

Narrative description of P/S/A: Program Administration/Special Populations Coordinator

The Special Populations Coordinator manages the administration of funds. The Special Populations Coordinator collects and analyzes data on special populations, gathers and prepares reports pertaining to the Standards and Measures adopted by the Commission for Vocational and Technical Education (CVTE). This person works collaboratively with vocational and technical education program areas in conducting surveys to determine program effectiveness. Increased interfacing within Indiana University South Bend will result in expanded program awareness, effective evaluation, and program improvement.

Measurable Objectives/Outcomes of the P/S/A:

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

Produce a brochure regarding the vocational and technical educational program areas. This 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., web page, school newspaper, brochures).

Enhance and support developmental courses through the continued professional development of the developmental course instructors and the Director of the Writing Center. The faculty/staff of the Academic Resource Center are encouraged and regularly attend regional and/or national conferences to enhance their knowledge and skills toward developmental programming. Such conferences attended in the past are: National Supplemental Instruction (SI) Conference, SI Supervisor Workshop, National Writing Centers Conference, Conference on College Composition and Communication (4Cs) Annual Convention, American Mathematical Association of Two Year Colleges National Conference, Michigan Developmental Education Consortium, National Association for Developmental Education and the Syllabus Press Conference on Developmental Software.

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

Activities:

Data collection programs are maintained to collect information from students in vocational and technical education programs. Using these databases, Indiana University is able to identify the special populations students within each program assuring that these groups of people are being accommodated in successfully pursuing completion of their programs.

Funds will provide developmental instructors and the Director of the Writing Center opportunities for professional development.

A brochure is produced identifying the vocational and technical education programs within Indiana University South Bend. These brochures are distributed at all placement testing sessions and to all incoming students. The brochure addresses some of the benefits available to students enrolled in a vocational and technical education program supported by the Perkins Grant.

Supplemental Instruction and Tutoring web pages are available from the Indiana University South Bend home page. Located at these sites are all the benefits available to Perkins Grant students.

Continue implementation of the Supplemental Instruction program designed to provide students support in successfully completing the developmental sequence of coursework necessary for advancement into the programs.

Evaluation of Objectives:

Success is indicated by the implementation of new services and activities targeting special populations.

Data summary reports for the Supplemental Instruction (SI) program compare the SI participants to the non-SI participants. This comparison evaluates the effectiveness of the program with regard to students' success.

A list of **at least fifty** high-risk courses is continually evaluated with respect to special population students. The courses that prove to be traditionally difficult for these students are targeted for implementation of the SI program.

The developmental instructors are encouraged to attend a conference or workshop and provide a summary along with the expected results to improve student persistence.

Narrative description of P/S/A: Student Tutoring

The Academic Resource Center (ARC) maintains the delivery of tutorial services in basic skills and vocational content to the students enrolled in the vocational and technical education programs, including the special populations. Funds provide 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 the vocational and technical education programs.

ARC houses a computer laboratory that is centrally located and easily accessible to students. The laboratory contains twelve Pentium II computers fully networked into the Indiana University system. Developmental software packages are available for the following areas: keyboarding skills, math, reading, spelling, comprehension, reading rate improvement and vocabulary development.

The Special Populations Coordinator hires and trains computer laboratory tutors who provide computer assistance for special population students in the ARC Computer Laboratory. The laboratory is open during hours most convenient for special population students. The coordinator reviews software packages targeted for the enhancement of basic skills.

Measurable Objectives/Outcomes of the P/S/A:

Hire and train computer laboratory tutors, establish and publicize open hours targeting times most convenient to students in the vocational and technical education programs, including the special population students, continually review and recommend effective basic skill enhancement software packages that could be utilized in the laboratory and monitor the usage of the computer laboratory.

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

Implement LASSI, The Learning and Study Strategies Inventory, in the developmental reading courses.

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

Coordinate and train new Supplemental Instruction (SI) leaders who have demonstrated competence in a specific course that is identified as traditionally difficult. The SI leaders' study sessions are evaluated and monitored to ensure the quality of the SI program. The Special Populations Coordinator or designee observes SI sessions on an on-going basis. SI leaders and supervisors meet periodically during the term for follow-up and problem-solving.

Implementation of student one-on-one tutoring to support students enrolled in developmental and vocational related courses. Using a television/VCR, videotapes, and additional materials focusing on the acquisition of needed skills of vocational and technical education students. These materials

are intended to enhance student skills by providing materials for English composition, reading and other program specific areas.

Activities:

Computer Laboratory Consultants will be hired and trained to staff the ARC Computer Laboratory. The laboratory will be open at least forty hours per week including some evenings to accommodate students in the vocational and technical education programs.

Specific Writing Center hours are designated for Fall, Spring, and Summer semesters that provide appointment free opportunities for students enrolled in the vocational and technical education programs to seek composition tutoring.

Individual tutors are hired and trained to provide needed one-on-one assistance to those special population students requiring help in coursework related to their program.

The Special Populations Coordinator continually evaluates the traditionally difficult courses for students in the vocational and technical education programs. The implementation enables students to successfully complete the developmental sequence and many 100 level courses needed for admission into a vocational and technical program.

Evaluation of Objectives:

Sign-in sheets are required to be completed by all students using SI and tutoring services. The number of special population students provided with these services is calculated from this information.

Semester evaluations of the Supplemental Instruction program provide data in comparing the grade point average of those students attending SI sessions to those non-SI participants. End-of-Term surveys are administered to students enrolled in the courses where SI sessions are offered. Faculty evaluations completed at the end of each semester helps provide further data for program implementation and improvement.

LASSI, the Learning and Study Strategies Inventory, is administered in the developmental reading courses. This evaluation proves to be an effective tool for the diagnosis of student learning and study strategies.

