

2004/2005 Retention Initiative Report

Indiana University South Bend

Karen L. White
Retention Coordinator
kwhite@iusb.edu

2004 -2005 Retention Initiative Report Form

Campus: IU South Bend

Name: Campus Based Student Activities

Description: Student Activities Center and Recreational Programming:

Contact: Marcus Manning, Assistant Director of Athletics and Recreation
SAC 130, (574) 520-4306
Email: mjmanning@iusb.edu

Target Audience: Student body of IU South Bend

Characterization:

(Short description of the intervention)

The turnstile count indicated 328,442 entries to the Student Activities Center for recreational use from July 2004 to June 2005. A total of 249,584 were a diverse group of students ranging from international students and student athletes living on campus to non-traditional and traditional commuter students. The IUSB students represented 78% of the total. Please note that the turnstile count does not include everyone that enters the Student Activities Center. Averages of 29 people, primarily students, were using unrestricted access areas of the Student Activities Center at any one time. Chart one highlights the two months that student usage of the restricted access area was at its highest level. The main usage areas are featured with the average high number of users at a given time that are using the area. Eighteen different intramural events were held in conjunction with the Student Activities Center: Badminton tournament, 3-on-3 basketball, 5-on-5 basketball, Billiards Tournament, Dance Competition, Dodgeball, Flag Football, Golf Tournament, Kickball Tournament, NCAA Basketball Bracket competition, Racquetball Doubles and Singles, Soccer, Softball (Fall and Spring), Table Tennis, Tennis, Volleyball and Wiffleball. 446 Males and 122 Females entered the various events totaling 568 individual intramural participants. Chart two highlights the three most popular intramural sports in spring 2005.

Chart #1

	Fitness Center	Track	B-Ball Courts	R-Ball Courts	Game Room	Group Fitness Room
January	18/ 3pm	8/ 8am	22/ 9pm	3/ 9am	4/ 2pm	3/ 6pm
March	20/ 7pm	5/ 6pm	28/ 11am	2/ 9am	4/ 2pm	2/ 6pm

Chart #2

Sport	Flag Football	5-on-5 Basketball	Volleyball
# Male participants	94	87	25
# Female participants	28	4	24
Totals	122	91	49

Fitness classes served 1,843 participants in the spring of 2005.

Number of students served

**Per academic year (03/04): Student Activities Center-249,584, Intramurals-568
Fitness Classes- 2,446**

Outcomes/Assessment of Program Effectiveness (Direct measures of impact on retention and/or graduation. Measures of student satisfaction, attitudes etc.)

The center of student life on the Indiana University South Bend campus has become the Student Activities Center and the programs originating there. Students find opportunities for study, stress relief, relationship building, recreation, and the excitement of varsity athletics all of which engage students to the campus. What was once a stop and go, drive in and drive out campus, has become a more typical higher education environment. In addition, the student development opportunities available to the student employees have resulted in career decisions and direction in their lives. Availability to our services to the residents of the university, primarily international students and student athletes has enhanced the lives of many students.

Size of current budget: SAC- 04/05- 180,000
IMs 04/05- 6,000

Current Source of funding: Student fees and 1% Tuition funded Persistence and Retention
Date Program Began: Jan. 2001

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Campus: IU South Bend
 Name: Career Services Office
 Description: Career Counseling Services for the “Deciding” Student Population

Contact: Christine Richardson, Director, Career Services Office
 IU South Bend, 1700 Mishawaka Avenue
 South Bend, Indiana 46637
 (574) 520-4436 – crichar2@iusb.edu

Target Audience: Freshmen, sophomores and Undeclared Students

Characterization: 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 academic and career decision making.

Number of Students
 Served per academic year:

In-Office Counseling Services

Student Status	Assessments	Career Counseling	Choosing A Major	Totals	
Freshmen	30	39	22	91	
Sophomores	21	20	17	58	
Juniors	13	17	8	38	
Seniors	10	25	5	40	
Totals	74	101	52	227	

Outreach Programming

Program/Initiative	Number of Participating Students
Decision 2004*	67
Classroom Presentations	340**
Call-A-Thon	414
Total	821

*Discipline specific workshops involving academic advisors and faculty to provide information about specific majors to “deciding” students

** Seventeen classroom visits

A cumulative total of students receiving choosing-a-major and related services is 509 for the fall 2004 semester.

Outcomes/Assessment of Program Effectiveness: See above services/programs

Current Budget:	\$55,000
Source of Funding:	1% Retention and Career Services Office base budget
Date Program Began:	Fall 2003

RETENTION INITIATIVE REPORT FORM 2004-05

Campus: IU South Bend
Name: Disabled Student Services

Description: Students receive academic accommodations that are determined from an interview with that student and the director's interpretation of 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.

Contacts: Eric Wagenfeld MA, LLPC, NCC - Director

Target Audience: Any student who provides documentation of a disability that is a significant limitation to learning, as per Section 504 subpart E, and the Americans with Disabilities Act

Characterization: Students receiving disability related counseling and accommodations through this office increased from 236 in 2003-2004 to 350 in 2004-2005. Sixty-two percent of students received services for learning disability and /or Attention deficit disorder as the primary disability. Other students served were documented with psychiatric, physical, visual, or hearing disabilities.

Number of students served per academic year: 350

Outcomes/Assessments of Program Effectiveness: 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 academic success.

Size of current budget \$80,000

Source of current funding: 1% Tuition funded Persistence and Retention and base dollars

Date Program Began: Fall 2001

RETENTION INITIATIVE REPORT FORM 2004–2005

Campus: I IU South Bend

Date: July 1, 2004 through June 30, 2005.

Intervention Name: Making the Academic Connection Program

Contact: Robert E. Bedford, Director
Making the Academic Connection
Indiana University South Bend
1700 Mishawaka Ave.
South Bend, IN 46634
(574) 520-4241
rbedford@iusb.edu

Description of Intervention: The Making the Academic Connection Program is crucial to the recruitment, retention, and graduation of diverse student populations. Services provided by the Making the Academic Connection Program include: academic support services, such as tutoring, study skills, and referral to learning assistance resources; faculty and peer mentoring programs; personal counseling, and leadership development.

Target Audience: Underrepresented student populations with a special emphasis on African American and Latino students.

Characterization: Provide underrepresented students with the support and resources necessary to ease the transition between high school and the university. Ongoing one-to-one counseling and personal attention, in combination with programs designed to build group cohesion and enhance the campus climate; all contribute to long-term success and graduation.

Number of Students
Served per academic
Year: 750

Outcomes/Assessment: Increase African-American and Hispanic Student Recruitment by 20% and Retention by 2% over a two year time period.

Size of current budget: \$239,000

Source of current funding: 1% Tuition Funded Retention& Persistence and Lumina Foundation Grant

Date Program Began: Summer 2002

The Making the Academic Connection Program's goal is to create cohort groups of underrepresented students. The Meet and Greet for all underrepresented students enrolled in academic year 2004/2005 in March 2005 was the initial outreach targeted towards this endeavor. Approximately 300 letters were sent to students whose academic records had been reviewed and who it was determined were identified to receive an introduction to the program components of Making the Academic Connection. These students were invited to attend an informal gathering that introduced the staff and connected students to the services/programs of the Office of Making the Academic Connection. Twenty students attended this event.

Additionally, letters and/or phone calls were initiated with students who registered for the May 21 and June 24, 2005 New Student Orientations. This letter welcomed students to the university and informed them of the Academic Cohort Program. Students were encouraged to visit the Cohort information table during orientation and complete a student information form for the program. Approximately two dozen letters were mailed and five students completed the forms. Much more informal person-to-person contact occurred at the Cohort table where staff and peer mentors for the Making the Academic Connection Program were stationed to greet incoming students. African-American and Latino students were subsequently added to an email distribution list so that regular contact could be maintained with the Cohort during the fall semester.

High school visits that utilized current students as role models were also utilized as a retention initiative. Students accompanied university personnel to bilingual College Information Nights for prospective students and parents at three area high schools in Elkhart and St. Joseph Counties. Four students shared their personal experiences transitioning from high school to college. Additionally, Latino students accompanied the Hispanic Recruiter/Advisor to classroom presentations at two South Bend high schools. Two students also gave personal testimonials for IU South Bend that were used in ongoing advertisements at a local Hispanic radio station.

A major community outreach effort for the Summer Leadership Academy was undertaken during the spring of 2005. Multiple high school visits were completed by the Leadership Academy Team in collaboration with Guidance Counselors and Bilingual Education Specialists in South Bend schools. Over 400 Leadership Academy applications were disseminated at these school visits and 55 students were selected to participate in the Academy. Students, parents, and community members attended a program orientation in May to meet the Academy faculty and staff.

The Hispanic Enhancement Recruiter/Advisor's retention efforts have included establishing a wide network of contacts with Michiana schools. This included on-site lunch visits to South Bend high schools, and community presentations in collaboration with the Office of Admissions focused on promoting the value of higher education to Latino parents. A special On Tour for Latino students was held on March 10, 2005 with 150 Latino students in attendance. Elkhart, Goshen, Mishawaka, South Bend, and even Michigan, high schools were represented. Latino Student Union members participated extensively in the school visits and classroom presentations, twelve members were trained as campus tour guides, eight of whom led tours at the On Tour. These leadership opportunities helped to solidify their relationships with the university and promoted involvement with the campus and pride in their future degree from IU South Bend.

On campus, the Hispanic Recruiter/Advisor has maintained an average of 73 contacts per month with students, their families, faculty, staff, and community members from November 2004 through

June 2005. These contacts aid in retention as the Recruiter/Advisor provides personal one-to-one counseling to students and also works within the system to address challenges and barriers so that students are retained and avoid unnecessary “stop-outs” in their academic careers.

Finally, the Making the Academic Connection Program also supports both the Black and Latino Student Unions through the efforts of the two staff advisors to the clubs. Since November of 2004 both clubs have undergone significant reorganization and as a result club attendance has grown. The Black and Latino Student Unions enhance retention efforts since the clubs give students of color a safe place to address issues related to campus climate and to discuss the barriers to graduation that are faced by underrepresented students. Both clubs have a calendar of events, executive officers, and a biweekly meeting schedule that also includes community service both on and off campus.

RETENTION INITIATIVE REPORT FORM 2004-05

Campus: IU South Bend

Name: New Student Orientation

Description: Orientation is an all-day program during which new students new to IUSB are introduced to the wide array of services available. In addition to taking an extensive tour of the campus, students are able to activate their computer accounts and obtain their student ID's. Students are provided lunch and then meet in groups with their academic units, which culminate in registration for classes for their first semester at IUSB.

Contact: Rick Dennie
Director, Student Support
Indiana University South Bend
1700 Mishawaka Ave
South Bend IN 46634
(574) 520-4164
rdennie@iusb.edu

Target Audience: Beginning freshmen and transfer students.

Characterization: Provide students with an in-depth introduction to the University and all of its services, in addition to meeting with an academic advisor and registering for courses.

Number of students served per academic year: 1,127

Outcomes/Assessments of Program Effectiveness: Orientation is required in order for first-time students to register. Thus, virtually all students who attend orientation also register. In the area of assessment, students are given an orientation evaluation which assists us in ensuring that we are meeting the needs of the students and the goals of the institution. The survey is be used to not only evaluate the orientation program itself, but also to measure what factors were key for students choosing to come to IU South Bend.

Size of current budget: \$80,000

Source of current funding: Orientation fees and 1\$ Tuition funded Persistence & Retention

Date Program Began: Orientation has always been a part of Student Services (previously known as Freshman Division and University Division).

RETENTION INITIATIVE REPORT FORM 2004-05

Campus: IU South Bend

Name: Placement Exams

Description: Placement exams for incoming students, which include the Nelson-Denny Reading Test, and campus specific mathematics exam, and English composition exam.

Contact: Rick Dennie
Director, Student Support
Indiana University South Bend
1700 Mishawaka Ave
South Bend IN 46634
(574) 520-4164
rdennie@iusb.edu

Target Audience: All new undergraduate students.

Characterization: The exams assess students' abilities in the areas of vocabulary, reading comprehension, mathematics, and writing. The reading and math exams are computer scored. The English exam is read and scored by faculty.

Number of students served per academic year: 3,973 tests administered. This includes 1,696 reading exams, 2,022 math exams, and 255 English exams (now optional).

Outcomes/Assessment of program effectiveness: The exams are used to determine the best place for students to begin studying math and English composition, and to determine if one needs a developmental reading course is needed during the first semester. The exams ensure that students begin at a level equal to current skill levels.

Size of current budget: \$6,000 (budget of all placement exam- related activities combined)

Source of funding: Academic Learning Services budget

Date Program Began: 1992

RETENTION INITIATIVE REPORT FORM 2004-05

Campus: IU South Bend
Name: STAY@IUSB

Description: Early warning system to identify students in difficulty. Faculty refers students to the program and indicates the reason for the referral (i.e. not attending, low grades, etc.). This information is communicated to the student's advisor, who makes contact with the student to resolve the situation. A letter is also sent to the student indicating a referral has been made and encouraging them to be proactive about the situation by contacting their advisor and/or instructor.

Contact: Rick Dennie
Director, Student Support
Indiana University South Bend
1700 Mishawaka Ave
South Bend IN 46634
(574) 520-4164 (Phone)
rdennie@iusb.edu

Target Audience: Undergraduate and graduate students.

Characterization: Intervene at the earliest sign of difficulty that students may be experiencing and resolve the situation, whether it be referring to tutoring and other support services or assisting with the withdrawal process.

Number of students served per academic year: 586 referrals were processed for the 2004-05 academic year. Of these referrals, 65% of the students either successfully passed the course or withdrew to avoid a grade of F for the semester.

Outcomes/Assessment: During the spring 2004 semester, 66% of students either successfully passed the class or officially withdrew from the course to avoid a failing grade due to non-attendance. This has a positive impact on retention in that it saves a student from failing a class simply for non-attendance. It also serves to intervene with the student and assist them in a class they are struggling in and direct them to resources available (i.e. tutoring).

Size of current budget:
Source of funding: 1% Tuition funded Persistence and Retention (salary of Coordinator), base dollars

Date Program Began: August 1997

Campus: IU South Bend

Name: Writing Center & Academic Learning Services

Description: Academic Learning Services provides academic support to all students in all disciplines and at all levels in the University, from developmental to graduate through tutorials, a developmental studies faculty, and Supplemental Instruction. Services are provided mainly in the Writing Center and the Learning Center but also include Supplemental Instruction, and in-class workshops and presentations.

Contact: Joanne B. Detlef, Director, Academic Learning Services & Writing Center, Student Services, IUSB
Ph.: 574/520-4251
E-mail: jdetlef@iusb.edu

Target Audience: Students primarily, but also the campus at large and members of the Michiana community

Characterization: In one-to-one tutorials and small-group sessions, students work with experienced undergraduate and graduate tutors—and in some cases professional tutors—to improve their course-related knowledge, improve their study skills, expand their intellectual interests, and develop habits of academic thinking, with the goal of succeeding in the University to graduation. Ultimately our goal is prepare students to move into the professional community of the IUSB service area and contribute productively to the quality, integrity, and effectiveness of our education, commerce, industry, and community life.

The components of Academic and Learning Services include the following personnel and service functions:

- **Director of Academic and Learning Services and the Writing Center.** Also teaches three sections of introductory literature or required composition in the English department each year
- **Academic Resource Center Lecturers in English composition, Math, and Reading and Study Skills.** Lecturers teach ten sections of introductory courses per year in their disciplines and thus impact entering students and their subsequent persistence in the University. They also teach Connections (linked sections of composition and math) classes, a highly successful retention program.
- **Special Populations Co-Coordinator.** The Co-coordinator oversees Supplemental Instruction and general tutoring

Number of students served per academic year:

In Writing Center—about 800 with about 4000contacts/yr

Outcomes/Assessment of Program Effectiveness: Surveys of User Satisfaction

Results of Writing Center and Learning Center surveys, taken from April 11-24, 2005, show extremely high levels of satisfaction with the services received. Of the eleven Learning Center respondents, ten (90.9 percent) indicated that they had received the help they needed, would recommend the Center to a friend, and would return for help if they needed it. Only one of the thirty-five Writing Center respondents expressed dissatisfaction on the same points, registering 97.2 percent satisfaction. On a scale with 5 as "Very helpful" and 1 as "Not helpful," respondents' mean/average rating of their Writing Center tutoring was 4.5 and of the Learning Center, 4.3.

In response to the question, "What was the most useful thing you learned?" one Learning Center user wrote: "They saved me! Thank you!! Thank you!! I recommend this center to everyone!" A Writing Center user expressed a similar response: "Thanks! I live here!" Three other respondents identified specific help or values of the tutoring: (1) "Learning how to read my paper by looking at my fragments and turning them into complete sentences," (2) "Just having someone to brainstorm with and get the sticky points worked out," and (3) I learned "so much!! My grammar and writing skills have improved through the few times I've been here!"

Size of current budget: CTE—\$15,000 for tutoring;
IUSB Student Affairs—\$263,485.00
Lilly endowment for internships: \$8,000
Perkins Grant for Supplemental Instruction and tutoring (included on that report)

Current Source of funding: Line item in Student Services budget, CTE, and Lilly

Date Program Began: Writing Center—Fall, 1988
Academic Learning Services (formerly ARC)—1991
Learning Center—Fall, 2003

Campus: IU South Bend

Name: The Learning Center

Description: The Academic and Learning Services Center (Learning Center) provides tutorial services and computer lab tutorial services to all students enrolled at Indiana University South Bend and covers a broad spectrum of classes offered. The Learning Center tutors are students who have shown a high aptitude and comprehension of the materials in which they tutor. Students using the Learning Center not only can receive tutorial services for classes, but may also participate in workshops and other meetings to better prepare them for various aspects of their college career. Adaptive equipment for visually impaired and hearing-impaired students is readily available in the Learning Center.

Contacts: David Ogden, Tutorial Services, Perkins Grant Administrator
Administration 123
574-237-4302 (Phone)
574-239-5018 (Fax)
daeogden@iusb.edu

Target Audience: Undergraduate students
Graduate students

Characterization: Academic support
Faculty support
Faculty engagement

Number of students served per academic year:
Over 2600

Outcomes/Assessments of Program Effectiveness:

The number of students using the Learning Center continues to grow. A database has been developed to track the demands on the center so student needs may be met. A student satisfaction survey has been implemented and will be used to improve the Learning Center services offered. The initial survey results showed a student satisfaction rate of over 90%. To maintain some degree of consistency, the survey will be implemented at approximately the same number of weeks into each semester.

Size of current budget \$85,000
Source of current funding: 1% Tuition Persistence and Retention and Perkins

Date Program Began: AY 2003-04

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Campus: IU South Bend

Name: Supplemental Instruction

Description: Supplemental Instruction (SI) provides group tutorial services for students in higher enrollment at-risk courses. The instructor of the targeted class identifies the SI leader as a good mentor. Group meetings are conducted by the SI leader outside of the regular class schedule to help students develop study strategies and other learning strategies to become more successful students. Student participation in the SI program is voluntary and is encouraged by the class instructor and SI leader.

Contacts: David Ogden, Tutorial Services, Perkins Grant Administrator
Administration 123
574-237-4302 (Phone)
574-239-5018 (Fax)
daeogden@iusb.edu

Target Audience: Undergraduate students

Characterization: Academic support
Faculty support

Number of students served per academic year:
1264

Outcomes/Assessments of Program Effectiveness:

Supplemental Instruction (SI) provides group tutorial services for students in higher enrollment at-risk courses. Student participation is voluntary and encouraged by the class instructor and SI leader. For AY 2004-05, 230 of the 1264 students enrolled in a section with an SI leader attended sessions. Those students attending the SI sessions earned a GPA about 0.12 points higher than those not attending. Also noted is a significant difference in end-of-semester student retention. Of those students participating in SI, about 69% successfully completed the semester. Those students not participating in SI showed a significantly lower success rate of about 63%.

Size of current budget \$35,000

Source of current funding: Grant
Base Budget

Date Program Began: Before 1997