

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

Name of Program/Services/Activity:

Tutoring Services

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 Academic Resource Center (ARC) maintains the delivery of tutorial services in basic skills and vocational content to the students enrolled in vocational and technical education programs. Perkins Grant funding provides for 80 hours of individual tutoring available to special populations students without charge. In addition, designated tutors are scheduled in the IUSB Writing Center to serve the composition tutorial needs of special population students enrolled in vocational and technical education programs.

The ARC houses a centrally located computer laboratory that is easily accessible to students. The laboratory contains 12 Pentium IV computers fully networked into the IUSB system. Developmental software packages are available for the following areas: keyboarding skills, math, reading, spelling, comprehension, reading rate improvement and vocabulary development. Computer laboratory tutors are available during open hours to provide assistance in accessing the software packages. Funding allows for 16 hours per week of services to be provided by computer lab tutors. The laboratory is opened during the hours most convenient for students. The Special Populations Coordinator reviews software packages targeted for the enhancement of basic skills.

Eight Supplemental Instruction (SI) leaders were utilized during the fall and spring semesters. The SI leaders were assigned to classes that directly affected the success of special populations students.

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.)

Coordinate and train SI leaders who have demonstrated competency in a course identified as traditionally difficult. The SI leaders' study sessions are evaluated and monitored to ensure the quality of the SI program. SI sessions are observed on an ongoing basis by the Special Populations Coordinator. SI leaders and supervisors meet monthly during the term for follow-up and problem solving.

One-on-one tutoring for students enrolled in developmental and vocational related courses are implemented. VCR/television, video tapes, and additional materials are used focusing on the acquisition of needed skills of vocational and technical education students. Materials provided enhance student skills for English composition, reading, and other program specific areas.

Hire and train computer laboratory tutors, establish and publicize open hours for students.

Coordinate tutorial services for students enrolled in vocational and technical education programs seeking individual assistance for a particular course. Monitor the number of individual tutors.

Coordinate, monitor and publicize specific writing center hours intended to serve the vocational and technical education students, including special populations.

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 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.)

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 about 88.8% of SI participants completed the coursework for the semesters versus 77.5% of those not participating in SI. The retention rates and GPA's of students utilizing the program were statistically equivalent to the previous year. Approximately 41% of the special populations students enrolled in sections with SI leaders utilized the services.

The Writing Center had over 3300 contacts with students for the school year. This is an increase from previous years. This number does not reflect the true usage of the center as many students, desiring to remain anonymous, choose not to sign their names in the log book.

The Computer Lab had 350 contacts during the fall and spring semesters. Publicity of services provided helped to increase the number of those using the services. This was noted with an exponential change in the amount of contacts from the fall to spring semesters.

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

Overall the 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.

An increase in usage of services provided is another measure used to assess the relative success of the services provided. Both the Writing Center and the Computer Lab showed increases in use from previous time periods.

The programs were measured as successful. An increase in usage of services provided was one measure used to assess the relative success of the services provided. Both the Writing Center and the Computer Lab showed increases in use from previous time periods. Comparative student results were another measure of relative success. It was noted that students participating in the SI programs averaged higher GPA's and better retention rates that were statistically significant to those not participating.

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

With the given results, no significant changes to the Basic Grant should be made.

- 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.)

One measure of success for the SI program was the comparative summary of GPA's between those students attending SI sessions and those not attending. This information was taken only from class sections where SI was implemented so a more accurate picture of the program could be made.

Another measure of success was the difference in retention rates of 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 with SI was about 80%. This demonstrates that students who participate in SI tend to persist at a higher rate than those who do not.

Utilizing the SI program is another measure of success. Of those students enrolled in sections where SI was offered, about 41% participated in SI sessions during the semesters. This information was derived from class enrollments of students pursuing occupationally specific degrees in sections where SI was offered.

Success of the Writing Center was measured by participation rates for the school year. Success of the Computer Lab was measured by the increase in usage during the school year.

POSTSECONDARY LOCAL BASIC GRANT

FY2003 EXPENDITURES UNDER THE CARL PERKINS ACT OF 1998

---- Final Report Form ----

Tutoring Services
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	\$20,880	_____
2. Fringe Benefits	\$0	_____
3. Staff Travel	\$0	\$0
4. Contractual Services	\$0	\$0
5. Equipment	\$0	\$0
6. Materials/Supplies/Communications	\$0	_____
7. One Stop Delivery System	\$0	\$0
7. Other (Please specify)	\$0	\$0
TOTAL	\$20,880	_____