

Section I: College Information

Name of College: Henry Ford Community College Submission Date: May 15, 2008
Web site: hfcc.edu

Name of Organization Receiving the Grant (if different from the college):

Mailing Address of Grant Recipient: 5101 Evergreen Road, Dearborn, MI 48128-1495

Street Address (if different from above):

Purpose Statement (one sentence describing the purpose of this proposal):

Using recent ATD data about our student population, Henry Ford Community College is undertaking an intensive four-year study, evaluation, and implementation of programs that will raise our student success rate.

Proposed project start date: July 1, 2008 and end date: June 30, 2012

Total amount requested: \$400,000 over four years

Achieving the Dream Core Team Leader Name and Title: Dr. Reginald Gerlica
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Address: 5101 Evergreen Road, Dearborn, MI 48128-1495

College President: Dr. Gail Mee
Telephone: (313) 845-9650 Fax: (313) 845-9700 E-mail: gmee@hfcc.edu
Address: 5101 Evergreen Road, Dearborn, MI 48128-1495

Who has legal authority to execute a grant agreement on behalf of your organization?

Name and Title: Dr. Gail Mee, President
Telephone: (313) 845-9650 Fax: (313) 845-9700 E-mail: gmee@hfcc.edu
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Who authorized this budget? Name and Title: Dr. Gail Mee, President

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Communication/Public Relations Contact Name and Title: Ms. Susan Brown

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Whom shall we contact regarding questions about this proposal?

Name and Title: Dr. Reginald Gerlica, Vice President of Academic Affairs for Arts & Sciences
Telephone: (313) 845-9605 E-mail: rgerlica@hfcc.edu
Address: 5101 Evergreen Road, Dearborn, MI 48128-1495

SummerContact Name and Title, if different from above: (Same as above.)

Section II. Proposal Narrative

Planning Process and Results

“Describe how you collected and analyzed qualitative and quantitative data. What student outcome data were examined?”

Henry Ford Community College was fortunate to be selected for the Achieving the Dream (ATD) initiative the same year that the College revised its Strategic Plan. The recent Strategic Plan, combined with a dramatic turnover in faculty and administration, positions the College well for institutional change. It is necessary that these changes be congruent with the distinctive features of the College: a shared governing board with the K-12 district; a highly unionized environment; and a diverse student population with complex needs.

The mission of the college is that of a traditional community college, providing transfer opportunity, career preparation, developmental and community education, and customized training for business and industry. Each semester the college enrolls approximately 14,000 credit students from the greater Detroit metropolitan area and the HFCC student body mirrors the diversity of the local population. Twenty-one percent of the students are African-American, another 25 percent are Arab-American, and the Hispanic population continues to increase each year.

The majority of HFCC students are from the city of Dearborn which is home to the largest Arab-American community in the country. Dearborn is at the heart of the automobile industry and, for many years, citizens of the community have worked for automobile manufacturers and suppliers. Historically, they were able to enter the workforce directly from high school but now, as the economy of Southeast Michigan has declined, obtaining a college education has become increasingly paramount.

Data that were used in the internal scan for the strategic planning process complemented the data that were required by ATD and assisted the College in creating a comprehensive picture of the status of our students' success. Many months were invested in data collection and analysis by various divisions, departments, faculty, staff and administrators. The result of this analysis has assisted us in determining our strategic direction for the future and our initiatives for Achieving the Dream.

In late Fall 2007, the Office of Research and Planning analyzed key student success indicators based upon information from the college's databases and presented the findings to our internal and external communities. The key student success indicators included the following:

- student placement scores and initial placement in mathematics, reading and writing courses,
- success in developmental courses (all courses below 100 level) and progression from developmental to credit-bearing and gatekeeper courses,
- success in gatekeeper courses (English 131 and Math 110),
- course completion (i.e. course retention) and success (C or above),
- persistence (i.e. re-enroll from one semester to the next) and,
- success in obtaining an award (certificate or degree).

Data were used from the prior three academic years, spanning Summer 2004 through Spring 2007, and included an analysis of each indicator based on race/ethnicity, gender, high school attended and income status. Additional information was brought into the analysis from student satisfaction surveys, evaluation of orientation programs, studies of student retention, and data used in State and Federal (IPEDS) reporting.

Additional qualitative data were collected during one of the College's regular Strategic Conversations where faculty, staff, administrators and students reviewed the student success data and answered a series of questions related to strategies for improvement. Based upon results from

that conversation, a list of key strategic areas likely to improve student performance was created. This list was used by the ATD steering committee to identify key initiatives.

“In what ways did you engage faculty, staff, students, and the community?”

Immediately after being chosen to participate in the ATD grant, the President convened a group which later became the Achieving the Dream Leadership Team. Upon return from the national “Kick-Off” meeting, the Leadership Team then consulted with the major campus leaders and solicited names for a larger committee that became the Achieving the Dream Steering Committee. This committee is a cross representation of faculty, staff and administrators and represents nearly all departments and divisions across the College.

The President officially introduced the ATD initiative at the Fall College Organization meeting, underscoring the mission, goals and importance of the program. She solicited faculty and administrators for assistance in analyzing the data, discussing its implications and creating initiatives that have potential for increasing students’ success. The President continues to keep the college community informed through her periodic “President’s Communiqués” and regular reports to the College’s Board of Trustees.

Also in the Fall, the President held a “Strategic Conversation on Student Success,” attended by nearly one hundred members of the campus community, including staff, faculty, administrators and students. At this particular conversation, the Director of Research and Planning presented data on students’ success in developmental courses, progression to gatekeeper courses, persistence, retention and graduation rates. In small group discussions, participants discussed issues related to student success, retention, and program completion and suggested strategies for improvement.

“What priority issues arose from your data analyses and discussions? Why did you choose these priorities?”

Early in the planning process, the ATD Leadership Team decided that the College would adopt only those initiatives that were congruent with the three-year strategic plan. In addition, they decided that all initiatives should be derived from a solid understanding of the data, be built on best practices, and have the full support of the faculty and administrators involved in the initiative. Three priority issues arose from the data and discussions.

The first priority issue is *the need for increased success in developmental mathematics and progression to gatekeeper courses*. Over 90 percent of HFCC students enter the College under-prepared for college level work in mathematics. Of these, 44 percent require remediation one level below college level mathematics and 46 percent require remediation two levels below college level mathematics. Reviewing the success rates of these students, we find that only 40 percent of these students successfully complete remedial mathematics courses with a C or better. Historically, the mathematics division has made numerous attempts to improve success rates through changes in curriculum and teaching strategies; however, the efforts have been limited in scope, isolated to a few faculty, and have resulted in minimal improvements. The mathematics faculty wish to develop appropriate intervention strategies based upon a better understanding of why students succeed or fail. In addition, there has been no review of the accuracy of placement in mathematics courses in over thirteen years. Collectively, the mathematics faculty have chosen to begin by reviewing placements in mathematics courses to ensure that students are being placed at the appropriate level. They will then conduct focus group research with students and faculty to better understand reasons for students' success and/or failure and, finally, develop appropriate interventions.

The second priority issue is *the need to increase persistence and retention through well designed and effective transition- to- college strategies*. One quarter of new students with long-term educational goals do not persist after their first semester at HFCC and another 25 percent fail

to return after their second semester. Thus, only one out of every two new students re-enrolls after their first year. An important theme throughout the planning conversations was the inability of many entering students to successfully transition to college. Although we have instituted a small orientation program in recent years, less than 10 percent of new students attend and there is no evidence that our existing orientation program improves student success, persistence or retention.

The college has recently embarked on an examination of all enrollment processes to better accommodate the recent increases in enrollment and better align them with the suite of services now offered through new and improved technology. Further, the college is in the process of applying for a TRIO grant to provide increased support services for disadvantaged students. A combination of well designed enrollment processes, improved support services, and a comprehensive orientation program will provide students with greater access and the skills, knowledge, and attitudes that will assist in increasing persistence and retention.

The third priority issue is *the need to increase the academic preparedness of high school students entering the college, especially minority and low-income students*. In Fall 2007, 93 percent of HFCC students entering college directly from high school required at least one developmental course and nearly half of all new student require three areas of remediation. A collaborative effort with high schools to identify weaknesses and implement intervention strategies has significant potential to enhance student preparation and increase student success.

Almost 90 percent of the graduates from Fordson High School, located in east Dearborn, come to HFCC requiring developmental reading and writing courses. Fordson is home to a large population of low-income students many of whom are Arab-American. Median household income in east Dearborn is less than half that of west Dearborn and the poverty rate is thirteen times higher than in the west side. Because of the unique population at Fordson and because of the distinctive relationship between HFCC and the Dearborn Public Schools, the College is well

positioned to develop a collaborative effort with Fordson High School. This program will serve as a model for replication at other high schools.

“What do you believe are the key contributing factors of each problem you intend to address? What evidence led you to this understanding?”

Henry Ford Community College serves a population that is highly diverse in race/ethnicity, social class, and national origin. About one-fourth of HFCC students come from the local Arab community in Dearborn and its surrounding areas. In many households, English is not the principal language spoken in the home. As a result of both language and cultural factors, many Arab-American students struggle academically, especially in courses requiring English reading and writing skills.

Another one-fourth of HFCC students are Detroit residents, coming from a school district with low achievement rates and one of the highest high school drop-out rates in the country. Many of the students who come to us from this district are African-American and many bring a range of at-risk factors to their college experience, including low levels of academic preparation and the challenges that accompany low-income households. On average, these students tend to score lower on placement tests and require developmental courses.

Overall, most HFCC students reside in blue-collar, working-class communities, and are first-generation college students. Thus, many incoming students lack the social and familial background to easily adapt to the culture of higher education. For the most part, they do not understand the norms, language, policies and processes associated with attending college.

A combination of weak communication skills, lack of academic preparation, financial challenges, and a limited understanding of college culture and expectations put many HFCC students at risk. These factors are at the heart of all three priority issues. The proposed initiatives

are intended to improve academic success, particularly in mathematics, acculturate students to the expectations of higher education, and provide a seamless transition from high school to college.

Implementation Plan

“What measureable changes do you intend to achieve over the four-year period?”

A. Developmental Mathematics. By reviewing and revising placement scores it is expected that student placement into the appropriate course as measured by an increased correlation between students’ course placement and final course grades will increase. Further, the identification and implementation of appropriate interventions will increase success rates in developmental mathematics and more students will progress to gatekeeper courses. Within two years, success in developmental mathematics courses will increase by 10 percent relative to 2007 baseline data and within four years the number of students progressing to gatekeeper courses will also increase by 10 percent relative to 2007 baseline data.

B. Orientation. Through a newly designed enrollment process, enhanced support services supported by a TRIO Grant and a comprehensive orientation program, we intend to increase retention as measured by completion rates within courses and persistence rates as measured by continued enrollment in subsequent semesters. Completion and persistence rates for first time, traditional-age students who participate in orientation will increase by 10 percent relative to 2007 baseline data. Additional outcomes will include increased knowledge of college culture and expectations and effective study and learning strategies, as measured by student and faculty surveys, such as the CCSSE which the College adopted for the first time this past year.

C. Transition to College. The principal outcome of this initiative will be an increase in the number of HFCC students entering directly from high school who place in college level reading, writing and mathematics courses. The percentage of students requiring developmental courses will

decrease by 10 percent within the first two years and 15 percent at the end of four years relative to baseline data.

“How will you bring about these changes?”

A. Developmental Mathematics. In Summer 2008, the mathematics faculty will review placement testing results to assess the effectiveness of student placement in mathematics courses. They will decide if current placement test cut-off scores will be maintained or revised and any changes will be made effective for students registering for the Winter 2009 semester. In Summer 2009, data from the prior semester will be analyzed to ensure that there is an increased correlation between student placement test scores and course grades.

In Summer 2008, focus groups will be conducted with students enrolled in developmental mathematics courses, along with those who have dropped these courses, and instructors teaching developmental mathematics, to identify obstacles and barriers to student success. In Fall 2008, mathematics faculty will use the focus group results to identify potential intervention strategies that will be piloted in Winter 2009 and fully implemented thereafter.

B. Orientation. In Summer 2008, the college will launch a pilot program integrating enrollment services such as advising, financial aid and registration. A committee has recently been formed to develop a comprehensive orientation program and they have already begun evaluating best practices based on current research. The new orientation program will be piloted for students enrolling in Fall 2009. Based upon evaluation results from the pilot, the orientation program will be revised and expanded for a second cohort of students enrolling in Fall 2010.

C. Transition to College. The College will collaborate with Fordson High School and, in Spring 2009, will administer placement tests to high school juniors to identify gaps between existing reading, writing, and mathematics skills and the levels required for college-level placement. In the students’ senior year, and in summers before and after the senior year, students

will be provided with developmental coursework as needed, advising, and other support services, including workshops in student success and career planning. Students will be assessed at the end of the senior year to identify any remaining skill gaps and allow for students to address these prior to Fall semester enrollment. The program will then be expanded to other high schools.

“What evidence or rationale suggests that your strategies will be effective in increasing student success?”

A. Developmental Mathematics. The American Mathematical Association of Two-Year Colleges emphasizes the importance of on-going assessment of placement procedures as courses, pedagogy, and technology change. They also state that, “Placement procedures must not be used to restrict access to a college education, but rather to ensure that all students who enroll in a mathematics course have the opportunity to achieve success.”

Utilizing input obtained from student and faculty focus groups to refine instructional methods is a well established mechanism for improving student satisfaction and success rates. Using focus group research and identifying best practices at other institutions, the mathematics faculty will develop new pedagogical strategies for developmental courses.

B. Orientation. According to research, well-designed orientation programs can positively impact student achievement and persistence. Christopher A. Chaves’ article entitled “Student Involvement in the Community College,” notes that “students who participated in a freshman orientation seminar at Sacramento Community College in California completed courses at a 50 percent higher rate than those students who had not participated,” (ERIC Digest, 2003). Current research strongly supports and demonstrates success in an extended orientation.

C. Transition to College. In a 2008 report, *Lost in Transition: Building a Better Path from School to College and Careers*, the Southern Regional Education Board emphasized the importance of aligning the outcomes of high school with college expectations for reading, writing

and mathematics. HFCC's proposed transition program is intended to address this issue through close collaboration with participating high schools. Research on transition programs shows evidence that program participants can have improved outcomes in grade point average compared to non-participants (Allsid, Gruber, and Maseo, "Opportunities of Expanding College Bridge Programs," 2000).

Evaluation

"How will you assess progress?"

A. Developmental Mathematics. Once placement scores have been reviewed and new cutoff scores established, course grades will be compared to 2007 baseline data to determine if more accurate placement has had an impact on student achievement. Initiatives that are developed to improve student success in developmental mathematics courses and increase the number of students who progress to gatekeeper courses will be measured using course grades, completion rates and persistence to gatekeeper courses. These data will be measured against 2007 baseline data. Other measures, including student surveys or focus group interviews, will be developed to assess the impact of initiatives on student success.

B. Orientation. The outcomes of the orientation initiative are improved persistence and retention rates of first-time, traditional-age students. Measures of persistence and retention will be collected for students who participate in the new orientation program and compared to 2007 baseline data. Evaluation surveys of satisfaction among students participating in orientation will be conducted to assess its effectiveness. Knowledge of college culture and expectations and effective study and learning strategies will be measured by student and faculty surveys, including the Community College Survey of Student Engagement (CCSSE), which the College adopted this past year.

C. Transition to College. The transition to college program is designed to improve student preparedness for college. Progress will be measured by the percentage of participating students who are prepared for college level reading, writing and mathematics courses when entering the college. These data will be compared with 2007 baseline data from the same high school. Students will also be tracked to determine persistence rates. Other measures will include knowledge of college culture, expectations and effective learning strategies measured by surveys; and increased success rates in courses and retention across semesters.

“Who will be responsible for collecting and analyzing evaluative data?”

The coordinators for each initiative will work closely with the Office of Research and Planning to produce a comprehensive assessment of the outcomes of each initiative. It will be the responsibility of each coordinator to work with the research office to collect data required to meet ATD evaluation requirements. The coordinators for the mathematics initiative are a full-time mathematics instructor and the associate dean of mathematics. The orientation initiative will be led by the Vice President of Arts & Sciences, Vice President of Student Affairs and Vice President of Technical & Career Education. The coordinator for the transition to college project is the Associate Dean of Social Science and former college assessment chair. In addition, the President will closely monitor the progress of each initiative and its value to the strategic plan of the college.

Institutionalizing Your Work

“How will you use the Achieving the Dream work to drive lasting change in core policies and practices at your institution?”

The College’s strategic plan has led to an increased focus on ways to improve student success. A range of important goals have been identified and adopted into the plan, and many of these are incorporated into the ATD initiatives. Involvement in ATD provides the college with

the capacity to set higher targets and pursue more challenging strategies, using the guidance, methods, timetables and resources provided to ATD institutions.

As a result of participating in the ATD project, we have been provided with a model for promoting institutional change. This model emphasizes that institutional initiatives should be based on data, should clearly define intended outcomes, involve various members of the college community, be designed with supporting evidence and rationale, and be evaluated at various points in their progress.

“Who will lead this work and how will they engage others inside and outside the institution? What will be the role of the president and the governing board?”

Working with the guidance and support of the President, the Core Team, Steering Committee and initiative coordinators, under the leadership of the Vice President of Academic Affairs, will guide and facilitate the process. The Board of Trustees remains well informed and supportive of the initiative. A member of the board will be invited to attend the Strategy Forum in each of the next four years.

“How will your plans influence the allocation and/or reallocation of institutional resources for 2008-2009 and beyond?”

The goals of Achieving the Dream are aligned with the goals of the college’s strategic plan. Thus, no strategy, program change, or project will be pursued unless it is aligned with the strategic plan and supported with the necessary data. Where ATD resources do not cover all costs, the college has already committed budgetary resources for projects connected to the strategic plan. The college remains committed to supporting the Achieving the Dream initiatives beyond the duration of the grant, either through existing funds or new sources of revenue.

Section III. Proposal Action Plan and Timeline
(complete this form for each priority area; add rows to the work plan as needed)

Priority Area: Increase success in developmental mathematics courses and progression to gatekeeper courses.

Evidence/Rationale: Eighty-eight percent of entering students place into developmental mathematics; 19 percent of students who are placed one level below college-level mathematics (Math 080) successfully complete Math 110; 5 percent of students who are placed two levels below college level mathematics (Math 074) successfully complete Math 110. With a significant number of incoming students requiring developmental coursework and with such limited remediation success rates, this is an area in need of attention. The mathematics faculty is unanimous in expressing concern regarding the low success rates in the Division. With the support of the Associate Dean of Mathematics, the Mathematics Division wants to reassess current practices and develop new strategies to address this problem.

Measurable Changes after Two Years: Success in developmental courses will increase by 10 percent relative to 2007 baseline data.

Measurable Changes after Four Years: The percentage of developmental mathematics students who successfully complete Math 080 (grade of C or better) and successfully complete Math 110 will increase by 10 percent relative to 2007 baseline data.

| Work Plan | Year One | Year Two | Year Three | Year Four | Lead Staff |
|--|-----------------|-----------------|-------------------|------------------|---|
| Review and revise current mathematics placement “cut off” scores. Spring/Summer2008: data obtained and made available to mathematics faculty; Fall 2008: mathematics faculty review data and make recommendations on placement “cut off” scores for implementation for Winter 2009 enrollment Summer2009: Evaluate the effectiveness of new placement scores. | X | | | | Larry Smyrski (Assoc. Dean, Mathematics), Gillian John, and Mathematics Faculty |
| Spring 2008: Conduct student and faculty focus groups to identify obstacles and barriers to student success. | X | | | | Mathematics Faculty, Becky Chadwick (Director of IR), and Vasti Torres (ATD data facilitator) |
| Develop strategies to improve success in developmental mathematics courses and progression to gatekeeper courses. Fall 2008: Design of initial intervention(s) and measurable outcomes based | X | | | | Larry Smyrski (Assoc. Dean, Mathematics), Gillian John, and |

| | | | | | |
|---|--|---|---|---|---|
| on focus group data and research of other institutions; Winter 2009: Pilot intervention(s) | | | | | Mathematics Faculty |
| Pilot, assess, and revise strategies to improve success in developmental mathematics courses and progression to gatekeeper courses. Develop additional intervention(s) and scale-up successful intervention(s) as merited. | | X | X | X | Larry Smyrski (Assoc. Dean, Mathematics), Gillian John, and Mathematics Faculty |

Section III. Proposal Action Plan and Timeline

Priority Area: Increase persistence and retention through well designed and effective orientation strategies.

Evidence/Rationale: The vast majority of first-time, traditional-age students lack institutional literacy and are unfamiliar with college culture. Studies at other community colleges have demonstrated that extensive and ongoing orientation programs can improve student persistence rates by as much as 30 percent. HFCC created an orientation program in recent years but it has been institutionally marginalized and only 10 percent of new students attend.

Measurable Changes after Two Years: Persistence rates for incoming first-time, traditional-age students who participate in orientation strategies will increase by ten percent relative to 2007 baseline data.

Measurable Changes after Four Years: Persistence rates for incoming first-time, traditional-age students who participate in orientation strategies will increase by ten percent relative to 2007 baseline data

| Work Plan | Year One | Year Two | Year Three | Year Four | Lead Staff |
|---|-----------------|-----------------|-------------------|------------------|---|
| Form an orientation task force and develop a model orientation program. Summer2008: Research Best Practices. Review results of CCSSE survey. | X | | | | Vice Presidents Barber, Gerlica, & Jones-Harris Orientation task force |
| Implement a pilot orientation program for all incoming first-time/full-time students. Identify this first cohort for longitudinal tracking purposes. Review and revise orientation program and expand for second cohort. Implement changes to Support Services. | X | X | | | Initiative Coordinator, Orientation task force |
| Expand orientation program for second cohort; identify second cohort for longitudinal tracking purposes; evaluate success of first cohort using persistence and survey data. | | X | X | | Initiative Coordinator, Orientation task force |
| Continue revamped orientation program for third cohort; identify third | | | | | Initiative |

| | | | | | |
|---|--|--|----------|----------|---|
| cohort for longitudinal tracking purposes; evaluate success of first and second cohort using persistence and survey data. | | | X | X | Coordinator, Orientation task Force |
|---|--|--|----------|----------|---|

Section III. Proposal Action Plan and Timeline

Priority Area: Increase academic preparedness of entering minority and low income students through programs for high school students transitioning to college.

Evidence/Rationale Ninety-three percent of incoming HFCC students place into one or more developmental courses and subsequent persistence rates are notably lower among these students. In addition to coming to the institution educationally underprepared, many of these students are unaware of the academic requirements of college coursework and lack the knowledge to successfully negotiate the institutional hurdles of completing a college program (e.g., identifying appropriate student services, applying for financial aid, identifying a reasonable course load). Because of its on-going relationship with Dearborn high schools, this initiative can provide a foundation for this pilot project with future applications to other high schools. Transition to college programs have proven successful in ameliorating such problems at other institutions similar to HFCC; accordingly, it seems a logical presumption that such a program would be successful here.

Measurable Changes after Two Years: Reduce the percentage of students requiring development reading or writing courses by 10 percent among program participants relative to 2007 baseline data for students from the same high schools.

Measurable Changes after Four Years: Reduce the percentage of students requiring development reading or writing courses by 15 percent among program participants relative to 2007 baseline data for students from the same high schools.

| Work Plan | Year One | Year Two | Year Three | Year Four | Lead Staff |
|---|-----------------|-----------------|-------------------|------------------|--|
| Work with Fordson High School to develop the components of the Transition to college program. | X | | | | Coordinator, subcommittee and high schools |
| Administer placement test to students at end of junior year. | X | | | | Coordinator, subcommittee and high schools |

| | | | | | |
|---|--|----------|----------|----------|--|
| Implement pilot programs and services for senior year and summers. Review end of semester course grades and retention rates. | | X | | | Coordinator, subcommittee, Research Office |
| Review, revise, and expand senior year and Summer programs and services. | | X | X | X | Coordinator, subcommittee, |
| Review end of semester course grades and retention rates | | | X | X | Coordinator, subcommittee, Research Office |
| Extend all program components to a second Dearborn high school, contingent on available funding. | | | | X | Coordinator, subcommittee |

Section IV. Proposal Budget

The proposed four year budget for implementation includes the following:

Personnel Costs (\$117,550) —stipends for Initiative Coordinators.

ATD Initiative Coordinators (3) will be responsible for the development, oversight, and management of specific tasks and timelines for each of the ATD initiatives described in Section III. Initiative Coordinators will work closely with committee members assigned to each initiative and submit requested materials in a timely manner to the ATD Core Team. Their responsibilities include:

1. Work as liaison between the specific initiative committees and the ATD Core Team in developing appropriate task lists and timelines for the proposed strategies, identifying related staff development needs and opportunities, as well as reporting on strategy implementations.
2. Chair meetings of the respective committees identified in the action plans in Section III, develop agendas and provide regular status reports on all ATD related activities to the Core Team.
3. Promote knowledge and support for ATD initiatives by actively engaging students, faculty, staff, and the community.
4. Assist the ATD Core Team Leader in preparing annual reports, conducting evaluations and making informative presentations as requested by the Core Team.

ATD Mathematics Initiative Coordinator: Salary = \$25,952

ATD Orientation Initiative Coordinator: Salary = \$34,763

ATD Transition Initiative Coordinator: Salary = \$56,835

Material and Supplies (\$25,000)

This will include those materials necessary to implement and support ATD initiatives including placement tests, printing, mailing, instructional materials for developmental mathematics, and other miscellaneous supplies.

Professional Development Activities (\$84,000)

Based on our initiatives, faculty and staff will be required to attend conferences focused on their particular plans to provide information on current research and activities related to our ATD action plans. The following conferences are examples of related areas to our initiatives:

1. National Association of Developmental Education (NADE)
2. National Center for Developmental Education (NCDE)
3. National Orientation Directors Association (NODA)

Henry Ford Community College is committed to providing an on-going opportunity for faculty and staff to acquire training. More details on these conferences will be submitted as our training

needs and opportunities are identified. Based on this year's Kick-off and Strategy session, the following is the average cost:

Average cost per conference for one person = \$1,500
Fourteen individuals per year x \$1,500 x 4 years = \$84,000

Travel to Identify Best Practices (\$10,700)

Researching best practices in orientation programming and developmental mathematics instruction is a critical component of designing a successful initiative.

Travel to the Annual ATD Strategy Conference (\$53,920)

Registration: 8 people x \$200 = \$1,600
Travel: 8 people x \$400 = \$3,200
Hotel: 8 people x \$190 x 4 days = \$6,080
Per Diem: 8 people x \$65 a day x 5 days = \$2,600

Total Cost \$13,480 per year x 4 years = \$53,920

Community Meetings, Hospitality, Milestone Celebrations (\$24,000)

Hospitality for orientation, community meetings, bridge program, and milestone celebrations.

Research and Evaluation (\$40,000)

This will be used to support data requests from the Initiative Coordinators and evaluating outcomes of each initiative.

GRAND TOTAL: \$400,000.00

Attachment B: Biographical Sketches of Key Achieving the Dream Staff

Becky Chadwick

Ms. Chadwick is currently the Director of Research and Planning. She is responsible for all State and Federal reporting, overall college reporting, as well as providing data and information related to planning, assessment and institutional effectiveness. Becky is a standing member of various College committees including: the Committee for the Assessment of Student Learning, the Retention Advisory Committee, the Strategic Planning Task Force, and the Data Integrity Group. Trained in both advanced quantitative and qualitative methods, she has completed all coursework for her doctoral degree in Education Evaluation and Research from Wayne State University. For the past seven years she has also taught several courses in the Rackham Graduate School of the University of Michigan including Research in Education, Program Evaluation, and Introduction to Statistics. She is also a peer evaluator for the North Central Association's Higher Learning Commission. She has served on several teams under the AQIP (Academic Quality Improvement Program) program for accreditation. In addition, she has presented at five of the past seven NCA/HLC annual meetings on a variety of topics on assessment and leadership development. She has also presented at the American Association of Higher Education Annual Assessment Conference and is currently an active member of the North Central Region's Society for University Planning.

Reg Gerlica

Dr. Gerlica, Vice President of Academic Affairs for Arts & Sciences, also has served within the college as the Associate Dean of English & World Languages and had taught within the English Division. Prior to coming to HFCC, Dr. Gerlica was a teacher within the Taylor Public Schools. His work at the college has included being a part of its developmental task force that recommended policy change of no late registration for developmental students and the assessment of the school's college preparatory course to reflect incoming freshmen's needs. In addition, he has worked with corporate clients, such as Ford Motor Company and Hyatt-Regency Hotels through the Corporate Training Office to design courses specifically aimed at their work force needs. He is a long time member of the College's assessment committee and led the English Division's revision of all its courses to reflect consistent measurable objectives. His assessment work now includes the review and revamping of the college's general education degrees. Additionally, he serves as the Co-Chair of the college's retention committee that has changed the orientation program to include more classroom survival techniques.

Diane Green

Diane Borgus Green, MA, LPC, NCC, DCC is the Associate Dean for the University Transfer, Advising & Career Guidance Center, Assisted Learning Services, and Focus On WoMEn. Ms. Green, a graduate of the University of Michigan (BM '73, MA '75), has been employed at Henry Ford Community since 1975. She served as a counselor from 1975 - 2005 at which time she was elected by her peers to assume the post of Associate Dean's. Ms. Green serves on numerous college committees including the ATD Core Team, the College Council, and the Degree Requirements Committee, a committee she chairs. She is married (Saul) and has a son (Tarik).

Lisa Jones-Harris

Lisa Jones-Harris is the Vice President for Student Affairs at Henry Ford Community College. She holds a B.S. in Psychology and an M.A. in Higher Education Administration from Michigan State

University and a PhD in Counseling from Marquette University in Milwaukee, Wisconsin. Harris has served as a Student Affairs Administrator for 20 years and has held positions of increasing responsibilities during this time. Prior to joining HFCC in August of 2007, Harris served as Chief Academic and Student Affairs officer at a proprietary school, Kaplan Institute. She was the Vice President for Student Affairs/Associate Provost at Marygrove College in Detroit, Director of Student Life at the University of Detroit Mercy, a tenured member of the faculty at Monroe County Community College and Assistant Dean of Students while at Marquette University. Harris has partnered to develop numerous departments and programs to increase persistence and completion rates of at risk students. Additionally, she authored and oversaw multiple six figure State and Federal grants targeted to enhancing at risk student achievement.

Gail Mee

Dr. Gail Mee has served as President of Henry Ford Community College (HFCC) since July 2006. Before coming to HFCC, Dr. Mee was Vice President of Academic Affairs at Mesa Community College in Arizona. Prior to that, she was Associate Dean of Instruction for Mathematics and Science. Dr. Mee also served as Director of Research and Planning, Chair of the Department of Mathematics and Computer Science, and assistant professor of mathematics at Orange County Community College Orange in Middletown, New York. Dr. Mee is a presenter at national conferences, speaking on issues of importance in higher education. From 2000 to 2004, she presented Assessment for the Learning-Centered College at the American Association for Higher Education and Higher Learning Commission jointly-sponsored workshops on assessment across the country. Dr. Mee holds bachelor's and master's degrees in mathematics and a doctorate in college teaching and academic leadership from Teachers College, Columbia University.

Larry Smyrski

Larry Smyrski is currently serving as the Associate Dean of Mathematics at the College. Prior to assuming this role, he taught mathematics for more than ten years. While teaching a broad spectrum of mathematics courses, from arithmetic to third semester calculus, he focused significant attention on the mathematical preparation of prospective elementary school teachers. He participated in several NSF grant projects, including work on the roll of writing in mathematics content courses for teachers. He served on the College Senate for nine year, including one year as chairperson.

Scott Still

Scott Still is a lifetime member of the local community and an alumnus of Henry Ford Community College's Honors Program. As a first-generation college student, he earned an associate's degree in liberal arts from the College in 1990. Still went on to obtain both a bachelor's of science in literature (2001) and a master's of arts in literature (2003) from Eastern Michigan University. While working toward his master's degree, Still served as a graduate assistant at EMU for the 2001-02 academic year before moving into a full-time administrative position in the Office of the Vice President for Research at Wayne State University in Detroit, Michigan. During the two years he worked in this position, Still simultaneously taught as an adjunct faculty member in the English departments of both Wayne State University and Henry Ford Community College. He was awarded a full-time faculty appointment in HFCC's English Division in January 2004. Still has served as the College's Retention Coordinator since August of 2006 and earned tenure at HFCC in December 2007.

Tamanika Terry-Steward

Tamanika Terry Steward is a faculty member in the Division of English and World Languages. During her time at Henry Ford Community College, she has focused on student retention, curricula development and programs for developmental and at-risk students. Mrs. Steward is also actively involved in curricula assessment. She co-chaired a subcommittee of the Assessment Committee of English that is conducting a summative assessment with developmental writers and advanced composition writers in the English Division to compare performance outcomes of students who have passed English 093 and English 132. Her student involvement at Henry Ford Community College includes her participation as an advisor in the Silver Scholars Program, a pilot program for “average” high school students to retain and matriculate within a 2 ½ year timeframe. She was also actively involved with the development and planning of the African American Student Symposium. Within her Division, Mrs. Steward is the Chair of the Developmental Writing Committee, a member of the English 132 Committee and the Assessment Committee of English. Other College level involvement includes membership on the Retention Advisory Committee, the Council of American Cultures and the College Handbook Committee.