

Tuition Funded Retention

Annual Report

Year 2001 – 2002

**Indiana University South Bend
1700 Mishawaka Avenue
South Bend, Indiana 46634-7111**

The Report Submitted by:

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Date:

Date:

Indiana University South Bend
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Table of Contents

1. Introduction
Executive Summary
 - July 2001 – June 2002
 - Projected Goals and Outcomes Achieved
 - Year 1 Progress to Date
 - *Staff
 - *Students Served
 - Year 2 Goals
2. Year 1 Funded Initiatives
 - Academic Support Center
 - Freshman Academic Seminar
 - Campus Based Student Activities
 - Minority Student Program

Executive Summary
Year 2001-2002

Indiana University South Bend has had, and continues to have, a long tradition of academic excellence. We own a rich history in developing programs and initiatives for improving the quality of the undergraduate experience. Our programs have been strengthened, expanded and further enhanced through the support of the Strategic Directions Initiative and the Lilly Endowment Program of Indiana.

Current research on college retention has identified a number of best practices: maximizing one-on-one contacts for freshmen students, centralized and integrated student services (the “One-Stop-Shop” concept), increased intervention for at-risk students, early identification of students’ academic majors and career goals, and connecting the social and academic aspects of the college experience. The Strategic Directions Initiative and the Lilly Endowment Program have allowed our campus to implement these and other best practices in retention by providing resources, programs and individualized attention to our future college graduates.

We have seen significant improvement in a number of student success indicators. Our first to second year retention rates as well as the percentage of first semester students who earned a GPA of a 2.0 or above have improved. Among the seven regional campuses, IUSB’s first to second year retention rate for the past two years has been the highest among the non-residential campuses. In addition, in Fall 1996 the percentage of first semester students who earned a GPA above a 2.0 was 56.8% compared to 66.6% Fall 2000. Despite these successes we are committed to improving our retention even further.

Projected Goals and Outcomes Achieved

The Tuition Funded Retention Program funded by the Board of Trustees was begun with the first goal of increasing Indiana University South Bend’s average persistence rate. Our baseline was established using the average from 1997 to 1999, which was an average of 59.5%. The goal is to increase our rate by 3.5% over the course of a three-year period to 63 percent. This becomes an increase of 1.17% per year.

Based upon our baseline of 59.5% our first to second year persistence goal was established as follows:

2002	61.66
2003	61.83
2004	63.00

Our second goal was to increase the part time student first to second year average persistence rate from 41.7 percent to 43 percent. This becomes an increase of 0.43% per year.

Using our baseline average of 41.7 % our goals for part time student persistence are:

2002	42.13
2003	42.56
2004	43.00

Our third and final goal was to increase our minority student first to second year average persistence rate in the following manner:

Hispanic		African American	
Becomes an increase of 0.66%/year		Becomes an increase of 1.5%/year	
2002	33.67	2002	47.0
2003	34.33	2003	48.5
2004	35.00	2004	50.0

These goals are lofty for any non-residential campus. We find that because our overall retention rate is consistently high among the regional campuses, our bar is set somewhat higher. Are the goals achievable? Our duty is to make them so utilizing the best practices and procedures available. Some of the best will be these initiatives approved and funded by the Indiana University Board of Trustees. Once we have received the official first to second year retention figures for 2001-2002, we would like to use the percentage gains from the Lilly grant to more accurately establish our first goal; first to second year persistence. In addition, we need to determine the number of students needed per category to meet the projected goals. This information would foster a closer working relationship with our enrollment management office.

Clearly, recruitment of targeted students will be key in maintaining our current status and reaching our projected goals. The attrition rates of these targeted minority student populations are considerably higher than those of the majority students. Likewise, we will begin to evaluate the interconnection between recruitment, financial aid, and student success initiatives. We will also examine institutional policies and programs beyond the Tuition Funded initiatives that affect first year students.

Year 1 Achievements

As noted in our past report, there were delays in start time for some of initiatives, which is not uncommon for new projects of this kind. The delays were due largely in part to the reorganization that took place within the former Student Affairs, and a failed search for the Minority Enhancement Coordinator. Of the four initiatives targeted to begin during this report period we have implemented three.

Academic Support Coordinator

We have hired an Academic Support Coordinator and a number of activities proposed under this initiative are in now in place. We have administered 2,958 placement exams during this period. A review of the students' placement exams indicated that less than 15% of our students placed into remedial reading, 3.01% placed into remedial English, and 34.9% placed into remedial math. In fall 2001 the English Department redesigned their former remedial course into a

college-level preparation course. Students now receive three hours of college credit for the course, in the past this was not the case.

When compared with the other placement exam results, the percentage placing into remedial math is significantly higher. We will work very closely with the Math Department and our Supplemental Instruction Coordinator to identify what academic support services will be needed to assist these students.

Freshman Academic Seminar

We hired a coordinator to integrate discipline based freshman academic seminars, U100. Due to the success of those academic focus courses we will expand the program further for the 2002-2003 academic year and include more courses across more disciplines. Our instructors are a diverse group who model the best of academic practices for all students, especially the minority and at risk students. Clearly this is the beginning of a great way to further prepare our students for the university.

Campus based Student Activities

Research has shown that students living in residence halls tend to have higher retention rates than those living off campus. (Astin, 1975; Cope & Hannah; Lenning, Beal & Sauer, 1980). Hence, the need to develop opportunities for social contact with other students on a commuter campus is important. Through our new Student Activities Center we have offered a number of programs to promote a greater sense of belonging to the campus community. We will continue to further develop this initiative in year two.

21st Century Scholars

For the 2001-02 academic year 132 students were identified as 21st Century Scholars. Ninety students (68.2%) had cumulative grade point averages of 2.0 or above and 42 (31.8%) had cumulative grade point averages below 2.0. When these cumulative GPAs are compared with GPAs for first semester students, they are succeeding at a rate of 68.2% compared to 66.6%.

**21st Century Scholars
2001-2002
N=132**

Seniors	16	12.1%
Juniors	22	16.7%
Sophomores	42	31.8%
Freshmen	52	39.4%

For the 2002-03 academic year 21st Century Scholars will receive services specifically designed for them through the Minority Student Program.

Goals for Upcoming Funding Year (Year 2)

The Development of a Comprehensive Learning Center (Academic Support Center)

Through the Academic Support Center initiative, we have begun to develop a comprehensive learning center for our campus.

Obviously, the success of our students in attaining their degrees is of the highest priority. This is a priority and a goal that also brings benefits to the State of Indiana, Indiana University as a whole and Indiana University South Bend specifically. We are dealing with a decreasing pool of entering freshmen due to a declining birth rate. We must retain the students who enter here, to their benefit and our own.

In our recent past we have undergone reorganization on our campus to not only create a closer relationship between student services and academic affairs, but also to foster faculty advising for our students from day one. As advising has become a School and College driven student service function, the need for centralization of the remaining crucial student services has become more apparent. We believe that every student should be given a consistent standard to which to aspire, and the same level of services to help him/her achieve.

One of the best practices and procedures nation wide is the concept of the Learning Center. Research has shown that a one stop, central location for students to find the services and support they need can be instrumental in student success. Our goal is to think big, determine the needs of our student center, and then let administration make it happen for the benefit of all students. Our plan will be written by year-end and ready for establishment and implementation by the administration. Our plan will include the various approved components of the 1% tuition increase initiatives, as we still believe they will assist in student retention and persistence.

Minority Student Program

In our efforts to reach goals two and three regarding Hispanic and African American students, we have placed this program under our office of Student and Community Relations. This is the best way to utilize the expertise of our staff members and our minority alumni who are now community leaders.

Initial plans include the development of at least cohorts of ten students each to focus on academic excellence. The groups will be for all underrepresented students but with a focus on the Hispanic and African American students.

A committee comprised of the offices on campus most closely involved with new students has already been formed.

Five hundred thirty six students have received correspondence regarding the program. We anticipate another large mailing to leave campus in two weeks to the 21st Century Scholars.

Learning Disabilities Program

This initiative is funded through second year funds. The interim phase had been supported through Lilly 1 funds. At this point the Search and Screen Committee has completed deliberations and is in the process of setting interviews.

Career Counseling

The Career Services Office will be integrating the services of the career intervention Lilly funded initiative. Service delivery will be consistent with the existing services offered by the Career Services Office.

The Career Services Office will be hiring a career counselor to begin in the 2002-2003 academic year. This counselor's primary responsibility is to work with the first and second year students and those who are "deciding" on an academic major.

Tuition Funded Retention Annual Report

Year 2001-2002

Campus: BL IUPUI East Kokomo NW SB SE

Intervention Name: **Academic Support Center**

Account Manager: **Karen L. White**

Report Created by: **Rick Dennie**

Telephone Number: **574-237-4164**

Email: Rdennie@iusb.edu

Report:

SUMMARY

In the spring of 2002, Indiana University South Bend implemented a system of “direct admits” for all students. Previously, freshman students, regardless of major, were housed in the unit formerly known as Freshman Division. Now, all incoming and continuing students are advised in the College/School that houses their major (i.e. School of Education, School of the Arts, etc.).

With the implementation of the direct admits system; the need has arisen to centralize the many services that are available for students. At this time, these services are housed at various locations across the campus. There needs to be a “one-stop” centralized location where students can obtain the services necessary to increase their success at the University.

Dr. Mae Reck, the new Chancellor at IUSB, has identified the creation of such a Center as a top priority in her goals for the University.

II DESCRIPTION OF INTERVENTION: Placement Exams

All incoming students are required to take placement exams in reading, English and math to assess their skill levels in those areas. The exams are given on the main campus in South Bend and also at off-campus sites in Elkhart and Plymouth. Exams are offered frequently and at various times (i.e. weekend, evening) in order to accommodate our incoming student population.

A total of **2,958** placement exams were administered. The following breaks this down: Reading Exams (973); English Exams (830); Math Exams (1155).

A total of **973** students took the Nelson-Denny Reading Exam. The following table shows the number of students placing into each level:

Exam Score	47-66 (X100)	67-83 (X101)	84+
Total Students	48	79	836
%	4.98%	8.20%	86.81%

* 10 students scored below 47 (1.04%). These students are not eligible to attend the University until retesting on the exam yields a score of 47 or above.

With less than 15% of students placing into a developmental reading course, this points to the fact that students are entering the University better prepared to handle reading at the college level. This should have a significant impact on retention, as students are better able to be successful in those courses, which require a significant level of reading.

A total of **830** students took the English placement exam. The following table shows the number of students placing into each level:

Exam Level	2 (W031)	3 (W130)	4 (W131)
Total Students	25	563	231
%	3.01%	67.83%	27.83%

A total of **1155** students took the math placement exam. The following table shows the number of students placing into each level:

Exam Level	I (M004)	II (M014)	III	IV	V	VI
Total Students	130	273	312	408	16	16
%	11.26%	23.64%	27.01%	35.32%	1.39%	1.39%

DESCRIPTION OF INTERVENTION: Placement Preparation Workshops

Throughout the academic year, a series of workshops are offered to assist students in preparing for the reading, English and math placement exams. These workshops are led by the Academic Resource Center lecturers.

Workshop	Reading	English	Math

Total Attendance	39	42	94
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DESCRIPTION OF INTERVENTION: New Student Orientation

Recognizing that Orientation is the student's first major activity in their college career, a comprehensive New Student Orientation program is offered to ease the transition into the university environment. At New Student Orientation, students have the opportunity to interact with faculty and staff from their College/School. In addition, members of the Peer Mentor Program, who are undergraduate students at IUSB trained to work with faculty and staff to enhance the Orientation experience for incoming students, also provide assistance. A total of 458 students have attended New Student Orientation thus far, July 2002. We anticipate another 500 students will be oriented this summer.

III Goals for 2002-03

One of the primary goals for 2002-03 will be the identification of space in order to facilitate the opening of a learning center. This center will bring together all of the services that are currently offered at various locations on campus.

Another goal is to increase the opportunities for placement testing through the use of computerized tests for math and reading, the English exam will remain non-computerized. A large computer lab is one of the major requirements within a learning center. This would allow much more flexibility in the scheduling of placement exams and allow for walk-in testing.

Tuition Funded Retention Report

Year: 2001-2002

Campus: BL IUPUI East Kokomo NW **SB** SE

Intervention Name: **Freshman Academic Seminar**

Account Manager: **Karen L. White**

Report Created by: **Gail L. Thompson-Hadley,
Threshold Seminar Coordinator,
Academic Resource Center & School of Education Lecturer**

Telephone Number: **(574) 237-4195**

Email: ghadley@iusb.edu

Targeted Initiative: Freshman Academic Seminar

Students Served:

Fall 2001:	17 sections:	287 students enrolled
<u>Spring 2002:</u>	<u>5 sections:</u>	<u>75 students enrolled</u>
Total:	23 sections:	362 students enrolled

Description of Intervention:

Brief History of Freshman Seminar, spring 1997 - present.

In the spring of 1997, IUSB conducted the first pilot sections of Education U100 Threshold Seminar for entering freshmen with the goals of improving their college learning skills, library research skills, critical analysis skills, use of campus resources, and connections to the academic and social IUSB community. Since that initial group of five 1-credit sections and two 3-credit sections, Threshold Seminar has continued to grow and evolve to better meet the needs of our freshmen. As students, parents, and advisors have learned of the benefits derived from Threshold Seminar, the number of sections has grown to 17 sections in the fall and 5 sections in the spring.

Threshold Seminar has been required of those freshmen entering IUSB in probationary status, but is also open to all freshmen that want to increase their academic skills and improve their chances for college success. Approximately one-third of those who enroll in U100 are not on probation, but elect to enroll in the course because they want help improving their collegiate skills.

Diversity of Freshman Seminar Instructors.

The diversity of faculty is an important model of academic encouragement for IUSB's diverse student population and helps them connect to the IUSB community of learners. One third of the 13 instructors (5 of 13) who served as Threshold Seminar faculty for 2001-2002 was African American and two-thirds (10 of 13) were female. In addition, 2 of the faculty had physical

disabilities. The diversity of freshman seminar faculty is a critical factor for the U100 retention effort.

The instructors for U100 Threshold Seminar have come both from the ranks of professional staff counselors and from faculty in the various disciplines. With the help of the 2001-2002 Student Retention Grant, our aim was to provide a stronger connection to specific disciplines, hence enhancing a student's connection to a probable subject area major and eventual career.

Freshman Seminar for Career Exploration, Fall 2001.

In the fall of 2001, we did offer a section of U100 Threshold Seminar using most of the standard curricula but taught by a career counselor and former Acting Director of Admissions. The instructor used a supplemental text for career exploration along with the 2 main texts for the class, and had students complete a career interest inventory. At the end of the semester, she reported that with the entire academic needs of the students, there was not really enough time to devote to a thorough career exploration, but students did complete some preliminary career investigation and self-analysis.

Pilot Freshman Academic Seminar, Spring 2002.

During Fall 2001, we identified 3 faculty from the disciplines of history, education, and business to develop special academic focus sections of Threshold Seminar targeted for students interested in a particular academic subject area. All 3 faculty had previously taught our generic sections of Threshold Seminar so were experienced with the retention focus of the course as a basis as they developed a modified version of the course for their own disciplines.

The instructors for the humanities, education and business sections of U100 Threshold Seminar all used supplementary texts they had identified as useful for providing opportunities for students to use the critical analysis skills requisite for their particular discipline as well having them deal with discipline-related issues. Each academic focus instructor worked with the librarians to develop a list of library research topics, which were pertinent to their discipline for the research instruction and team project component of the course. Instructors encouraged their students to participate in learning community activities outside of class which related to their area of academic focus.

Freshman Academic Seminar Lectureship, Fall 2001-Spring 2002.

We found that the School of Education had sufficient funds to pay the associate faculty for the U100 Threshold Seminar courses, but we identified our real need as the hiring of a full-time freshman academic seminar instructor from one of the disciplines. This modification to the original proposal was approved. As a full-time lecturer, this person was able to provide on-going consultation to the Threshold Seminar Coordinator and the other 12 freshman seminar associate faculty in weekly discussions. A new academic Textbook Reader, developed through this program and with this lecturer, will be used beginning fall 2002. The reader is composed of college textbook chapters from such disciplines as education, psychology, biology, business, communications, history and political science. All sections of Threshold Seminar, both the 7 discipline-based, and the 10 generic, will use the reader as a way of connecting students to various disciplines as they practice college learning skills of note-taking and test preparation.

Our lecturer also field-tested an expanded version of the library research project with his students before it was used by all sections.

Freshman Academic Seminar, Fall 2002.

We are expanding from 3 to 7 special sections (5 different disciplines) of freshman seminar for Fall 2002. The Threshold Seminar Coordinator and the lectureship position met with the deans and advisors of all of IUSB's schools during Spring 2002 to explain the purposes and strategies of the new discipline-based freshman seminars, and to gain the support of the various administrators and advisors. A one page 2-sided description of the seminars has been mailed to entering freshmen this summer along with their placement test information. See attached U100 Threshold Seminar Fall 2002 description. (Appendix A)

Results and Evaluation of Freshman Academic Seminar Intervention:

Freshman Academic Seminar Retention Data, Spring 1997 - Fall 2001.

We are still in the experimental stages of developing the academic discipline-based freshman seminar, but preliminary results from both faculty and students indicate a positive result. We do have data collected by Dr. Lynn Williams, Associate Dean of the College of Literature, Science and the Arts, which show the positive effect of our freshman seminar course, U100, on the retention of students over the past several years. While students on probation were required to enroll in the course, it turns out that about a third of those students did not, in fact, register for the freshman seminar course, so they serve as a comparable control group for comparison of retention rates.

The attached retention analysis charts show that those students who enrolled in U100 (formerly called U205) were retained at a greater rate than those probationary students who did not enroll in the freshman seminar course at the one semester, one year, 2 year and 3 year term. For example, Fall 1999 freshmen probationary admits who enrolled in U100 persisted at 38.2% after 2 years compared to 20.4% for probationary admits who did not enroll in U100. See attached retention data summary, EDUC 205 / U100 Analysis for Freshmen, April 22, 2002.

Faculty Evaluation of Freshman Academic Seminar.

Faculty who have taught U100 Threshold Seminar uniformly report the benefits of U100 to their students as they strive for academic success and connection to the greater IUSB academic community. One faculty member writes:

We have learned that many students do in fact need a course like this, especially those students deemed to be at-risk due to poor test scores, or a long length of time away from school. Many students need help with basic skills such as time management, note-taking, test-preparation, and development of critical thinking skills. My discussions with other teaching faculty at IUSB demonstrate that they too believe that many students need a course such as this... my instructor evaluations show that many students find the course interesting and fun, and that especially for many students the course helps them feel more comfortable with and connected to the campus. The course appears to be succeeding in

promoting informal student relationships with IUSB faculty such as myself, and thus strengthens the campus social fabric for those students.

These are exactly the kinds of student connections to faculty which we believe promote retention.

Freshman Academic Seminar, Grade Comparisons, Spring 2002.

In the spring of 2002, 42 students enrolled in the 3 special subject area sections of freshman seminar compared to 33 students in the 2 generic sections. While it is too soon to compare retention data for the Spring 2002 cohort, we do know that overall, 75% (56 of 75) of all Spring U100 students earned a grade of "C" or better in U100.

Since there were only 5 sections to choose from for the spring semester, students selected a particular section often based on a day/time preference rather than because of the particular subject area. While all of the business section students reported they were interested in business, only two-thirds of the education section students selected the section for its education orientation, and virtually all of the humanities section students selected the section for its 10:00 time slot. If we compare the students in the business and education sections as mostly representative of subject area sections in which students had an expressed interest in the particular discipline, we find that 79% (19 of 24) earned a grade of "C" or better compared to the other 3 sections in which 73% (37 of 51) earned a grade of "C" or better. This is a higher percentage who earned a 2.0 or above than our current percentage of overall students earning a 2.0 or above GPA.

We will continue to examine the data to compare those students in our discipline-based sections with those in the generic sections of freshman seminar, as well as examine retention data from one semester to the next as it becomes available, and then make comparisons with the general freshman population. We expect that for Fall 2002, with 7 discipline-based sections and 10 generic sections for students to select from, more students will select a subject area section because of its academic orientation rather than simply its day/time characteristics, lending to the validity of our comparisons between generic and discipline-based sections of freshman seminar graded course.

Tuition Funded Retention Report

Year 2001-2001

Campus BL IUPUI East NW SB SE

Account Number: **0755508**

Intervention Name: **Campus Based Student Activities**

Account Manager **Karen L. White**

Report created by: **Roy A. Padiachee, Acting Assistant Director of Campus Life**

Telephone number: **574-237-4220**

e-mail address: **rpadiach@iusb.edu**

Report:

Summary:

Through our new campus based activity position we indicated that we would provide programs that would increase student interaction on campus. Completion of the Student Activities Center gave the campus community a hub around which to gather.

Description of intervention: We have hired a person to develop the intramurals and student recreational programs for our campus. Job duties include gaining stronger student involvement with setting up activities on campus, assist clubs and organizations to become involved with campus activities, and for clubs to offer more of their own activities. Not only have we begun to use this position as a campus liaison but also to create more job opportunities for students in on campus positions.

Result/Outcome Measures: This position remained vacant until mid fall, 2001. However, a number of athletic opportunities were created with the opening of the Student Activities Center in the first week of January. Of the activities available to students, 3 on 3 basketball, 5 on 5 basketball, and singles racquetball, had high student participation rates. We will continue offering these activities and use them as a baseline to establish new ones.

Summary and evaluation of outcomes from this intervention:

We are off to a positive start in crafting a more cohesive community. We recognize the need to advertise and attract more student participation. During the upcoming months we will develop an in depth plan of action to increase student connections. The planning process will include clubs and organizations and the Student Government Association. We want clubs and organizations to be our partners in brokering the activities at the center. We plan to begin our outreach efforts to our entering students at New Student Welcome Day, and throughout the first week of fall, our Spirit Week.

We have an ideal facility for students to gather and make those connections; our challenge is not only to develop the activities, but to assist students as they embrace this facility as their own.

We will develop a means by which to assess attendance, and increase that attendance to include a greater percentage of our enrolled student body. Ideally, the students who take the time and make the effort to adopt the campus as their “home” will demonstrate their success via GPA. Our plan is to compare attending and involved students against those students who do not pursue the connection.

Indicate how implementing this intervention has affected student success on your campus.

The research is very clear, according to Tinto (1993), the more academically and socially integrated students are, the more likely they are to persist in college.

Tuition Funded Retention Annual Report

Year 2001-2002

Campus: BL IUPUI Kokomo NW SB SE

Intervention Name: **Minority Student Program**
Account Manager: **Karen L. White**

Reported Created by: **Charlotte Pfeifer**
Telephone Number: **(574) 237-6536**
Email: cpfeifer@iusb.edu

Summary:

Description of intervention: A person will be hired to develop a comprehensive minority student program; we believe the hiring process will be concluded by August 24, 2002. This person will also work in conjunction with admissions to recruit minority students, and create and maintain a support network for those students. The support network will include minority faculty, staff, students and community members. As a result of attendance at "The Recruitment and Graduation of Students of Color" we have enhanced our original goal to include cohorts of community learners.

Result/Outcome Measures:

Due to a limited pool of applicants in the past, we are now in the process of hiring our Minority Enhancement Coordinator. Once this position is filled, we anticipate a rapid start. The plan has been well developed and key participants have already been identified; they have brought their enthusiasm with them.

Summary and evaluation of outcomes from this intervention:

Within Saint Joseph County and specifically the Michiana area, the minority population has significantly increased. Thus far, this population increase is not mirrored within our student population. Our goal is not only to increase the number of minority recruits but also to insure their graduation from Indiana University South Bend. This initiative has the best components for student and university success. We have included all the best practices and procedures that have been proven to enhance minority student attainment. We believe that we will experience positive results in our first to second semester retention rates.

Appendix A

Threshold Seminar: Fall 2002

U100 Threshold Seminar is a School of Education course designed to help IUSB freshmen improve the following:

- College textbook learning strategies and test-taking skills.
- Critical analysis of issues in college supplementary readings.
- Connection to campus resources and the academic community.
- Library research skills.

A total of 17 sections of U100 Threshold Seminar will be offered in the Fall 2002 semester. The course is open to all freshmen, and according to university policy, is required of those admitted on probation. U100 is a graded course and provides 3 hours of college credit.

The course is taught by a broad range of faculty and academic counselors from Education, Liberal Arts & Sciences, Allied Health, Business, Arts, and Public and Environmental Affairs.

The primary text used in U100 is Becoming A Master Student, 10th Ed., along with a textbook reader for practice in college learning skills. The textbook reader includes chapters from college textbooks from a variety of academic disciplines such as business, education, communications, history, political science, psychology and biology. Students learn to construct their own study guides and will practice test-taking strategies using the actual college textbook chapters.

Library Research Project

Student teams of three select research topics on such issues as the effects of poverty on children, the death penalty, animal rights in medical testing, the over-diagnosis of ADHD, human cloning, music censorship, and the effects of interracial adoption. The IUSB librarians provide two class sessions of library instruction and the class works in the library for three additional class sessions to produce an end of semester oral research presentation.

Critical Analysis Development

Instructors select two supplementary texts used for development of critical analysis of issues. Those texts include:

A Lesson Before Dying, <i>E. Gaines</i>	(racism in the 1940's)
No Pretty Pictures, <i>A. Lobel</i>	(Holocaust survivor story)
7 Habits of Highly Successful People, <i>S. Covey</i>	(life success strategies)
Lyddie, <i>K. Patterson</i>	(1840's New England cotton mills; poverty / labor / gender issues)
Galileo, <i>B. Brecht</i>	(play with political, religious and scientific conflicts)

Learning Community Activities

U100 Threshold Seminar students are required to participate in 3 Learning Community Activities to help connect them to the IUSB community of learners. Students are encouraged to explore campus resources such as tutoring and career advising, participate in campus organizations, and attend plays, sports and social events, concerts and lectures.

