

Narrative description of P/S/A: Program Administration/*Tutorial Services Administrator*

The *Tutorial Services Administrator* manages the administration of funds. The *Tutorial Services Administrator* 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.

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

Implement and maintain all data collection and reporting procedures using the Indiana University FOCUS and IUIE computer information systems. 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.

Continue implementation of the Learning Center, which will allow for tutorial services and computer assisted learning for special populations students.

Maintaining informative means of familiarizing special population students of the benefits available through the Carl D. Perkins Grant (i.e., web page, school newspaper, brochures). Work collaboratively with academic advisors and faculty to maintain student awareness of services offered.

Enhance and support developmental courses by continued professional development of the developmental course instructors and the Director of the Writing Center. The faculty/staff of the Academic and Learning Services 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 and Learning Services 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 the *Tutorial Services Administrator*, developmental instructors, and Writing Center Director 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 student utilization of 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. Data summary reports for the tutorial services will be used to track persistence and student 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. Plans of Study for special population students are reviewed annually to ensure tutorial services are offered in classes required for graduation.

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

Narrative description of P/S/A: Student Tutoring

The Academic and Learning Services Center (Learning Center) 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 for Supplemental Instruction leaders and Learning Center tutors. Learning Center tutors provide tutorial services which cover a broad scope of class offerings so special populations students can gain assistance in several requisite classes. In addition, designated tutors are scheduled in the IUSB Writing Center to serve the composition tutorial needs of special populations students enrolled in the vocational and technical education programs.

The Learning Center houses a computer laboratory that is centrally located and easily accessible to students. The laboratory contains twelve computers fully networked into the Indiana University system. Students can access tutorial web pages and communicate with professors and via e-mail. Developmental software packages are available for the following areas: math, reading, spelling, comprehension, reading rate improvement and vocabulary development.

The *Tutorial Services Administrator* trains Learning Center tutors regarding software packages available for student use. Tutors provide computer assistance for special population students in the Learning Center computer laboratory. The computers are available during regular Learning Center hours. The coordinator reviews software packages targeted for the enhancement of basic skills.

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

Hire and train 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 individuals tutored.

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

Coordinate, monitor and publicize specific Learning Center and Writing Center hours intended to serve the vocational and technical education students, including special populations.

Coordinate and train 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 *Tutorial Services Administrator* 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 computer, 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:

Learning Center tutors will be hired and trained to staff the Learning Center computer laboratory. The laboratory will be open during regular Learning Center hours, about 56 hours per week including some evenings to accommodate students in the vocational and technical education programs. The Learning Center tutors also provide one-on-one and group tutorial services for those special populations students seeking assistance in their plan of study.

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.

The *Tutorial Services Administrator* 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. The *Tutorial Services Administrator* develops a tutorial schedule for the Learning Center scheduling tutorial help around special populations students' class times.

Evaluation of Objectives:

Sign-in sheets are required to be completed by all students using SI services. Students using the Learning Center and Writing Center enter relevant information into a data base. The number of special population students provided with these services is calculated from this information. Learning Center and Writing Center usage is reviewed so services can be refined when necessary to best meet student needs.

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.