

Commission for Higher Education

**FY2003 POSTSECONDARY FIVE YEAR LOCAL BASIC GRANT**

**UNDER THE CARL PERKINS ACT OF 1998**

— Final Report Form —

Name of Campus/Region:

Date:

Indiana University South Bend

August 11, 2003

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Name of Program/Services/Activity:

Program Administration

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I. Describe the program/services/activity cited above.

*(Note: the response to this question should be similar to the institution's responses to Postsecondary Local Basic Grant. Section III.B.)*

The Special Populations Coordinator manages the administration of funds. The Special Populations Coordinator collects and analyses data on special populations students, and gathers and prepares reports pertaining to the Standards and Measures adopted by the Commission for Vocational and Technical Education (CVTE). The Special Populations Coordinator works collaboratively with vocational and technical education program areas in conducting surveys to determine program effectiveness.

II. What measurable objectives/outcomes were established for the program/services/activity?

*(Note: the response to this question should be similar to the institution's responses to Postsecondary Local Basic Grant. Section III.B.)*

Establish and implement all data collection and reporting procedures using the Indiana University FOCUS program. Create and maintain databases to ensure accurate reporting information. Develop a waiver form to be signed by all students in vocational and technical education programs explaining the data collection process and objectives. Create a form letter to collect employment data from graduates of the vocational and technical education programs.

Continue implementation of the Supplemental Instruction (SI) program to target traditionally difficult classes for incoming students. By targeting general requirement courses through the SI program, students have the opportunity to obtain help outside the classroom in order to help them in their persistence efforts.

Produce a brochure regarding the vocational and technical education program areas. The brochure is distributed at all placement testing sessions and to all incoming students.

Originate informative means of familiarizing special population students of the benefits available through the Carl D. Perkins Grant (i.e.: webpage, school newspaper, brochures).

Enhance and support the developmental courses through the continued professional development of the developmental course instructors and the Director of the Writing Center. The faculty/staff of the ARC are encouraged to and do regularly attend regional and/or national conferences to enhance their knowledge and skills towards developmental programming. Such conferences attended in the past are: National Supplemental Instruction Conference, SI Supervisor Workshop, National Writing Centers Conference, Annual Convention on College Composition and Communication, American Mathematical Association of Two Year Colleges National Conference, Michigan Developmental Education Consortium, National Association for Developmental Education, National Tutoring Association Conference, and Syllabus Press Conference on Developmental Software.

Attend ongoing professional developmental workshops on various teaching issues that are sponsored by Indiana University South Bend's University Center for Excellence in Teaching (UCET). Members of the ARC are encouraged and frequently attend these workshops.

III. In what ways did the operation of the program/services/activity deviate from the plan outlined in the institution's Postsecondary Local Basic Grant?

No Basic Grant deviations were noted.

IV. Describe how the program/service/activity strengthened the academic, vocational and technical skills of students that lead towards high skill, high wage career pathways. (Activities should accomplish the measurable objectives.)

*(Note: responses to this question should adhere to the institution's responses in Postsecondary Local Basic Grant. Section III.B.)*

Funds were administered and reviewed for accuracy by the Special Populations Coordinator. Using the Indiana University FOCUS program, information was gathered from all freshman and sophomore level classes to confirm the program effectiveness and future direction. Comparative data collected from the past six years is maintained to help determine SI program effectiveness. Data continues to be collected regarding student use of the Writing Center. Data is being collected to target other tutorial service areas and will be used to measure the success of the program. These databases will be maintained and updated to continuously analyze and review the program.

A webpage for SI and tutoring was developed and linked to the Student Academic Support Center website giving availability of classes being served by SI. This link is regularly updated to give information of the program's direction. SI brochures are created and made available to all students.

The faculty/staff of the ARC and the Director of the Writing Center attended several in-services for continued professional development. Members of the ARC did attend professional development workshops provided by Indiana University South Bend's University Center for Excellence in Teaching (UCET).

Work collaboratively with the Deans, Chairs and Department heads of the academic units to create and implement services and activities targeting special populations students. Using anecdotal and historical data, a list of target classes has been developed and maintained to better serve the students in occupationally specific majors.

- V. Based upon institution/campus outcomes reported above, assess the relative success of the program.

By keeping an accurate account of the budget, the Special Populations Coordinator was able maintain and utilize funding effectively.

The creation and maintenance of the data base has developed a more detailed history of the SI program thus enabling a more effective analysis of the program. Creating and maintaining databases for other areas will allow for effective measures of all Perkins funded programs.

Quarterly evaluation of the material has enabled the Special Populations Coordinator to justify faculty requests for SI support. Involving the faculty in the selection process has allowed for an awareness of the program to develop beyond the previous bounds. This faculty involvement also has allowed for an increased pool of qualified SI leader and tutor applicants.

The use of brochures and web pages has resulted in more student awareness of the program and increased interest from Academic Advisors.

Staff and faculty attended workshops provided by UCET and national conferences.

- VI. What changes to the Postsecondary Local Basic Grant should be made as a result of these outcomes?

It appears that no changes will be needed for the Program Administration p/s/a.

- VII. Report on methods used to show how the program/services/activity was evaluated and provide information that demonstrates the degree of success in completing measurable objectives.

Include a description of the progress special populations have made in achieving measurable objectives.

*(Note: the response to this question should be similar to the institution's responses to Postsecondary Local Basic Grant, Section III.B.)*

Data bases have been established to follow the success of special populations students. These data bases allow for an accurate accounting of the number of special populations students who have access to the program. These data bases will be maintained using the Indiana University FOCUS program and other data base programs which allow for a more complete measure of the students' success. The data bases will allow for the tracking of special populations students who continue to use the services provided throughout their college career.

Using the IU FOCUS program, an accurate accounting of high-risk classes attended by special populations students is maintained.

A brochure is updated, printed, and made available to students on a regular basis. Perkins Grant funded SI and tutorial services information is distributed to all incoming Freshman students at New Student orientations.

With a University-wide change in the website format, the web page could not be maintained until the transition was completed. With the new format now established, the web page will be updated and maintained as prescribed.

**POSTSECONDARY LOCAL BASIC GRANT**

**FY2003 EXPENDITURES UNDER THE CARL PERKINS ACT OF 1998**

---- Final Report Form ----

Program Administration  
Program/Services/Activity or Summary Budget

**Provide a budget summary for each P/S/A as well as a total summary budget. Identify the appropriate P/S/A on the line above.**

	<u>Approved Budget</u>	<u>Actual Expenditures To Date</u>
1. Personnel	\$29,073	_____
2. Fringe Benefits	\$8,925	_____
3. Staff Travel	\$1,049	_____
4. Contractual Services	\$418	_____
5. Equipment	\$0	_____
6. Materials/Supplies/Communications	\$1800	_____
7. One Stop Delivery System	\$0	_____
8. Other (Please specify)	\$0	_____
<b>TOTAL</b>	\$40,065	_____