

**Indiana University South Bend**

**Lilly Student Success Grant**

**Final Report**

**July 2001 - August 2002**

**The Report Submitted by:**

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**Indiana University South Bend  
Lilly Student Success Grant**

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## **Indiana University South Bend Lilly Student Success Grant**

### **Executive Summary August 1997 - August 2002**

In 1997, the Lilly Endowment Program of Indiana extended Indiana University an invitation to participate in their program to increase graduation rates of students in four-year public universities. We were pleased at the prospect of becoming partners with the Endowment in a concerted effort to increase the number of baccalaureate degree holders in the state, while maintaining Indiana University's commitment to academic excellence.

Indiana University South Bend has a long tradition of focusing efforts on improving student retention rates. Prior to receiving Lilly funds, we initiated a wide range of programs designed to increase academic support, improve academic advising, and cluster first-year students in cohort groups for purposes of classroom instruction and out-of-class learning communities.

For example, in 1996, with the support of a Strategic Directions Initiative, we began the Threshold Learning Communities (TLC) program. TLC, a comprehensive three-credit freshman course required for students admitted on probation, addresses the academic support and social integration needs of beginning freshmen. The primary objective of the course is to increase student retention by providing a more extensive orientation to the campus and academic culture thereby enhancing student motivation and sense of belonging. Dr. Lynn Williams, Assistant Dean, IUSB College of Liberal Arts and Sciences, conducted an extensive review of this course. Data indicate that high risk, probationary students completing the course persisted as well as non-probationary. A complete analysis of this course is attached. (Appendix A)

The \$635,000 received from the Lilly Endowment Program of Indiana during the past five years, allowed IUSB to build on past experience to identify, develop, expand and assess a number of additional interventions and best practices to improve the educational experiences of our students, and increase retention rates to graduation. We have developed a multifaceted and integrated approach, which includes proactive academic and career advising, tutoring, supplemental instruction and skills training, freshmen seminars and academic monitoring and early intervention for students having academic difficulty.

### **Indiana University South Bend Goals & Outcomes Achieved**

In the original Lilly Grant, specific persistence goals and targets for increased numbers of graduates were established for each campus. Four criteria were established to measure the cumulative effect of IUSB retention initiatives: (1) retention to the second year, (2) percentage of entering students who earned a GPA of at least 2.0, (3) the number of students who became sophomores, juniors and seniors, (4) decrease in the rate at which students earn a D, F or withdraw (DFW rates) from key introductory courses. First-to-second semester and first-to-second year persistence and graduation rates were determined to be the best predictors of success because over 1.5 million, of the nearly 2.4 million students who enter higher education for the first time, will leave the first institution attended prior to receiving a degree. (Tinto 1993)

One of the most noticeable results of Lilly retention initiatives at IUSB has been the increased faculty involvement in initiatives designed to help students succeed. Faculty have joined with professional student services staff to develop and implement a discipline based freshmen seminar and linked courses and have embraced both the Supplemental Instruction and STAY at IUSB programs.

**Projected Persistence Goal To the Second Year:  
Goal Achieved  
For  
Indiana University South Bend**

The baseline that the University used for South Bend in applying for the Lilly grant was the first-to-second year persistence rate for the 1995 entering class, 54.2 percent. The combination of the TLC and early Lilly activities raised the retention rate to the 60 percent range within about one year of initiation. The retention goals below were established based upon the 1995 rate.

	<b>Goal</b>	<b>Achieved</b>
1997	56.2 percent	60.6 percent
1998	58.2 percent	58.6 percent
1999	60.2 percent	60.3 percent
2000	62.2 percent	60.9 percent
2001	64.2 percent	Data not yet available

Despite the fact that the 2000 goal was not achieved, we did see immediate and significant gains and believe that the Lilly funded initiatives have been successful overall. With the Board of Trustees 1% tuition initiative, we will be able continue certain of the Lilly initiatives that have proven successful as well as begin new intervention and retention initiatives. We believe that the IU program will assist in not only sustaining but also in improving our first-to-second year persistence rates.

According to the Official Undergraduate Retention Report, Vol. 10, published by the University Budget Office in Bloomington, IUSB has realized an increase in first-to-second year persistence rates from 54.2 percent in fall 1995 to 60.9 percent for fall 2000, a greater increase (6.7 percent) than at any other IU campus. For the past two years, IUSB's first-to-second year persistence rate has been the highest among all IU campuses except for the residential Bloomington campus.

**Table 1: First-to-Second Year Retention by Campus**

	Fall 95	Fall 97	Fall 98	Fall 99	Fall 00
<b>Bloomington</b>	85.1%	86.1%	86.1%	86.9%	86.3%
<b>IUPUI</b>	58.1%	56.4%	56.8%	55.4%	57.5%
<b>East</b>	48.3%	54.2%	48.4%	52.5%	50.8%
<b>Kokomo</b>	49.7%	51.3%	50.4%	57.3%	53.4%
<b>Northwest</b>	56.9%	52.4%	61.5%	54.2%	57.4%
<b>South Bend</b>	54.2%	60.6%	58.6%	60.3%	60.9%
<b>Southeast</b>	57.8%	61.1%	56.7%	60.2%	60.2%

Since 1996, the percentage of first semester students who have earned a GPA at 2.0 or above has increased nearly 10 percent from 56.8 % to 66.6%. Of the eight IU campuses, only IU East shows a comparable increase.

**Table 2: Percent of Students who Earn a GPA of 2.0+ in First Semester**

	1996	1997	1998	1999	2000
<b>Bloomington</b>	84.3	85.3	87.0	86.7	86.7
<b>IUPUI</b>	61.7	65.7	65.5	65.6	65.0
<b>East</b>	54.9	56.6	64.5	61.8	65.8
<b>Kokomo</b>	69.4	68.5	70.5	80.0	70.2
<b>Northwest</b>	60.9	59.4	64.2	59.6	62.8
<b>South Bend</b>	56.8	64.0	63.9	67.2	66.6
<b>Southeast</b>	66.8	69.0	65.9	67.5	65.1

Another measure of success has been the increased number of freshmen, sophomores, juniors, and seniors. Over a five-year period, IUSB has increased enrollment at each level, indicating increased retention beyond the second year, as well as increased enrollment.

IUSB has maintained a consistent DFW rate of between 22 and 32 percent for all key introductory courses. We have realized the third highest single category improvement across IU with a positive change of 14 percent in college math where we developed a new math laboratory, increased tutoring, developed linked classes and refined placement testing instruments to assure proper placement. To continue to improve in all areas, we would like to increase the level of student participation in SI sessions.

**Table 3: DFW Rates for Key Introductory Courses, Spring 2001**

	Developmental Math	College Math	English Composition	Sociology	Biology	Psychology
Bloomington	45%	33%	12%	18%	23%	22%
Indianapolis	39%	61%	35%	30%	34%	44%
East	42%	27%	24%	46%	32%	30%
Kokomo	44%	40%	30%	29%	24%	23%
Northwest	61%	43%	27%	38%	29%	33%
South Bend	25%	32%	26%	22%	31%	32%
Southeast	54%	53%	28%	36%	25%	46%

**Table 4: Change in DFW rates for Key Introductory Courses from Spring 2000 to Spring 2001**

	Developmental Math	College Math	English Composition	Sociology	Biology	Psychology
Bloomington	16%	4%	-2%	-1%	-7%	5%
Indianapolis	5%	2%	3%	5%	-4%	5%
East	7%	5%	4%	-5%	-1%	21%
Kokomo	7%	-11%	-13%	2%	-11%	11%
Northwest	5%	1%	10%	2%	0%	5%
South Bend	2%	14%	-1%	0%	6%	5%
Southeast	6%	6%	4%	-2%	3%	-15%

*Note: positive numbers indicate increased success*

### Looking to the Future

We have made great advances since Fall 1997 and with the Tuition Funded Retention Initiative we are confident that we will continue to build on our campus strengths to help students succeed at IUSB. Seven areas were identified in the 2000-2001 annual report toward which we would direct our attention and remaining resources. We have addressed all of these areas.

On August 15, 2002 we will be hosting a campus-wide symposium, "A Retrospective of Innovation: Keeping Indiana Students in College Through Retention Initiatives." We are inviting our IU sister campuses and other nearby institutions to review retention initiatives and discuss ways to apply what we have learned to increase student success.

## **Indiana University South Bend Lilly Intervention Initiatives**

### **Intervention A.1 Supplemental Instruction**

Indiana University South Bend has offered Supplemental Instruction (SI) in a number of at-risk, developmental, freshman, and sophomore level courses since 1997. For this reporting period, approximately 321 students were served through the Supplemental Instruction program. More than 20 outstanding undergraduate students were trained to facilitate sessions to supplement scheduled classes with discussion, homework assistance, and study skills. Of the students participating in SI sessions, 84.9 percent earned grades of C or higher compared to 68.1 percent of the non-participants.

### **Intervention C.2 Career Development Services**

The Major Advising Program (MAP) was developed as a career development program designed to assist undecided and other students to become proactive and to develop an internal locus of control over their education and career goals. MAP focused on career development decision-making beginning with choosing a major through postgraduate career evaluation and exploration. Students who received services have indicated that they are better prepared to choose a major and complete their college education with a defined path to follow.

### **Intervention C.3 Student Persistence**

Under Lilly, IUSB established a student persistence/stop-out office. A total of 2718 student contacts were made during the Fall 2001 and Spring 2002 semesters for all persistence programs including 757 students at risk of failing a class who were referred by faculty to the STAY at IUSB program. Of the students referred in fall semester 2001, for which we have the most recent data, 65.3 percent persisted to spring semester 2002.

## **Lilly Intervention Annual Report**

Year: **July 2001 – August 2002**

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

Intervention Name: **Supplemental Instruction**

Specific Intervention: **Supplemental Instruction**

Account Manager: **Karen L. White / David E. Ogden**

Report created by: **David E. Ogden**

Telephone Number: **574-237-4302**

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### **History of Funding for this Project:**

Indiana University South Bend has offered Supplemental Instruction (SI) in several at-risk developmental, freshman, and sophomore level classes since about 1997. Most of the sessions were offered to students enrolled in specific sections of classes, which the SI leader attended. The SI leaders provided additional course assistance outside scheduled class times using principles and techniques created by the originators of the SI Program at the University of Missouri – Kansas City.

With the noted program success, SI will continue to be offered to students following the expiration of the Lilly Grant. Other funding sources to be used will include the Carl D. Perkins Vocational and Technical Grant, and the Tuition Funded Retention Program.

### **Students Served:**

Approximately 321 students were served through the Supplemental Instruction Program. This represents about 20% of all students enrolled in classes where SI was offered. These students were enrolled in 44 different developmental, freshman, and sophomore course sections including Astronomy, Biology, Chemistry, Computer Science, English, Foreign Languages, History, Mathematics, and Physics.

Connections Program courses continued to be offered in the Fall 2001 and Spring 2002 semesters. The Connections Program pairs a developmental mathematics course or freshman level mathematics course with an English composition course. These two courses were linked with an open session between classes where the student could attend an SI session or meet individually with their instructor. In one section, all the students enrolled took advantage of the support offered by the SI Leader. Connections Program classes are not offered during the summer sessions.

### **Description of Intervention:**

The Special Populations Coordinator trains the SI leaders in the areas of learning strategies, test taking strategies, anticipatory questioning skills, and study skills before the start of each semester. Before the start of the semester, the SI leader meets with the course instructor to learn the course direction and expectations are established. The SI leader establishes a schedule for SI sessions based on student availability. Hour-long SI sessions are held from 3 to 5 times per week depending on student need. Additional sessions may be held before and/or after tests, or at other times during the semester, to help students grasp the learning concepts. The SI leader may meet with the course instructor at least one time per week to discuss course direction and make necessary changes to SI session plans. The Special Populations Coordinator compiles tracking information from sign-in sheets provided by the SI leaders and monitors attendance at SI sessions. This information is used for the aggregate comparative study at the end of the semester. The comparative information is provided to the participating course instructors and department Deans/Chairs within one week of the semester end. The Special Populations Coordinator maintains copies of the complete comparative studies.

As in the past, Supplemental Instruction will continue to target historically difficult classes. The Special Populations Coordinator will continue to monitor which classes are at highest risk and make adjustments to the placement of SI leaders to best fit student needs. Some factors used to consider SI placement include classes required for degrees (gatekeeper classes), classes with high enrollment rates, and classes with high withdrawal and failure rates.

### **Results as Indicated by Outcome Measures:**

Summary reports for each course and section are created at the end of each semester and the Special Populations Coordinator maintains records. Copies of the Summary reports are sent to the participating instructor and the Dean/Chair of the department. The reports are based on the GPA and are designed to reflect a comparative analysis of students who attended SI sessions to those who did not. In examining the data from Fall 2001, Spring 2002, and Summer Session 1 2002, it was found that on average those who attended an SI session received a grade about 0.65 points greater than those who did not. This data does not include developmental classes where a pass/fail grading system is used. The following data reflect courses in which a grade point difference of 0.50 or higher existed between those students participating in the SI program versus those who did not. The first number in parenthesis represents the aggregate GPA of students attending SI sessions and the second represents the aggregate GPA of those not attending.

Fall 2001  
Comparative GPA

Ast. A100 (3.67 vs. 2.80)  
Bio L101 (2.64 vs. 1.87)  
Eng G205 (3.00 vs. 2.41)  
Eng G205 (3.69 vs. 2.90)  
Eng W130 (2.57 vs. 2.00)  
Eng W131 (4.00 vs. 2.32)  
Hist H101 (3.00 vs. 1.80)  
A&P P261 (3.00 vs. 1.64)  
A&P P261 (2.58 vs. 1.65)  
A&P P262 (2.50 vs. 1.58)  
Span S101 (3.42 vs. 1.89)

Spring 2002  
Comparative GPA

Bio L101 (2.44 vs. 1.44)  
Chem C101 (2.50 vs. 1.22)  
CSCI C101 (2.60 vs. 1.89)  
CSCI C101 (4.00 vs. 1.63)  
Eng W130 (2.75 vs. 1.92)  
Eng W130 (2.82 vs. 1.86)  
Eng W130 (4.00 vs. 2.07)  
Eng W130 (3.00 vs. 2.25)  
Phys P221 (3.00 vs. 2.40)  
A&P P262 (2.57 vs. 2.04)  
Span S102 (3.63 vs. 2.43)

\*Although the students attending SI in Summer Session 1 did have an aggregate GPA 0.39 points higher than those not attending, no section met the above requirement.

A significantly higher percentage of SI participating students received grades of C or higher than non-participants. 84.9% of the SI participants earned grades of C or higher compared to 68.1% of the non-participants. This includes data from all three semesters. Retention data is not as complete as only information for Spring and Summer Session 1 semesters is available. The withdrawal rate of SI participants was 11.9%; the withdrawal rate of non-participants was 19.9%. Although not as thorough, the difference in retention is 8.0%. Retention rates will be better tracked and maintained in the future.

### **Summary and Evaluation of Outcomes from this Intervention:**

#### **Strengths:**

Students taking advantage of the SI sessions are offered a forum for discussion of materials in a nonthreatening environment. A student who has successfully completed the class facilitates the SI sessions. He/She is able to provide students with useful information ranging from study skills to content specific data analysis. Students enrolled in the various classes where SI is offered have the opportunity to have content material (as offered in class) presented to them in a variety of instructional modes and styles. Students have the opportunity to increase their course grades by one-half to one full letter grade if they complete the course requirements as well as attend SI sessions.

Faculty support for the SI program continues to help make it a success. Faculty members encourage SI leader participation in class activities and see the SI program as allowing the students alternative approaches to seeking and receiving additional assistance. Some faculty members prefer SI leaders who have recently completed the courses in which they are involved as the SI leader is better able to relate to

issues that the students raise during sessions. Faculty interest is on the rise as well. As more faculty become aware of the program and its benefits, an increase in demand has been noted.

The Supplemental Instruction Program offers those students considering education as a major the opportunity to hone their teaching skills within the confines of the university setting. The SI sessions provide them with an opportunity to apply skills learned in their education program and/or their various content courses. Many SI leaders are majors in the disciplines for which they serve as SI leaders. Facilitation of the SI sessions provides the SI leaders with the opportunity to hone their skills related to course content. As SI leaders have stated, repetition serves as a benefit to help refine and strengthen their knowledge base in preparation for further educational opportunities.

### **Weaknesses:**

The popularity of the program is growing. However, limited funding and resources continue to determine how many SI leaders are made available. At-risk courses are evaluated on the level of participation and SI leaders are assigned accordingly. Admittedly, some courses do not have SI leaders simply because the departments are not fully aware of the program and its benefits. With success, attempts are being made to expand the awareness of the program in those areas where the program has not been implemented before.

Attendance continues to be a major challenge for the program. The IUSB campus does not have a strong residential base, therefore student participation can be challenging. Since the SI program is considered voluntary, students do not always take advantage of the program until the middle of the semester or when their grades are suffering. In order for the student to benefit most from the program, he/she must consistently attend sessions from the start of the semester. SI leaders try to schedule sessions where all students can attend and will reschedule to try to meet the needs of the students. Many SI leaders have used e-mail to communicate to students and answer simple questions. These forms of availability help to enhance the SI program. Faculty members do encourage students to participate in the SI program as much as possible as they have seen the benefits of the program. A survey tool is administered to classes where SI is offered at the beginning and end of the semester. This data is analyzed by the Special Populations Coordinator to try to refine the SI program to better meet the needs of the students.

Program improvement efforts rest primarily on plans to increase student supervision and opportunities for additional training for SI leaders. Developmental, freshman level, major-specific gatekeeper, and the Connections Program courses will continue to receive primary consideration for SI leaders. The Special Populations Coordinator has taken a proactive role in finding SI leaders for the classes scheduled. SI leaders will be aggressively recruited using the course instructors as a primary source for candidates. It is important to rely on the input of the instructors, as they must feel comfortable working with the SI leaders. An analysis of classes prioritizing SI leader assistance is done at least annually so effective recruitment can be completed in a timely manner.

The lack of designated classroom space at the start of the semester continues to hinder the program. In the past, SI leaders have had to wait up to two weeks after the start of the semester before being assigned rooms to use for the SI sessions. This does hinder the effectiveness of the program, as SI

sessions should start with the beginning of the semester. Steps have been taken to improve on this but until room assignments can be made within the first week of classes, the program's effectiveness will suffer. Such concerns come most commonly with need for special equipment, such as computer terminals, which remain at a premium. However, these issues will be addressed as the Chancellor has made establishing a centralized learning center a campus priority.

How Supplemental Instruction has affected student success:

The Supplemental Instruction program has had a significant effect on student success at IUSB. In the past five years the average GPA difference between SI participants and Non-SI participants has been 0.27. Although data is limited, it appears this program has a direct effect on student persistence. It is proposed that a system will be implemented to better track student progress through graduation and job placement so a more global picture of the SI program's success may be established. Due to the immediate results of the program, plans are being implemented to continue this at IUSB.

Plans for the future:

Proposals are being made to eliminate some of the continuing problems. Research is being done on the possibilities of centralizing the SI program so facilities are readily available to SI leaders. Using this program in conjunction with specialized tutoring will offer additional options for student success and persistence.

Faculty awareness of program benefits will continue to be a focus. Areas not currently using SI will, depending on need, have the possibility of SI leaders opened to them. The Special Populations Coordinator will maintain connections with Deans/Chairs and faculty regarding that.

The target classes for the SI program will continue to be those that meet at least one of the following criteria: high enrollment, high withdrawal rates, gatekeeper classes. The program will be implemented for all semesters during a school year. Results have shown that the SI program is not as effective during the summer sessions as opposed to the regular school year, but results are significant enough to justify continuation. Another reason to continue the SI program during the summer sessions is so students are aware the program is available any time of the year so this does not limit them in course selection. Keeping the program open year around would also benefit faculty in their programs.

## Lilly Retention Grant Annual Report

Year **July 2001-August 2002**

Campus BL IUPUI East NW **SB** SE

Account Number: 5457203

Intervention Name: Career Development

Specific Intervention: Major Advising Program (MAP)

Account Manager Christine Richardson, Director, Career Management Services

Report created by: Kathye J. Waters, Career Outreach Coordinator/Advisor

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### **History of Funding for this Project:**

Since 1997, Indiana University South Bend has provided programming and services to the first and second year student population with special emphasis on services to the “undecided” student population through the Lilly grant. As the original grant indicated, special emphasis was placed on establishing a systematic outreach program under the direction of the Career and Placement Office to improve the delivery of career development services to our students. The Major Advising Program (MAP) was started as a career development program that gives undecided and other students an opportunity to become proactive and to develop an internal locus of control over their education and career goals.

We have targeted students whose lack of commitment to a particular academic program places them at increased risk of attrition; those who remain undecided about a major beyond their freshman year; those unable to obtain admission to the major of their choice; or whose prospects of completing their current program are uncertain. Since year one, students in these at-risk categories were identified and offered existing and newly developed career and placement services.

### **Students Served:**

A total of 493 students were offered and received career services during this report period. Twenty-first Century Scholars, 132 of the aforementioned students, received correspondence from this office to assist them to choose a major. Since the inception of MAP a total of approximately 1,883 students have received direct contact such as one-on-one counseling, assessment, assistance to choose a major, change majors or make career decisions. Of these students, 532 (30.38%) have declared a major.

## Students Served July 2001 – July 2002

Fall 2001 and Spring 2002

N = 493

One-on-one Counseling	106
Telephone Contacts	93
Walk-ins	56
E-mail Contacts	14
Workshops/Choosing A Major Day	92
Twenty-First Century Scholars	132

### Descriptions of intervention:

#### Choose a Major Program (MAP)

The Major Advising Program (MAP) at Indiana University South Bend was developed in recognition that there are many college students who are on the road to obtaining a degree but have no idea of what major or career direction they want to pursue. Overall, the program is accomplishing its goal of assisting students in selecting a major. The program has also developed a number of initiatives, and created partnerships with various constituencies on campus.

#### MAP Target Student Populations

- Students beyond the first semester (12 credit hours) who have not declared a major
- Students to whom admission to selective academic divisions is no longer an option
- Students who want to change their majors
- Students who have been unsuccessful at completing prerequisites or requisite experiential classes for a specific major program (example: student teaching, nursing clinicals, etc.)
- Students who need help to explore several major options

#### Services Provided To Target Students Populations:

A number of services were established to meet the needs of undecided students. Awareness of the MAP by both students and faculty has greatly increased during this reporting period. The following services were offered to students:

- Major evaluation and exploration
- Personality, interest, value, and skills assessments
- Discover computer-based career planning program

- Choosing a major workshops
- Career evaluation and exploration
- Career Information Lab
- Referrals to other IUSB Departments
- An on-line career inventory assessment

**Results as Indicated by Outcome Measures:**

During this reporting period MAP initiated a host of Choosing a Major workshops. Faculty representatives from more than 40 academic majors were on hand to meet students and discuss the nature of the major, degree requirements, and possible careers. Nearly 100 students participated in these events with approximately 50% of these students who scheduled follow-up individual appointments.

**Weaknesses and plans for improvement:**

Data gathering continues to be a problem on this campus. Our goal is to accurately and adequately chart our contacts with students and their outcomes. We believe we can institute a mechanism to assist us as we determine what is working for our students. We find that having no time limit hurts our students in the long run. They become disconnected and disheartened. By assisting student to find the right fit for a major early on, they remain encouraged, they remain committed, and they remain until graduated.

**Integration of the Major Advising Program into the Career Services Center**

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 will have primary responsibility to work with the first and second year students and those who are “deciding” on an academic major.

As of May 18, 2002, the DISCOVER system has been discontinued for career guidance. The cost of the system (\$3,800 per year), the complexity of the system and thus relatively low use proved too costly to continue. In soliciting feedback from students about their experiences in using the DISCOVER system, most stated that they were unable to complete the career interest portion (due to length of assessment) and were not able to retrieve results.

**Assessments**

Beginning in July 2000, the Career Services Office implemented two career assessment inventories that have proven to be helpful for most students in determining academic majors. The assessments are the Strong Interest Inventory and the Myers/Briggs Type Indicator. Our office will market these instruments to the “deciding” student population. The delivery of assessments will be primarily in small group administrations and interpretations. During the Spring 2002 semester, small group administrations and interpretations were implemented and were successful. The group participation and interaction has been quite effective in helping students with to gain knowledge about careers and also about the decision-making process.

We will continue to offer groups on a weekly basis throughout each semester.

### **Decision-Making Models**

Students who are experiencing difficulty in choosing an academic major do so for a number of reasons. Some of the reasons are as follows:

- Little knowledge and experience in the world of work
- Lack of vocational identity
- Lack of role models who demonstrate a professional work role or the role of a college student
- Fear of making a wrong decision
- Pressure to choose a major and/or pressure to be in college
- Cultural differences

Working with students to effectively make decisions is as necessary as the assessments themselves. The “deciding” student population will have as a component of their assessments, teaching on decision-making and will be taught to develop a personal diagram/formula for making good decisions.

Obviously, some students will need additional assistance with decision-making. These students tend to be those who have experienced fairly negative consequences in their lives. Our professional counselors will assist these students and also refer students needing mental health assistance beyond the scope of the career counselor’s expertise to mental health professionals.

### **Resources**

The Career Services Office has a number of resources available for those seeking information on choosing a major. We have a career library that houses a number of publications on various majors and associated careers. Recently, the Career Services Office launched a new career services web site and has many links to various “What Can I Do With A Major In...” publications. Also the office has “What Can I Do With A Major In...” handouts that are located in several buildings across campus. These are restocked as needed.

The web site also has links to a number of on-line assessments that are free. We have checked each of these assessments that we list on our web site and have determined that they are valid instruments.

### **Internships**

All students are encouraged to pursue internship opportunities. We are in the process of creating a comprehensive internship program. This will include:

- How to find an internship
- How to apply for an internship
- Making the most of internships
- Internships for academic credit, pay, or volunteer

We will be contacting employers to determine internship opportunities for our students. For those employers that do not offer internships, we will be providing information about the value of internships for the both the employer and the student.

### **Marketing**

The largest task in serving the “deciding” students is getting them in the career services door. There is the perception that career services are for those students who are graduating and need to find jobs. Many career centers are now career development centers and focus on comprehensive career development. The Career Services Office at IUSB is a comprehensive career development center and will advertise itself as such.

Classroom presentations, presentations to student organizations and staffed table displays are scheduled to inform students and to bring them to the career center. A strong and direct relationship with the College of Liberal Arts and Sciences will be initiated to identify students needing to declare an academic major. Currently, professional staff that advise these students are academic advisors and they will need assistance from the career center in assisting and leading students in major decision-making.

## **Lilly Retention Grant Annual Report**

Year **July 2001-August 2002**

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

Account Number **54-572-03**

Intervention Name **Student Persistence**

Specific Intervention **Student Persistence/Stop-out Program**

Account Manager **Karen L. White**

Report created by **Kirby A. Kitson** E-mail **kkitson@iusb.edu**  
Telephone **574-237-4241**

### **Report:**

#### **Students Served:**

A total of 373 students at risk of failing to satisfactorily complete a course were referred to the STAY@IUSB program during the Fall 2001 semester and 384 were referred during the Spring 2002 semester. This totals 757 students for the academic year.

A total of 65 students referred themselves to the Office of Student Persistence during the Fall 2001 semester and 82 referred themselves during the Spring 2002 semester. Students self-refer when they feel they are at risk of failing to succeed and need services to assist them in achieving academic success.

A FOCUS program identified a stop-out population of 1545 students who had been enrolled in the Fall 2001 semester but not during the Spring 2002 semester.

Ten nontraditional students participated in nontraditional student luncheons during the Fall 2001 semester.

A total of 259 students attended eight Table Talk sessions during the Fall 2001 and Spring 2002 semesters.

A grand total of 2718 student contacts were made during the Fall 2001 and Spring 2002 semesters for all persistence programs.

#### **Descriptions of interventions:**

### **STAY@IUSB**

STAY@IUSB is a faculty referral program where faculty referred students who were at risk of failing a course. Faculty referred 373 students during the Fall 2001 semester and 384 during the Spring 2002 semester. These faculty referrals all received a letter from the Office of Student Persistence informing

the student of the referral and options for improvement. Students were also informed that their academic advisor would be contacting them, as well to set a meeting to counsel, advise, support and suggest specific interventions for success. Students would often be referred to support service areas and other intervention programs.

A second component of STAY@IUSB was developed for the Fall 2001 semester. A self-referral segment was developed in addition to the faculty referral segment of STAY@IUSB. The Student Persistence Coordinator determined that students needed a clearinghouse of resources to help them achieve academic success. This segment produced 65 students referring themselves during the Fall 2001 semester and 82 during the Spring 2002 semester. Students requested help in a variety of areas including study skills, time management, encouragement, and non-academic concerns.

### **Stop-out Program**

A group of 1545 students, who were registered in Fall 2001 but not in Spring 2002 received a copy of the *Hiatus* newsletter (a copy is attached to this report). The newsletter introduced students to the Office of Student Persistence, discussed the new direct admit system at IUSB, introduced the new Student Activity Center, provided contacts for when they return, discussed careers, the annual job fair, and provided information on upcoming events.

### **Outcome measures:**

In the absence of an Office of Institutional Research at Indiana University South Bend, we still do not have data that shows whether STAY specifically has been effective at retaining students, although IUSB's retention rate has increased over the past three years: 58.8%, 60.4% and finally 60.9%. We feel that the program has been working by the amount of students responding to our calls, letters and advisor contacts.

Students receiving letters, cards and calls also have indicated numerous times that they have decided to return to IUSB or to continue attending due to the support and encouragement that they have received.

The persistence rate for at-risk students referred to STAY in the Fall 2001 semester and enrolled in the Spring 2002 semester was 65.3%. The campus persistence rate for non at-risk students for the same period was 79.3%. No data has been compiled for persistence to the second year.

Additional activities:

**Table Talk-** in conjunction with Student Academic Support Services, the Office of Student Persistence sponsored a series of lunchtime discussions called Table Talk. These sessions have been designed to bring together faculty, students, and staff in an exchange of ideas; this kind of contact has been shown to impact student retention. We hosted four events during each of the past two semesters (see attached schedules). Table Talk has become increasingly popular, with participation ranging from 30-50 attendees, and our format is widely duplicated by other groups on campus.

**Nontraditional Student Luncheons and News-** The Office of Student Persistence hosted nontraditional

student luncheons for those students over the age of 25. These students were provided with a forum for interaction with other nontraditional students and were able to provide the Office of Student Persistence with valuable advice and data on what we can do to assist this cohort. By providing nontraditional students with a newsletter, we can continue communication with this group to make them feel a part of the campus community. Bulletin boards have also been established for nontraditional student use for postings on study groups, get-togethers and for general assistance.

***Listening to Learners-*** Listening to Learners is an informal research project that the Office of Student Persistence initiates in the fall semester. This project targets a random sample of students by setting up tables in several campus buildings and distributing a simple survey requesting that students evaluate their learning patterns. There are three categories in the survey: How do you learn? What hinders your learning? What do faculty and staff need to do to assist students? A report is created and given to faculty, administrators, and on reserve in the library for students to review.

***Help Is Here-*** This is a brochure created and maintained by the Office of Student Persistence listing information in relation to retention initiatives, programs and services that are available to students, as well as contact information. The brochure is reprinted annually and available in most academic units and service areas.

***Admissions IUSB On Tour-*** The Office of Student Persistence has been active in the IUSB On Tour Program. This program is for prospective students to preview the IUSB campus, receive a variety of service information, and ends with a tour and lunch. Many students have decided to attend IUSB only after they have completed this program. This is an excellent program for recruiting our students, providing them with information and the opportunity to meet other students.

***Other organizations and programs-*** The Office of Student Persistence has been active during the 2001-2002 academic year assisting several groups and organizations including Student Academic Support Services, the Major Advising Program, Students Together Able and Respected, International Student Organization, Peer Mentor Program and Career Services. These contacts and working relationships have all been based upon student needs and assisting students to persist.

### **Positive outcomes from interventions:**

Participation in the STAY@IUSB program has been outstanding during the past two semesters at IUSB. The Fall 2001 semester saw an 11.43% increase in professor participation over the Spring 2001 semester and the Spring 2002 semester saw an increase of 138.18% participation over the Spring 2001 semester. The Office of Student Persistence vowed to the faculty that the program and academic advisors would make contact with the referred students and that this would be communicated back to the professor. For the Fall 2001 semester, we had a 96.14% student contact rate. Spring 2002 had a 96.52% student contact rate. One hundred thirty one faculty members participated in the program during the Spring 2002 semester, a record number of participants. Promotion of the program was extensive with e-mails, posters, flyers, and word of mouth advertising. STAY is an effective way to inform students of non-attendance, at-risk of earning an F, registering but never withdrawing, or preventing students from unearned F's. The program has been extremely successful over the past two semesters.

Another positive outcome is the willingness from the academic advisors to make contacts and to do so in a timely manner. The turn-around time for a referral has been 24 hours. A referral is made to STAY and within 24 hours (in most cases), a response was communicated back to the professor with action taken.

### **Weaknesses and plans for improvement:**

As previously noted, we need to develop a monitoring system to track students who have been referred to the STAY program. Since these students are at-risk, they are not going to persist at the same rate as their classmates, but it would be useful to have data on STAY referrals' persistence rates to see how they compare with the general student population. The Office of Student Persistence tracked Spring 2002 enrollment of at-risk students who had been referred to STAY@IUSB in the Fall 2001 semester. For Fall 2001 STAY referrals, the persistence rate to the spring semester was 65.3%. The campus semester-to-semester persistence rate for the same period was 79.3%. This was the first time data was compiled to monitor the STAY population persistence rates.

A past weakness was the decentralization of advising. The STAY program has turned this into a strength as it has allowed the program to be marketed in a new way to the academic units. This has created a partnership between the faculty, academic advisors and the Office of Student Persistence in that we have worked together as a team to achieve the mission of the STAY program.

### **Recommendations:**

1. The most successful program of the Office of Student Persistence is the STAY@IUSB Program. The effectiveness of the program has been determined a success by the faculty and administration at IUSB. These are areas that need to be addressed to ensure future success of the program:
  - All schools will be required to submit a no show listing of students who have never attended their class by the end of the second week of classes.
  - Advisors will be encouraged to refer at-risk students to other intervention programs to ensure student success.
  - Marketing of the self-referral program will boost student, staff and faculty awareness of the program and assist students.
  - A web based "help" system needs to be developed to assist students with questions online. Responses will be sent to the student within 24 hours.
  - The referral completion rate must grow by increasing communication and making sure advisors follow through with their referral calls, letters and meetings.
2. Development of a program for at-risk students who have been referred to STAY@IUSB.
3. Continuation of a campus retention newsletter would also prove helpful in communicating all retention efforts to the IUSB community.
4. Exit interviews need to be completed by all students who complete a total withdrawal from

IUSB. This interview needs to be recorded on paper form and attached to every total withdraw form.

5. A campus-wide web page needs to be developed identifying all retention efforts, programs and initiatives at IUSB, along with information on where to locate these programs, contact information, and retention rates and goals for retention.

**Closing:**

Due to the success of the persistence programs, IUSB has agreed to continue funding these programs after the grant period expires. The administration, as well as faculty and staff, has indicated that the programs are vital to the campus. Base dollars have been allotted to fund continuation of all or certain programs offered by the Office of Student Persistence. The grant has provided funding for development of retention initiatives and the implementation of those initiatives. The programs have been proven successful and we are excited about the opportunity to continue these programs without interruption for our students.