Student Services		
	Telephone 616-965-3931 x2600	Fax 616-965-8850	E-Mail atwaterk@kellogg.cc.mi.us

1. Expenditures:		
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$147,324
B. 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.	B.	\$147,324
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$0

2. At-Risk Students Served (unduplicated count)	1,574
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3. Summary of Accomplishments:

Kellogg Community College counselors are expected to identify at risk students and set up a support system to help them succeed. Counselors review ASSET placement test scores in language, reading, and math with students during the intake interview. Sometimes counselors need to convince students to commit a semester to academic skill building in the KCC developmental program before beginning college-level work or to take a combination of developmental courses along with some college-level courses. The counselors refer many at risk students to the Special Populations program, the Student Support Services program, or the Tutoring Coordinator for academic assistance. In addition, they ask students who have indicated they have disabilities and want accommodations to sign a release, and the counselors request that a copy of their psychological records be sent to KCC. They also refer students to the Financial Aid Office and/or the Special Populations program for financial assistance.

At the same time, KCC counselors prepare educational plans for at risk students so they can see the courses they need to meet their career and academic goals. Students receive a computerized printout of the plans (Colleague Release Degree Audit) and they can follow their plans until they complete their degree. If they change their goals, they are welcome to make other educational plans with counselors. For those at risk students who are undecided about their goals, the counselors assist 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 placement testing director and secretary, academic paraprofessionals, and KCC counselors.

Plans are continuing to be refined for a new learning center that will bring together selected students academic services faculty and staff to present a holistic approach to assisting at risk students.

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Kirtland Community College			
	Contact Person	Stacey Barnes			
	Title	Director of Student Services			
	Telephone	(517) 275-5000	Fax	(517) 275-6789	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$135,754
B. 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.	B. \$135,754
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$0

2. At-Risk Students Served (unduplicated count)	559
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3. Summary of Accomplishments:

The At-Risk grant funded activities are provided through placement testing, the writing center, developmental reading courses, general and developmental counseling and the student support services/special populations office.

Placement Testing: Mandatory placement testing utilized writing samples, the Nelson-Denny Reading Test, and in-house math tests. Mandatory placement in developmental course offerings bridged the gap between the proficiencies of entering students and the ability of the college to provide both access and quality.

Writing Center: Students were helped through the writing center class which provided intensive individualized help with sentence structure, punctuation and grammar. Another course, Writing Mechanics, helped students make the transition between basic writing and English Composition I. Also, informal help was provided on a drop-in basis.

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 teacher. In lab, students used a computer program to study details, main idea, sequence, inference, and vocabulary. Personal attention was given by instructors and paraprofessionals to help each student reach maximum potential.

Counseling: The director of counseling provided personal, career, and academic counseling and the developmental counselor advised all students whose placement reading level was Basic Reading. She 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 course areas.

Student Support Services/Special Populations: The director of special populations coordinated services for both occupational and transfer students who were academically disadvantaged or disabled. Many of these students were developmental students and/or had learning disabilities. Students with learning disabilities were provided with classroom accommodations and referrals to the tutoring center.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Lake Michigan College			
	Contact Person	Katie Smith			
	Title	Director of Transitional Studies			
	Telephone	(616) 927-8157	Fax	(616) 927-8613	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A	\$179,730
B.	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.	B.	\$140,410
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$39,320

2.	At-Risk Students Served (unduplicated count)	1,312
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3. Summary of Accomplishments:

In the 1999-2000 grant year, Transitional Studies utilized At-Risk grant funds to upgrade technology and software in Lake Michigan College's Reading and Tutoring Centers. Fifteen computers were purchased to replace antiquated machines and additional PLATO software licenses were procured. This upgrade enabled Reading faculty to serve additional students in the Reading program. Each of the four courses in the reading curriculum now has a lab component that utilizes the computer assisted instruction that PLATO provides. In addition, the purchase of Accutrack software has made tracking and reporting in the Tutoring Center more efficient.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

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SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Lansing Community College			
	Contact Person	Linda Minter			
	Title	Interim Director of Counseling Services Dept.			
	Telephone	(517) 483-1974	Fax	(517) 483-1970	E-Mail

1. Expenditures:

A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$119,933
B.	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.	B.	\$64,564
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$2,226
D.	Amount of grant that was not spent this year. We have requested to carry over this amount.	D.	\$53,143

2.	At-Risk Students Served (unduplicated count)	1,867
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3. Summary of Accomplishments:

At-Risk students are defined as initially placing in developmental courses, or as a result of failing to make satisfactory academic progress, having a learning disability diagnosis, or requiring English as second language assistance. Lansing Community College provides individualized services to these At-Risk students in several ways.

C Developmental instruction in reading, writing, and math is supplemented by a tutorial services center, lab components of each discipline, and a drop-in writing center. Two full-time Licensed Professional At-Risk Counselors visit developmental classrooms during the first weeks of each semester to inform students of program services and campus resources. Some of the enhanced program services include: transfer information, academic advising, success monitoring, career planning, and specialized tutoring. Counseling is available for academic and personal concerns to all students. At-Risk students are encouraged to work closely with their chosen counselor. Additionally, faculty complete progress reports to alert counselors to the academic challenges of the at-risk student population. Counselors provide follow-up contacts with students throughout each semester to enhance student success. Student Development Courses facilitate the students' knowledge in areas such as study techniques, career planning, elimination of self-defeating behaviors, and academic success designed for students with ADD/ADHD. Students not maintaining satisfactory academic progress must meet with a counselor prior to enrolling each semester until satisfactory progress is achieved.

C English as a Second Language services include specialized courses for ESL students, tutorial services, and multicultural center resources. Designated staff provides enhanced counseling and advising for this population. Two bilingual tutors work closely with ESL students. A resource guide is available to identify multilingual staff on LCC's campus to facilitate service to these at-risk students. Career planning and interest assessment are available as well.

Learning Disability services include two full-time Licensed Professional Counselors specializing in disabilities and a part-time Learning Disabilities Support Specialist. Staff works with students demonstrating learning disabilities, ADD/ADHD, and TBI to enhance academic and personal functioning. The staff assists students in identifying appropriate learning accommodations. These services include: testing in quiet rooms, note taking assistance, test readers, extended testing time, and tutoring.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Macomb Community College			
	Contact Person	Dr. Larry Hackney			
	Title	Interim Dean of Students			
	Telephone	810-445-7407	Fax	810-445-7223	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$84,971
B.	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.	B.	\$84,971
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$0

2.	At-Risk Students Served (unduplicated count)	3,689
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3. Summary of Accomplishments:

The At-Risk program provides assessment, course placement, advising, tutorial, counseling and other support services to identified students. Staff of the program work in conjunction with the special services program and the Learning Center to provide a full range of services.

The college has recently created an Office of Student Success Services. Staff of the At-Risk program will work closely with this office in developing strategies for promoting student success.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Mid Michigan Community College			
	Contact Person	Dr. Gwladys Austin			
	Title	Dean of Instructional and Institutional Technology			
	Telephone	517-773-6622, x 222	Fax	517-772-2386	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$115,524
B.	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.	B.	\$115,524
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$0

2.	At-Risk Students Served (unduplicated count)	839
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3. Summary of Accomplishments:

The Director of the Individualized Learning Center (ILC) is participating in regular and open advising and new student orientations to help better serve At-Risk students. She uses these forums to promote ILC classes and services designed to enhance student academic success.

All ILC teaching materials and course syllabi have been updated this past year, incorporating changes made to the Collaborative Reading E-Mail Project (CRP) using the Blackboard format. A third unit was added that corresponds to the Michigan Global Awareness Collaborative's focus on Western and Central Africa. A twelve-week, online, vocabulary-building program called Word World was also added.

The Director of the ILC also participated as a member of the Student Success Task Force and worked with English faculty to develop and implement new Writing Centers on our Harrison and Mt. Pleasant campuses. These centers extend hours and expertise for At-Risk students needing help with writing in remedial and college-level classes.

Student Educational Services (SES) ran in-class and open workshops on student survival skills and Computer Services scheduled four open workshops this fall on technology to assist At-Risk students. Technology assistance is also available in the ILC on a drop-in basis. A part-time assistant was hired this fall to extend SES office hours on the Mt. Pleasant campus.

A Math Lab was developed and implemented on the Harrison campus and drop-in tutoring hours were extended on the Mt. Pleasant campus to help At-Risk students in mathematics. Students will now have the option to take more coursework in a competency-based, open entry open exit format. MMCC math faculty work in the Math Lab and work with students on an individual basis.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Monroe County Community College			
	Contact Person	Dr. Cynthia S. Riedel, Ed.D., L.P.C.			
	Title	Coordinator At-Risk Program			
	Telephone	(734)384-4164	Fax	(734)384-4192	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$99,520
B.	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.	B.	\$99,520
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$0

2.	At-Risk Students Served (unduplicated count)	239
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3. Summary of Accomplishments:

At-risk funding has provided services for early identification of attendance and performance problems for students in developmental coursework. A developmental education specialist is responsible for regular monitoring of the progress of students who are mandated or chose to take developmental math, English and reading. Follow-up phone calls, letters and one-on-one appointments provide the contact points for students to discuss their difficulties and make an appropriate plan for improvement. Study skills, tutoring, organizational/time management assistance and disabilities services are some of the referrals made by the developmental specialist.

To measure the effectiveness of the developmental education classes and services, the developmental specialist uses the ASSET test as a pre/post measurement in the writing and reading classes. The developmental math class uses a similar standardized test provided by ETS. The primary value for the student of the pre/post testing experience is to help evaluate the progress he/she has made in their basic skills. A second benefit is one for the teacher. By using a standardized measure, the instructor can assess individual and class progress, together with comparisons of other sections of the same class. All of this information is compiled each year and becomes part of the College's effectiveness measures for institutional assessment.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Montcalm Community College			
	Contact Person	Dan Snook			
	Title	Developmental Education Coordinator			
	Telephone	517/328-1282	Fax	517/328-2950	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$71,875
B.	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.	B.	\$59,814
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$12,061

2.	At-Risk Students Served (unduplicated count)	309
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3. Summary of Accomplishments:

At-risk funds were used to provide professional tutors, one full-time Lab Supervisor and basic skills assessment for Montcalm Community College's at-risk student population. Eighty-one percent were used for these purposes that directly benefited at-risk students taking developmental courses. In addition, seventeen percent of funds were directed toward technology. We purchased software that allows all full and part-time MCC faculty deliver tests and surveys to students on-line. We also used At-risk funds to upgrade student software and computers in the Developmental Education Lab and contributed one computer to assist in getting a student-run campus newspaper started. Technology funds were also used to create the first "wireless" network on campus. While small, this has helped lead to a campus-wide experiment with wireless technology. Finally, we purchased software to allow at-risk student to do part of their developmental course work over the Internet. We intend this to improve completion rates for students who experience transportation difficulties and to increase the amount of time at-risk students spend developing their basic skills.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Mott Community College			
	Contact Person	Caprina L. Poindexter			
	Title	Grant Accountant			
	Telephone	810-762-0542	Fax	810-232-9551	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$104,785
B. 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.	B. \$15, 207
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$89, 578

2. At-Risk Students Served (unduplicated count)	2, 520
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3. Summary of Accomplishments:

The 1999-2000 At Risk grant funds have been used to upgrade one of the college's Reading Labs/Classrooms. These funds were applied toward the purchase of 28 Pentium III 500 computers, which will replace the existing 486 models. More current application software was also purchased to function with the updated computers.

Based on placement test scores, students are placed in the reading course appropriate for their reading level. The content of the courses offered in the Reading Lab are designed to provide these students with a self-paced learning environment that assists them in achieving the reading skills necessary to succeed in college-level courses. We recognize that the greater the potential for a student to succeed in college is tied very closely to the likelihood of continued enrollment or retention. The sophisticated software purchased for these higher functioning computers maximizes the learning potential of the student in the Reading Lab and helps us in assisting our students to achieve their individual educational, and, consequently, career goals.

Additionally, funds were used to provide a math tutor in the Math Lab to assist students with their coursework. The tutor works with the individual student to expand upon the information provided in the classroom, which enables the student to gain a better comprehension of the theory of math in order to better perform mathematical calculations.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Muskegon Community College			
	Contact Person	Janie P. Brooks			
	Title	Dean of Student Services			
	Telephone	231-777-0265	Fax	231-777-0209	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$204,401
B. 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.	B. \$204,401
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$0

2. At-Risk Students Served (unduplicated count)	1,956
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3. Summary of Accomplishments:

During the 1999-2000 fiscal year over 1,900 At-Risk students received support services. These services are provided to students who scored low on the Nelson-Denny Reading Test and Math and English placement tests. These students enrolled in the college's developmental courses. These courses are offered in both individual and in small group sessions through the Personalized Achievement Lab (PALAB). At-Risk funds supported the staffing of the PALAB, the Testing Center and the Counseling department.

Beginning in September, 2000 a new counselor was designated to advise and counsel At-Risk students. This counselor received referrals from the PALAB staff and held advising sessions with students, individually. She gave college mini orientation presentations to several reading classes. The role of this counselor's contact with At-Risk students is being expanded during 2000-2001.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College North Central Michigan College		
	Contact Person Karen Shoskey		
	Title Director of Learning Support Services		
	Telephone 231-348-6614	Fax 231-348-6628	E-Mail kshos@ncmc.cc.mi.us

1. Expenditures:		
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$147,238
B.	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.	B. \$134,418
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$5,370
D.	Carryover will be utilized for new equipment in the new location scheduled for 6/01.	D. \$7,450

2. At-Risk Students Served (unduplicated count)	511
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3. Summary of Accomplishments:

A representative of Learning Support Services (LSS) attends the first session of each developmental class to inform students of the available services and At Risk students complete an Educational Development Plan. The services include free tutoring, videos, computer-aided instruction, alternative testing, and COMPASS assessment. LSS sponsors one hour "Winning Workshops" focusing on successful study strategies during each semester. The hours of operation are Monday through Thursday 8:30 a.m. to 9:00 p.m., Friday and Saturday 9:00 a.m. to 5:00 p.m., making the lab accessible for both day and evening students.

A full-time computer technician maintains the computers, software and supervises the documentation of lab usage. The part-time tutorial coordinator and secretary positions are combined into one full-time position. Having two full-time employees has improved the lab's credibility and therefore student and faculty confidence. To assist our At Risk mathematics and English composition students we have hired two part-time lead tutors. Each lead tutor regularly meets with developmental students and serves as a peer tutor mentor. Lead tutors are also available for walk-in appointments.

Learning Support Services continues to be a vital part of the education process at NCMC. Our continued growth has included LSS in the initial phase to upgrade and renovate buildings. The future building will provide LSS with approximately twice the space, computer stations, two computerized assessment area, and tutoring/testing rooms. The building is scheduled for completion during the summer of 2001.

The combination courses in mathematics and English continue to be popular. The courses combine developmental curriculum with either English Composition I or Beginning Algebra. Students enrolled in the 5 credit hour combination courses are required to utilize the LSS department for at least one-hour per week. Mandatory placement in mathematics was implemented in the winter 1998 semester, and English mandatory placement began in the fall of 1998. The college uses either ACT or COMPASS scores to determine the appropriate placement for both areas.

Faculty provides all students notification regarding deficiency and nonattendance. A letter is mailed to the student informing them of the services available in Learning Support Services. In addition, students are advised to speak with their instructor(s), informed of available options to assist in the successful completion of their course, and reminded of the official withdrawal procedure.

Learning Support Services utilizes COMPASS as the assessment for entering degree-seeking students. COMPASS measures a student's ability in mathematics, reading and writing. COMPASS is available on a walk-in basis. Students receive a printout of their results immediately following the completion of the assessment. COMPASS is not timed; therefore the pressure to finish within a fixed time frame is eliminated.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Northwestern Michigan College			
	Contact Person	Michelle Poertner			
	Title	Tutorial Specialist			
	Telephone	(231) 995-1138	Fax	(231) 995-1253	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$126,094
B. 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.	B. 0
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$126, 094

2. At-Risk Students Served (unduplicated count)	499
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3. Summary of Accomplishments:

Northwestern Michigan College's At-Risk Program is a comprehensive collaborative program with includes: mandatory placement testing (COMPASS) for developmental classes; developmental classes in writing, reading and mathematics; academic and vocational testing; academic advising services; study skills; tutoring services; computer-assisted learning; and support services to students with learning disabilities. These support services include books on tape, note taking assistance, and providing adaptive equipment such as a voice activated computer. The Center for Learning provides computer-assisted learning modules in basic academic skills and class related supplemental software. NMC's At-Risk Program also provides instructor assistants in many developmental math classes for the purpose of working with students having academic difficulties.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Oakland Community College		
	Contact Person Letyna A. Roberts		
	Title Coordinator		
	Telephone (248) 232-4050	Fax (248) 232-4052	E-Mail larobert@occ.cc.mi.us

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$160,819
B.	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.	B.	\$160,819
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	0

2. At-Risk Students Served (unduplicated count)	1,706
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3. Summary of Accomplishments:

Oakland Community College served 1,706 At-Risk students during the 1999/2000 fiscal year through the following described activities:

Through a collaborative partnership, Oakland Community College and (2) two local high schools from the Pontiac Community, offered a seven and a half week Summer Academy targeting juniors and seniors with G.P.A. ranging from 1.8 - 2.5. The objective of the Summer Academy is to offer opportunities for At-Risk students an to improve their academic skills and self-esteem, develop an awareness of the rigors of the college, experience and obtain college information and become aware of career options while earning college credits. Participants of the program were required to take the following coursed: Orientation to College (CNS110), Elementary Algebra (MAT110), College Success Skills (IIC 057), Personal Computer Applications (CIS 105) along with extensive participation in a Career Exploration/Symposium and Assessment series. In total **49** students participated and **39** successfully completed. This program also included a Parent Advocate component, which allowed for parental participation.

Project BOLD (Building Opportunities, Learning Skills and Direction) is a collaborative effort between OCC and local Michigan Rehabilitation Service providers. The objective of this program is to provide support, compensatory strategies and other specialized services to students with learning disabilities. Specific services offered include: vocational and career counseling, academic support and counseling, personal development strategies, tutorial support, and evaluation. In addition this program is strongly supported and partnerships have been formed with numerous local secondary school districts representing the Metropolitan Detroit Area. Through this program we serviced **351** students with a completion rate of **79%** with average G.P.A. of 2.9 or better.

PPDI: Personal and Professional Development Initiatives is a project formulated to address the academic needs of At-Risk students. PPDI provides a continuum of activities to support the following: student retention, enhanced independent learning, and promotion of academic success. The workshops and events are interactive and topics include Strategies for Academic Success, Employability Preparation Skills, Job Fair, College Readiness, and an Open House. During this academic period over 200 current and potential students benefited from these activities.

Two Program Coordinators successfully completed The Assistive Technology Applications Certificate Program sponsored by California State University, Northridge, Center on Disabilities. In addition, they attended the annual conference Technology and Persons with Disabilities. They developed strategies/ techniques on accommodating students with learning disabilities as well as the use of assistive technology to access computer information.

Program Coordinators participate on the ESL Coordination Committee, which focuses on services for students for whom English is their second language. The committee also serves as a means to coordinate all ESL services so that the needs of the students are met in the most efficient manner.

Tutorial support was provided to students enrolled in the ESL Bridge class designed for students with English deficiencies. This class was developed for those who obtained low test scores on the Michigan Test of English Language Proficiency (MTELP). ESL students are referred and participate in activities to practice reading, writing, listening, and speaking to introduce them to Basic English grammar and vocabulary. This gives students an opportunity to improve their Basic English skills so that they may be able to participate in the developmental ESL classes.

The Academic Literacy Program continues to service students who scored into developmental English based on their ASSET and/or ETS writing sample. This developmental education program is designed to prepare developmental students to be able to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes. Students who have completed this program will be ready to engage in college level work but will require further instruction from the practitioners in the various disciplines in how to meet their unique reading and writing demands.

The Academic Literacy Bridge course also services students with low scores on the ASSET and ETS writing sample. This course prepares students for the Academic Literacy classes and gives students the opportunity to practice reading, writing, vocabulary, and study skills to prepare for developmental education.

Classroom presentations were given to students in developmental classes to present information on support services available through P.A.S.S.

The P.A.S.S. department provides one-on-one tutoring done by professional tutors who can assess the students' learning styles and provide direction to move them toward becoming independent learners.

In addition to individual tutoring, students in developmental classes are given the opportunity to interact in group tutoring which reinforces the development of reading, writing, and basic math skills necessary to make academic progress.

The P.A.S.S. Specialists assist the coordinator with delivery of accommodations and/or services. They also assist with monitoring and tracking of student progress.

Student success seminars were provided by the IIC, and students are encouraged to attend for note-taking and test-taking strategies, as well as several other areas, to develop academic potential.

The P.A.S.S. Coordinator and Counselor each semester visited developmental English, Math, and IIC classes (35) to distribute packets to over 500 students and inform them about the services that are available to them on campus. Included in the packet was information from P.A.S.S., IIC, Foreign Student Advising, and Counseling. Students were given the name of the contact person in each area along with phone and office numbers. A schedule of IIC workshops on Study Skills, Time Management, and Test-Taking Strategies was also included. Students were encouraged to attend these workshops.

The P.A.S.S. Counselor met with At-Risk students to complete a career assessment and develop an Academic Plan of Work to insure students were choosing appropriate classes for their academic level, career goals, and objectives.

The P.A.S.S. Coordinators serve on multiple committees in the community and/or serve as professional liaison with numerous professional organizations such as:

- Developmental Disabilities Institute
- Women and Disabilities Institute
- Supported Education Committee (affiliated with Community Mental Health)
- Southfield Human Service Provider
- Board Member for MOSPA & Senior Rep. For Region 9
- National & MI-AHEAD (Association for Higher Education and Disabilities)
- Learning Disabilities Association (LDA)
- Women Work!
- Zonta International
- National Association for Developmental Education
- Michigan Postsecondary Single Parent/Non-traditional Association
- National Association for Developmental Education

These organizations share a common interest and purpose in ensuring that resources and services are available to enable academic success, personal growth and development, and self-sufficiency for persons At-Risk.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College: St. Clair County Community College		
	Contact Person: Gerri VerHowe-Barber		
	Title: Coordinator, Student Learning/Enrichment Center		
	Telephone: (810) 989-5556	Fax: (810) 984-4730	E-Mail: gbarber@stclair.cc.mi.us

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$74,515
B.	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.	B.	\$74,515
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	0

2. At-Risk Students Served (unduplicated count)	267
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3. Summary of Accomplishments:

For the 1999-2000 fiscal year the staff of the St. Clair County Community College's Student Learning/Enrichment Center were actively involved in serving the At-Risk student (per the Community College Appropriations Act) definition as follows: **ACTIVITIES TO INCREASE SUCCESSFUL COMPLETION OF STUDENTS ENROLLED IN DEVELOPMENTAL AND ACADEMIC COURSES.**

STUDENT LEARNING CENTER:

- C Provided career, academic and personal counseling to a minimum of 267 students.
- C Hired and trained 34 academic peer, professional and group tutors.
- C Hired and trained 17 handicapped service providers.
- C Recruited faculty members for providing Volunteer Professional Tutoring.
- C Implemented Supplemental Instruction for BIO 100 Contemporary Biology, OA 161 Office Technology, and MTH 110 Intermediate Algebra.
- C Continued working with professors for providing academic assistance and appropriate classroom accommodations.
- C Provided Off-Campus peer tutoring, including utilization of Interactive TV to the Bad Axe Nursing Center and Huron Technical Education Center.
- C Piloted an Educational Development Plan/Career Seminars Series with students enrolled in the Reading 050 courses.
- C Coordinated efforts with the Math Department for housing the Math video collection.
- C Purchased state-of-the-art specialized computer equipment for handicapped students usage.
- C Participated in the development of a formal written Interagency Agreement with the Sanilac District Special Education Department, Sanilac Career Center and nine other community agencies serving disabled clients.
- C Coordinated sponsorship of the PBS satellite conference on Developmental Education held January 27, 2000.

ENRICHMENT CENTER:

- C Interviewed and hired full and part time Enrichment Center Supervisors.
- C Implemented services provided through the newly created computerized Enrichment Center.
- C Purchased developmental tutorial software programs for reading math, office administration and English

courses.

- C Initiated collaborative efforts between the Enrichment Center and various departments as follows:
 - Career and Counseling Services for providing computerized assessment testing and career interest inventories.
 - Student Learning Center and Career and Counseling Services counselors obtained career development training utilizing the MOIS, Bridges and Discover software programs.
 - Student Learning Center counselors utilized resources available to enhance tutor training and student learning.
 - Financial Aid Department for students seeking computerized financial aid information.
 - Office of Veteran's Affairs for students seeking job placement information.

- C Community Business and Industry Training for private vendor assessment testing.
- C Continued working with the State and College staff on the infusion and implementation of the electronic Educational Development Plan (EDP).
- C Designated regional testing site for the Michigan Virtual Learning College.
- C 61 classes utilized the Center.
- C Students, faculty, and staff utilized the Center over 9,000 times.
- C 1,821 assessment tests were administered.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Schoolcraft College			
	Contact Person	Dr. Deborah B. Daiek			
	Title	Assistant Dean, Academic and Assessment Services			
	Telephone	734/462-4436	Fax	734/462-4542	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$148,320
B.	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.	B.	\$148,320
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$0

2.	At-Risk Students Served (unduplicated count)	2,950
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3. Summary of Accomplishments:

Schoolcraft's At-Risk program included three major areas of focus: support services, financial aid counseling to improve student opportunities, and faculty student communications. All services were designed to provide the best fit between college and student.

Our services for At-Risk students included the following unique components:

Professional Academic Advising and Counseling - a team of faculty members who individually assess At-Risk students and prescribe appropriate tutoring or computer-assisted support services. One-on-one contacts are a critical service offered to At-Risk students and include assistance from a counselor, faculty mentors, and peer tutors.

Financial Aid Counselor - students that are At-Risk typically have a greater financial need than students who enter the college with the appropriate skill levels. A part-time financial aid counselor is specifically assigned to help them with Pell applications. This counselor assisted 801 students during 1999-2000.

Multiple Intervention Strategies - computer assisted support was implemented several years ago, but has been expanded each year. A new course, Versatile Schedule, has also been piloted which allows At-Risk students more flexibility with time spent in class, as well as an opportunity to develop their skills individually.

P.A.L. (Peer Assisted Learning) - trained peer tutors provide students with extra hours of outside of class assistance with lectures, notes, assignments, papers, test preparation, and overall subject fluency. The main impetus for PAL has been to compel At-Risk students to engage in meaningful, collaborative studying outside of mandatory lecture hours, and to therefore increase student retention and commitment to succeed.

Writing Fellows - a writing program aimed at the At-Risk students. Each Fellow works directly with an instructor from a specific discipline, acting as a first reader for student papers, and assisting students with semantic and syntactical accuracy. This serves as another student retention and success strategy.

International Conversation Forum - a monthly forum was created for students who speak English as a second language. International students met with native speakers of English and formed a peer support system. It has been well attended. As a result, a College Success course for the international student was developed and will be implemented during the 2001 Winter Term.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Southwestern Michigan College			
	Contact Person	Dr. Daniel R. Stenberg			
	Title	Executive Assistant to the President/Director of Institutional Research			
	Telephone	(616) 782-1262	Fax	(616) 782-8414	E-Mail

1. Expenditures:	
A. Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A. \$185,189
B. 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.	B. \$175,189
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. \$10,000

2. At-Risk Students Served (unduplicated count)	1,955
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3. Summary of Accomplishments:

Instruction: Completed review and implementation of revised developmental studies math curriculum in collaboration with math/science department. Implementation of computer/on-online mathematics program as optional delivery system for selected students. Developmental studies and communications faculty revised outcome objectives for freshman writing sequence and implemented exit exam for developmental writing classes. Revised outcome objectives for developmental reading classes. Revised college success strategies objectives and curriculum. Provided workshops in areas of writing teaching mathematics, writing instructional objectives, and writing across the curriculum. Revised basic skills assessment requirements and courses for which reading and writing are prerequisites.

Support Services: Centralized and expanded testing center services; centralized and expanded tutoring support services. Tutoring program includes peer and professional tutoring, individual, group, and in-class tutoring, and tutor training. Improved early-warning and monitoring activities for developmental studies students and students in other programs such as Student Support Services and Focus project students. Implemented Focus project program, a collaborative grant with Western Michigan University to increase the retention, transfer, and graduation rates of minority students.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Washtenaw Community College			
	Contact Person	Cynthia A. Straub			
	Title	Director, Student Resource & Women's Center			
	Telephone	734-677-5066	Fax	734-973-3692	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$137,820
B.	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.	B.	\$137,820
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	0

2.	At-Risk Students Served (unduplicated count)	1,918
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3. Summary of Accomplishments:

The At Risk program is administered by the Student Resource & Women's Center (SRWC) in the Student Services Division. A holistic approach is used which includes the following services: a diagnostic intake interview, career assessment, financial need assessment, staff assistance with education or interpersonal issues, advising in the areas of academic, career and financial areas and monitoring of progress and other support services for at risk students.

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; study skills/tutoring services; computer assisted learning and a fulltime Learning Disabilities Coordinator who does assessment and implements interventions to assist students' learning.

WCC's Early Academic Alert system that is used to identify students who are not achieving during the semester is in the process of being revised and improved. In addition, plans are underway for an At Risk Mentoring program to begin Fall, 2000.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Wayne County Community College District			
	Contact Person	John Bolden			
	Title	Director of Academic Support			
	Telephone	(313) 496-2536	Fax	(313) 961-2791	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$189,810
B.	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.	B.	\$189,810
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	0

2.	At-Risk Students Served (unduplicated count)	850
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3. Summary of Accomplishments:

PROGRAM DESIGN

Eight hundred and fifty students received services through the At-Risk Program. The students, comprised primarily of students enrolled in Developmental English and math courses, were recruited via classroom visitations, lab orientations and other outreach activities designed to promote the value of our Academic Support system. The outreach activities helped students understand and accept the need to supplement their course work with specific skill building activities that provide the foundation for academic achievement. The Program services include academic advisement, transfer information, career planning, computer-assisted instruction support, tutoring and academic monitoring.

For on-going At-Risk students, an early alert system is in place, using six week progress reports to track students' academic performance. If satisfactory progress is not being made, students are contacted to confer with the At-Risk Coordinator at their campus.

DISTINCTIVE FEATURES

Computer Assisted Instruction has been an effective tool for filling discrepancies in cognition, while serving as a practical complement to the learning objectives of our developmental tract. To this end, computer training has been included as an integral component of the At-Risk Program. Our tutorial staff is equipped to teach computer basics to inexperienced students, with the intent of leading them toward literacy and/or proficiency. In addition to helping students acquire reading, writing, and math skills, many other unanticipated benefits emerged. Our anecdotal feedback from faculty and students strongly indicates that the fusion of technology and Academic Support has served to help motivate students think analytically, engaging them in the continual process of striving to attain academic excellence.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

October 1, 1999 – September 30, 2000

SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	West Shore Community College			
	Contact Person	Kevin A Pollock			
	Title	Dean of Student Services			
	Telephone	231-845-6211	Fax	231-846-3944	E-Mail

1. Expenditures:			
A.	Amount of 1999-2000 At-Risk grant (P.A. 109 of 1999, Section 401(3))	A.	\$137,985
B.	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.	B.	\$123,354
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C.	\$14,631

2.	At-Risk Students Served (unduplicated count)	182
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3. Summary of Accomplishments:

The At-Risk program at West Shore Community College (WSCC) consists of students enrolled in the Fundamentals of English (FE), Reading Improvement (RI), College Learning Strategies (CLS), and Basic Math (BM) 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 FE and RI courses during their first semester at WSCC. 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 to advising on individual curriculums. Each student, in each class, is required to meet with the counselor on an individual basis at least once during the semester. At this time, 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 Enrichment Center (LEC) provides computerized and video supplemental instruction for all the aforementioned classes plus testing services for the BM offerings. A one-hour per week lab has been added to the FE 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 Tutoring Center, in conjunction with the college's Special Populations Program, has been established to assist

At-Risk students with tutoring needs and course work 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 Dean of Student Services individually sign each letter.