

APPENDIX B

Per House Resolution 296, the Working Group was charged with cataloging existing student academic advising and support programs in this state and available information on those programs' outcomes. The Working Group was also charged with surveying existing literature on the effectiveness of similar programs within this State and outside of it.

Appendix B includes a Research Brief that contains a summary of a survey sent to all MAP-eligible institutions asking them to provide information on their advising practices and on support initiatives offered for underserved students at their institutions, a list of the schools that responded and those that did not respond to the survey, and the individual school survey responses in their entirety.

MAP Advising Working Group**2013-14 Illinois Student Support Services Survey – Illinois MAP Eligible Schools****Highlights:**

- ✓ To date, 86 of the 133 MAP-approved schools that were asked to complete the Student Support Services Survey have provided information on support initiative(s) for underserved students at their institutions. This results in a 65 percent response rate. These schools represent 80 percent of FY2012 MAP recipients. A list of each program that has been submitted to date is included at the end of the survey highlights, and a list of schools that responded and did not respond can be found immediately following the report.
 - By sector, 92 percent (11 of the 12) of public 4-year institutions have responded, 63 percent (32 of the 51) of private institutions have responded, 67 percent (32 of the 48) of community colleges have responded, 33 percent (4 of the 12) of hospital schools have responded, and 70 percent (7 of the 10) of proprietary schools have responded.
 - Forty-five percent of respondents reported on one program at their institution, and 55 percent reported on two or more programs at their institution.
- ✓ Fifty-six percent of overall respondents reported that academic advising is required for *all* students, 37 percent indicated academic advising is required for *some* students, and 7 percent of respondents reported academic advising is not required.
 - At public 4-year schools 33 percent require *all* students to complete academic advising and 50 percent require *some* to complete advising;
 - at private institutions 83 percent require *all* students to complete academic advising and 7 percent require *some* to complete advising;
 - at community colleges 34 percent require *all* students to complete academic advising and 66 percent require *some* to complete advising;
 - at hospital schools 100 percent require *all* students to complete academic advising; and,
 - at proprietary institutions 33 percent require *all* students to complete academic advising and 50 percent require *some* to complete advising.
- ✓ Schools were asked to provide information on support services that their institution offers their at-risk students. Many of the programs serve more than one “at-risk” population. The most often mentioned major population(s) targeted in the programs include first generation students (25%), all students, all first-year students, or all new students (24%), low-income students (19%), academic disadvantaged or at-risk students (18%), students with disabilities (16%), all minority students or specific minority groups (14%), and students who require developmental or remedial coursework (3%).
- ✓ Respondents were asked to identify the category(ies) that best describes their respective program(s). Overall, respondents identified 74 percent of programs as Academic Support (Including Advising), 69 percent as Counseling & Mentoring, 60 percent as Transition & Orientation, 56 percent as Tracking/Early Warning, 49 percent as Student-Faculty Interactions, 27 percent as Learning Communities, and 24 percent as

Scholarships. Respondents indicated 29 percent of programs fell under some “Other” category; 26 percent of the programs (also) fell into a financial aid, financial literacy, or financial fitness type of program, 15 percent included tutoring, 15 percent a cultural program aspect, 13 percent offered some sort of skills course or workshop, 13 percent included referrals to student support services, 9 percent included career guidance and/or graduate or professional school preparation guidance, 8 percent (or 4 programs) included a book stipend, and another, 8 percent of programs (also) included an enrichment/leadership/community aspect.

- Just as the overall results indicate programs are using a combination of efforts in their programs, so do the results by sector. Counseling & Mentoring efforts and Academic Support (Including Advising) efforts are popular overall and by sector. Private institution programs are more likely to have Counseling & Mentoring and Tracking/Early Warning components in their programs than the other sectors. This is true for proprietary institutions as well, although they represent a much smaller proportion of the programs.

Category	Total N=205	Public		Community		
		4-year N=57	Private N=67	College N=67	Hospital N=6	Proprietary N=8
Counseling & Mentoring	69%	70%	79%	61%	17%	88%
Learning Communities	27%	32%	30%	19%	17%	50%
Student-Faculty Interactions	49%	60%	55%	34%	33%	63%
Transition & Orientation	60%	60%	60%	63%	33%	75%
Academic Support (Including Advising)	74%	67%	78%	76%	50%	88%
Tracking/Early Warning	56%	47%	64%	54%	17%	88%
Scholarships	24%	35%	15%	25%	17%	25%
Other	30%	28%	26%	32%	0%	33%

- ✓ The average, annual (approximate) number of students served by these initiatives is 715, ranging from a program that helps 3 students a year to a program that helps 15,000 students a year.
- ✓ For 58 percent of the programs respondents indicated there is no application process, and for 42 percent of the programs there is an application process.
- ✓ Respondents reported that for 32 percent of the programs students participating are met with at least once a week (11 percent everyday, 12 percent a couple of times to a few times a week, and 9 percent once a week), for 15 percent of the programs students are met with a couple a times a month, and 14 percent of the programs meet with students once a month or less often (7 percent once a month, 5 percent once a quarter or semester, and 2 percent once a year). For 39 percent of the programs respondents identified some “Other” frequency that they meet with students participating in their program; 48 percent, or 30 programs, meet with students based on what the student needs, and for 15 percent of the programs the frequency changes as the program progresses.
- ✓ The average amount of time spent with a student (or corresponding with a student) participating in the program in an academic year is 53 hours, ranging from a half hour to 1,100 hours. For at least 40 of the programs/initiatives, respondents indicated the amount spent with a student varies depending on student need.

- ✓ Respondents were asked to identify the primary way(s) staff interacts with students in their program. For 96 percent of programs, respondents indicated they interact via individual face-to-face, 82 percent through email, 70 percent via group presentation, and 37 percent through social media. For 22 percent of the programs respondents identified some “Other” way staff interacts with students, most often mentioned as phone contact (14 programs), class time (8 programs), and/or texting, postal mail, recruiting or through online student grade book and interaction software (3 programs each).
- ✓ The average annual cost (or grant amount) for the programs is \$199,923, ranging from no (additional) cost to \$1,900,000. The average, total, estimated cost per student for the programs is \$1,263, ranging from no (additional) cost to \$27,200. For those respondents who provided the source of program funding, respondents indicated 60 percent of programs are either fully or partially funded by institutional funds and/or at no additional cost to the schools, for 22 percent of programs the primary source is federal funds (specified most often as Department of Education or Department of Education TRIO funding), for 11 percent of programs private or corporate grants or donations was mentioned as the source of funding, and for 8 percent state funding was mentioned as the primary source of funding.
- ✓ Respondents reported that 62 percent of programs are *voluntary*, and 28 percent of programs are *required*. Respondents for many of the remaining 10 percent of programs who specified “Other” indicated that some students are required to participate while the program is voluntary for others, and/or that some elements of the program are required while other elements are voluntary.
 - Private institution programs are more likely to be required (35%) than programs at public 4-year institutions (19%) or at community colleges (27%). Programs at hospital schools and proprietary institutions are also more likely to be required (40% and 38%, respectively), although they represent a much smaller proportion of programs.
- ✓ Respondents indicated that 92 percent of the programs track the effectiveness of their initiative(s), and 8 percent of the programs do not track the effectiveness. The items respondents mention tracking include retention/persistence rates (45%), GPA or grades (34%), graduation rates (20%), utilization of services (15%), and course completion (10%). About one-fifth of respondents mentioned using multiple evaluation and assessment tools that include surveys, interviews, learning outcome assessments, focus groups, reports, meetings, etc. Formal tracking systems mentioned that aid in evaluation of programs include PALS Program, Datatel, Inside Track, Blumen Software, Jenzabar EX, Student Access Software, and the National Student Clearinghouse. About 40 percent of respondents indicated their program has been successful and/or effective, specifically through increased retention/persistence rates (56%), higher grades (44%), increased graduation rates (23%), surveys/evaluations of students (15%), and/or credit/course completion (13%).
- ✓ Twenty-two percent of respondents reported 1 staff person dedicates the majority of their time to the program at their institution, 13 percent reported 2 staff are dedicated to the program, 17 percent reported 3 or 4 staff dedicate the majority of their time to the program, and 13 percent of respondents reported 5 or more staff dedicates the majority of their time to the program at their institution. A little more than one-third of respondents

identified some “Other” staff setup for the program at their institution; about half of these respondents indicated that a small portion of the responsibilities of the program are shared by several staff, and/or that no one is completely dedicated to the program, and about 30 percent of these respondents reported that their program might have one coordinator but many faculty, staff, tutors, counselors, and/or mentors that share in the responsibilities of the program.

- ✓ About 45 percent of the programs are housed in Student Services (13%), Student Affairs (12%), Student Success (12%), Student Development (5%), and/or Student Counseling (3%), and nearly one-third of the programs are housed in Academic Affairs (8%), Academic Advising (8%), Academic Area/Division (7%), and/or an Academic Resource Center (4%). Another 7 percent are housed in the Provost area, and 5 percent of programs are housed in Enrollment Management.

Illinois Campus-Based Student Support Services for Underserved Students

Institution	Program Name	Brief Description
Chicago State University	Public 4-Year Institutions	
	Student Support Services - TRIO	All students need support while trying to achieve the goal of graduation. Student Support Services strives to assist participants in as many areas as possible to achieve success. We are proud to be a place where students can find assistance in overcoming barriers. Services include: <ul style="list-style-type: none"> •One-to-one support from a counselor who cares about your success. •Academic, career, and personal counseling. •Access to free one-to one and small group tutoring. •Exposure to leadership seminars and opportunities. •Cultural activities, events, other SSS participants. •Mentor program to assist in forming professional relationships with faculty and administrators. Assistance with enrollment in limited admission programs. •Personal assistance in researching and applying for financial aid and scholarships/ grants. •A computer lab that is reserved for SSS students •A textbook lending library •Exceptional Career Preparation Services •Assistance with completion of FAFSA
	University College Program	The University College Program assists incoming, freshmen students whose pre-college education did not fully prepare them to reach their academic potential. In turn, the UC program provides students with needed resources to help them take full advantage of the educational opportunities Chicago State University offers and to help them succeed during their first year of college with the end goal being graduation.
	RISE Academy-- Retention Initiative for Student Engagement	Students who participate in the R.I.S.E. Academy better acclimate to the university and have shown to have more academic success than those who do not. RISE helps students strengthen their study skills. Students are part of a learning community that provides support, encouragement, and camaraderie.
	Summer Bridge	Summer Bridge is a six-week academic program that allows select first-time freshman students to experience the Chicago State environment prior to entering the fall term. Students

	<p>selected for the program receive instruction in English, math, and reading from university instructors providing them with the opportunity to receive college-level instruction before they begin their first semester of college.</p>
African American Male Resource Center	<p>Chicago State University, AAMRC has been able to actively address issues identified as key contributors to the relatively low enrollment, retention, and graduation rates of African American male students. By establishing the African American Male Resource Center (AAMRC), the university has managed to provide students within this demographic a range of academic support services that were not previously available to them. Since the inception of the AAMRC program in 2009, CSU has managed to remove many of the academic barriers that stood as hindrances to the successful matriculation and graduation of many African American male students in preceding years. Services currently being offered by the center include, but are not limited to: free academic printing/copying services, free textbook rental, internet access (via Mac & PC computers), professional development training, free tutoring, work study employment opportunities, and youth mentor training and placement.</p>
Counseling Services	<p>All students need support while trying to achieve the goal of graduation. Student Support Services strives to assist participants in as many areas as possible to achieve success. Services include:</p> <ul style="list-style-type: none"> •One-to-one support from a counselor who cares about your success. •Academic, career, and personal counseling. •Access to free one-to one and small group tutoring. •Exposure to leadership seminars and opportunities. •Cultural activities, events, other SSS participants. •Mentor program to assist in forming professional relationships with faculty and administrators. •Assistance with enrollment in limited admission programs. •Personal assistance in researching and applying for financial aid and scholarships/ grants. •A computer lab that is reserved for SSS students •A textbook lending library •Exceptional Career Preparation Services •Assistance with completion of FAFSA. <p>The Counseling Center recognizes how experiences outside of the classroom can influence a student's academic performance and psychological well-being. By providing help in managing personal, social, educational, and vocational concerns.</p>
Abilities Office of Disabled Student Services	<p>The Abilities Office of Disabled Student Services, in collaboration with other university departments, is committed to providing appropriate auxiliary aids and services for students with disabilities in an effort to ensure their full participation in activities, programs, and services on campus and in the community. The Abilities Office is dedicated to promoting the self-advocacy of students with disabilities and is committed to working with CSU administration on the development and revision of policies and procedures relevant to students with disabilities. The Abilities Office is a resource for disability-related information for the university.</p>

Eastern Illinois University

Illinois State University

Latino Resource Center	The LRC supports Latino students who are preparing to enter CSU. Once students enroll at CSU, students are offered cultural, leadership & professional development, and counseling/advising.
Gateway Program	This program was created to assist first-generation, low-income and ethnic minority students that did not score high on their ACT.
TRIO - Student Support Services	Support program for students that are the first in their families to go to college.
TRIO – Student Support Services	TRIO/SSS advisors provide: pre-registration advisement, assistance with establishing Individual Education Plans and Contracts, academic coaching meetings, drop/add counseling, referrals for tutoring and other areas, assistance in selecting a major, and assistance in developing realistic schedules and course loads.
SUccess 101/University Success Skills	Success 101 is composed of a 2-credit hour first year seminar focusing on academic skill building (University Success Skills), weekly academic coaching meetings, and web of academic, financial and social support during the first semester of college.
Louis Stokes Alliance for Minority Participation (LS-AMP)	Funded by the National Science Foundation, LS-AMP is a support program for minority students majoring in biology, chemistry, computer science, math, or any other STEM program.
University Scholars	Each scholarship is valued at \$6,000 per year and is renewable for up to eight semesters providing participants maintain a minimum 2.75 cum GPA at the completion of each academic year. The potential total value of the scholarship is \$24,000. Coordinated services and benefits are provided for all University Scholars through the University Scholars Support Program. The major objectives of the University Scholars Support Program are to assist University Scholars in making successful transitions to the University, provide programs and services to enhance their chances for academic success, and provide opportunities for academic enrichment as well as personal and professional growth as they complete their undergraduate degree requirements. The program is administered by Targeted Retention Services in University College.
English Scholars	Recipients of this award, referred to as English Scholars, receive a new lap top computer and are granted access to the Julia N. Visor Academic Center computer lab for their personal and professional use. In addition, students receive technology training and academic support.
University Professional Development Grant	The University College Undergraduate Professional Development (UPD) grant program, formally the Minority Professional Development grant, provides financial assistance to selected undergraduate students who wish to participate in certain academic or professional development activities of their choosing.
Mentoring and Academic Student Achievement Initiative	Through MASAI, first-year and transfer students are paired with upper-class students who serve as mentors and role models. During the fall semester, mentors assist mentees with academic work, help them get involved in the campus community and organizations, assist with their transition into the University

		culture, and provide information about campus resources.
Northeastern Illinois University	TRIO Student Support Services	Student Support Services (SSS) is a federally funded TRIO grant program designed to provide supportive academic and personal services to a select number of eligible students at Northeastern Illinois University (NEIU). Students, who meet the federal eligibility criteria, have the potential for achieving a college degree and need a support system in order to achieve this goal, are chosen for the program.
Northern Illinois University	ACCESS PAL, ACCESS Supplemental Instruction, ACCESS A+ program	One-on-one tutoring, tutoring centers, enhanced tutoring with tutors attending classes with students and providing study/skill building sessions outside of class, reading efficiency and effectiveness, time management, test anxiety as requested.
	Chance Program	<ul style="list-style-type: none"> •Individual and group academic, personal and career counseling. •Financial aid counseling and follow-up process. •Academic monitoring and follow-up throughout the student's undergraduate career. •Tutorial assistance for courses. •Academic skills-enhancement courses. •Introductory university transition skills-building course taught by a counselor. •Peer mentoring for freshmen and transfer students. •Exit counseling services for students withdrawing or transferring from NIU.
Southern Illinois University-C	Total Intake Model for academic advisement with University College, First-Year and Exploratory Student Advisement	Total Intake Model for Academic Advisement provides institutional completion-focused standardized approach utilizing professional academic advisement and faculty mentors. First Year and Exploratory Student Advisement integrates career development and planning during the first year focusing on matching degree(s) options to career aspirations. Academic policies support early declaration of major and degree completion. First semester registration includes UCOL101-3, Foundations of Inquiry, English and math with all foundations skills to be completed in first year. Early Intervention and Math Success Course identifies students at-risk for failure in math and provides an academically valuable alternative that protects GPA and completes core curriculum. Sophomore transition programming intentionally prepares the student with a declared major to move to the academic college where a professional advisor continues the developmental process of preparing the student for the consultative relationship with faculty as mentor. Professional academic advisement is provided throughout the academic career and required advisement is supported with registration user numbers (RUN). Partners with Educational Advisory Board Student Success Collaborative for data-informed platform supporting a high-quality advisement experience through technology and analytics.
University of Illinois - Chicago	TRIO: Academic Support Program	The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes outreach and support programs targeted to serve and assist low-income, first generation college students and students with disabilities to progress through the academic pipeline to post baccalaureate programs. Services include workshops, supplemental counseling and academic advising, sponsored leadership and cultural

	activities, as well as academic resources such as a computer lab and text book library.
Academic Center for Excellence	A multi-faceted student support center that provides the necessary academic programs and learning assistance to help promote student success and growth at all levels of the college experience. A broad set of curricula to accommodate the cognitive and practical demands of the student body are offered to ensure their ability to overcome obstacles that affect their learning. Builds on academic abilities that students have currently and provides practical interventions to address the development of critical thinking and reading skills, effective communication skills (writing and oral), development of English communication skills as a second language, effective study skills, and vocabulary skills.
African American Academic Network	The African American Academic Network (AAAN) is committed to creating an inclusive and supportive campus environment by sponsoring academic, social, and cultural activities to encourage student engagement. AAAN provides comprehensive services with recruitment and admission counseling, supplemental academic advising, tutoring, and personal growth and development.
Native American Support Program	The Native American Support Program (NASP) endeavors to serve as advocates for native students for entrée into higher education; addressing the development of Native students served; providing services to assist Native students in developing and achieving educational goals; assisting Native students in acquiring the necessary skills, knowledge, and attributes to succeed in and complete postsecondary education; provide an environment that recognizes the diversity of backgrounds and learning styles of Native students served; and develop collaborative relationships with diverse institutions, organizations, schools, parents and families, and communities to promote a setting conducive to the completion of a postsecondary degree.
Hispanic Center of Excellence	The Hispanic Center of Excellence runs programs in a full pipeline format starting with pre-college through medical education and continuing medical education to expand the care and quality of care for Latinos across Chicagoland. The programs range from mentoring, career advising, assistance with transition to college and medical school through Medicina Scholars, etc.
LARES: Latin American Recruitment and Educational Services	LARES is designed to recruit, retain and graduate Latino Students. The program also serves to promote higher education in the areas of graduate and professional school.
President's Award Program	The President's Award Program provides scholarships to talented students and programming to motivate and support students.
L Stokes Alliance for Minority Participation	Students are offered the opportunity to participate in Mathematics/Physics Workshops, Undergraduate Research, and Teacher Assistants in the ESP Workshops.
Summer College	Summer College is a tuition-free collection of college programs that increase incoming students' chances of success by easing their transition from high school to college by offering students a

	<p>no-cost opportunity to improve their writing, math, and chemistry skills to earn a revised placement into credit-bearing courses. Revised placement will accelerate their college career and reduce their financial burden by removing one or two non-credit bearing courses from their tuition bill; and will introduce them to college-level work prior to beginning at UIC, help them build a community of peers, and provide a socio-emotional connection to university staff and instructors. In 2012, Summer College was composed of 13 individual programs offered by colleges, departments, and student support units across the campus. Students who participated in the Summer Enrichment Programs exhibited increased first-to-second-year retention rates. It is critical to note the most vulnerable students, students who are underprepared academically and often underrepresented ethnic minorities are those who benefit from the positive effects of Summer College. A majority of Summer College participants are either African American or Hispanic.</p>
Undergraduate Success Center	<p>Since opening full-time in January the USC has intervened with 529 students via email, phone, text, and in-person advising. We have helped to administer Early Alert programming, mentoring by both peers and faculty, and connecting students to resources throughout the UIC campus. The USC also fills a role with advisors and assists in profession development, advisor training, etc. In the future, the USC will expand its role as a referral and resource center, essentially providing a "one stop" experience for students to access advising, resources, and assistance on campus.</p>
Disability Resource Center	<p>LARES is designed to recruit, retain and graduate Latino Students. The program also serves to promote higher education in the areas of graduate and professional school.</p>
Summer Research Opportunity Program	<p>Participants receive instruction on numerous areas of conducting research including (but not limited to) research methods, formulating a research question, analyzing data, structuring research models as well as research presentation skills. In addition, each student is paired with a UIC faculty member who serves as a research mentor who works closely with the student on a research project. SROP students must present and report on this research at the SROP Research Symposium at the conclusion of the program.</p>
Urban Health Program	<p>Students are encouraged to participate in the UHP Undergraduate Pre-Health Student Organization, a University-recognized student group that provides its members opportunities to network with current healthcare professionals across all disciplines. In 2012, UHP faculty began developing curriculum for a pre-matriculation program that is part of UIC's Summer College initiative for incoming freshmen. This program gives incoming students a head start in transitioning into the academic rigor of pre-health college work and exposes them to the UHP mission and to career and academic planning information across all the health sciences.</p>
The CHANCE program	<p>The CHANCE programs strive to stimulate critical thinking skills; problem solving reflective practices, technological</p>

University of Illinois - Springfield		<p>advancements aimed to encourage, engage and empower students that are diverse in nature and concentrate on accountability, organizational leadership, multimedia presentations, written and oral communications, and much more</p>
	<p>Necessary Steps</p>	<p>Program designed to help transition first-generation students to university life at UIS. The program provides experienced and knowledgeable role models for undergraduate students seeking a college degree.</p>
	<p>Black Male Retention - Black Male Collegiate Society</p>	<p>Strive to create an environment where black males have a smooth transition into college and educational resources to graduate them from UIS.</p>
University of Illinois - Urbana	<p>STARS - Students Transitioning for Academic Retention and Success</p>	<p>Students receive individualized attention through regular appointments with academic advisors, peer mentors, and First Year Experience Instructors.</p>
	<p>Enrichment Academy</p>	<p>The Enrichment Academy’s aim is to serve those who have traditionally been underserved in the College of Business without making attendance at programs mandatory and thus creating a stigma. Programs are planned to serve a diverse set of subgroups. For instance, some workshops are planned for international students that focus on client-facing interpersonal skills to better prepare them for the career fair and employment opportunities with U.S. companies. There is a student committee focusing on the transfer student experience and how to orient both on-campus and off-campus students effectively in the fall. Tutors for math, economics, and computer science courses that are part of the business core curriculum will be available for all students in the college, but targeting these populations. Intervention programs for a small cohort of incoming freshmen are provided as well as additional services to students before tests in historically difficult freshman year classes such as MATH 125 and CS 105. Sunday Small Talks are held monthly which will allow students to create community with peers they may not normally connect with for a variety of reasons. These events are sponsored by companies to help students network and get a feel for a variety of job markets/majors.</p>
	<p>Liberal Arts and Sciences Access and Achievement Program (LAS AAP)</p>	<p>Established in 1968, the Access and Achievement Program (AAP) is the flagship student academic service program within the College of Liberal Arts and Sciences (LAS) Student Academic Affairs Office. It is designed to provide a supportive learning environment, promote self-advocacy and students’ academic success through systematic monitoring of academic performance, individualized academic advising, intensive personal and career counseling, structured student/teacher interaction through enrollment in program-sponsored course sections, academic workshops, enrichment and leadership activities and identification of opportunities for research and scholarships. The program strives to connect students with University resources that will complement their academic talents and will help shape their academic paths and ambitions. The</p>

	<p>goal is to prepare students for academic success, graduation, and a life of impact. LAS AAP encompasses two components: (1) Declared (those students admitted with majors) and (2) Undeclared. LAS Students may also qualify for EOP consideration through the Undeclared component of LAS AAP. The Undeclared component is designed to provide retention services to a group of 100-125 students admitted each year who have academic weaknesses that could place them "at risk" if they were permitted to enter the University without such assistance.</p>
<p>Young Scholars Program in the College of Agricultural, Consumer and Environmental Sciences (summer program)</p>	<p>Young Scholars Program in ACES is focused primarily on underserved and low-income students. These students are identified prior to entering college. Those who have participated in the College outreach programs are immediately offered the opportunity to participate. Other students who will need some academic support due to their high school performance in math and/or science are invited by letter to participate. Participation is limited to 30 students. These students must agree to participate in all aspects of the academic support experience and are supervised by a graduate student who services as their counselor. Based on need, some of the student will receive specialized tutoring support in math and/or chemistry. Academic Support is given in both one-on-one and in group situations. Support regarding class scheduling, time management, etc. are given in one-on-one sessions as well as through email.</p>
<p>Program for Academic Support and Assistance (PASS)</p>	<p>The program involves the development of a mentoring relationship between a student and their advisor. It is the goal of the advisor to establish rapport and a working relationship with students to empower them to make informed decisions, identify resources, and work on basic study strategies. Together, students and academic advisors craft individualized action plans to enhance academic performance and increase utilization of the tools and resources that the university has to offer.</p>
<p>Office of Minority Student Affairs Graduate Mentors</p>	<p>The Division of General Studies partners with the Office of Minority Student Affairs to house on-site graduate mentors. Grad mentors are hired and trained by OMSA and then provide services to DGS students in the following ways: listening to students' concerns and issues before connecting them with the most appropriate campus resources, teaching students how to solve problems in a timely manner, empowering students to be their best advocate, advocating for students as needed. Mentoring services include: Academic enrichment workshops, advocacy, assistance with study abroad applications, group mentoring sessions, individual mentoring sessions, information dissemination, personal development workshops, and referrals.</p>
<p>Discover Western</p>	<p>Students and families come to campus for a day for a campus tour, participate in a fair to visit with faculty, student service departments, advising, financial aid, and participate in group sessions to learn about the next steps to a successful college experience.</p>
<p>Summer Orientation and Registration (SOAR)</p>	<p>Admitted new students come to a 2 day event and attend academic sessions with faculty, participate in math and English placement exercises, meet with academic advisors Pre-advising</p>

	Program, register for fall classes, learn about campus resources and services, receive WIU student ID card, experience life in a residence hall environment and interact with other students.
Build Connections	This mentoring program is in its second year and has improved the retention rate for those who participate.
Commitment Scholarship	The Western Commitment Scholarship program is awarded to all new freshman students who have achieved the appropriate ACT/SAT score and who also have an appropriate GPA. Transfer students are also awarded based on their final cumulative GPA. The scholarship is offered in recognition of prior academic performance and to assist with educational costs.
Grant and Work program for high need and underachieving students	A new grant and work pilot program was started to assist high need special admit students. These students are also advised by the Office of Academic Services several times per semester.
Financial Literacy	Educate students about budgeting, managing finances and managing educational loans. The goal is to help students become confident and financially independent as they complete their educational goals.
Satisfactory Academic Progress	A policy that identifies students having severe academic difficulties and requires the use of academic support services and advising to increase academic metrics and to retain financial assistance.
Transitional Advising Program (TAP)	TAP serves students who are not making satisfactory progress in their major or who are still unclear about their major and have more than 45 hours. Advisors help students identify other major options through career exploration and transcript analysis. Students can only be in TAP for a year and cannot graduate while in TAP. *UA and TAP use the same advising personnel.
Office of Academic Services (OAS)	The Office of Academic Services (OAS) is committed to offering deserving students who show academic potential, but who do not meet regular admission requirements, the opportunity to participate in higher education. Advisors within the program not only serve as mentors and advocates but also offer students encouragement and join with them in celebrating their many successes.
University 100 (FYE)	Students have an opportunity to register for a one credit hour graded course taught by OAS advisors that addresses transition to college issues. Topics such as time management, note taking skills, textbook attack skills, how to talk to a teacher, and resources on campus are typical subject areas covered.
Learning Communities	Each of the 7 LLCs provide positive environment within the halls that encourage academic success and collaborative learning experiences. WIU students have the opportunity to participate in communities where they can live and learn with other students who share the same interests.
Private Institutions	
Conaway Achievement Project/TRIO Student Support Services	Conaway Achievement Project participants are identified and selected through an equitable and accessible process with consistent awareness of funding guidelines from the Department of Education. This process begins with the identification of

Columbia College

DePaul University

	<p>potentially eligible project participants via admissions, new student orientation, Services for Students with Disabilities (SSD), Student Financial Services, student life organizations, as well as student self-selection. Admissions and Student Financial Services supply the CAP director with lists of potentially eligible students. CAP staff members perform targeted outreach to students included. Conaway Achievement Project staff members inform faculty, staff, admissions, and Student Financial Services staff members of program goals and objectives as well as selection criteria and regulations. They also share the ways to sensitively and appropriately refer and guide target students to the CAP office. This is especially important with students who are suspected to have a disability. For students with disabilities, the initial referral should be to the SSD office if they have not already registered. The staff at Services for Students with Disabilities will then refer as necessary if an academic need is present in addition to accommodations for the student’s disability. For any eligible students with documented disabilities, household income will be reviewed prior to acceptance into the program. Students that have both a documented disability and a qualifying household income will have priority for admittance so as to ensure compliance with federal regulations for distribution of students amongst the eligibility criteria categories. As applications are submitted for review, the Project Director will review up-to-date project enrollment data by eligibility criteria. Students who meet the eligibility criteria and have evidence of academic need will be admitted according to available spaces within project guidelines for distribution amongst the five eligibility criteria categories. This will be monitored through the project’s database.</p>
<p>STARS - A Peer Mentoring Experience</p>	<p>The program uses peer mentors to support higher-risk groups in their transition to the university. Participating students are assigned a paid peer mentor to work with them throughout their first year at DePaul. The Peer Mentors receive 40 hours of summer training and 2 hours per week of additional professional development throughout the year. The mentors use an online 'case management' type system to log and track all interactions with their mentees and any crises are referred to a professional staff person. Each mentor has approximately 12-15 mentees. STARS tries to place mentees with mentors from the same academic college. For special populations, such as transfer students or men of color, the program also attempts to find mentors from the same population.</p>
<p>First Year Academic Success Program (FYAS)</p>	<p>The FYAS program offers prerequisite courses in mathematics and writing at no charge and no credit during the summer prior to first year entry to DePaul. Successful completion of the courses allows students to begin the first year with such prerequisites completed. The program includes Supplemental Instruction (delivered by student leaders who attend all classes) and faculty advising through the first year at DePaul. The program also offers a weekly series of 'Success Workshops' which provide students with helpful college transition</p>

	information, including career and financial planning, goal setting and strategies for engaging with faculty.
Elmhurst College	<p>Student Support Services Program (SSS) SSS participants may enter the program at the point of admission to DePaul and may stay with the program until they graduate. Major services include academic advising and course selection, tutoring, mentoring, financial aid and financial fitness advising, career and graduate school planning and personal counseling.</p> <p>President's Leadership Academy Grounded in the core values of Elmhurst College and the hallmarks of the Elmhurst Experience, the President's Leadership Academy (PLA) is a four- year cohort-based leadership development program focused on the major themes of: self-formation; citizen leadership, career exploration; and professional preparation. Upon acceptance to the program, students will enroll in a pre-first year academic program. The summer program will provide instruction in leadership, oral communication, reading, quantitative reasoning, and writing. Additionally, programming will be offered to assist students in learning about campus resources and building community. In the fall, the students will participate in programs designed to assist in the necessary transition skills needed to prepare students as they move from the high school environment to the college experience. Students selected to the program will be given a four-year renewable book stipend, contingent upon their full participation in all aspects of the four-year program</p>
Eureka College	<p>First Year Experience Eureka College believes that the first-year in college is critical to developing dispositions of academic and social engagement that will promote student success through to college graduation and beyond. In an effort to facilitate a successful transition to college, Eureka College is committed to a comprehensive First-Year Experience Program consisting of both curricular and co-curricular elements designed to integrate first-year students into the college community as engaged learners and participants in campus life.</p> <p>First Generation Program Through this program, we seek to accomplish two main goals: to create multiple points of contact with first generation students to ensure they become engaged and connected members of the Eureka College community; and to provide them and their parents with a clear understanding of the full range of opportunities that exist at and through Eureka College.</p>
Greenville College	<p>Professional Assistance for Student Success PASS students are placed in a First Year Experience course that focuses on college skills. The students are assigned a tutor and an academic coach. The students are to meet with both the tutor and academic coach weekly.</p>
Illinois College	<p>TRIO Student Support Services TRIO Student Support Services is an academic counseling and intervention-oriented program focusing on academic support and college coaching.</p>
Illinois Institute of Technology	<p>Academic Resource Center (ARC) -Peer Tutoring, Exam Reviews, Supplemental Provides tutoring for all science and math courses. Students meet with peer tutors to understand the subject material and help with homework questions. Students in the supplemental instruction (SI) courses are encouraged to meet outside the class for support.</p>

	Instruction & Workshops	
	Presidential Scholarship	Applicants who receive an official nomination by their institution's President or designated nominating official and are admitted to IIT will be considered for the Presidential Scholarship. Recipients of the Presidential Scholarship receive: \$25,000 annual tuition scholarship award, \$5,000 annual housing scholarship award to support on-campus residence at the university. Presidential Scholars are asked to maintain a commitment to community outreach each academic year that engages and bridges their home and sending communities with the communities at the university, in the IIT/Bronzeville neighborhood, and the city of Chicago. Additionally, recipients of the Presidential Scholarship must maintain full-time enrollment and make satisfactory academic progress. Presidential Scholars receive programming and have meetings and a student board.
	College Scholars Program	The College Scholars Program using a combination of institutional and government aid to provide CPS students with family incomes less than \$60,000/year an opportunity to attend IIT without taking loans (they receive full tuition and fees support plus a book allowance annually). Students may choose to take out loans if they want to live on campus, though housing is also offered at a discounted cost.
Knox College	TRIO Achievement Program (Student Support Services)	The TRIO Achievement Program is a TRIO Student Support Services project funded by a grant from the U.S. Department of Education, which supports the retention to graduation of students from modest income backgrounds and those whose parents do not have a four-year college degree. Students with documented disabilities may also participate in the TRIO Achievement Program. TRIO assists with all aspects of the student experience -- personal, financial, academic, cultural, and more. The five goals of the program are retention, graduation, good academic standing, graduate/professional school enrollment, and a positive campus climate for TRIO students.
Lewis University	SUCCESS program	Successful transition to university.
Lexington College	Students meet with their advisors at least twice per semester.	Lexington College's academic advising program is available to all students. The periodic advising sessions help students to discover their own potential to: excel in their studies and profession; continue to acquire personal, social and human virtues; and informed career decisions based on self-knowledge.
Lincoln Christian University	Life @ LCU	This is a combination of academic skills taught and practiced and orientation to LCU culture.
	AIM	AIM helps students identify their gifts, passions and sense of calling to solidify or identify degree program. Additional learning strategies are taught. Faculty advisors meet with students.
	Academic Resource Center	Students meet with tutors 1 or 2 times weekly for individual help with organization, life skills, or academic help.
	Developmental Classes -- Preparatory English and Study Skills	Study Skills teaches needed strategies for success. Prep English teaches fundamental English/grammar skills.

Loyola University	Tutors	Tutors help challenged students overcome any difficulties to perform at their best ability.
	Achieving College Excellence (ACE)/TRIO SSS	Funded in part by a five-year grant from the U.S. Department of Education's TRIO Student Support Services program, ACE provides academic, financial, co-curricular, mentoring, and career resources to eligible students from freshman to senior year.
MacMurray College	MacConnect program	MacConnect pairs up students with various mentors across campus, both faculty and staff, who will meet with student 3x/semester. Mentor will check in on students and serve as an additional campus POC for the student, beyond the academic advisor. Mentors will follow through with students for their first 3 semesters at MacMurray.
	Academic Early Alert	Faculty can flag a student for any issue and the Center for Learning Excellence will attempt to contact and follow through with the student.
	MacASSIST program	This program includes professional and peer tutoring, study groups, workshops, homework advice, and mentoring.
	MAC 101 First Year Experience	MACM 101. The First Year Experience Seminar. (1) An introduction to the College, its history, its mission, its programs, and its opportunities. The course also addresses topics and issues of concern to today's college students: how to succeed at MacMurray; how to succeed after graduating; strategies for making the most of the college years, academically and socially; and an introduction to the resources available in the local community. Team-taught by faculty, staff, and student leaders, the class meets in small groups that use interactive, participatory approaches to discussion and learning. Required of all new first-year students. Offered every fall at a common hour.
McKendree University	Admitted with Conditions Success	Students meet with a mentor on a weekly basis for their first semester to ensure a successful transition.
	First-Generation Student Success	Founded in 2010 and originally funded with a 2-year grant from the CIC/Walmart Foundation, the first goal was to increase awareness of first-generation students in higher ed and on campus by reaching out to students, their families, and the faculty and staff at McKendree. The program also offered 10, \$1000 scholarships to first-gen students in 2010 and 2011. Since then, the program has been firmly established, an office of First-Generation Student Success has been maintained, faculty have been trained in best practices working with these students, and the students have formed a Registered Student Organization. Further, work with Admissions as well as Parent Relations at the University and networking with other first-generation researchers has begun.
Millikin University	EDGE Program	The EDGE program brings at risk students to campus early to expose them to college expectations, rules, and requirements. Students get to work with some of Millikin's best faculty and peer mentors to teach them the importance of college and what it will take to succeed. A minimum of 7 faculty and 7 mentors are hired each year to run the program.
	Academic Probation	The program meets once a week as a group. A number of guest

Northwestern University

	speakers from across campus come and share with students ways to be successful if they are willing to work hard and ask for help. In addition to group meetings students are required to have one on one meetings with a Case Manger in Student Development to talk about more personal information and questions that might have about improving academic standing.
Documented Disabilities	Student must self-identify and provide documentation of a disability. Staff and student work to determine the best and appropriate accommodations for success and making sure standards are maintained.
Academic Alert	Faculty generates an alert in Millikin's computer system to inform student of potential threat to academic success in the course.
Bridge	Three weeks of instruction before classes start in the fall to help students overcome skills deficits that might impede their success in general chemistry and other pre-medical courses.
EXCEL	EXCEL is a cultural leadership development program where students earn 2 academic credits that count toward their engineering degree. During EXCEL, students have the opportunity to meet upperclassmen who are active members of student chapters of the National Society of Black Engineers (NSBE) and the Society of Hispanic Professional Engineers (SHPE). The relationships that develop during the program provide a support network and a formula for success for engineering students. EXCEL has been in existence for over two decades. Each summer, academically elite and highly motivated students from all over the country invest a portion of their summer on campus developing a community of support that often lasts throughout their collegiate years.
BioEXCEL	BioEXCEL students live together in a Northwestern residence hall and have the opportunity to experience college life under the mentorship of residential peer counselors. The program prepares students for the rigors of academic life while also providing a social network of peers.
Summer Academic Workshop	Provides new students with an opportunity to strengthen writing skills across the university curriculum and develop a supportive social network for four years.
Gateway Science Workshop	The Gateway Science Workshop (GSW) is a peer-led program designed to enhance students' learning as they successfully complete course sequences in chemistry, organic chemistry, biology, math, physics, and engineering.
Academic Mentoring Program	Mentors – fellow undergraduates who have taken and done well in the course – meet weekly with a group of students to discuss and work through questions and problems the students have about their coursework. Mentors participate in training and regular meetings with AMP staff, and provide regular feedback to faculty about their groups' progress.

Quincy University

Office of Academic Support: Learning Resource Center	A variety of programs are provided to help students develop their abilities to learn and make the most out of the academic opportunities at Quincy University. Some specific programs are: Study Skills Support for students who wish to improve their grades through one-on-one assistance; Academic Support
--	---

		Courses offered through the Office of Academic Support; Tutoring; Disability Services; an Advising Program; and Learning Communities (currently being redesigned) are all opportunities offered through the Office of Academic Support.
	IMPACT Program	Incoming first-year students will be paired with an upper class student who will serve as their mentor throughout their first academic year and will provide leadership and guidance. IMPACT was first launched in August 2012 and we are very excited about entering our second year.
	Textbook Loan Program	Assist students who cannot afford to purchase textbooks.
	Student Emergency Fund	The Emergency Assistance Fund provides financial assistance for students during times of personal emergency.
Robert Morris University-Illinois	RMU's operating model	RMU's mission and operating model is built around the needs of first-generation college students. This includes our year-round opportunity (5, 10-week quarters) so that students can complete 1 1/3 years of study in one calendar year; intensive student advising, 3 levels of degrees (associate, bachelor's, master's), required internships for every bachelor's degree, and majors courses from the first quarter of enrollment.
	New student advising program	Utilizing a low student to advisor ratio, we track student success for their first year. Weekly grades are submitted by their faculty, mid-term grades are posted, and students participate in a freshmen experience course.
Rockford College	Intervention Team	Intervention team members are assigned at risk students. Each member meets with the student to discuss goals and develop a plan to achieve the goal. This is in addition to the student's mentor and advisor.
	College Inventory Survey	Prioritizes interventions more efficiently by assessing the strengths and challenges of each student. Use the Noel Levitz College Inventory Survey for all incoming freshman
Roosevelt University	Student Support Services/Project Prime	A TRIO program at Roosevelt University aimed at providing holistic support to first generation, low income and/or disabled students to aid in their transition to Roosevelt.
Saint Xavier University	Academic Advantage	Academic Advantage is an academic support program designed for incoming freshman. It includes a two-week summer program and ongoing first-year support. Students participate in a variety of activities, including workshops, tutoring, research, field trips, advising, and technology.
	Student Success Program	The SSP staff works closely with all students to determine their areas of need and to develop a strategy to meet those needs. We understand that a student's success is dependent upon both academic and personal well-being. In providing this holistic approach, SSP offers numerous services, free of charge.
	Rebound	Rebound is a 12-week workshop for the 28% of freshman that did not earn a 2.0 grade point average during their first semester at SXU. Students are in small groups (12-15 students) and work with an instructor and peer mentor. Activities and topics include academic planning, satisfactory academic progress for financial aid, test-taking, tutoring, and time management.

Trinity Christian College	Advising for student on strict academic probation	Students meet weekly with an advisor to develop an academic plan, review academic progress, and review financial aid eligibility.
	Bridge Program	Selected students who do not fully meet college entrance requirements enter the college one week early for an in depth orientation to college. These students also enroll in a semester-long academic success course.
	FYF: First Year Forum (first year students) and Facing Your Future (new transfer students)	FYF is an intensive five-day orientation to college life for first year students and a three-hour once per week seminar for the first three weeks of the semester. FYF is taught in small groups of about 15-20 students by a student mentor and a faculty mentor. In these courses, students transition to college life at Trinity, investigate the college mission, and participate in a day-long service project.
	Pre-college Program	Pre-college students receive advice on all aspects of the future college experience. This includes information on college admissions, applying for financial aid, interacting with current college students, visiting college campuses, and academic mentoring.
	Trinity Christian College at By the Hand	Students take up to two years of general education college courses at a local site to prepare to transition to a four-year college experience.
University of Chicago	Supplemental Loan Counseling Program	Financial aid counselors offer loan counseling and advise to help students investigate potential ways to reduce borrowing, estimate monthly payments at the end of the college experience, and general financial literacy.
	Chicago Academic Achievement Program	To prepare students for the academic rigor of college courses, by exposing them to various subjects in classroom setting with faculty. The also spend time getting to know the city and navigating their way around.
University of St. Francis	Summer Academy	Students participate in a five day residential experience. They take a one credit hour course, team taught by 6-7 faculty to get a taste of a variety of teaching styles. They also have some reading, writing, and research. Students do a presentation and see what a college quiz is like. They learn from mentors, faculty and by experience about what they are expected to do in college to be successful. Students are followed during their first semester to make sure they are adjusting, answer their questions and keep them on track.
	University Success Scholars	First-generation students have monthly meetings to learn about college culture and what it takes to be successful. Terminology is explained, and guidance offered to maneuver through college and prepare for graduate school or careers. They also bond as a community with older students mentoring new students. Students meet faculty and administrators who were first-generation students. Programming is offered to encourage faculty-student engagement. Each semester students may go on a cultural field trip. Past trips included plays in Chicago, museums and the opera. Leadership training workshops are offered and a group of students are selected each year to attend a national leadership conference. Students select projects for

	<p>each year. Last year they held a conference for first-generation students in the Chicagoland area. This year they wish to work on a service project. They end the year with a ceremony to which they invite their families to celebrate their successes. Students who actively participate in programming each semester are eligible for a gift certificate to be used for books.</p>
Tutoring	Tutoring provides instruction and guidance in subjects so a student may meet the expectations of a course.
Supplemental Instruction (SI)	SI is modeled on the SI program from the University of Missouri. It identifies courses with high rates of D,F,W grades due to the difficulty of the course. A student who has done well in that course is trained on the SI philosophy and techniques. They hold weekly study sessions for students. During these sessions, the SI leader helps students develop the study techniques and strategies to be successful in that course. This past year there were 11 courses with SI in seven different subjects, usually sciences, nursing and math.
Academic Achievement Seminar	The course meets twice a week for the first half of the semester, presenting study and time management strategies. Students are expected to use these in their courses and assignments are assigned that would direct them to do so. During the second half of the semester, students meet one on one with the instructor to ensure that they are successful and guide them through unexpected difficulties.
Academic Coaching	Students meet with a learning specialist on a regular or weekly basis. Together they analyze the student's strengths and weaknesses. The learning specialist develops an individualized schedule to address the student's needs; from time management to test preparation strategies, to reading strategies to personal development or other resources such as counseling. Students work with the learning specialist to improve skills and strategies. Students may also be referred to other resources based on their individual challenges.
First Hand Mentors	Specially selected upperclassmen are invited to serve as mentors. They all go through a full day's training. Each mentors 1 - 2 new students. Mentors are required to make a weekly contact with their mentees. At the beginning of the semester they create a set of goals with their mentee and a mentoring plan based on what the mentee wants from this relationship and what the mentee needs. Mentors will develop this relationship through lunches or activities with the mentee, various forms of communication, and responses to the needs of the mentees. Mentors are required to make periodic reports to the director.
Disability Services	This program assesses documentation, determines needs and accommodations and communicates the needed accommodations to the appropriate people. This service is an advocate for students with disabilities and offers counseling on academic strategies that address their particular needs.
New Student Orientation	Participation in the orientation program is expected of all new students, with distinct programs for first-year students and transfer students. Specialized support is provided for international students and third culture students (those who

Black Hawk College

	have lived a significant part of their life outside the United States but hold a US Passport.)
Academic Alert	Notification is provided regarding students who have below a C- in any course at the midpoint of the semester.
Academic Advising	Students must meet with their academic advisor prior to registration for the following term.
Academic and Disability Services	The Academic and Disability Services Office exists to enrich and support student learning, promote equal access and cultivate an attitude of welcome and inclusiveness for students with disabilities.

Community Colleges

Carl Sandburg College

TRIO Student Support Service. Early Alert	TRIO-Student Support Services is a federally funded program that provides opportunities for academic development and assistance with basic college requirements for the identified population. The goal of the BHC TRIO program is to increase retention and graduation rates among the participants and to facilitate the transition from one level of higher education to another. Services include assigned advisors for academic advising, peer mentoring and focused workshops, Early Alert is designed to engage students identified by faculty as having classroom difficulty and connect them with appropriate support services. These services include tutoring, advising and mentoring.
Early Alert	Faculty identifies students. Advisors and counselors contact students and offer a variety of interventions including tutoring, and academic advising
First Year Seminar	The First Year Seminar will facilitate a successful transition for first time students by orienting them to Carl Sandburg College and the college processes as well as addressing how to be successful in college courses. Emphasis will be placed on academic success, personal growth and self-management and campus/community resources and involvement.
TRIO Student Support Services	TRIO Student Support Services (SSS) is a federally funded program that provides academic support services to eligible Sandburg students. The goal of the program is to assist participants to stay in school and graduate from Sandburg and transfer to a four-year college or university. The TRIO SSS staff is available to provide academic as well as personal support in many different areas that affect both traditional and non-traditional students.
Tutoring	Tutoring services at Carl Sandburg College aims to empower students by helping them establish productive learning habits and helping them see their own authorship in their success. Beyond providing them with clarification on difficult course concepts, we provide a safe, accessible environment for testing ideas and learning strategies.
Charge Up orientation	To orient students to the college and assist them in transitioning to the college. Charge Up orientation provides a campus tour, college success tips and technology instruction, among other services.

Danville Area Community College	Starfish Early Alert and Intervention	Starfish provides the student with one central location to find the people on campus who can help them succeed. They can also see recommendations and tips for improvement displayed on their Starfish homepage or sent to them by email.
	New Student Orientation	This is a two hour session with emphasis on types of programs (cert., degree, transfer program), academic and student conduct policy reviews, scholarship information, student aid programs and processes discussed, student support services for special needs, tutoring, TRIO program, student life and clubs activities, contacts of faculty and staff provided.
	Student Success in College Course (S in C)	Sections are from 5 to 16 weeks in length and are one credit hour, it is a required course for graduation. Students identify if they would like to be in the sections designed for special populations whose intent is to interact with peers and build mentoring opportunities with staff.
	TRIO program	Students are provided more one-on-one contact throughout their enrollment at the college. Peer tutors as well as professional tutors are provided, special services met if they qualify (note takers, extended test times and working with faculty) to accommodate student's needs, various events throughout the terms (4 yr college visits, diversity events, career searches,), and intervention actions as progress is tracked.
Harold Washington College	First Year Success	A multi-pronged approach to enabling new student success. Students are advised into a pathway - 9 of 10 are career focused. Early alert is in place to identify those students in need of assistance. Tutors are available to address academic challenges. A Wellness Center supports social/emotional challenges experienced by our students. We have an orientation prior to the beginning of classes, followed by a convocation/welcome week to welcome students and their families to the college. We also enroll 50 - 100 students in learning communities.
Harper College	REACH Summer Bridge	High school students from feeder high schools who are enrolling at Harper College for the fall semester and who meet the target population are identified. Students are accepted into a two-week transition experience during the end of July - beginning of August on the Harper campus. Students take the Compass assessment prior to the start of the program. During the two weeks the students attend skill building workshops led by faculty and personal growth/transition workshops led by counselors. At the conclusion of the program, students retake the Compass assessment with the intended outcome that many will either place out of the need for developmental coursework, or reduce the number of developmental courses they need to take. During the fall semester the students enroll in a first year seminar course taught by counselors (tuition and fees for the course are covered by the program). Additionally the counselors case manage the students and their academic progress is monitored for their first year through the College's early alert software/program.

Harry S. Truman College	Academic Coaching Empowering Students (ACES)	Academic Coaching Empowering Students (ACES) involves completing a two-credit First Year Experience Course and working with an assigned academic coach. The Coach (the Learning Specialist who teaches the class) assists the student in navigating both the challenges and the opportunities found on Harper's campus. Students receive accommodation planning, academic advising and their academic progress is monitored through the College's early warning software/program.
	Grades First	Students have access to communicate and connect with their assigned advisors through grades first log in. Advisors connect with professors for early warning of an assigned student's lack of progress or attendance to connect with student to provide support and prevent drop outs.
Heartland Community College	Next Step	Central Community Action, United Way of McLean County and University of Illinois College of Law community Preservation Clinic. This collaboration allows the college to offer needed services to students-services which, without key partnerships, would be unavailable on campus. Next Step offers assistance in the categories of Income supports, career and Educational Pathways, and Financial coaching.
Illinois Central College	TRIO - Student Support Services/ Project RISE	Project RISE is a TRIO federally-funded program designed to provide eligible students with services to ease their college experience and progress toward obtaining a Bachelor's degree. Additional support services are available to strengthen a student's confidence, goal-directed behavior, college and career knowledge, academic and personal skills, and academic achievement.
	TRIO Student Support Services	Specific objectives are: 1. Retention: 62% of participants served by the SSS program will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year. 2. Good Academic Standing: 80% of participants served by the SSS project will meet the performance level required to stay in good academic standing at ICC 3. Graduation Rate: 15% of new participants served each year will graduate with an associate's degree or certificate within four years. 4. Transfer Rate: 15% of new participants served each year will transfer to institutions of higher education that offer baccalaureate degrees, with an associate's degree or certificate within four years.
Illinois Valley Community College	Project Success (TRIO Student Support Services)	Project Success provides a comprehensive program promoting student retention, graduation and transfer rates while fostering a campus climate that is inclusive and diverse. Students are assisted in determining their strengths and limitations, assessing their interests, and planning a systematic program of educational, social, and personal development.
John A. Logan College	Student Support Services - TRIO Program	Federally-funded grant to support students with academic potential in meeting their educational goals. These students must meet one or more of the following criteria: low income, disabled, first-generation college student.
	Disability Support Services	Disabled students meet with the program coordinator to assess needed accommodations. These are put into place for the student and communicated to faculty as necessary.

John Wood Community College Joliet Junior College	TRIO	To coordinate activities that inform and create awareness to assist students in being successful attending college.
	Academic Intervention/ student alert system (Powered by Starfish Retention Solutions)	In an effort to address JJC strategic goal of increasing student success and completion, an “Early Alert” academic intervention tool (Starfish Retention Solutions) was piloted in October 2009 to support faculty interaction and communication with students related to in-course progress. In fall 2010, the pilot was adopted to support communication to students via flag alerts, which generated automated letters. These alerts also notified the Dean of Student Success and appropriate student development professional staff identified to support student success outcomes. As the program was adopted, staffing limitation to manage the academic intervention system restricted use to specific faculty teaching specific courses. These courses included developmental (zero level) courses, GSD (college success) courses, and 100 level courses (considered “Gate-way” courses).
	Project Achieve/Student Support Services	To provide services that facilitates the transfer from a two-year to a four-year college/university and fosters an institutional climate supportive of the success of students.
	The Office of Multicultural Student Affairs (OMSA) – STEPS Program	The STEPS Program’s purpose is to provide multicultural students a resourceful and supportive environment that enhances academic motivation, leadership development, and retention of its participants. Students are asked to enter into a written agreement with OMSA committing them to the following expectations: <ul style="list-style-type: none"> • Participate in 2 Advising appointments • Participate in 2 Cultural Activities • Participate in 1 Leadership Program • Participate in 1 Campus Tour or Academic Resource Program.
	Veterans Orientation	The Veterans Orientation provides assistance to military and veteran students with navigating the admissions, enrollment and financial aid processes. We provide step-by-step direction in applying for and utilizing their veteran’s educational benefits.
	Project Success	This innovative program is geared for first-generation minority college students (parents have not earned a bachelor’s degree) who are unfamiliar with the overall college process, but who have a minimum cumulative GPA of 2.5 on a 4.0 scale, have taken college preparatory classes (including at least two years of algebra) and possess the desire and motivation to continue on with a college education. This program will assist students in experiencing a smooth transition from high school to college, and provide them with mentoring and support to complete an associate’s degree.
	Disability Services Office (Student Accommodations & Resources STAR)	Student Accommodations and Resources (STAR) is the office designated by the college to support students who have documented disabilities under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. STAR arranges accommodations for eligible students, and assists college administration, faculty, and staff to provide required accommodations.
	New Student Orientation (NSO)	New Student Orientations are a high-tech/high-touch experience to introduce new students to the college environment. The program begins with an overview of the college’s educational

Kaskaskia College

	offerings, student success resources and payment and registration processes. The second portion of the NSO experience is one-on-one first semester planning with a Faculty Counselor or Advisor. All new students are assisted by peer Student Leaders in the registration laboratory. All new students leave with a full-time or partial schedule if they are attending later in the orientation season.
General Student Development (GSD) 085: College Preparation and Study Skills course	The GSD 085 course was introduced to the JJC curriculum in 2009. Its purpose was to provide information and skill building to students that did not score into the GSD 100 College Success course. This was an intentional effort to provide a first-year experience course for students with limited reading and writing capacities.
Mandatory Academic Advising for Veteran Students	It is required that the veteran request an appointment with an academic counselor or advisor to develop a Veterans Educational Degree Plan to ensure they are enrolling in the appropriate courses that count towards their declared program of study. An advisor can answer questions a student may have regarding specific classes, programs of study, and academic standing and transfer.
Major Exploration Workshop	This initiative will help students who are undecided or exploring careers: <ul style="list-style-type: none"> • Learn the importance of choosing a major early • Learn what resources are available to help them begin the major selection process • Begin to develop a major selection plan of action.
Perkins Program	To provide students who are in career and technical programs partial assistance/reimbursement of books, uniforms and transportation expenses.
Disability Support Services	To assist students who have a documented disability receive reasonable accommodations to allow them a level of learning equivalent to non-disabled students.
Scholarship for GED Graduates	To give GED graduates a jumpstart to college.
TRIO Program	TRIO/Student Services has received funding to support 140 eligible students in 2012-13 and is funded to serve 133 students at KC for the 2013-14 academic year. Participants receive an integrated, intentional set of services designed to foster academic success, degree/certificate completion and transfer. Some of the services provided include academic and career advising, tutoring, academic and personal development workshops, financial literacy information, financial aid assistance, peer mentoring and transfer assistance. TRIO strives to be a one-stop shop for our participants. A staff of four full-time professionals assists first-generation, low-income students to navigate the college system and connects them with the appropriate campus resources. TRIO staff also monitors student performance and assists students to remain accountable as they pursue their academic goals.

Kennedy-King College

King's Men Initiative	African American males who face academic and social challenges hinder their ability to matriculate into and succeed in college. A recent analysis in 2010 at Kennedy King College indicated only 34% of the African American students were male. While the
-----------------------	--

		College's overall retention rate of all first-time students was approximately 50%, statistics revealed that male students have a more difficult time than female students in post-secondary education.
Kishwaukee College	Required meetings with Counselors or Faculty Advisors	Identification of appropriate course placement and student academic goals, intervention for students on restricted standing to identify barriers to success and develop a plan for improving course completion and degree attainment.
Lake Land College	TRIO Student Support Services	Provide intensive support services to students above and beyond what is provided to other students.
	New Student Orientation	Required pre-enrollment session where students receive general information about the college and meet with a counselor 1:1 for academic advising in their particular major. Students register for their courses as part of the process.
	Academic Advising	All students are assigned an academic advisor according to their program of study. Students are required to discuss their academic plans and receive advisor clearance prior to registration each semester.
	Early Advantage Program	Faculty and staff can easily make referrals through an online referral system. The referral goes directly to an academic counselor or other designated student support professional for follow-up. The staff responder contacts the students to help them connect with any resources needed to help them be successful.
	TRIO Talent Search	Individual and group interactions in district middle and high schools focused on academic preparation and planning. Helping make college possible for individuals who do not have role models who have attended college.
	Disability Support Services	The Academic Counselor/Coordinator of Student Accommodations provides individual assistance and coordinates support services for students across the college.
Lewis and Clark Community College	Connect to College Success	First semester students who test into all three developmental areas are enrolled in a two credit hour success course with an instructor and intrusive advisor. Campus resources, including electronic systems, time management, study skills, goal setting, and others are important components of the student success course. The intrusive advisor meets with the students in the classroom and in the academic advising center.
Lincoln Trail College	Career Placement	The mission of this career placement program is to successfully complete the academic process with a transition into the workforce through strong student support services and academic enhancements.
McHenry County College	Special Needs Advising	The Special Needs academic advisor collaborates with the Special Needs department to attend Special Needs department meetings, a Special Need's Orientation and works one-on-one with Special Needs students.
Moraine Valley Community College	Next Generation Learning Challenge- Early Warning Support	Students in developmental courses who are having difficulty succeeding in their coursework are referred to the Counseling Center to receive academic and personal support.
	National Hispanic College Fair	Approximately 171 colleges attend to assist students and provide information on Admission procedures etc.

Morton College	TRIO/Student Support Services	To increase graduation rates, increase transfer rates and increase academic performance
	PantherPalooza	Morton College is committed to the effective transition of new students to the Morton College family and culture. To meet this goal, the college offers multiple orientation sessions throughout the academic year called PantherPalooza. This program session offers new students the opportunity to meet key personnel, academic advisors and register for their first semester of courses.
Oakton Community College	TRIO (Special Support Services)	The TRIO program does the following: - Assists students' academic, financial and transfer advisement. - Ensures students remain in good academic standing and persist within higher education. Strong role models and mentors are important in this process. As are academic tutors to build academic skills. The program does offer a limited number laptops for students to be able to have access to discipline specific software necessary for coursework. - Assists students with the transfer process, including conducting transfer school campus visits. These visits can be costly as some require overnight accommodations and transportation costs. - Acquires resources for students to build financial literacy and long term financial planning related to personal and higher educational goals.
Parkland College	Together We Achieve (first year community)	Together We Achieve is a first year community for black male students who start at Parkland College with placements in upper level developmental reading/writing. Students take developmental reading, developmental writing, American government (political science general education course), college success and study skills supplemental tutorials classes together in their first semester. In fall 2013, the college success course will be front loaded to instill behaviors and self-management strategies before other classes begin. A team of faculty and advising staff work in tandem to teach, advise, and mentor each cohort. The intrusive network of support takes place primarily in the first semester with continued advising and counseling support through future semesters. Students in earlier cohorts are encouraged to serve as peer mentors to later cohorts. This program was started in fall 2011.
Rend Lake College	Black Student Success Project	To provide African-American students added social and academic support and opportunities to learn and engage.
	New Student Orientation	Student attend a 1/2 day workshop entitled Warrior Day where they tour campus, meet Security, get Student IDs, review of Financial Aid and student aid responsibilities, meet Tutoring and Disability Services Coordinator. Students then have a one-hour session in the tutoring lab to learn how to complete the last phase of orientation which are online modules.
Rock Valley College	Student Support Services, TRIO Grant	At RLC, the program is called STARS. STARS participants receive academic advising, counseling on barriers, student success workshops, laptop loan program, cultural events.
	Right Place to Start	All participants will take Student Development (STU) courses, meet with a Life Coach for 1-on-1 and for group discussions, attend a college tour, and earn incentives.

Southeastern Illinois College	TRIO/Student Support Services	Student Support Services at Southeastern Illinois College is funded 100% by the U.S. Department of Education at \$271,329 annually to provide support services to 156 eligible enrolled students. The goal of SSS is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. To be eligible for the program students must be either a low-income student, first- generation college student, or a student with a documented disability.
	ADA/Disability Services	SIC facilities are handicap accessible, including handicap parking, ramps, handicap accessible doors, and elevators, for those that are physically disabled. An individualized support services plan will provide students with the needed resources to help make their experience at Southeastern Illinois College a successful one.
	Student Success Center	To provide the following support services to students attending Southeastern Illinois College, including traditional and online professional and peer tutoring services, special testing, alternative testing for those students with special needs, and academic computing.
Southwestern Illinois College	PALS (Personal Advocate Linking Services) Program	Personal Advocates assist in the completion of FAFSA applications and the steps to enrollment process as a major outreach initiative to recruit and serve participants. Following initial intake assessments to determine program needs, Personal Advocates work with students to secure funding for academic scholarships. They also foster career development and employment in collaboration with the Career Employment Center at Southwestern Illinois College.
	Restart Program	RESTART is a program designed to provide intense services to help students improve their academic success/GPA. This program provides information to the student about college resources as well as several required activities that must be completed prior to re-enrollment. Students who do not follow these guidelines will not be allowed to register for or attend classes at Southwestern Illinois College. As a result of a student's cumulative GPA at the end of the semester, a student may be restricted from enrollment and placed in the RESTART program based on the following categories of Academic Standing: -Academic Probation- cumulative GPA between 2.0 and 1.5 -Academic Suspension Warning- cumulative GPA below 1.5 -Academic Suspension- cumulative GPA below 1.5 for 2 consecutive semesters. Each of these categories causes a RESTRICTION to be applied to the student's record and a checklist of RESTART requirements placed on their eSTORM STUDENT CENTER "TO DOs" list.
Spoon River College	Advising required for all new students.	Students cannot register online for their first semester at Spoon River College. They are required to meet with an advisor prior to registration.
	TRIO Student Support Services	TRIO provides services to help low income, first generation and/or disabled students (at risk populations) be successful personally and academically while at Spoon River College. Services provided include, academic advising, tutoring,

Waubensee Community College		educational workshops, off campus cultural activities, printing privileges, grant aid, grade monitoring.
	Access Center for Students with Disabilities	We work with local high schools and our own faculty and staff to create awareness of our program. Students self-identify based on their own awareness or the recommendations of others.
	Academic Early Alert and Grade Checks	Academic Early Alert occurs during the 5th week of each semester for all students enrolled in a 16-week semester. Additionally, grade checks occur during weeks 8 and 12 for TRIO/SSS students and student athletes. Faculty identifies the at-risk students, and counselors and advisors follow up by email and phone.
Rush University	Hospital Schools	
	College of Health Sciences Diversity Scholarships	The award is intended for incoming/first-year students, and will be awarded to incoming/first-year students only in selected College of Health Sciences (CHS) programs. Several awards up to \$28,000 each (or covering the first year of tuition expense, whichever is less) will be awarded based on the availability of funds. The award is intended but not limited to racial and ethnic minority students who are underrepresented in the health professions and are full-time, incoming/first-year students. Students must be enrolled full-time in an academic program located within the College of Health Sciences.
	Academic Advising for Imaging Sciences program	The IS Program employs proactive academic advising – a proactive method of academic advising that incorporates intervention strategies for historically at-risk groups of students, such as academically disadvantaged or underprepared students, and ethnic minority students. The program includes systems to monitor academic performance and progress, periodic face to face meetings with the student, bi-weekly phone calls to the students and signed contracts or study plans that outline student goals and means of achieving those goals. Through meetings and follow-up sessions with these students, we can then work to connect students with support services that are appropriate to their specific needs.
Imaging Sciences Seminar Coursework	In an effort to address both academic and non-academic factors that affect retention rates, we have implemented seminars with an advising component to help make students transition from the associates degree coursework to the bachelor degree coursework. Seminars serve as an extension of an orientation program to assist students in the development of both academic skills and college survival tactics, including time and stress management. The seminar course aims to provide students with information regarding the college’s resources, as well as study skills, career exploration, writing skills, and information about technology that will enable them to be successful. During their first class meetings, students complete a 50-item survey designed to measure students’ academic motivation (performance and learning goal orientation, self-regulation, etc.), their knowledge of the campus resources (Career Services, Academic Advisement, Office for Student Life, etc.), and academic responsibility (skills and behaviors associated with academic success – creating study schedules, class participation,	

		and meeting with academic advisors).
		Proprietary Institutions
DeVry University	Inside Track	Inside Track is a program run through an outside agency in partnership with DeVry University to provide coaching and supplement the student support services of the University. The program works with students throughout their enrollment all the way to graduation. It is currently in a pilot status at 7 locations.
Fox College	Fox College Retention Program	All students' grades are updated regularly in an online system available to the students, their program directors, cohort managers and the Director of Education. Any student with a D in any class at mid-term must meet with their cohort manager for individual counseling. At these meetings the cohort manager reviews all current grades and feedback from instructors. Discusses study strategies and potential needs of the student, including tutoring. Student signs off on their understanding of the outcome of the counseling session
Illinois Institute of Art - Schaumburg	CSR (Continuing Student Review) and Registration/Confirmation Task Force and S.O.S.	The S.O.S program is a faculty referral program where students who are failing at midterm can receive the opportunity to make up missed work and pass the class by attending workshops led by campus directors. The CSR and Registration/Confirmation Task Force meetings combine Academic Affairs with Financial Aid on campus to identify at-risk students early enough to solve their problems before the next quarter begins to keep them enrolled.
Illinois Institute of Art - Tinley Park	Registration/Confirmation Taskforce, Advising Center	The program is designed to identify and assist students who are struggling around midterm and to help them through the completion of the term.
Kendall College/Day Div/Horizon (Evening)	Academic Coaching	Help students get on tracks to be academically successful.
Midstate College	Office of Student Success	The Office of Student Success is dedicated to helping students succeed, not only while a student at the College, but through a lifetime of additional challenges. The Office of Student Success can help students coordinate resources which will assist in making the college experience positive, memorable, and successful. Services offered include: tutoring, vocational counseling, study skills, test taking techniques, note taking, etc.
Northwestern College	Adopt a Class	Peer tutors participate in foundation classes are available for tutoring sessions for students in foundation classes.

Illinois MAP-Eligible Institutions Surveyed

Responded

Aurora University
Benedictine University
Black Hawk College
Blessing-Rieman College of Nursing
Bradley University
Carl Sandburg College
Chicago State University
College of DuPage
Columbia College
Danville Area Community College
DePaul University
DeVry University
Eastern Illinois University
Elmhurst College
Eureka College
Fox College
Greenville College
Harold Washington College
Harper College
Harry S. Truman College
Heartland Community College
Illinois Central College
Illinois College
Illinois Institute of Art - Chicago
Illinois Institute of Art - Schaumburg
Illinois Institute of Technology
Illinois State University
Illinois Valley Community College
John A. Logan College
John Wood Community College
Joliet Junior College
Kaskaskia College
Kendall College
Kennedy-King College
Kishwaukee College
Knox College
Lake Land College
Lewis and Clark Community College
Lewis University
Lexington College
Lincoln Christian University
Lincoln College
Lincoln Trail College
Loyola University
MacMurray College
McHenry County College

McKendree University
Midstate College
Millikin University
Moraine Valley Community College
Morrison Institute of Technology
Morton College
National University of Health Sciences
Northeastern Illinois University
Northern Illinois University
Northwestern College
Northwestern University
Oakton Community College
Olney Central College
Parkland College
Quincy University
Rend Lake College
Richland Community College
Robert Morris University-Illinois
Rock Valley College
Rockford College
Roosevelt University
Rush University
Saint Augustine College
Saint Xavier University
Southeastern Illinois College
Southern Illinois University - Carbondale
Southern Illinois University - Edwardsville
Southwestern Illinois College
Spoon River College
Telshe-Yeshiva
Trinity Christian College
Trinity College of Nursing
University of Chicago
University of Illinois – Chicago
University of Illinois – Springfield
University of Illinois – Urbana
University of St. Francis
Waubonsee Community College
Western Illinois University
Wheaton College

Did Not Respond

American Academy of Art
Augustana College

Blackburn College
Capital Area School of Practical Nursing
College of Lake County
Concordia University
Dominican University
East-West University
Elgin Community College
Frontier Community College
Governors State University
Graham Hospital School of Nursing
Harrington College of Design
Hebrew Theological College
Highland Community College
Illinois Wesleyan University
Judson University
Kankakee Community College
Lake Forest College
Lakeview College of Nursing
Le Cordon Bleu College of Culinary Arts
Lincoln Land Community College
MacCormac College
Malcolm X College
Methodist College of Nursing
Monmouth College
National Louis University
North Central College
North Park University
Olive-Harvey College
Olivet Nazarene University
Prairie State College
Resurrection University
Richard J. Daley College
Saint Anthony College of Nursing
Saint Francis Medical Center College of
Nursing
Saint John's College/Dept of Nursing
Sauk Valley Community College
Shawnee Community College
Shimer College
South Suburban College
The School of the Art Institute
Trinity International University
Triton College
VanderCook College of Music
Wabash Valley College
Wilbur Wright College

Benedictine University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least three times.

Black Hawk College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Minimum of twice per semester, but average 5-6

Program 1

Name of your support initiative for underserved students:

TRIO Student Support Service; Early Alert

Major student population(s) targeted by this initiative:

TRIO: first generation, low income or students with disability. Early Alert: faculty identified

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

TRIO = 245

Early Alert = 350

Mission or major purpose of this initiative:

Mission of BHC Student Support Services program is to provide opportunities for academic development and to motivate students toward successful completion of postsecondary education. Early Alert mission is to provide appropriate interventions with students identified as having classroom difficulty.

Brief narrative summary/description of this initiative:

TRIO-Student Support Services is a federally funded program that provides opportunities for academic development and assistance with basic college requirements for the identified population. The goal of the BHC TRIO program is to increase retention and graduation rates among the participants and to facilitate the transition from one level of higher education to another. Services include assigned advisors for academic advising, peer mentoring and focused workshops, Early Alert is designed to engage students identified by faculty as having classroom difficulty and connect them with appropriate support services. These services include tutoring, advising and mentoring.

How are students identified for/recruited into the program?

TRIO students are recruited through information on college website and at events such as information fairs and orientation. Early Alert students are identified by faculty referrals.

What are the eligibility criteria for the program?

TRIO: first generation, low income or documented disability.

Early Alert: faculty referral.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies. TRIO typically minimum of 5 hours.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

TRIO - Department of Education grant \$305,881

Please provide a total estimated cost per student for this program:

TRIO: \$1,360

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Fall to fall persistence, GPA improvements, graduation rates

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Kari Koster, Student Success Center Manager

kosterk@bhc.edu

309-796-5152

Please provide any other information you think important for us to know about this initiative:

Early Alert: Ty Perkins, Student Retention Coordinator

perkinst@bhc.edu

309-796-5180

Name and title of individual completing this form:

D. Vallandingham

Vice President, Student Services

Program 2

Name of your support initiative for underserved students:

Early Alert

Major student population(s) targeted by this initiative:

Students identified by faculty as having classroom difficulty

Please identify the category(ies) that best describes your program:

- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

350

Mission or major purpose of this initiative:

Early intervention aimed at supporting classroom success

Brief narrative summary/description of this initiative:

Faculty identify students. Advisors and counselors contact students and offer a variety of interventions including tutoring, and academic advising.

How are students identified for/recruited into the program?

Faculty referrals

What are the eligibility criteria for the program?

All students eligible

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1-4 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Institutional dollars

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Semester GPA, retention and persistence

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Dick Vallandingham, vice president for student services

vallandinghamd@bhc.edu

309-796-5041

Blessing-Rieman College of Nursing

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Twice a semester

Name of your support initiative for underserved students:

We do not have a support initiative for underserved students. All students are treated the same whether underserved, first generation, or not.

Carl Sandburg College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Typically at least once per semester. We are moving towards requiring all students to meet/speak with their advisor prior to registration each term with the exception of the students in limited enrollment programs.

Program 1

Name of your support initiative for underserved students:

First Year Seminar

Major student population(s) targeted by this initiative:

First time, full-time AA, AS and AFA degree seeking students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation

Approximate number of students currently being served by this initiative:

500 for the fall term

Mission or major purpose of this initiative:

To orient students to college, give them opportunities to build relationships with their peers and their faculty members, to establish good study habits and deliver information students need to be successful in their courses.

Brief narrative summary/description of this initiative:

The First Year Seminar will facilitate a successful transition for first time students by orienting them to Carl Sandburg College and the college processes as well as addressing how to be successful in college courses. Emphasis will be placed on academic success, personal growth and self-management and campus/community resources and involvement.

How are students identified for/recruited into the program?

Students are identified at their first advising appointment.

What are the eligibility criteria for the program?

First time, full-time AA, AS, and AFA degree seeking students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1 hour

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

At this point, the cost is minimal. We pay our faculty who teach FYS the continuing education rate. Staff who teach are not paid because it's part of their job.

Please provide a total estimated cost per student for this program:

Unknown

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We just began this program in the Fall of 2012 so we are now looking at retention and GPA rates for the participants. So far, the students that participated in FYS had significant higher GPA and completion rates as opposed to the students that did not participate or failed but it's still a little early in this program to tell the effectiveness.

How many staff at your institution dedicates the majority of their time to this program?

We spread the responsibilities out so no one is dedicated to the program.

Where is the program housed, and what department/area within your institution does the program fall under?

It falls under Student Success.

Primary contact (individual in charge of program) for additional information for this initiative:

Misty Lyon, Dean of Student Success
mlyon@sandburg.edu
309-341-5422

Name and title of individual completing this form:

Misty Lyon, Dean of Student Success

Program 2

Name of your support initiative for underserved students:

TRIO Student Support Services

Major student population(s) targeted by this initiative:

First generation, low income students who are planning on transferring to a 4-year college or university

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

125

Mission or major purpose of this initiative:

To increase graduation and transfer rates of students served.

Brief narrative summary/description of this initiative:

TRIO Student Support Services (SSS) is a federally funded program that provides academic support services to eligible Sandburg students. The goal of the program is to assist participants to stay in school and graduate from Sandburg and transfer to a four-year college or university. The TRIO SSS staff is

available to provide academic as well as personal support in many different areas that affect both traditional and non-traditional students.

How are students identified for/recruited into the program?

Students are identified in the intake process of the college. All advisors, recruiters, staff and faculty can refer a student to the program. The TRIO staff also advertise the program throughout campus and speak in classes typically taken by students who are planning to transfer.

What are the eligibility criteria for the program?

First generation, low income students who are planning on transferring to a 4-year college or university and who show academic need.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

It definitely varies based on the needs of the student but minimally all students meet with the staff at least 4 times each semester for at least half hour appointments.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The current budget is 168,527.00 and if funded by a grant from the US Department of Education

Please provide a total estimated cost per student for this program:

\$1,348

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

GPA, graduation and transfer rates are tracked for all participants. Yes, the program has exceeded it's goals every year and students who participate in the program are more likely to be retained and graduate than their peers who do not participate in the program.

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Autumn Scott, Director of TRIO SSS
anscott@sandburg.edu

309-341-5462

Program 3

Name of your support initiative for underserved students:

Tutoring

Major student population(s) targeted by this initiative:

All students

Please identify the category(ies) that best describes your program:

- Tutoring

Approximate number of students currently being served by this initiative:

370 last year

Mission or major purpose of this initiative:

To provide academic support to students to improve their understanding and completion of their coursework.

Brief narrative summary/description of this initiative:

Tutoring services at Carl Sandburg College aims to empower students by helping them establish productive learning habits and helping them see their own authorship in their success. Beyond providing them with clarification on difficult course concepts, we provide a safe, accessible environment for testing ideas and learning strategies.

How are students identified for/recruited into the program?

Students are told about our tutoring services in orientation as well as throughout our campus communications such as social media, posters, signs, etc. Students may also be referred by instructors, advisors and/or our retention specialist.

What are the eligibility criteria for the program?

All students are eligible for both the face-to-face and online tutoring.

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Varies on the needs of the student.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

We conducted 2,024 sessions last year. Sessions typically run between 15 minutes to 1 hour.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Online tutoring

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Roughly \$75,000

Please provide a total estimated cost per student for this program:

\$202

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track number of students and number of tutoring sessions each year. We also track individual grade outcomes. Yes, the tutoring center overall usage of services has increased every year. The Tutoring Center usually sees a student grade of a C or better for 72-80% of the students that use the center. Online tutoring generally sees student grades of C or better for 84-88% of students who use the service.

How many staff at your institution dedicates the majority of their time to this program?

1 full time coordinator and 12-20 part-time tutors

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Andrew Scott, Coordinator of Academic Support Services
ascott@sandburg.edu
309-341-5262

Program 4

Name of your support initiative for underserved students:

Charge Up orientation

Major student population(s) targeted by this initiative:

All students

Please identify the category(ies) that best describes your program:

- Transition & Orientation

Approximate number of students currently being served by this initiative:

400 for the fall term

Mission or major purpose of this initiative:

To orient students to the college and assist them in transitioning to the college.

Brief narrative summary/description of this initiative:

Charge Up orientation provides a campus tour, college success tips and technology instruction. Students also obtain their

How are students identified for/recruited into the program?

Students are identified at their initial advising appointment. Students are registered for the orientation session that fits best with their schedule.

What are the eligibility criteria for the program?

All new students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

During the orientation session

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

The sessions are scheduled for 4 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Unknown at this time

Please provide a total estimated cost per student for this program:

Unknown at this time

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track the number of students that attend orientation. Yes, the numbers have increased every year of students participating in the orientation.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Genny Stevens, Coordinator of Student Life
gstevens@sandburg.edu
309-341-5332

Program 5

Name of your support initiative for underserved students:

Starfish Early Alert and Intervention

Major student population(s) targeted by this initiative:

Currently students who are taking classes from faculty participating in the pilot program. We are hopeful to go institution wide by fall 2014.

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

Unknown at this time

Mission or major purpose of this initiative:

To alert students early in the semester about their academic performance.

Brief narrative summary/description of this initiative:

Starfish provides the student with one central location to find the people on campus who can help them succeed. They can also see recommendations and tips for improvement displayed on their Starfish homepage or sent to them by email.

How are students identified for/recruited into the program?

Faculty volunteered to use the Starfish software in their classrooms.

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Will vary based on the class

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Currently the start-up cost was \$12,000 and it is funded by the Instructional Technology committee.

Please provide a total estimated cost per student for this program:

Unknown

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We just began this program so we will track the effectiveness after the first term.

How many staff at your institution dedicates the majority of their time to this program?

No one has this as their primary responsibility.

Where is the program housed, and what department/area within your institution does the program fall under?

Student Success

Primary contact (individual in charge of program) for additional information for this initiative:

Misty Lyon, Dean of Student Success

mlyon@sandburg.edu

309-341-5422

Name and title of individual completing this form:

Misty Lyon, Dean of Student Success

Chicago State University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once a term

Program 1

Name of your support initiative for underserved students:

Student Support Services - TRIO

Major student population(s) targeted by this initiative:

First Generation--Low Income

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

237

Mission or major purpose of this initiative:

TRIO Student Support Services at Chicago State University provides a multiplicity of interconnected academic support services to first generation college students, with limited income, and/or living with disabilities, designed to prepare students to address academic and personal barriers while building confidence and promoting student success, enabling them to persist and graduate from Chicago State University.

Brief narrative summary/description of this initiative:

All students need support while trying to achieve the goal of graduation. Student Support Services strives to assist participants in as many areas as possible to achieve success. We are proud to be a place where students can find assistance in overcoming barriers. Services include:

- One-to-one support from a counselor who cares about your success.
- Academic, career, and personal counseling.
- Access to free one-to one and small group tutoring.
- Exposure to leadership seminars and opportunities.
- Cultural activities, events, other SSS participants.
- Mentor program to assist in forming professional relationships with faculty and administrators.
- Assistance with enrollment in limited admission programs.
- Personal assistance in researching and applying for financial aid and scholarships/ grants.
- A computer lab that is reserved for SSS students.
- A textbook lending library.
- Exceptional Career Preparation Services.
- Assistance with completion of FAFSA.

How are students identified for/recruited into the program?

The program offers two 2-month enrollment periods per year (Fall and Spring). Students submit program application. Candidates are screened for eligibility criteria (1st generation/Low Income/and or Disability). Students provide information re: type of support they need. Applications are approved based on number of eligible students, suitability for the program, and application submission date.

What are the eligibility criteria for the program?

1st generation - Neither parent (or primary parent in a single family household) has earned a bachelor's degree. Must meet federal low income guidelines. Currently enrolled Full time at CSU

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Minimum of 3 hrs. face-to-face w/Counselor, plus other activities

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$277,419--Dept. of Education TRIO

Please provide a total estimated cost per student for this program:

\$1,170

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The program meets or exceeds its annual performance goals related to Persistence, Academic Standing, and Graduation rates. TRIO students tend to persist at a greater rate than the general CSU student population.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Building-reports to Division of Enrollment Management as a retention strategy

Primary contact (individual in charge of program) for additional information for this initiative:

Jasmika R. Cook, Executive Director, Project-Counseling
jcook25@csu.edu

Please provide any other information you think important for us to know about this initiative:

Minimum amount awarded is 10% of annual PELL award. Current program funding is insufficient to meet the needs of the broader 1st generation population at CSU.

Program 2

Name of your support initiative for underserved students:

University College Program

Major student population(s) targeted by this initiative:

At-Risk, low income students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

100

Mission or major purpose of this initiative:

Through the use of supportive curricula and programs the program's mission is to help students develop skills essential to successful academic performance in the larger university.

Brief narrative summary/description of this initiative:

The University College Program assists incoming, freshmen students whose pre-college education did not fully prepare them to reach their academic potential. In turn, the UC program provides students with needed resources to help them take full advantage of the educational opportunities Chicago State University offers and to help them succeed during their first year of college with the end goal being graduation.

How are students identified for/recruited into the program?

Students are identified through the university's admissions process.

What are the eligibility criteria for the program?

Must be a Chicago State University student.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Students meet with several times with faculty on weekly basis and with academic support staff 5 times/term

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Minimum of 2 hours weekly in class and additional time with academic support staff

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Phone calls

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Program is funded through the department's appropriated state budget. Approximately \$80,000. Budget is mostly in salary for employees working with the program.

Please provide a total estimated cost per student for this program:

\$800

Is this program:

It is required for students who fall into the admissions category

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The program is evaluated at the end of each year to determine the effectiveness of programming and its impact on students.

How many staff at your institution dedicates the majority of their time to this program?

Five or more

Where is the program housed, and what department/area within your institution does the program fall under?

The program falls under the First Year Experience in the Division of Enrollment Management.

Primary contact (individual in charge of program) for additional information for this initiative:

Shelia Collins

scolli25@csu.edu

773-995-3973

If available, please list any website links pertaining to this initiative:

www.csu.edu/fye

Program 3

Name of your support initiative for underserved students:

RISE Academy--Retention Initiative for Student Engagement

Major student population(s) targeted by this initiative:

At-Risk, low income students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

163

Mission or major purpose of this initiative:

R.I.S.E. Academy is an academic enrichment program designed to help students become academically successful in their first year of college. Through participation in this intensive study skills program, students gain both the study skill set and confidence needed to tackle their classes and all the challenges that may come their way. Students work with staff from the Office of Academic Support, the Counseling Center, and the Learning Assistance Center who facilitate the program and are trained in the assessment and teaching of cognitive and non-cognitive skills.

Brief narrative summary/description of this initiative:

Students who participate in the R.I.S.E. Academy better acclimate to the university and have shown to have more academic success than those who do not. Why? RISE helps students strengthen their study skills and much more. What RISE does best is to give students a learning community that provides support, encouragement, and camaraderie.

How are students identified for/recruited into the program?

The following student groups participate in the program:

- University College Students
- Freshman Athletes
- Freshmen living in the dorm on academic probation

What are the eligibility criteria for the program?

All students can participate in the program.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Students participate in weekly workshops and study hours with staff.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

50 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

State appropriated budget, \$100,000. Budget is mostly in salary for employees working with the program.

Please provide a total estimated cost per student for this program:

\$600

Is this program:

It is required for certain students, for others it is voluntary.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Students' academic standing and retention are markers of success.

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

First Year Experience in the Division of Enrollment Management

Primary contact (individual in charge of program) for additional information for this initiative:

Shelia Collins

scolli25@csu.edu

773-995-3973

If available, please list any website links pertaining to this initiative:

www.csu.edu/fye

Program 4

Name of your support initiative for underserved students:

Summer Bridge

Major student population(s) targeted by this initiative:

At-Risk, low income students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

75

Mission or major purpose of this initiative:

Students will bridge the gap between high school and college through academic coursework, enrichment activities, and the opportunity to build relationships and network with students, faculty, and staff. Instructions and tutoring are essential to the Summer Bridge program.

Brief narrative summary/description of this initiative:

Summer Bridge is a six-week academic program that allows select first-time freshman students to experience the Chicago State environment prior to entering the fall term. Students selected for the program receive instruction in English, Math, and Reading from university instructors providing them with the opportunity to receive college-level instruction before they begin their first semester of college.

How are students identified for/recruited into the program?

Through the admission process

What are the eligibility criteria for the program?

Admission to the university

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Students meet every day for a six week period

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$80,000 state appropriated budget. Cost is primarily in the form of staff salaries.

Please provide a total estimated cost per student for this program:

\$1,000

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Pass rates of classes are checked. Program has been generally effective in preparing students for college.

How many staff at your institution dedicates the majority of their time to this program?

The number of staff members fluctuates depending on the number of participants

Where is the program housed, and what department/area within your institution does the program fall under?

First Year Experience in the Division of Enrollment Management

Primary contact (individual in charge of program) for additional information for this initiative:

Shelia Collins

Interim Dean, First Year Experience

773-995-3973

If available, please list any website links pertaining to this initiative:

www.csu.edu/fye

Program 5

Name of your support initiative for underserved students:

African American Male Resource Center (AAMRC)

Major student population(s) targeted by this initiative:

African-American males

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Student-Faculty Interactions
- Tracking/Early Warning
- Scholarships
- College readiness, leadership and cultural exposure

Approximate number of students currently being served by this initiative:

400

Mission or major purpose of this initiative:

The Mission of the African American Male Resource Center at Chicago State University is to actively address issues identified as key obstructions to the increased enrollment, retention and graduation rates of African American male students. The African American Male Resource Center will implement rigorous and engaging programming that distinguishes itself by offering a range of social, cultural and academic support services. The African American Male Resource Center at Chicago State University will engage young scholars to become socially and culturally active in the global community through a mission of social justice and community responsibility.

Brief narrative summary/description of this initiative:

Chicago State University, AAMRC has been able to actively address issues identified as key contributors to the relatively low enrollment, retention, and graduation rates of African American male students. By establishing the African American Male Resource Center (AAMRC), the university has managed to provide students within this demographic a range of academic support services that were not previously available to them.

Since the inception of the AAMRC program in 2009, CSU has managed to remove many of the academic barriers that stood as hindrances to the successful matriculation and graduation of many African American male students in preceding years. Services currently being offered by the center include, but are not limited to: free academic printing/copying services, free textbook rental, internet access (via Mac & PC computers), professional development training, free tutoring, work study employment opportunities, and youth mentor training and placement.

How are students identified for/recruited into the program?

AAMRC staff actively reaches out to all admitted African American Males and all enrolled African American males. AA male students are recruited via campus wide events as well as AAMRC specific

events [Lunch & Learn, National Poetry Observance W.U.R.D is Balm, Continuing the Journey Male Conference, Welcome Week]

What are the eligibility criteria for the program?

AAMRC services and programs are available to all AA Males high school students and all CSU students.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies per students but averages 20 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$165,000 including salaries--Appropriated funds and non-appropriated (student activity fees)

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

AAMRC measures the number of students served through walk-in appointments, event participation, prospective students reached and prospective students enrolled.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Student Union Building. AARMC is in the Division of Enrollment Management

Primary contact (individual in charge of program) for additional information for this initiative:

"Kwesi" Ronald Harris, Director African American Male Resource Center

kharr37@csu.edu

773-821-2796

If available, please list any website links pertaining to this initiative:

www.csu.edu/dosa/aamrc

Please provide any other information you think important for us to know about this initiative:

The African American Male Resource Center has substantially impacted the Academic achievements of CSU students from every demographic. Originally intended as an academic resource for first-time full-

time freshman males, the center has generated such a buzz around campus that it now accommodates the academic needs of non-African American and female students as well. Although its services still focus primarily on the progress of African American males, during its brief term of operation, the AAMRC has come to be regarded as a vital resource for all Chicago State University students. Given the unique role that minority institutions like Chicago State University play in the education of underrepresented students, there is an urgent need for institutions with large enrollments of minority students to become more involved in the academic preparation of African American males. This is particularly relevant for institutions with higher numbers of underrepresented students who more often come in with academic weaknesses of one kind or another.

Program 6

Name of your support initiative for underserved students:

Counseling Services

Major student population(s) targeted by this initiative:

All Enrolled Students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Community Outreach, Crisis Intervention, Consultation

Approximate number of students currently being served by this initiative:

N/A

Mission or major purpose of this initiative:

To provide free, confidential counseling and psychological services for the mental health of students; to maintain an educational environment conducive to educational growth; human development and personal well-being for all.

Brief narrative summary/description of this initiative:

All students need support while trying to achieve the goal of graduation. Student Support Services strives to assist participants in as many areas as possible to achieve success. We are proud to be a place where students can find assistance in overcoming barriers. Services include:

- One-to-one support from a counselor who cares about your success.
- Academic, career, and personal counseling.
- Access to free one-to one and small group tutoring.
- Exposure to leadership seminars and opportunities.
- Cultural activities, events, other SSS participants.
- Mentor program to assist in forming professional relationships with faculty and administrators.
- Assistance with enrollment in limited admission programs.
- Personal assistance in researching and applying for financial aid and scholarships/ grants.
- A computer lab that is reserved for SSS students
- A textbook lending library
- Exceptional Career Preparation Services
- Assistance with completion of FAFSA

The Counseling Center recognizes how experiences outside of the classroom can influence a student's academic performance and psychological well-being. Students may need help in managing personal, social, educational, and vocational concerns.

How are students identified for/recruited into the program?

Campus Outreach, psycho-educational workshops, new student/faculty orientations, self-referrals, and referrals by faculty, staff, and administrators

What are the eligibility criteria for the program?

1st generation - Neither parent (or primary parent in a single family household) has earned a bachelor's degree.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

One to one and a half hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Community Outreach, Crisis Intervention, Consultation

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Funded by a portion of the student activity fees

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Client/student evaluations

How many staff at your institution dedicates the majority of their time to this program?

Five or more

Where is the program housed, and what department/area within your institution does the program fall under?

Student Union Building-Reports to Division of Enrollment Management as a retention strategy

Primary contact (individual in charge of program) for additional information for this initiative:

Yvonne M. Patterson, PsyD-Interim Director and Chairperson

ypatte20@csu.edu

773-995-2383

Program 7

Name of your support initiative for underserved students:

Abilities Office of Disabled Student Services

Major student population(s) targeted by this initiative:

All actively enrolled students with a verified disability.

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Transition & Orientation
- Accommodation services and advocacy

Approximate number of students currently being served by this initiative:

150

Mission or major purpose of this initiative:

To provide services which ensure equal access to education for qualified students and referrals to both on and off campus resources.

Brief narrative summary/description of this initiative:

The Abilities Office of Disabled Student Services, in collaboration with other university departments, is committed to providing appropriate auxiliary aids and services for students with disabilities in an effort to ensure their full participation in activities, programs, and services on campus and in the community. The Abilities Office is dedicated to promoting the self-advocacy of students with disabilities and is committed to working with CSU administration on the development and revision of policies and procedures relevant to students with disabilities. The Abilities Office is a resource for disability-related information for the university.

How are students identified for/recruited into the program?

New Student Orientation and campus outreach, and Abilities-related programming

What are the eligibility criteria for the program?

Must be a Chicago State University student with a verified disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

As needed

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies depending on student's individual needs (e.g., 15 min to one hour).

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- By phone

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Program is funded through the department's appropriated state budget and federal funding.

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The program is evaluated by student evaluations every Fall and Spring semester to determine the effectiveness of services and student satisfaction with services. The program has been found effective.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

The program falls under the Counseling Department and within the Division of Enrollment Management.

Primary contact (individual in charge of program) for additional information for this initiative:

Saundra Saunders -Coordinator, Abilities Office

ssaunder@csu.edu

773-995-2380

Program 8

Name of your support initiative for underserved students:

Latino Resource Center (LRC)

Major student population(s) targeted by this initiative:

CSU Latino students and prospective students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Student-Faculty Interactions
- Tracking/Early Warning
- Scholarships
- FAFSA Completion, Leadership and Cultural Exposure

Approximate number of students currently being served by this initiative:

400

Mission or major purpose of this initiative:

The Office of Latino Affairs contributes to the University's mission of promoting social justice and diversity for our Latino community through access of higher education. The LRC provides pre-college services for high school students and their families, professional and leadership development for college students and cultural programming for the University community. In partnership with other University units and external partners, the LRC is able to provide a multitude of resources that allow Latino students to reach their academic, professional and personal goals. The Center promotes an environment of inclusion and support that enhances the college experience of all CSU students.

Brief narrative summary/description of this initiative:

The LRC supports Latino students who are preparing to enter CSU. Once students enroll at CSU, students are offered cultural, leadership & professional development, and counseling/advising.

How are students identified for/recruited into the program?

LRC Staff reaches out to the Latino community in Chicago. Admitted students are called, emailed and mailed information about the services provided. Students are also recruited through various campus-wide events (including welcome week, freshmen move-in, and orientation).

What are the eligibility criteria for the program?

LRC services are available to all Latino high school students and all CSU students.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$198,000 (including salaries) - appropriated (State of Illinois) and Non-Appropriated budgets (Student Activity Fees).

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The program measures the number of students served through walk-in appointments, event participation, prospective students reached, and prospective students enrolled.

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

The LRC is housed in the Cordell Reed Student Union. It is one of the units under the Division of Enrollment Management & Student Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Fernando Diaz, Director, Latino Resource Center

fdiaz@csu.edu

773-995-2259

If available, please list any website links pertaining to this initiative:

www.csu.edu/dosa/latinoresourcecenter

Name and title of individual completing this form:

Shelia Collins

Interim Dean, First Year Experience

College of DuPage

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Once per term

Name of your support initiative for underserved students:

We have no program specifically designed for undeserved students

Major student population(s) targeted by this initiative:

The population required to go through academic advising is students on academic probation and those who are on financial aid discontinuance.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

3,000

Mission or major purpose of this initiative:

To help students develop an educational plan and to identify strategies for success in the classroom

Brief narrative summary/description of this initiative:

Again, this program is not specifically for undeserved students, only those below good academic standing (2.0 GPA).

How are students identified for/recruited into the program?

They are not recruited. Students' academic status is monitored through the IT grading process and evaluated each term for academic standing.

What are the eligibility criteria for the program?

12 or higher attempted credit hours and a cumulative grade point average below 2.00

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours per student

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Unable to access

Please provide a total estimated cost per student for this program:

Unable to access

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We are now looking at how long it takes a student to raise their GPA to good standing which is 2.00 or higher.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling and Advising Services under the division of Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Susan Martin, Dean Student Affairs

630-942-3224

Name and title of individual completing this form:

Susan Martin, Dean, Student Affairs

Columbia College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Mandatory "Faculty Advising" for all sophomore students with additional mandatory advising based on student academic progress or major area of interest.

Program 1

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)

Program 2

Name of your support initiative for underserved students:

Conaway Achievement Project/TRIO Student Support Services

Major student population(s) targeted by this initiative:

First-generation college students, students from low-income households, and students with documented disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

160

Mission or major purpose of this initiative:

TRIO Student Support Services provides opportunities for academic development, assists students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education.

Brief narrative summary/description of this initiative:

The mission of the Conaway Achievement Project (CAP) is to help low-income, first-generation college and special needs students actualize their maximum potential and persist toward graduation. The objective of the CAP program is to provide services that not only promote the well-being of students but also assist them toward achieving personal and academic goals. Our principles govern our work and our approach to it, including the way we work with and support our colleagues and those we serve. As we implement our mission, the staff of CAP is committed to an open-door policy and to helping students develop relationships that will allow them to effectively navigate their way both within and outside the classroom.

In carrying out our mission we are guided by our commitment to the relationship between academics and multiculturalism and rely upon the following principles:

- Respect people of all ages, races, cultures, ethnicities, religions, genders, sexual orientations, disability/ability status, and backgrounds
- Promote academic achievement and a sense of success in students while promoting the growth of the whole student/person
- Foster a sense of responsibility and accountability in students and in one another
- Provide a "home base" for students in the form of the CAP office
- Instill in students a sense of college community and pride
- Value and practice open communication with all
- Empower, encourage, support, and learn from one another
- Promote personal and professional growth

How are students identified for/recruited into the program?

Conaway Achievement Project participants will be identified and selected through an equitable and accessible process with consistent awareness of funding guidelines from the Department of Education. This process begins with the identification of potentially eligible project participants via admissions, new student orientation, Services for Students with Disabilities (SSD), Student Financial Services, student life organizations, as well as student self-selection. Admissions and Student Financial Services supply the CAP director with lists of potentially eligible students. CAP staff members will perform targeted outreach to students included. Conaway Achievement Project staff members will inform faculty, staff, admissions, and Student Financial Services staff members of program goals and objectives as well as selection criteria and regulations. They will also share the ways to sensitively and appropriately refer and guide target students to the CAP office. This is especially important with students who are suspected to have a disability. For students with disabilities, the initial referral should be to the SSD office if they have not already registered. The staff at Services for Students with Disabilities will then refer as necessary if an academic need is present in addition to accommodations for the student's disability. For any eligible students with documented disabilities, household income will be reviewed prior to acceptance into the program. Students that have both a documented disability and a qualifying household income will have priority for admittance so as to ensure compliance with federal regulations for distribution of students amongst the eligibility criteria categories. As applications are submitted for review, the Project Director will review up-to-date project enrollment data by eligibility criteria. Students who meet the eligibility criteria and have evidence of academic need will be admitted according to available spaces within project guidelines for distribution amongst the five eligibility criteria categories. This will be monitored through the project's database.

What are the eligibility criteria for the program?

Students must have an academic need and must identify as first-generation college students, students from low-income households, and/or students with a documented disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

At least 3 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$281,000

Please provide a total estimated cost per student for this program:

\$1,756

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We monitor persistence and graduation rates. Program results meet goals established in the grant proposal and are higher than the expected persistence and graduation rates for the college.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Support/Academic Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Gena Flynn, Director TRIO

gflynn@colum.edu

312-369-8131

If available, please list any website links pertaining to this initiative:

www.colum.edu/conaway

Name and title of individual completing this form:

Jennifer Waters, Executive Director Student Financial Services

Danville Area Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Each term

Program 1

Name of your support initiative for underserved students:

New Student Orientation

Major student population(s) targeted by this initiative:

All new students or those returning from > 3 year absence

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Academic Support (Including Advising)
- Scholarships
- Student Aid information, Special Student support

Approximate number of students currently being served by this initiative:

800

Mission or major purpose of this initiative:

Student's understanding programs, procedures, processes, and services at the college.

Brief narrative summary/description of this initiative:

This is a two hour session with emphasis on types of programs (cert., degree, transfer program), academic and student conduct policy reviews, scholarship information, student aid programs and processes discussed, student support services for special needs, tutoring, TRIO program, student life and clubs activities, contacts of faculty and staff provided.

How are students identified for/recruited into the program?

When they complete the student profile and/or update the profile when returning from a leave at DACC. Also, ID students who are Veterans of US Armed Forces to provide additional information of campus services for them.

What are the eligibility criteria for the program?

New student or returning after 3 year absence with less than 12 credit hours

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

When enrolled first term with a follow up end of first term.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1 to 6

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Phone calls

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Unknown, Retention, Recruitment, Fin. Aid, Counseling and TRIO staff conduct sessions as part of "regular" job duties.

Please provide a total estimated cost per student for this program:

\$10 materials/folders

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Use institutional effectiveness office to track completion/GPA and persistence with each cohort

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Retention Office is part of Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Cindy Peck
cpeck@dacc.edu
217-443-8800

If available, please list any website links pertaining to this initiative:

<http://www.dacc.edu/orientations/index.php>

Please provide any other information you think important for us to know about this initiative:

Majority of students have reported the NSO has been very helpful and have thanked us for providing it.

Program 2

Name of your support initiative for underserved students:

Student Success in College Course (S in C)

Major student population(s) targeted by this initiative:

All freshman but sections for First Generation, Young Man and Women of Color, Alternative High School (Middle College)

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Student Aid, financial literacy, job/career services

Approximate number of students currently being served by this initiative:

800 a term

Mission or major purpose of this initiative:

Provide students with personal assessments to gauge current skills and learn new skills and use new "tools" to succeed in their college endeavor with ultimate goal to secure desired employment.

Brief narrative summary/description of this initiative:

Sections are from 5 to 16 weeks in length and are one credit hour, and it is a required course for graduation. Students identify if they would like to be in the sections designed for special populations whose intent is to interact with peers and build mentoring opportunities with staff.

How are students identified for/recruited into the program?

During enrolling for the first time

What are the eligibility criteria for the program?

All freshman are enrolled, special sections are by student self ID and choose the option (excluding Middle College where all enrolled in this program have the S in C together)

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

6+ hours weekly during the term

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Faculty are paid per course yearly depends on how many sections are offered but well over \$30,000 in salaries.

Please provide a total estimated cost per student for this program:

25

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Through Institutional Effectiveness office

How many staff at your institution dedicates the majority of their time to this program?

One lead instructor and 20 + faculty

Where is the program housed, and what department/area within your institution does the program fall under?

Student Support Services/Instructional Effectiveness

Primary contact (individual in charge of program) for additional information for this initiative:

Jane Andrews

jbrown@dacc.edu

If available, please list any website links pertaining to this initiative:

<http://www.dacc.edu/courses/index.php?area=INST&division=INST>

Please provide any other information you think important for us to know about this initiative:

This is built into each curriculum as a required course. DACC is part of the Achieving the Dream initiative and the customized sections of S in C have been geared with the guidance of best practices for the success of first generation, low income and underrepresented populations of college students.

Program 3

Name of your support initiative for underserved students:

TRIO program

Major student population(s) targeted by this initiative:

First generation, students with disabilities, low income

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

120 yearly

Mission or major purpose of this initiative:

Provide additional support to the most "at risk" populations

Brief narrative summary/description of this initiative:

Students are provided more one-on-one contact throughout their enrollment at the college. Peer tutors as well as professional tutors are provided, special services met if they qualify (note takers, extended test times and working with faculty) to accommodate student's needs, various events throughout the terms (4 year college visits, diversity events, career searches,), and intervention actions as progress is tracked.

How are students identified for/recruited into the program?

Self ID as first generation, disability or low income (income confirmed by Fin. Aid office from FAFSA data).

What are the eligibility criteria for the program?

Disability confirmed, self ID first generation college-bound, at US poverty level per household size

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies per student and their needs, 150 hours+ per term

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Funded by TRIO/Perkins grants and some school funds (tutoring is open to other non-TRIO students)

Please provide a total estimated cost per student for this program:

\$150 plus depending on need

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Institutional effectiveness office and TRIO Director

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Service, Student Success Office

Primary contact (individual in charge of program) for additional information for this initiative:

Vicki Welge

vwelge@dacc.edu

217-443-8702

If available, please list any website links pertaining to this initiative:

<http://www.dacc.edu/ssc/trio.html>

Name and title of individual completing this form:

Janet Ingargiola, Director, Student Fin. Aid & Veteran's Ed. Benefits

DePaul University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once a term, but academic advising at DePaul is primarily a college matter so practices may vary across the university.

Program 1

Name of your support initiative for underserved students:

STARS - A Peer Mentoring Experience

Major student population(s) targeted by this initiative:

First-year students of color, first term transfer students, first-generation students, first-year men of color

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

400 per year

Mission or major purpose of this initiative:

The STARS program is a first year retention initiative aimed at higher-risk groups. The purpose of the program is to successfully transition students into university life with a focus on academic skills, social networking, emotional wellness, financial fitness and leadership development.

Brief narrative summary/description of this initiative:

The program uses peer mentors to support higher-risk groups in their transition to the university. Participating students are assigned a paid peer mentor to work with them throughout their first year at DePaul. The Peer Mentors receive 40 hours of summer training and 2 hours per week of additional professional development throughout the year. The mentors use an online 'case management' type system to log and track all interactions with their mentees and any crises are referred to a professional staff person. Each mentor has approximately 12-15 mentees. STARS tries to place mentees with mentors from the same academic college. For special populations, such as transfer students or men of color, the program also attempts to find mentors from the same population.

How are students identified for/recruited into the program?

Potential mentees are identified through the DePaul admission process. At the point of admission their information is supplied to the Office of Multicultural Student Success that houses the STARS program. The targeted groups receive a summer telephone call campaign to build their affinity with this voluntary program. Peer mentors are assigned lists of 40-50 names each upon completing their summer training. On the first day of school they contact their cohort and ask to meet in the following day or two. On average each mentor has between 10-15 mentees accept their offer and sign a participation contract to join STARS.

What are the eligibility criteria for the program?

Technically any student can join. But the targeted groups are first year students of color, first generation students, transfer students and men of color.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1-3 hours a week ideally, depending on workshop participation

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$190,000

Please provide a total estimated cost per student for this program:

\$475 per mentee

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Success metrics include quarterly GPA, credit completion and yearly retention. We have found the program to be effective in helping mentees complete a full load of first year credits and attain a 2.5 cumulative GPA at greater rates than comparable peers who do not join STARS.

How many staff at your institution dedicates the majority of their time to this program?

One full time assistant director and one graduate assistant plus peer mentors.

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Multicultural Student Success in the Division of Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Sara Furr - Assistant Director

sfurr@depaul.edu

773-325-2855

If available, please list any website links pertaining to this initiative:

<http://www.studentaffairs.depaul.edu/omss/stars.html>

Program 2

Name of your support initiative for underserved students:

First Year Academic Success Program (FYAS)

Major student population(s) targeted by this initiative:

First year students requiring remedial courses in mathematics and writing

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning
- Math and writing instruction

Approximate number of students currently being served by this initiative:

275

Mission or major purpose of this initiative:

To promote academic transition, success and timely progress to the degree by offering math and English remedial courses at no tuition charge to the student during the summer prior to first year enrollment.

Brief narrative summary/description of this initiative:

The FYAS program offers prerequisite courses in mathematics and writing at no charge and no credit during the summer prior to first year entry to DePaul. Successful completion of the courses allows students to begin the first year with such prerequisites completed. The program includes Supplemental Instruction (delivered by student leaders who attend all classes) and faculty advising through the first year at DePaul. The program also offers a weekly series of 'Success Workshops' which provide students with helpful college transition information, including career and financial planning, goal setting and strategies for engaging with faculty.

How are students identified for/recruited into the program?

Students are identified through the admission process. Students whose high school transcripts and test scores suggest that they need additional preparation in mathematics or writing are invited to join the program.

What are the eligibility criteria for the program?

Admitted freshmen needing additional preparation in mathematics and writing. The program has no residential component and so is focused on incoming freshmen in the Chicago area.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Once students have completed the summer program they meet with faculty advisors about once a quarter.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$500,000

Please provide a total estimated cost per student for this program:

\$1,800

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention analyses and performance in subsequent mathematics and writing coursework.

How many staff at your institution dedicates the majority of their time to this program?

Two and a half professional staff, 13 faculty and Supplemental Instruction leaders

Where is the program housed, and what department/area within your institution does the program fall under?

First Year Academic Success Program

Primary contact (individual in charge of program) for additional information for this initiative:

Yesenia Sanchez-Giancola, Director
ysanchez@depaul.edu
773-325-7426

If available, please list any website links pertaining to this initiative:

www.fyas.depaul.edu/Pages/default.aspx

Program 3

Name of your support initiative for underserved students:

Student Support Services Program (SSS)

Major student population(s) targeted by this initiative:

Low-income and First-generation undergraduates

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Financial fitness and career planning

Approximate number of students currently being served by this initiative:

200 a year

Mission or major purpose of this initiative:

The SSS program is a grant funded federal TRIO program designed to improve the baccalaureate graduation rates for low-income and first-generation students. The program is primarily funded through a competitive grant process administered by the US Department of Education.

Brief narrative summary/description of this initiative:

SSS participants may enter the program at the point of admission to DePaul and may stay with the program until they graduate. Major services include academic advising and course selection, tutoring, mentoring, financial aid and financial fitness advising, career and graduate school planning and personal counseling.

How are students identified for/recruited into the program?

Most participants are identified through the admission process. Admitted first generation and low income freshmen with 'academic need' (as identified through low standardized test scores, low GPA or other indicators of likely academic need) are invited to apply for the program. Student applicants must also meet federal TRIO eligibility criteria for low-income (150% of poverty level) and first-generation status. The program also serves incoming transfer students and other continuing students at the university.

What are the eligibility criteria for the program?

Two thirds of program participants must be both low-income and first generation students with 'academic need.'

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Staff face to face contact time with participants is measured and averages 6 hours a year.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$250,000

Please provide a total estimated cost per student for this program:

\$1,250

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

If yes, how do you track this information and have you found the program to be generally effective?

Quarterly academic progress, annual retention and levels of participation and engagement. The latest six-year graduation rate for SSS participants entering as fall 2006 freshmen is 82%.

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Center for Access and Attainment within the division of Enrollment Management and Marketing

Primary contact (individual in charge of program) for additional information for this initiative:

Anita Rosso

arosso@depaul.edu

773-325-4601

If available, please list any website links pertaining to this initiative:

www.depaul.edu/emm/caa/dps/Programs/sss.asp

Name and title of individual completing this form:

Brian Spittle

Assistant Vice President, Center for Access and Attainment

DeVry University

Are students at your institution required to go through academic advising?

No, academic advising is not required.

Name of your support initiative for underserved students:

Inside Track

Major student population(s) targeted by this initiative:

Entire Student Population at 7 targeted DeVry University locations

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

Projected 1,700 for FY2013

Mission or major purpose of this initiative:

Provide coaching and support to students at targeted locations to assist with persistence and reaching graduation.

Brief narrative summary/description of this initiative:

Inside Track is a program run through a outside agency in partnership with DeVry University to provide coaching and supplement the student support services of the University. The program works with students throughout their enrollment all the way to graduation. It is currently in a pilot status at 7 locations.

How are students identified for/recruited into the program?

All new enrolled students are eligible.

What are the eligibility criteria for the program?

All new enrolled students are eligible.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

There is a graduated touchpoint schedule throughout the program of study.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Estimated currently at approximately \$500,000.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Inside Track is managing tracking.

How many staff at your institution dedicates the majority of their time to this program?

None, program staff come from outside our institution.

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed at the on-site locations in the Student Central department in partnership with the Academics department.

Primary contact (individual in charge of program) for additional information for this initiative:

Seth Reynolds-Mohler, Campus Director

seth.reynolds-mohler@insidetrack.com

503-821-7103

If available, please list any website links pertaining to this initiative:

dvstudents.insidetrackcoaching.com

Name and title of individual completing this form:

Irene Barbosa, Program Specialist, Regulatory Affairs

Eastern Illinois University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Weekly

Program 1

Name of your support initiative for underserved students:

Gateway Program

Major student population(s) targeted by this initiative:

African American

Please identify the category(ies) that best describes your program:

- Learning Communities
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

150-175

Mission or major purpose of this initiative:

Assist students with the transition from high school. The program also helps the students get acclimated to university through campus resources.

Brief narrative summary/description of this initiative:

This program was created to assist first-generation, low-income and ethnic minority students that did not score high on their ACT.

How are students identified for/recruited into the program?

The same way regular students are recruited - Admissions Counselors

What are the eligibility criteria for the program?

First-generation, low-income and/or ethnic minority

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Every week for 1/2 hour (16 weeks)

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Through tuition - mostly salary

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track annually the progress of the program - GPA, retention and graduation statistics

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Minority Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Mona Y. Davenport, PhD
mydavenport@eiu.edu
217-581-6690

If available, please list any website links pertaining to this initiative:

www.eiu.edu/minoff

Program 2

Name of your support initiative for underserved students:

TRIO n- Student Support Services

Major student population(s) targeted by this initiative:

First-Generation

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation

Approximate number of students currently being served by this initiative:

160-175

Mission or major purpose of this initiative:

Help support all first-generation students that need support

Brief narrative summary/description of this initiative:

Support program for students that are the first in their families to go to college

How are students identified for/recruited into the program?

Through financial need, orientation, letters

What are the eligibility criteria for the program?

First generation, low-income and disabled

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30-45 minutes per visit

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Department of Education [Federally funded program]

Please provide a total estimated cost per student for this program:

?

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

GPA, retention & graduate rates

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Minority Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Maggie Burkhead
mlburkhead@eiu.edu
217-581-7849

If available, please list any website links pertaining to this initiative:

www.eiu.edu/TRiO

Name and title of individual completing this form:

Mona Y. Davenport, PhD, Director of Minority Affairs

Elmhurst College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

Name of your support initiative for underserved students:

President's Leadership Academy

Major student population(s) targeted by this initiative:

Students of Color and First Generation Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Book Stipend

Approximate number of students currently being served by this initiative:

35

Mission or major purpose of this initiative:

The purpose of this program is to increase the retention and successful degree completion of students who identify as first generation students or students of color and create the next generation of principled global leaders.

Brief narrative summary/description of this initiative:

Grounded in the core values of Elmhurst College and the hallmarks of the Elmhurst Experience, the President's Leadership Academy (PLA) is a four- year cohort-based leadership development program focused on the major themes of: self-formation; citizen leadership, career exploration; and professional preparation. Upon acceptance to the program, students will enroll in a pre-first year academic program. The summer program will provide instruction in leadership, oral communication, reading, quantitative reasoning, and writing. Additionally, programming will be offered to assist students in learning about campus resources and building community. In the fall, the students will participate in programs designed to assist in the necessary transition skills needed to prepare students as they move from the high school environment to the college experience. Students selected to the program will be given a four-year renewable book stipend, contingent upon their full participation in all aspects of the four-year program

How are students identified for/recruited into the program?

Students who have been accepted into the College must submit an application and recommendation letter.

What are the eligibility criteria for the program?

This program is only open to first year students who either students of color or first generation students.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

960 minutes/16 hours with each student at a minimum

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$208,528.88, the College is the primary source of funding.

Please provide a total estimated cost per student for this program:

\$7,000

Is this program:

Students apply to participate.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

This is the first year of the program, but this program will be assessed through program evaluations and focus groups.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs, Student Success & Retention

Primary contact (individual in charge of program) for additional information for this initiative:

Laila McCloud, Director President's Leadership Academy, Assistant Director for Student Success and Retention

laila.mccloud@elmhurst.edu

630-517-5790

If available, please list any website links pertaining to this initiative:

http://public.elmhurst.edu/studentlife/president_leadership_academy

Name and title of individual completing this form:

Laila McCloud, Director, President's Leadership Academy

Eureka College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

First Years 3 times a week, Transfers at least 2 times per year, Returners at least once a year

Program 1

Name of your support initiative for underserved students:

First Year Experience

Major student population(s) targeted by this initiative:

First Year Freshman

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Cultural Engagement Programs

Approximate number of students currently being served by this initiative:

135

Mission or major purpose of this initiative:

Eureka College believes that the first-year experience is critical to developing dispositions of academic and social engagement that will promote student success through to college graduation and beyond. In an effort to facilitate a successful transition to college, Eureka College is committed to a comprehensive first-year program consisting of both curricular and co-curricular components designed to integrate first-year students into the college community as engaged learners and participants in campus life. Eureka College believes that the first year of college calls for a focused program of study, advisement, campus engagement, and orientation based upon the following principles: Liberal Arts, Academic Opportunities, Community of Learners, History, Traditions & Core Values, Health & Wellness, and Campus Engagement.

Brief narrative summary/description of this initiative:

Eureka College believes that the first-year in college is critical to developing dispositions of academic and social engagement that will promote student success through to college graduation and beyond. In an effort to facilitate a successful transition to college, Eureka College is committed to a comprehensive First-Year Experience Program consisting of both curricular and co-curricular elements designed to integrate first-year students into the college community as engaged learners and participants in campus life.

FYE at Eureka College helps students:

- Connect to their peers, EC staff & faculty
- Enhance their sense of belonging at Eureka College
- Become engaged with Eureka College and the larger community
- Understand the nature of a liberal arts education and develop intellectual curiosity
- Identify and pursue passions
- Enhance skills needed for academic success
- Develop a sense of accountability for their own learning
- Connect to a network of resources designed to nurture health, wellness, and a sense of spirituality. To this end, the Eureka College First-Year Experience is comprised of various components which together function in a holistic and synergistic manner to enhance the success

of Eureka College students. The following experiences and activities contribute to achieving the goals of the Eureka College FYE Program.

- Comprehensive Advising Program
 - Level I advising: Admissions Office
 - Level II Advising: Orientation & Transitions Program (Jump Start & Welcome Week)
 - Level II Advising: Academic Advising, Peer Mentorship Program, First-Year Floor Staff Advising Program
- Orientation & Transitions Program
 - Jump Start
 - Welcome Week
- First Generation Program
- IDS101- Freshman Seminar
 - Common Reading Program
 - Service-Learning Project
- FYE Companion Courses [ENG103W PSC150, PSY101, REL129 and/or 131, SOC102, PHI110, and HED170.]
- The Learning Center
- The First-Year Residential Life Program
- Special Programming through the First-Year Forum Program
- Early Academic Alert/Retention Intervention Team
- Parent/Family Programs, i.e. Parent Weekend
- Co-curricular Programming
- Career Planning (Career Services Office)
- FYE Assessment: (1) NSSE, data indicating, (2) data indicating utilization of the Learning Center, (3) data indicating utilization of counseling services, (4) data indicating residential life conflicts (roommate change requests), (5) retention rates for FYE students, (6) retention rates for FY-athletes, (7) data reflecting co-curricular engagement, and (8) FYS course evaluations.

How are students identified for/recruited into the program?

All first-year freshmen participate in the program. General Education requirement.

What are the eligibility criteria for the program?

Must be a first-year freshman

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Fall semester a minimum of 3 times a week for 50 minutes

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No grant is provided for the program. Program is funded through student tuition and activities fee.

Please provide a total estimated cost per student for this program:

See contact for further information regarding cost.

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

FYE Assessment: (1) NSSE, data indicating, (2) data indicating utilization of the Learning Center, (3) data indicating utilization of counseling services, (4) data indicating residential life conflicts (roommate change requests), (5) retention rates for FYE students, (6) retention rates for FY-athletes, (7) data reflecting co-curricular engagement, and (8) FYS course evaluations. Only in our 3rd year of the comprehensive program. Still collecting data.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Provost Office and Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Sarah Jiter, Assistant Dean of First Year Programs
sjiter@eureka.edu
309-467-6436

Please provide any other information you think important for us to know about this initiative:

Co-coordinate the program with Dr. Joe Henry, Associate Provost & Professor of Music

Program 2

Name of your support initiative for underserved students:

First Generation Program

Major student population(s) targeted by this initiative:

First Generation Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Tracking/Early Warning
- Cultural Programs

Approximate number of students currently being served by this initiative:

65 for the 2013 cohort

Mission or major purpose of this initiative:

Through this program, we seek to accomplish two main goals: to create multiple points of contact with first generation students to ensure they become engaged and connected members of the Eureka College community; and to provide them and their parents with a clear understanding of the full range of opportunities that exist at and through Eureka College.

ASSESSMENT:

- To increase and sustain first-generation student persistence level of 85%
- Administer a survey to all first-year, first-generation students to measure the effectiveness of individual components of the program
- Parents will complete an evaluation at the end of the Welcome Week Orientation to determine usefulness of the session
- Administer an "appreciative inquiry" to the first-generation cohorts when they become seniors that focuses on identifying reasons for persistence

Brief narrative summary/description of this initiative:

EARLY COLLEGE ORIENTATION SESSIONS: Our First-Generation “Early College” program in the Humanities and Arts is the first event in a year-long series designed to help students explore all aspects of the college while providing them with intentional opportunities and the support needed to succeed at Eureka College. First-Generation students often do not have the social and cultural capital to explore the liberal arts. Many arrive at Eureka College intending to pursue vocational majors and pre-professional programming. We believe it is our responsibility to show our students how a liberal arts education prepares them for productive careers and life changes they will experience. In workshops, small group discussions, and over meals, our students interact with faculty members in the Humanities and the Arts, and discuss questions about the human condition, spirituality, and creative and expressive responses to the world. Through these interactions, students are enabled to explore the Humanities and Arts disciplines in ways that are often very different from how they perceived them in high school. They are provided with numerous opportunities to develop a community among peers and to connect to faculty, staff, and administration.

FIRST-GENERATION PARENTS: During Welcome Week the Provost and Assistant Dean of First Year Programs host an orientation session for parents of First-Generation students. At this session parents receive information about different facets of the College.

FIRST-GENERATION PEER MENTORS: Peer Mentors are upperclassmen who serve as a front line representative for the First-Generation program and work closely with up to 5 first-year students. Peer Mentors are responsible for meeting several times each semester with these students. Peer Mentors represent Eureka College in a professional manner and serve as role models by offering guidance and displaying positive behaviors for other students.

FALL FIRST GENERATION DINNER & SPRING FIRST GENERATION DINNER: We host two formal dinners for our first-year, First-Generations students and their parents to bring everyone together with successful First-Generation alumni, faculty, staff, and administration. At the two dinners, these and other members of our community discuss their own experiences as First-Generation students.

CULTURAL EVENTS SERIES: We take the first-year, First-Generation students to three cultural events: one Symphony, one Ballet, and one Theater. These events allowed us to continue conversations throughout the year about the arts.

How are students identified for/recruited into the program?

Identified through admissions counselors

What are the eligibility criteria for the program?

First-generation college students are those students whose parents have not completed a 4-year college degree.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies on level of participation

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Cultural Events & Dinners

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$25,000 per year to run the program. Funding donated by a retired faculty member.

Please provide a total estimated cost per student for this program:

Please contact for further information.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Track participates to non-participants and persistence rate.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Provost Office & Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Sarah Jiter, Assistant Dean of First Year Programs

sjiter@eureka.edu

309-467-6436

Please provide any other information you think important for us to know about this initiative:

Co-coordinator is Rhea Edge - Fine & Performing Arts Division Chair & Professor of Art

Name and title of individual completing this form:

Sarah Jiter, Assistant Dean of First Year Programs

Fox College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Twice per semester when required.

Name of your support initiative for underserved students:

Fox College Retention Program

Major student population(s) targeted by this initiative:

All

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Tracking/Early Warning
- Tutoring

Approximate number of students currently being served by this initiative:

400

Mission or major purpose of this initiative:

To help students succeed. Fox College's mission is to help motivated students find success in their specialized careers.

Brief narrative summary/description of this initiative:

All students' grades are updated regularly in an online system available to the students, their program directors, cohort managers and the Director of Education. Any student with a D in any class at mid-term must meet with their cohort manager for individual counseling. At these meetings the cohort manager reviews all current grades and feedback from instructors. Discusses study strategies and potential needs of the student, including tutoring. Student signs off on their understanding of the outcome of the counseling session

How are students identified for/recruited into the program?

Any student assessed with a D at mid-term in any class they are taking.

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Since it is individualized to the student, it could be as little as 5 hours per academic year and as much as 40 hours.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

- We use an online student gradebook and interaction tool called Engrade, which allows us to stay in close touch and to monitor grades and attendance closely for students at risk.

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Part of our method of operation. As a private school we are fully funded by tuition only, so it is simply part of the cost of educating the students.

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention rates in each program we offer.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

We are a small institution, so it is simply a function of the Education Department and is driven by faculty and program directors and the Director of Education.

Primary contact (individual in charge of program) for additional information for this initiative:

Jeff Marcum

jmarcum@foxcollege.edu

708-444-4500

If available, please list any website links pertaining to this initiative:

N/A

Please provide any other information you think important for us to know about this initiative:

Our students are all cohort based, so normal academic advising of which courses to take is unnecessary, since there are no choices in the schedule. This frees faculty to focus on academic success in any advising activities they participate in.

Name and title of individual completing this form:

Carey Cranston

President

Greenville College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least once a year for scheduling courses.

Name of your support initiative for underserved students:

Professional Assistance for Student Success

Major student population(s) targeted by this initiative:

Conditional admits to the college - ACT below 18 or HS GPA below 2.25

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

25

Mission or major purpose of this initiative:

The program is designed to provide accountability, academic support and to promote student success.

Brief narrative summary/description of this initiative:

PASS students are placed in a First Year Experience course that focuses on college skills. The students are assigned a tutor and an academic coach. The students are to meet with both the tutor and academic coach weekly.

How are students identified for/recruited into the program?

Students are identified through the regular application process. Those who don't meet the regular academic standards are asked to submit a personal essay with the application. The application and personal essay are reviewed by an admissions committee.

What are the eligibility criteria for the program?

ACT below 18 or HS GPA below a 2.25

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Outside of the classroom - 5 to 6 hours.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Class time

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No additional funding is provided to this program. The Dean of Student Success and the Director of

Academic Support oversee this program. The oversight of this program is a part of the regular duties of the Dean and Director. The funding is part of the regular budget.

Please provide a total estimated cost per student for this program:

\$400 - instructional costs for FYE course and developmental courses

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Effectiveness is measured through retention and graduation rates. The effectiveness varies by year.

How many staff at your institution dedicates the majority of their time to this program?

Two staff members devote part of their time to this program but it is less than 25% of their time.

Where is the program housed, and what department/area within your institution does the program fall under?

StudentStudent which is part of Student Development

Primary contact (individual in charge of program) for additional information for this initiative:

Marcos Gilmore, Dean of Student Success

marcos.gilmore@greenville.edu

618-664-6616

If available, please list any website links pertaining to this initiative:

http://www.greenville.edu/campus_resources/student_success_center/pass-program.html

Name and title of individual completing this form:

Marcos Gilmore, Dean of Student Success

Harold Washington College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

2.5 times/year

Name of your support initiative for underserved students:

First Year Success

Major student population(s) targeted by this initiative:

All students entering the college - 65% of our students are on Financial Aid; some additional number are undocumented.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

3,000

Mission or major purpose of this initiative:

Help retain more students through the first year and into the second year. Also, for those requiring remediation, help them speed through remediation into college level courses.

Brief narrative summary/description of this initiative:

We have a multi-pronged approach to enabling new student success. We advise them into a pathway - 9 of 10 are career focused. We have early alert in place to identify those students in need of assistance. We have tutors available to address academic challenges. We have a Wellness Center to support social/emotional challenges experienced by our students. We have an orientation prior to their start, followed by a convocation/welcome week to welcome students and their families to the college. We also enroll 50 - 100 students in learning communities.

How are students identified for/recruited into the program?

All new students are in the program.

What are the eligibility criteria for the program?

New Student to CCC.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

40 - 80 hours/year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Funded out of student operations. Most of our student services staff is involved.

Please provide a total estimated cost per student for this program:

Unable to provide - I would estimate 20-30% of our total budget.

Is this program:

Some elements are required; others are mandatory (advising)

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Graduation rate at HWC has moved from 4% in 2010 to a forecast of 10% in 2013.

How many staff at your institution dedicates the majority of their time to this program?

24 advisors; 4 administrators; 2 Wellness staff and 8 psychology interns; 10 support staff in student services; numerous faculty and administrators in learning communities.

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Donald Laackman
dlaackman@ccc.edu
312-553-5901

If available, please list any website links pertaining to this initiative:

<http://www.ccc.edu/colleges/washington/departments/Pages/Advising.aspx>,
<http://www.ccc.edu/colleges/washington/departments/Pages/Wellness-Center.aspx>,
<http://www.ccc.edu/colleges/washington/departments/Pages/Tutoring.aspx>

Name and title of individual completing this form:

Donald J. Laackman, President

Harper College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

Program 1

Name of your support initiative for underserved students:

REACH Summer Bridge

Major student population(s) targeted by this initiative:

High school seniors transitioning to Harper who are 1st generation students, minority students, students placing into developmental coursework

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

110 per year

Mission or major purpose of this initiative:

To provide these underrepresented/underprepared students with a 2-week transition experience prior to the start of their first fall semester. The goal is to acclimate the students to campus; have them engage with one another, faculty, counselors and other support staff; develop study skill and other success techniques; and improve their writing, reading, math and computer skills.

Brief narrative summary/description of this initiative:

High school students from feeder high schools who are enrolling at Harper College for the fall semester and who meet the target population are identified. Students are accepted into a two-week transition experience during the end of July - beginning of August on the Harper campus. Students take the Compass assessment prior to the start of the program. During the two weeks the students attend skill building workshops led by faculty and personal growth/transition workshops led by counselors. At the conclusion of the program, students retake the Compass assessment with the intended outcome that many will either place out of the need for developmental coursework all together, or reduce the number of developmental courses they need to take. During the fall semester the students enroll in a first year seminar course taught by counselors (tuition and fees for the course are covered by the program). Additionally the counselors case manage the students and their academic progress is monitored for their first year through the College's early alert software/program.

How are students identified for/recruited into the program?

Feeder high school counselors help to recruit students into the program. Students are also identified during the College's summer orientation program.

What are the eligibility criteria for the program?

- Reside in Harper's district
- Be enrolled in college for the first time
- Rank in the bottom 50th percentile of your high school graduating class
- Must be registered for Harper credit classes in fall

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Classroom

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$150,000 from College operating budget

Please provide a total estimated cost per student for this program:

\$1,365

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Measures of effectiveness have included the following: progression through developmental coursework, persistence, completion, student satisfaction, student learning outcomes, etc. Yes, the program has been effective.

How many staff at your institution dedicates the majority of their time to this program?

None dedicate the majority of their time. All have other responsibilities as well.

Where is the program housed, and what department/area within your institution does the program fall under?

The program is coordinated by the Center for Multicultural Learning within the Student Development Division.

Primary contact (individual in charge of program) for additional information for this initiative:

Travaris Harris

tharris@harpercollege.edu

847-925-6522

If available, please list any website links pertaining to this initiative:

<http://goforward.harpercollege.edu/future/summer/reach.php>

Program 2

Name of your support initiative for underserved students:

Academic Coaching Empowering Students (ACES)

Major student population(s) targeted by this initiative:

Students with learning disabilities and attention deficit disorder

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

150 per year

Mission or major purpose of this initiative:

The program assists students with their transition from high school to college and guides them to become independent learners.

Brief narrative summary/description of this initiative:

Academic Coaching Empowering Students (ACES) involves completing a two-credit First Year Experience Course and working with an assigned academic coach. The Coach (the Learning Specialist who teaches the class) assists the student in navigating both the challenges and the opportunities found on Harper's campus. Students receive accommodation planning, academic advising and their academic progress is monitored through the College's early warning software/program.

How are students identified for/recruited into the program?

Students are identified through connections with feeder high schools and through the College's orientation program.

What are the eligibility criteria for the program?

New students enrolling at Harper who have a learning disability or attention deficit disorder.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

By design the program has very intensive contact in the beginning of the first semester (weekly+) and then tapers off as the student progresses to the second semester and second year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Classroom

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$28,000 through College operating budget

Please provide a total estimated cost per student for this program:

\$185

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Sample measures of effectiveness have included persistence, GPA, completion and accommodation usage. Yes, the program has been effective.

How many staff at your institution dedicates the majority of their time to this program?

None dedicates the majority of their time. All have additional responsibilities.

Where is the program housed, and what department/area within your institution does the program fall under?

The program is coordinated through Access & Disability Services within the Student Development Division.

Primary contact (individual in charge of program) for additional information for this initiative:

Scott Friedman

sfriedma@harpercollege.edu

847-925-6266

If available, please list any website links pertaining to this initiative:

<http://goforward.harpercollege.edu/services/special/ads/programs.php>

Name and title of individual completing this form:

Sheryl Otto, Assistant Provost/Dean, Student Development

Harry S. Truman College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Three times

Name of your support initiative for underserved students:

Grades first

Major student population(s) targeted by this initiative:

Students at academic risk

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

2,000

Mission or major purpose of this initiative:

Case management

Brief narrative summary/description of this initiative:

Students have access to communicate and connect with their assigned advisors through grades first log in. Advisors connect with professors for early warning of an assigned student's lack of progress or attendance to connect with student to provide support and prevent drop outs.

How are students identified for/recruited into the program?

Through their professor's early alert warnings

What are the eligibility criteria for the program?

If a student is not doing well in class the professor alerts the advisor.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

About one hour per month.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Not sure. It is a system wide cost.

Please provide a total estimated cost per student for this program:

Not sure.

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Information is tracked with advisor and professor data. Early alerts of a student's lack of progress and bringing attention and support to the student have proven to be effective.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Jason Wiedenhoft
Jwiedenhoft@ccc.edu
773-905-4755

Name and title of individual completing this form:

Marilyn Dement, Dean Student Services

Heartland Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

1-2 times per year for measurable customers (those who enroll)

Program 1

Name of your support initiative for underserved students:

Next Step

Major student population(s) targeted by this initiative:

Students experiencing financial hardship (persistent) main focus on trio and adult education students

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Financial Coaching

Approximate number of students currently being served by this initiative:

50 in 2013-14

Mission or major purpose of this initiative:

Empower individuals in McLean county area to achieve financial self-sufficiency. Encompassing education, resource counseling and guidance.

Brief narrative summary/description of this initiative:

This is a collaborative model between Heartland Community College, Mid Central Community Action, United Way of McLean County and University of Illinois College of Law community Preservation Clinic. This collaboration allows the college to offer needed services to students-services which, without key partnerships, would be unavailable on campus. Next Step offers assistance in the categories of Income supports, career and Educational Pathways, and Financial coaching.

How are students identified for/recruited into the program?

Students may be referred, may be walk-in and recruited through marketing brochures and presentations offered through trio and adult education programs.

What are the eligibility criteria for the program?

None

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Based on student need (average 30 -60 minutes monthly)

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No cost, Next step is being initiated through integration of existing programs with some resources from partnering organizations

Please provide a total estimated cost per student for this program:

N/A, new program

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

United Way will oversee data integration. HCC will provide data on individual participants that will be integrated with partner data.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Within enrollment services

Primary contact (individual in charge of program) for additional information for this initiative:

Janice Tamplin, College Navigator and Kelli Hill Sen Exec for Collaborative Efforts

janice.tamplin@heartland.edu, kelli.hill@heartland.edu

309-268-8121

Name and title of individual completing this form:

Todd Burns, Director Financial Aid

Program 2

Name of your support initiative for underserved students:

TRIO - Student Support Services/Project RISE

Major student population(s) targeted by this initiative:

First generation, low income and/or disabled

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

160

Mission or major purpose of this initiative:

Retain students in college, Improve academic performance, Earn Associate's degree and successfully transfer to a 4-year institution, Explore career information, Develop academic, career and personal goals, Acquire new skills and experiences

Brief narrative summary/description of this initiative:

Project RISE is a TRIO federally-funded program designed to provide eligible students with services to ease their college experience and progress toward obtaining a Bachelor's degree. Additional support services are available to strengthen a student's confidence, goal-directed behavior, college and career knowledge, academic and personal skills, and academic achievement.

How are students identified for/recruited into the program?

Invitation letters, referral, campus events, current participants, instructors

What are the eligibility criteria for the program?

First generation - neither parent has a Bachelor's Degree; Low Income - per Dept of Ed; Disabled - registered with our Disability Services office

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

By design, peer mentor contact weekly, staff contact monthly, workshops and campus events sporadically, combination of efforts potentially can lead to multiple contacts per week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

274 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$230,000, Department of Education

Please provide a total estimated cost per student for this program:

\$1,437.50

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Transcripts, academic performance checked at 4 weeks (will be adding 8 & 12 weeks), student evaluations, program review, exit interviews, student contact forms, degrees earned, transfers to 4 year institutions, annual performance review

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Student Success

Primary contact (individual in charge of program) for additional information for this initiative:

Pamela Sweetwood, Director of TRIO Student Support Services
pamela.sweetwood@heartland.edu
309-268-8168

If available, please list any website links pertaining to this initiative:

<http://www.heartland.edu/projectRISE/>

Name and title of individual completing this form:
Pamela Sweetwood, Director of TRIO Student Support Services

Illinois College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least once a semester

Name of your support initiative for underserved students:

TRIO Student Support Services

Major student population(s) targeted by this initiative:

First-Generation Students, Low Income Students, Students with Disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

140

Mission or major purpose of this initiative:

To help first generation, low income, and disabled students meet their academic goals and graduate from Illinois College

Brief narrative summary/description of this initiative:

TRIO Student Support Services is an academic counseling and intervention-oriented program focusing on academic support and college coaching.

How are students identified for/recruited into the program?

Enrollment Management forwards the TRIO program names of admitted first-year students who meet the eligibility criteria for the program. Continuing students are also referred to the program by faculty.

What are the eligibility criteria for the program?

Students must be first-generation, low-income or have a documented disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Between 6 and 20 hours/year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The program is funded through a Department of Education grant, the 2013-14 award amount is \$202,031

Please provide a total estimated cost per student for this program:

\$144.08

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed in our Center for Academic Excellence, which is part of Academic Affairs and reports to the Dean of the College.

Primary contact (individual in charge of program) for additional information for this initiative:

Andrew Jones

andrew.jones@ic.edu

Name and title of individual completing this form:

Andrew Jones, Director, Center For Academic Excellence and TRIO Support Services

Illinois Central College

Program 1

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Three times per semester

Name of your support initiative for underserved students:

TRIO Student Support Services

Major student population(s) targeted by this initiative:

First Generation/Low-Income/Disabled

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Assistance with transferring to a 4-year college, Civic and Cultural Activities, Leadership Training and workshops

Approximate number of students currently being served by this initiative:

250

Mission or major purpose of this initiative:

The mission of TRIO is to increase college access and degree completion for first-generation, disabled, and/or low income college students.

Brief narrative summary/description of this initiative:

Our specific objectives are:

1. Retention: 62% of participants served by the SSS program will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.
2. Good Academic Standing: 80% of participants served by the SSS project will meet the performance level required to stay in good academic standing at ICC.
3. Graduation Rate: 15% of new participants served each year will graduate with an associate's degree or certificate within four years.
4. Transfer Rate: 15% of new participants served each year will transfer to institutions of higher education that offer baccalaureate degrees, with an associate's degree or certificate within four years.

How are students identified for/recruited into the program?

SSS staff will identify participants along with Student Service Center and Transfer Center staff, faculty, and program participants. This will result in identification of 250 participants. Two-thirds will be classified as individuals with disabilities or low-income individuals who are generation college students and the other third will be either low-income, first generation, or disabled individuals. Project staff will make presentations in classes and TRIO partner organizations September through November of each project year and as needed. The SSS program will be based on the main campus. Consequently, it is expected that a high number of walk-ins will have seen the displayed information materials, read about the program in campus publications, or learn about the SSS program from a participant. The "Peoria Promise" initiative with the City of Peoria allows students who attended and graduated from Peoria public high schools, to receive up to a two-year scholarship to attend ICC. College representatives will refer eligible Peoria Promise students to the SSS project.

What are the eligibility criteria for the program?

First generation, Low income according to Federal Guidelines, Documented disability (any one of those listed above or combination therein)

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Approximately 12-20 hours depending on the student's needs.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

TRIO is grant funded through the Department of Education. Depending on sequestration/ budget adjustment, our budget is approx. \$300,000 per academic year.

Please provide a total estimated cost per student for this program:

We serve 250 students. Approx. \$1,200 per student.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We are tracked via an annual reporting (APR) to the US Department of Education. We have met and/or exceeded all objectives for student retention, graduation, transfer, and good academic standing rates.

How many staff at your institution dedicates the majority of their time to this program?

Three advisors, one admin. assistant, one director. Funded by grant from the US Department of Education

Where is the program housed, and what department/area within your institution does the program fall under?

We are housed on the main campus in the student services corridor. We are a part of Diversity and International Studies Department.

Primary contact (individual in charge of program) for additional information for this initiative:

ARNITRIA.SHAW@ICC.EDU
309-694-8940

If available, please list any website links pertaining to this initiative:

<http://www.icc.edu/studentSupportServices/index.asp>
<http://www2.ed.gov/programs/triostudsupp/index.html>

Please provide any other information you think important for us to know about this initiative:

We continue to exceed the objectives as stated above and are proud of the successes of both our students and advisors. Our grant will be up for 5-year renewal in 2015.

Name and title of individual completing this form:

Arnitria K Shaw, Director of TRiO Student Support Services

Program 2

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Students who want to enroll in 12 hours or more must obtain full-time approval each semester.

Major student population(s) targeted by this initiative:

Undecided majors

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

1,200

Mission or major purpose of this initiative:

To assist students who undecided choose a major and develop a program of study.

Brief narrative summary/description of this initiative:

All advisors in this area are trained to assist students as career counselors. They teach a Career Choice course designed to provide students with the information needed to help them decide on a major.

How are students identified for/recruited into the program?

Students have declared "undecided" as their major on the application are assigned to our department.

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Varies from advisor to advisor, and the needs of the student.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies according to the needs of the student

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

There is no special budget set aside for the program.

Please provide a total estimated cost per student for this program:

We do not calculate the cost per student.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We use an academic warning process that helps us track the students. The program helps the students better identify possible majors; however, since the students are responsible for using the support services available to any of our students, they often choose not to take advantage of the services.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Advisement and Counseling Services

Primary contact (individual in charge of program) for additional information for this initiative:

Pam Wilfinger
pwilfinger@icc.edu
309-694-5288

Name and title of individual completing this form:

Pam Wilfinger, Director of Advisement and Counseling Services

Illinois Institute of Art - Schaumburg

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least once per quarter

Name of your support initiative for underserved students:

CSR (Continuing Student Review) and Registration/Confirmation Task Force and S.O.S.

Major student population(s) targeted by this initiative:

Students with academic difficulties, financial difficulties or general at-risk students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

950

Mission or major purpose of this initiative:

All of the initiatives are designed to intervene early enough with students to help improve their academic and financial difficulties as well as their overall success at the school.

Brief narrative summary/description of this initiative:

The S.O.S program is a faculty referral program where students who are failing at midterm can receive the opportunity to make up missed work and pass the class by attending workshops led by campus directors. The CSR and Registration/Confirmation Task Force meetings combine Academic Affairs with Financial Aid on campus to identify at-risk students early enough to solve their problems before the next quarter begins to keep them enrolled.

How are students identified for/recruited into the program?

S.O.S. is a referral program through the faculty and for the other initiatives; students are identified by staff on campus.

What are the eligibility criteria for the program?

For S.O.S, students must be failing at midterm and willing to complete the work and more thorough workshops to be successful.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

25-30

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

N/A

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We look at the students who have enrolled in S.O.S and the outcomes of their grades after final grades have been posted.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Within the Media Department on campus

Primary contact (individual in charge of program) for additional information for this initiative:

Tristan Beache, Director of Media

cbeache@aii.edu

847-619-3450

Name and title of individual completing this form:

Sara Mikula, Registrar/Director of Academic Advising

Illinois Institute of Art – Tinley Park

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least once per quarter

Name of your support initiative for underserved students:

Registration/Confirmation Taskforce, Advising Center

Major student population(s) targeted by this initiative:

Students with academic difficulties, financial difficulties, or general at-risk students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

100

Mission or major purpose of this initiative:

The purpose of each of the initiatives is to ensure successful persistence of our students in continuing on and completing their programs.

Brief narrative summary/description of this initiative:

The program is designed to identify and assist students who are struggling around midterm and to help them thru the completion of the term.

How are students identified for/recruited into the program?

The students are identified by the heads of the departments and by the not registered list

What are the eligibility criteria for the program?

No eligibility

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

On going with multiple touch points and continuous communication

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

N/A

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The Registration/Confirmation Taskforce meetings are weekly to discuss the students individually and their struggles, as well as the likelihood of them making it through.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Staff members from all departments participate

Primary contact (individual in charge of program) for additional information for this initiative:

Karen Janko-Dean

kjanko@aii.edu

312-777-8666

If available, please list any website links pertaining to this initiative:

<http://www.artinstitutes.edu/chicago/admissions/catalogs.aspx>

<http://www.artinstitutes.edu/chicago/pdf/student-handbook.pdf>

Name and title of individual completing this form:

Terrence Leppellere

Director of Student Financial Services

Illinois Institute of Technology

Program 1

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once per term on average

Name of your support initiative for underserved students:

Academic Resource Center (ARC) -Peer Tutoring, Exam Reviews, Supplemental Instruction & Workshops

Major student population(s) targeted by this initiative:

All IIT Students: 24% of our undergraduates receive MAP grants & 32.5% receive Pell grants

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Academic Support (Including Advising)
- Tracking/Early Warning
- Tutoring

Approximate number of students currently being served by this initiative:

977: 24% of our undergraduates receive MAP grants; 32.5% receive Pell grants

Mission or major purpose of this initiative:

To enrich the academic experience through a student-centered approach to education. By integrating a variety of resources, the ARC strives to support students and faculty at all stages of the learning process.

Brief narrative summary/description of this initiative:

Provides tutoring for all science and math courses. Students meet with peer tutors to understand the subject material and help with homework questions. Students in the supplemental instruction (SI) courses are encouraged to meet outside the class for support.

How are students identified for/recruited into the program?

Students are notified at the orientation and e-mail during the semester and various presentations through the semester for student organizations.

What are the eligibility criteria for the program?

It's free for all registered IIT students. They can make an appointment or walk-in for tutoring and other services.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Time spent varies on need. 10-13 hours per semester

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$257,000

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Students are surveyed during the semester and at each tutoring session to collect feedback.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Housed under Office of Academic Affairs. Area: Academic Resource Center (ARC) is located in Hermann Union Building at the main campus 3241 S. Federal St, Suite 112, Chicago, IL 60616

Primary contact (individual in charge of program) for additional information for this initiative:

Tayyab Arshad Director

tarshad@iit.edu

312-567-7959

If available, please list any website links pertaining to this initiative:

<http://iit.edu/arc>

Program 2

Name of your support initiative for underserved students:

Presidential Scholarship

Major student population(s) targeted by this initiative:

Transfer Students from Community Colleges

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Scholarships
- Peer Support Community

Approximate number of students currently being served by this initiative:

192

Mission or major purpose of this initiative:

Inspired by a series of conversations with Chancellor Cheryl Hyman (IIT, CS 1996) of the City Colleges of Chicago and the presidents of the City Colleges of Chicago, in 2010 Illinois Institute of Technology announced a major new scholarship and educational outreach initiative — the Presidential Scholarship. Through this initiative, IIT is determined to substantially redefine pipeline initiatives in the science, engineering, architecture, technology, business and human science fields. Collaborating institutions and organizations are committed to serve as a catalyst to support students toward their goals to conduct undergraduate research and earn advanced professional and academic degrees. Scholars in turn are asked to significantly engage with their K-12 and community college communities to encourage and empower others towards educational success.

Brief narrative summary/description of this initiative:

Applicants who receive an official nomination by their institution's President or designated nominating official and are admitted to IIT will be considered for the Presidential Scholarship. Recipients of the Presidential Scholarship receive: \$25,000 annual tuition scholarship award \$5,000 annual housing scholarship award to support on-campus residence at the university. Presidential Scholars are asked to maintain a commitment to community outreach each academic year that engages and bridges their home and sending communities with the communities at the university, in the IIT/Bronzeville neighborhood, and the city of Chicago. Additionally, recipients of the Presidential Scholarship must maintain full-time enrollment and make satisfactory academic progress. Presidential Scholars receive programming and have meetings and a student board.

How are students identified for/recruited into the program?

Students are recruited through institutional partnerships between IIT and community colleges. Current scholars also recruit potential scholars from their original two year institution.

What are the eligibility criteria for the program?

Applicants who receive an official nomination by their institution's President or designated nominating official and are admitted to IIT will be considered for the Presidential Scholarship.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

32 hours/month

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$23,500-\$28,500/student in institutional grants; \$15,000 total in institutional support services and programming

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

One person dedicates 15-20% of their time. Several others dedicate a small portion of their time.

Where is the program housed, and what department/area within your institution does the program fall under?

Student Access, Success and Diversity Initiatives | Office of the Vice Provost | Student Access, Success, & Diversity Initiatives IIT Tower, Suite 2C8-1 | 10 West 35th Street | Chicago, IL 60616 USA

Primary contact (individual in charge of program) for additional information for this initiative:

BJ Engelhardt Associate Director, Transfer Partnerships
jengelha@iit.edu

If available, please list any website links pertaining to this initiative:
<http://admissions.iit.edu/undergraduate/finances/presidential-scholarships>

Program 3

Name of your support initiative for underserved students:
Collens Scholars Program

Major student population(s) targeted by this initiative:
Low income, Chicago Public School (CPS) graduates

Please identify the category(ies) below that best describes your program:

- Scholarships

Approximate number of students currently being served by this initiative:
131

Mission or major purpose of this initiative:
To help increase college access and success for Chicago high school students.

Brief narrative summary/description of this initiative:
The Collens Scholars Program using a combination of institutional and government aid to provide CPS students with family incomes less than \$60,000/year an opportunity to attend IIT without taking loans (they receive full tuition and fees support plus a book allowance annually). Students may choose to take out loans if they want to live on campus, though housing is also offered at a discounted cost.

How are students identified for/recruited into the program?
Through marketing, CPS outreach efforts and community organizations

What are the eligibility criteria for the program?
Apply for admissions by scholarship deadline; be admitted to IIT; graduating from a CPS school; family income less than \$60,000; students must file a FAFSA by scholarship deadline All students who meet eligibility are considered and students are awarded based on academic record and fund availability

Is there an application process for the program?
No.

How often during an academic year do you meet or correspond with students participating in the program?
Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?
No dedicated time spent

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?
Average Institutional Scholarship is \$33,050/academic term.

Is this program:
Voluntary

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Undergraduate admissions and financial aid. Office of the Vice Provost of Admissions

Primary contact (individual in charge of program) for additional information for this initiative:

Caryn Schnierle associate vice provost for enrollment management

cschnier@iit.edu

If available, please list any website links pertaining to this initiative:

<http://admissions.iit.edu/undergraduate/finances/collens-scholars-program>

Name and title of individual completing this form:

Tayyab Arshad, Director, ARC

Illinois State University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

It depends on the year in school and major. All first year freshmen are required to meet with their University College advisor at least three times in their first year. Each departmental advisor establishes their own policies for frequency of meetings based on a number of different factors.

Program 1

Name of your support initiative for underserved students:

TRIO – Students Support Services

Major student population(s) targeted by this initiative:

First Generation, Low SES &/or educationally disadvantaged

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- "Life skills" assistance including assistance with Financial Aid processes and career development

Approximate number of students currently being served by this initiative:

215

Mission or major purpose of this initiative:

Provide support services to individuals who are traditionally under-represented in post-secondary education.

Brief narrative summary/description of this initiative:

TRIO/SSS advisors provide: pre-registration advisement, assistance with establishing Individual Education Plans and Contracts, academic coaching meetings, drop/add counseling, referrals for tutoring and other areas, assistance in selecting a major, and assistance in developing realistic schedules and course loads.

How are students identified for/recruited into the program?

Lists are generated of students who meet the criteria of the program, and outreach is made to those students through e-mail (primarily). General University College advisors also refer students from their caseload who might benefit from the program. Students in the program also refer their peers.

What are the eligibility criteria for the program?

First generation, low SES and/or educationally disadvantaged

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

The frequency with which the students meet with advisor depends on their particular academic needs. It can be as frequent as 1x/day and as little as 1x/semester.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Impossible to generalize - each student is different.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The budget for the program is approximately \$225,000 and the primary sources of funding is the US Department of Education. Some additional financial support is provided through the University College general revenue budget.

Please provide a total estimated cost per student for this program:

\$1,050/student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The US Department of Education requires annual reports for the grant program.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

TRIO/SSS is housed in University College which reports through the Vice President for Academic Affairs/Provost

Primary contact (individual in charge of program) for additional information for this initiative:

Vince Cunningham
vecunni@ilstu.edu
309-438-3217

If available, please list any website links pertaining to this initiative:

<http://universitycollege.illinoisstate.edu/advising/trio/>

Program 2

Name of your support initiative for underserved students:

SUccess 101/University Success Skills

Major student population(s) targeted by this initiative:

Academically underprepared students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- A first year seminar

Approximate number of students currently being served by this initiative:

120-150 (depending on the year)

Mission or major purpose of this initiative:

To assist students who are academically under prepared for college in being academically successful.

Brief narrative summary/description of this initiative:

Success 101 is composed a 2-credit hour first year seminar focusing on academic skill building (University Success Skills), weekly academic coaching meetings, and web of academic, financial and social support during the first semester of college.

How are students identified for/recruited into the program?

Students who are in the lower academic profile of students admitted and accepted to ISU. Students are introduced to the program through mailings as well as during summer orientation (Preview).

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies depending on the students, but a minimum of 3 hours/week in the first semester of their freshman year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- First Year Seminar; social events

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$15,000-\$20,000. General Revenue is the primary source, all through private grants/donations have supported portions of the program in previous budget years.

Please provide a total estimated cost per student for this program:

\$150-\$160/student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Persistence/retention and graduation rates. Percentage of students on academic probation.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Success 101 is housed in University College which reports up through the Provost/Vice President for Academic Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Pamm Ambrose
pmambro@ilstu.edu
309-438-7100

If available, please list any website links pertaining to this initiative:

<http://universitycollege.illinoisstate.edu/courses/success101/>

Program 3

Name of your support initiative for underserved students:

Louis Stokes Alliance for Minority Participation (LS-AMP)

Major student population(s) targeted by this initiative:

Underrepresented students in STEM disciplines

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

60

Mission or major purpose of this initiative:

An opportunity to join a community of supportive peers, mentors, staff and faculty who will help you reach your short term and long term goals in the STEM fields.

Brief narrative summary/description of this initiative:

Funded by the National Science Foundation, LS-AMP is a support program for minority students majoring in Biology, Chemistry, Computer Science, Math, or any other STEM program.

How are students identified for/recruited into the program?

Underrepresented students in STEM disciplines are contacted and invited to recruiting events; referral from faculty.

What are the eligibility criteria for the program?

Any U.S. citizen or permanent resident Identified as African-American, Latino/a, Alaskan Native, American Indian or Native Pacific Islander; Currently a full-time Illinois State undergraduate student in academic good standing; Major or intent to in major in a science, mathematics, engineering or technology discipline and teacher education programs within these disciplines

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varied depending on the needs of the students

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varied depending on the needs of the student

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Faculty research projects

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$21,000. Primary funding is through the National Science Foundation, with some additional support from general revenue.

Please provide a total estimated cost per student for this program:

\$350, but can vary significantly depending on the research goals of each student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We are required to submit reports to the NSF/consortium of schools participating in LS-AMP.

How many staff at your institution dedicates the majority of their time to this program?

One full time staff member, plus the commitment of many faculty across campus

Where is the program housed, and what department/area within your institution does the program fall under?

LS-AMP is housed in University College which reports through the Provost/Vice President for Academic Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Christa Platt, Coordinator

cdplatt@ilstu.edu

309-438-3217

If available, please list any website links pertaining to this initiative:

<http://universitycollege.illinoisstate.edu/lisamp/>

Program 4

Name of your support initiative for underserved students:

University Scholars

Major student population(s) targeted by this initiative:

Academic talented students from the current admitted students' pool

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

60

Mission or major purpose of this initiative:

The University Scholarship is one of the most prestigious merit-based scholarships available for freshmen through the Office of Admissions at Illinois State University.

Brief narrative summary/description of this initiative:

Each scholarship is valued at \$6,000 per year and is renewable for up to eight semesters providing participants maintain a minimum 2.75 cum GPA at the completion of each academic year. The potential total value of the scholarship is \$20,000. Coordinated services and benefits are provided for all University Scholars through the University Scholars Support Program. The major objectives of the University Scholars Support Program are to assist University Scholars in making successful transitions to the University, provide programs and services to enhance their chances for academic success, and provide opportunities for academic enrichment as well as personal and professional growth as they complete their undergraduate degree requirements. The program is administered by Targeted Retention Services in University College.

How are students identified for/recruited into the program?

The Office of Admissions identifies, targets, recruits and interviews the candidates for the University Scholarship from admitted students with high academic profiles.

What are the eligibility criteria for the program?

While there are no specific criteria, recent University Scholars have had an average ACT score of 27 and an average cumulative GPA of 4.0 on a 4.0 scale.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies depending on the student

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies depending on the student

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Faculty mentorship

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$400,000 in scholarship dollars and \$1,000 in operating expenses. Primary funding source is general revenue.

Please provide a total estimated cost per student for this program:

\$6,000 per year (\$24,000 over their four-year career at ISU)

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Persistence and graduation rates

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

After the Office of Admissions completes the selection process, the program is housed in University College. Both Admissions and University College report through the Provost/Vice President for Academic Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Christa Platt, Coordinator
cdplatt@ilstu.edu
309-438-3217

If available, please list any website links pertaining to this initiative:

<http://universitycollege.illinoisstate.edu/universityscholars/>;
<http://admissions.illinoisstate.edu/freshman/cost/scholarships/us.php>

Program 5

Name of your support initiative for underserved students:

English Scholars

Major student population(s) targeted by this initiative:

Education majors

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

20/year

Mission or major purpose of this initiative:

To assist and support selected students in pursuing the teaching professions and to encourage the use of technology in the classroom once they enter the field.

Brief narrative summary/description of this initiative:

Recipients of this award, referred to as English Scholars, will receive a new laptop computer and be granted access to the Julia N. Visor Academic Center computer lab for their personal and professional use. In addition, students will receive technology training and academic support.

How are students identified for/recruited into the program?

Students are recruited from admitted education majors and asked to apply. E-mail and letters are sent.

What are the eligibility criteria for the program?

Award recipients will be selected from a pool of students who meet the following eligibility criteria:

- Have a minimum GPA of 3.0 on a 4.00 scale;
- Declared major in a teacher education program;
- Plan to enroll as a full-time student during the Fall semester;
- Maximum of 60 earned credit hours during the Spring semester;
- Demonstrated financial need or is a member of an underrepresented group.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies depending on the student

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies depending on the student

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$20,000. The primary funding is through a grant/endowment from Dr. Robert and Mary English which is used to purchase the technology for the scholars (laptop, software, etc.). Additional operating expenses provided through general revenue.

Please provide a total estimated cost per student for this program:

\$1,000

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Persistence and graduation rates

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

The English Scholar Program is house in University College which reports through the Provost/Vice President for Academic Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Lisa Lawless
lrlawle@ilstu.edu
309-438-7100

If available, please list any website links pertaining to this initiative:

<http://universitycollege.illinoisstate.edu/english/>

Program 6

Name of your support initiative for underserved students:

University Professional Development Grant

Major student population(s) targeted by this initiative:

Selected undergraduate students who wish to participate in certain academic or professional development activities of their choosing.

Please identify the category(ies) that best describes your program:

- Grants

Approximate number of students currently being served by this initiative:

2-3 per year

Mission or major purpose of this initiative:

The UPD grant may be used to supplement the cost to participate in:

- Academic conferences (related to student's major) as a general participant or presenter;

- Study abroad programs;
- Certain internship programs with associated travel and housing expenses (e.g. the Smithsonian Institute, the Washington Center, etc.);
- Faculty-supervised undergraduate research projects

Brief narrative summary/description of this initiative:

The University College Undergraduate Professional Development (UPD) grant program, formally the Minority Professional Development grant, provides financial assistance to selected undergraduate students who wish to participate in certain academic or professional development activities of their choosing.

How are students identified for/recruited into the program?

Students apply to for the grant. Because of limited funding, very little recruitment is necessary to generate applications.

What are the eligibility criteria for the program?

The UPD grant is available to undergraduates who: are enrolled full-time during the current academic year; are in good academic standing; have a demonstrated financial need; are a first generation student or are in a group traditionally underrepresented in higher education.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Only as necessary to work out the details of the grant award

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Only as much as is necessary to work out the details fo the grant award

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$3,000/year is dedicated to these grants from general revenue.

Please provide a total estimated cost per student for this program:

Varies depending on applications

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Grant recipients are required to follow up with University College.

How many staff at your institution dedicates the majority of their time to this program?

A limited portion of one staff member's time

Where is the program housed, and what department/area within your institution does the program fall under?

UPD is housed in University College which reports through the Provost/Vice President for Academic Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Christa Platt, Coordinator
cdplatt@ilstu.edu
309-438-3217

If available, please list any website links pertaining to this initiative:

<http://universitycollege.illinoisstate.edu/upd/>

Program 7

Name of your support initiative for underserved students:

Mentoring and Academic Achievement Initiative

Major student population(s) targeted by this initiative:

First-year and new transfer students who desire a peer mentor

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)
- Peer mentoring

Approximate number of students currently being served by this initiative:

50

Mission or major purpose of this initiative:

The mission of the MASAI mentoring program is to assist in the retention of students who identify as first generation, low income or historically underrepresented at Illinois State University.

Brief narrative summary/description of this initiative:

Through MASAI, first-year and transfer students are paired with upper-class students who serve as mentors and role models. During the fall semester, mentors assist mentees with academic work, help them get involved in the campus community and organizations, assist with their transition into the University culture, and provide information about campus resources.

How are students identified for/recruited into the program?

The Office of Diversity Advocacy in the Dean of Students Office identifies and recruits students.

What are the eligibility criteria for the program?

First-year or new transfer student from a group historically unrepresented at Illinois State University

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies depending on the students

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$10,000

Please provide a total estimated cost per student for this program:

\$200

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Persistence rates and tracking the frequency of meetings between MASAI students and their peer mentors.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed in Diversity Advocacy in the Dean of Students which reports through the Vice President for Student Affairs. Funding comes primarily from University College which reports through the Provost/Vice President of Academic Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Angela Davenport, Coordinator

asdaven@ilstu.edu

309-438-8968

If available, please list any website links pertaining to this initiative:

<http://deanofstudents.illinoisstate.edu/students/get-help/diversity/masai-mentors.shtml>

Name and title of individual completing this form:

Amelia Noel-Elkins, Director, University College

Illinois Valley Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

1 time per semester is recommended

Name of your support initiative for underserved students:

Project Success (TRIO Student Support Services)

Major student population(s) targeted by this initiative:

1st generation, low income, or students with disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

160

Mission or major purpose of this initiative:

The mission of Project Success is to assist, support and empower students in achieving their academic goals and life-long success.

Brief narrative summary/description of this initiative:

Project Success provides a comprehensive program promoting student retention, graduation and transfer rates while fostering a campus climate that is inclusive and diverse. Students are assisted in determining their strengths and limitations, assessing their interests, and planning a systematic program of educational, social, and personal development.

How are students identified for/recruited into the program?

Self-referral, targeted recruitment, orientation sessions

What are the eligibility criteria for the program?

Project Success is a federally funded Student Support Services TRIO program that is designed to improve the retention, transfer, and graduation rates of the 150 low-income, first-generation, or disabled college students whom we serve. Project Success accepts all students who are seeking an associate's degree; however, preference will be given to students who intend to transfer to a 4-year college or university.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10+ hours per year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$265,000 from Federal TRIO funding

Please provide a total estimated cost per student for this program:

1,700/students

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

As a part of our grant funding, we use multiple evaluation and assessment tools

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

In their own office--under the division of Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Chris Herman, Director
chris_herman@ivcc.edu
815-224-0593

If available, please list any website links pertaining to this initiative:

<https://www.ivcc.edu/projectsuccess>

Please provide any other information you think important for us to know about this initiative:

We have received cuts in funding which has decreased our budget and the number of students served.

Name and title of individual completing this form:

Tracy Morris, Associate Vice President for Student Services

John A. Logan College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once a semester

Program 1

Name of your support initiative for underserved students:

Student Support Services - TRIO Program

Major student population(s) targeted by this initiative:

Low income, disabled, first-generation students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Tutoring

Approximate number of students currently being served by this initiative:

200

Mission or major purpose of this initiative:

Retention, graduation, and/or transfer to a 4-year university where applicable.

Brief narrative summary/description of this initiative:

Federally-funded grant to support students with academic potential in meeting their educational goals. These students must meet one or more of the following criteria: low income, disabled, first-generation college student.

How are students identified for/recruited into the program?

Self-application, faculty/staff referral.

What are the eligibility criteria for the program?

A student that demonstrates academic potential and meets one or more of the following criteria: low income, disabled, first-generation college student.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month minimum; as often as needed.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10-12 hours minimum

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

- Mail

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$260,000 in Federal funds

Please provide a total estimated cost per student for this program:

\$1,300/year

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

If yes, how do you track this information and have you found the program to be generally effective?

Student Access software; mentor reports. Retention and graduation rates as well as GPA's are higher than the general population at the college.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Located in the Student Success Center; under Student Services division.

Primary contact (individual in charge of program) for additional information for this initiative:

Carolyn Gallegly, Director

carolyngallegly@jalc.edu

618-549-7335, ext. 8290

If available, please list any website links pertaining to this initiative:

http://www.jalc.edu/student_success/trioprogram.php

Program 2

Name of your support initiative for underserved students:

Disability Support Services

Major student population(s) targeted by this initiative:

Students with all disability types

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Providing specific accommodations to meet documented needs of students, *i.e.*: note taking, extended-time tests, scribes, readers, handicapped parking permits, ASL interpreters, electronic books, etc.

Approximate number of students currently being served by this initiative:

160

Mission or major purpose of this initiative:

To provide reasonable accommodations to students with documented disabilities to assist them in reaching their educational goals.

Brief narrative summary/description of this initiative:

Disabled students meet with the program coordinator to assess needed accommodations. These are put into place for the student and communicated to faculty as necessary.

How are students identified for/recruited into the program?

Self-identification and/or linkages with area high schools/special education cooperatives in our district.

What are the eligibility criteria for the program?

Student has a documented disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

As needed.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

5-6 hours minimum

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Mail

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$154,000 College funds from state funding.

Please provide a total estimated cost per student for this program:

\$960/year

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Located in the Student Success Center; falls under the Student Services division.

Primary contact (individual in charge of program) for additional information for this initiative:

Beth Blumenstock, Coordinator
bethblumenstock@jalc.edu
618-985-3741, ext. 8516

If available, please list any website links pertaining to this initiative:

http://www.jalc.edu/student_success/disabilitysupportservices.php

Name and title of individual completing this form:

Carolyn Gallegly
Student Success Center Director

John Wood Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Mandatory for first term/once per semester thereafter

Name of your support initiative for underserved students:

TRIO

Major student population(s) targeted by this initiative:

Low-Income - First Generation - Disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

170

Mission or major purpose of this initiative:

To assist underserved populations attend college and earn a bachelor's degree

Brief narrative summary/description of this initiative:

To coordinate activities that inform and create awareness to assist students in being successful attending college.

How are students identified for/recruited into the program?

Self-identified, faculty or staff referral

What are the eligibility criteria for the program?

Low income, first generation, disability

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

50 to 75 hours per semester

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$325,000

Please provide a total estimated cost per student for this program:

\$1,000 - \$1,500

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Federal requirements mandate the program be tracked = continued grant renewal - effective

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Student Support Services - main campus

Primary contact (individual in charge of program) for additional information for this initiative:

Mike Elbe, VP for Student Services

melbe@jwcc.edu

217-641-4300

If available, please list any website links pertaining to this initiative:

<http://www.jwcc.edu/support-center/trio-student-support-services/>

Please provide any other information you think important for us to know about this initiative:

As an institution, JWCC has a centralized advising office comprised of a full-time advising manager, 2 full-time academic advisors, and 3 part-time academic advisors. These are all professional staff members whose time is dedicated directly to fulfilling advising duties.

Name and title of individual completing this form:

Melanie Lechtenberg, Dean of Enrollment Services/Director of Financial Aid

Joliet Junior College

Program 1

Name of your support initiative for underserved students:

Academic Intervention/ student alert system (Powered by Starfish Retention Solutions)

Major student population(s) targeted by this initiative:

Students in developmental courses (also students in college success courses, and first year college level "gateway" courses)

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

In spring 2013, there were 2,080 (unduplicated) students that were served through our academic intervention system.

Mission or major purpose of this initiative:

- Support the persistence of JJC students by delivering a clear and efficient process for "in course" student intervention.
- Increase communication between students, instructors, assigned student development staff, and counselors/advisors.
- Helps students access college resources (i.e. tutoring and academic advising) and overcome identified challenges.
- Motivate students to engage more deeply in their academic studies with clearer expectations for faculty and staff interaction/intervention.

Brief narrative summary/description of this initiative:

In an effort to address JJC strategic goal of increasing student success and completion, an "Early Alert" academic intervention tool (Starfish Retention Solutions) was piloted in October 2009 to support faculty interaction and communication with students related to in-course progress. In fall 2010, the pilot was adopted to support communication to students via flag alerts, which generated automated letters. These alerts also notified the Dean of Student Success and appropriate student development professional staff identified to support student success outcomes. As the program was adopted, staffing limitation to manage the academic intervention system restricted use to specific faculty teaching specific courses. These courses included developmental (zero level) courses, GSD (college success) courses, and 100 level courses (considered "Gate-way" courses). The academic intervention program has demonstrated good markers of success which include the following:

- Increased communication between faculty and students enrolled in identified courses
- Increase opportunities for student development staff to be aware of student "in-semester course progress", which allowed staff to provide intervention, services, and resources when needed and required.
- Increased monitoring of specialized student population, who generally require additional support (i.e. Athletes, disability students, first generation/unrepresented students, etc.)
- Increase the college's effort to facilitate processes that demonstrate an intentional level of interest and care regarding a student's in-course progress, college persistence, and eventual goal of completion.

During the 2012-13 academic year, the Starfish academic intervention tool was indicated by faculty raising 8,091 flags in the following categories: Tutoring referral, Significant Academic Concern, Attendance Concern, Priority/General Concern, Withdrawal Considerations, and no longer enrolled/attending. Flags raised by instructors generate a letter to students and also alert appropriate student development professional staff, who are considered flag responders. Considering that raising intervention flags is voluntary for faculty, the number of flags raised is an indicator of faculty interest and

use of the tool. Overall, 39% of eligible faculty members completed flag surveys during 2012 -13 academic year. It's also important to note that 96% of the faculty who opened their survey completed it.

How are students identified for/recruited into the program?

Courses (i.e. developmental, college success, and identified gateway) are identified by administrative leaders, deans, and counseling/advising staff. These identified courses are monitored through the academic intervention system. Students who are enrolled in these courses are eligible for monitoring via faculty participation.

What are the eligibility criteria for the program?

No specific eligibility requirements. As noted above, students who are enrolled in identified courses automatically are eligible for monitoring by way of their instructor's participation and decision to access the academic intervention system.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

This varies based on the time and nature of the academic intervention flag raised on students and the instructor's initiation of intervention via this web based vehicle.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

This will vary based on the number of intervention flag raised on a student. The population students are identified with impact how often the student contacted and communicated with related to flag concerns (i.e. athletes, disability students, TRIO students, etc.)

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Approximately \$60,000 a year

Please provide a total estimated cost per student for this program:

Based on the identified number of students engaged in the system for the 2012-13 academic year, the approximate cost is \$29.00 per student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track the effectiveness by conducting an annual faculty survey and following up with flag responders who meet with students. Also, we are evaluating the effectiveness of certain referrals and related students' effective access to college resource and eventual persistence outcomes (i.e. tutoring). An annual survey to gather faculty input on their use and experience with the academic intervention tool (Starfish Retention Solutions) is conducted each spring. The spring 2013 survey assessment with faculty indicated that 85% of the JJC faculty that participated in the assessment of the academic intervention tool believes the tool supports their interest in providing academic intervention to students. Also, 95% of faculty completing the assessment plan to utilize it to raise academic intervention flags for students in their courses in the future.

How many staff at your institution dedicates the majority of their time to this program?

Two. Staff dedicated to supporting the system are part-time
Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed under the Dean of Student Success. The dean works with one part-time technical support from the distance learning department (I-campus) and an academic intervention support specialist, who works part-time within his office.

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Karl Brooks, Dean of Student Success, Joliet Junior College

kbrooks@jjc.edu

815-280-2885

Program 2

Name of your support initiative for underserved students:

Project Achieve/Student Support Services

Major student population(s) targeted by this initiative:

Limited English proficient, students from groups that are traditionally underrepresented in post-secondary education; students with documented disabilities, first generation, low income

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Multicultural events/4 yr. college campus visits, tutoring, financial/economic literacy, Academic workshops

Approximate number of students currently being served by this initiative:

Serve 200 students per year

Mission or major purpose of this initiative:

The mission of Project Achieve/Student Support Services is to provide services that should increase retention and graduation rates.

Brief narrative summary/description of this initiative:

To provide services that facilitates the transfer from a two-year to a four-year college/university and fosters an institutional climate supportive of the success of students.

How are students identified for/recruited into the program?

Referral from staff/faculty, community organizations, once high school students who have been identified as entering freshmen.

What are the eligibility criteria for the program?

First generation, low income, and documented students with disabilities

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Student advising x 4 times yr. for 1 hr. x32 weeks = 128 hours
3 hrs. Tutoring wk. x 32 weeks = 96 hrs. per year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Starfish alert system

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$358,573 annual cost
Primary source: U.S. Dept. of Education

Please provide a total estimated cost per student for this program:

\$1,792.865 per student

Is this program:

Voluntary. Federally funded Grant through the U.S. Dept. of Education

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Tracking occurs through monthly reports, end of year reports, daily sign in and Program Evaluation/ Sangolade consults yearly.

How many staff at your institution dedicates the majority of their time to this program?

Five or more (Total of 7)

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed in the New Campus Center, falling under the Student Development Leadership Team

Primary contact (individual in charge of program) for additional information for this initiative:

Jewell Dennis, Director

jdennis@jjc.edu

815-280-2455

If available, please list any website links pertaining to this initiative:

www.jjc.edu/services-for-students/support-programs-services/project-achieve/pages/faq.aspx

Please provide any other information you think important for us to know about this initiative:

We are 100% funded through the U.S. Dept. of Education with specified goals/objectives under a 5 yr. contract.

Program 3

Name of your support initiative for underserved students:

The Office of Multicultural Student Affairs (OMSA) provides outreach, academic guidance, cultural resources, and leadership development to enhance the educational experience and facilitate the personal growth of underrepresented students. Because literature in the field suggests that increased levels of engagement in co-curricular activities are directly linked to student retention, OMSA has developed an incentive program to encourage student engagement and academic persistence entitled STEPS (Student Engagement, Persistence, and Success) Program.

Major student population(s) targeted by this initiative:

African-American, Latino, and Asian students are the primary targeted populations for this initiative but participation is open to all students.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- College Readiness Presentations

Approximate number of students currently being served by this initiative:

Of the approximate 600 students we advise in OMSA per year, all are eligible for the program. However, only those students who meet all the criteria to qualify for a chance at the monetary incentive will be awarded the grant.

Mission or major purpose of this initiative:

The STEPS Program mission is to provide students the opportunity to become exposed to various levels of student engagement, academic information, and resources essential to student success. STEPS programs and activities are categorized into three learning objectives of Academic, Cultural, and Leadership Development.

Brief narrative summary/description of this initiative:

The STEPS Program's purpose is to provide multicultural students a resourceful and supportive environment that enhances academic motivation, leadership development, and retention of its participants. Students are asked to enter into a written agreement with OMSA committing them to the following expectations:

- Participate in 2 Advising appointments
- Participate in 2 Cultural Activities
- Participate in 1 Leadership Program
- Participate in 1 Campus Tour or Academic Resource Program

How are students identified or/recruited into the program?

Students who have sought academic advising from Retention Specialists within the Office of Multicultural Student Affairs are encouraged to apply for the program. Interested parties are then encouraged to fill out a contract that explains program criteria, expectations, and desired outcomes.

What are the eligibility criteria for the program?

To qualify for the program students need to sign a written agreement and agree to participate in the following: attend a minimum of 2 advising appointments, 1 academic program or 4 year college tour, 1 leadership seminar, and 2 cultural activities per semester. Upon meeting all criteria, students will be given a chance to win a \$450.00 grant.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

On average OMSA staff members spend approximately 5-8 hours a semester with students involved in the STEPS program.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Field trips to 4-year schools, Leadership trainings, and cultural programs, and academic seminars.

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Since the STEPS program is built into the existing framework of OMSA offerings, the activity costs are absorbed into the OMSA departmental budget. The incentive portion of the program sets aside two \$450.00 grants to be awarded by lottery, per semester to a student that has met all program criteria.

Please provide a total estimated cost per student for this program:

The STEPS Program does not have a pre-identified budget. The programs offered via STEPS expenses are encompassed in the overall budget of the Office of Multicultural Student Affairs. Because there is no pre-identified budget, it is not possible to list a cost per student.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Generally speaking, term to term persistence of OMSA students since the program's inception is approximately 85%.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Multicultural Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Michelle Roman-Garcia

mroman@jjc.edu

815-280-6680

Program 4:

Name of your support initiative for underserved students:

Veterans Orientation

Major student population(s) targeted by this initiative:

Veterans

Please identify the category(ies) that best describes your program:

- Transition & Orientation

Approximate number of students currently being served by this initiative:

100 students per semester

Mission or major purpose of this initiative:

Our program is designed specifically with the Veteran in mind to provide the student with a clear understanding of their VA educational benefits and additional resources. We are committed to ensuring military and veteran students successfully make the transition from the military to campus life.

Brief narrative summary/description of this initiative:

The Veterans Orientation provides assistance to military and veteran students with navigating the admissions, enrollment and financial aid processes. We provide step-by-step direction in applying for and utilizing their veterans educational benefits.

How are students identified for/recruited into the program?

When the student contacts the Financial Aid/Veterans Office to use benefits.

What are the eligibility criteria for the program?

New students only.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

The student is just required to attend the session once.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours in a group session and additional follow-up as needed.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

This is funded through the operational budget for the Financial Aid/Veterans Office.

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The program informs the student of the requirements of their educational benefits which allows them to make appropriate decisions regarding their degree. Informing and supplying the student with the necessary tools and resources has reduced the number of times a student contacts the office seeking assistance with benefit questions.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Financial Aid/Veterans Office

Primary contact (individual in charge of program) for additional information for this initiative:

Cheryl Hlavac

chlavac@jjc.edu

815-280-2623

If available, please list any website links pertaining to this initiative:

N/A

Please provide any other information you think important for us to know about this initiative:

The transition from the military to educational and civilian life is challenging for many students. This initiative informs the student of all the necessary requirements for a successful transition into the college atmosphere. The student is supplied a folder of information on the college, financial aid, veterans benefits and more, informing them of the additional resources available on the campus and through the institution.

Program 5:

Name of your support initiative for underserved students:

Project Success

Major student population(s) targeted by this initiative:

Minority students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

50 students

Mission or major purpose of this initiative:

To provide intrusive mentoring and support and increase the college completion rates of minority students.

Brief narrative summary/description of this initiative:

This innovative program is geared for first-generation minority college students (parents have not earned a bachelor's degree) who are unfamiliar with the overall college process, but who have a minimum cumulative GPA of 2.5 on a 4.0 scale, have taken college preparatory classes (including at least two years of algebra) and possess the desire and motivation to continue on with a college education. This program will assist students in experiencing a smooth transition from high school to college, and provide them with mentoring and support to complete an associate's degree.

How are students identified for/recruited into the program?

By their high school counselors

What are the eligibility criteria for the program?

The eligibility criteria are minority high school students who have a minimum cum GPA of 2.5 and desire a college degree. (Preference to first generation students)

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies from semester to semester more in spring with initial recruitment 16 – 30

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- In person at semi-monthly meetings. Recruitment at high schools. Award ceremonies, social and cultural activities.

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$23,000

Please provide a total estimated cost per student for this program:

\$460

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track semester to semester retention and graduation rates and yes very effective. 50% completion rate.

How many staff at your institution dedicates the majority of their time to this program?

Part time support 1 coordinator and 2 lead mentors

Where is the program housed, and what department/area within your institution does the program fall under?

Student Success under Counseling Department

Primary contact (individual in charge of program) for additional information for this initiative:

Mildred Holmes

mholmes@jjc.edu

815-280-2357

Program 6

Name of your support initiative for underserved students:

Disability Services Office (Student Accommodations & Resources STAR)

Major student population(s) targeted by this initiative:

Students with disabilities
Students with Limited English Proficiency

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Provide accommodations to students with disabilities.

Approximate number of students currently being served by this initiative:

Summer 2012 = 234
Fall 2012 = 691
Spring 2013 = 668
TOTAL for year = 1593

Mission or major purpose of this initiative:

Student Accommodations and Resources is committed to providing academic support to students with documented disabilities and students with limited English Proficiency. STAR is the office designated by Joliet Junior College to provide ADA/504 accommodations based on the students' educational needs as demonstrated by appropriate documentation. STAR encourages individuals to become self-advocates and independent learners by assisting students to understand their abilities, to utilize their strengths in order to maximize their learning, and to take responsibility for their learning.

Brief narrative summary/description of this initiative:

Student Accommodations and Resources (STAR) is the office designated by the college to support students who have documented disabilities under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. STAR arranges accommodations for eligible students, and assists college administration, faculty, and staff to provide required accommodations.

How are students identified for/recruited into the program?

Students self-identify as a student with a disability.

What are the eligibility criteria for the program?

Students must register with STAR and have a documented disability as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has:

1. A physical or mental impairment that substantially limits one or more major life activities; such as walking, standing, seeing, speaking, hearing, sitting, breathing, reading, learning, thinking, performing manual tasks, taking care of oneself.
2. Has a record of such impairment or is regarded as having such impairment.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Fifty (50) hours per academic year.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Joliet Junior College funded \$519,493

Please provide a total estimated cost per student for this program:

\$326/student

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

STAR evaluates its performance in this service by evaluating the students' Academic Standing and GPA. Yes, program is effective.

How many staff at your institution dedicates the majority of their time to this program?

Five or more

Where is the program housed, and what department/area within your institution does the program fall under?

Program housed: Joliet Junior College at Main Campus

Department: Student Development Division

Primary contact (individual in charge of program) for additional information for this initiative:

Margaret Doom, Interim Manager

mdoom@jjc.edu

815-729-9020, ext. 2613/2941

If available, please list any website links pertaining to this initiative:

www.jjc.edu/info/star

Program 7

Name of your support initiative for underserved students:

New Student Orientation (NSO)

Major student population(s) targeted by this initiative:

New full-time students are required to attend NSO. Part-time students are strongly encouraged to attend but not required.

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

Approximately 4,000 new students attend New Student Orientations annually.

Mission or major purpose of this initiative:

The overarching goals of NSO are: a) providing new students with information that will help them make good informed decisions regarding their academic journey, b) creating a welcoming environment to support engagement and build affinity to the institution, and c) providing a framework for academic and co-curricular success through the communication of expectations.

Brief narrative summary/description of this initiative:

New Student Orientations are a high-tech/high-touch experience to introduce new students to the college environment. The program begins with an overview of the college's educational offerings, student success resources and payment and registration processes. The second portion of the NSO experience is one-on-one first semester planning with a Faculty Counselor or Advisor. All new students are assisted by peer Student Leaders in the registration laboratory. All new students leave with a full-time or partial schedule if they are attending later in the orientation season.

How are students identified for/recruited into the program?

All new students intending to be full-time are required to attend NSO. There is a "hold" put on their student records. The hold is not lifted until they attend NSO. Students intending to be part-time (less than 12 credit hours) are strongly encouraged to attend NSO as it provides one-on-one first semester planning and the support of peer leaders.

What are the eligibility criteria for the program?

All students are eligible to attend NSO. This program provides information to support successful student pathways and provides direction for those needing assistance.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester. All students that attend NSO are encouraged to attend other orientation activities to support engagement. JJC Connect which is an optional program which provides additional information and access to support services. They are also invited to a variety of activities with the Office of Student Activities.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

New Student Orientation provides a minimum of 2 hours with students.

- JJC Connect provides 2 hours of intentional orientation and engagement informational/opportunities.
- New Student Lunch Bunch is 2-4 hours per year (should new students choose to attend).

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The New Student Orientation program has a small allocated budget that is approximately \$15,000 per year. There are a number of other department's that support NSO in various capacities.

Please provide a total estimated cost per student for this program:

I would estimate that between the allocated budget and in-kind support our total budget is approximately \$20,000 annually. Divide that by 4,000 new students served per year = \$5.00 per student. (Note: there are a number of departments on campus that support NSO; their time is not calculated into that amount.)

Is this program:

Required for new full-time students and strongly recommended for part-time students.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

All new students are asked to take a survey at the conclusion of their orientation. Annually we collect data from approximately 3,000 new students and 200 parents and other family supporters.

The program is highly effective as student satisfaction rates are consistently over 90%. Parents and other family supporters are also surveyed and their satisfaction rates are also high. In addition, we are starting to collect data regarding student persistence and retention as orientation cohorts. This allows the College to better understand the pathways of new students and eventually compare the success rates to those that do not attend an orientation (i.e. reverse transfer students).

How many staff at your institution dedicates the majority of their time to this program?

Five or more. There is one full-time General Student Development and New Student Orientation Coordinator in the Counseling Department. There are 9 full-time Counselors and several part-time Counselors that support the first-semester scheduling at NSO. We also offer NSO at one extended campus. NSO runs from October through January for new students starting in the spring and April through August for students starting in the fall semester. Approximately 8 months are spent hosting NSOs. This does not include the time spent reviewing/revising the program, updating materials, training presenters and student leaders.

Where is the program housed, and what department/area within your institution does the program fall under?

New Student Orientation is housed in the Division of Student Development in the Counseling Department.

Primary contact (individual in charge of program) for additional information for this initiative:

Angela K. Luzbetak, Ed.D., Coordinator for General Student Development and New Student Orientation
akaysen@jjc.edu

815-280-6779

If available, please list any website links pertaining to this initiative:

www.jjc.edu/info/nso

Please provide any other information you think important for us to know about this initiative:

NSO also supports parents and family members of college students. JJC hosted almost 1,000 parents and supporters in the fall 2013. This number continues to increase as parents are looking for information and services to better support their students. Many are also looking for basic information as they did not attend college or have a basic understanding of college processes.

Program 8

Name of your support initiative for underserved students:

General Student Development (GSD) 085: College Preparation and Study Skills course

Major student population(s) targeted by this initiative:

New (and continuing) college students requiring and/or seeking support for a successful transition to the college environment. This course is designed for students who score below college level reading and writing.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring

- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

Approximately 30-40 sections of GSD 085 run each year serving between 600 and 800 students.

Mission or major purpose of this initiative:

This is a course developed in the Counseling Department to serve as a support tool for underprepared college students. It is designed to help new students in transition.

Brief narrative summary/description of this initiative:

The GSD 085 course was introduced to the JJC curriculum in 2009. Its purpose was to provide information and skill building to students that did not score into the GSD 100 College Success course. This was an intentional effort to provide a first-year experience course for students with limited reading and writing capacities.

How are students identified for/recruited into the program?

Students that place into the lowest level of developmental math and score below college level reading and writing on the ACT Compass test are required to take GSD 085.

What are the eligibility criteria for the program?

Testing into the lowest level of developmental math and low reading and writing scores place students into this course.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

This is a two-credit college course; so students receive face-to-face instruction weekly.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

N/A

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The General Student Development courses are funded by student tuition and college resources.

Please provide a total estimated cost per student for this program:

N/A

Is this program:

This developmental course is required for students who test into lower level developmental math and English courses.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Students in taking this course are monitored by an academic intervention tool (i.e. Starfish). Faculty monitors student success and challenges and have the ability to communicate with the students, faculty

and Deans. This mechanism allows for strategic intervention to support student success. The tool used at Joliet Junior College allows faculty to raise issue “flags” that require action be taken. This tool is not designed or used to be punitive. It is designed to actively support students.

How many staff at your institution dedicates the majority of their time to this program?

Five or more. The Counseling Department has one full-time Coordinator for General Student Development and New Student Orientation. There are also full- and part-time Counselors that teach this course in addition to a number of adjuncts.

Where is the program housed, and what department/area within your institution does the program fall under?

General Student Development is housed in the Division of Student Development in the Counseling Department.

Primary contact (individual in charge of program) for additional information for this initiative:

Angela K. Luzbetak, Ed.D., Coordinator for General Student Development and New Student Orientation
akaysen@jjc.edu
815-280-6779

If available, please list any website links pertaining to this initiative:

www.jjc.edu/info/gsd

Program 9

Name of your support initiative for underserved students:

Mandatory Academic Advising for Veteran Students

Major student population(s) targeted by this initiative:

Veteran student that is eligible for the GI Bill.

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

230 students

Mission or major purpose of this initiative:

To assist Veteran students with selecting the proper courses needed for completion of the degree program that they have declared.

Brief narrative summary/description of this initiative:

It is required that the veteran request an appointment with an academic counselor or advisor to develop a Veterans Educational Degree Plan to ensure they are enrolling in the appropriate courses that count towards their declared program of study. An advisor can answer questions a student may have regarding specific classes, programs of study, and academic standing and transfer.

How are students identified for/recruited into the program?

N/A

What are the eligibility criteria for the program?

A veteran student using GI Bill Benefits.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

The Veteran student has to do this each semester they are enrolled.

Please identify the primary way(s) staff interacts with students for this program: (Mark all that apply.)

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

This is funded through the operational budget for the Financial Aid/Veterans Office.

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

It has reduced the number of courses that the student is registering for that is not required for the declared degree.

How many staff at your institution dedicates the majority of their time to this program?

There is not one specific person that does the Education Plan. All the Academic Counselors and Advisors are able to assist the students.

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed in the Financial Aid/Veterans Office and works closely with the Counseling Department.

Primary contact (individual in charge of program) for additional information for this initiative:

Cheryl Hlavac

chlavac@jjc.edu

815-280-2623

Program 10

Name of your support initiative for underserved students:

Major Exploration Workshop

Major student population(s) targeted by this initiative:

Undecided students

Please identify the category(ies) that best describes your program:

- Advising support – Career Exploration

Approximate number of students currently being served by this initiative:

Approximately 100 each academic year

Mission or major purpose of this initiative:

To help undecided students choose an appropriate major or career path.

Brief narrative summary/description of this initiative:

This initiative will help students who are undecided or exploring careers:

- Learn the importance of choosing a major early
- Learn what resources are available to help them begin the major selection process
- Begin to develop a major selection plan of action

How are students identified for/recruited into the program?

Referrals from GSD, Counseling and other faculty and staff, and voluntary registration

What are the eligibility criteria for the program?

None. All students are eligible.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

At the time the workshop is offered. There are opportunities to set up individual appointments post workshop, depending on students' needs.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1.5 hours on average

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Staff time absorbed in Career Services Center operating cost

Please provide a total estimated cost per student for this program:

\$15.00 per student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Students complete an evaluation after each workshop. 2012-2013 Evaluations indicated that:

- 97% (95 students) said they have adequate information and resources in order to begin the major selection process
- 97% (95 students) said they better understand the importance of choosing a major in a timely manner

How many staff at your institution dedicates the majority of their time to this program?

The major exploration workshop is rolled into the Career Counselors' job responsibilities

Where is the program housed, and what department/area within your institution does the program fall under?

Career Services Center / Student Development

Primary contact (individual in charge of program) for additional information for this initiative:

Bridgett Larkin Beene, Career Services Director

blarkin@jjc.edu

815-280-2476

If available, please list any website links pertaining to this initiative:

www.jjc.edu/info/careers

www.jjc.edu/info/csregister

Please provide any other information you think important for us to know about this initiative:

This initiative has provided resources for undecided students to research options, evaluate alternatives, and choose a major based on their values, skills, interests, and abilities. In addition to positive evaluations in the 2012-2013 academic year, 90% of students would recommend the program to other students.

Kaskaskia College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once at the beginning of every semester and as needed through the semester

Program 1

Name of your support initiative for underserved students:

Disability Support Services

Major student population(s) targeted by this initiative:

Students with physical, educational and learning disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

80

Mission or major purpose of this initiative:

To make the learning process accessible to disabled students

Brief narrative summary/description of this initiative:

To assist students who have a documented disability receive reasonable accommodations to allow them a level of learning equivalent to non-disabled students.

How are students identified for/recruited into the program?

Self identify

What are the eligibility criteria for the program?

A documented disability

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies from 5 minutes to an hour

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

It varies by the number of participants per year. The previous year's funding amount was \$8,275 and was institutionally funded.

Please provide a total estimated cost per student for this program:

Estimated at \$103

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Grades and graduation rates

How many staff at your institution dedicates the majority of their time to this program?

DSS Coordinator, appropriate faculty and staff

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Sandra Neabuhr, DSS Coordinator

sneabuhr@kaskaskia.edu

618-545-3157

Program 2

Name of your support initiative for underserved students:

Scholarship for GED Graduates

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

60

Mission or major purpose of this initiative:

To give GED graduates a jumpstart to college.

Brief narrative summary/description of this initiative:

Provide support to GED graduates

How are students identified for/recruited into the program?

Through Adult Education GED Review courses

What are the eligibility criteria for the program?

45 hours of review classes, FAFSA completion, attendance at GED graduation, use the scholarship within five years of earning the GED, and have taken the COMPASS test. They must attend NSO (New Student Orientation), and enroll in GUID 103 and 109 which are college preparation courses.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a semester and as needed

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Four hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

Please provide a total estimated cost per student for this program:

\$5,400

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Individual process and completion rates, grades

How many staff at your institution dedicates the majority of their time to this program?

Adult Education and the Transition Advisor

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services, Adult Education and Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Sandra Neabuhr, Transition Advisor

sneabuhr@kaskaskia.edu

618-545-3157

Program 3

Name of your support initiative for underserved students:

TRIO Program

Major student population(s) targeted by this initiative:

First generation and/or low income students and/or students with disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Financial literacy, career and transfer counseling

Approximate number of students currently being served by this initiative:

140

Mission or major purpose of this initiative:

Student Success, retention, persistence, graduation and transfer

Brief narrative summary/description of this initiative:

TRIO/Student Services has received funding to support 140 eligible students in 2012-13 and is funded to serve 133 students at KC for the 2013-14 academic year. Participants receive an integrated, intentional set of services designed to foster academic success, degree/certificate completion and transfer. Some of the services provided include academic and career advising, tutoring, academic and personal development workshops, financial literacy information, financial aid assistance, peer mentoring and transfer assistance. TRIO strives to be a one-stop shop for our participants. A Staff of four full-time professionals assists first-generation, low-income students to navigate the college system and connects them with the appropriate campus resources. TRIO staff also monitors student performance and assists students to remain accountable as they pursue their academic goals.

How are students identified for/recruited into the program?

The college generates a report each fall identifying new students who report first generation status and/or income eligibility on their enrollment paperwork. TRIO sends each potentially eligible new student a letter of invitation to apply to the program. In addition, TRIO staff members attend the GED graduation ceremony and invite any graduates who are continuing their education at KC to apply to the program. Staff members make presentations during Career/Technical program orientations such as nursing and automotive technology. College faculty, staff and current TRIO participants are also encouraged to refer students to the program.

What are the eligibility criteria for the program?

First generation students (neither parent has a bachelor's degree) or/and those who meet the Federal low-income guidelines and/or has a documented disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Three times a semester is required, some more than that

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Three hours and thirty five minutes a semester

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Phone, group workshops, texts through the college alert system

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

2012-13 grant was \$213, 180 with an additional \$8,308 in reserves

Please provide a total estimated cost per student for this program:

\$1,571

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The college formed a monitoring/evaluation team, which reviews reports of the services provided and achievement of grant goals and objectives plus student satisfaction.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

We are part of Student Services and are located in the Student Success Center.

Primary contact (individual in charge of program) for additional information for this initiative:

Patricia Stansfield, TRIO/SSS Project Director
pstansfield@kaskaskia.edu
618-545-3035

If available, please list any website links pertaining to this initiative:

www.kaskaskia.edu/TRiO

Program 4

Name of your support initiative for underserved students:

Perkins Program

Major student population(s) targeted by this initiative:

Career and Technical Students

Please identify the category(ies) that best describes your program:

- Partial student assistance, books, transportation and uniforms.

Approximate number of students currently being served by this initiative:

47

Mission or major purpose of this initiative:

To retain student participation and completion through assistance provided by Perkins funds.

Brief narrative summary/description of this initiative:

Provide students who are in career and technical programs partial assistance/reimbursement of books, uniforms and transportation expenses.

How are students identified for/recruited into the program?

Program orientations/student surveys

What are the eligibility criteria for the program?

Be a career and technical student and receive some type of financial assistance

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Depends on the level of assistance the participant is receiving

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Perkins/ approximately \$10,000

Please provide a total estimated cost per student for this program:

\$200-\$400

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Number and percentage of completers in career and technical programs in an academic year

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Student Success Center

Primary contact (individual in charge of program) for additional information for this initiative:

Victoria Rice - Perkins Program Coordinator

vrice@kaskaskia.edu

618-545-3067

Name and title of individual completing this form:

Lisa Bowman, Administrative Assistant to the VP, Student Services

Kendall College/Day Div/Horizon (Evening)

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Once a week

Name of your support initiative for underserved students:

Academic Coaching

Major student population(s) targeted by this initiative:

All majors at college

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

45

Mission or major purpose of this initiative:

Help students get on tracks to be academically successful

Brief narrative summary/description of this initiative:

Help students get on tracks to be academically successful

How are students identified for/recruited into the program?

By a committee

What are the eligibility criteria for the program?

Not achieving academic progress, CGPA under 2.0.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1 hour

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$0

Please provide a total estimated cost per student for this program:

\$0

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Via number of students that return to good academic standing at the end of each quarter.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Frank Arce, Director of Academic Advising

frank.arce@kendall.edu

312-752-2478

Name and title of individual completing this form:

Frank Arce, Director of Academic Advising

Kennedy-King College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

Name of your support initiative for underserved students:

King's Men Initiative

Major student population(s) targeted by this initiative:

African American Males

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)
- College Tours - Transfer to 4 year institutions

Approximate number of students currently being served by this initiative:

50

Mission or major purpose of this initiative:

The King's Men Initiative at Kennedy-King College is committed to the development and transition of African American males during college and beyond. The initiative will focus on the following objectives: Academic; Social; Business; and Career.

Brief narrative summary/description of this initiative:

African American males who face academic and social challenges hinder their ability to matriculate into and succeed in college. A recent analysis in 2010 at Kennedy King College indicated only 34% of the African American students were male. While the College's overall retention rate of all first-time students was approximately 50%, statistics revealed that male students have a more difficult time than female students in post-secondary education.

How are students identified for/recruited into the program?

Students are identified/recruited by faculty, advisors, and peers.

What are the eligibility criteria for the program?

Currently enrolled minority male student

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

200 - 300 hours per academic year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Texting and Gradesfirst

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Pre-dominantly Black Institutions Grant (GEMS & Formula) GEMS - \$600,000 per year Formula - \$250,000 per year

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Success rates and retention rates of members that have attend majority of events

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Support Services

Primary contact (individual in charge of program) for additional information for this initiative:

Brandon Nichols, Dir. of Academic Support Services

bnichols1@ccc.edu

773-602-572

Name and title of individual completing this form:

Brandon Nichols, Dir. of Academic Support Services

Kishwaukee College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Once per semester

Name of your support initiative for underserved students:

Required meetings with Counselors or Faculty Advisors

Major student population(s) targeted by this initiative:

First-time/Full-time students, Students on Restricted Standing, Students Requesting Special Needs

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

1,300

Mission or major purpose of this initiative:

Retention and college completion

Brief narrative summary/description of this initiative:

Identification of appropriate course placement and student academic goals, intervention for students on restricted standing to identify barriers to success and develop a plan for improving course completion and degree attainment.

How are students identified for/recruited into the program?

Identified as First-time/Full-time student during application process, restricted standing status at the end of the semester, requested accommodations through the Disabilities office

What are the eligibility criteria for the program?

Any student meeting the criteria listed above

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1-3 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Counselors and Faculty Advisors are full time faculty members paid out of the college Education Fund

Is this program:

Required

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling and Student Development Office and Career Technology Division Faculty Advisors

Primary contact (individual in charge of program) for additional information for this initiative:

Nancy Partch

nanc.partch@kishwaukeecollege.edu

815-825-2086

Name and title of individual completing this form:

Nancy Partch, Dean Student Services

Knox College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least once a term

Name of your support initiative for underserved students:

TRIO Achievement Program (Student Support Services)

Major student population(s) targeted by this initiative:

First-generation and low-income students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning, Scholarships
- Peer Mentoring, Financial Literacy information, Career & Grad/Prof School Preparation

Approximate number of students currently being served by this initiative:

165

Mission or major purpose of this initiative:

The TRIO Achievement Program at Knox College provides eligible students individualized support and comprehensive programming to promote academic success, personal growth, and a meaningful sense of community. The program is evaluated based on federal objectives related to persistence rates, percent in good academic standing, and graduation rates.

Brief narrative summary/description of this initiative:

The TRIO Achievement Program is a TRIO Student Support Services project funded by a grant from the U.S. Department of Education, which supports the retention to graduation of students from modest income backgrounds and those whose parents do not have a four-year college degree. Students with documented disabilities may also participate in the TRIO Achievement Program. TRIO assists with all aspects of the student experience -- personal, financial, academic, cultural, and more. The five goals of the program are retention, graduation, good academic standing, graduate/professional school enrollment, and a positive campus climate for TRIO students.

How are students identified for/recruited into the program?

The program is provided first-generation status information from the common application and individually assesses each student's low-income eligibility using financial information provided by the Office of Financial Aid. Students in each incoming cohort who meet both criteria are invited to apply for the program in August. All eligible students in the cohort learn about the program during New Student Orientation and are invited to apply during this Priority Application Period. Students may apply at any time during the academic year or anytime during their enrollment at Knox (e.g., as a sophomore, junior, or senior); however, we typically have a waiting list by the first day of the fall term, therefore the chances of being accepted are higher if they apply by the priority deadline in early September. Students are selected based on various academic need factors in conjunction with the quality of their application responses. One critical component of selection is maintaining the eligibility proportions described in response to the next question. Students are admitted from the waiting list based on ongoing demonstration of need and fit with program services.

What are the eligibility criteria for the program?

Students must be first-generation, low-income, or a student with a disability. Two-thirds of all students served must be BOTH first-generation AND low-income, or be a student with a disability. Among

participants who have a disability, one-third must also be low-income. All students in the program must also demonstrate a need for academic support.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Students are required to complete two individual appointments and attend one event per 10-week term. Typically we have averaged 10-14 total contacts per student per term.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Participants in 2012-13 averaged 35 hours of contact for the year.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The program was funded at \$312,416 in FY2010-11 by a TRIO Student Support Services grant from the U.S. Department of Education but was funded at \$302,703 for the past two years. We expect to face an additional 5.2% reduction to our funds due to federal sequestration, which would put our budget at \$286,989 for FY2013-14.

Please provide a total estimated cost per student for this program:

\$1,739 per student (\$1,926 per successful outcome)

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Over the past five years, success rates have ranged 90.6%-96.4%. (Success rates are defined as the percent of participants persisting or graduating each year.)

How many staff at your institution dedicates the majority of their time to this program?

4 full-time staff and 1 half-time staff

Where is the program housed, and what department/area within your institution does the program fall under?

The program is currently transitioning out of the Student Development/Student Affairs division and into Academic Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Risa Lopez, Director
rlopez@knox.edu
309-351-0872

If available, please list any website links pertaining to this initiative:

www.knox.edu/tap

Name and title of individual completing this form:

Risa Lopez, Director, TRIO Achievement Program (SSS)

Lake Land College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Advising is required for all degree and certificate seeking students every semester from initial enrollment through graduation. All students receiving a MAP grant are included in the group required to receive advising.

Program 1

Name of your support initiative for underserved students:

TRIO Student Support Services

Major student population(s) targeted by this initiative:

First-generation, economically and academically disadvantaged students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Cultural events; transfer exploration and advising

Approximate number of students currently being served by this initiative:

160

Mission or major purpose of this initiative:

Promote completion of a transfer degree and transfer to a baccalaureate institution.

Brief narrative summary/description of this initiative:

Provide intensive support services to students above and beyond what is provided to other students.

How are students identified for/recruited into the program?

Presentations on campus, referrals from staff, publications

What are the eligibility criteria for the program?

First-generation college students and/or economically disadvantaged, academically disadvantaged

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies by student. On average, two times monthly

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Approximately 10 hours + additional time for trips and events

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$219,000 federal TRIO grant

Please provide a total estimated cost per student for this program:

\$1,370 annually

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Track academic success, retention, graduation and transfer

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Marko Mohlenhoff, Director, TRIO Student Support Services
mmohlenhoff@lakelandcollege.edu
217-234-5441

If available, please list any website links pertaining to this initiative:

<http://www.lakelandcollege.edu/ss/trio/index.cfm>

Program 2

Name of your support initiative for underserved students:

New Student Orientation

Major student population(s) targeted by this initiative:

All new degree and certificate-seeking students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

1,500

Mission or major purpose of this initiative:

Help all students who are pursuing a degree or certificate make a successful transition to college. While the program is not designed specifically for "underserved" students, most of our students are first generation students with economic and academic disadvantages.

Brief narrative summary/description of this initiative:

Required pre-enrollment session where students receive general information about the college and meet with a counselor 1:1 for academic advising in their particular major. Students register for their courses as part of the process.

How are students identified for/recruited into the program?

Application for admission to the college

What are the eligibility criteria for the program?

Any student could attend; degree and certificate seeking students are required to attend.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

One time prior to first enrollment

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

4 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

Is this program:

Required for some; voluntary for others

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

By number of students registered and by learning outcomes assessment

How many staff at your institution dedicates the majority of their time to this program?

One counselor leader coordinates the program; five or more additional staff participate in offering the program

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling Services; Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Heather Nohren, Academic Counselor/Coordinator of Orientation Programs
hnohren@lakelandcollege.edu
217-234-5256

Program 3

Name of your support initiative for underserved students:

Academic Advising

Major student population(s) targeted by this initiative:

All students pursuing a certificate or degree program (all MAP recipients would be included)

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

6,000 per semester

Mission or major purpose of this initiative:

Academic advising for graduation and/or transfer specific to a student's educational and career goals

Brief narrative summary/description of this initiative:

All students are assigned an academic advisor according to their program of study. Students are required to discuss their academic plans and receive advisor clearance prior to registration each semester.

How are students identified for/recruited into the program?

By academic program of study

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Yes but only through student feedback surveys; no formal assessment

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

College-wide as instructional faculty and student services staff provide academic advisement. The program is coordinated by an Academic Counselor and includes a faculty advisor task force that helps direct the program.

Primary contact (individual in charge of program) for additional information for this initiative:

Krista Burrell, Academic Counselor/Coordinator of Academic Advising
kburrell@lakelandcollege.edu
217-234-5042

Please provide any other information you think important for us to know about this initiative:

Mandatory advising is a great way to ensure that students meet the requirements for graduation according to their intended timeline!

Program 4

Name of your support initiative for underserved students:

Early Advantage Program

Major student population(s) targeted by this initiative:

Any student who is not performing well in a class

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

400 students per semester

Mission or major purpose of this initiative:

Provide early support to students who are struggling in a class to increase student success and retention.

Brief narrative summary/description of this initiative:

Faculty and staff can easily make referrals through an online referral system. The referral goes directly to and academic counselor or other designated student support professional for follow-up. The staff responder contacts the students to help them connect with any resources needed to help them be successful.

How are students identified for/recruited into the program?

Faculty or staff referral

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

At the time of referral and continuously as needed

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours following up on initial referral and helping students get connected

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Looking at the number of referrals who follow through with support services and successfully complete the course for which they were referred.

How many staff at your institution dedicates the majority of their time to this program?

One academic counselor is assigned responsibility for coordinating the program; five or more participate in the program's implementation

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling Services, Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Cindy Lanman, Academic Counselor/Retention Coordinator
clanman@lakelandcollege.edu
217-234-5251

If available, please list any website links pertaining to this initiative:

<http://www.lakeland.cc.il.us/ss/cn/counseling>

Please provide any other information you think important for us to know about this initiative:

We provide free tutoring for all students. LEAP is one way we get students connected to that service.

Program 5

Name of your support initiative for underserved students:

TRIO Talent Search

Major student population(s) targeted by this initiative:

Middle and high school students from academically and economically disadvantaged backgrounds; first-generation college students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

600

Mission or major purpose of this initiative:

Assist middle and high school students in graduating from high school prepared for college admissions both academically and with a plan to pay

Brief narrative summary/description of this initiative:

Individual and group interactions in district middle and high schools focused on academic preparation and planning. Helping make college possible for individuals who do not have role models who have attended college.

How are students identified for/recruited into the program?

Recruitment at school registrations and orientations; referrals from middle and high school counselors

What are the eligibility criteria for the program?

Potential first-generation college students - economically disadvantaged

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10 hours + trips and special events

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

- Trips and special events

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$218,000 federal TRIO grant

Please provide a total estimated cost per student for this program:

\$365

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Grade progression in middle and high school, high school graduation, college admission, financial aid and scholarship applications

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Lori Ohnesorge, Director, TRIO Destination College Program

lohnesor@lakelandcollege.edu

217-234-5048

If available, please list any website links pertaining to this initiative:

<http://www.lakeland.cc.il.us/ss/triot/index.cfm>

Program 6

Name of your support initiative for underserved students:

Disability Support Services

Major student population(s) targeted by this initiative:

Students with documented disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

300

Mission or major purpose of this initiative:

Coordinate needed accommodations for students with disabilities and provide ongoing support and assistance.

Brief narrative summary/description of this initiative:

The Academic Counselor/Coordinator of Student Accommodations provides individual assistance and coordinates support services for students across the college.

How are students identified for/recruited into the program?

Self-identification, publications, referrals

What are the eligibility criteria for the program?

Documented disability

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies by student depending on need

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling Services/Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Jordan Hick, Academic Counselor/Coordinator of Student Accommodations

jhicks50392@lakelandcollege.edu

217-234-5259

If available, please list any website links pertaining to this initiative:

<http://www.lakeland.cc.il.us/ss/spn/index.cfm>

Name and title of individual completing this form:

Tina Stovall, Vice President for Student Services

Lewis University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Twice a year minimum for semester registration

Name of your support initiative for underserved students:

SUCCESS program

Major student population(s) targeted by this initiative:

Academic at risk students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

40

Mission or major purpose of this initiative:

Successful transition to university

Brief narrative summary/description of this initiative:

See above

How are students identified for/recruited into the program?

High school transcript and ACT/SAT scores

What are the eligibility criteria for the program?

Below required admission criteria

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

32 hours per semester/twice a week

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Regular tuition

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Follow up for subsequent semesters. Check satisfactory progress and GPA.

How many staff at your institution dedicates the majority of their time to this program?

Two.

Where is the program housed, and what department/area within your institution does the program fall under?

Leckrone Academic Resource Center/academic support services

Primary contact (individual in charge of program) for additional information for this initiative:

Patricia Jones, Coordinator

jonespa@lewisu.edu

815-836-5286

Name and title of individual completing this form:

Denise Rich, Director, Academic Support Services

Lewis and Clark Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Every semester

Name of your support initiative for underserved students:

Connect to College Success

Major student population(s) targeted by this initiative:

First semester students in developmental reading, writing and math

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

150

Mission or major purpose of this initiative:

To assist students who score into three developmental areas, and help them successfully complete courses during their first semester and persist to their second semester.

Brief narrative summary/description of this initiative:

First semester students who test into all three developmental areas are enrolled in a two credit hour success course with an instructor and intrusive advisor. Campus resources, including electronic systems, time management, study skills, goal setting, and others are important components of the student success course. The intrusive advisor meets with the students in the classroom and in the academic advising center.

How are students identified for/recruited into the program?

Placement testing

What are the eligibility criteria for the program?

Students test into developmental courses in the three subject areas.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Instructors meet with students twice weekly and advisors meet with students twice monthly

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

39 hours per academic year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Blackboard

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

There is no cost to the student beyond tuition and fees, and services are provided as part of existing staff assignments.

Please provide a total estimated cost per student for this program:

\$1,416 for tuition and fees

Is this program:

Strongly encouraged

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

It is tracked through Datatel and the Institutional Research Department. Course success rates and persistence to the second semester are measured. The program has proven successful.

How many staff at your institution dedicates the majority of their time to this program?

Several staff members are involved. It is part of their existing work assignment and is not the majority of time for any staff member.

Where is the program housed, and what department/area within your institution does the program fall under?

The program is shared between Student Development and Academic Advising.

Primary contact (individual in charge of program) for additional information for this initiative:

Kathy Haberer, Director of Student Development and Counseling

khaberer@lc.edu

618-468-4126

Please provide any other information you think important for us to know about this initiative:

Students who participate in Connect to College Success persist to semester two at a rate of 76 percent. The control group persisted at a rate of 54 percent.

Name and title of individual completing this form:

Kent Scheffel, Vice President, Enrollment Services

Lexington College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Students meet with their advisors at least twice per semester.

Name of your support initiative for underserved students:

N/A

Major student population(s) targeted by this initiative:

N/A

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

Every student

Mission or major purpose of this initiative:

Lexington College's academic advising program is available to all students. The periodic advising sessions help students to discover their own potential to: excel in their studies and profession; continue to acquire personal, social and human virtues; and informed career decisions based on self-knowledge.

Brief narrative summary/description of this initiative:

Lexington College's academic advising program is available to all students. The periodic advising sessions help students to discover their own potential to: excel in their studies and profession; continue to acquire personal, social and human virtues; and informed career decisions based on self-knowledge.

How are students identified for/recruited into the program?

Academic Advising is available to all students at Lexington College.

What are the eligibility criteria for the program?

All students at Lexington College are required to participate in the academic advising program.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

At least 6 hours per academic year.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

N/A

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Lexington College measures the effectiveness of the program by surveying our students towards the end of each academic year. This program has been generally effective.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

The Academic Advising Program is a part of the Student Life Department at Lexington College.

Primary contact (individual in charge of program) for additional information for this initiative:

Meg Ray, Student Life Coordinator
stuserve@lexingtoncollege.edu
312-226-6294

If available, please list any website links pertaining to this initiative:

<http://lexingtoncollege.edu/advising-programs>

Please provide any other information you think important for us to know about this initiative:

N/A

Name and title of individual completing this form:

Meg Ray, Student Life Coordinator

Lincoln Christian University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Freshmen - 3 times a semester; Continuing Students - 2 times a semester

Program 1

Name of your support initiative for underserved students:

Life @ LCU

Major student population(s) targeted by this initiative:

All new freshmen and transfers with under 12 hours

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

80

Mission or major purpose of this initiative:

Academic "boot camp" to prepare new students for academic rigors

Brief narrative summary/description of this initiative:

This is a combination of academic skills taught and practiced and orientation to LCU culture.

How are students identified for/recruited into the program?

All new students must register

What are the eligibility criteria for the program?

All new students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Five day intensive to start year w/continuation in AIM (#2 program)

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

40 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$10,000 student fee

Please provide a total estimated cost per student for this program:

\$200

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Exit assessment, grades, retention information. We are finding this program to be very effective.

How many staff at your institution dedicates the majority of their time to this program?

1 faculty and 1 staff jointly direct w/20+ other staff involved

Where is the program housed, and what department/area within your institution does the program fall under?

Joint effort between academics and student services

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Brian Messner

messner@lincolncristian.edu

217-732-3168, ext. 2350

Program 2

Name of your support initiative for underserved students:

AIM

Major student population(s) targeted by this initiative:

All new students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

90

Mission or major purpose of this initiative:

Extended orientation and relationship building with peer mentors and faculty advisors

Brief narrative summary/description of this initiative:

AIM helps students identify their gifts, passions and sense of calling to solidify or identify degree program. Additional learning strategies are taught. Faculty advisors meet with students.

How are students identified for/recruited into the program?

All new students

What are the eligibility criteria for the program?

All new students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once weekly during students first semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

17 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$9,500 Institutional funding

Please provide a total estimated cost per student for this program:

\$100

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Student Services tracks. Very effective

How many staff at your institution dedicates the majority of their time to this program?

1 staff has major role with assistance from 3 staff, 1 grad assistant, and 10 student assistants

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services and Academic Advising share

Primary contact (individual in charge of program) for additional information for this initiative:

Micah Barcalow, Associate Director of Student Services

mabarcalow@lincolnchristian.edu

217-732-3168 x 2368

Program 3

Name of your support initiative for underserved students:

Academic Resource Center

Major student population(s) targeted by this initiative:

Academic at-risk students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

20

Mission or major purpose of this initiative:

ARC provides at risk students with accountability and individual assistance

Brief narrative summary/description of this initiative:

Students meet with tutors 1 or 2 times weekly for individual help with organization, life skills, or academic help.

How are students identified for/recruited into the program?

By past performance - GPA, history of failing grades, or withdrawals

What are the eligibility criteria for the program?

All students are eligible; some are required

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

15 to 30 hours a semester

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$58,000 institutional funding

Please provide a total estimated cost per student for this program:

\$2,900

Is this program:

Required for some and voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Through Registrar reports. Effective

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Academics; Academic Resource Center

Primary contact (individual in charge of program) for additional information for this initiative:

Jan Rutledge, ARC Director
jrutledge@lincolncristian.edu
217-732-3168, ext. 2302

Program 4

Name of your support initiative for underserved students:

Developmental Classes -- Preparatory English and Study Skills

Major student population(s) targeted by this initiative:

At risk freshmen

Please identify the category(ies) that best describes your program:

- Learning Communities
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

10

Mission or major purpose of this initiative:

To undergird at risk freshmen and fill in academic gaps

Brief narrative summary/description of this initiative:

Study Skills teaches needed strategies for success. Prep English teaches fundamental English/grammar skills

How are students identified for/recruited into the program?

ACT Comp, ACT English, Class Rank, High School GPA, Grades in HS Core Classes, Admission Essay

What are the eligibility criteria for the program?

Anyone assessed as "at risk"

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

45 hours each class

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$25,000 Student tuition

Please provide a total estimated cost per student for this program:

\$1,581

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Grades in Class; Progress in other classes

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Academics; General Education Field

Primary contact (individual in charge of program) for additional information for this initiative:

Jan Rutledge, Associate Professor of Developmental Ed
jrutledge@lincolnchristian.edu
217-732-3168, ext. 2302

Program 5

Name of your support initiative for underserved students:

Tutors

Major student population(s) targeted by this initiative:

Special Needs Students and ESL Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

15

Mission or major purpose of this initiative:

To undergird challenged students

Brief narrative summary/description of this initiative:

Tutors help challenged students overcome any difficulties to perform at their best ability

How are students identified for/recruited into the program?

Self-identified

What are the eligibility criteria for the program?

Special needs students must provide documentation. ESL students are all eligible.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

As needed

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Individualized

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$13,000 institutional funding

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Grades, Graduation Rates. Very Effective

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Academics; ARC

Primary contact (individual in charge of program) for additional information for this initiative:

Jan Rutledge, ARC Director
jrutledge@lincolnchristian.edu
217-732-3168, ext. 2302

Name and title of individual completing this form:

Jan Rutledge, ARC Director

Lincoln College

Are students at your institution required to go through academic advising?

No, academic advising is not required.

Name of your support initiative for underserved students:

None

Lincoln Trail College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

3-5 times per semester

Name of your support initiative for underserved students:

Career Placement

Major student population(s) targeted by this initiative:

Non-traditional students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

45

Mission or major purpose of this initiative:

The mission of this career placement program is to successfully complete the academic process with a transition into the workforce through strong student support services and academic enhancements.

How are students identified for/recruited into the program?

This program is offered to all of the students with the participants varying each academic year.

What are the eligibility criteria for the program?

To be a student at Lincoln Trail College.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

40-60 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The cost of this program is inclusive into the student activity fees thus no additional fees are charged to the student for this service.

Please provide a total estimated cost per student for this program:

\$0

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Follow-up surveys

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Main Campus at Lincoln Trail College

Primary contact (individual in charge of program) for additional information for this initiative:

Nick Shaner

618-544-8657

Lexington College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Twice per semester

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

55

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Twice per term

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Half an hour

Please identify the primary way(s) staff interacts with students for this program:

- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

N/A

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

In writing. Very effective.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Loyola University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

At least freshman year

Name of your support initiative for underserved students:

Achieving College Excellence (ACE)/TRIO SSS

Major student population(s) targeted by this initiative:

First generation low income

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

50

Mission or major purpose of this initiative:

Achieving College Excellence (ACE) is a federally-funded retention program designed to help first generation and low-income undergraduates, as well as students with documented disabilities to succeed at Loyola University Chicago.

Brief narrative summary/description of this initiative:

Funded in part by a five-year grant from the U.S. Department of Education's TRIO Student Support Services program, ACE provides academic, financial, co-curricular, mentoring, and career resources to eligible students from freshman to senior year.

How are students identified for/recruited into the program?

Through Undergraduate Admission

What are the eligibility criteria for the program?

First Generation, Low income, US Citizen or permanent resident, admitted/enrolled full time

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30 minutes

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

Is this program:

Voluntary

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Derrick Gunter, ACE Advisor

dgunter@luc.edu

773-508-2721

If available, please list any website links pertaining to this initiative:

<http://www.luc.edu/ace/index.shtml>

Name and title of individual completing this form:

Tad Verdun, Associate Director, Financial Aid

MacMurray College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once per semester

Program 1

Name of your support initiative for underserved students:

MacConnect program

Major student population(s) targeted by this initiative:

All first year students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring

Approximate number of students currently being served by this initiative:

150

Mission or major purpose of this initiative:

Improve connectedness with campus and improve retention of first year students

Brief narrative summary/description of this initiative:

MacConnect pairs up students with various mentors across campus, both faculty and staff, who will meet with student 3 times/semester. Mentor will check in on student and serve as an additional campus POC for the student, beyond the academic advisor. Mentors will follow through with students for their first 3 semesters at Mac.

How are students identified for/recruited into the program?

All first year students are assigned a mentor.

What are the eligibility criteria for the program?

First year student

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Phone

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

None. Included as duties for staff/faculty.

Is this program:

Required.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We will be tracking this and evaluating the data on retention. The program is new for 2013.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Life

Primary contact (individual in charge of program) for additional information for this initiative:

Marty Sabolo
martin.sabolo@mac.edu
217-479-7123

Please provide any other information you think important for us to know about this initiative:

Most of our students are first generation, so this program will provide extra benefit of helping them transition to college life.

Program 2

Name of your support initiative for underserved students:

Academic Early Alert

Major student population(s) targeted by this initiative:

All students

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

500

Mission or major purpose of this initiative:

Provide early intervention efforts when a student is flagged for nonattendance, academic or personal issues.

Brief narrative summary/description of this initiative:

Faculty can flag a student for any issue and the Center for Learning Excellence will attempt to contact and follow through with the student.

How are students identified for/recruited into the program?

All students are eligible

What are the eligibility criteria for the program?

None.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1-3 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Phone

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

None; included as part of academic tutoring services.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

A system is used to track the flags on a student and the program has proven to be effective the past few years since implemented, as retention rates have increased.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Affairs/Center for Learning Excellence

Primary contact (individual in charge of program) for additional information for this initiative:

Jenny Briney

jennifer.briney@mac.edu

217-479-7178

If available, please list any website links pertaining to this initiative:

http://www.mac.edu/academics/forms/flag_login.asp?from=http%3A%2F%2Fwww.mac.edu%2Facademic%2Fforms%2Fflag.asp

Please provide any other information you think important for us to know about this initiative:

Since most of our students are first-generation, this program serves to provide efforts to provide personal service.

Program 3

Name of your support initiative for underserved students:

MacASSIST program

Major student population(s) targeted by this initiative:

Student athletes

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

300

Mission or major purpose of this initiative:

The main focus of the program is to help student-athletes develop consistent and appropriate study patterns by providing a setting to work on course work, as well as receive tutorial assistance before problems arise and eligibility is in jeopardy.

Brief narrative summary/description of this initiative:

This program includes Professional and Peer tutoring, study groups, workshops, homework advice, and mentoring.

How are students identified for/recruited into the program?

All athletes are required

What are the eligibility criteria for the program?

Student athletes

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Part of academic advising/tutoring

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Log of hours reviewed by tutoring staff and athletic staff.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Affairs/Center for Learning Excellence

Primary contact (individual in charge of program) for additional information for this initiative:

Jenny Briney
jennifer.briney@mac.edu
217-479-7178

If available, please list any website links pertaining to this initiative:

http://www.mac.edu/cle/for_athletes.asp

Please provide any other information you think important for us to know about this initiative:
Since most of our residential students are also athletes and many are first-generation, this program is critical to academic success.

Program 4

Name of your support initiative for underserved students:
MAC 101 First Year Experience

Major student population(s) targeted by this initiative:
First year students

Please identify the category(ies) that best describes your program:

- Transition & Orientation

Approximate number of students currently being served by this initiative:
150

Mission or major purpose of this initiative:

1 credit hour required course is an introduction to the College, its history, its mission, its programs, and its opportunities.

Brief narrative summary/description of this initiative:

MACM 101. The First Year Experience Seminar. (1) An introduction to the College, its history, its mission, its programs, and its opportunities. The course also addresses topics and issues of concern to today's college students:

- How to succeed at MacMurray;
- How to succeed after graduating;
- Strategies for making the most of the college years, academically and socially; and
- An introduction to the resources available in the local community.

Team-taught by faculty, staff, and student leaders, the class meets in small groups that use interactive, participatory approaches to discussion and learning. Required of all new first-year students. Offered every fall at a common hour.

How are students identified for/recruited into the program?

All first year

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

12

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Teaching salary of a staff member

Is this program:

Required

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Affairs/Center for Learning Excellence

Primary contact (individual in charge of program) for additional information for this initiative:

Jenny Briney

jennifer.briney@mac.edu

217-479-7178

If available, please list any website links pertaining to this initiative:

<http://www.mac.edu/cle/mac101.asp>

Please provide any other information you think important for us to know about this initiative:

Helps students assimilate into Mac and its culture.

Name and title of individual completing this form:

Laci Engelbrecht, Director of Financial Aid

McHenry County College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

All full-time, first-time students during New-Student Orientation

Name of your support initiative for underserved students:

Special Needs Advising

Major student population(s) targeted by this initiative:

Special Needs students

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

350

Mission or major purpose of this initiative:

To provide students access to an academic advisor who has been identified as a specialist working with the Special Needs population to enhance student success.

Brief narrative summary/description of this initiative:

The Special Needs academic advisor collaborates with the Special Needs department to attend Special Needs department meetings, a Special Need's Orientation and works one-on-one with Special Needs students.

How are students identified for/recruited into the program?

Self-identified and referred by the Special Needs department.

What are the eligibility criteria for the program?

Qualify for Special Needs assistance with an IEP or 504.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Approximately 1,000 visits; 45 minute visits; 750 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

One academic advisor is assigned to support this population approximately 80% of their time; cost estimate \$32,000.

Please provide a total estimated cost per student for this program:

For 350 students, cost estimate is \$90 per student.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

High return rate for academic advising services; retention rates for the Special Needs population is higher than the general student population.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

MCC provides Special Needs support through multiple areas. The program defined here provides support through Academic Advising department.

Primary contact (individual in charge of program) for additional information for this initiative:

Rachel Najdzin, Student Development Advisor - Special Needs

rnajdzin@mchenry.edu

815-479-7674

If available, please list any website links pertaining to this initiative:

<http://www.mchenry.edu/specialneeds/>

Name and title of individual completing this form:

Dr. Flecia Thomas, Dean of Student Development

McKendree University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Twice annually.

Program 1

Name of your support initiative for underserved students:

First-Generation Student Success.

Major student population(s) targeted by this initiative:

First-generation students (neither parent has completed a 4-year college degree).

Please identify the category(ies) that best describes your program:

- First-generation students (neither parent has completed a 4-year college degree)
- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- The students, with support from the coordinator of the program have formed a Registered Student Organization which activates FA 2013.

Approximate number of students currently being served by this initiative:

Over 40% of our students are first-generation. Research indicates such programs offered to first-generation students assist ALL students. We have found this to be true because we have seen ALL students using academic support more now that it is being promoted more assertively.

Mission or major purpose of this initiative:

The primary purpose is to assist first-generation students navigate the often unfamiliar territory of higher education including financing an education, social mores, connecting with and taking an ownership role of the University, and increasing academic success. Our purpose is to increase enrollment, retention, and graduation rates.

Brief narrative summary/description of this initiative:

Founded in 2010 and originally funded with a 2-year grant from the CIC/Walmart Foundation, our first goal was to increase awareness of first-generation students in higher ed and on our campus. We began reaching out to students, their families, and the faculty and staff at McKendree. We also offered 10, \$1000 scholarships to first-gen students in 2010 and 2011. Since then, the program has been firmly established, an office of First-Generation Student Success has been maintained, faculty have been trained in best practices working with these students, and the students have formed a Registered Student Organization. Further, work with Admissions as well as Parent Relations at our University and networking with other first-generation researchers has begun.

How are students identified for/recruited into the program?

Our University has now established a consistent means of identifying first-generation students by using a standard application across all campuses. Students identifying as first-generation are then marked in our Datatel Student tracking program.

What are the eligibility criteria for the program?

Students self-identify and volunteer to join the RSO or make use of the services offered.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Regular contact (daily) is made with first-generation students and their families via our webpage. The RSO meets 2X per month, once for a meeting and once for an activity. Meet & Greets are held annually, and parents and new students are presented with the program during New Student Orientation. The coordinator of First-Generation Student Success works daily with students who schedule appointments and to administrate the program.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Most participating students spend 45 minutes to an hour engaging with the coordinator or with their peers in the program on a monthly basis.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The Office of First-Generation Student Success has an operating budget of \$2,000 annually, and the coordinator is paid as part of an annual salary with job duties including work as an instructor and as an assistant director of the Writing Center.

Please provide a total estimated cost per student for this program:

\$0

Is this program:

Voluntary.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

A formalized tracking program is currently under design. During the first two years of the program, the ground work was laid to track the students in a consistent manner. Now we are tracking retention and graduation rates as well. In its infancy, the program tracked the number of first-generation students using the service.

How many staff at your institution dedicates the majority of their time to this program?

One.

Where is the program housed, and what department/area within your institution does the program fall under?

The Office of First-Generation Student Success is housed within the Academic Support and Writing Center. The coordinator reports directly to the Provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Lisa Brennan, Coordinator of First-Generation Student Success
lcbrennan@mckendree.edu
618-537-2150

If available, please list any website links pertaining to this initiative:

<http://www.mckendree.edu/offices/first-generation/index.php>

Please provide any other information you think important for us to know about this initiative:

This initiative has had a powerful impact on our first-generation students. It has helped them overcome

the "imposter phenomenon," helped them find financial resources, and has given them a stronger sense of community which leads to retention and graduation.

Name and title of individual completing this form:

Lisa Brennan

Coordinator: First-Generation Student Success

Program 2

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

1-3 times a semester

Name of your support initiative for underserved students:

Admitted with Conditions Success

Major student population(s) targeted by this initiative:

Students that were admitted to the university with academic conditions

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation

Approximate number of students currently being served by this initiative:

44

Mission or major purpose of this initiative:

To make sure that students transition successfully into the university and know about the schools initiatives and programs that are designed to assist them succeed.

Brief narrative summary/description of this initiative:

Students meet with a mentor on a weekly basis for their first semester to ensure a successful transition.

How are students identified for/recruited into the program?

Admitted to the university with conditions

What are the eligibility criteria for the program?

Admitted to the university with conditions

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1-2 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

This program does not cost the university any additional money, the Director of Student Success meets with the students as a part of their job

Please provide a total estimated cost per student for this program:

\$0

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Compare GPA/retention of this group since the program began to prior to the program

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Jennifer Miller

jrmiller@mckendree.edu

618-537-6572

Name and title of individual completing this form:

Jennifer Miller, Director of Student Success and Retention

Midstate College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

Name of your support initiative for underserved students:

Office of Student Success

Major student population(s) targeted by this initiative:

Students who are at risk are required to seek academic advising. At risk students are carefully monitored by the college. This can occur at any point in the student's academic career. The "risk" can be poor attendance, failure to submit assignments, poor class performance, etc.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning, Tutoring
- Referrals to community resources

Approximate number of students currently being served by this initiative:

50

Mission or major purpose of this initiative:

Helping students succeed, not only as a student at the College but through a lifetime of additional challenges.

Brief narrative summary/description of this initiative:

The Office of Student Success is dedicated to helping students succeed, not only while a student at the College, but through a lifetime of additional challenges. The Office of Student Success can help students coordinate resources which will assist in making the college experience positive, memorable, and successful. Services offered include: tutoring, vocational counseling, study skills, test taking techniques, note taking, etc.

How are students identified for/recruited into the program?

Faculty referrals, self, attendance records/absence reports

What are the eligibility criteria for the program?

Any student at Midstate can seek services from the Office of Student Success.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Depending on student need, contacts can be as much as every day or as little as once per term. Contacts are on a student need basis.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

The Office of Student Success has staff available both day and night to personally assist or coordinate services. On average about 1-2 hours per day per student.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation

- Individual Face-to-Face
- Through Email
- Organized group study sessions

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Unknown

Please provide a total estimated cost per student for this program:

Unknown

Is this program:

This is a service offered through the college student participation voluntary.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Number of referrals and class success and retention

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Student Success - housed main campus

Primary contact (individual in charge of program) for additional information for this initiative:

Vicki Draskler
vdraskler@midstate.edu
309-692-4092

If available, please list any website links pertaining to this initiative:

www.midstate.edu

Please provide any other information you think important for us to know about this initiative:

N/A

Name and title of individual completing this form:

Irene Bimrose
Director Financial Assistance

Millikin University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

3 to 5 times per year

Program 1

Name of your support initiative for underserved students:

EDGE Program

Major student population(s) targeted by this initiative:

First-time Freshmen

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

80-100

Mission or major purpose of this initiative:

We deliberately design and provide a host of services and programs that deliver on the promise of education so that students achieve professional success, understand their role as citizens in various communities, and nurture opportunities to personally define a life of meaning and value.

Brief narrative summary/description of this initiative:

The EDGE program brings at risk students to campus early to expose them to college expectations, rules, and requirements. Students get to work with some of Millikin's best faculty and peer mentors to teach them the importance of college and what it will take to succeed. A minimum of 7 faculty and 7 mentors hired each year to run the program.

How are students identified for/recruited into the program?

Students are identified during the admission process.

What are the eligibility criteria for the program?

A student that does not meet all of the admission criteria are either invited or required to attend the program.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

It varies based on the student need.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

80-100 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$25,000-Office budget- faculty salary, mentor salary and miscellaneous costs

Please provide a total estimated cost per student for this program:

\$155

Is this program:

Some students are invited and others are required based on admission to Millikin.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention, GPA, and Declared major

How many staff at your institution dedicates the majority of their time to this program?

One.

Where is the program housed, and what department/area within your institution does the program fall under?

The Office of Student Success within Student Development

Primary contact (individual in charge of program) for additional information for this initiative:

Carrie Pierson
cpierson@millikin.edu
217-424-3999

Program 2

Name of your support initiative for underserved students:

Academic Probation

Major student population(s) targeted by this initiative:

Students with Cumulative GPA's under a 2.0

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

30-50

Mission or major purpose of this initiative:

The mission is to guide students to resources that will help them improve their academic standing at Millikin.

Brief narrative summary/description of this initiative:

The program meets once a week as a group. A number of guest speakers from across campus come and share with students ways to be successful if they are willing to work hard and ask for help. In addition to group meetings students are required to have one-on-one meetings with a Case Manager in Student Development to talk about more personal information and questions that might have about improving academic standing.

How are students identified for/recruited into the program?

At the end of each semester when cumulative GPA is determined.

What are the eligibility criteria for the program?

Any Student with a cumulative GPA below a 2.0

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

65-80 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$16,400-Office budget

Please provide a total estimated cost per student for this program:

\$205

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention, GPA, Graduation

How many staff at your institution dedicates the majority of their time to this program?

Two part-time members

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Student Success within Student Development

Primary contact (individual in charge of program) for additional information for this initiative:

Carrie Pierson, Director of Student Success

cperson@millikin.edu

217-424-3999

Program 3

Name of your support initiative for underserved students:

Documented Disabilities

Major student population(s) targeted by this initiative:

Students with documented disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

75

Mission or major purpose of this initiative:

To provide accommodations for students with documented disabilities

Brief narrative summary/description of this initiative:

Student must self-identify and provide documentation of a disability. Staff and student work to determine the best and appropriate accommodations for success. Always making sure we are maintaining standards.

How are students identified for/recruited into the program?

Student must self-identify and provide documentation of a disability. Student and staff member determine accommodations based on best practices.

What are the eligibility criteria for the program?

Students must provide documentation of a disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

650 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$25,000-office budget, part of a staff member's salary and cost of providing technology accommodations

Please provide a total estimated cost per student for this program:

\$333

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention, Mid-term Grades, GPA, Graduation

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Student Success within Student Development

Primary contact (individual in charge of program) for additional information for this initiative:

Carrie Pierson, Director Student Services
cpierson@millikin.edu
217-424-3999

Program 4

Name of your support initiative for underserved students:

Academic Alert

Major student population(s) targeted by this initiative:

All Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

2,300

Mission or major purpose of this initiative:

Early identification for proactive intervention

Brief narrative summary/description of this initiative:

Faculty generate an alert in Millikin's computer system to inform student of potential threat to academic success in the course.

How are students identified for/recruited into the program?

Faculty create alert that is automatically sent to: Student, Office of Student Success, Advisor and Coach

What are the eligibility criteria for the program?

Faculty determine when student performance or behavior in classroom threatens course success.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

320 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The system is free because it was developed and maintained by Millikin's staff. \$9100.00 from office budget and is a portion from each person's salary in the office.

Please provide a total estimated cost per student for this program:

\$3.95

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention, Suspension, Probation, GPA

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Student Success within Student Development

Primary contact (individual in charge of program) for additional information for this initiative:

Carrie Pierson, Director Student Services

cperson@millikin.edu

217-424-3999

Name and title of individual completing this form:

Carrie Pierson, Director of Student Success

Moraine Valley Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On Average, how often does a student meet with their advisor?

Once per year

Program 1

Name of your support initiative for underserved students:

TRIO/Student Support Services

Major student population(s) targeted by this initiative:

Low income and first generation college

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

160

Mission or major purpose of this initiative:

To increase graduation rates, increase transfer rates and increase academic performance.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

3 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

Name and title of individual completing this form:

Terry Chambers

Director-TRIO/Student support Services

Program 2

Name of your support initiative for underserved students:

National Hispanic College Fair

Major student population(s) targeted by this initiative:

Hispanic High School Students

Please identify the category(ies) that best describes your program:

- Transition & Orientation

Approximate number of students currently being served by this initiative:

1,200

Mission or major purpose of this initiative:

To provide information on college and its benefits to Hispanic High School students

Brief narrative summary/description of this initiative:

Approximately 171 colleges attend to assist students and provide information on Admission procedures etc.

How are students identified for/recruited into the program?

All High School in our district are invited along with other predominately Hispanic schools

What are the eligibility criteria for the program?

A Hispanic population

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Once a year

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1 hour

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

It is Free

Please provide a total estimated cost per student for this program:

\$0

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track attendees to enrollment

How many staff at your institution dedicates the majority of their time to this program?

It is only one day per year

Where is the program housed, and what department/area within your institution does the program fall under?

Admissions

Primary contact (individual in charge of program) for additional information for this initiative:

Claudia Roselli
roselli2morainevalley.edu

Name and title of individual completing this form:

Claudia Roselli, Director of Admissions

Program 3

On average, how often does a student meet with their advisor?

Once a semester

Name of your support initiative for underserved students:

Next Generation Learning Challenge-Early Warning Support

Major student population(s) targeted by this initiative:

Low-income, under 26 years of age and taking two or more developmental education courses

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

200

Mission or major purpose of this initiative:

To identify students not progressing academically within the first three weeks of attendance in a Improve course completion and persistence rates of students enrolled in two or more Developmental Education courses.

Brief narrative summary/description of this initiative:

Students in developmental courses who are having difficulty succeeding in their coursework are referred to the Counseling Center to receive academic and personal support.

How are students identified for/recruited into the program?

All students in sections of developmental education classes taught by full-time instructors may be referred to the Counseling Center if they are not achieving academic success. At the end of the semester, a determination is made regarding which students were low-income, and under age 26.

What are the eligibility criteria for the program?

Students must be from a low-income background, be under 26 years of age and taking two or more developmental education courses.

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours, more if the student requests it.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

This is a League of Innovation project, funded in part by the Gates Foundation.

Please provide a total estimated cost per student for this program:

Unknown

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Students who attend a counseling session once referred are tracked for information on their GPA, number of credit hours completed, number of developmental credit hours completed, etc. The program has been found to be generally effective.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

The Assistant Dean of New Student Retention takes care of the administration of the grant for this project.

Primary contact (individual in charge of program) for additional information for this initiative:

Jo Ann Jenkins

JenkinsJ52@morainevalley.edu

708-974-5277

Name and title of individual completing this form:

Lynn Bailey, Department Chair, Counseling and Advising

Morrison Institute of Technology

Are students at your institution required to go through academic advising?

No, academic advising is not required.

Mission or major purpose of this initiative:

The size of the student body (<100 this fall) permits individual student instructor/advisor interaction. Instructors are informed of incoming students with documented learning issues and are able to provide preventative intervention.

Name and title of individual completing this form:

Greg Tully

Vice President of Academic Affairs

Morton College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Once per semester

Name of your support initiative for underserved students:

PantherPalooza

Major student population(s) targeted by this initiative:

New to Morton College Students

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Academic Support (Including Advising)
- Financial Aid

Approximate number of students currently being served by this initiative:

150

Mission or major purpose of this initiative:

PantherPalooza sessions are intended to acquaint new students to the resources available to students, as well as, the expectations of all members of the college community.

Brief narrative summary/description of this initiative:

Morton College is committed to the effective transition of new students to the Morton College family and culture. To meet this goal, the college offers multiple orientation sessions throughout the academic year called PantherPalooza. This program session offers new students the opportunity to meet key personnel, academic advisors and register for their first semester of courses.

How are students identified for/recruited into the program?

All new to Morton College students

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a year

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$10,000

Please provide a total estimated cost per student for this program:

\$20

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Survey and follow-up focus group

How many staff at your institution dedicates the majority of their time to this program?

College-wide initiative

Where is the program housed, and what department/area within your institution does the program fall under?

Student Development

Primary contact (individual in charge of program) for additional information for this initiative:

Yesenia Avalos, Dean of Student Development

yesenia.avalos@morton.edu

728-656-8000, ext. 2401

Name and title of individual completing this form:

Yesenia Avalos, Dean of Student Development

National University of Health Sciences

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Twice

Name of your support initiative for underserved students:

The same support is available to all students so there is no name.

Major student population(s) targeted by this initiative:

All students receive the same opportunity for support.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

118

Mission or major purpose of this initiative:

Help students start their program of study on the appropriate track for them as an individual.

Brief narrative summary/description of this initiative:

All students participate in an initial academic advising session of 30 to 60 minutes to determine goals, abilities and time available for study preceding registration for classes. All students are invited back for additional advising on an as needed or desired basis. Students who perform poorly must return for advising before continuing in the program.

How are students identified for/recruited into the program?

All students are included in the program.

What are the eligibility criteria for the program?

None. All students are included in the program.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

One hour.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No additional funding

Is this program:

Initial academic advising is required.

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

Four to five faculty/staff participate with some of their time.

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Affairs and Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Randy Swenson
rswenson@nuhs.edu
630-889-6544

Name and title of individual completing this form:

Dr. Randy Swenson
Dean of the College of Allied Health Sciences

Northeastern Illinois University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Once a semester.

Name of your support initiative for underserved students:

TRIO Student Support Services

Major student population(s) targeted by this initiative:

Low income students, first generation students, and students with disabilities.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

400

Mission or major purpose of this initiative:

To retain and graduate students with their 1st bachelor's degree

Brief narrative summary/description of this initiative:

Student Support Services (SSS) is a federally funded TRIO grant program designed to provide supportive academic and personal services to a select number of eligible students at Northeastern Illinois University (NEIU). Students, who meet the federal eligibility criteria, have the potential for achieving a college degree and need a support system in order to achieve this goal, are chosen for the program.

How are students identified for/recruited into the program?

Through new student orientation, faculty/staff referral, and self-referral.

What are the eligibility criteria for the program?

U.S citizen or legal resident, working on 1st bachelor's degree, and meeting at least one of the following criteria--first generation, low income, or has a disability

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

U.S. Department of Education \$600,000

Please provide a total estimated cost per student for this program:

\$1,500

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Tracked through a MS Access Database to see if we meet US Department of Education Objectives. Objectives are 90% persistence from one year to the next, 90% good academic standing rate, and 75% graduations rate. We are meeting these objectives and are very successful.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Housed in the Library. We are under Student Affairs Division.

Primary contact (individual in charge of program) for additional information for this initiative:

Therese Hlavin
t-hlavin@neiu.edu
773-442-4976

If available, please list any website links pertaining to this initiative:

www.neiu.edu/triosss

Name and title of individual completing this form:

Therese Hlavin, Director, TRIO Student Support Services

Northern Illinois University

Are students at your institution required to go through academic advising?

No, academic advising is not required.

Name of your support initiative for underserved students:

They are targeted in the ACCESS Programs

Program 1

Major student population(s) targeted by this initiative:

ACCESS PAL, ACCESS Supplemental Instruction, ACCESS A+ program

Please identify the category(ies) that best describes your program:

- Tutoring (PAL), learning enhancement (A+ Program), enhanced tutoring (SI)

Approximate number of students currently being served by this initiative:

2,600

Mission or major purpose of this initiative:

Academic Success and retention through content tutoring and academic skill building

Brief narrative summary/description of this initiative:

One-on-one tutoring, tutoring centers, enhanced tutoring with tutors attending classes with students and providing study/skill building sessions outside of class, reading efficiency and effectiveness, time management, test anxiety as requested

How are students identified for/recruited into the program?

Self-select, referrals through CHANCE (special admission program) and Disability Resource Center, also target at-risk athletes, advisors also refer

What are the eligibility criteria for the program?

NIU Undergraduate

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

All of our programs usually meet about an hour

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

State funding \$400,000

Please provide a total estimated cost per student for this program:

\$150 per student

Is this program:

SI for CHANCE is required, all other programs are voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Using our assessment plan model, we look at use of services versus grade in course, re-enrollment, academic standing/change in academic standing, general retention. Our programs demonstrate consistently that students who use services tend to be more successful than those who do not

How many staff at your institution dedicates the majority of their time to this program?

Seven professional staff, 130 student tutors

Where is the program housed, and what department/area within your institution does the program fall under?

Provost

Primary contact (individual in charge of program) for additional information for this initiative:

Shevawn Eaton, Ph.D. Director ACCESS
seaton1@niu.edu
815-753-0581

If available, please list any website links pertaining to this initiative:

www.tutoring.niu.edu

Name and title of individual completing this form:

Shevawn Eaton, Director ACCESS

Program 2

Name of your support initiative for underserved students:

Chance Program. Information about this program will be submitted in a separate response.

Major student population(s) targeted by this initiative:

First generation, low income and academically underprepared.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Special financial aid advising, group and peer events to build community

Approximate number of students currently being served by this initiative:

1,300 to 1,500 new and continuing

Mission or major purpose of this initiative:

Identify, recruit, admit, assist and retain students whose pre-college education did not fully prepare them to maximum the advantage of their potential and the university experience.

Brief narrative summary/description of this initiative:

- Individual and group academic, personal and career counseling
- Financial aid counseling and follow-up process.
- Academic monitoring and follow-up throughout the student's undergraduate career.
- Tutorial assistance for courses.

- Academic skills-enhancement courses.
- Introductory university transition skills-building course taught by a counselor.
- Peer mentoring for freshmen and transfer students.
- Exit counseling services for students withdrawing or transferring from NIU.

How are students identified for/recruited into the program?

Referrals from target high school and admission counselors who visit and recruit at target schools. Other students are identified through the NIU admission process and college fairs.

What are the eligibility criteria for the program?

A student who does not fully meet the NIU standard admission requirements, attended target high school, participated in specific programs such as TRIO and who demonstrate the capability for success with focused services and assistance.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

20 to 30 hours individually plus group programming

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- University 101 sessions

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$720,676

Please provide a total estimated cost per student for this program:

514

Is this program:

Application to program is voluntary; however, once admitted, participation is required.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The University requires the program to have a comprehensive assessment plan that is update annually.

How many staff at your institution dedicates the majority of their time to this program?

16

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Denise Hayman, Director Chance Program
dhayman@niu.edu

815-753-7905

If available, please list any website links pertaining to this initiative:

<http://www.chance.niu.edu/chance/about/index.shtml>

Name and title of individual completing this form:

Rebecca Babel, Director of Financial Aid

Northwestern College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once per quarter

Name of your support initiative for underserved students:

Adopt a Class

Major student population(s) targeted by this initiative:

Students in foundation classes

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

30% of new students

Mission or major purpose of this initiative:

Help students successfully pass foundation classes

Brief narrative summary/description of this initiative:

Peer tutors participate in foundation classes are available for tutoring sessions for students in foundation classes.

How are students identified for/recruited into the program?

When students need to schedule a foundation class because of low score on entrance exam

What are the eligibility criteria for the program?

Students in foundation classes

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

During their first quarter it's weekly

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

15 minutes a visit

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$3,642

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

of students successfully completing course and registered for the next quarter.

How many staff at your institution dedicates the majority of their time to this program?

It's part of an advisor's duty.

Where is the program housed, and what department/area within your institution does the program fall under?

Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Patrice Anderson-Fergus

PFergus@nc.edu

Does your institution have additional support service programs for underserved students you would like to provide information on?

Yes.

Northwestern University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Freshmen are asked to meet with an advisor before registering, after that it depends upon the program.

Program 1

Name of your support initiative for underserved students:

Bridge

Major student population(s) targeted by this initiative:

Invitation only students who have low test scores in math on SAT and ACT

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

Varies

Mission or major purpose of this initiative:

To help students overcome skills deficits that might impede their success in general chemistry and other pre medical courses.

Brief narrative summary/description of this initiative:

3 week instruction before classes start in the fall

How are students identified for/recruited into the program?

Review of the application for admission.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Three weeks before classes start

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The University funds the program

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

As the director of financial aid I am not aware of this information.

Where is the program housed, and what department/area within your institution does the program fall under?

Weinberg College of Arts and Sciences

Primary contact (individual in charge of program) for additional information for this initiative:

Lane Fenrich
fenrich@northwestern.edu

Program 2

Name of your support initiative for underserved students:

Excel

Major student population(s) targeted by this initiative:

Students entering into the McCormick School of Engineering and Applied Sciences

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

Varies

Mission or major purpose of this initiative:

To encourage entering students who have demonstrated leadership in high school and who are committed to diversity

Brief narrative summary/description of this initiative:

EXCEL is a cultural leadership development program where students earn 2 academic credits that count toward their engineering degree. During EXCEL, students have the opportunity to meet upperclassmen who are active members of student chapters of the National Society of Black Engineers (NSBE) and the Society of Hispanic Professional Engineers (SHPE). The relationships that develop during the program provide a support network and a formula for success for engineering students. EXCEL has been in existence for over two decades. Each summer, academically elite and highly motivated students from all over the country invest a portion of their summer on campus developing a community of support that often lasts throughout their collegiate years.

How are students identified for/recruited into the program?

A review is made of the application materials including high school transcript, essays and activities

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

I know students stay in touch with their advisors, but don't know more than that.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

I don't know.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

Is this program:

Voluntary

How do you track this information and have you found the program to be generally effective?

The program has been in existence for some 20 years, but you would have to contact the person in charge for information.

How many staff at your institution dedicates the majority of their time to this program?

I don't know.

Where is the program housed, and what department/area within your institution does the program fall under?

Housed in the McCormick School of Engineering and Applied Sciences

Primary contact (individual in charge of program) for additional information for this initiative:

Ellen Worsdall, e-worsdall@northwestern.edu

If available, please list any website links pertaining to this initiative:

<http://www.nuvibe.northwestern.edu/bioexcel/excel/>

Program 3

Name of your support initiative for underserved students:

BioExcel

Major student population(s) targeted by this initiative:

All incoming freshmen

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

Varies

Mission or major purpose of this initiative:

To prepare students for the rigors of academic life.

Brief narrative summary/description of this initiative:

BioEXCEL students will live together in a Northwestern residence hall and have the opportunity to experience college life under the mentorship of residential peer counselors. The program will prepare students for the rigors of academic life while also providing a social network of peers.

How are students identified for/recruited into the program?

Selection is based on a demonstrated interest in the biological sciences, a potential for leadership, and a commitment to diversity.

What are the eligibility criteria for the program?

Selection is based on a demonstrated interest in the biological sciences, a potential for leadership and a commitment to diversity.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

I don't know.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

Is this program:

Voluntary

How do you track this information and have you found the program to be generally effective?
I don't know.

Where is the program housed, and what department/area within your institution does the program fall under?

Weinberg College of Arts and Sciences

Primary contact (individual in charge of program) for additional information for this initiative:

Luke Flores

l-flores2@northwestern.edu

If available, please list any website links pertaining to this initiative:

<http://www.nuvibe.northwestern.edu/bioexcel/overview/>

Program 4

Name of your support initiative for underserved students:

Summer Academic Workshop

Major student population(s) targeted by this initiative:

Incoming students who may need help with writing skills

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

Varies

Mission or major purpose of this initiative:

To provide new students with an opportunity to strengthen writing skills across the university curriculum and develop a supportive social network for four years.

How are students identified for/recruited into the program?

Reviewing high school transcripts

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Continued support

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

Is this program:

Voluntary

How do you track this information and have you found the program to be generally effective?

I don't know.

Where is the program housed, and what department/area within your institution does the program fall under?

Division of Student Affairs - Multicultural Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Tamara A. Johnson
tamara-johnson@northwestern.edu

If available, please list any website links pertaining to this initiative:

<http://www.northwestern.edu/msa/programs-and-services/saw/>

Please provide any other information you think important for us to know about this initiative:

Program 5

Name of your support initiative for underserved students:

Gateway Science Workshop

Major student population(s) targeted by this initiative:

Students in chemistry, organic chemistry, biology, math, physics and engineering

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities

Approximate number of students currently being served by this initiative:

Varies

Mission or major purpose of this initiative:

The Gateway Science Workshop (GSW) is a peer-led program designed to enhance students' learning as they successfully complete course sequences in chemistry, organic chemistry, biology, math, physics, and engineering.

How are students identified for/recruited into the program?

Students in select courses are invited to participate

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

You will need to contact staff in charge.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Don't know.

Where is the program housed, and what department/area within your institution does the program fall under?

Searle Center for Advancing Learning and Teaching

Primary contact (individual in charge of program) for additional information for this initiative:

Marina Micari
847-491-5676

If available, please list any website links pertaining to this initiative:

<http://www.northwestern.edu/searle/programs/undergraduateprograms/gateway-science-workshop.html>

Program 6**Name of your support initiative for underserved students:**

Academic Mentoring Program

Major student population(s) targeted by this initiative:

Undergraduates enrolled in introductory economics, statistics, psychology, and mathematics courses.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

Varies

Mission or major purpose of this initiative:

Mentors – fellow undergraduates who have taken and done well in the course – meet weekly with a group of students to discuss and work through questions and problems the students have about their coursework. Mentors participate in training and regular meetings with AMP staff, and provide regular feedback to faculty about their groups' progress.

How do you track this information and have you found the program to be generally effective?

Don't know started in 2011

Where is the program housed, and what department/area within your institution does the program fall under?

Searle Center for Advancing Learning and Teaching the University Academic Advising Center

Primary contact (individual in charge of program) for additional information for this initiative:

Marina Micari
847-491-5676

If available, please list any website links pertaining to this initiative:

<http://www.northwestern.edu/searle/programs/undergraduateprograms/academic-mentoring-program.html>

Name and title of individual completing this form:

Carolyn Lindley, University Director of Financial Aid

Oakton Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

At Oakton, students are only required to meet with an academic advisor once/after they are placed on academic probation. On average, students meet with an advisor twice a year.

Name of your support initiative for underserved students:

TRIO (Special Support Services)

Major student population(s) targeted by this initiative:

Low-income students, first generation students, and/or students with disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

200

Mission or major purpose of this initiative:

The Student Support Services (SSS) TRIO Program offers students individualized academic advising for general education requirements to complete the IAI curriculum and/or Oakton's Associate Degree requirements. TRIO advisors also work with students in obtaining transfer articulation agreements with transfer institutions as a guide to their coursework. The SSS TRIO Program works exclusively with students who are the first in their family to attend college, are low-income and/or have a disability, often these populations are unfamiliar with the general education curriculum and courses that are required for transfer programs. Our services are provided via workshops and individual advising appointments.

Brief narrative summary/description of this initiative:

The TRIO program does the following:

- Assists students' academic, financial and transfer advisement.
- Ensures students remain in good academic standing and persist within higher education.
- Strong role models and mentors are important in this process, as are academic tutors to build academic skills.
- The program does offer a limited number laptops for students to be able to have access to discipline specific software necessary for coursework.
- Assists students with the transfer process, including conducting transfer school campus visits. These visits can be costly as some require overnight accommodations and transportation costs.
- Acquires resources for students to build financial literacy and long term financial planning related to personal and higher educational goals.

How are students identified for/recruited into the program?

Students are recruited by TRIO advising team members via classroom visits, conversations with faculty and student affairs colleagues, or by current TRIO students reaching out to friends and family.

What are the eligibility criteria for the program?

Students need to be first generation college students, low income students (receiving financial aid), or have a documented learning or physical disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Online learning environment (D2L)

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

This is a fully grant-funded program by the Department of Education. In FY14, the total grant budget equals \$277,496.00.

Please provide a total estimated cost per student for this program:

\$1387.48/student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Fall to fall persistence rates; academic standing (cumulative GPA); English and math course completion (specifically developmental course sequence); transfer rates; and graduation rates. All of the above data elements are higher for students within the program as compared to TRIO-eligible non-served students and non-eligible TRIO students.

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

TRIO is its own department housed within the Student Success area. The Student Success area is part of the Division of Student Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Michael Houlahan (Coordinator, TRIO)
mhoulaha@oakton.edu
847-635-1420

If available, please list any website links pertaining to this initiative:

<http://www.oakton.edu/studentservices/trio/index.php>

Name and title of individual completing this form:

Sebastian Contreras, Jr., Director of Student Success

Olney Central College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once a semester, minimum.

Name of your support initiative for underserved students:

N/A

Major student population(s) targeted by this initiative:

All populations are served.

Please provide any other information you think important for us to know about this initiative:

We do not have a specific initiative. Students receiving federal and state aid speak with an advisor or faculty member each semester.

Name and title of individual completing this form:

Mr. Rodney Raney, President

Parkland College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

All students must meet with an advisor until they have completed 30 credit hours.

Program 1

Name of your support initiative for underserved students:

Together We Achieve (first year community)

Major student population(s) targeted by this initiative:

First-time-in-college black male students who place into upper level developmental reading and writing courses

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Other: structured tutoring and learning assistance

Approximate number of students currently being served by this initiative:

18

Mission or major purpose of this initiative:

Achievement of 10-15 college-level credits in Year One of college for black students who begin with academic deficiencies.

Brief narrative summary/description of this initiative:

Together We Achieve is a first year community for black male students who start at Parkland College with placements in upper level developmental reading/writing. Students take developmental reading, developmental writing, American government (political science general education course), college success and study skills supplemental tutorials classes together in their first semester. In fall 2013, the college success course will be front loaded to instill behaviors and self-management strategies before other classes begin. A team of faculty and advising staff work in tandem to teach, advise, and mentor each cohort. The intrusive network of support takes place primarily in the first semester with continued advising and counseling support through future semesters. Students in earlier cohorts are encouraged to serve as peer mentors to later cohorts. This program was started in fall 2011.

How are students identified for/recruited into the program?

Several avenues of marketing the TWA program have been developed – and are still in the process of developing:

- College advising referrals: All new credential seeking students must see an advisor. Referrals to TWA are made based on placement scores.
- Publicity materials on campus and in the community: Posters, flyers, press releases, advertisements in local publications
- Partnerships with area high schools: Work with counselors in local high schools to provide Parkland with contact information of potential TWA students
- Relationships with the local black community: Utilize a variety of network contacts to take the information about this program into the black community

What are the eligibility criteria for the program?

- Black or African American

- Male
- Placement into developmental reading (CCS 099) and developmental writing (ENG 098)
- Desire to be part of a cohort that receives structure and support

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

During the first semester, the contact is every day. During the second and subsequent semesters, at least once a month. If they are taking developmental math with a TWA faculty member, the contact is every day.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Since TWA is a learning community in the first semester, each student receives a minimum of 200 hours of contact from the faculty-staff team. In the following semesters, they receive four to five hours of advising and mentoring. If they are taking math in second semester with a TWA faculty member, the contact hours increase.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Through Social Media
- Phone, student organization called Brother-to-Brother, social events

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

This program was started with \$5,000 using institutional/internal grant funds. This permitted the initiative to include incentive monetary awards. However the institutional funds are a one-time award. The program continues. The budget from the office of the dean of academic services covers the cost of publicity materials and other supplies: \$500. No staff have been hired to run this program. The work of providing planning and mentoring support has been added to existing positions. TWA faculty teach classes and use office hours to provide learning assistance and mentoring.

Please provide a total estimated cost per student for this program:

If staff time dedicated to running the program and serving the students is included, the estimated cost per student is \$1,000.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The office of the dean of academic services measures effectiveness in terms of the students' progress in achieving milestones towards credential attainment. The program is only two years old so the availability of longitudinal data is currently limited. Students are tracked for fall to spring persistence, fall to fall persistence, completion of developmental reading and writing sequences, completion of 15 college-level credits. These results are compared with that of demographic peers who are not part of the TWA cohort. Focus groups are held to record student perceptions of the helpfulness of the initiative. The program is effective when the results of achievement are compared with the performance of demographic peers. However, given the intensity of support required to advice and mentor, we face challenges in expanding the program beyond 18 black male students a year.

Primary contact (individual in charge of program) for additional information for this initiative:

Pam Lau, Dean of Academic Services

plau@parkland.edu
217-373-3709

Program 2

Name of your support initiative for underserved students:

Black Student Success Project

Major student population(s) targeted by this initiative:

African-American Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

350

Mission or major purpose of this initiative:

To provide African-American students added social and academic support and opportunities to learn and engage.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

7-8 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$2,600

Please provide a total estimated cost per student for this program:

\$7.43

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling and Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Donna Tanner-Harold, Counselor
dtanner@parkland.edu
217-351-2429

Name and title of individual completing this form:
Tim Wendt, Director, Financial Aid and Veteran Services

Quincy University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

It is suggested to students that they meet with their advisors at least four times a semester. However, they are reminded that they can seek out their advisor whenever they need their assistance.

Program 1

Name of your support initiative for underserved students:

Office of Academic Support: Learning Resource Center

Major student population(s) targeted by this initiative:

All students are free to use the learning resource center, regardless of academic level or eco/socioeconomic status

Please identify the category(ies) that best describes your program:

- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Academic Success Courses

Approximate number of students currently being served by this initiative:

1,300

Mission or major purpose of this initiative:

The Office of Academic Support offers a variety of assistance to enhance the quality of students' undergraduate experience. Programs in six major areas are provided: Student Advocacy, Academic Advising, Learning Enhancement, Career Development, Disability Services, and International Study.

Brief narrative summary/description of this initiative:

A variety of programs are provided to help students develop their abilities to learn and make the most out of the academic opportunities at Quincy University. Some specific programs are: Study Skills Support for students who wish to improve their grades through one-on-one assistance. Academic Support Courses are offered through the Office of Academic Support. Tutoring, Disability Services, Advising Program, and Learning Communities (currently being redesigned) are all opportunities through the Office of Academic Support.

How are students identified for/recruited into the program?

For this program, students may be identified through the QU early alert system "Quick Alert". Faculty may submit a Quick Alert to the Office of Academic Support at any time during the semester when they have concern regarding the performance or attendance of a student. Students needing assistance with tutoring or advising can be either recommended by faculty or self-recommended.

What are the eligibility criteria for the program?

There are no eligibility criteria for this program that would limit who is assisted.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

This varies from student to student. Some students require weekly monitoring, some stop in whenever they need the support.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

This varies from student to student. Some students require mere minutes; some may be in the OAS for an hour at one time.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The primary source of funding is part of the budget of Quincy University.

Please provide a total estimated cost per student for this program:

This figure is unknown.

Is this program:

It is voluntary, but once we receive a faculty referral, we follow up and request the student visit our office for assistance.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We keep record of Quick Alert referrals and we follow up with professors once students have met with OAS. Additionally, we track tutoring through manual tutoring slips and record data on an Excel document. These figures can be used to monitor LRC busy times as well as what topics students are seeking assistance with in the LRC and tutoring.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

The LRC Center and the Quick Alert System is housed in the Office of Academic Support.

Primary contact (individual in charge of program) for additional information for this initiative:

Amy Voss
vossam@quincy.edu
217-228-5288, ext. 3353

If available, please list any website links pertaining to this initiative:

<http://www.quincy.edu/academics/academic-services>

Program 2

Name of your support initiative for underserved students:

IMPACT Program

Major student population(s) targeted by this initiative:

Low SES & Minority Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation

- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

1,300

Mission or major purpose of this initiative:

The IMPACT Mentoring Program was developed to assist first year students in their transition to QU.

Brief narrative summary/description of this initiative:

Incoming first year students will be paired with an upper class student who will serve as their mentor throughout their first academic year and will provide leadership and guidance. IMPACT was first launched in August 2012 and we are very excited about entering our second year.

How are students identified for/recruited into the program?

Some are self-identified. We also target Pell-eligible students.

What are the eligibility criteria for the program?

Any student requesting a mentor can have a mentor.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Unknown

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$18,000. Primary source of funding is through grants and operational funding.

Please provide a total estimated cost per student for this program:

Varies

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Please contact Dr. Tiffany Nolan at 217-228-5432, ext. 3788 for this information.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

This program is housed in Student Affairs, Multicultural Programs & Resources

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Tiffany Nolan
nolanti@quincy.edu
217-228-5432, ext. 3788

If available, please list any website links pertaining to this initiative:

<http://www.quincy.edu/student-life/multicultural-programs-and-resources/impact-mentoring-program>

Program 3

Name of your support initiative for underserved students:

Textbook Loan Program

Major student population(s) targeted by this initiative:

Student needing assistance with textbooks that cannot purchase them.

Please identify the category(ies) that best describes your program:

- Textbook Loan Program

Approximate number of students currently being served by this initiative:

Varies

Mission or major purpose of this initiative:

Assist students who cannot afford to purchase textbooks.

How are students identified for/recruited into the program?

Students are usually referred to Student Affairs for the program. They can be self-identified or a faculty/administrator can refer them.

What are the eligibility criteria for the program?

Students are unable to purchase textbooks.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Varies

Please provide a total estimated cost per student for this program:

Varies

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Tiffany Nolan
nolanti@quincy.edu
217-228-5432, ext. 3788

Program 4

Name of your support initiative for underserved students:

Student Emergency Fund

Major student population(s) targeted by this initiative:

Students who need assistance in emergency situations.

Please identify the category(ies) that best describes your program:

- Financial Assistance in times of Emergency

Approximate number of students currently being served by this initiative:

Unknown

Mission or major purpose of this initiative:

The Emergency Assistance Fund provides financial assistance for students during times of personal emergency.

How are students identified for/recruited into the program?

Students are usually self-identified, but can be referred to the program by faculty, staff, administrators, etc.

What are the eligibility criteria for the program?

Students must demonstrate financial need during a time of personal emergency.

Is there an application process for the program?

Yes

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Please contact Dr. Tiffany Nolan regarding this information.

Please provide a total estimated cost per student for this program:

Varies

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Tiffany Nolan

nolanti@quincy.edu

217-228-5432, ext. 3788

Name and title of individual completing this form:

Amy Voss, Director of Learning Resources

Rend Lake College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Student can self-advise if they have a 2.5 GPA and have completed 30 credit hours. However, we do not have many students who use this option. Most students see an advisor at least every semester.

Program 1

Name of your support initiative for underserved students:

New Student Orientation

Major student population(s) targeted by this initiative:

All first time, full time degree seeking students

Please identify the category(ies) that best describes your program:

- Learning Communities
- Transition & Orientation
- Overall campus information

Approximate number of students currently being served by this initiative:

800 yearly

Mission or major purpose of this initiative:

To provide students with necessary information for student success at Rend Lake College.

Brief narrative summary/description of this initiative:

Student attend a 1/2 day workshop entitled Warrior Day where they tour campus, meet Security, get Student IDs, review of Financial Aid and student aid responsibilities, meet Tutoring and Disability Services Coordinator. Students then have a one-hour session in the tutoring lab to learn how to complete the last phase of orientation which are online modules.

How are students identified for/recruited into the program?

All first time, full time degree seeking students are required to complete New Student Orientation.

What are the eligibility criteria for the program?

All first time, full time degree seeking students are required to complete New Student Orientation. Part time students can take the one hour class but most don't.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Explained above

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

6 hours not counting online module time

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Students receive one credit hour for successful completion and tuition is charged.

Please provide a total estimated cost per student for this program:

\$100

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We use a pre- post-test in the online modules and a survey for the Warrior Days

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Nicki Bowlin, Advisor

bowlin@rlc.edu

618-437-5321

Program 2

Name of your support initiative for underserved students:

Student Support Services, TRIO Grant

Major student population(s) targeted by this initiative:

Low income, first generation degree seeking students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

160

Mission or major purpose of this initiative:

To support low income, first generation degree seeking students to graduate and transfer to a university.

Brief narrative summary/description of this initiative:

At RLC, the program is called STARS. STARS participants receive academic advising, counseling on barriers, student success workshops, laptop loan program, and cultural events.

How are students identified for/recruited into the program?

Recruiting happens by word of mouth, at Warrior Days, publications, campus events.

What are the eligibility criteria for the program?

Participants must be in a transfer program and meet two of the following criteria low income, first generation, disability.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

120 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$235,000 DOE

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Leah Stallman

stallmanl@rlc.edu

618-437-5321

Name and title of individual completing this form:

Lisa Price, Vice President of Student Services

Robert Morris University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Minimum of 3 times per 10-week quarter

Program 1

Name of your support initiative for underserved students:

RMU's operating model

Major student population(s) targeted by this initiative:

First-generation college students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

All RMU students, approx. 4,000/year

Mission or major purpose of this initiative:

Encourage first-generation students to succeed

Brief narrative summary/description of this initiative:

RMU's mission and operating model is built around the needs of first-generation college students. This includes our year-round opportunity (5, 10-week quarters) so that students can complete 1 1/3 years of study in one calendar year; intensive student advising, 3 levels of degrees (associate, bachelor's, master's), required internships for every bachelor's degree, and majors courses from the first quarter of enrollment.

How are students identified for/recruited into the program?

All students

What are the eligibility criteria for the program?

All students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

Is this program:

Required.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Yes, it has been effective; it is tracked via matriculation rates each quarter

How many staff at your institution dedicates the majority of their time to this program?

All employees

Primary contact (individual in charge of program) for additional information for this initiative:

Mablene Krueger, Provost
mkrueger@robertmorris.edu
(312) 935-6645

Program 2

Name of your support initiative for underserved students:

New student advising program

Major student population(s) targeted by this initiative:

All students new to Robert Morris for their first year of study

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

1,100/year

Mission or major purpose of this initiative:

Transition of students to college life and success

Brief narrative summary/description of this initiative:

Utilizing a low student to advisor ratio, we track student success for their first year. Weekly grades are submitted by their faculty, mid-term grades are posted, and students participate in a freshmen experience course.

How are students identified for/recruited into the program?

All new students

What are the eligibility criteria for the program?

New to RMU

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

6 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Via a specific course geared toward the student transition

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

It is funded via our operating budget. The major cost is the advisor salary.

Please provide a total estimated cost per student for this program:

\$1,200

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Quarter-to-quarter enrollment and grade distribution; it is effective

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

Academic area under the Provost's direction

Primary contact (individual in charge of program) for additional information for this initiative:

Mablene Krueger, Provost
mkrueger@robertmorris.edu
312-935-6645

Name and title of individual completing this form:

Mablene Krueger, Provost

Rock Valley College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Beginning fall 2013 all new degree seeking students must meet with an advisor.

Name of your support initiative for underserved students:

Right Place to Start

Major student population(s) targeted by this initiative:

Minority students and first generation students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

200

Mission or major purpose of this initiative:

The RPS program is designed to give intensive academic and personal support to RVC students who graduated from a Rockford Public School 205 high school or currently reside in the RPS 205 district.

Brief narrative summary/description of this initiative:

All participants will take Student Development (STU) courses, meet with a Life Coach for 1-on-1 and for group discussions, attend a college tour, and earn incentives.

How are students identified for/recruited into the program?

Through zip code targeting of students residing in Rockford Public Schools service district

What are the eligibility criteria for the program?

Any student that attended RPS 205 and minority

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

15-30

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$200,000 FY13, \$400,000 FY14

Please provide a total estimated cost per student for this program:

\$1,600

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Yes, we have seen improved persistence and retention rates for student participants.

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

Intercultural Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Howard Spearman, Director of Academic and Transfer Advising
h.spearman@rockvalleycollege.edu
815-921-4109

If available, please list any website links pertaining to this initiative:

www.rockvalleycollege.edu/student-services/intercultural-student-services/programs.cfm

Name and title of individual completing this form:

Dr. Patrick Peyer, Dean of Enrollment Management and Student Retention

Rockford College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

2-3 times per semester

Program 1

Name of your support initiative for underserved students:

Intervention Team

Major student population(s) targeted by this initiative:

Academic at risk students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

30

Mission or major purpose of this initiative:

Mentor students through the transition to college; increasing persistence and retention

Brief narrative summary/description of this initiative:

Intervention team members are assigned at risk students. Each member meets with the student to discuss goals and develop a plan to achieve the goal. This is in addition to the student's mentor and advisor.

How are students identified for/recruited into the program?

Students are identified either through self-identification, early alert system, or advisor or faculty recommendation.

What are the eligibility criteria for the program?

All enrolled students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies from 5 hours - 34 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Cost neutral. Team members are faculty and staff. Lead by Director of Student Success and Retention.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track our success by GPA and persistence. Unfortunately there are usually 1-2 students that don't take advantage of the services or intervention provided.

How many staff at your institution dedicates the majority of their time to this program?

The director of Success and Retention is the only full time specialist. All other team members have other responsibilities

Where is the program housed, and what department/area within your institution does the program fall under?

Student Success and Retention

Primary contact (individual in charge of program) for additional information for this initiative:

Rebecca Factor
rfactor@rockford.edu
815-226-4004

Program 2

Name of your support initiative for underserved students:

College Inventory Survey

Major student population(s) targeted by this initiative:

Incoming Freshmen

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

120

Mission or major purpose of this initiative:

Prioritizes interventions more efficiently by assessing the strengths and challenges of each student

Brief narrative summary/description of this initiative:

Use the Noel Levitz College Inventory Survey for all incoming freshman

How are students identified for/recruited into the program?

All required to take

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Once needs are assessed- meetings are scheduled

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Depends on the needs

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Approximately \$1,000 for surveys

Please provide a total estimated cost per student for this program:

Approximately \$8.00

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

This is our first year to use this survey. But data will be collected and analyzed.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Student Success and Retention

Primary contact (individual in charge of program) for additional information for this initiative:

Rebecca A. Factor
rfactor@rockford.edu
815-226-4004

Name and title of individual completing this form:

Rebecca A. Factor, Director, Student Success and Retention

Roosevelt University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least 4 times per academic year

Name of your support initiative for underserved students:

Student Support Services/Project prime

Major student population(s) targeted by this initiative:

First Generation, Low Income & Disabled

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

260

Mission or major purpose of this initiative:

We are a TRIO program at Roosevelt University aimed at providing holistic support for first generation, low income and/or disabled students to aid in their transition to Roosevelt, academic journey and post... (Can't read the rest of the scanned PDF - called but no response yet)

Brief narrative summary/description of this initiative:

We are a TRIO program at Roosevelt University aimed at providing holistic support to first generation, low income and/or disabled students to aid in their transition to Roosevelt, academic journey and post... (Can't read...)

How are students identified for/recruited into the program?

On campus faculty and staff referrals, admission events, referrals from other TRIO programs and student word of mouth referrals.

What are the eligibility criteria for the program?

Students must meet one of the eligibility criteria: First Generation and/or Low Income and/or Disabled in addition to having demonstrated academic need. Students must also be a US citizen seeking... (Can't read...)

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

20+ hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

We are a federally funded grant from the US Department of Education currently funded at \$357,463.

Please provide a total estimated cost per student for this program:

\$1,050

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Annual performance reports are submitted to the Government each year in addition to retention efforts being tracked by the Division of Student Affairs. Our 2011/2012 report showed the following: (Can't read...)

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

We fall under the Division of Student Affairs.

Primary contact (individual in charge of program) for additional information for this initiative:

Andrea Egle, Director, SSS/Project Prime
aegle@roosevelt.edu
(312) 341-2033

Name and title of individual completing this form:

Andrea Egle, Director, SSS/Project Prime

Rush University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once per quarter

Program 1

Name of your support initiative for underserved students:

College of Health Sciences Diversity Scholarships

Major student population(s) targeted by this initiative:

Incoming students who are underrepresented minorities in the health professions

Please identify the category(ies) that best describes your program:

- Scholarships

Approximate number of students currently being served by this initiative:

5

Mission or major purpose of this initiative:

This is a scholarship intended to further the goal of diversity at Rush University. A diverse group of trainees will advance the education of all students and help us meet our vision of service to a diverse population of patients.

Brief narrative summary/description of this initiative:

The award is intended for incoming/first-year students, and will be awarded to incoming/first-year students only in selected College of Health Sciences (CHS) programs. Several awards up to \$28,000 each (or covering the first year of tuition expense, whichever is less) will be awarded based on the availability of funds. The award is intended but not limited to racial and ethnic minority students who are underrepresented in the health professions and are full-time, incoming/first-year students. Students must be enrolled full-time in an academic program located within the College of Health Sciences.

How are students identified for/recruited into the program?

Academic performance is paramount and will be defined by standardized test scores and undergraduate or graduate GPA. Each year, the Scholarships and Stipends committee will select certain CHS programs as the recipients of that year's award. Awards of up to \$28,000 will be given to programs in order of rank until all full awards are allocated. Any balance remaining less than the \$28,000 awards will be given to the next program in the CHS priority list. Selections will be based on the most recent three years of race/ethnicity data according to the CHS New Student Survey. The goal is to improve diversity in the college by targeting recruitment of highly qualified minority students in those programs with disproportionately low levels of student diversity. Funding priority will be given to the least diverse CHS programs. Selected programs will have a specified amount of time to offer and confirm their CHS Diversity Scholarship award.

What are the eligibility criteria for the program?

The award is intended but not limited to racial and ethnic minority students who are underrepresented in the health professions and are full-time, incoming/first-year students.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a year

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours

Please identify the primary way(s) staff interacts with students for this program:

- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$136,000 is allocated for this program in FY14. \$56,000 is taken directly from the college's operating budget, and the remaining \$80,000 is generated from philanthropic donations.

Please provide a total estimated cost per student for this program:

\$27,200

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The College of Health Sciences tracks the diversity of incoming students annually. Data has been limited on overall diversity of incoming students since this program is only in its second year of operation, but preliminary results support the effectiveness of scholarship dollars increasing college diversity.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed in the dean's office in the College of Health Sciences, and is open to different academic programs each year.

Primary contact (individual in charge of program) for additional information for this initiative:

Matthew M. Anderson

Matthew_M_Anderson@rush.edu

312-942-7206

Program 2

Name of your support initiative for underserved students:

Academic Advising for Imaging Sciences program

Major student population(s) targeted by this initiative:

Students pursuing a BS degree in Imaging Sciences

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

30

Mission or major purpose of this initiative:

The mission of this initiative is to provide historically at-risk students in the Imaging Sciences program advising support to provide them with the necessary resources to succeed in the academic program.

Brief narrative summary/description of this initiative:

The IS Program employs proactive academic advising – a proactive method of academic advising that incorporates intervention strategies for historically at-risk groups of students, such as academically disadvantaged or underprepared students, and ethnic minority students. The program includes systems to monitor academic performance and progress, periodic face to face meetings with the student, bi-weekly phone calls to the students and signed contracts or study plans that outline student goals and means of achieving those goals. Through meetings and follow-up sessions with these students, we can then work to connect students with support services that are appropriate to their specific needs.

How are students identified for/recruited into the program?

All students accepted into the Imaging Sciences program are eligible for this initiative.

What are the eligibility criteria for the program?

All students accepted into the Imaging Sciences program are eligible for this initiative.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

200 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$10,000 in offset for faculty time devoted to this initiative.

Please provide a total estimated cost per student for this program:

\$330 per student

Is this program:

Required

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed within the Imaging Sciences program in the Department of Imaging Sciences in the College of Health Sciences.

Primary contact (individual in charge of program) for additional information for this initiative:

Laura Vasquez
Laura_Vasquez@rush.edu
312-942-2842

Program 3

Name of your support initiative for underserved students:

Imaging Sciences Seminar Coursework

Major student population(s) targeted by this initiative:

Students pursuing a BS degree in Imaging Sciences

Please identify the category(ies) that best describes your program:

- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation

Approximate number of students currently being served by this initiative:

33

Mission or major purpose of this initiative:

The purpose of this initiative is to provide students with a seminar that assists in the transition from associate to bachelor-level coursework.

Brief narrative summary/description of this initiative:

In an effort to address both academic and non-academic factors that affect retention rates, we have implemented seminars with an advising component to help make students transition from the associate's degree coursework to the bachelor degree coursework. Seminars serve as an extension of an orientation program to assist students in the development of both academic skills and college survival tactics, including time and stress management. The seminar course aims to provide students with information regarding the college's resources, as well as "study skills, career exploration, writing skills, and information about technology that will enable them to be successful. During their first class meetings, students complete a 50-item survey designed to measure students' academic motivation (performance and learning goal orientation, self-regulation, etc.), their knowledge of the campus resources (Career Services, Academic Advisement, Office for Student Life, etc.), and academic responsibility (skills and behaviors associated with academic success – creating study schedules, class participation, and meeting with academic advisors).

How are students identified for/recruited into the program?

All students enrolled in the BS in Imaging Sciences program are eligible for this program.

What are the eligibility criteria for the program?

All students enrolled in the BS in Imaging Sciences program are eligible for this program.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

100 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$10,000 for faculty release time to administer this initiative

Please provide a total estimated cost per student for this program:

\$330 per student

Is this program:

Required

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

The program is housed in the Imaging Sciences program within the Department of Imaging Sciences in the College of Health Sciences.

Primary contact (individual in charge of program) for additional information for this initiative:

Laura Vasquez

Laura_Vasquez@rush.edu

312-942-2842

Name and title of individual completing this form:

Matthew M. Anderson, Assistant Dean of Business Affairs

Saint Augustine College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

At least once per term

Saint Xavier University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Twice each semester

Program 1

Name of your support initiative for underserved students:

Academic Advantage

Major student population(s) targeted by this initiative:

Students admitted with low ACT scores and low high school GPA

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Critical reading in Science

Approximate number of students currently being served by this initiative:

60

Mission or major purpose of this initiative:

To assist students in developing the necessary skills and academic confidence to handle advanced learning.

Brief narrative summary/description of this initiative:

Academic Advantage is an academic support program designed for incoming freshman. It includes a two-week summer program and ongoing first-year support. Students participate in a variety of activities, including workshops, tutoring, research, field trips, advising, and technology.

How are students identified for/recruited into the program?

Criteria defined upon admission identifies the group. Mailing and phone calls are sent/made to the identified students. The program is also explained at the freshman orientation.

What are the eligibility criteria for the program?

ACT below 18 composite and/or high school GPA below 2.5

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

80-90 hours, including summer.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Students pay \$100 to cover food. Funding for the program comes from University funds and Title III funds. The total cost of the program is \$24,680.60

Please provide a total estimated cost per student for this program:

\$411.34

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We use retention statistics, which include GPA, course completion, progress toward graduation, and registration for the upcoming semester. This program is only one year old, but we did see an increase in retention in this group.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Title III. Our Title III funding ends October 1, 2013. The program will be moved to Records and Advising.

Primary contact (individual in charge of program) for additional information for this initiative:

Charles Alexander
calexander@sxu.edu
773-341-5892

If available, please list any website links pertaining to this initiative:

<http://www.sxu.edu/search/index.asp?q=academic+advantage>

Please provide any other information you think important for us to know about this initiative:

This program includes a two-week summer program with structured class time, academic workshops, team-building activities, field trips, and work with faculty and staff. The support during the year includes academic advising, tutoring, and technology instruction.

Program 2

Name of your support initiative for underserved students:

Student Success Program

Major student population(s) targeted by this initiative:

First generation, low income, students with disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Financial aid advising, cultural opportunities, lservice learning

Approximate number of students currently being served by this initiative:

204

Mission or major purpose of this initiative:

The Student Success Program, a federally funded TRIO program, serves students who are first generation, low-income and/or have disabilities, by supporting academic and personal development and encouraging completion of students' baccalaureate degrees through counseling, advising and supplemental academic instruction.

Brief narrative summary/description of this initiative:

The SSP staff works closely with all students to determine their areas of need and to develop a strategy to meet those needs. We understand that a student's success is dependent upon both academic and personal well-being. In providing this holistic approach, SSP offers numerous services, free of charge.

How are students identified for/recruited into the program?

Eligible students are contacted by SSP staff. They also present at freshman orientation.

What are the eligibility criteria for the program?

While all Saint Xavier University students are welcome to apply to join SSP, priority is given to the following students:

- Low-income student and first-generation students
- Low-income students with disabilities

All SSP members must also:

- Be citizens or permanent residents of the United States; and
- Demonstrate a need for support.

Program space is limited. Applicants who meet the priorities and demonstrate a commitment to the program will be selected first.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

45 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$292,338

Please provide a total estimated cost per student for this program:

\$1,433

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

GPA, course completion, progress in the major

How many staff at your institution dedicates the majority of their time to this program?

Five or More

If available, please list any website links pertaining to this initiative:

<http://sxu.edu/academics/resources/ssp/index.asp>

Please provide any other information you think important for us to know about this initiative:

The Student Success Program (SSP) at Saint Xavier University is one of 900 Student Support Services programs on college campuses across the nation.

Program 3

Name of your support initiative for underserved students:

Rebound

Major student population(s) targeted by this initiative:

First-year students who fall on academic probation in the first semester

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

85

Mission or major purpose of this initiative:

The main purpose of Rebound is to assist second semester freshman to learn and to refine some academic skills that lead to academic success.

Brief narrative summary/description of this initiative:

Rebound is a 12-week workshop for the 28% of freshman that did not earn a 2.0 grade point average during their first semester at SXU. Students are in small groups (12-15 students) and work with an instructor and peer mentor. Activities and topics include academic planning, satisfactory academic progress for financial aid, test-taking, tutoring, and time management.

How are students identified for/recruited into the program?

Students are registered for the workshop.

What are the eligibility criteria for the program?

Students who did not earn a 2.0 GPA in their first semester.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

20

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation

- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$6,375

Please provide a total estimated cost per student for this program:

\$75

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track the next semester's GPA and completion rate. Approximately 60% of the participants show improvement each year.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Records and Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Lisa Lyons
llyons@sxu.edu
773-298-3013

If available, please list any website links pertaining to this initiative:

<http://catalog.sxu.edu/Undergraduate/ACA/probation.html>

Please provide any other information you think important for us to know about this initiative:

We have seen a dramatic success rate among this group of students who participate in this program. We have presented our findings to the Consortium for Student Retention Date Exchange at their national meeting.

Program 4

Name of your support initiative for underserved students:

Advising for student on strict academic probation

Major student population(s) targeted by this initiative:

Students who have not earned a GPA of 2.0 by the end of the second semester.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

70

Mission or major purpose of this initiative:

To provide intrusive academic planning to students in jeopardy of being academically dismissed and/or losing their financial aid.

Brief narrative summary/description of this initiative:

Students meet weekly with an advisor to develop an academic plan, review academic progress, and review financial aid eligibility.

How are students identified for/recruited into the program?

By academic status and financial aid status. Students are contacted by email and postal mail.

What are the eligibility criteria for the program?

Students on strict academic probation or suspended from financial aid.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$25,000 funded by the University

Please provide a total estimated cost per student for this program:

\$250

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Subsequent semester GPA and course completion

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Records and Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Therese Johnson
tjohnson@sxu.edu
773-298-3014

If available, please list any website links pertaining to this initiative:

http://www.sxu.edu/academics/resources/records_advising/advising/index.asp

Please provide any other information you think important for us to know about this initiative:

This is a high-touch service that uses an early-alert system. Beginning Fall 2013, academic planning software will be used.

Name and title of individual completing this form:

Maureen Wogan, Assistant Provost and Director of Retention

Southeastern Illinois College

Are students at your institution required to go through academic advising?

No, academic advising is not required.

On average, how often does a student meet with their advisor?

1 time per semester

Program 1

Name of your support initiative for underserved students:

TRIO/Student Support Services

Major student population(s) targeted by this initiative:

Low income, first generation, and/or disability students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Cultural enrichment, personal enhancement

Approximate number of students currently being served by this initiative:

156

Mission or major purpose of this initiative:

Increase retention and graduation rates

Brief narrative summary/description of this initiative:

Student Support Services at Southeastern Illinois College is funded 100% by the U.S. Department of Education at \$271,329 annually to provide support services to 156 eligible enrolled students. The goal of SSS is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. To be eligible for the program, students must be either a low-income student, first-generation college student, or a student with a documented disability.

How are students identified for/recruited into the program?

New student orientation session, application process, referrals from other students and staff

What are the eligibility criteria for the program?

Low income, first generation, or documented physical/learning disability

Is there an application process for the program?

Yes

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

25-50 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation

- Individual Face-to-Face
- Through Email
- Through Social Media
- Phone

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$271,329.00 from the US Department of Education

Please provide a total estimated cost per student for this program:

\$1,740

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

If yes, how do you track this information and have you found the program to be generally effective?

National Student Clearinghouse for transfer rates, Blumen Software for contact information and reports for current and prior year student (which is tracked for 4 years) and Jenzabar EX to track graduation rates

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Lolita Mack, Director of TRIO/SSS

lolita.mack@sic.edu

618-252-5400 ext. 2432

If available, please list any website links pertaining to this initiative:

<http://www.sic.edu/student-services/trio-student-support-services>

Program 2

Name of your support initiative for underserved students:

ADA/Disability Services

Major student population(s) targeted by this initiative:

Students with a documented learning, physical, or emotional disability

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)
- Learning accommodations

Approximate number of students currently being served by this initiative:

40

Mission or major purpose of this initiative:

To provide reasonable accommodations for students who meet the requirements of a person with a disability according to Section 504 of the Rehabilitation Act of 1973 and ADA of 1990.

Brief narrative summary/description of this initiative:

SIC facilities are handicap accessible, including handicap parking, ramps, handicap accessible doors, and elevators, for those that are physically disabled. An individualized support services plan will provide students with the needed resources to help make their experience at Southeastern Illinois College a successful one.

How are students identified for/recruited into the program?

Students are self-identified through current documentation of a diagnosis or report of disability by a medical, psychological, or educational specialist/professional

What are the eligibility criteria for the program?

Students must qualify through current documentation

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

5-10 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$1,000.00 from institutional funding

Please provide a total estimated cost per student for this program:

\$25

Is this program:

Dependent on student need

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Assessment plans, surveys, interviews

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Advising, Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Tyler Billman, Academic Advisor and ADA Coordinator
tyler.billman@sic.edu
618-252-5400 ext. 2430

If available, please list any website links pertaining to this initiative:

<http://www.sic.edu/student-services/disability-services>

Program 3

Name of your support initiative for underserved students:

Student Success Center

Major student population(s) targeted by this initiative:

Student populations who are eligible to receive services through the Student Success Center include, but are not limited to, career and technical education students, special populations or those students who may meet the following criteria:

- Economically disadvantaged,
- Academically disadvantaged,
- Single parents,
- Displaced homemakers,
- ESL students

Please identify the category(ies) below that best describes your program:

- Tutoring services

Approximate number of students currently being served by this initiative:

800

Mission or major purpose of this initiative:

To provide the following support services to students attending Southeastern Illinois College, including traditional and online professional and peer tutoring services, special testing, alternative testing for those students with special needs, and academic computing.

Brief narrative summary/description of this initiative:

Tutoring services offered meet requirements set forth by the Carl D. Perkins Act (2006) in that “program strategies for special populations are offered to include the following:

- They will be provided with equal access to activities (Section 122(c)(9)(A));
- They will not be discriminated against (Section 122(c)(9)(B));
- They will be provided with programs designed to enable them to meet or exceed state performance levels, and prepare for further learning and for high-skill, high-wage or high-demand occupations (Section 122(c)(9)(C))

How are students identified for/recruited into the program?

Through faculty and staff referral, and also through self-referrals

What are the eligibility criteria for the program?

Students should be in one of the target populations as specified above; however, no student is refused services through the Student Success Center if services are needed. Students receiving services through the Student Success Center must be a current SIC student or a potential student who may be testing for admission into a specific academic program, such as Nursing, or general studies coursework.

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Average is 5 hours per week per student – up to 150 hours an academic year (avg. 30 weeks) per student.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$35,000.00 with primary source of funding is through the Carl D. Perkins Grant for these services

Please provide a total estimated cost per student for this program:

\$50

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Through Perkins grant reporting and annual monitoring review, and also through lab utilization database

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Academic Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Amy Spivey, Perkins Specialist

amy.spivey@sic.edu

618-252-5400 ext. 2383

If available, please list any website links pertaining to this initiative:

<http://www.sic.edu/student-services/student-success-center>

<http://www.sic.edu/student-services/student-success-center/tutoring>

Name and title of individual completing this form:

Chad Flannery, Dean for Student Services and Enrollment

Southern Illinois University – Carbondale

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once a semester in preparation for registration in upcoming semester.

Name of your support initiative for underserved students:

Total Intake Model for academic advisement with University College, First-Year and Exploratory Student Advisement

Major student population(s) targeted by this initiative:

Holistic approach with benefits for all students.

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

15,000

Mission or major purpose of this initiative:

Integrate career development with academic advisement in first year and provide academic and student life support throughout the sophomore transition to ensure retention and persistence to completion.

Brief narrative summary/description of this initiative:

Total Intake Model for Academic Advisement to provide Institutional completion-focused standardized approach utilizing professional academic advisement and faculty mentors:

- First Year and Exploratory Student Advisement that integrates career development and planning during the first year that switches the focus to matching degree(s) options to career aspirations. Academic policies to support early declaration of major and degree completion.
- First semester registration includes UCOL101-3, Foundations of Inquiry, English and Math with all foundations skills to be completed in first year.
- Early Intervention and Math Success Course to identify students at-risk for failure in Math and provide an academically valuable alternative that protects GPA and completes core curriculum.
- Sophomore transition programming that intentionally prepares the declared student to move to the academic college where a professional advisor continues the developmental process of preparing the student for the consultative relationship with faculty as mentor.
- Professional academic advisement is provided throughout the academic career and required advisement is supported with registration user numbers (RUN).
- Partners with Educational Advisory Board Student Success Collaborative for data-informed platform supporting a high-quality advisement experience through technology and analytics.

How are students identified for/recruited into the program?

Model is applied to all students.

What are the eligibility criteria for the program?

Model is applied to all students.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30-60 Minute advisement appointments each semester

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Unknown

Please provide a total estimated cost per student for this program:

Unknown

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Assessments for students as well as faculty and staff are applied annually. Other initiatives are assessed more frequently as appropriate.

How many staff at your institution dedicates the majority of their time to this program?

Everyone is responsible for student success.

Where is the program housed, and what department/area within your institution does the program fall under?

Institutional effort

Primary contact (individual in charge of program) for additional information for this initiative:

John W. Nicklow, Provost

nicklow@siu.edu

618-453-7648

If available, please list any website links pertaining to this initiative:

Advisement.siu.edu; siu.edu

Name and title of individual completing this form:

Tamara Workman, Advisory Council on Academic Advisement

Southern Illinois University – Edwardsville

Are students at your institution required to go through academic advising?

No, academic advising is not required.

Southwestern Illinois College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

1-3 times per semester

Program 1

Name of your support initiative for underserved students:

PALS (Personal Advocate Linking Services) Program

Major student population(s) targeted by this initiative:

Students who are at-risk, first generation, and low-income

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Scholarships
- Student development support services, linking and mentoring

Approximate number of students currently being served by this initiative:

Over 5,000 in FY13

Mission or major purpose of this initiative:

To promote successful transition to college, increase retention, encourage completion of academic programs and promote gainful employment.

Brief narrative summary/description of this initiative:

Personal Advocates assist in the completion of FAFSA applications and the steps to enrollment process as a major outreach initiative to recruit and serve participants. Following initial intake assessments to determine program needs, Personal Advocates work with students to secure funding for academic scholarships. They also foster career development and employment in collaboration with the Career Employment Center at Southwestern Illinois College.

How are students identified for/recruited into the program?

Students seek assistance from our program because they have used our services in the past, are referred to us through other departments at Southwestern Illinois college, and resources and organizations in the community, and by word of mouth from family and friends.

What are the eligibility criteria for the program?

There is no initial eligibility to seek services from our program. In order to be eligible for funding through our program if they are seeking funding assistance they must meet certain guideline criteria.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30-60 minutes

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The PALS Program is funded through two funding sources. One is through an ICCB grant with an annual cost around \$80,000 and the other is funded through a supplemental budget out of an Ed. Fund.

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The PALS Program tracks students through an initial intake assessment to determine student needs, and for program reporting purposes.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

The PALS Program is housed under and located in the Financial Aid Department at Southwestern Illinois College.

Primary contact (individual in charge of program) for additional information for this initiative:

Holly Dinkelman-Personal Advocate Program Coordinator

holly.dinkelman@swic.edu

618-235-2700 ext. 5558

If available, please list any website links pertaining to this initiative:

www.swic.edu/pals

Please provide any other information you think important for us to know about this initiative:

The PALS Program partners with the Financial Aid Department and Enrollment services at Southwestern Illinois College to provide outreach initiatives to students at SWIC and in at various high schools in the college district. These outreach services involve financial aid and career workshops, FAFSA nights, classroom presentations, college events and mentoring organizations.

Name and title of individual completing this form:

Robert Tebbe, Director of Financial Aid and Student Employment

Program 2

Name of your support initiative for underserved students:

Restart Program

Major student population(s) targeted by this initiative:

Students who are experiencing less than average academic performance.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

700

Mission or major purpose of this initiative:

To address academic needs and to provide support system for our students.

Brief narrative summary/description of this initiative:

RESTART is a program designed to provide intense services to help students improve their academic success/GPA. This program provides information to the student about college resources as well as several required activities that must be completed prior to re-enrollment. Students who do not follow these guidelines will not be allowed to register for or attend classes at Southwestern Illinois College. As a result of a student's cumulative GPA at the end of the semester, a student may be restricted from enrollment and placed in the RESTART program based on the following categories of Academic Standing:

- Academic Probation - cumulative GPA between 2.0 and 1.5
- Academic Suspension Warning - cumulative GPA below 1.5
- Academic Suspension - cumulative GPA below 1.5 for 2 consecutive semesters.

Each of these categories causes a RESTRICTION to be applied to the student's record and a checklist of RESTART requirements placed on their eSTORM STUDENT CENTER "TO DOs" list.

How are students identified for/recruited into the program?

Students are identified through academic standing criteria.

What are the eligibility criteria for the program?

Students who have fallen below a 2.0 GPA, which is required for guidelines.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Twice per semester, with more severe cases being 3 times.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

3 to 4 hours/semester

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$37,000 (Institutional funding through our Counseling Office)

Please provide a total estimated cost per student for this program:

\$52.85

Is this program:

Required

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

Support Staff/PT Counselors

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling Center

Primary contact (individual in charge of program) for additional information for this initiative:

Michael Johnson
michael.johnson@swic.edu
618-235-2700 ext. 5203

If available, please list any website links pertaining to this initiative:

www.swic.edu/counseling/restart

Please provide any other information you think important for us to know about this initiative:

This initiative coordinates with the Early Warning Program through our Success Center.

Program 3

Name of your support initiative for underserved students:

Highway Construction Careers Training Program

Major student population(s) targeted by this initiative:

Residents of East St. Louis and surrounding areas.

Please identify the category(ies) that best describes your program:

- Transition & Orientation

Approximate number of students currently being served by this initiative:

30/year

Mission or major purpose of this initiative:

To increase minority and female participation in the trades.

Brief narrative summary/description of this initiative:

The HCCTP students are given a sampling of different trades in order for them to choose a career trade. They are then given the information concerning where, when, and what they will need in order to successfully become gainfully employed.

How are students identified for/recruited into the program?

Students are recruited by fliers, billboards, and word-of-mouth. They are screened through a TABE reading and math test, interview, and drug screen.

What are the eligibility criteria for the program?

In order to be eligible, the prospective student must score a minimum of an 8.0 on the reading, score at least 9.0 on the interview, and test negative on the drug screen.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Our sessions are 14 weeks/ 3 hours per session

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

About \$400,000 per year through an inter-governmental agreement.

Please provide a total estimated cost per student for this program:

Estimated \$5,000 per student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The completers are contacted monthly for the first year after completion.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

East St. Louis Campus-Adult Basic Education

Primary contact (individual in charge of program) for additional information for this initiative:

Melissa Emmer Nelson/Coordinator

melissa.nelson@swic.edu

618-874-6528

Spoon River College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

2-4 times a year

Program 1

Name of your support initiative for underserved students:

TRIO Student Support Services

Major student population(s) targeted by this initiative:

Low income, first generation and students with disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

140

Mission or major purpose of this initiative:

Academic and personal success and transfer to four year institution after completing 2 year degree

Brief narrative summary/description of this initiative:

TRIO provides services to help low income, first generation and/or disabled students (at risk populations) be successful personally and academically while at Spoon River College. Services provided include, academic advising, tutoring, educational workshops, off campus cultural activities, printing privileges, grant aid, grade monitoring.

How are students identified for/recruited into the program?

Students identified by other departments, faculty referrals, classroom visits, peer referrals, new student orientations, campus marketing, open houses

What are the eligibility criteria for the program?

Must be a US citizen, enrolled at SRC Macomb campus and meet one or more of the following: first generation, low income and/or disability

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

8-10 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$220,000-federal US Department of Education grant

Please provide a total estimated cost per student for this program:

\$1,500

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Comparing cohorts of students that are eligible and participate in TRIO versus those students eligible but not participating.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Instruction

Primary contact (individual in charge of program) for additional information for this initiative:

Jill Olson, Director TRIO Student Support Services

jill.olson@src.edu

309-833-6029

If available, please list any website links pertaining to this initiative:

<http://www.src.edu/services/trio/Pages/default.aspx>

Name and title of individual completing this form:

Jill Olson, Director TRIO Student Support Services

Program 2

On average, how often does a student meet with their advisor?

Only required to meet with an advisor prior to enrolling for their first semester.

Name of your support initiative for underserved students:

Advising required for all new students.

Major student population(s) targeted by this initiative:

Advising required for all new students.

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

Entire student population

Mission or major purpose of this initiative:

To ensure that first time students are aware of program requirements and have a plan in place for meeting their academic goals.

Brief narrative summary/description of this initiative:

Students cannot register online for their first semester at Spoon River College. They are required to meet with an advisor prior to registration.

How are students identified for/recruited into the program?

All first-time students

What are the eligibility criteria for the program?

All first-time students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once, though students are encouraged to meet with their advisor each semester to review progression towards degree plan.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies greatly depending on the student's needs

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- By phone

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No additional cost outside of staff salaries.

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Required

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

SRC currently has 6 advisors, 1 program advisor, and 2 campus directors who provide advising to first-time students in addition to other duties.

Where is the program housed, and what department/area within your institution does the program fall under?

At 2 of our campuses, this falls under Student Services. At the 2 smaller SRC campuses, the campus director takes on this role.

Primary contact (individual in charge of program) for additional information for this initiative:

Janet Munson, Director, Enrollment Services/Registrar
janet.munson@src.edu
309-649-6273

If available, please list any website links pertaining to this initiative:

<http://www.src.edu/services/Pages/default.aspx>

Name and title of individual completing this form:

Janet Munson, Director, Enrollment Services/Registrar

Telshe Yeshiva

Are students at your institution required to go through academic advising?

No, academic advising is not required.

Trinity Christian College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once or twice per term

Program 1

Name of your support initiative for underserved students:

Bridge Program

Major student population(s) targeted by this initiative:

Students who have been conditionally admitted to the college (ACT/GPA)

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

25

Mission or major purpose of this initiative:

To provide at-risk students the additional support needed to transition successfully to college.

Brief narrative summary/description of this initiative:

Selected students who do not fully meet college entrance requirements enter the college one week early for an in depth orientation to college. These students also enroll in a semester-long academic success course.

How are students identified for/recruited into the program?

Students who are conditionally admitted to the college but show signs of academic promise are recruited for the program.

What are the eligibility criteria for the program?

Students must show signs of being capable of academic success with added levels of support.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

One full week of orientation and three contact hours per week during the fall semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

12

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

College operating budget: \$5,000

Please provide a total estimated cost per student for this program:

\$200

Is this program:

For some students the Bridge program is a requirement of admission; others participate voluntarily.

Does your school track the effectiveness of this program?

For some students the Bridge program is a requirement of admission; others participate voluntarily
Yes.

How do you track this information and have you found the program to be generally effective?

Graduation and retention rates of participants. The program is somewhat successful.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

The Academic Division under the supervision of the Provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Nancy Kwasteniet

nancy.kwasteniet@trnty.edu

708-239-4756

If available, please list any website links pertaining to this initiative:

<http://studentlife.trnty.edu/olsbp.html>

Please provide any other information you think important for us to know about this initiative:

Some of the students who participate in the Bridge program are low income and first generation, but the program does not exclusively target these groups.

Program 2

Name of your support initiative for underserved students:

FYF: First Year Forum (first year students) and Facing Your Future (new transfer students)

Major student population(s) targeted by this initiative:

All students matriculating at Trinity in the traditional program participate; Trinity has nearly 50% FG students and

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Transition & Orientation
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

300

Mission or major purpose of this initiative:

To welcome students into a community of Christian scholarship, to introduce students to our understanding of God's work in the world, and to challenge students you to view your educational life as service.

Brief narrative summary/description of this initiative:

FYF is an intensive five-day orientation to college life for first year students and a three-hour once per week seminar for the first three weeks of the semester. FYF is taught in small groups of about 15-20 students by a student mentor and a faculty mentor. In these courses, students transition to college life at Trinity, investigate the college mission, and participate in a day-long service project.

How are students identified for/recruited into the program?

All students new to Trinity participate in this program.

What are the eligibility criteria for the program?

Nothing beyond being admitted to the college.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Five days at the beginning of the term or three 3-hour sessions at the beginning of the term.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Five 8 hour days for new freshmen; 9-12 hours for transfer students.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$37,000 out of general college operating funds

Please provide a total estimated cost per student for this program:

\$105

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Student retention and graduation rates, student surveys. The program has been very successful.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

The academic division under the direction of the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

John Baldauff
John.Baldauff@trnty.edu
708-293-9-4597

If available, please list any website links pertaining to this initiative:

<http://www.trnty.edu/fye-fye.html>

Program 3

Name of your support initiative for underserved students:

Pre-college Program

Major student population(s) targeted by this initiative:

Low Income students, First Generation students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Assist students in identifying and defining needs to apply to college

Approximate number of students currently being served by this initiative:

25

Mission or major purpose of this initiative:

To connect pre-college students with significant staff and students at Trinity as they prepare for the college experience.

Brief narrative summary/description of this initiative:

Pre-college students receive advice on all aspects of the future college experience. This includes information on college admissions, applying for financial aid, interacting with current college students, visiting college campuses, and academic mentoring.

How are students identified for/recruited into the program?

Pre-college students who participate in partner after-school programs are invited.

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

50 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$16,000. Private donor grant to the college; one staff position is funded by VISTA.

Please provide a total estimated cost per student for this program:

\$640

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Year-end reports include participation rates; anticipate that high school graduation rates and college matriculation rates will be available as the program matures.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Pre-college Program department in the Academic Division

Primary contact (individual in charge of program) for additional information for this initiative:

Tabitha Matthews
Tabitha.Matthews@trnty.edu
708-293-4560

Please provide any other information you think important for us to know about this initiative:

Students enrolled in certain education courses at Trinity participate in service-learning activities with pre-college students in this program.

Program 4

Name of your support initiative for underserved students:

Trinity Christian College at By the Hand

Major student population(s) targeted by this initiative:

First generation, low income students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning, Scholarships

Approximate number of students currently being served by this initiative:

10

Mission or major purpose of this initiative:

To offer a transition college experience for underserved students without the student incurring significant financial debt.

Brief narrative summary/description of this initiative:

Students take up to two years of general education college courses at a local site to prepare to transition to a four-year college experience.

How are students identified for/recruited into the program?

Our partner organization, By the Hand, identifies and recruits students for this program.

What are the eligibility criteria for the program?

Students must be low income, be unconditionally admitted to the college, have experience with either By the Hand or another like-minded high school tutoring support program, and be recommended for the program.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1,100

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

General operating budget anticipates \$100,000; net cost above tuition revenue to be covered by a donor.

Please provide a total estimated cost per student for this program:

\$10,000

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Program initiates in fall 2013; effectiveness will be tracked through retention and program completion rates.

How many staff at your institution dedicates the majority of their time to this program?

Multiple staff spend 25% of time; one staff member from outside of our institution spends 30% of time.

Where is the program housed, and what department/area within your institution does the program fall under?

Academic division under the direction of the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Don Woo, Dean for Ethnic Diversity and Multicultural Programs

donald.woo@trnty.edu

708-239-4861

Program 5

Name of your support initiative for underserved students:

Supplemental Loan Counseling Program

Major student population(s) targeted by this initiative:

Students on pace to accumulate \$40,000 or more of debt as an undergraduate

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring

Approximate number of students currently being served by this initiative:

10

Mission or major purpose of this initiative:

To promote responsible borrowing and ensure that students understand the debt they are incurring.

Brief narrative summary/description of this initiative:

Financial aid counselors offer loan counseling and advise to help students investigate potential ways to reduce borrowing, estimate monthly payments at the end of the college experience, and general financial literacy.

How are students identified for/recruited into the program?

Students who meet criteria that project a total student-held loan accumulation of \$40,000 are invited to participate. Approximately 1/5 to 1/4 of these students are expected to participate in the loan counseling.

What are the eligibility criteria for the program?

Student-held loan accumulation that predicts \$40,000 in debt at the end of the college experience.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a year

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1 hour

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No additional cost; part of general college operating expenses.

Please provide a total estimated cost per student for this program:

\$0

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Policy will be implemented in fall 2013. Financial aid information will be monitored for participants.

How many staff at your institution dedicates the majority of their time to this program?

Three financial aid counselors will spend a very small portion of their time on this initiative.

Where is the program housed, and what department/area within your institution does the program fall under?

Financial Aid Division, under the direction of the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Ryan Zantingh, Director of Financial Aid

Ryan.Zantingh@trnty.edu

708-239-4872

Name and title of individual completing this form:
Sharon Robbert, Dean for Academic Planning & Effectiveness

Trinity College of Nursing

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

2 - 3 times a semester

Name of your support initiative for underserved students:

N/A

Major student population(s) targeted by this initiative:

Nursing; Radiography; Respiratory Care; Health Sciences

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

33

Mission or major purpose of this initiative:

Student development and retention

Brief narrative summary/description of this initiative:

As a single focus, small, private college, we are able to offer all students one-on-one admission, financial aid and academic advising. All students participate in a group orientation to the College as well as program specific orientations held with program faculty. When students miss the group new-student orientation, we schedule an in-person make-up orientation. Students are assigned a faculty advisor and are welcome on a walk-in basis to meet with the Director of Student Services to learn of their rights and responsibilities as students. Students are recruited for participation on faculty senate standing committees, several student organizations as well as College administrative committees. Online learner support is provided in the nursing program which enrolls our largest number of students. Student/faculty ratio in the two allied health programs is approximately 7/1 which affords strong relationships/engagement.

How are students identified for/recruited into the program?

N/A

What are the eligibility criteria for the program?

N/A

Is there an application process for the program?

No.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

N/A

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Student Newsletter
- Student Organizations
- College Committees

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

N/A

Please provide a total estimated cost per student for this program:

N/A

Is this program:

Orientation and advising are required

Where is the program housed, and what department/area within your institution does the program fall under?

Student Services and Instruction

If available, please list any website links pertaining to this initiative:

N/A

Please provide any other information you think important for us to know about this initiative:

N/A

Name and title of individual completing this form:

Lenore T. Knock

Director of Student Services

University of Chicago

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

2-3 times per year

Name of your support initiative for underserved students:

Chicago Academic Achievement Program

Major student population(s) targeted by this initiative:

Students who are: 1st gen, from rural or from low-performing high schools.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

50-60

Mission or major purpose of this initiative:

To prepare students for the academic rigor of college courses, by exposing them to various subjects in classroom setting with faculty. They also spend time getting to know the city and navigating their way around.

Brief narrative summary/description of this initiative:

See website.

How are students identified for/recruited into the program?

The director reviews incoming student applications as identified by Admissions and also uses other criteria.

What are the eligibility criteria for the program?

As above, plus others at the discretion of the Director.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Can't calculate this- a lot!

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$725,000 Funded by a private donor

Please provide a total estimated cost per student for this program:

\$14,500

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Branch of the Dean of Students office

Primary contact (individual in charge of program) for additional information for this initiative:

Dee Ferron

drferron@uchicago.edu

773-702-4537

If available, please list any website links pertaining to this initiative:

<http://caap.uchicago.edu/>

Name and title of individual completing this form:

Marianne West

Associate Dean of Students in the College

University of Illinois at Champaign-Urbana

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Weekly for Undeclared Students and Biweekly for Declared (select probationary students)

Program 1

Name of your support initiative for underserved students:

Liberal Arts and Sciences Access and Achievement Program (LAS AAP)

Major student population(s) targeted by this initiative:

African American, Latinos/as and Native American Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Academic Workshops/Events, Online Tutoring Services, Referrals to Other Campus Academic Support Service/Units, Enrichment/Leadership Activities and Connections with Summer Research

Approximate number of students currently being served by this initiative:

1,300-1,500 students

Mission or major purpose of this initiative:

Access, Retention and Graduation

Brief narrative summary/description of this initiative:

Established in 1968, the Access and Achievement Program (AAP) is the flagship student academic service program within the College of Liberal Arts and Sciences (LAS) Student Academic Affairs Office. It is designed to provide a supportive learning environment, promote self-advocacy and students' academic success through systematic monitoring of academic performance, individualized academic advising, intensive personal and career counseling, structured student/teacher interaction through enrollment in program-sponsored course sections, academic workshops, enrichment and leadership activities and identification of opportunities for research and scholarships. We strive to connect students with University resources that will complement their academic talents and will help shape their academic paths and ambitions. Our goal is to prepare students for academic success, graduation, and a life of impact. LAS AAP encompasses two components: (1) Declared (those students admitted with majors) and (2) Undeclared. LAS Students may also qualify for EOP consideration through the Undeclared component of LAS AAP. The Undeclared component is designed to provide retention services to a group of 100-125 students admitted each year who have academic weaknesses that could place them "at risk" if they were permitted to enter the University without such assistance.

How are students identified for/recruited into the program?

Students in LAS AAP are identified by either or both admissions programs—the Educational Opportunities Program or the President's Award Program.

What are the eligibility criteria for the program?

PAP High achieving newly admitted freshmen from several underrepresented groups are considered for the PAP award. To be eligible for consideration, students must have demonstrated outstanding academic achievement. In addition, these students must have an ACT composite score of 25 or higher or a combined verbal and quantitative SAT score of 1150 or higher. A limited number of students with lower

ACT composite scores may also be considered depending on their overall record of academic achievement.

Students from any of the following underrepresented groups at the University of Illinois are eligible for consideration for the PAP award:

- Students who are members of one of the underrepresented racial/ethnic groups at the University of Illinois (African American, Latino, or American Indian; Latino is based on origins from Mexico, Puerto Rico, Cuba, or Central or South America);
- Students from underrepresented Illinois counties, with underrepresented defined as counties sending an average of two or fewer students per academic year to the University of Illinois in the past five-year period;
- High achieving dependent students whose families are at or below the poverty level and are not expected to contribute to the cost of their education, as verified through FAFSA and financial aid application processes. EOP Students from Illinois high schools where 75 percent or more of families are eligible for the National School Lunch Program.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Meetings and correspondence are determined student by student. Some interactions are more frequent.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies by student and is based on individual needs.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Through Social Media
- Text

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$695,000 (State Funds)

Please provide a total estimated cost per student for this program:

\$463 - \$535

Is this program:

Required (Due to the way the program is structured it is required for all students who are in LAS with the EOP/PAP attribute(s).)

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Recently we have been able to track the information via Retention Study and Student Statistical Data. Yes, we have found the program to be effective.

How many staff at your institution dedicates the majority of their time to this program?

Five or More

Where is the program housed, and what department/area within your institution does the program fall under?

University of Illinois Urbana-Champaign Campus: College of Liberal Arts and Sciences (LAS); Student Academic Affairs Office (SAAO); Access and Achievement Program (AAP)

Primary contact (individual in charge of program) for additional information for this initiative:

Kimberly J. Alexander-Brown, Assistant Dean/Director

kalexand@illinois.edu

217-333-7717

If available, please list any website links pertaining to this initiative:

<http://www.las.illinois.edu/students/accessandachievement/>

Please provide any other information you think important for us to know about this initiative:

The Access and Achievement Program (AAP) is one of the programs offered by our academic colleges to students who may be low-income or first-generation. Several other examples follow. In addition to the support offered by colleges, our campus has a number of programs offered by Student Affairs and a few highly specialized programs that support a small number of students.

Program 2

Name of your support initiative for underserved students:

Young Scholars Program in the College of Agricultural, Consumer and Environmental Sciences (summer program)

Major student population(s) targeted by this initiative:

Low-income and underserved students who are identified prior to coming to college.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

30

Mission or major purpose of this initiative:

Young Scholars Program in ACES is focused primarily on underserved and low-income students. These students are identified prior to entering college. Those who have participated in the College outreach programs are immediately offered the opportunity to participate. Other students who will need some academic support due to their high school performance in math and/or science are invited by letter to participate. Participation is limited to 30 students. These students must agree to participate in all aspects of the academic support experience and are supervised by a graduate student who services as their counselor. Based on need, some of the student will receive specialized tutoring support in math and/or chemistry. Academic Support is given in both one-on-one and in group situations. Support regarding class scheduling, time management, etc. are given in one-on-one sessions as well as through email.

How are students identified for/recruited into the program?

Students are invited through the admissions process, past participation in YSP, and others are referred by their academic counselor.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Summer only program

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Depends on the student

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

The cost for Young Scholars is approximately \$1500 per participant. The funds come from both state dollars and corporate donations. The funds support summer housing, summer academic review of math, chemistry and writing of incoming college freshman. A scholarship for such freshman (\$4-6K) is also possible based on high academic performance, which come from both state and private donors. Note that the goal is 30 students, but actually the program has only realizes 15-20 students each summer.

Please provide a total estimated cost per student for this program:

\$1,500

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Yes, the participants are tracked. The measure of success is based on student retention of the past 4 years has been 76 of 80 students completing their undergraduate degrees at University of Illinois, mostly through the College of ACES. Tracking performance utilizes reports from their academic/faculty advisors and instructors.

How many staff at your institution dedicates the majority of their time to this program?

Staffing is provided by an Assistant Dean, and two graduate student counselors who provide both general academic support and subject matter tutoring.

Where is the program housed, and what department/area within your institution does the program fall under?

ACES Academic Programs College of Agricultural, Consumer and Environmental Sciences

Primary contact (individual in charge of program) for additional information for this initiative:

Jesse Thompson
jthomps5@illinois.edu
217-333-3380

Program 3

Name of your support initiative for underserved students:

Program for Academic Support and Assistance (PASS)

Major student population(s) targeted by this initiative:

Undeclared Illinois freshmen and sophomores with below a 2.0 semester or cumulative grade point average

Please identify the category(ies) that best describes your program: (Mark all that apply.)

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

On average, about 140 students each fall term and about 290 students each spring term (approximately 30% are underrepresented students each term).

Mission or major purpose of this initiative:

PASS is a support and mentoring program designed specifically for DGS students on academic probation. The program's goal is to assist students in understanding their intrinsic interests and motivation and in recognizing extrinsic issues that impede academic progress. The overarching goal is to help students to return to good academic standing.

Brief narrative summary/description of this initiative:

The program involves the development of a mentoring relationship between a student and their advisor. It is the goal of the advisor to establish rapport and a working relationship with students to empower them to make informed decisions, identify resources, and work on basic study strategies. Together, students and academic advisors craft individualized action plans to enhance academic performance and increase utilization of the tools and resources that the university has to offer.

How are students identified for/recruited into the program?

All DGS students on academic probation are emailed and required to attend an informational meeting about the program at the beginning of the term.

What are the eligibility criteria for the program?

Students with below a 2.0 semester or cumulative grade point average are invited to participate.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

6 to 8 hours per semester (in addition to intrusive DGS advising)

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Costs are associated with staff. All salaries are state funds.

Please provide a total estimated cost per student for this program:

No additional cost to the unit

Is this program:

Required for students on higher levels of probation and voluntary for others.

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Yes, evaluation data is gathered and the program is considered effective based on qualitative student feedback. Additional tools for measurement will be developed and used in the future

How many staff at your institution dedicates the majority of their time to this program?

All advisors contribute to the program.

Where is the program housed, and what department/area within your institution does the program fall under?

The Office of the Provost houses the Campus Center for Advising and Academic Services in which the Division of General Studies is housed. PASS is a support program offered by the Division of General Studies.

Primary contact (individual in charge of program) for additional information for this initiative:

Sarah Watson, Assistant Director for Academic Achievement
sdwatson@illinois.edu
217-333-4710

If available, please list any website links pertaining to this initiative:

Website: <http://dgs.illinois.edu/resources/pass.html>

Program 4

Name of your support initiative for underserved students:

Office of Minority Student Affairs Graduate Mentors

Major student population(s) targeted by this initiative:

Undeclared Illinois freshmen and sophomores who are admitted through the President's Award Program (PAP) and the Educational Opportunities Program (EOP)

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

On average, 355 DGS students per year carry the EOP or PAP attribute (approximately 13% of the DGS population). Among that cohort, primarily only freshmen students are assigned a graduate mentor.

Mission or major purpose of this initiative:

DGS partnered OMSA graduate mentors provide assistance to freshmen students in the President's Award Program and Educational Opportunities Program in an effort to contribute to retention, persistence, and timely graduation.

Brief narrative summary/description of this initiative:

The Division of General Studies partners with the Office of Minority Student Affairs to house on-site graduate mentors. Grad mentors are hired and trained by OMSA and then provide services to DGS students in the following ways: listening to students' concerns and issues before connecting them with the most appropriate campus resources, teaching students how to solve problems in a timely manner, empowering students to be their best advocate, advocating for students as needed. Mentoring services include: Academic enrichment workshops, advocacy, assistance with study abroad applications, group mentoring sessions, individual mentoring sessions, information dissemination, personal development workshops, and referrals.

How are students identified for/recruited into the program?

All DGS freshmen with the EOP or PAP attribute are given first priority as graduate mentors are assigned.

What are the eligibility criteria for the program?

The following criteria are considered: First-year admitted students identified as Educational Opportunities Program (EOP) students, First-year admitted students who are recipients of the President's Award (PAP), First-year admitted African-American, Latino/a, and Native American students, First-year admitted students who are first in family to attend college, First-year admitted students from low-sending counties, ACT scores and receipt of admissions fee-waivers are considered.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Depends on the student and their unique situation

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No additional cost to the unit.

Please provide a total estimated cost per student for this program:

No additional cost to the unit.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Unfortunately, due to vacation schedules, specific information was not available.

How many staff at your institution dedicates the majority of their time to this program?

Approximately 8 to 10 graduate mentors assigned to DGS (rough estimate)

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Minority Student Affairs Office of the Vice Chancellor for Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Eric Blacknall, Assistant Director for Academic Innovation and Mentoring

eblackna@illinois.edu

217-333-0054

If available, please list any website links pertaining to this initiative:

Website: <http://www.omsa.illinois.edu/counseling/>

Name and title of individual completing this form:

Kristi Kuntz, Assistant Provost for Undergraduate Academic Affairs

Program 5

Are students at your institution required to go through academic advising?

No, academic advising is not required.

Name of your support initiative for underserved students:

Enrichment Academy

Major student population(s) targeted by this initiative:

Underrepresented, First Generation, International, Transfer, Academically Struggling

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

500

Mission or major purpose of this initiative:

To connect students with the resources and tools available to them to ensure their success in the College of Business

Brief narrative summary/description of this initiative:

The Enrichment Academy's aim is to serve those who have traditionally been underserved in the College of Business without making attendance at programs mandatory and thus creating a stigma. As we will be serving a very diverse set of subgroups, we are also planning to provide programs specifically targeting each of the populations. For instance, we are planning some workshops for international students that focus on client-facing interpersonal skills to better prepare them for the career fair and employment opportunities with U.S. companies. We have a student committee focusing on the transfer student experience and how to orient both on-campus and off-campus students effectively in the fall. Tutors for math, economics, and computer science courses that are part of the business core curriculum will be available for all students in the college, but targeting these populations. We will also hold early intervention programs for a small cohort of incoming freshmen as well as provide additional services to students before tests in historically difficult freshman year classes such as MATH 125 and CS 105. Sunday Small Talks will be held monthly which will allow students to create community with peers they may not normally connect with for a variety of reasons. These events will be sponsored by companies to help students network and get a feel for a variety of job markets/majors.

How are students identified for/recruited into the program?

Demographic information as well as academic progress

What are the eligibility criteria for the program?

All students are eligible to attend the events and programs.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies on the number of sessions they take advantage of.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$10,000 - \$13,000 - A small portion will come from the College's budget while the rest will be corporate sponsored.

Please provide a total estimated cost per student for this program:

\$20

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

This is the first year of the program; however, we will be tracking student feedback via surveys. Attendance numbers will also be important in determining its effectiveness.

How many staff at your institution dedicates the majority of their time to this program?

We have a team of three who each put a small amount of time per week towards it.

Where is the program housed, and what department/area within your institution does the program fall under?

Undergraduate Initiatives in the Office of Undergraduate Affairs. It is mostly overseen by the Admissions staff for the College.

Primary contact (individual in charge of program) for additional information for this initiative:

Anthony Fontana, Associate Director of Admissions and Enrichment Academy
afontana@illinois.edu
217-244-0711

If available, please list any website links pertaining to this initiative:

N/A

Please provide any other information you think important for us to know about this initiative:

This program is offering an Early Arrival Program to a small population of incoming students as well providing a mentorship program for incoming international students this fall.

Name and title of individual completing this form:

Anthony Fontana, Associate Director of Admissions and Enrichment Academy

University of Illinois at Chicago

Program 1

Name of your support initiative for underserved students:

TRIO: Academic Support Program

Major student population(s) targeted by this initiative:

Low income; first generation in family to attend college

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

164

Mission or major purpose of this initiative:

To increase the retention and graduation rates of low-income, first generation college and/or disabled students and to foster an institutional climate supportive of their success, through supportive services that foster academic achievement, personal growth and development, self-actualization, self-confidence, and leadership.

Brief narrative summary/description of this initiative:

The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes outreach and support programs targeted to serve and assist low-income, first generation college students and students with disabilities to progress through the academic pipeline to post baccalaureate programs. Services include workshops, supplemental counseling and academic advising, sponsored leadership and cultural activities, as well as academic resources such as a computer lab and text book library.

How are students identified for/recruited into the program?

Admissions demographic

What are the eligibility criteria for the program?

Federal poverty level

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Recruiting

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$246,375

Please provide a total estimated cost per student for this program:

\$1,502.29

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Annual Report; utilization, satisfaction, retention

How many staff at your institution dedicates the majority of their time to this program?

9.33

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Lillye Hart, Assistant to the Vice Chancellor for Student Affairs

lhart@uic.edu

312-966-6653

If available, please list any website links pertaining to this initiative:

<http://www.uic.edu/depts/trio/index.shtml>

Name and title of individual completing this form:

Mark Manderino, Student Engagement Assessment Director

Program 2

Name of your support initiative for underserved students:

Academic Center for Excellence

Major student population(s) targeted by this initiative:

All students open: learning center

Please identify the category(ies) that best describes your program:

- Learning Communities
- Academic Support (Including Advising)
- Tracking/Early Warning
- ESL Courses

Approximate number of students currently being served by this initiative:

301

Mission or major purpose of this initiative:

The Academic Center for Excellence provides learning support services to enable all UIC students to accomplish their academic goals by developing critical thinking skills and learning strategies will enhance their academic success.

Brief narrative summary/description of this initiative:

A multi-faceted student support center that provides the necessary academic programs and learning assistance to help promote student success and growth at all levels of the college experience. A broad set of curricula to accommodate the cognitive and practical demands of the student body are offered to ensure their ability to overcome obstacles that affect their learning. Builds on academic abilities that students have currently and provides practical interventions to address the development of critical thinking and reading skills, effective communication skills (writing and oral), development of English communication skills as a second language, effective study skills, and vocabulary skills.

How are students identified for/recruited into the program?

Marketing/ referral

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$325,416

Please provide a total estimated cost per student for this program:

\$1,081.12

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Annual Report; utilization, satisfaction, retention

How many staff at your institution dedicates the majority of their time to this program?

4.5

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Lillye Hart, Assistant to the Vice Chancellor for Student Affairs

lhart@uic.edu

312-966-6653

If available, please list any website links pertaining to this initiative:

<http://www.uic.edu/depts/ace/>

Name and title of individual completing this form:

Mark Manderino, Student Engagement Assessment Director

Program 3

Name of your support initiative for underserved students:

African American Academic Network

Major student population(s) targeted by this initiative:

African American or Black

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

1,364

Mission or major purpose of this initiative:

It is our mission to assist the University of Illinois at Chicago in having a positive impact on the recruitment, retention, and graduation rates of African American students. In keeping with that focus, AAAN is also committed to establishing an inclusive and supportive campus environment.

Brief narrative summary/description of this initiative:

The African American Academic Network (AAAN) is committed to creating an inclusive and supportive campus environment by sponsoring academic, social, and cultural activities to encourage student engagement. AAAN provides comprehensive services with recruitment and admission counseling, supplemental academic advising, tutoring, and personal growth and development.

How are students identified for/recruited into the program?

Admissions Demographic

What are the eligibility criteria for the program?

Primarily race/ethnicity

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Recruiting

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$711,398

Please provide a total estimated cost per student for this program:

\$521.55

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Annual Report; utilization, satisfaction, retention

How many staff at your institution dedicates the majority of their time to this program?

7.97

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Carlotta Johnson McGowan, Interim Director

carlotta@uic.edu

312-966-5043

If available, please list any website links pertaining to this initiative:

<http://www.uic.edu/depts/aaan/>

Name and title of individual completing this form:

Mark Manderino, Student Engagement Assessment Director

Program 4

Name of your support initiative for underserved students:

Native American Support Program

Major student population(s) targeted by this initiative:

Native American; Alaskan Native; Pacific Islander; Hawaiian; Indigenous students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Certification of ethnicity

Approximate number of students currently being served by this initiative:

200

Mission or major purpose of this initiative:

The Native American Support Program (NASP) mission is to increase the enrollment, retention, and graduation rates of Native American, Alaska Native, Native Hawaiian, Pacific Islanders and Indigenous students. NASP fosters a climate supportive of positive experiences for Native American students at UIC and within the Native communities.

Brief narrative summary/description of this initiative:

The Native American Support Program (NASP) endeavors to serve as advocates for native students for entrée into higher education; addressing the development of Native students served; providing services to assist Native students in developing and achieving educational goals; assisting Native students in acquiring the necessary skills, knowledge, and attributes to succeed in and complete postsecondary education; provide an environment that recognizes the diversity of backgrounds and learning styles of Native students served; and develop collaborative relationships with diverse institutions, organizations, schools, parents and families, and communities to promote a setting conducive to the completion of a postsecondary degree.

How are students identified for/recruited into the program?

Admissions demographics & self report

What are the eligibility criteria for the program?

Primarily race/ethnicity

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Through Social Media
- Recruiting

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$312,641

Please provide a total estimated cost per student for this program:

\$1,563.21

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Annual Report; utilization, satisfaction, retention

How many staff at your institution dedicates the majority of their time to this program?

2.5

Where is the program housed, and what department/area within your institution does the program fall under?

Student Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Lillye Hart, Assistant to the Vice Chancellor for Student Affairs

lhart@uic.edu
312-966-6653

If available, please list any website links pertaining to this initiative:

<http://www.uic.edu/depts/nasp/>

Name and title of individual completing this form:

Mark Manderino, Student Engagement Assessment Director

Program 5

Name of your support initiative for underserved students:

Hispanic Center of Excellence

Major student population(s) targeted by this initiative:

Latinos

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Student-Faculty Interactions
- Scholarships

Approximate number of students currently being served by this initiative:

150+ undergraduates however, 500+ if consider pre-college and post undergraduates

Mission or major purpose of this initiative:

To improve the medical care of Latinos in Illinois by providing programs that strengthen the pipeline and increase the number of Latino applicants pursuing health careers; enrich the education of Latino students, with an emphasis on producing linguistically and culturally-competent health practitioners; and build partnerships with others that share the same vision.

Brief narrative summary/description of this initiative:

The Hispanic Center of Excellence runs programs in a full pipeline format starting with pre-college through medical education and continuing medical education to expand the care and quality of care for Latinos across Chicago-land. The programs range from mentoring, career advising, and assistance with transition to college and medical school through Medicina Scholars, etc.

How are students identified for/recruited into the program?

Various ways - outreach to community, etc.

What are the eligibility criteria for the program?

Varies by program

Is there an application process for the program?

Varies by program

How often during an academic year do you meet or correspond with students participating in the program?

Varies per program and time of year

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies by program and time of year

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$800,000

Please provide a total estimated cost per student for this program:

Approx. \$1,600 if count all students for outreach.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The HCOE evaluates its success with surveys, examination of success markers within the pipeline, etc.

How many staff at your institution dedicates the majority of their time to this program?

Seven

Where is the program housed, and what department/area within your institution does the program fall under?

College of Medicine

Primary contact (individual in charge of program) for additional information for this initiative:

Jorge Girotti, Associate Dean and Director, Admissions, Special Curricular Programs

jorgeg@uic.edu

312-996-4493

If available, please list any website links pertaining to this initiative:

<http://www.medicine.uic.edu/HCOE/>

Name and title of individual completing this form:

Joey Volpe, Interim Director, Undergraduate Success Center

Program 6

Name of your support initiative for underserved students:

LARES: Latin American Recruitment and Educational Services

Major student population(s) targeted by this initiative:

Latinos

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Leadership and Civic Engagement

Approximate number of students currently being served by this initiative:

LARES serves approximately 13,000 students (prospective and enrolled).

Mission or major purpose of this initiative:

The LARES mission is "To provide personal growth and educational opportunities to UIC students and prepare leaders who will make individual and collective contributions toward the educational, cultural and social advancement of the Latino community".

Brief narrative summary/description of this initiative:

LARES is designed to recruit, retain and graduate Latino Students. The program also serves to promote higher education in the areas of graduate and professional school.

How are students identified for/recruited into the program?

Students are recruited using the following methods: self-select, recruitment at high schools, community colleges and college fairs, social media, and referrals.

What are the eligibility criteria for the program?

Prospective and current students are eligible to participate in the program.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday. Correspondence includes face-to-face, telephone, email, social media, and postal.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

LARES recommended time is 30 minutes per appointment however this may vary depending on individual case.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Phone and postal

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$726,548

Please provide a total estimated cost per student for this program:

Given our budget, the allowable average cost per student is \$200, does not include prospective students.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Yes, the program is currently under review, but the unit's work has been evaluated in the past using measures such as retention, engagement, and graduation.

How many staff at your institution dedicates the majority of their time to this program?

10.68

Where is the program housed, and what department/area within your institution does the program fall under?

Vice Provost for Undergraduate Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Hugo Teruel, Interim Director
hugot@uic.edu
312-996-3356

If available, please list any website links pertaining to this initiative:

<http://www.lares.uic.edu/>

Name and title of individual completing this form:

Hugo Teruel, Interim Director, LARES
Joey Volpe, Interim Director, Undergraduate Success Center

Program 7

Name of your support initiative for underserved students:

President's Award Program

Major student population(s) targeted by this initiative:

Newly-admitted first-year students directly from an Illinois high school for four years (1) historically underrepresented groups; (2) from low sending counties to the university system and (3) families with EFC as verified by financial aid processes.

Please identify the category(ies) that best describes your program:

- Scholarships
- The program collaborates with the six colleges admitting freshmen and the entire UIC community to provide services to promote student success, academic excellence and a four year graduation goal.

Approximate number of students currently being served by this initiative:

374

Mission or major purpose of this initiative:

Retention, academic excellence (3.0 GPA) and to graduate in four years from UIC.

Brief narrative summary/description of this initiative:

The President's Award Program provides scholarships to talented students and programming to motivate and support students.

How are students identified for/recruited into the program?

Students are identified through the admission process by the program's selection committee.

What are the eligibility criteria for the program?

Scholarship consideration is given to students (2013) with an ACT of 25 and higher, HSPR of 75% and higher and HS GPA of 3.0 and higher

Is there an application process for the program?

Students do not apply directly to the program. Admissions information is used.

How often during an academic year do you meet or correspond with students participating in the program?

The program sends messages (deadlines, critical information) once a week on listserv. Other information is posted on Facebook twice a week. If students need additional interventions, they are contact via their UIC email accounts (ex. mid-term grades)

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

This varies as needs dictates.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Telephone calls

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$1,650,000

Please provide a total estimated cost per student for this program:

\$5,000 per year for four years

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Based on grade point averages and student feedback

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Vice Provost for Academic and Enrollment Services

Primary contact (individual in charge of program) for additional information for this initiative:

Mary Fleming-Hughes, Associate Director

mfhughes@uic.edu

312-996-6421

If available, please list any website links pertaining to this initiative:

http://www.uic.edu/depts/oa/degree_progress/pap.html

Name and title of individual completing this form:

Mary Fleming-Hughes, Associate Director, PAP

Josephine Volpe, Interim Director, USC

Program 8

Name of your support initiative for underserved students:

L Stokes Alliance for Minority Participation

Major student population(s) targeted by this initiative:

Underrepresented students in STEM Fields

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Scholarships

Approximate number of students currently being served by this initiative:

200 per semester

Mission or major purpose of this initiative:

To increase the interest, participation and graduation of minorities in STEM subjects: i.e., in Science, Technology, Engineering, and Mathematics.

To increase the success rates in targeted Math and Physics courses and graduation rates of minority students.

Brief narrative summary/description of this initiative:

Students are offered the opportunity to participate in Mathematics/Physics Workshops, Undergraduate Research, Teacher Assistant Assistants in the ESP Workshops.

How are students identified for/recruited into the program?

Freshmen are recruited at Orientation and through email and letter campaigns. Continuing students are identified in math courses and also recruited through email, letter, and advising sessions.

What are the eligibility criteria for the program?

All UIC students are eligible but extra efforts are in place to recruit underrepresented students.

Is there an application process for the program?

Yes, for students receiving stipends for undergraduate research or TA Assistants. No, for students enrolling in the ESP Workshops.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week to once a week. Varies by student and time of year.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

At least one hour and fifty minutes per week.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$227,828

Please provide a total estimated cost per student for this program:

\$140 per year

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The Office of Institutional Research has evaluated the impact of the Emerging Scholars Mathematics and Physics Workshops at UIC from 2004 to 2011 and completed a comprehensive statistical study Spring 2012.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Department of MSCS

Primary contact (individual in charge of program) for additional information for this initiative:

Florencio Diaz, Director of Advising and Outreach
fdiaz4@uic.edu
312-996-3055

If available, please list any website links pertaining to this initiative:

<http://www.math.uic.edu/undergrad/mslc/?sid=esp>

Name and title of individual completing this form:

Florencio Diaz, Director, MSCS
Josephine Volpe, Interim Director, USC

Program 9

Name of your support initiative for underserved students:

Summer College

Major student population(s) targeted by this initiative:

Any incoming student with preparatory placements or who desire an experience at UIC for the summer before college begins; however, the majority of students participating in Summer College are from under-represented groups: 56% of Summer College participants were African American or Hispanic. 24% were Asian and 16% were white.

Please identify the category(ies) that best describes your program:

- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation

Approximate number of students currently being served by this initiative:

600+

Mission or major purpose of this initiative:

The major purpose is to increase incoming students' chances of success by easing their transition from high school to college. Offer students with preparatory placements in English, Math, and Chemistry a no-cost opportunity to improve their academic skills and potentially earn a revised placement into credit-bearing courses, thereby accelerating their college career and reducing their financial burden by removing one or two non-credit-bearing courses from their tuition bill.

Brief narrative summary/description of this initiative:

Summer College is a tuition-free collection of college programs that increase incoming students' chances of success by easing their transition from high school to college by offering students a no-cost opportunity to improve their writing, math, and chemistry skills to earn a revised placement into credit-bearing courses. Revised placement will accelerate their college career and reduce their financial burden by removing one or two non-credit bearing courses from their tuition bill; and will introduce them to college-level work prior to beginning at UIC, help building a community of peers, socio-emotional connection to university staff and instructors. In 2012, Summer College was composed of 13 individual programs offered by colleges, departments, and student support units across the campus. Students who participated in the Summer Enrichment Programs exhibited increased first-to-second-year retention rates. It is critical to note our most vulnerable students, students who are underprepared academically and often underrepresented ethnic minorities are those who benefit from the positive effects of Summer College. A majority of Summer College participants are either African American or Hispanic.

How are students identified for/recruited into the program?

Varies by program; Summer Enrichment Workshop students are identified based results of UIC placement tests.

What are the eligibility criteria for the program?

Varies per individual program; however, most of the students are eligible due to placement in non-credit, preparatory courses.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies by program and time of year; during the five week Summer College "term", students participating in the Summer Enrichment Workshop have 45 hours of classroom time, which is identical to a regular term in the academic year.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies per student per individual program

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$358,671

Please provide a total estimated cost per student for this program:

If one includes the budget for staffing instructors for courses, etc. then it is \$510 per student.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

The students are surveyed during the program; success rates are analyzed each year.

How many staff at your institution dedicates the majority of their time to this program?

4.02

Where is the program housed, and what department/area within your institution does the program fall under?

Vice Provost for Undergraduate Affairs

Primary contact (individual in charge of program) for additional information for this initiative:

Tom Moss, Director of Undergraduate Programs

tommos@uic.edu

312-413-2264

If available, please list any website links pertaining to this initiative:

www.summercollege.uic.edu

Program 10

Name of your support initiative for underserved students:

Undergraduate Success Center

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

500+

Mission or major purpose of this initiative:

The mission of the center, in line with UIC's Student Success Initiative, is to help UIC students progress and graduate with high achievement, attaining their educational goals in a timely manner. The USC pursues its goals in three general areas: direct intrusive advising with students, student programs, and professional development of advisors and partnerships with other student support units.

Brief narrative summary/description of this initiative:

Since opening full-time in January the USC has intervened with 529 students via email, phone, text, and in-person advising. We have helped to administer Early Alert programming, mentoring by both peers and faculty, and connecting students to resources throughout the UIC campus. The USC also fills a role with advisors and assists in profession development, advisor training, etc. In the future, the USC will expand its role as a referral and resource center, essentially providing a "one stop" experience for students to access advising, resources, and assistance on campus.

How are students identified for/recruited into the program?

Through various means - Early Alert from professors, referrals from faculty and staff, and mid-term grades.

What are the eligibility criteria for the program?

Being a UIC undergraduate

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Varies by the time of year. It can be as little as once per week to everyday.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies per student and the student's challenges

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Telephone calls

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

N/A - FY 13

Program 11

Name of your support initiative for underserved students:

Disability Resource Center

Major student population(s) targeted by this initiative:

To be eligible for accommodations through the Disability Resource Center, students must register with the Disability Resource Center and must have a documented disability condition as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she:

- Has a physical or mental impairment that substantially limits one or more major life activities (such as walking, standing, seeing, speaking, hearing, sitting, breathing, reading, learning, thinking, performing manual tasks, taking care of oneself);
- Has a record of such impairment; or
- Is regarded as having such an impairment.

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Assistive technology and services

Mission or major purpose of this initiative:

As reflected in the University of Illinois' Nondiscrimination Statement and the UIC Chancellor's Statement of Commitment to Persons with Disabilities, UIC strives to maintain a barrier-free environment so that students with disabilities can fully access classes, programs, services and other campus activities. The Disability Resource Center facilitates access for students through consultation with faculty and campus departments, and the provision of reasonable accommodations.

Brief narrative summary/description of this initiative:

LARES is designed to recruit, retain and graduate Latino Students. The program also serves to promote higher education in the areas of graduate and professional school.

How are students identified for/recruited into the program?

See target population description above

What are the eligibility criteria for the program?

See target population description above

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$790,206

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Yes, the program is currently under review, but the unit's work has been evaluated in the past using measures such as retention, engagement, and graduation.

How many staff at your institution dedicates the majority of their time to this program?

Five or more

Where is the program housed, and what department/area within your institution does the program fall under?

Office of Diversity

Primary contact (individual in charge of program) for additional information for this initiative:

Roxana Stupp, Director

rstupp@uic.edu

312-413-2183

If available, please list any website links pertaining to this initiative:

http://www.uic.edu/depts/oa/disability_resources/index.html

Program 12

Name of your support initiative for underserved students:

Summer Research Opportunity Program

Major student population(s) targeted by this initiative:

Sophomores and juniors are the targeted groups for this program.

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Student-Faculty Interaction
- Scholarships

Approximate number of students currently being served by this initiative:

1,100 participants since its inception

Mission or major purpose of this initiative:

SROP is designed to increase the number of historically underrepresented students in graduate education who pursue academic careers by enhancing their preparation for graduate study through intensive research experiences with faculty mentors.

Brief narrative summary/description of this initiative:

Participants receive instruction on numerous areas of conducting research including (but not limited to) research methods, formulating a research question, analyzing data, structuring research models as well as research presentation skills. In addition, each student is paired with a UIC faculty member who serves as a research mentor who works closely with the student on a research project. SROP students must present and report on this research at the SROP Research Symposium at the conclusion of the program.

How are students identified for/recruited into the program?

Students with the minimum qualifications as described below are invited to apply.

What are the eligibility criteria for the program?

Traditionally sophomores and juniors from historically underrepresented ethnic minority groups who have a 3.75 (A=5.0) / 2.75 (A=4.0) or higher grade point average are invited to apply.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30 to 40 hour per week obligation to research activities

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

N/A

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Degree completions and subsequent enrollment in graduate or professional school

How many staff at your institution dedicates the majority of their time to this program?

N/A

Where is the program housed, and what department/area within your institution does the program fall under?

Graduate College

Primary contact (individual in charge of program) for additional information for this initiative:

Allen Bryson, Director

ajbryson@uic.edu

312-413-2558

If available, please list any website links pertaining to this initiative:

<http://grad.uic.edu/cms/?pid=1000063>

Program 13

Name of your support initiative for underserved students:

Urban Health Program

Major student population(s) targeted by this initiative:

Underrepresented students, specifically African Americans, Latinos, and Native Americans, in the health professions

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

1,000 per year

Mission or major purpose of this initiative:

The mission of the University of Illinois at Chicago's Urban Health Program is to recruit, retain, and graduate underrepresented racial/ethnic minority students, specifically African Americans, Latinos, and Native Americans, in the health professions, and to expand educational opportunities for these populations at the pre-college (K-12), undergraduate, graduate, and professional levels.

Brief narrative summary/description of this initiative:

Students are encouraged to participate in the UHP Undergraduate Pre-Health Student Organization, a University-recognized student group that provides its members opportunities to network with current healthcare professionals across all disciplines. In 2012, UHP faculty began developing curriculum for a pre-matriculation program that is part of UIC's Summer College initiative for incoming freshmen. This program gives incoming students a head start in transitioning into the academic rigor of pre-health college work and exposes them to the UHP mission and to career and academic planning information across all the health sciences.

How are students identified for/recruited into the program?

Students in the target population groups (see above) are identified and invited to apply

What are the eligibility criteria for the program?

Any student in the target population groups

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$495,291

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Enrollment, persistence and graduation rates

How many staff at your institution dedicates the majority of their time to this program?

Five or more

Where is the program housed, and what department/area within your institution does the program fall under?

Vice Provost for Planning and Programs

Primary contact (individual in charge of program) for additional information for this initiative:

Detmer Wells, Director
djwells@uic.edu
312-996-7727

If available, please list any website links pertaining to this initiative:

<http://www.uic.edu/depts/uhealth/>

Program 14

Name of your support initiative for underserved students:

The CHANCE program

Major student population(s) targeted by this initiative:

Underrepresented and academically at risk students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Collaborative and Virtual Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships
- Peer-to-Peer Mentoring (face-to-face and virtual)

Approximate number of students currently being served by this initiative:

157

Mission or major purpose of this initiative:

The mission of the CHANCE program is to recruit, retain, and graduate academically qualified underrepresented students from Chicago, surrounding suburban communities, and the State of Illinois. Tailored to meet the needs of its students through a non-traditional approach, CHANCE facilitates access to the necessary academic activities and professional services that will enable students to persist and graduate, as well as prepare professionals for the 21st century.

Brief narrative summary/description of this initiative:

CHANCE academic and professional development programming strives to stimulate critical thinking skills; problem solving reflective practices, and technological advancements aimed to encourage, engage and empower students that are diverse in nature and concentrate on accountability, organizational leadership, multimedia presentations, written and oral communications, and much more.

How are students identified for/recruited into the program?

Through our Youth Empowerment Days (hosted around the City of Chicago, surrounding suburbs, and across the state of Illinois), College Recruitment Fairs, Summer S.T.E.M Camps, Saturday College, Chicago Public Schools, community/corporate partnerships and special invitations, this comprehensive recruitment process focuses on the "differentiated" needs of qualified underrepresented students who can adapt and succeed in the UIC arena.

What are the eligibility criteria for the program?

The CHANCE program was designed to meet the needs of students who require academic assistance to be successful in college. Research of the UIC campus revealed that there was a demand for consistent help and services for underrepresented students (*with ACT composites ranging from 21-25*) who were failing in the areas of Math, Science and English. The goal to expose students to personalized services, success series workshops, technology training and development, The Writing Coach, face-to-face and

web-based tutorial services, and 24/7 academic counseling proved there was a great need for this at-risk population.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday. All CHANCE Students are enrolled within our Blackboard Learning Management System. Therefore, they have 24/7 access and some academic counseling sessions are held via SKYPE. With efforts to create a "living and learning" environment The CHANCE Program respects the time constraints of our student population.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Time spent with each student can vary depending on their academic, personal, or professional need. The average CHANCE Student seeks support from three to six times a month.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Cultural Enrichment, Civic Engagement, Social Outings

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$1,000,000/State Dollars

Please provide a total estimated cost per student for this program:

This amount can vary as well, however, at least \$6,500-9,000 is spent on student support needs.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Through constant communications, surveys, focus groups, and Town Hall Meetings. This comprehensive programming is considered generally effective because feedback and participation helps the CHANCE Staff prepare and implement future activities and projects as deemed by our students guidance and support.

How many staff at your institution dedicates the majority of their time to this program?

Five or more

Where is the program housed, and what department/area within your institution does the program fall under?

The CHANCE program - Student Services Building 1200 W. Harrison MC 113 Suite #2080 Chicago, IL 60607. Under the College of Education

Primary contact (individual in charge of program) for additional information for this initiative:

Kendal Parker, Director
parkerk@uic.edu
312-413-400

If available, please list any website links pertaining to this initiative:

<http://www.chance.uic.edu>

Please provide any other information you think important for us to know about this initiative:

In 2004, the UIC CHANCE Program started as a "specially" appropriated program aimed to meet the needs of underrepresented populations who were not succeeding or being admitted to UIC. In 2010, UIC decided to permanently fund this project due to the successes of its efforts. Known as a sometimes 7-Day Project, the CHANCE Staff strives to make a difference in the lives of its students and their families. Today, the CHANCE Program is more diverse in population, inter-connected with the UIC Campus, the community and its stakeholders.

University of Illinois at Springfield

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Face to face

Program 1

Name of your support initiative for underserved students:

Necessary Steps

Major student population(s) targeted by this initiative:

First Generation Students

Please identify the category(ies) that best describes your program:

- Learning Communities

Approximate number of students currently being served by this initiative:

40

Mission or major purpose of this initiative:

To provide necessary skills and education to retain and graduate students

Brief narrative summary/description of this initiative:

Program designed to help transition first-generation students to university life at UIS. We provide experienced and knowledgeable role models for undergraduate students seeking a college degree.

How are students identified for/recruited into the program?

Identified by admissions application and recruited by a formal letter and phone call, social media, and etc.

What are the eligibility criteria for the program?

Students whose parents have not graduated from a four year college or university

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Class - Freshman Seminar

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

No funding for this program is provided. Cost less than 3500.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

85% of students in the cohort graduated in May 2013.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

Diversity Center

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Clarice Ford, Associate Vice Chancellor of Student Services

cford21@uis.edu

217-206-6332

If available, please list any website links pertaining to this initiative:

www.uisdiversitycenter.edu

Program 2

Name of your support initiative for underserved students:

Black Male Retention - Black Male Collegiate Society

Major student population(s) targeted by this initiative:

Black Males

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

32

Mission or major purpose of this initiative:

Recruit, retain and graduate Black Males

Brief narrative summary/description of this initiative:

Strive to create an environment where Black Males have a smooth transition into college and educational resources to graduate them from UIS.

How are students identified for/recruited into the program?

They are invited to attend informational meetings.

What are the eligibility criteria for the program?

They must maintain a 2.5 GPA and required to commit to study tables and volunteer service.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

8 hours +

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Conferences - \$5000

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Pre- and Post-test, Graduation rates. The program is quite effective. Has been showcased nationally at Black Male Conference at University of Akron and locally.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Diversity Center

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Clarice Ford
cford21@uis.edu
217-206-6332

If available, please list any website links pertaining to this initiative:

Facebook, UIS Website,

Does your institution have additional support service programs for underserved students you would like to provide information on?

Yes.

Program 3

Name of your support initiative for underserved students:

STARS - Students Transitioning for Academic Retention and Success

Major student population(s) targeted by this initiative:

Freshman ACT 19 and below

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

30

Mission or major purpose of this initiative:

Offers a variety of enhanced academic support services to help ensure success at UIS.

Brief narrative summary/description of this initiative:

They receive individualized attention through regular appointments with academic advisors, peer mentors, and First Year Experience Instructors.

How are students identified for/recruited into the program?

Based on their ACT scores they receive email/letter about the program.

What are the eligibility criteria for the program?

ACT 19 and below.

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

8

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$15,000

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Institutional Research tracks all programs.

How many staff at your institution dedicates the majority of their time to this program?

Two

Where is the program housed, and what department/area within your institution does the program fall under?

First Year Experience/Academic Advising

Primary contact (individual in charge of program) for additional information for this initiative:

Tarah Sweeting-Trotter
tswee03s@uis.edu
217-206-7471

Name and title of individual completing this form:

Dr. Clarice Ford

University of St. Francis

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Each semester

Program 1

Name of your support initiative for underserved students:

Summer Academy

Major student population(s) targeted by this initiative:

Open to all new freshmen, but especially targets first-generation students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Money for books

Approximate number of students currently being served by this initiative:

Approx. 30-40 each year

Mission or major purpose of this initiative:

The goal of Summer Academy is to provide students with a more accurate understanding of the academic expectations of college and offer them tools to achieve those expectations.

Brief narrative summary/description of this initiative:

Students participate in a five day residential experience. They take a one credit hour course, team taught by 6-7 faculty to get a taste of a variety of teaching styles. They also have some reading, writing, and research. They do a presentation and see what a college quiz is like. They learn from mentors, faculty and by experience about what they are expected to do in college to be successful. Students are followed during their first semester to make sure they are adjusting, answer their questions and keep them on track.

How are students identified for/recruited into the program?

Students are invited by brochure at registration. Parents are also informed of the program at that time. The students are also sent emails. As the students apply and are accepted, the admission counselors also inform students and families about the program.

What are the eligibility criteria for the program?

Any new freshmen may ask to participate.

Is there an application process for the program?

Yes

How often during an academic year do you meet or correspond with students participating in the program?

Every day during the academy, then follow up through semesters

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

During the first week: 40+ hours, during the semester: 7-10 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media
- Cultural field trips

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Annual cost: \$8000-10,000 University funds. Began with grant but the university has absorbed the costs.

Please provide a total estimated cost per student for this program:

Approximately \$250 per student.

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Students who participate earned higher GPA, fewer warnings, and persist longer.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Christine Zielinski, Director, Academic Resource Center
czielinski@stfrancis.edu
815-740-5060

If available, please list any website links pertaining to this initiative:

<https://myusf.stfrancis.edu/portal/secure/content/21522>

Please provide any other information you think important for us to know about this initiative:

This program is part of a study on best practices for first-generation college students.

Program 2

Name of your support initiative for underserved students:

University Success Scholars

Major student population(s) targeted by this initiative:

For First-generation college students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning
- Money for books

Approximate number of students currently being served by this initiative:

50-60 students per year

Mission or major purpose of this initiative:

Provide information and guidance to first-generation students. Offer opportunities for engagement with faculty, cultural field trips, and leadership preparation.

Brief narrative summary/description of this initiative:

First-generation students have monthly meetings to learn about college culture and what it takes to be successful. Terminology is explained, and guidance offered to maneuver through college and prepare for graduate school or careers. They also bond as a community with older students mentoring new students. Students meet faculty and administrators who were first-generation students. Programming is offered to encourage faculty-student engagement. Each semester students may go on a cultural field trip. Past trips included plays in Chicago, museums and the opera. Leadership training workshops are offered and a group of students are selected each year to attend a national leadership conference. Students select projects for each year. Last year they held a conference for first-generation students in the Chicago-land area. This year they wish to work on a service project. They end the year with a ceremony to which they invite their families to celebrate their successes. Students who actively participate in programming each semester are eligible for a gift certificate to be used for books.

How are students identified for/recruited into the program?

Students self-identify at application or registration. They and their parents are informed of the program at registration and again during the summer with emails. When students arrive on campus, fliers and information tables also are used to recruit students.

What are the eligibility criteria for the program?

First-generation students; those whose parents do not have a four year college degree

Is there an application process for the program?

Yes

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

At least 15-20 hours of correspondence with student

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Approximately \$15,500 – 17,000 from the university. First years begun by a grant.

Please provide a total estimated cost per student for this program:

Approximately \$300/student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

First-generation students who participate are retained at a higher rate than first-generation students who do not participate. This past year we had 100% retention. Students also receive fewer warnings.

How many staff at your institution dedicates the majority of their time to this program?

One full-time and assisted by a VISTA volunteer

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Christine Zielinski, Director Academic Resource Center
czielinski@stfrancis.edu
815-740-5060

If available, please list any website links pertaining to this initiative:

<https://myusf.stfrancis.edu/portal/secure/content/21523>

Please provide any other information you think important for us to know about this initiative:

This program is part of a study on best practices for first-generation college students.

Program 3

Name of your support initiative for underserved students:

Tutoring

Major student population(s) targeted by this initiative:

All USF students, primarily undergraduates

Please identify the category(ies) that best describes your program:

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

700+ students tutored, 30+ student tutors

Mission or major purpose of this initiative:

Tutoring provides instruction and guidance in subjects so a student may meet the expectations of a course.

Brief narrative summary/description of this initiative:

SF has a writing center, math center, science center which all provide tutoring. It also offers tutoring in a number of other subjects including nursing, business, psychology, theology, history, music theory, computers and others by request. Tutors are student peers who are all trained through a nationally certified program from CRLA. Tutoring is free and unlimited. For students at a distance or for whom face to face tutoring is a hardship, we use the service: Smarthinking.com.

How are students identified for/recruited into the program?

Information is presented to students at registration, orientation, in classes and by posters and online announcements. Schedules are posted around campus, online and shared with faculty and offices.

What are the eligibility criteria for the program?

Any USF student may use the services.

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Everyday

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Tutoring sessions are 30 - 60 minutes long. Students may come repeatedly.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

USF provides funding for hiring and training tutors. Salary, training, supplies, are about \$30,500 for a year. This includes the contract with Smarthinking.com

Please provide a total estimated cost per student for this program:

\$41/student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Students who use tutoring earn fewer D,F,W's and on average, a half grade higher than students who do not use tutoring.

How many staff at your institution dedicates the majority of their time to this program?

One staff person who oversees 35 student tutors

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Joanna Kourtidis, Learning Specialist
kourtidis@stfrancis.edu
815-740-6444

If available, please list any website links pertaining to this initiative:

<https://myusf.stfrancis.edu/portal/secure/content/15306>

Program 4

Name of your support initiative for underserved students:

Supplemental Instruction (SI)

Major student population(s) targeted by this initiative:

Students in historically difficult courses

Please identify the category(ies) that best describes your program:

- Learning Communities
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

230

Mission or major purpose of this initiative:

Supplemental instruction provides guidance to students in historically difficult courses on what to learn and how to learn it.

Brief narrative summary/description of this initiative:

SI is modeled on the SI program from the University of Missouri. It identifies courses with high rates of D, F, W grades due to the difficulty of the course. A student who has done well in that course is trained on the SI philosophy and techniques. They hold weekly study sessions for students. During these sessions, the SI leader helps students develop the study techniques and strategies to be successful in that course. This past year there were 11 courses with SI in seven different subjects, usually sciences, nursing and math.

How are students identified for/recruited into the program?

During the first week of classes, the SI leader visits the designated class and explains the program, inviting student participation. Faculty in the courses also include the information in their syllabus and encourage student participation. Details of SI sessions are posted around campus, online and distributed to students in the designated classes.

What are the eligibility criteria for the program?

Any student may participate.

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1-2 hours/week

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Cooperative learning groups

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Approx. \$7500 for student salaries and training. Some leaders do this without pay as part of their service to the university or to others.

Please provide a total estimated cost per student for this program:

\$32/student

Is this program:

Required only in math

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Most SI sessions result in participants earning fewer D,F,W's than non-participants, and a half grade to full grade higher on average than non-participants.

How many staff at your institution dedicates the majority of their time to this program?

One staff person who oversees at least 6 student SI leaders each semester.

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Joanna Kourtidis, Learning Specialist
jkourtidis@stfrancis.edu
815-740-6444

If available, please list any website links pertaining to this initiative:

<https://myusf.stfrancis.edu/portal/secure/content/15305>

Program 5

Name of your support initiative for underserved students:

Academic Achievement Seminar

Major student population(s) targeted by this initiative:

Students who have not met all of the university entrance requirements and whose records demonstrate poor study skills.

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Study skills course

Approximate number of students currently being served by this initiative:

Average of 15-20 students per year

Mission or major purpose of this initiative:

The goal of the seminar is to help students develop habits and skills that will help them be academically successful in college.

Brief narrative summary/description of this initiative:

The course meets twice a week for the first half of the semester, presenting study and time management strategies. Students are expected to use these in their courses and assignments are assigned that would direct them to do so. During the second half of the semester, students meet one on one with the instructor to ensure that they are successful and guide them through unexpected difficulties.

How are students identified for/recruited into the program?

Applications of students who do not meet all the entrance requirements are referred to a committee for consideration. Based on their credentials, the committee decides on whether to accept the student and what types of support the student may benefit from. The weakest students are placed in the seminar course.

What are the eligibility criteria for the program?

Placement by the admissions committee

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

A couple to a few times a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30 hours.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Salary of the instructor

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

One year retention mirrors that of other freshmen

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Joanna Kourtidis, Learning Specialist

jkourtid@stfrancis.edu

815-740-6444

Program 5

Name of your support initiative for underserved students:

Academic Coaching

Major student population(s) targeted by this initiative:

New students accepted on probation and continuing students on academic probation

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

\$100/year

Mission or major purpose of this initiative:

Academic coaching provides one-one one or small group guidance and support for students so they may develop strategies that will allow academic success.

Brief narrative summary/description of this initiative:

Students meet with a learning specialist on a regular or weekly basis. Together they analyze the student's strengths and weaknesses. The learning specialist develops an individualized schedule to address the student's needs; from time management to test preparation strategies, to reading strategies to personal development or other resources such as counseling. Students work with the learning specialist to improve skills and strategies. Students may also be referred to other resources based on their individual challenges.

How are students identified for/recruited into the program?

Students who are on academic probation are placed in academic coaching. Additionally, some entering new students who do not meet all of the university requirements may be placed in academic coaching as a condition of acceptance.

What are the eligibility criteria for the program?

Students on academic probation or designated as a condition of university acceptance.

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Once a week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

8 - 15 hours.

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

Salaries of learning specialists, paid by the university

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Most students in academic coaching become students in good standing. New freshmen average a 2.9 first year GPA, nursing students on academic probation average a 2.7 GPA and other students on probation average a 2.04 GPA.

How many staff at your institution dedicates the majority of their time to this program?

Four

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Christine Zielinski, Director, Academic Resource Center
czielinski@stfrancis.edu
815-740-5060

Program 6

Name of your support initiative for underserved students:

First Hand Mentors

Major student population(s) targeted by this initiative:

Students new to USF

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

25-30

Mission or major purpose of this initiative:

First Hand Mentors provides support and guidance to new students to navigate the university, college life and understand the culture of USF as they enter the university.

Brief narrative summary/description of this initiative:

Specially selected upperclassmen are invited to serve as mentors. They all go through a full day's training. Each mentors 1 - 2 new students. Mentors are required to make a weekly contact with their mentees. At the beginning of the semester they create a set of goals with their mentee and a mentoring plan based on what the mentee wants from this relationship and what the mentee needs. Mentors will develop this relationship through lunches or activities with the mentee, various forms of communication, and responses to the needs of the mentees. Mentors are required to make periodic reports to the director.

How are students identified for/recruited into the program?

All new students are contacted about the mentor program by email, brochures during registration and orientation, and through advisors. Students who desire a mentor only need ask

What are the eligibility criteria for the program?

Any new student

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

A couple of times a month, and mentors meet weekly with mentees.

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10-15 hours by mentors; 5 hours by staff

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$800 from the university

Please provide a total estimated cost per student for this program:

\$30/student

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Average first year GPA of mentees: 2.9; of mentors: 3.35 Retention is usually 90%+

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Christine Zielinski, Director, Academic Resource Center

czielinski@stfrancis.edu

815-740-5060

If available, please list any website links pertaining to this initiative:

<https://myusf.stfrancis.edu/portal/secure/content/21524>

Program 7

Name of your support initiative for underserved students:

Disability Services

Major student population(s) targeted by this initiative:

Students with disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Academic Support (Including Advising)
- Tracking/Early Warning
- Ensure appropriate accommodations are provided.

Approximate number of students currently being served by this initiative:

40

Mission or major purpose of this initiative:

Assess needs and ensure appropriate accommodations are provided for students according to the ADA.

Brief narrative summary/description of this initiative:

This program assesses documentation, determines needs and accommodations and communicates the needed accommodations to the appropriate people. This service is an advocate for students with disabilities and offers counseling on academic strategies that address their particular needs.

How are students identified for/recruited into the program?

Students self-identify.

What are the eligibility criteria for the program?

Students with a disability

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Varies with student

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies with student. At least 6 hours per student per year.

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

Is this program:

Voluntary

Does your school track the effectiveness of this program?

No.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

Program is housed in the Academic Resource Center, whose director reports to the provost.

Primary contact (individual in charge of program) for additional information for this initiative:

Sarah Alag
salag@stfrancis.edu
815-740-3204

Name and title of individual completing this form:

Christine Zielinski, Director, Academic Resource Center

Waubensee Community College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Varies

Program 1

Name of your support initiative for underserved students:

Access Center for Students with Disabilities

Major student population(s) targeted by this initiative:

Students with disabilities

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Faculty training - universal design

Approximate number of students currently being served by this initiative:

800 direct service, 2,000 indirect

Mission or major purpose of this initiative:

Equity

Brief narrative summary/description of this initiative:

Create a welcoming and equitable campus environment for all students.

How are students identified for/recruited into the program?

We work with local high schools and our own faculty and staff to create awareness of our program. Students self-identify based on their own awareness or the recommendations of others.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

At least each semester or as needed

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Varies

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$300,000 - Education Fund

Please provide a total estimated cost per student for this program:

\$150

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention rates for students who receive direct service from the Access Center have typically been higher than the student population at large.

How many staff at your institution dedicates the majority of their time to this program?

Three

Where is the program housed, and what department/area within your institution does the program fall under?

The Access Center manager reports to the Dean for Counseling & Student Support in the Student Development Division.

Primary contact (individual in charge of program) for additional information for this initiative:

Kelli Sinclair, Dean for Counseling & Student Support
ksinclair@waubonsee.edu
630-466-2389

If available, please list any website links pertaining to this initiative:

<http://www.waubonsee.edu/learning/academicSupport/access/>

Please provide any other information you think important for us to know about this initiative:

The Access Center staff are also involved in teaching Disability Studies classes at Waubonsee.

Program 2

Name of your support initiative for underserved students:

Academic Early Alert and Grade Checks

Major student population(s) targeted by this initiative:

Students at risk of failing a course or courses.

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

2,000

Mission or major purpose of this initiative:

To identify at-risk students early in the semester and intervene to assist these students.

Brief narrative summary/description of this initiative:

Academic Early Alert occurs during the 5th week of each semester for all students enrolled in a 16-week semester. Additionally, grade checks occur during weeks 8 and 12 for TRIO/SSS students and student athletes. Faculty identify the at-risk students, and counselors and advisors follow up by email and phone.

How are students identified for/recruited into the program?

At week 5, the Dean for Counseling & Student Support sends an email to all faculty with a link that enables them to select at-risk students from their class rosters. The selected students are then automatically flagged in the Counseling Center's SARS advising software. At weeks 8 and 12, partial class rosters are sent to faculty who teach student athletes; detailed status reports are requested for these two student populations.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once a quarter or semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30 minutes for in-person advising, 10 minutes for phone advising

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email
- Phone outreach

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$5,000 - Education Fund (\$3,350 for software and approximately \$2,000 for staff time)

Please provide a total estimated cost per student for this program:

\$2.50

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

We track volume/numbers to determine contact. In future years, when our data warehouse helps us integrate our software program, we will better track effectiveness to measure retention and student success.

How many staff at your institution dedicates the majority of their time to this program?

This is shared by several staff. While the efforts are led by a dean and a manager, no one dedicates the majority of their time to this program.

Where is the program housed, and what department/area within your institution does the program fall under?

Counseling & Student Support in the Student Development Division

Primary contact (individual in charge of program) for additional information for this initiative:

Kelli Sinclair, Dean for Counseling & Student Support
ksinclair@waubonsee.edu
630-466-2389

Does your institution have additional support service programs for underserved students you would like to provide information on?

Yes.

Name and title of individual completing this form:

Kelli Sinclair, Dean for Counseling & Student Support

Western Illinois University

Are students at your institution required to go through academic advising?

Yes, academic advising is required for some students.

On average, how often does a student meet with their advisor?

Once per term prior to registration

Program 1

Name of your support initiative for underserved students:

OAS - Office of Academic Services

Major student population(s) targeted by this initiative:

Students entering through our alternative admission program

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

340

Mission or major purpose of this initiative:

Developmental advising geared to support students in their transition into higher education

Brief narrative summary/description of this initiative:

The Office of Academic Services (OAS) is committed to offering deserving students who show academic potential, but who do not meet regular admission requirements, the opportunity to participate in higher education. Advisors within the program not only serve as mentors and advocates but also offer students encouragement and join with them in celebrating their many successes.

How are students identified for/recruited into the program?

Admissions process

What are the eligibility criteria for the program?

Pending graduation from a state recognized high school, a student must have a minimum ACT composite score of 16 (with a GPA equal to or greater than 2.0/4 point scale) to be eligible. Admission requirements for the Office of Academic Services are on a sliding scale: lower ACT scores require a greater GPA, higher ACT scores allow a somewhat lower GPA, with a 2.0 minimum. There are limited spaces in the program.

Is there an application process for the program?

Yes (standard admission process)

How often during an academic year do you meet or correspond with students participating in the program?

8 times per semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

8 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

- Through Email
- Through Social Media
-

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$300,000

Please provide a total estimated cost per student for this program:

\$900; University Advising

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention data & matriculation into major area advising

How many staff at your institution dedicates the majority of their time to this program?

6

Where is the program housed, and what department/area within your institution does the program fall under?

University Advising and Academic Services Center

Primary contact (individual in charge of program) for additional information for this initiative:

Michelle Yager
M-Yager@wiu.edu
309-298-1846

If available, please list any website links pertaining to this initiative:

<http://www.wiu.edu/advising/>

Program 2

Name of your support initiative for underserved students:

Discover Western

Major student population(s) targeted by this initiative:

All prospective new students

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Transition & Orientation

Approximate number of students currently being served by this initiative:

1,500

Mission or major purpose of this initiative:

Transition and discovery

Brief narrative summary/description of this initiative:

Students and families come to campus for a day for a campus tour, participate in a fair to visit with faculty, student service departments, advising, financial aid, and participate in group sessions to learn about the next steps to a successful college experience.

How are students identified for/recruited into the program?

All new students invited

What are the eligibility criteria for the program?

None

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Couple times per month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

6 hours

Please identify the primary way(s) staff interacts with students for this program:

- Counseling & Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$30,000; Admissions

Please provide a total estimated cost per student for this program:

\$20

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Reserved vs attended, effective

How many staff at your institution dedicates the majority of their time to this program?

2

Where is the program housed, and what department/area within your institution does the program fall under?

Admissions

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Andrew Borst
aj-borst@wiu.edu
309-298-3157

If available, please list any website links pertaining to this initiative:

http://www.wiu.edu/student_services/undergraduate_admissions/visit/index.php

Please provide any other information you think important for us to know about this initiative:

There are 4 official Discover Western Open Houses with several hundred students attending each program.

Program 3

Name of your support initiative for underserved students:

Summer Orientation and Registration (SOAR)

Major student population(s) targeted by this initiative:

All admitted new students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning
- Scholarships

Approximate number of students currently being served by this initiative:

1,700

Mission or major purpose of this initiative:

Transition, orientation & registration

Brief narrative summary/description of this initiative:

Admitted new students come to a 2 day event and attend academic sessions with faculty, participate in math and English placement exercises; meet with academic advisors; Pre-advising Program; register for fall classes; learn about campus resources and services; receive WIU student ID card; experience life in a residence hall environment; and interact with other students.

How are students identified for/recruited into the program?

All new admitted students

What are the eligibility criteria for the program?

Admitted

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Couple times per month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

10 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$193,000; Admissions

Please provide a total estimated cost per student for this program:

\$113

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Reserved vs attended, effective

How many staff at your institution dedicates the majority of their time to this program?

4

Where is the program housed, and what department/area within your institution does the program fall under?

Admissions

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Andrew Borst

aj-borst@wiu.edu

309-298-3157

If available, please list any website links pertaining to this initiative:

http://www.wiu.edu/student_services/student_development_office/nsr/

Please provide any other information you think important for us to know about this initiative:

11-12 Summer Orientation and Registration sessions are offered and they are highly recommended for all new students. The students will have a better selection of classes due to registering early.

The cost of the program includes student wages for tours, guides, and logistics.

Program 4

Name of your support initiative for underserved students:

Build Connections

Major student population(s) targeted by this initiative:

All enrolled new students

Please identify the category(ies) that best describes your program:

- Transition & Orientation

Approximate number of students currently being served by this initiative:

1,600

Mission or major purpose of this initiative:

Volunteer faculty, administrators and staff mentor and advise new students assisting students transitioning to campus life and academics.

Brief narrative summary/description of this initiative:

The mentoring program is in its second year and has improved the retention rate for those who participate.

How are students identified for/recruited into the program?

All enrolled new students

What are the eligibility criteria for the program?

Enrolled new students

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once per month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

4 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$0

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Contacts and retention after first semester

How many staff at your institution dedicates the majority of their time to this program?

125

Where is the program housed, and what department/area within your institution does the program fall under?

Vice President for Student Services

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Gary Biller
gm-biller@wiu.edu
309-298-1814

If available, please list any website links pertaining to this initiative:

http://www.wiu.edu/student_services/building_connections/strategy/backgroundInformation.php

Please provide any other information you think important for us to know about this initiative:

The mentoring program has been extremely effecting and we anticipate increased retention rates for those students who took advantage.

Program 5

Name of your support initiative for underserved students:

Commitment Scholarship

Major student population(s) targeted by this initiative:

New students

Please identify the category(ies) that best describes your program:

- Transition & Orientation
- Scholarships

Approximate number of students currently being served by this initiative:

750

Mission or major purpose of this initiative:

Scholarship program to recognize prior academic performance and to assist with the cost of education.

Brief narrative summary/description of this initiative:

The Western Commitment Scholarship program is awarded to all new freshman students who have achieved the appropriate ACT/SAT score and who also have an appropriate GPA. Transfer students are also awarded based on their final cumulative GPA. The scholarship is offered in recognition of prior academic performance and to assist with educational costs.

How are students identified for/recruited into the program?

Identified by ACT and GPA

What are the eligibility criteria for the program?

ACT and GPA

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once per semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

1 hour

Please identify the primary way(s) staff interacts with students for this program:

- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$1,900,000; Financial Aid

Please provide a total estimated cost per student for this program:

\$2,535

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention and graduation, effective

How many staff at your institution dedicates the majority of their time to this program?

0

Where is the program housed, and what department/area within your institution does the program fall under?

Admissions & Financial Aid

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Andrew Borst
aj-borst@wiu.edu
309-298-3157

If available, please list any website links pertaining to this initiative:

Please provide any other information you think important for us to know about this initiative:
The Western Commitment Scholarship program is in the second year of operation. Retention for this group exceeds the rate of the total population.

Program 6

Name of your support initiative for underserved students:

Grant and Work program for high need and underachieving students

Major student population(s) targeted by this initiative:

New alternative admission students

Please identify the category(ies) that best describes your program:

- Student-Faculty Interactions
- Transition & Orientation

Approximate number of students currently being served by this initiative:

200

Mission or major purpose of this initiative:

Grant and work assistance to high need special admit students

Brief narrative summary/description of this initiative:

A new grant and work pilot program was started to assist high need special admit students. These students are also advised by the Office of Academic Services several times per semester.

How are students identified for/recruited into the program?

Special admit

What are the eligibility criteria for the program?

ACT and GPA

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Once per month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

4 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$400,000; Financial Aid

Please provide a total estimated cost per student for this program:

\$2,000

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

Where is the program housed, and what department/area within your institution does the program fall under?

Financial Aid

Primary contact (individual in charge of program) for additional information for this initiative:

Robert Andersen
r-andersen@wiu.edu
309-298-2075

If available, please list any website links pertaining to this initiative:

http://www.wiu.edu/student_services/financial_aid/types_of_aid/

Please provide any other information you think important for us to know about this initiative:

The grant and work program for economically and academically challenged students is attempt to increase access to marginal students.

Program 7

Name of your support initiative for underserved students:

Financial Literacy

Major student population(s) targeted by this initiative:

All Students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation

Approximate number of students currently being served by this initiative:

500

Mission or major purpose of this initiative:

To educate students about managing finances.

Brief narrative summary/description of this initiative:

Educate students about budgeting, managing finances and managing educational loans. The goal is to help students become confident and financially independent as they complete their educational goals.

How are students identified for/recruited into the program?

All students

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Once per month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

6 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$0

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Reduced default rate

How many staff at your institution dedicates the majority of their time to this program?

1

Where is the program housed, and what department/area within your institution does the program fall under?

Financial Aid

Primary contact (individual in charge of program) for additional information for this initiative:

Robert Andersen
r-andersen@wiu.edu
309-298-2075

If available, please list any website links pertaining to this initiative:

http://www.wiu.edu/student_services/financial_aid/money_management/MoneyMatters.php

Please provide any other information you think important for us to know about this initiative:

There is no cost listed because the activity is part of an advisor's duties.

Program 8

Name of your support initiative for underserved students:

Satisfactory Academic Progress

Major student population(s) targeted by this initiative:

All students

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

1,500

Mission or major purpose of this initiative:

Identifies student with academic difficulties

Brief narrative summary/description of this initiative:

A policy that identifies students having severe academic difficulties and requires the use of academic support services and advising to increase academic metrics and to retain financial assistance.

How are students identified for/recruited into the program?

Identified by GPA and completion percentage

What are the eligibility criteria for the program?

GPA and completion percentage

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Couple times per month

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

2 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$0

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Graduation rate

How many staff at your institution dedicates the majority of their time to this program?

2

Where is the program housed, and what department/area within your institution does the program fall under?

Financial Aid

Primary contact (individual in charge of program) for additional information for this initiative:

Robert Andersen
r-andersen@wiu.edu
309-298-2075

If available, please list any website links pertaining to this initiative:

http://www.wiu.edu/student_services/financial_aid/policies/SatisfactoryProgress.php

Please provide any other information you think important for us to know about this initiative:

The Western SAP policy strived to assist the student in multiple ways to stay in school. Resources are identified and the student is required to use those resources with the hope that the student will improve academic performance. There is no cost listed because the activity is part of an advisor's duties.

Program 9

Name of your support initiative for underserved students:

University Advising (UA)

Major student population(s) targeted by this initiative:

Undeclared Students

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

400

Mission or major purpose of this initiative:

Developmental advising geared to facilitate major area of study selection

Brief narrative summary/description of this initiative:

UA advisors know about University policies and procedures, so they can assist students with navigating and interpreting General Education requirements and additional university publications. They work with students in researching and exploring majors, selecting courses, and registering for classes. Advisors also refer students to resources available both on and off campus. Students must have a declared major by the completion of 45 semester hours.

How are students identified for/recruited into the program?

Self identification

What are the eligibility criteria for the program?

None

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

3-4 times per semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

4 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$200,000; University Advising

Please provide a total estimated cost per student for this program:

\$500

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Matriculation into major

How many staff at your institution dedicates the majority of their time to this program?

5

Where is the program housed, and what department/area within your institution does the program fall under?

University Advising and Academic Services Center

Primary contact (individual in charge of program) for additional information for this initiative:

Michelle Yager
m-yager@wiu.edu
309-298-1846

If available, please list any website links pertaining to this initiative:

<http://www.wiu.edu/advising/>

Program 10

Name of your support initiative for underserved students:

Transitional Advising Program (TAP)

Major student population(s) targeted by this initiative:

Students not making satisfactory progress in their major

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

60

Mission or major purpose of this initiative:

Developmental advising geared to support students who do not meet entrance and/or maintenance requirements for their major or are unclear about their major.

Brief narrative summary/description of this initiative:

TAP serves students who are not making satisfactory progress in their major or who are still unclear about their major and have more than 45 hours. Advisors help students identify other major options through career exploration and transcript analysis. Students can only be in TAP for a year and cannot graduate while in TAP. *UA and TAP use the same advising personnel.

How are students identified for/recruited into the program?

Advisor Referral

What are the eligibility criteria for the program?

Students eligible for Tap include those who:

- have been unable to complete the prerequisites for a selective major
- have not achieved the GPA required for a selective major
- are retention risks in their present major
- Transfer students who have not been accepted into the major of their choice

- are unhappy in their current major but don't know what other major to pursue.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

3-4 times per semester

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

4 hours

Please identify the primary way(s) staff interacts with students for this program:

- Individual Face-to-Face
- Through Email

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$200,000; University Advising

Please provide a total estimated cost per student for this program:

\$500

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Matriculation into major

How many staff at your institution dedicates the majority of their time to this program?

5

Where is the program housed, and what department/area within your institution does the program fall under?

University Advising and Academic Services Center

Primary contact (individual in charge of program) for additional information for this initiative:

Michelle Yager

m-yager@wiu.edu

309-298-1846

If available, please list any website links pertaining to this initiative:

<http://www.wiu.edu/advising/tap/>

Program 11

Name of your support initiative for underserved students:

University 100 (FYE)

Major student population(s) targeted by this initiative:

All New Freshmen

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation

- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

1,650

Mission or major purpose of this initiative:

First year experience aids in transition to college and is tied directly to the 1st year mentoring program.

Brief narrative summary/description of this initiative:

Students have an opportunity to register for a one credit hour graded course taught by OAS advisors that addresses transition to college issues. Topics such as time management, note taking skills, textbook attack skills, how to talk to a teacher, and resources on campus are typical subject areas covered.

How are students identified for/recruited into the program?

Provost

What are the eligibility criteria for the program?

All first year freshmen

Is there an application process for the program?

No

How often during an academic year do you meet or correspond with students participating in the program?

Once per week

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

20 hours

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email
- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$800,000; Provost

Please provide a total estimated cost per student for this program:

\$500

Is this program:

Required

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention and GPA

How many staff at your institution dedicates the majority of their time to this program?

800

Where is the program housed, and what department/area within your institution does the program fall under?

Provost

Primary contact (individual in charge of program) for additional information for this initiative:

Dr. Nancy Parsons
np-parsons@wiu.edu
309-298-1066

If available, please list any website links pertaining to this initiative:

<http://www.wiu.edu/FYE/>

Program 12

Name of your support initiative for underserved students:

Learning Communities

Major student population(s) targeted by this initiative:

Students living in the residence halls may apply

Please identify the category(ies) that best describes your program:

- Counseling and Mentoring
- Learning Communities
- Student-Faculty Interactions
- Transition & Orientation
- Academic Support (Including Advising)

Approximate number of students currently being served by this initiative:

650

Mission or major purpose of this initiative:

University Housing & Dining provides several living and learning communities; First Year Experience, Transfer Year Experience, Arts, Broadcasting, Language and Intercultural Community, Nursing, Pathways.

Brief narrative summary/description of this initiative:

Each of the 7 LLCs provide positive environment within the halls that encourage academic success and collaborative learning experiences. WIU students have the opportunity to participate in communities where they can live and learn with other students who share the same interests.

How are students identified for/recruited into the program?

University Housing & Dining

What are the eligibility criteria for the program?

Live in a residence hall

Is there an application process for the program?

Yes.

How often during an academic year do you meet or correspond with students participating in the program?

Daily

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

Daily

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

- Through Social Media

What is the annual cost (or grant amount) for this program, and what is the primary source of funding?

\$0; University Housing & Dining

Please provide a total estimated cost per student for this program:

\$0

Is this program:

Voluntary

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Retention and GPA

How many staff at your institution dedicates the majority of their time to this program?

16

Where is the program housed, and what department/area within your institution does the program fall under?

University Housing & Dining

Primary contact (individual in charge of program) for additional information for this initiative:

AJ Lutz

AJ-Lutz@wiu.edu

309-298-3320

If available, please list any website links pertaining to this initiative:

http://www.wiu.edu/student_services/housing/explore/learningcommunities.php

Name and title of individual completing this form:

Robert Andersen, Director of Financial Aid

Wheaton College

Are students at your institution required to go through academic advising?

Yes, academic advising is required for all students.

On average, how often does a student meet with their advisor?

Once per semester

Name of your support initiative for underserved students:

No initiative-Academic and Disability Services provides support for students with disabilities and who are academically struggling.

Major student population(s) targeted by this initiative:

Students with learning, physical, emotional or medical conditions/students who struggle academically following acceptance (Wheaton is highly selective academically)

Please identify the category(ies) that best describes your program:

- Counseling & Mentoring
- Transition & Orientation
- Academic Support (Including Advising)
- Tracking/Early Warning

Approximate number of students currently being served by this initiative:

150

Mission or major purpose of this initiative:

The Academic and Disability Services Office exists to enrich and support student learning, promote equal access and cultivate an attitude of welcome and inclusiveness for students with disabilities.

Brief narrative summary/description of this initiative:

- Coordination of accommodations
- Academic counseling and coaching
- Academic seminars
- Connection with campus resources
- New Student Orientation – Participation in the orientation program is expected of all new students, with distinct programs for First-Year Students and Transfer Students . Specialized support is provided for International Students and Third Culture Students (those who have lived a significant part of their life outside the United States but hold a US Passport.)
- Academic Alert – Notification is provided regarding students who have below a C- in any course at the midpoint of the semester.
- Academic Advising – Students must meet with their academic advisor prior to registration for the following term.

How are students identified for/recruited into the program?

Students are not recruited for this program.

What are the eligibility criteria for the program?

Not a formal program-Having a diagnosed disability, being on academic probation or self-referred.

Is there an application process for the program?

No.

How often during an academic year do you meet or correspond with students participating in the program?

Dependent on need-anywhere from once a year to weekly

About how much time (in hours/minutes) is spent with a student (or corresponding with a student) participating in the program in an academic year?

30 min./appointment

Please identify the primary way(s) staff interacts with students for this program:

- Group Presentation
- Individual Face-to-Face
- Through Email

Is this program:

Both-mostly voluntary, mandatory for academic probation students to meet at least once

Does your school track the effectiveness of this program?

Yes.

How do you track this information and have you found the program to be generally effective?

Learning objectives are measured each year to determine effectiveness.

How many staff at your institution dedicates the majority of their time to this program?

One

Where is the program housed, and what department/area within your institution does the program fall under?

In the Student Development Office

Primary contact (individual in charge of program) for additional information for this initiative:

Jennifer Nicodem, Director of Academic and Disability Services

jennifer.nicodem@wheaton.edu

630-752-5674

If available, please list any website links pertaining to this initiative:

<http://www.wheaton.edu/Student-Life/Student-Care/Academic-and-Disability-Services>

Name and title of individual completing this form:

Jennifer Nicodem, Director of Academic and Disability Services