

Tuition Funded Retention

Annual Report

Year 2002 – 2003

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

The Report Submitted by:

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Tuition Funded Retention
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Executive Summary Year 2002-2003

Indiana University South Bend has completed the second year of the Tuition Funded Retention Initiatives for improving student success, retention and graduation rates. Building upon the success of the initiatives funded by the Lilly Endowment Program of Indiana, the tuition dollars have allowed IUSB to build on past experience to identify, develop, expand, and assess a number of additional interventions. Current literature on college student retention has identified a number of best practices including centralized and integrated student services, increased intervention for underrepresented students, and connecting the social and academic aspects of the college experience.

We have developed a multifaceted and integrated approach which includes proactive career advising, tutoring, supplemental instruction and skills training, freshmen seminar and early intervention for students having academic difficulty, and increasing participation in student life.

This report will reflect the success gained and challenges identified as we improve learning outcomes for our students while focusing on future priorities.

This reporting period has been highlighted by:

- the realignment of Student Affairs
- the creation of an Academic & Learning Support Center
- the Freshman Academic Seminars
- a comprehensive program for Students Assisting Students
- the expansion of programming dedicated to Student Life
- the creation of a Career Counselor position
- the innovation of programs for underrepresented students (Making the Academic Connection Program)

Statistical Analysis of Proposed Goals:

The three goals set for the tuition dollars were:

Goal One: Over the next three years, IUSB will increase the beginning student first-to-second year persistence rate from an average of 59.5 (1997-99) to 63 percent.

Goal Two: Over the next three years, IUSB will increase the half-time first-to-second year retention rate from an average 45.9 (1997-99) to 48 percent and the part-time rate from an average 41.7 (1997-99) to 43 percent.

Goal Three: Over the next three years, IUSB will increase the Hispanic student first-to-second year persistence rate from an average 33 (1997-99) to 35 percent and the Black student rate from an average 45.5 (1997-99) to 50 percent.

At the time of the proposal's submission the three goals were established to reflect a realistic increase in student retention of approximately 1% per year. The South Bend baseline retention rate for full-time beginner students from 1997 through 1999 was 59.5%. Our achieved retention rates are shown in the chart below:

Goal One: Over the next three years, IUSB will increase the beginning student first-to-second year persistence rate from an average of 59.5 (1997-99) to 63 percent.

South Bend Persistence to the Second Year by Cohort Status

| | 2000 Cohort | | | 2001 Cohort | | | 2002 Cohort | | |
|------------|-------------|-------|-------|-------------|-------|-------|-------------|-------|-------|
| | began | ret'd | % | began | ret'd | % | began | ret'd | % |
| Beginner | 856 | 514 | 60.0% | 1,029 | 643 | 62.5% | 932 | 598 | 64.2% |
| Transfer | 396 | 249 | 62.9% | 409 | 268 | 65.5% | 442 | 280 | 63.3% |
| Exclusions | 0 | | | 0 | | | 1 | | |
| Overall | 1,252 | 763 | 60.9% | 1,438 | 911 | 63.4% | 1,374 | 878 | 63.9% |

All charts and data from: Official Undergraduate Retention Reports
University Budget Office
Volumes 12 and 13.

Full-Time Beginners by Campus and Year

| | BL | IUPUI | EA | FW | KO | NW | SB | SE |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1999 cohort | 87.7% | 58.2% | 57.0% | 61.6% | 59.5% | 57.6% | 64.6% | 65.8% |
| 2000 cohort | 87.1% | 61.6% | 55.8% | 64.6% | 52.9% | 59.7% | 64.4% | 63.8% |
| 2001 cohort | 87.9% | 64.8% | 57.8% | 64.5% | 66.0% | 66.3% | 66.4% | 70.9% |
| 2002 cohort | 88.3% | 66.6% | 61.2% | 61.4% | 59.9% | 62.2% | 69.5% | 66.6% |

We have realized an increase in the full-time beginning cohort first to second year persistence rates from 64.6% in 1999 to 69.5% in 2002, an increase of 4.9% exceeding our goal by 2.1% overall. IU South Bend's first to second year persistence rates are the highest among all IU campuses except for the residential Bloomington campus. We are encouraged by the improved retention rates at IU South Bend.

Goal Two: Over the next three years, IUSB will increase the half-time first-to-second year retention rate from an average 45.9 (1997-99) to 48 percent and the part-time rate from an average 41.7 (1997-99) to 43 percent.

| Part-Time Beginners Only (PTB) | | | | | | | | | |
|---------------------------------------|--------------------|-------|-------|--------------------|-------|-------|--------------------|-------|-------|
| | 1999 Cohort | | | 2000 Cohort | | | 2001 Cohort | | |
| | began | ret'd | % | began | ret'd | % | began | ret'd | % |
| PTB | 230 | 108 | 47.0% | 218 | 103 | 47.2% | 278 | 144 | 51.8% |
| PTB as % of Beginners | 26.5% | 20.8% | | 25.5% | 20.0% | | 27.0% | 22.4% | |
| PTB as % of Overall | 19.2% | 14.9% | | 17.4% | 13.5% | | 19.3% | 15.8% | |

The above data does not denote part-time vs. half-time beginners. Therefore, we have adjusted our goals to reflect an approximate 1% increase each year. A goal of a 45.5% persistence rate for all part-time beginners is realistic for our campus. Using our 1% increase per year we have exceeded our projections.

Goal Three: Over the next three years, IUSB will increase the Hispanic student first-to-second year persistence rate from an average 33 (1997-99) to 35 percent and the Black student rate from an average 45.5 (1997-99) to 50 percent.

Full-Time Beginners by Ethnicity

| | 2000 Cohort | | | 2001 Cohort | | | 2002 Cohort | | |
|---------------|--------------------|-----|-------|--------------------|-----|-------|--------------------|-----|-------|
| By Ethnicity | | | | | | | | | |
| African-Amer. | 31 | 16 | 51.6% | 48 | 25 | 52.1% | 41 | 26 | 63.4% |
| Hispanic | 16 | 7 | 43.8% | 22 | 16 | 72.7% | 15 | 12 | 80.0% |
| Other | 591 | 388 | 65.7% | 681 | 458 | 67.3% | 603 | 420 | 69.7% |

The African-American persistence rate increased from 52.1% for 2001 to 63.4% for 2002. This reflects an increase of 11.3%. This persistence gain continues with the Hispanic students who were retained at 72.7% for 2001 and 80.0% in 2002 for an increase of 7.3%. These gains continue to demonstrate and support that the initiatives are enhancing minority student success. It should be noted that due to the relatively low enrollment of Hispanic students it is difficult to predict a consistent persistence gain. Other programs are being pursued to increase the enrollment rates of Hispanic students.

It is significant to note that IUSB was one of only three regional campuses able to report on Hispanic figures because other campuses had enrolled 10 or fewer in one or more of the reporting periods.

Summary and 2003-2004 Plans:

IU South Bend has shown improvement in student retention due to the many initiatives funded by the Trustees Tuition dollars. The three persistence goals that were established have been achieved, and during the next reporting period we will:

- Realign the goals for improved persistence rates
- Further assess all initiatives
- Ensure that all initiatives are staffed and fully implemented
- Host campus wide discussion on student success and retention
- Integrate the IPAS (Indiana Project on Academic Success) initiative into our measures of success

Tuition Funded Retention Report

Year 2002-2003

Campus BL IUPUI East NW **SB** SE

Account Number:

Intervention Name: Academic Support Center

Account Manager Karen L. White

Report created by: Rick C. Dennie, Academic Support Coordinator
Joanne Detlef, Academic and Learning Center/Writing Center Director

Telephone number: **574-237-4164**

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

Report:

Students Served:

Because of the reorganization to unite the personnel and functions of Academic and Learning Services under the umbrella of Student Affairs, much of this year's work has involved research to determine best methods and practices to serve students, redefining of positions and realignment of personnel, and relocation of faculty into the Student Academic Support Center.

In addition, an intervention under development is a one stop student support center. Once this center is fully realized, it will serve the needs of the entire student body. It will be the reference point for every student who attends IUSB. In our current structure, 3000 students were served at the Writing Center.

Description of intervention: Plans are underway for a one stop student support center that will encompass all of the services that come under the student affairs banner. Once the center is fully functional, students will no longer have to go to various points on campus but will be able to receive necessary services in one location. A secondary function of the one stop center will be to make referrals, when necessary, to other campus departments outside of student affairs. Such referrals will still occur in one place, the one stop center, so that this becomes the starting point for students when seeking services or answers to their questions.

Result/Outcome Measures;

The development of the One Stop Center continues to progress. A professional consultant has been secured to do a comprehensive evaluation of our current services and staffing. The consultant will assist in laying the foundation for the One Stop Center in regard to issues of staffing and administrative structure. Members of the administrative team have and will continue to travel to various colleges to observe first-hand One Stop Centers currently in operation. These visits provide valuable information in how to proceed with our Center.

Initial efforts will include the physical relocation of the Academic Resource Center into the Student Academic Support Center and the creation of an Academic and Learning Services Center (Learning Center).

Summary and evaluation of outcomes from this intervention:

Overall, the establishment of the Learning Center as an ancillary to the Writing Center will be a major achievement for assisting students to succeed in their academic studies. We look to both the Writing Center and the Learning Center to provide tutoring seven days a week during academic sessions, and during mornings, afternoons, and evenings until 8:00 p.m. Both will serve as excellent resources for all students, both struggling and accomplished, and provide safe environments for discussion, argument, questions, and experimenting with ideas and ways of learning. Continuing high use of the Writing Center and anticipated extensive use of the Learning Center do indicate their value to students and the growth of faculty awareness of the services and their respect for them.

Summary of 2003-2004 Plans:

For the 2003-2004 academic year, Academic and Learning Services has established the following goals:

- Track students who use both the LC and the WC.
- Continue targeting entering students by promoting Academic and Learning Services functions in orientation sessions, FY English classes, and fall semester kick-off activities.
- Identify and track Associate's degree candidates in order to encourage their use of learning services.
- Increase availability of online resources and self-help software in the Learning Center and the soon to be developed Learning Center that students can explore and practice academic work on their own.
- Create a virtual tour of learning services. Related to this is making the online information about tutoring services more accessible from the IUSB home page.
- Create and distribute to all entering students an attractive brochure describing campus learning services
- Expand the release time responsibilities of ARC lecturers in Math and Reading to work with the Learning Center in providing programming, workshops, and online support.
- Designate the ARC Lecturer in English as Assistant Director of the Writing Center, with responsibilities specifically related to FY writing courses and WC administration.

We have made significant progress in the development of the One Stop Center. As we work towards a philosophical integration of student affairs, we have begun work on the actual physical

integration of these services. In addition, space next to the Communications Center is being opened up to allow us to create a Registration Center with computers available to assist students with the on-line registration system. Nearby classrooms are also being renovated to accommodate a Learning Center, which will centralize all of the tutoring services on campus into one space. Computers will be installed in these classrooms as well as several tables, chairs and dry erase boards.

Plans are to have the Communications Center and Registration Center fully operational during the fall 2003 semester. The Learning Center should begin offering tutoring services by the second or third week of the semester. We plan that photo id's will operate in our area by October 2003. Another component under development is to move the Writing Center from its current location to a classroom connected to the Learning Center. With over 3000 student contacts annually, housing the Writing Center in the same area as all other tutoring services will result in a very active Learning Center and more importantly, maintain all such services in one area (the Writing Center is currently located next to the Library, far away from the Learning Center).

We anticipate a very large number of students will begin utilizing these services. We are particularly excited about the opening of a Learning Center, as comprehensive tutoring services are very much in demand.

Tuition Funded Retention Report

Year: 2002-2003

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,
Student Academic Support Center & School of Education**

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

Email: **ghadley@iusb.edu**

Targeted Initiative: Freshman Academic Seminar

Students Served:

Fall 2002: 17 sections: 267 students enrolled

Spring 2003: 6 sections: 71 students enrolled

Description of Intervention:

In the spring of 1997, IUSB conducted the first pilot section of Education U100 Threshold Seminar for freshmen with the goals of improving first to second year retention rates. The course objectives were to improve student retention by increasing students' college learning skills, library research skills, critical analysis skills, use of campus resources, and connections to the academic and social IUSB community. Threshold Seminar has been required of those freshmen entering IUSB in probationary status, but is also open to all freshmen who want to increase their academic skills and improve their opportunities for college success.

To better meet our objectives of helping freshmen connect to the academic IUSB community, sections were developed which would provide the same collegiate skills as the general sections of U100 Threshold Communities but would focus specifically on a particular discipline area. From the spring 2002 pilot we have expanded the scope and number of subject specific sections. In fall 2002 we offered 7 in the areas of science / health professions, humanities, business and management, public affairs, and business. Four spring sections of U100 were discipline oriented.

Subject specific sections of U100 used the same primary text, Becoming a Master Student, as the generic sections. However instructors identified supplementary texts for critical analysis related to their particular fields and developed a list of library research topics for the library research and team project component of the course. Additionally, instructors encouraged their students to participate in learning community activities outside of class which related to their area of academic focus.

As we continued the subject specific sections, we identified the need for a full-time U100 Threshold Seminar lectureship from one of the disciplines. The benefits of such a lectureship include materials development, faculty consultation, learning community events planning and implementation, and work with the peer mentors attached to many sections of the academic seminars.

We needed a textbook reader with college chapters of high interest to students in specific subject areas for use in applying their collegiate learning skills in note-taking, memory, test preparation and test taking. The U100 faculty selected six chapters from more than 20 relevant college texts for construction of our own IUSB Threshold Textbook Reader. We deleted study guides and practice test questions from the text to allow better academic skills practice for our students. The students constructed their own study guides and practice tests. Response to the Threshold Textbook Reader has been overwhelmingly positive. Instructors report that students seem more enthusiastic about practicing their college learning skills with our new reader compared with the previous one. Student end of semester evaluations from Fall 2002 resulted in comments such as the following:

This helped me to take notes better and learn how to read certain items.

It was difficult for me to actually enjoy but it did have very good information.

All helped me learn.

The reading was more interesting than The Master Student.

I didn't really like doing the assignments for this book.

Reading the Threshold Reader helped me become more worldly knowledgeable.

Doing the concept maps and practice quizzes helped me grasp concepts from the chapter and start critical thinking.

Effective and on topic.

Difficult to read and did not fit with the rest of the class.

The readings were boring but gave important information.

When we were doing them, I thought they were a waste of time, but now I understand that they were preparing us for those types of things in other classes.

The book was good because it had a variety of topics.

Worthwhile and for the most part valuable.

Constructing question & answer study guides was helpful for test preparation.

Peer Mentors

We were able to assign peer mentors to many of the sections of U100. The mentors helped connect freshmen to academic, service and social campus resources such as assisting them with computer training, providing small group and individual academic skills help, answering general information questions about college life, and encouraging students to participate in campus events. An analysis of the grades earned in fall 2002 shows that students in those sections with a peer mentor clearly out-performed those in sections without a peer mentor earning a gpa of 3.12 with a peer mentor vs. 2.56 without a peer mentor. (See Tables 1-4).

The U100 lecturer planned and implemented a number of events open to students in all sections. To utilize the new Student Activity Center our U100 lecturer surveyed students about preferences for field events, and organized an afternoon and evening of assorted activities mid-fall semester with about 40 student participants. The end of semester holiday party drew more

than 75 participants. We had a similar learning community event in April with approximately 60 guests. Students expressed their enthusiasm for the IUSB campus by inviting their friends and families to share a campus activity. We believe these events strengthen the bond students develop to their college campus.

Results and Evaluation of Freshman Academic Seminar Intervention:

Freshmen Academic Seminar Retention Data, Spring 1997 - Fall 2001

Data collected by Dr. Lynn Williams, Associate Dean of the College of Liberal Arts and Sciences, show a positive effect of our freshman seminar as reported in last year's Tuition Funded Report, 2001-2002. Freshmen enrolled in U100 (formerly 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, two year and three-year term. For example, Fall 1999 freshmen probationary admits who enrolled in U100 persisted at 38.2% after two years compared to 20.4% for the probationary admits who did not enroll in U100.

Subject Specific Academic Seminar Sections

We have done a preliminary analysis of the grades earned in U100 Threshold Seminar for the Fall 2002 and Spring 2003 semesters to compare those students enrolled in subject specific sections of U100 vs. those in the general sections. The fall 2002 data does not suggest great differences in grades earned: 2.90 for subject specific sections vs. 2.80 for general sections (See Table 3).

For Spring 2003, however, the subject specific section students averaged 2.98 in their U100 course vs. just 2.68 for the two general sections (Table 4). The 2 general sections were taught by the U100 lecturer who also taught one of the subject specific sections, therefore, differences in instructors were probably not the source of the differences in grades earned.

Descriptive data from end of semester Fall 2002 student course evaluations do indicate a positive response to the subject specific sections:

Question: How has the discipline orientation of the U100 section helped you make **decisions** about your possible major or career interest area?

It has helped me decide to become a teacher (Education Section).

It helped a great deal. Before I started this class, I hadn't picked a major and now I have picked one (Education).

Already set on that (Education).

I still want to do the major I first intended to do, but it made me think about the business part of my major (Business).

It hasn't. I don't know what I am going to go into yet (Business).

It's kind of shown me more areas. (Business).

It gave me a better understanding of what I may be most interested in (Business).

I hadn't decided on a career, but now know I want to major in radiography (Science).

Advisors have requested that we continue and expand the offering of subject specific sections. Students seem more enthusiastic about enrolling in an elective college learning skills course, especially if it's not required, if the course is geared to their probable academic interests, the instructor is an expert in the discipline, and the class will be comprised of students with similar

interests - all good indicators of student desires to forge campus connections to the IUSB academic community.

Future Directions and Recommendations:

Based on our preliminary data and results, we expect that future analysis will continue to demonstrate the effectiveness of the freshmen academic seminar in increasing both the retention and the academic success of IUSB freshmen. Table 5 summarizes the grades earned in U100 Threshold Seminar for Fall 2002 and Spring 2003. The average gpa's of 2.85 earned by 338 of our freshmen who are at the probationary, high-risk end of the freshmen profile, are impressive compared to average grades earned by first semester freshmen across campus.

The U100 Lecturer has played a pivotal role in the development of new course materials, peer mentor recruitment and coordination, learning community events, and faculty consultation.

We will continue to offer both general freshmen academic seminars and subject specific sections for those freshmen who have identified an academic discipline. As indicated, there is a positive correlation between U100 grades and the help of a peer mentor attached to the class, so we recommend expanded use of the peer mentors for all sections of the freshmen academic seminar.

Tuition Funded Retention Report

Year 2002-2003

Campus BL IUPUI East NW **SB** SE

Account Number: **0755508**

Intervention Name: **Learning Disabilities Specialist**

Account Manager **Karen L. White**

Report created by: **Donna Lamborn, Learning Disabilities Specialist**

Telephone number: **574-237-4832**

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

Report:

Students Served:

Students receiving disability related counseling and accommodations through this office increased from 64 in 2000-2001 to 121 in 2002-2003. Sixty-two students received services for a learning disability as the primary disability. Forty-nine students received services for Attention Deficit Disorder as the primary disability. Thirty-two additional students received screening assessments and/or study or learning strategies training.

Description of intervention:

Students receive academic accommodations that are determined from an interview with that student and current documentation provided by certified specialists. The accommodations are unique to the specific courses each semester. Students and the Specialist review the efficacy of those accommodations throughout the semester as needed.

Result/Outcome Measures:

The effectiveness of the program will be evaluated from feedback through yearly surveys of students as well as persistence and graduation rate of the students who choose to continue to receive services. Students are taught strategies that encourage, in many cases, independence of accommodations arranged by this office, or a decrease in personal contact with the Specialist as they experience academic success.

Summary and 2003-2004 Plans:

The position of Learning Disabilities Specialist was created as a result of a proposal funded by the interest from the Lilly Grant to increase student retention. The goals are:

- increase student success and retention by providing reasonable and appropriate academic accommodations and support for those who are documented as learning disabled.

- provide consultations and workshops with faculty and staff regarding student needs and alternative teaching and testing methods
- provide learning disability screening assessments and make appropriate referrals to campus and community resources.
- promote Indiana University South Bend and the process for receiving accommodations and services available to potential students from local high schools and community groups
- participate in freshman orientation sessions and individual disability advising sessions for students for fall and spring semesters. Provide Learning Disabled Freshmen with a support plan that includes regularly scheduled contacts to facilitate transition and adjustment.

for college success. Historically, approximately one-third of the freshman students enrolling elect to take the course. Peer Mentoring is provided so first-semester students can interact with upperclassmen and gain knowledge of various aspects on college life and potential majors. Peer Mentors were utilized in about 8 of the 17 fall sections and all sections for spring. This represents about 61% of the U100 sections offered. Actual fall data is incomplete as a transition period was underway regarding the coordination of Peer Mentor duties. All spring sections had Peer Mentors, which was easier to accomplish with the lower number of sections offered. It has been historically difficult to assign Peer Mentors to the sections offered in the Elkhart branch of IUSB and fall semester was no exception. Neither of the two sections offered in Elkhart had Peer Mentor support.

Peer Mentors were utilized in New Student Orientation. The 30 Peer Mentors assigned to various academic units and the Student Academic Support Center supported New Student Orientation programs held in the summer and spring. Tasks assigned before the orientation date included contacting students to confirm they had taken the necessary placement exams and reserving for orientation. Peer Mentor involvement the day of New Student Orientation included assistance with check-in, refreshments, seating; and assistance co-facilitating presentations by faculty and staff which included general college/school specific information and class registration assistance.

Results as indicated by Outcome Measures:

The Supplemental Instruction (SI) Program continued to demonstrate marked success for participating students. For the academic year, those participating in the SI program earned grades approximately 0.47 points higher than those not participating. Data for retention rates showed that approximately 89% of SI participants completed the coursework for the semesters versus 73% of those not participating in SI completed their course work. The retention rates and GPA's of students utilizing the program were statistically equivalent to previous years. Approximately 33% of students enrolled in sections with SI leaders utilized the services.

It appears that Peer Mentors being present in the EDUC U100 sections has a dramatic impact on the success of students. Students in those sections with Peer Mentors scored markedly higher in overall grades. The average GPA for students in sections with Peer Mentors was about 0.56 points higher than those in sections without Peer Mentors. About 87% percent of students in sections with Peer Mentors received grades of C or better compared to about 72% of those without Peer Mentors. Both indicators show that the Peer Mentor program has a significant impact on the success of students in EDUC U100.

No statistical measure of success is in place for measuring the impact on student retention/enrollment where Peer Mentors are used in such ways as the enrollment process and New Student Orientation.

Summary and evaluation of outcomes from this intervention:

Overall the Students Assisting Students program was successful in providing services to aid in student persistence and retention. The Supplemental Instruction program did provide services that resulted in a marked difference in GPA's between those using the services provided versus those who did not.

Measures of success for the SI program included comparative summary of GPA's between those students attending SI sessions and those not attending, persistence rates, and utilization of the SI program. This information was taken only from class sections where SI was implemented to maintain an accurate picture of the program. Students attending SI sessions had a markedly higher overall GPA which was about 0.47 points higher than students not utilizing the program. Retention rates were significantly higher for students using the SI program. On average, about 89% of the students enrolled in sections where SI was offered persisted for the entire semester. Of those not using the SI when offered, about 73% persisted. The overall persistence rate of sections where SI was offered was about 80%. This demonstrates that students who participate in SI tend to persist at a higher rate than those who do not. Of those students enrolled in sections where SI was offered, about 41% participated in SI sessions during the semesters.

Student success and retention are measurable outcomes for utilizing Peer Mentors in EDUC U100 classes. Significant differences in grades were noted in fall sections having Peer Mentors versus those in sections without Peer Mentors. When reviewing fall 2002 data it appears that having a Peer Mentor present in the classroom has a significant impact on the overall results of the class. Although there was not a significant difference noted in semester retention rates, a dramatic difference in the final GPA was noted. Students in sections with Peer Mentors had an overall GPA of about 3.12 where sections without Peer Mentors had an overall GPA of about 2.56; a difference of about 0.56 points. Modifications will be made to allow for more subject specific sections.

Summary and 2003-2004 Plans:

Continue to implement the Supplemental Instruction program as it has been deemed successful. The use of SI leaders will continue to focus on at-risk classes as designated by the SI model. The Academic and Learning Services Center (Learning Center) will be implemented for the fall 2003 semester. This Learning Center will be open seven days a week to allow the most opportunity for students to utilize the services. Tutorial services will be made available in a wide variety of academic areas with the intent of covering all disciplines. Tutorial services will be provided by qualified, trained tutors and administrative responsibilities will be assigned to the Special Populations Coordinator. Services will be provided in the Administration building with the intent of standardizing and centralizing all tutorial services offered at the university. Partial funding for the program will come from the Carl D. Perkins Grant.

Peer Mentoring will continue to be offered for the EDUC U100 classes. The argument is clear with grade point averages being significantly higher in sections with Peer Mentors that this continues. The goal is to have a significant increase in the number of Peer Mentors in the fall sections. Utilizing Peer Mentors who are majoring in the subject specific courses will be expanded to better allow for freshman students to interact with upperclassmen majoring in specific areas.

Tuition Funded Retention Report

Year 2002-2003

Campus BL IUPUI East NW **SB** SE

Account Number: **0755508**

Intervention Name: **Campus Based Student Activities**

Account Manager **Karen L. White**

Report created by: **Marcus Manning, Assistant Director of Student Activities**

Telephone number: **574-237-4306**

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

Report:

Students Served:

The turnstile count indicated 73, 859 instances where people used the Student Activities Center for recreational purposes from July 2002 to June 2003. A diverse group of students ranging from international students, student athletes living on campus, non-traditional and traditional commuter students comprised 65,565 of those visits. The IUSB students represented 85% of the total instances of use. Please note that the turnstile count does not include everyone who enters the Student Activities Center. A tracking system has not yet been developed yet to account for the following areas; the Courtside Café, student lounge, Student Government Association offices, Student Publications office, quiet lounge, and event rooms 221, 223, and 225. Chart one highlights the three months that student usage was at its highest level. The Student Activities Center held six different intramural events including 5 on 5 basketball, 3 on 3 basketball, racquetball, volleyball, and soccer. Thirty-three teams entered the various events totaling 278 individual intramural participants. Chart two highlights the three most popular intramural sports in 2002-03.

Chart #1

| | |
|-----------------------|---------------|
| September 2002 | 7, 260 |
| October 2002 | 7,960 |
| February 2003 | 8,219 |

Chart #2

| Sport | 5 on 5 Basketball | Coed Volleyball | Soccer |
|-------------------------|--------------------------|------------------------|---------------|
| # of Teams | 11 | 8 | 5 |
| # of Individuals | 97 | 64 | 57 |

Description of intervention:

Individual and team oriented intramural events were planned and coordinated in an effort to offer structured recreation to the IUSB student body at large.

Result/Outcome Measures:

The Student Activities Center has created opportunities for students to participate in informal recreation such as table tennis, billiards, volleyball, weightlifting and aerobic exercise. Along with intramurals, fitness classes also provided IUSB students structured recreation.

Summary and 2003-2004 Plans:

With a foundation of informal and formal activities being offered in the Student Activities Center, the plan is to evaluate existing activities and expand programs. With use of the Student Activities Center we will implement a procedure to track the volume in specific areas every hour on the hour. From that data, information regarding the amount of usage in a specific area during a specific time can be relayed back to the IUSB community. The Student Activities Center will add two more professional positions including Recreation Program Manager, and Director of Student Life.

The Program Manager will focus on student-oriented programs such as intramural sports, club sports, and fitness. Using the National Intramural Recreational Sports Association (NIRSA) as a resource, the Program Manager will be expected to plan and implement fresh ideas in all three of these concentrated areas. The Program Manager will encourage intramural teams to participate in local, regional (NIRSA Region III), and national extramural events. A club sport program will be established with the goal of identifying and increasing interest in attaining varsity status as applicable. The Program Manager will provide administrative assistance, establish policy and procedure guidelines, and assemble and manage a program staff. IUSB club sports, like intramural teams, will be encouraged to compete at the local, regional, and national levels.

The Director of Student Life will restructure the student life areas of emphasis. Specifically, the Student Government Association will undergo a self review. Student Activities will be reassessed and implemented with a greater emphasis on quality of programming. One initiative that the Director of Student Life will implement will be to establish a program that involves training students in leadership skills, community involvement, and giving back to IUSB. The Director of Student Life will also oversee the student clubs and organizations.

Through student employment, recreation and student activities, the Student Activities Center will become an area where student development is commonplace. IUSB students will develop skills in the areas of: leadership, interpersonal communication, teambuilding, teamwork, problem solving, accountability, and decision-making.

Tuition Funded Retention Report

Year 2002-2003

Campus BL IUPUI East NW **SB** SE

Account Number: **0755508**

Intervention Name: **Career Counseling**

Account Manager Karen L. White

Report created by: **Christine Richardson, Director, Career Services Office**

Telephone number: **574-237-4436**

E-mail address: **crichar2@iusb.edu**

**Report:
Students Served:**

| | Counseling Services 02-03* |
|-------------------|-------------------------------|
| Freshmen | 54 |
| Sophomores | 37 |
| Juniors | 24 |
| Seniors | 36 |
| Graduate Students | 7 |
| Alumni | 33 |
| Community | 10 |
| Did not indicate | 252 |
| Total - 650 | 453 |

*Services include individual and group counseling, career assessments (Strong Interest Inventory and Myers/Briggs Type Indicator), special programming such as Coffee & Careers, COAS S200, Choosing a Major (one credit elective course)

| | Fall 2002 | Spring 2003 |
|-------------------------|-----------------|----------------|
| Coffee & Careers | 100 | 70 |
| Classroom Presentations | 17 U100 Classes | 9 U100 Classes |
| | | |

Description of intervention:

Many research studies have concluded that students who have decided on and selected academic majors tend to persist at higher rates than those who have not. The interventions implemented through the Career Services Office are created with the intention to assist and lead students toward sound decision making. Interventions created, implemented or continued during the 2002 – 2003 academic year were:

Coffee & Careers

- A fair-like setting with academic departments, professors and advisors available to speak with students about possible majors and related career options
- A “coffee” themed event with a raffle
- Local businesses donated coupons and samples of coffee-related merchandise to be given away during the event
- Those entering the raffle were contacted to encourage use of the Career Services Office

COAS S 200 – Choosing a Major

- Although offered through the College of Liberal Arts and Sciences, the Career Services Office approached the staff of the LA&S Advising Center and proposed that this course be offered; to date, one section of S200 has been offered in both the fall and spring semesters since the spring of 2002

Career Interest Assessments

- The Career Services Office offers the Strong Interest Inventory and the Myers/Briggs Type Indicator to assist students to clarify interests and to begin the career/academic major decision making process

Career Counseling

- In conjunction with career assessments or as a stand alone service, career counseling services are used to assist the deciding or soon-to-be-deciding students to choose/change majors

Internships

- A professional staff member from the Student Academic Support Center was re-assigned in March 2003 to become the Career Services Office Internship Coordinator. Developmental plans and activities were formulated throughout the summer of 2003 to prepare for fall 2003 implementation

Result/Outcome Measures:

The programs listed above have all been successful based on the numbers of students participating. The Career Services Office has been able to increase outreach efforts and has built strong relationships with faculty allowing access to classrooms to promote programming to this targeted population. We have worked closely with the Liberal Arts and Sciences Advising Center to create and implement programs and services for the largest group of deciding students on our campus. This group consistently numbers between 500 and 1,100.

Summary and 2003-2004 Plans:

Summary

- The Career Services Office continues to offer a broad range of services to all students and alumni. Efforts continue in developing innovative and efficient programming to meet our diverse and changing student population. Our efforts as reported have been successful.

2003 – 2004 Plans

Personnel

- Career Counselor Search: The first career counselor search conducted in the fall of 2002 was a failed search.

- We retained a part-time temporary career counselor through June 2003. Her responsibility was to initiate specialized programming for the deciding student population. The COAS S200, Choosing a Major, Coffee & Careers, Career Counseling and Career Assessment Groups were initiated through the 1% initiative.
- Hire a full-time career counselor after a successful search.

Services

- Internship programming has become an identified priority on our campus as it has for all colleges and universities. The Career Services Office will host the first Internship/Volunteer Fair during the fall 2003 semester.
- Maintain programming at the current level.
- Coordinated and centralized internship programming for students, employers and faculty will begin implementation.
- Implement collaborations in the areas of the deciding student population and internships to continue through the next academic year.

Tuition Funded Retention Annual Report

Year 2002-2003

Campus: BL IUPUI East Kokomo NW SB SE

Account Number: 0755508

Intervention Name: **Minority Student Program**

Account Manager: **Karen L. White**

Report Created By: **Charlotte D. Pfeifer**

Telephone Number: **(574) 237-6536**

Email: cpfeifer@iusb.edu

Summary:

Description of Intervention:

Indiana University South Bend continues to make great progress towards advancing our minority enhancement initiatives. We have experienced success in attracting and retaining underrepresented students in their pursuit of academic excellence and degree attainment. Our commitment to making Indiana University South Bend accessible to all citizens of Northern Indiana remains strong.

Through the Minority Student Program we developed the Cohorts for Academic Excellence Program for the fall of 2002. Students were exposed to strategies that would involve them in a support network, increase study and communication skills, develop leadership and problem solving capacities and improve the full academic/university experience.

One hundred and twenty four students committed to participating in the Cohorts for Academic Excellence Program. Of those who committed, fifty participated in a program orientation in August of 2002. Ten faculty/staff mentors were chosen to participate.

Positive actions and results from the initiative include:

- Two mail contacts were made each semester
- Two formal whole group meetings with students and mentors were held each semester; topics included dealing with the stress of finals; general welcome and/or kickoff; monitoring academic progress
- A welcome letter was sent to each retained student at the beginning of the spring semester of 2003
- Forty-seven of the original fifty students enrolled in the spring semester; a 94% retention rate
- Six \$500 leader scholarships were created for spring 2003. Two students took advantage of the leadership opportunity

- There was an orientation for the two student leaders/new mentors
- The second annual "**Civic Day**" for Twenty-First Century Scholars, IUSB students and the IUSB Civil Rights Heritage Center was held in February. The day promoted civic responsibility, and the retention and graduation of minority students. Forty students, with their families, met elected officials, learned the use of the new electronic voting machines, and participated in the mock passage of an ordinance.
- The first annual Minority Student Graduation luncheon was held in May. The Black and Latino Student Unions combined forces for this luncheon. Eighty-four students were identified for recognition and received colorful cultural IUSB 2003 graduation sashes during the luncheon.
- The development of the Making the Academic Connection Program and the Summer Leadership Component of the program denoted a partnership between Student Affairs, the IUSB Civil Rights Heritage Center and the South Bend Community School Corporation. A copy of the program has been attached.
- A faculty consultant was hired in the summer to further develop the Minority Student Program.
- A minority student intern was hired to provide mentoring and leadership in the Summer Leadership Academy.

The Minority Student Program is now named the Making the Academic Connection Program on our campus.

Summary of Individual Interventions

- Assist the Office of Admissions with identifying and recruiting minority students
- Provide an orientation for the Cohorts for Academic Excellence, peers and community mentors
- Maintain regular contact with minority students
- Offer a leadership program to enhance skills through student organizations and internships

Summary and 2003-2004 Plans:

- Initiative will be fully staffed
- All facets of the Making the Academic Connection Program will be implemented
- Minority Recruitment/Retention Publication will be developed
- Integration of the Lumina Grant into the Making the Academic Connection Program