

**STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM**  
October 1, 2000 – September 30, 2001

**SUMMARY REPORT**

- ▶ This report is due no later than January 2, 2002.
- ▶ This report is available for download from [www.michigancc.net](http://www.michigancc.net) in the On-Line Documents Area>Data Collection>At Risk. You do not need to log in to access this form.
- ▶ Tab, left click, or use the arrow keys to move to each field to be completed.
- ▶ Submit the completed report as an attachment to an e-mail message to either [LonikD@state.mi.us](mailto:LonikD@state.mi.us) or [SutfinR@state.mi.us](mailto:SutfinR@state.mi.us).

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1. Expenditures:	(A = B + C)
A. Amount of 2000-01 At-Risk grant (P.A. 272 of 2000, Section 401(3))	A. \$164, 112
B. Amount of grant spent to address the special needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	B. \$164, 112
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	C. N/A

2. At-Risk Students Served (Unduplicated Count)	3238
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**3. Summary of Accomplishments** Please be brief.

Oakland Community College served 3,238 AT-RISK students during the 2000/2001 fiscal year through the following described activities:

Oakland Community continued to support the collaborative partnership between (2) two local high schools from the Pontiac Community, offering a seven and a half week Summer Academy targeting juniors and seniors with G.P.A. ranging from 1.8 - 2.5. The objective of the Summer Academy is to offer At-Risk students an opportunity to improve their academic skills and self-esteem, develop an awareness of the rigors of the college experience and obtain college information and become aware of career options while earning college credits. Participants of the program were required to take the following courses: Orientation to College (CNS110), Elementary Algebra (MAT110), College Success Skills (IIC 057), Personal Computer Applications (CIS 105) along with extensive participation in a Career Exploration/Symposium and Assessment series. In total 49 students participated and 40 successfully completed. This program also included a Parent Advocate component, which allowed for parental participation.

Project BOLD (Building Opportunities, Learning Skills and Direction) is a collaborative effort between OCC and local Michigan Rehabilitation Service providers. The objective of this program is to provide support, compensatory strategies and other specialized services to students with learning disabilities. Specific services offered include: vocational and career counseling, academic support and counseling, personal development strategies, tutorial support, and evaluation. In addition this

program is strongly supported and partnerships have been formed with numerous local secondary school districts representing the Metropolitan Detroit Area. Through this program we serviced 302 students with a completion rate of 86.7% with average G.P.A. of 2.8 or better. Project Bold continues to see increasing percentages of students with Attention Deficit Disorder as well as specific learning disabilities.

PPDI: Personal and Professional Development Initiatives is a project formulated to address the academic needs of At-Risk students. PPDI provides a continuum of activities to support the following: student retention, enhanced independent learning, and promotion of academic success. The workshops and events are interactive and topics include Strategies for Academic Success, Employability Preparation Skills, Job Fair, College Readiness, and an Open House. During this academic period over 200 current and potential students benefited from these activities. Funding was used to co-sponsor a interactive workshop for high school seniors entitled "Transitioning Students with Disabilities from High School to the Community College along with a host of other workshops i.e., (Strategies for Academic Success, Employability Preparation skills and College Readiness.)

Over eighty five students college-wide with varying disabilities including ESL population groups were trained on the usage of assistive technology equipment such as DRAGON and Kurzweil 3000. This also included the training of all support staff on the upgraded adaptive equipment and software products.

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

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

In the areas of remediation and development program offering OCC instituted a college-wide Math Assessment which is a placement testing tool- Computer Adapted Placement Assessment & Support System (COMPASS) to identify students who need remediation prior to enrolling into a math course. Additionally, at our Auburn Hills Campus the Math Department successfully initiated Developmental Math Modules which was piloted for one year. The objective of this project are to a) to better serve interrupted and/or slower adult students, b) to create and develop meaningful, adult-centered materials and projects that encompass real-world situations and illustrate the need for, and use of, mathematics at all levels; c) to stimulate interest in and enthusiasm for mathematics and its mastery; d) to develop confidence and ability in the use of technology to pursue mathematical ideas; e) to develop meaningful conceptual understanding through pattern recognition and presentation of answers; and f) to encourage and inspire diligent work through collaborative, investigative procedures.

The Academic Literacy Program continues to service students who scored into developmental English based on their ASSET and/or ETS writing sample. This developmental education program is designed to prepare developmental students to be able to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes. The development of the noted developmental programs have been particularly beneficial for the diverse At-Risk population we serve in all occupational programs.

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

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

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

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

The P.A.S.S. Coordinators and Counselors each semester visited developmental English, Math, and IIC classes to distribute packets to over 500 students and inform them about the services that are available to them on campus. Included in the packet was information from P.A.S.S., IIC, Foreign Student Advising, and Counseling. A schedule of IIC workshops on Study Skills, Time Management, and Test-Taking Strategies, note-taking was also included. Students were encouraged to attend these workshops.

The P.A.S.S. Counselor meets with all At-Risk students requesting services through PASS. All students are required to complete a career assessment and develop an Educational Employment & Academic Plan of Work to insure students are choosing appropriate classes for their academic level, career goals, and objectives.