

MAP Advising Workgroup**2013 Illinois Student Support Services Survey – Illinois MAP Eligible Schools****Highlights:**

- ✓ To date, 78 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 59 percent response rate. These schools represent 75 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.
 - By sector, 92 percent (11 of the 12) of public 4-year institutions have responded, 59 percent (30 of the 51) of private institutions have responded, 56 percent (27 of the 48) of community colleges have responded, 33 percent (4 of the 12) of hospital schools have responded, and 60 percent (6 of the 10) of proprietary schools have responded.
 - Sixty-one percent of respondents reported on one program at their institution, and 39 percent reported on two or more programs at their institution.
- ✓ Fifty-four percent of overall respondents reported that academic advising is required for *all* students, 36 percent indicated academic advising is required for *some* students, and 10 percent of respondents reported academic advising is not required.
 - At public 4-year schools 40 percent require *all* students to complete academic advising and 50 percent require *some* to complete advising, at private institutions 82 percent require *all* students to complete academic advising and 7 percent require *some* to complete advising, at community colleges 26 percent require *all* students to complete academic advising and 70 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), 71 percent as Counseling & Mentoring, 63 percent as Transition & Orientation, 57 percent as Tracking/Early Warning, 50 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, Student-Faculty Interaction, 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=190	Public		Community		
		4-year N=57	Private N=65	College N=57	Hospital N=5	Proprietary N=6
Counseling & Mentoring	70%	70%	80%	60%	20%	100%
Learning Communities	28%	28%	29%	18%	20%	50%
Student-Faculty Interactions	46%	54%	57%	30%	40%	83%
Transition & Orientation	60%	60%	60%	63%	40%	100%
Academic Support (Including Advising)	75%	61%	78%	75%	60%	83%
Tracking/Early Warning	57%	46%	65%	53%	20%	100%
Scholarships	24%	30%	12%	25%	20%	33%
Other	30%	28%	26%	32%	0%	33%

- ✓ The average, annual (approximate) number of students served by these initiatives is 735, 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 34 percent of the programs students participating are met with at least once a week (10 percent everyday, 13 percent a couple of times a week, and 11 percent once a week), for 14 percent of the programs students are met with a couple a times a month, and 13 percent of the programs meet with students once a month or less often (6 percent once a month, 5 percent once a quarter or semester, and 2 percent once a year). For 38 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 54 hours, ranging from 1 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 95 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 \$212,081, ranging from no (additional) cost to \$1,900,000. The average, total, estimated cost per student for the programs is \$1,273, 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 (25 specified Department of Education or Department of Education TRIO funding, and 3 Perkins Grant), for 11 percent of programs private or corporate grants or donations was mentioned as the source of funding, and for 8 percent (10 programs) state funding was mentioned as the primary source of funding.
- ✓ Respondents reported that 62 percent of programs are *voluntary*, and 27 percent of programs are *required*. Respondents for many of the remaining 11 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.
- ✓ 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-three percent of respondents reported 1 staff person dedicates the majority of their time to the program at their institution, 14 percent reported 2 staff are dedicated to the program, 16 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, or 13 programs, or 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. 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.
	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 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.
African American Male Resource Center	Chicago State University, AAMRChas 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	

	<p>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. 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 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 wit 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>
Latino Resource Center	<p>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.</p>
Gateway Program	<p>This program was created to assist first-generation, low-income and ethnic minority students that did not score high on their ACT.</p>
TRiO - Student	<p>Support program for students that are the first in their families</p>

Illinois State University

Support Services	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 \$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.
English Scholars	Recipients of this award, referred to as English Scholars, will receive a new lap top 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.
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 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.
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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 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.
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, Teacher Assistant 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 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,

	<p>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.</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 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>
Necessary Steps	<p>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.</p>

**University of
Illinois - Urbana**

Black Male Retention - Black Male Collegiate Society	Strive to create an environment where Black Males have a smooth transition into college and educational resources to graduate them from UIS.
STARS - Students Transitioning for Academic Retention and Success	They receive individualized attention through regular appointments with academic advisors, peer mentors, and First Year Experience Instructors.
Enrichment Academy	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.
Liberal Arts and Sciences Access and Achievement Program (LAS AAP)	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

Western Illinois University

	the University without such assistance.
Young Scholars Program in the College of Agricultural, Consumer and Environmental Sciences (summer program)	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.
Program for Academic Support and Assistance (PASS)	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.
Office of Minority Student Affairs Graduate Mentors	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.
Discover Western	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.
Summer Orientation and Registration (SOAR)	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.
Build Connections	The 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 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

Columbia College

	<p>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.</p>
DePaul University	<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 information, including career and financial planning, goal setting and strategies for engaging with faculty.</p>
	<p>Student Support Services Program (SSS)</p> <p>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>
Elmhurst College	<p>President's Leadership</p> <p>Grounded in the core values of Elmhurst College and the</p>

Eureka College	Academy	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
	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.
	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.
Greenville College	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.
Illinois College	TRiO Student Support Services	TRiO Student Support Services is an academic counseling and intervention-oriented program focusing on academic support and college coaching.
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	Lexington College's academic advising program is available to all students. The periodic advising sessions help students to

Lincoln Christian University	twice per semester.	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.
	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.
	Tutors	Tutors help challenged students overcome any difficulties to perform at their best ability.
Loyola University	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 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.
	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, 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,

Millikin University		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.
	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 hired each year to run the program.
	Academic Probation	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 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. Always making sure we are maintaining standards.
	Academic Alert	Faculty generates an alert in Millikin's computer system to inform student of potential threat to academic success in the course.
Northwestern University	Bridge	Three week 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 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.
	Summer Academic Workshop	To provide new students with an opportunity to strengthen writing skills across the university curriculum and develop a supportive social network for four years.
	Gateway Science	The Gateway Science Workshop (GSW) is a peer-led program

Quincy University	Workshop	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.
	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 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.
	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.
Robert Morris University-Illinois	Student Emergency Fund	The Emergency Assistance Fund provides financial assistance for students during times of personal emergency.
	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	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.
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.
	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.
Trinity Christian College	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.
	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.
University of Chicago	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. They 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. 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.

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 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.
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.
Wheaton College	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.
	No initiative-Academic and Disability Services provides support for students with disabilities and who are academically struggling	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	
Black Hawk 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
Carl Sandburg College	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.

**Danville Area
Community College**

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.
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.
First Year Success	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.

**Harold Washington
College**

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 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
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		progress is monitored for their first year through the College's early alert software/program.
	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.
Harry S. Truman College	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.
	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.
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	TRiO	To coordinate activities that inform and create awareness to assist students in being successful attending college.
Kaskaskia College	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	To give GED graduates a jumpstart to college.

	Graduates	
Kennedy-King 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.
	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	Connect to College	First semester students who test into all three developmental

Community College	Success	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.
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.
	TRIO/Student Support Services	To increase graduation rates, increase transfer rates and increase academic performance
Morton College	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.
	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.
Rock Valley College	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

Spoon River College	<p>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.</p>
	<p>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.</p>
	<p>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, educational workshops, off campus cultural activities, printing privileges, grant aid, grade monitoring.</p>
Waubonsee Community College	<p>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.</p>
	<p>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.</p>
Rush University	<p>Hospital Schools</p>
	<p>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.</p>
	<p>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.</p>
<p>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</p>	

		<p>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).</p>
	Proprietary Institutions	
DeVry University	Inside Track	<p>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.</p>
Fox College	Fox College Retention Program	<p>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</p>
Illinois Institute of Art - Schaumburg	CSR (Continuing Student Review) and Registration/Confirmation Task Force and S.O.S.	<p>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.</p>
Illinois Institute of Art - Tinley Park	Registration/Confirmation Taskforce, Advising Center	<p>The program is designed to identify and assist students who are struggling around midterm and to help them thru the completion of the term.</p>
Kendall College/Day Div/Horizon (Evening)	Academic Coaching	<p>Help students get on tracks to be academically successful.</p>
Midstate College	Office of Student Success	<p>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</p>

successful. Services offered include: tutoring, vocational counseling, study skills, test taking techniques, note taking, etc.

RPPA, 11/5/13