

**INDIANA UNIVERSITY PURDUE UNIVERSITY
INDIANAPOLIS**

**University College
Bepko Learning Center**

**Service Unit Self Study
April 7-8, 2005**

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Bepko Learning Center Self Study

PART I: PURPOSES, REPUTATION, ASPIRATIONS

An Overview of IUPUI, University College, and the Bepko Learning Center

IUPUI

Indiana University-Purdue University Indianapolis is an urban research university established in 1969 as a partnership by and between Indiana and Purdue Universities, with IU as the managing partner. IUPUI is a campus of Indiana University that grants degrees in over 180 programs from both Indiana University and Purdue University.

IUPUI is the home campus for state-wide programs in medicine, law, dentistry, nursing, allied health, and social work and extends its program offerings through IUPUI Columbus.¹

- IUPUI campus ranks among the **top fifteen in the country** in the number of first professional degrees it confers and among the **top seven** in the number of health-related degrees.
- The campus offers **more than 185 academic programs** - from associate degrees to doctoral and professional degrees.
- **Over 29,000 students** attend IUPUI representing 49 states and 122 countries
- IUPUI alumni account for 85% of Indiana's dentists, half of the physicians, nearly half of the state's lawyers, more than a third of the nurses, and a large percentage of the health and rehabilitation sciences and social work professionals.
- **Student housing** has the capacity for **1060 students** in traditional residence hall and the new Campus Apartments on the River Walk

University College

University College is the academic unit at IUPUI that provides a common gateway to undergraduate programs for entering students. The University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance students' persistence. It provides a setting where faculty, staff, and students join to make IUPUI a supportive and challenging environment for learning.

The University College mission is to provide advising and support services for beginning undergraduate students. University College's staff and faculty assist students who have not yet decided on a major, who are still learning what a college education entails, or who have not yet been admitted to the school of their choice. Students will be transferred as soon as possible to one of the degree-granting schools or divisions of the university. Some of the departments that are a part of University College are: Academic Advising, the Bepko Learning Center, the Career Center, Honors Program, Orientation, Pre-College Programs and Student Support Services (a copy of the Organization Chart for University College is located in Appendix F)

¹ General information on IUPUI is presented at <http://www.iupui.edu/~extaff/intor.htm>

The Bepko Learning Center

As part of University College, the Bepko Learning Center's programs are based on a belief that highly successful academic students can play an integral role in the academic development of their peers. Collaborative learning, role modeling, peer interaction and peer support are all components of this process. Mentoring is different from tutoring in that students are not provided with the answers to their questions but are guided in the right direction by their mentor and by collaborative interaction with other students. Through this process, students learn valuable skills that will be beneficial to them throughout their academic careers. The Bepko Learning Center provides help to students through four different components:

Structured Learning Assistance (SLA)

Structured Learning Assistance is a mandatory one hour per week directed study and practice session that is attached to a high risk-for failure gateway course. SLA is centered on course content. Study and learning skills are applied to the specific content a student is learning. Also, Students are given content-specific background information to assist them in making connections to the lessons and lectures of the class. SLA is a mechanism for teaching students how to work collaboratively and learn to form study teams. Courses in the program include:

Table 1: Courses with a Structured Learning Assistance (SLA) Component

Courses	Course Title
BIOL K101	Concepts of Biology I
BIOL K103	Concepts of Biology II
PSY B104	Introduction to Social Psychology

Supplemental Instruction (SI)

A Supplemental Instruction (SI) mentor is a learning assistant who is content-competent in a particular subject. SI mentors assist other students in gaining a better understanding of the course content, and they help develop learning skills to enhance students' academic experience. SI mentors demonstrate processes and methodologies of learning academic experience (i.e., learning strategies, note-taking skills, listening skills, test anxiety, etc.). This academic mentor is not a tutor, but rather a facilitator who helps students develop the thinking and reasoning skills which characterize intellectual maturity. An SI mentor is available to undergraduate students as an academic guide, an empathetic listener, a resource guide, and most of all a supportive friend. Courses in the program include:

Table 2: Courses with a Supplemental Instruction (SI) Component

Courses	Course Title
BIOL N212	Human Biology I (offered every Fall semester)
BIOL N214	Human Biology II (offered every Spring semester)
BIOL N217	Human Physiology
BIOL N261	Human Anatomy
CHEM C101	Elementary Chemistry
PHYS P201	Introduction to Physics I
REL R111	The Bible
REL R133	Introduction to Religion (introduced Spring 2005)
SPEA J101	The American Criminal Justice System

Resource Desk

Resource mentors serve as empathetic listeners to student concerns and advocates for IUPUI students. The mentors are trained in the interviewing skills necessary to make them active, helpful, and non-judgmental listeners. They work one-on-one with individual students,

empowering them in their quest to succeed academically and socially. Furthermore, mentors conduct thorough, on-going follow-ups with all students after the initial contact. Mentors provide students with resources to help students determine their individual learning styles and make subsequent suggestions. Additionally, mentors refer students to other campus resources such as Academic Advising, The Writing Center, Speaker's Lab, Campus and Community Life Programs, International Affairs and Counseling and Psychological Services. Most importantly, mentors encourage students to interact with instructors and department staff resources. The Resource Desk is an easily accessible front counter for students, faculty and staff located on the second floor of the University College building. In order to serve the student population better, the Resource Desk is open Monday through Thursday 8:00 a.m. – 7:00 p.m. and Friday 8:00 a.m. – 4:00 p.m.

Tutoring Program

The Tutoring Program offers tutor referrals for students in IUPUI classes. If a student is in need of assistance for a particular class, tutoring course information (Appendix A) is available at the Resource Desk. Students receive contact information about tutors who can help them with their class. The student is then responsible for contacting the tutor and negotiating a fee. The Tutoring Program offers time flexibility and one-on-one assistance.

Another tutoring service offered by the Bepko Learning Center is Veteran's Administration and Vocational Rehabilitation paid assistance. This service is for students who are associated with these offices and may be eligible to receive free one-on-one tutoring for a specified number of hours per week.

Additionally, the Center offers free online assistance in the following areas: Accounting, Biology, Chemistry, Economics, and Spanish. These services are outsourced to an online learning establishment, Smarthinking.com.²

A Brief History of the Unit

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. In its ongoing effort to coordinate existing university resources and develop new initiatives to promote academic excellence, as well as enhance student persistence, the Bepko Learning Center was formed. The Bepko Learning Center of IUPUI (formerly called the Student Mentor and Resource Center) is the culmination of the vision and courage of Dr. Herman Blake, Dr. Scott Evenbeck, Dr. William Plater, and Tonja Conour-Beilouny. The program began in August 1991 based on the philosophies of Supplemental Instruction (SI) developed by Dr. Deanna Martin from the University of Missouri at Kansas City. Supplemental Instruction is based on the premise that students can play a key role in the academic development of their peers by being role models, by applying collaborative learning techniques, and by facilitating the group experience related to the course material.

This general philosophy of "students helping students" which acknowledges that a powerful partnership for student success can be created through the collaborative efforts of peer mentors and support faculty has been used to adapt and expand mentoring activities beyond its origins with SI. Significant program milestones and changes are summarized below:

² A demonstration of the Smarthinking Online Tutorial can be viewed at www.smarthinking.com

- 1991-92 Student Mentor and Resource Center initiated, under the auspices of the Undergraduate Education Center (2 courses offered and 9 mentors employed).
- 1994-95 Significant expansion with addition of mentoring for lower-level Mathematics, Biology, Chemistry and several liberal arts courses (55 courses and 175 mentors employed).
- 1998 Use of mentors as part of instructional team in First Year seminars
- 2000 Formation of University College and resignation of original director prompts re-assessment and new directions. Collaboration with Mathematic Assistance Center (MAC), and Orientation Services department with Math and Learning Community mentors, respectively. New focus on Gateway course and expansion of resource desk services.
- 2001 Mark Minglin appointed Director
- 2002 Center named for exiting Chancellor Gerald Bepko as tribute to his ongoing support of student learning during his tenure.

This approach recognizes the need to identify high risk courses, work around the complex schedules of Mentors and students, and engage the cooperation of discipline faculty. Mentors are students who excel in the educational process, model “good” student characteristics, and care about the struggles and successes of those who strive to learn. As the program continues to grow and improve, enhancing the dynamic interaction between mentors, faculty and the students they both serve is of paramount concern.

Vision and Mission

The Learning Support Centers in Higher Education recommend that a learning center’s has a mission congruent with its division and institutional mission³. The Bepko Learning Center’s vision, mission and goals closely align with IUPUI’s mission statement (Appendix B), the mission of University College (Appendix C), and integrate the Principle of Undergraduate Learning (Appendix D) set forth by the university in endorsing the areas of core communication and quantitative skills; critical thinking; integration and application of knowledge; and intellectual depth, breadth, and adaptiveness.

Vision

As the Bepko Learning Center moves into the twenty-first century, our vision is that of a learning support center which coordinates the contributions of all students, staff, faculty, and administrators in order to provide a valued educational experience on campus and statewide. We will support an ongoing process of improvement through continued assessment of our vision, values, practices and mission.

Mission

The mission of the Bepko Learning Center is to enhance the opportunities for undergraduate students to achieve educational goals, and to facilitate their personal, social, academic, and institutional adaptation to college life through the guidance of more experienced student peers.

³ Taken from the Learning Support Centers in Higher Education website: <http://www.pvc.maricopa.edu/~lsche>

Actions

As part of the recommendation (Appendix E) of a taskforce from the Spring of 2001, the Bepko Learning Center has adopted the following specific actions:

1. To serve as a clearinghouse for information about academic/support programs located in the schools and departments.
2. To provide training for student mentors who work in the University College support programs and for those who work in departmentally-based support programs.
3. To work with the academic departments to create “academic centers” for courses in a general area.
4. To meet regularly with faculty and staff representatives in all undergraduate departments and schools to determine student and department needs.
5. To focus on freshman gateway courses in offering academic support programs from University College.
6. To appoint an advisory committee with faculty, staff, and student representation.

Long-Term Changes in Field

Technology is shaping the future of education and will have a significant impact on teaching and learning. Computers are getting smaller, more powerful, and more useful as teaching and learning tools with the addition of voice recognition and two way wireless connections to both the Internet and to campus servers. Due to the commitment of cutting-edge technology by the university, the Bepko Learning Center is poised to meet the challenges of the long-term changes in teaching and learning.

PART II: RESOURCES

Staff

The University College (organization chart included in Appendix F) currently employs one director, one database technician, and one secretary as the staff of the Bepko Learning Center. In addition to these full-time staff appointments, the Center relies heavily on students. Over seventy students currently hold the positions of student coordinators, graduate assistants, academic mentors and resource mentors. Listed below is a brief description of each, and an organizational chart of the staff is in Appendix G.

Director

The director provides the overall supervision for the four components of the Bepko Learning Center: Supplemental Instruction program, Structured Learning Assistance program, Resource Desk and the Tutoring program. (Résumé provided in Appendix H). The director reports to Associate and Assistant Dean of University College.

Graduate Assistants

Two graduate assistants are employed to oversee the Structured Learning Assistance program and the Tutoring program (Position Descriptions included in Appendix I).

Database Technician

The database technician is a joint position shared by Technology Services, the Orientation program, Assessment and the Bepko Learning Center. This position provides technical support for all Learning Center databases, AccuTrack (the student tracking program) and data collections.

Administrative Secretary

The administrative secretary is a joint position shared by the Orientation Services program and the Bepko Learning Center. As part of the formal job responsibilities, the secretary receives office visitors and telephone calls, and answers general questions about the department; assists with department correspondence and ordering; and assists mentors in procuring supplies to aid them in their sessions.

Student Academic Coordinators & Resource Coordinators

Seven student academic coordinators and four resource coordinators assist the Leadership team in the daily management and operations of the Bepko Learning Center. Coordinators are involved in the following activities: training, interviewing, observations, and evaluations. (Position Description included in Appendix I)

Academic Mentors

The role of every academic mentor is to assist students in collaborative learning activities that will help them achieve academic and social success. Currently, over sixty mentors serve in this capacity. (Position Description included in Appendix I)

Resource Mentors

The role of every resource mentor is to assist students, faculty, staff and the IUPUI community. Additionally, the activities of the Resource mentors include the following: interacting with students and following up with their concerns, issues, problems, and questions; support of the Supplemental Instruction Leaders, Structured Learning Assistance Facilitators, Athletic Mentors and Learning Community Mentors; and support of the administrative and leadership staff. Currently, over 16 mentors serve in this capacity. (Position Description included in Appendix I)

Evidence of Staff AccomplishmentsDirector's Accomplishments

Mark Minglin – Director of Academic Support Programs

- Increased growth of the Supplemental Instruction program by adding three new course links: REL R111, SPEA J101 and REL R133.
- Increased the number of PSY B104 mentors from six to thirty to cover all twenty-two sections conducted on campus Monday through Thursday.
- Implemented student outreach calls from the Resource desk to new and transfer students to ascertain student issues.
- Organized and developed tutor program training and tutor manual to ensure quality referrals for the program.

- Collaborated with the Psychology department to utilize PSY B104 mentors as a resource for drop in tutoring for the course.
- Redesigned the Enrollment Status Report to communicate to advisors and related staff open courses during the orientation process.

Student Mentor Accomplishments

- 3 - Top 10 Women and Top 10 Men IUPUI students chosen in 2001 and 2002 were past Learning Center Mentors
- 10 – Top 100 IUPUI student award recipients, 2001, 2002, and 2003
- 3.49 Average Semester GPA and 3.53 Average Cumulative GPA – Fall 2004
- 65 – mentors participated Explore IUPUI campus event
- 2004 Learning Center mentor received the Top Mentor of the Year Award

Significant Staff Changes

As the Center continued to grow from its beginnings in August of 1991 the organizational structure became convoluted with varying levels of supervision. During the Fall of 2000 the director of the Learning Center, after six years in the position, chose to resign in order to pursue other endeavors. The University College administration took this situation as an opportunity to re-evaluate the current program and determine the staffing needs associated with the Center. As part of this re-evaluation Linda Haas, professor of sociology and University College faculty member, was awarded a faculty fellowship to investigate the current mentoring efforts and give recommendations for the future of the program.

The operations of the Learning Center during the Spring of 2001 was overseen by the Assistant Dean of University College and the program coordinators. During this time of transition of leadership, the University College administration solicited feedback from the mentors and program coordinators in regards to many facets of the program. With this information and Linda Haas' report, a taskforce was appointed to determine the future direction of the Center and to devise a list of priorities that should be addressed by the new director. The recommendations of the taskforce are listed in Appendix E. Additionally, it was decided to change the reporting lines of the Learning Communities mentors, Math mentors and Athletic mentors and have them report to the Director of Orientation, Director of the Mathematic Assistance Center (MAC) and the Coordinator for the Student Athletic Mentoring Program, respectively.

In July of 2001 a new director was appointed for the Learning Center with the charge of the taskforce to focus on providing academic support to "gateway" courses (Appendix J). Currently, the Center's focus has been on courses in the School of Liberal Arts, the School of Public and Environmental Affairs and the School of Science (with the exception of all Mathematic courses which are served by the MAC). The current staff and organization reflects a significant change from the Center's inception.

Mentor Recruitment

Selecting mentors who are competent in their course of study and have the personal commitment and ability to help other students succeed are two of the qualities the Learning Center seeks in potential mentor candidates. Recruitment of mentors for the program begins

during the latter part of each semester with the help of the faculty members and current mentors. The Learning Center solicits faculty members for recommendations of students with potential for being mentors who for their course. Once this list is compiled, the director sends out a recruitment letter to students, congratulating them for being recommended by their faculty member, and encouraging them to fill out an online application for the mentoring program. As the applications are received the director and coordinators review the information to ensure the applicant has the minimum cumulative GPA of a 3.00 and rates the responses to the application questions. If the candidate meets the minimum criteria, the administrative secretary sets up an interview for the candidate to meet with the director and coordinators to further determine the qualifications for the mentoring position. Appendix X lists the criteria used to evaluate the applicant and interview. If successful in the interview, the applicant is awarded a mentoring scholarship.

Mentor Compensation

Compensation for the service as an academic mentor is through an award of a leadership scholarship. These scholarships vary in amounts due to different mentoring responsibilities and time commitments. If a mentor chooses to accept the scholarship offer, he/she must sign a Letter of Agreement (Appendix K) detailing the terms and conditions of the position. Mentors who serve at the resource desk are paid on an hourly wage due to the fact the position requires them to work at the desk a set number of hours per day. The typical starting wage for this position is \$8.25.

A diverse workforce is a key element of a productive organization, and helps ensure that individuals are not impeded by the effects of discrimination and prejudice, valuing, working with, and maximizing the benefits of diversity ensures that the organization benefits from new ideas, perspectives and approaches; reflects the local and global population and is therefore more responsible to student needs; and is more prepared and responsive to changes both internal and external to the organization. As part of this philosophy the Bepko Learning Center has strived to employ a diverse group of mentors. The chart below details the diversity of our staff from Fall 2003 to Fall 2004:

Table 3. Mentor Ethnicity Breakdown

Ethnicity	Fall 2003	%	Spring 2004	%	Fall 2004	%
Asian or Pacific Islander	2	3%	4	7%	2	3%
Black Non-Hispanic	10	16%	7	12%	4	6%
Hispanic	3	5%	2	3%	4	6%
Non Resident Alien	7	11%	10	17%	11	16%
White Non-Hispanic	42	66%	35	60%	46	69%

Retention of student mentors fluctuates from semester to semester due to the varied commitments students have vying for their time. As a result the typical mentor for the Bepko Learning Center is retained an average of three semesters.

Mentor Training and Development

As with any successful program, training and development of the mentors are essential. Keeping this in mind the Learning Center offers and intensive two-day training program for our incoming mentors to gain information on topics such as: student learning styles, icebreakers,

collaborative learning techniques, observations and classroom assessment techniques. A copy of the training schedule is included in Appendix L.

Once the mentor has successfully completed the training program, a student coordinator is assigned to assist new mentors during their first semester as part of the Learning Center. The student coordinators are successful mentors who can help the new mentors with session planning, reflection, observations and session issues. New mentors are required to complete a few activities so the coordinator can assist them. Each of the items is listed below with a brief description:

Session Planning Forms

Careful planning helps to ensure that the collaborative learning sessions run smoothly. It is important to have topics to discuss as well as be ready for questions. First and second semester mentors are required to turn in Session Planning Forms (Appendix M) on Angel one week before their session. The student coordinator evaluates the form and offers feedback.

Weekly Activity Reports

Reflection is a critical part of the development of a mentor. As such, mentors are required to fill out a Weekly Activity Report (Appendix N) in order to give the mentor time to evaluate how their session(s) went, and what things they might have done differently. These reports are due every Friday on Angel by midnight.

Mentor Observations

In order to directly observe mentors during the semester, the director and student coordinators sit in on four sessions to provide feedback about strengths and areas that may need improvement as a part of mentors' on-going development. A copy of the Mentor Observation Record is included in Appendix O.

Mentor Binder

In an effort to build on the resources which are available to new mentors, all current mentors are required to submit a completed Mentor Binder at the end of the semester. The binder includes the course syllabus, session planning forms, weekly activity reports and session activities. New mentors are required to include four new activities while returning mentors include two.

Self Evaluations (Midterm & Final)

The Bepko Learning Center conducts an extensive evaluation process for mentors. Because of this, mentors' input is extremely important. Twice a semester mentors are asked to fill out a Self Evaluation in order to gauge how they feel about their performance as a mentor. Copies of the Academic Mentor and Resource Mentor Self Evaluations are included in Appendix S and T, respectively.

Bi-Weekly Meetings

Continual support is given to new mentors through Bi-Weekly meetings with their Coordinators. At the meetings, mentors are given a chance to collaborate with the coordinator and ask for help with any specific issues.

IUPUI is one of the largest universities that uses peer mentoring as a way to assist students in their academic development. As such, we have several different programs that use mentoring including: orientation, learning communities, sociology, chemistry, and the Mathematic Assistance Center (MAC) just to name a few. To ensure mentors are receiving a

comprehensive training University College has offered a Mentor Symposium for three years and will begin to offer a mentoring Leadership Class beginning in the Fall 2005 semester to assist mentors in their development.

Mentor Symposium

The Mentor Symposium, a one-day event is for all students who serve as mentors at IUPUI to create dialogue among mentors around campus in varying roles. The goal for this event is to enhance mentors' professional development and increase their understanding of strategies and techniques for mentoring peers. Additionally, mentors receive training in diversity and harassment issues, as well as have a chance to interact with the IUPUI community of mentors. A copy of the program agenda is included in Appendix Q. In the Fall of 2005, the Mentor Symposium will be offered statewide to colleges and universities who utilize mentors, and to eventually become a resource center for mentor training.

Leadership Course

Additionally, University College faculty is creating leadership development courses (Appendix R) for student mentors receiving the University College Leadership Scholarship. These courses will formalize and recognize the comprehensive and substantive nature of mentoring. Also, this series of courses is sequential to build the mentors skills will be enhanced with each subsequent course (ex. UCOL U201, U202, U203, U204).

Physical Facilities

Offices

In the mid 1990s, University College moved from the Union Building and assumed occupancy of IUPUI's old library building. The Learning Center was given space on the second floor for its operation. Currently, the second floor is shared with Orientation Services, the Technology Department, Nina Scholars Program, faculty offices and several University College staff offices. The secretary has a desk in the 2001 suite, and the database technician shares an office with five student coordinators in 2001B. Additionally, the resource coordinator and resource mentors point of operation is an open desk unit, 2006. Listed below is classroom space that is available for the Learning Center to utilize.

Table 4: Mentor Session Space

Room	Student Capacity
UC 2001	35
UC 2110	50
UC 2118	30
UC 2127	30
UC 2160	20
UC 2164	22
UC 2168	22
UC 2025A	20
UC 2025B	20
UC 3001	30

(Session space used for BIOL K101 and BIOL K103 is classroom space reserved by the Biology department as part of the recitation portion of the course.)

Space Utilization

Classroom space limits the expansion of a thriving program. Many of the classrooms used by the Learning Center are also utilized by the UCOL U110: Learning Communities and the UCOL U112: Critical Inquiry courses. The Learning Center has the opportunity to use these areas once the U110 and U112 sections have been procured. As a result, the remaining space is used for our current SLA and SI programs, as well as overflow space for the Mathematic Assistance Center (MAC) and Athletic Mentoring.

Technology

AccuTrack

Since the start of the Bepko Learning Center the tracking of student participation in the services provided to evaluate how effective our programs are in reaching students has been an essential element of our programs. In the beginning, simple sign-in sheets were used where students were asked to sign-in by including their name and social security number on the sheet. There are several the types of issues with asking a student to provide such information (1) academic integrity and (2) identity theft, we were in search of a program that could sign students into their session using their student ID.

As a result of our search, we have selected on the software program AccuTrack. AccuTrack is a powerful database software designed specially for academic centers and learning labs. Its benefits include attendance tracking, appointments management, traffic analysis, feedback collection, and demographics query. The new AccuTrack system has give the director more immediate feedback in terms of service utilization and student feedback.

Angel

Communication is a key component to any program. As such the Center implemented a program-management, web-based software program to allow ongoing communication from program administration to mentors and from mentors to their peers. Angel is almost identical to Oncourse, the current course-management software used by the University. One important difference is the ability to post session activities for mentors to share. The mentors develop many great activities for their sessions, and until now they have been housed in a binder located in the Bepko Learning Center. Uploading these activities to Angel has allowed our mentors to access this information twenty-four hours a day and has added to the convenience of accessing the information from anywhere they have an Internet connection. All mentors receive their initial training with Angel during the two day training session before classes begin.

Microsoft Outlook

Another area that has been helped by technology is sharing information between program administration and the student coordinators. Microsoft Outlook has allowed the Center to set up shared contacts, task lists, and calendars in order to convey much important information to all interested parties. Additionally, the resource mentors utilize Microsoft Outlook as their primary means of communication with the Center. Student coordinators and resource mentors receive training on this program the week before classes begin.

PART III: IMPLEMENTATION PROCESS

Improvements

Space

One area of improvement has been the space we have for our sessions. As mentioned earlier, space at the Learning Center has always been limited. Some of the spaces used for mentoring sessions are classrooms, but the majority of the sessions are conducted in cubical areas accommodating ten to twelve students. These areas are not optimal as sound from other areas travels making it difficult for students to concentrate, and the size of the space limits the amount of students we can serve.

Although University College plans to renovate the second floor of the building within the next five years, a temporary solution needed to be found. Working with University College's Operations Department, the cubical walls have been raised to reduce sound and expanded to increase the size of the session area. Now, the cubicles can accommodate fifteen to twenty students, thus increasing the number of students we can serve a one time. Additionally, new spaces have been created to accommodate thirty students and are primarily used for our PSY B104, BIOL N217 and BIOL N261 sessions.

Communication

Another area of improvement has been the communication to faculty, staff and students of Learning Center's programs and services. The director serves on the Academic Team, composed of members from the Advising Center, Orientation Services, Campus and Community Life, Honors Program, Assessment Office and University College Associate and Assistant deans. From this committee, many conversations have occurred about Learning Center programs and services, as well as, much collaboration with other departments. Also, the director serves on the University College cabinet which includes department heads from all University College components (an organization chart is included in Appendix F).

Additionally, monitors have been placed at the Resource Desk, and on each floor of the University College. These media devices stream communications of campus events and department news. The Learning Center includes information of each of its areas including: session times, services offered and tutoring subject areas.

Faculty involvement

Involvement of faculty is one final area the Learning Center has improved. Working with Structured Learning Assistance faculty in psychology has resulted in the following: (1) PSY B104 mentors have been expanded to include all on-campus sections, (2) mentors meeting with their instructors as part of the training process, (3) a faculty member has participated in the interview and selection process, and (4) mentors meet bi-weekly as a group to discuss any issues and to share any new activities they have created with the group. This type of involvement has led to a more cohesive collaboration with the Psychology department. With the inclusion of more professional staff, similar collaboration could be achieved with other departments.

State-of-the-Art Approaches

SMARTHINKING

In an effort to expand our course offering with the space limitation, we have outsourced some of our services to SMARTHINKING Online Tutor Program. SMARTHINKING, based in Washington, DC, provides people, technology and training to help institutions offer their students outstanding academic support. Schools, colleges, universities, libraries, government agencies, textbook publishers and other education providers work with SMARTHINKING to increase student achievement and enhance learning. SMARTHINKING connects students to qualified educators anytime, from any Internet connection. From supplementing current learning support programs with SMARTHINKING's qualified and trained e-structors, to licensing SMARTHINKING's technology platform to create a private-labeled virtual learning assistance center, SMARTHINKING develops custom solutions to enable institutions to better support their faculty and students.⁴

SMARTHINKING currently works with over 500 school clients and businesses, including the U.S. Army, Capella University, University of Texas Telecampus, and Houghton Mifflin. The systems unique standing in the e-learning market has allowed us to attract an outstanding management team and staff of over 200 professionals and educators.

SMART boards

In four of the session areas on the University College second floor SMART boards have replaced the ordinary whiteboards. SMART product solutions help integrate computer-based information from one location. Simply by touching the surface of the SMART Board interactive whiteboard, you can control Windows or Macintosh software, explore the Internet, run video from a camera and deliver CD-ROM materials. The board allows you to save your lecture notes to a computer file, which students can later access. Mentors can also print out copies of their sessions, complete with student input, enabling students to focus on asking questions and understanding concepts, rather than hastily taking notes.

Wireless Network

Another area of technological innovation within University College is the Technology department's strengthening of the wireless network infrastructure. Students have the ability to connect their laptops wirelessly to the university's network to work on class assignments or check email. If students do not have access to a laptop, they can come to the Resource desk and check out one of the twenty laptops reserved as part of the Laptop Checkout program. With their campus identification card, students can checkout a laptop for two hours at a time. This program was utilized frequently by 709 students (Appendix Y) in between class and during the noon hour during the 2003-2004 academic year.

Responding to Department User Needs

Assessing who uses the services of the Bepko Learning Center and addressing their needs are paramount in providing efficient and effective programs. As part of this assessment two instruments are used to gain insight into academic department, faculty and students' needs.

Midterm & Final Semester Student Session Evaluations

The first instrument used to ascertain student needs is the midterm and final semester session evaluations (Appendix V). Twice a semester, students are given a survey to solicit their level of

⁴ Information taken from the SMARTHINKING website: <http://www.smarthinking.com/static/aboutus/>

satisfaction with the mentor sessions and the mentor. The input received from the student evaluation is then tabulated and distributed to the mentors of the session in aggregate form. This evaluation gives mentors the ability to determine their strengths and weaknesses and to develop strategies with their coordinator to address student concerns. Palomba and Banta (1999) state that “surveys offer one of the best approaches for examining the values and attitudes of students.” Additionally, “students are often in the best position to evaluate whether what educators are doing is working. Many assessment surveys ask students to indicate their level of satisfaction...” (p. 181).⁵

Classroom Assessment Techniques (Fast Feedback Forms)

To assess the effectiveness of the activities and mentor performance in sessions, mentors administer a “fast feedback” classroom assessment technique (Luechauer & Shulman, 1996). Luechauer and Shulman (1996) stated that by using this technique faculty can assess whether they are “doing what is necessary to prepare students to perform the behaviors upon which the institution, department, or faculty will later assess them” (p. 1)⁶. This technique was easily adapted to be used in the mentoring arena (Appendix U).

As a result of this assessment, mentors will receive instant feedback from students on what activities are effective and the areas in which the mentor should refocus his/her efforts. Another positive that occurs from the assessment is immediate feedback from students on how well the mentor is performing.

Innovations

The tutor program at IUPUI performed a self-evaluation at the end of the Fall 2004 semester. With the overall goal to offer tutor referrals to students, the tutoring coordinator presented the two recommendations for action in the Fall of 2005.

Web-based Tutoring Information System

The first recommendation was the creation of a web-based tutoring informational system that would house tutor contact information, rates of pay, hours of availability, and tutor application packets. One advantage of this system would be available twenty-four hours a day, thus the tutoring information availability would not be limited to the hours the resource desk is open. Another advantage would be the central authentication system login which would allow the Learning Center to track student usage and provide demographical information.

Online Tutor Training Program

The second recommendation was the creation of an Online Tutor Training Program to help our tutors receive a more extensive training to ensure the quality of the tutors we refer to students. Students who apply to be a tutor must complete a seven day training program based on *The Master Tutor*⁷ by Ross MacDonald. This training gives students the tools to be an effective tutor, and give tutors a chance to interact virtually with other tutors through discussion board prompts. A copy of the training schedule is included in Appendix W.

⁵ Palomba, C., and Banta, T. (1999). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Jossey-Bass.

⁶ Luechauer, D. & Shulman, G. (1996). *Fast Feedback Permits Students to Assess Faculty Performance*. Jossey-Bass Inc., Publishers.

⁷ MacDonald, R. (2000). *The Master Tutor*. New York

Service Duplication

Due to the large university setting of IUPUI, it is at times very difficult to ensure that services provided by the university are not duplicated. Also, with the separation of the learning communities mentors, math mentors and athletic mentors from the Learning Center to alternative units in University College duplication can emerge without careful communication.

To help combat this issue the Bepko Learning Center has been asked to serve as a clearinghouse for information about academic/support programs located in the academic schools and departments. Each semester, the Center completes a chart detailing the entire list of current academic support programs available in each of the Gateway courses and departmentally across the campus. This report has been useful in outlining which gateway courses provide academic support, and which ones may want to consider adding support in the future.

Another useful tool in preventing duplication was the establishment of the University College Bepko Learning Center Advisory Council. Many of the faculty work with the Center serve as board members of the council and help the Learning Center director with formulating the vision and direction of the program.

With the establishment of the advisory council, many of the key stakeholders have been included to achieve a greater diversity of programs. This will be intricate in articulating the goals of the Learning Center and providing a forum to review current assessment methods. "Students and faculty, as well as administrators and professional staff, need to be represented in the planning and carrying out of assessment" (Palomba & Banta, 1999, p. 9).

Table 5: Bepko Learning Center Advisory Council Membership

Membership Area	Member
One member representing Psychology	Lisa Ehrmann, Faculty Lecturer
One member representing Chemistry	David Malik, Chancellor's Professor
One member representing Biology	Robert Yost, Professor
One member representing Sociology	Patricia Wettenberg, Associate Professor
One member representing Criminal Justice	Crystal Garcia, Associate Professor
One member representing the Mathematic Assistance Center (MAC)	Patrick Frey, Instructor and Director of the MAC
One member representing the Writing Center	Teresa Molinder Hogue, Senior Lecturer
One member representing the student population	To be determined

Contributions to Student Retention

Student retention is often regarded as an important indicator of institutional quality and commitment to undergraduate education. The Bepko Learning Center contributes to student retention by:

- Incorporating Supplemental Instruction and Structured Learning Assistance components to "gateway" courses
- Decreasing the DFW rate for participants in the SI and SLA programs. Course DFW rates are included in Appendix Y and AA.
- Offering information regarding Departmental Tutoring, as well as a Tutoring Referral Program

- Publicizing Study Skills material on the department website for students to utilize.
- Providing information at the Resource desk and through the TV monitors.

Demand for Department’s Services

With the demonstration of the decrease in DFW rates and increase in the ABC rate in Figure 1 and 2 of participants in Supplemental Instruction and Structured Learning Assistance over the course of the last five years, the Bepko Learning Center has seen an increase in the number of students and instructors requests. At this time a controlled growth is the best approach due to the amount of funding available for the programs.

Another demonstration of the affect of the Learning Centers academic support programs is the increased support from Vice Chancellor for Academic Affairs and the University College deans. In the last few years the institution has been so supportive that when the grant funding expired for our programs, the institution allocated university base funds to help the Center continue its initiatives.

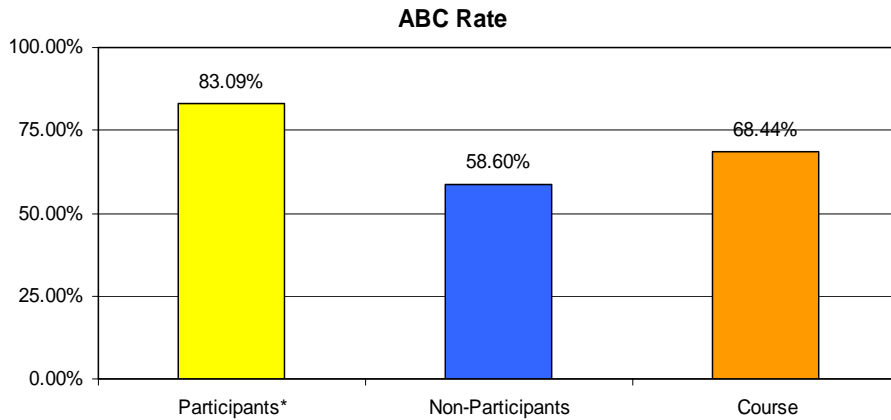


Figure 1: 2003-2004 ABC Rates⁸: *Students are counted as Participants in the SLA and SI program if they attend three or more sessions in a given semester.

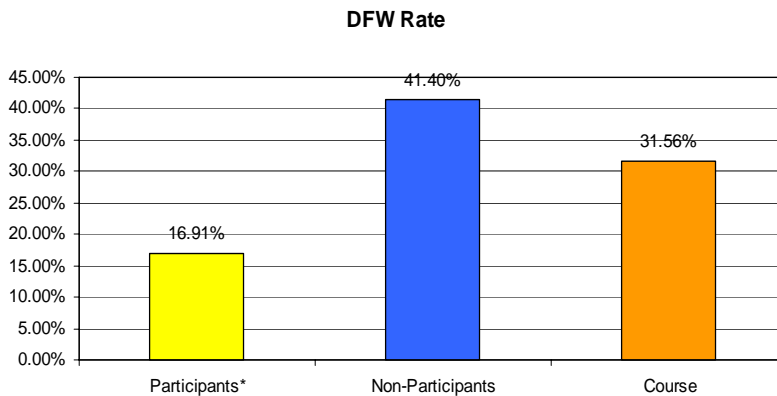


Figure 2: 2003-2004 DFW Rates⁹: *Students are counted as Participants in the SLA and SI program if they attend three or more sessions in a given semester.

⁸ Total number of student who received a grade of “A”, “B”, or “C” in the specified course.

Professional Association Benchmarking

To gauge our success within the area of academic support programs, one of the major organizations we point to is the Center for Supplemental Instruction. Each semester the Center for Supplemental Instruction at the University of Missouri-Kansas City (UMKC) collects data on a voluntary basis from institutions currently operating Supplemental Instruction (SI) programs. The information received from the participating institutions allows the Center to compare and analyze data on national SI programs.

The data from the Center of Supplemental Instruction below is used as part of our benchmarking process to gauge our success. Although there is quite a difference in the DFW rate for SI Participants and Non-Participants for 4 year public institutions as compared with the DFW rate for the same participants at IUPUI, the difference (Non-SI Participants rate– SI Participant rate) in the rates show a marked improvement in the SI Participants DFW rate.

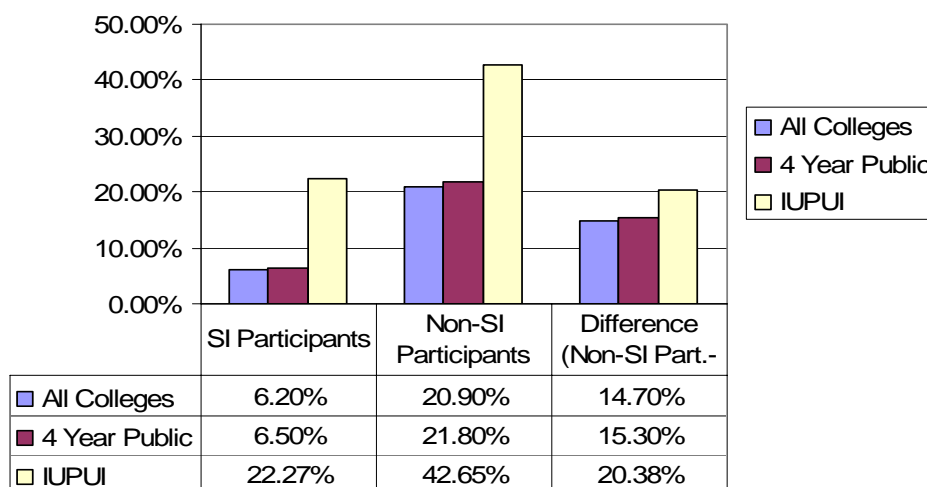


Figure 3: Percentage of Total Course Enrollment Receiving a D, F or W: National SI Data: Winter 1998 – Summer 2003¹⁰

PART IV: OUTCOMES

Evidence of Demand for Program/Services

As demonstrated in Figure 4 below, there is more of a demand for the Structured Learning Assistance program and Supplemental Instruction program from the beginning of the semester to the 14th week with an average number of visits totaling 1600. After the 14th, week participation in the two programs taper off.

⁹ Total number of student who received a grade of “D”, “F”, or “Withdrew” from a specified course.
¹⁰ Center for Supplemental Instruction. (2003). National Data Summary, 1998-2003. University of Missouri – Kansas City.

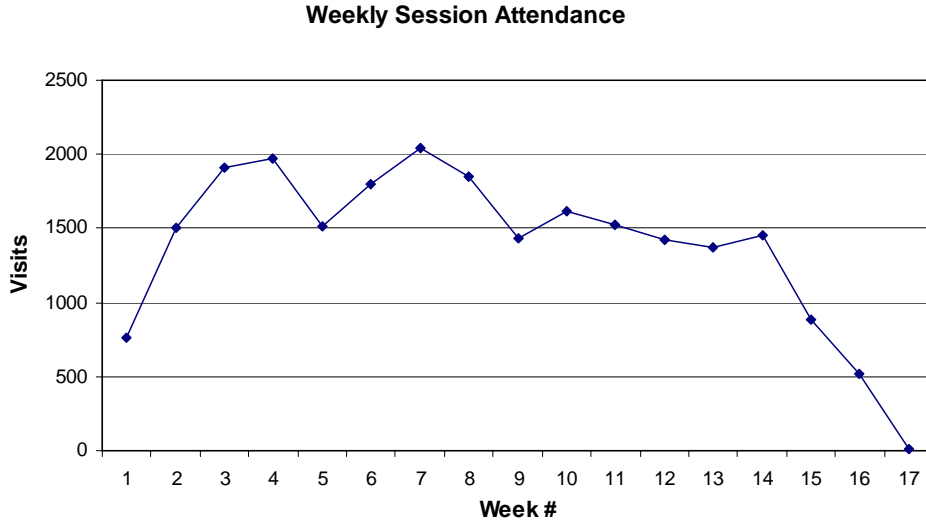


Figure 4: 2003-2004 Weekly Session Attendance

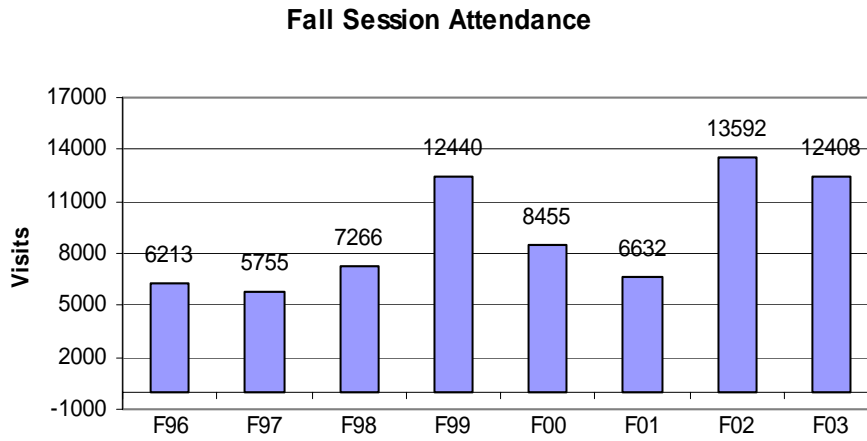


Figure 5: Total Visits Fall 1996 – Fall 2003

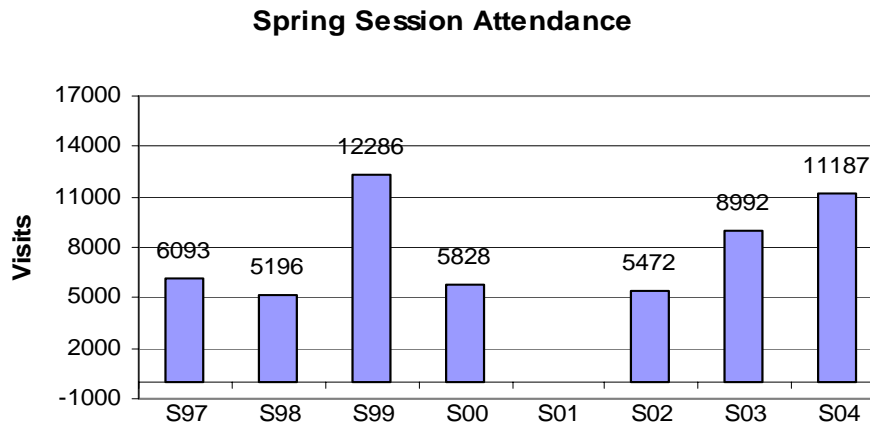


Figure 6: Total Visits Spring 1997 – Spring 2004: *No data was available for Spring 2001 due to the change in Center leadership.

Additionally, the Resource desk serves students in a wide variety of ways. In the 2003-2004 academic year the resource mentors made 4,472 referrals to other areas on campus (mentor information, University College information and campus information).

Evidence of Quality

The midterm and final student session survey results highlights are displayed in Table 6. The surveys were administered during the 7th and 13th week of the semester. In total 908 surveys were returned. Strengths of the sessions and mentors were (1) mentor treatment 4.54; (2) approachability 4.55; and (3) interaction with other students 4.43. Areas of improvement were in (1) interest stimulated in the subject 3.88; (2) session value 3.97; (3) stimulation of thinking 4.08.

Table 6: Mentor Session Evaluation Results

Criteria	Midterm	Final	Avg.
Strengths			
My mentor deals fairly and impartially with all students	4.56	4.51	4.54
The mentor is approachable and easy to talk to.	4.51	4.58	4.55
I interacted with other students in the session on a continual basis	4.46	4.40	4.43
Areas of Improvement			
The sessions stimulated my interest in the subject.	3.85	3.90	3.88
The sessions are very valuable.	3.98	3.95	3.97
My mentor has simulated my thinking	4.01	4.15	4.08

(This survey is based on a 5 point scale)
1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree

Principles of Good Practice

The Learning Support Centers in Higher Education have started a list of Best Practices for Learning Centers. The programs/services of the Bepko Learning Center are best exemplified by the following:

A Learning Support Center:

1. is centrally located and is accessible at convenient times.

The Learning Center located near the center of campus and is open Monday through Thursday from 8:00 AM – 7:00 PM and Fridays from 8:00 AM – 4:00 PM.

2. has a virtual presence though its website

Great strides have been made in developing the Learning Center's virtual presence on the IUPUI campus. As mentioned earlier, the department has implemented an online tutoring system and an automated mentor application process. In addition, a web-based tutor referral program will be implemented in the Fall of 2005 to expedite the tutor information to students.

3. has developed and follows a systematic plan based on feedback and program monitoring.

The department has implemented a database program to track students through the use of their student identification cards, as well as solicit periodic feedback from students in regards to Learning Center services.

4. partners with academic departments that have high risk courses to develop and manage support programs.

The Learning Center has utilized the list of “gateway” course in partnering with many academic departments in order to provide academic supports to these high risk areas.

Many of the services mentioned in the implementation process are relatively new. SMART boards were just installed this January, but much of the preliminary feedback for the boards has been positive. With the assistance of the Technology department, the Learning Center will assess how this new technology affects the learning process.

Additionally, the SMARTHINKING online tutoring service has not been utilized a great deal by students. One of the primary reasons for this lack of utilization is that students are unaware of this service. Another reason might be the limited amounts of “live” sessions. The Tutoring coordinator is in the process of researching with other colleges and universities that use this service to discover answers of why students are not using the program.

The efforts taken to improve the space limitations have helped us with accommodating a larger portion of students in mentoring sessions. As can be see in Figure 4, attendance for the Learning Center has dramatically increased with the redesign of the cubical areas. This allows the Center to accommodate more students and not turn away students due to capacity constraints.

Also, evidence of the increased communications with departments, faculty and students have been seen in the increased number of inquiries at the Resource Desk and the amount of collaboration among departments. As demonstrated in Table 7, the Learning Center collaborates with a number of standing committees.

Table 7: Learning Center Committees Involvement

Committees

Taskforce on Community Work Study
 Explore IUPUI
 Community Service Scholarship Selection Committee
 University College Communications Committee
 Student Manual Subcommittee

PART V. OVERALL ASSESSMENT OF PROGRAM

Since the current director assumed leadership at the Bepko Learning Center, there has been no formal evaluation of the program. Each year, goals and objectives are formulated in staff meeting and reviewed by University College administration, but no in depth assessment has taken place to see if we have achieve success in specific areas. The process of conducting a self-study has been a valuable experience which has given the Center a chance to look deep into programs and services offered, and to gauge areas strength and areas of concern.

Areas of Strength

The programs offered by the Learning Center are built on the philosophy of assisting students in achieving academic success. The Center consistently validates its services through measures of the academic support programs performance levels in Supplemental Instruction, Structured Learning Assistance and the Resource Desk. This achievement would not be possible without the effort of mentors, who are a key component in helping their peers succeed. Student mentors are the cornerstone to the Learning Center's success. For this reason, much care is given to training for our mentors and continuous mentor support.

As demonstrated in the end of semester grade reports included in Appendix Y and AA, participants in the programs of Supplemental Instruction and Structured Learning Assistance continue to outperform non-participants in the programs by at least one half of a letter grade. Additionally, the programs have been highly successful in improving the course DFW rate for participants to 22% as opposed to the 42% for non-participants. From this success, many instructors have contacted the Learning Center to inquire about linking an SI or SLA component to their course. At this point in time the Center is expanding our efforts at the rate of one course per semester to control the growth of these efforts ensuring quality mentoring.

The Learning Center relies heavily on student mentors in order to provide quality academic support to students. As such, training is an important area in ensuring quality mentors. Mentor training was previously a one day meeting that included too much of orientation for student mentors to digest. Results from the evaluation survey distributed at the end of training revealed mentors felt rushed and uncomfortable with the prospects of starting their mentoring assignment the following week. As part of the effort of the Center to address this concern, training has been expanded to two days for a total of sixteen hours of initial training. This new system gives student mentors an opportunity to interact more with their peers, increases time there to cover important workshops, and an opportunity for mentors to conduct a mock session and receive feedback from returning mentors. In addition to the initial training, student mentors receive supplemental training through the Mentor Symposium, and on-going training through monthly meetings.

Mentor support, past the first weeks of their service assignment, is another strength in providing a quality experience for mentors, thus increasing their effectiveness with students. Utilizing student coordinators as a means of supporting our student staff has proven to be an important component of the mentor process. The mentors appreciate the care coordinators take in the work efforts to help them become better facilitators. Through the bi-weekly meetings, one-on-ones and email communications, mentors are continually supported in their efforts as mentors.

Areas of Concern

As part of the success of the Center, the programs continue to grow to meet the increasing need for additional academic support. With this new time of growth, there are also a few areas of concern. Some of the main concerns are with staffing, session space and additional assessment.

One of the greatest concerns for the Learning Center currently is the size of its professional staff. With the large reliance on student support, many of the coordinator and mentor positions have a high rate of attrition over the course of a two semester cycle. As a result, there is a constant need to train new leadership members every semester. Additionally, the coordinators for the Tutoring program and the Structured Learning Assistance program are graduate assistants who normally contract for a one year commitment. This is a detriment to the program due to the fact that faculty continually have a new Learning Center contact each year. The lack of consistency in program management impeded program development. The addition of two new professional staff would aid the growth of the program. A coordinator for the Science department would help the collaboration with faculty and assist with mentor observation and evaluations. Also, a coordinator for the Tutoring program will help with the consistency of the program goals for tutoring.

Another area of concern is the amount of space available to the Learning Center in order to facilitate sessions. As with many departments on campus, space is at a premium, so optimal utilization of the space provided is essential. As mentioned earlier, space is released to the SI and SLA programs once the learning communities and critical inquiry classes have been procured. SLA is the heaviest user of the space released during the first quarter of the semester due to the course requirement to attend mentoring until the first test for PSY B104. It is not unusual for the Learning Center to see over one thousand students attend the SLA weekly. After that test, attendance tapers off, thus freeing up some space for Supplemental Instruction. In addition to the space issue, many of the session areas are crowded with furniture, which is not conducive to an adaptable learning environment. Many of the tables are large, heavy and difficult to move, thereby making it almost impossible for mentors to facilitate small group collaboration.

An additional area of concern is the quality of assessment being used to evaluate the programs in the Learning Center. Currently, the primary means of demonstrating effectiveness with the SI and SLA program is through the semester grade report which compares participant and non-participant DFW rates, ABC rates and GPAs. A more intentional effort needs to be made by the Learning Center to partner with the University College assessment director to do more evaluation in order to gain a deeper understanding of the effect the current academic support programs have on students.

The Future

The University College Bepko Learning Center has developed programs, with the current resources available that are effective and meet student needs. The Center is in a strong position to further expand its services to gateway courses in both Supplemental Instruction and Structured Learning Assistance. Additionally, the program leadership will continue to focus on the further development of mentor training through the Mentor Symposium and the new Leadership course planned for implementation in the Fall of 2005.

With the limited amount of resources available to provide quality programs, the Learning Center will actively seek out new partnerships in order to share cost toward a common goal. Expanding the Center's services to the freshmen residence hall will help publicize the program

provided and will also allow the department to use additional session space in the basement of those buildings. Also, technology will continue to be an increasingly important tool to utilize in order to provide quality sessions and services. The director will continue to partner with the Technology Department to seek assistance in automating many of our systems so student will be able to access information on a continual basis.

Questions for Review Team

- What other types of assessments would be of benefit to the Learning Center?
- Are you aware of any resources that can assist faculty in utilizing mentors?
- What areas of academic support are missing from the Learning Center's operation?
- What performance measures do you use to gauge your success?
- What are other collaborations or partnerships within your universities?

PART VI: APPENDICES

Appendix A: Tutor Referral Program Courses

Course	Course Description	Course	Course Description
AST A105	Stars and Galaxies	ME 200	Thermodynamics 1
BIOL K101	Concepts of Biology I	ME 262	Mechanical Design I
BIOL K103	Concepts of Biology II	ME 262	Mechanical Design I
BIOL N261	Human Anatomy	ME 270	Basic Mechanics 1
BUS A100	Basic Accounting Skills	ME 272	Mechanics of Materials
BUS A100	Basic Accounting Skills	ME 274	Basic Mechanics 2
BUS A200	Foundations of Accounting	ME 310	Fluid Mechanics
BUS A201	Intro to Financial Accounting	ME 330	Model & Analysis of Dynamic Systems
BUS A201	Intro To Financial Accounting	ME 372	Mechanical Design II
BUS A202	Intro To Managerial Accounting	PHIL P162	Logic
BUS A311	Intermediate Accounting I	PHYS 152	Mechanics
CHEM C101	Elementary Chemistry I	PHYS 251	Heat Electricity & Optics
CHEM C105	Principles of Chemistry I	PHYS P201	General Physics 1
CHEM C106	Principles of Chemistry II	PHYS P202	General Physics 2
CHEM C110	The Chemistry of Life	PSY 101	Psychology
CHEM C125	Experimental Chemistry I	PSY B104	Psychology AS A Social Science
CHEM C341	Organic Chemistry Lectures 1	PSY B105	Psychology AS A Biological Science
CHEM C342	Organic Chemistry Lectures 2	PSY B310	Life Span Development
CIT 140	Programming Constructs Lab	PSY B380	Abnormal Psychology
CIT 388	Visual Basic	SOC R100	Introduction To Sociology
CSCI 265	Advanced Programming	SPAN S117	Beginning Spanish I
	Introduction to Computers and		
CSCI N100	Computing	SPAN S118	Beginning Spanish II
CSCI N241	Introduction to Web Design	SPAN S119	Beginning Spanish III
CSCI N311	ADV Database Programming	SPAN S131	Intensive Beginning Spanish I
EALC J131	Beginning Japanese 1	SPAN S132	Intensive Beginning Spanish II
ECE 495	Intro To Computer Comm Network	SPAN S203	Second Year Spanish 1
ECON E201	Intro to Microeconomics	SPAN S204	Second Year Span
ENG W231	Professional Writing Skills	SPAN S204	Second Year Spanish 2
GER G132	Intensive Beginning German II	SPAN S313	Writing Spanish 1
GRAD G651	Intro To Biostatistics I	SPAN S363	Intro A La Cultura Hispanica
ITAL M117	Basic Italian I	SWK S141	Intro to Social Work
ITAL M118	Basic Italian II		
ITAL M119	Basic Italian III		

Appendix B: IUPUI Mission Statement

Draft

Revised IUPUI Mission Statement December 8, 2004

Vision

The VISION of IUPUI is to be one of the world's best urban research universities, recognized locally, nationally and internationally for its achievements and partnerships in advancing economic, social, educational, and cultural development through teaching, research, and civic engagement.

Mission

The MISSION of IUPUI is to provide for its local, national and international constituents an environment for excellence in integrating and applying

- Teaching and learning through baccalaureate, masters, professional, and doctoral degrees and life-long learning;
- Research, scholarship, and creative activity;
- Civic engagement through economic, social, and cultural development; and
- Interdisciplinary work among the arts, humanities, the natural and social sciences, and the professions.

Each of these core activities is characterized by

- Collaboration across disciplines and campuses, with many organizations and constituencies within central Indiana, and with strategic national and international partners;
- A strong commitment to ensuring diversity; and
- A pursuit of innovation and best practices.

IUPUI's mission builds on its strength in health and life sciences, professional schools, interdisciplinary programs, and innovation in undergraduate learning. IUPUI will advance Indiana and Indianapolis by focusing on life sciences, information technologies, advanced manufacturing, nonprofit organizations, and arts, culture and tourism.

Appendix C: University College Mission and Principles

Mission and Principles University College

MISSION

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

PRINCIPLES

University College will achieve its mission through the

- Promotion of student learning
- Focus on individual student success
- Establishment of its own traditions and recognition of accomplishments
- Provision of a quality first year experience
- Development of strong connections with the degree-granting units
- Commitment to faculty and staff development
- Creation of a community that values diversity
- Implementation of collaborative governance built on individual responsibility
- Commitment to intentional reflection and assessment

NORMS

We will

- Regularly attend meetings with calendars
- Engage in active participation
- Get out electronic feedback to group within five days
- Communicate with school/colleagues on University College issues
- Be responsive to requests for participation
- Strive to operate by consensus
- Value, respect diverse opinions
- Support group discussions

Appendix D: IUPUI Principles of Undergraduate Learning

IUPUI's Principles of Undergraduate Learning, developed over several years of discussion involving hundreds of faculty, students, and staff, were adopted by the Faculty Council in May 1998. These principles describe the fundamental intellectual competence and cultural and ethical awareness that we believe every graduate of an IUPUI baccalaureate degree program should attain.

Core Communication and Quantitative Skills

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology -- the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:

- express ideas and facts to others effectively in a variety of written formats;
- comprehend, interpret, and analyze texts;
- communicate orally in one-on-one and group settings;
- solve problems that are quantitative in nature, and
- make efficient use of information resources and technology for personal and professional needs.

Critical Thinking

The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- analyze complex issues and make informed decisions;
- synthesize information in order to arrive at reasoned conclusions;
- evaluate the logic, validity, and relevance of data;
- solve challenging problems, and;
- use knowledge and understanding in order to generate and explore new questions.

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- enhance their personal lives;
- meet professional standards and competencies, and;
- further the goals of society.

Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

- Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study.
- Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
- Adaptiveness is demonstrated by the ability to modify one's approach to an issue or

problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

- compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- analyze and understand the interconnectedness of global and local concerns, and;
- operate with civility in a complex social world.

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

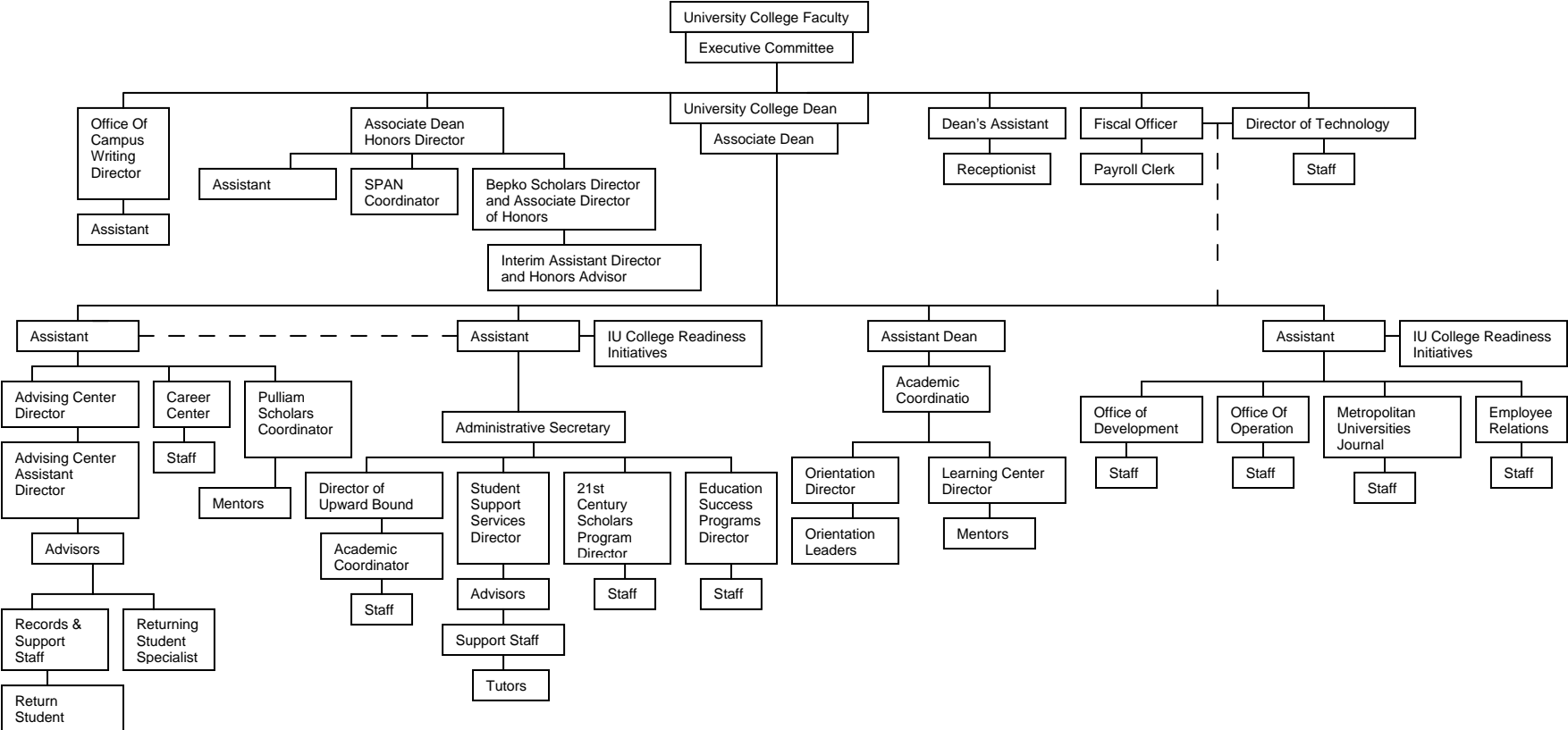
- make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices, and;
- recognize the importance of aesthetics in their personal lives and to society.

Appendix E: Learning Center Recommendations

University College Learning Center Disappearing Task Force Recommendations

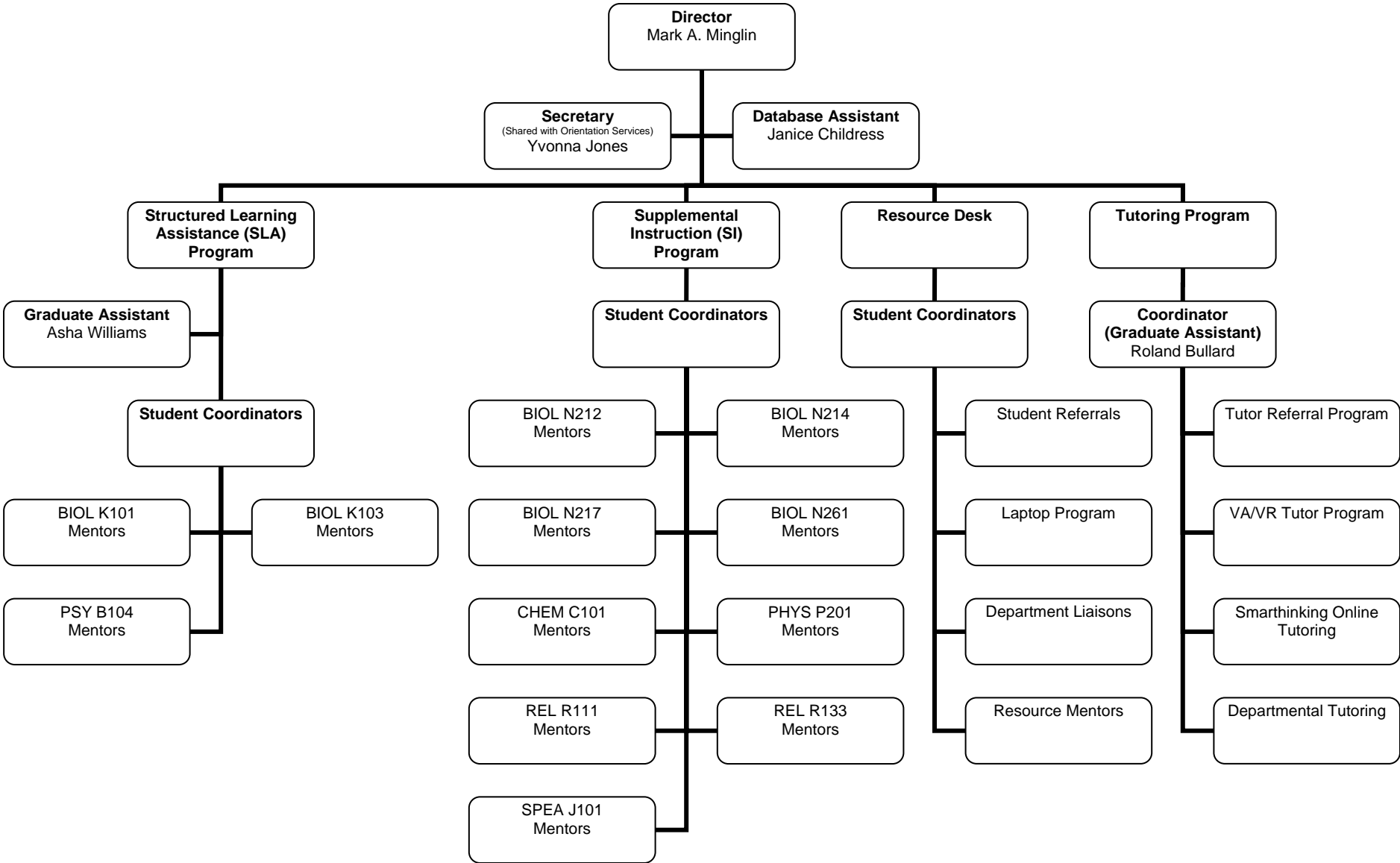
1. The UC Learning Center should serve as a clearinghouse for information about academic/support programs located in the schools and departments.
2. The Center should provide training for student mentors who work in the University College support programs and for those who work in departmentally-based support programs.
3. University College should work with the academic departments to create “academic centers” for courses in a general area. For example, the UC Learning Center and the physical science departments could jointly sponsor a “center” for academic support for physical science courses. Although the support provided in the new academic centers would differ by discipline, the centers would offer the same type of identifiable space now provided for math and writing. (Note: the committee members understand that the creation of new academic support centers may need to be postponed until additional space is available in the University College building.)
4. The new director of academic support programs should meet regularly with faculty and staff representatives in all undergraduate departments and schools to determine student and department needs, to ensure good working relationships between UC and the academic units, and to maintain a solid understanding of the academic support programs offered throughout the campus.
5. Academic support programs offered by University College (supplemental instruction, for example) should focus on freshman gateway courses. The departments should provide academic support for upper-level courses. It is also possible that more comprehensive course support might be provided in the new academic centers when and if they are created. (Note: the Center should no longer limit academic support on high DFW courses, but should focus on providing support for freshman gateway courses).
6. A Learning Center advisory committee should be appointed with faculty, staff, and student representation.

Appendix F: University College Organization Chart



Appendix G: Flowchart of Reporting Lines

**Bepko Learning Center
Organizational Chart**



Appendix H: Director's Résumé

Mark A. Minglin
1905 N. State Road 25
Logansport, IN 46947
(574) 722-1370
mminglin@iupui.edu

EDUCATION:

Master of Arts, Student Personnel Administration in Higher Education,
Ball State University – July 1996

Bachelor of Science, Human Resource Management,
Ball State University – May 1995

PROFESSIONAL EXPERIENCE

Organizational Leadership

- Recruited and trained over sixty mentors on a semester basis.
- Directed center planning, development, and implementation of programs.
- Maintained communication with various departments regarding program.
- Monitored, evaluated, and designed procedures for gathering program data.
- Maintained a variety of records, reports, and data; performs related duties as assigned.
- Developed and implemented a range of academic support programs and services which serve the needs of the student population.

University Committees:

- Taskforce on Community Work Study – 2005
- University College Communications Committee – 2004
- Student Manual Subcommittee - 2004
- Explore IUPUI Area Leader – 2002
- United Way Day of Caring – 2001, 2002, 2003
- Community Service Scholarship Selection Committee - 2002

PRESENTATIONS

“Structured Learning Assistance: A Pathway to Academic Success” Workshop presented for the First Year Experience Conference, Addison, TX, Spring 2003.

“Synergy: A Collaborative Programming Approach with Community Agencies” Session presented for the Conference on Ageing Issues, Columbus, OH, Fall 2000.

“Service-Learning: A Curriculum Embedded Model” Session presented at the National Service-Learning Conference, San Jose, CA, Spring 1999.

“Service-Learning: A How to Guide” Workshop presented at the Northeast Ohio Council on Community Service at Cleveland State University, Cleveland, OH, Spring 1998

“Service-Learning at Defiance College” Session presented at the Institute on College Student Values at Florida State University, Tallahassee, FL, Spring 1998

PROFESSIONAL HISTORY

Director, Academic Support Programs, Indiana University Purdue University Indianapolis, Indianapolis, IN, 2001 – Present

Director, Office of Retention Programs, Defiance College, Defiance, OH, 1996 – 2001.

Director, Office of Service Learning, Defiance College, Defiance, OH, 1996 – 2001.

Adjunct Faculty, Leadership Studies, Defiance College, Defiance, OH, 1999 – 2001.

Graduate Assistant, Office of Leadership and Service Programs, Ball State University, Muncie, IN, 1995 – 1996.

Appendix I: Position Description

Title: Coordinator, Structured Learning Assistance (SLA) program

The University College Learning Center has developed an academic support program called Structured Learning Assistance (SLA). Students are required to attend weekly one-hour directed study and practice sessions that are attached to a high risk-for-failure "gateway" courses; sessions are facilitated by peer mentors.

Job Description: The role of the coordinator is to assist the director of the Learning Center in the daily management and operations of the Structured Learning Assistance (SLA) program. In order to execute the coordinator will help with the following areas: training and development of mentors, assessment, recruitment, on-going training and facilitate meetings.

Qualifications: Applicants must have a bachelor's degree and be accepted into a graduate program at Indiana University, College Student Personnel or related field strongly preferred. Applicants must possess strong organizational, verbal and written skills.

Remuneration: You will receive a stipend of \$8,000 for your assistantship. In addition, University College will pay for nine (9) in-state credit hours per semester via fee remission at Indiana University.

Title: Coordinator, Academic Support Programs

The University College Learning Center provides many avenues for academic support on the Indianapolis campus including: matching students up with qualified tutors, working with a veterans assistance grant, and collaborating with faculty to garner interest in on-line tutoring.

Job Description: The role of the coordinator is to assist the director of the Learning Center in the daily management and operations of the following academic support programs: Tutor Referrals, Veteran Assistance and Veteran Rehabilitation grant and on-line tutor program. In order to execute the coordinator will help with the following areas: training and development of tutors, assessment, recruitment and on-going training.

Qualifications: Applicants must have a bachelor's degree and be accepted into a graduate program at Indiana University, College Student Personnel or related field strongly preferred. Applicants must possess strong organizational, verbal and written skills.

Remuneration: You will receive a stipend of \$8,000 for your assistantship. In addition, University College will pay for nine (9) in-state credit hours per semester via fee remission at Indiana University.

STRUCTURED LEARNING ASSISTANCE (SLA) MENTOR

Position Description

The role of every Mentor is to assist students in collaborative learning activities that will help them achieve academic and social success. In order to execute this role each Mentor should routinely perform the following duties:

- Attend training for all new and returning Mentors.
- Maintain communication with coordinators and Director through email and Evite.
- Routinely consult the Learning Center (LC) Leadership Team regarding session activity, problems or concerns.
- Keep up on all course readings and be prepared to facilitate discussion on the material.
- Attend all recitations and lectures associated with the course, take notes, be an active participant with the faculty member, assist in leading recitation activities and help with grading process (as assigned).
- Attend all meetings, including, but not limited to: bi-weekly mentor meetings, monthly on-going training workshops, one-on-one meetings with Coordinator, Graduate Assistant or Director.
- Develop new and innovative activities to assist mentors in their sessions.
- Prepare weekly Session Plan and facilitate one session (1.25 hours) per week.
- Create a fun learning environment in SLA Sessions.
- Maintain a cumulative GPA of 3.0 or higher, and a 3.5 in area mentored.
- Maintain four (4) Office Hours per week – PSY B104 only
- Uphold the philosophies of the University College Learning Center and IUPUI to ensure the integrity of our service.
- Maintain personal academic standards in accordance with the Probation & Scholarship policies.
- Submit paperwork in a timely fashion to Learning Center Team.
- Accept and embrace the quality of the diversity of all students.
- Act as a program representative at all times.

Hours

Approximately 7.25 per week - PSY B104

Approximately 9.25 Per Week – BIOL K101 & K103

SUPPLEMENTAL INSTRUCTION (SI) MENTOR

Position Description

The role of every Mentor is to assist students in collaborative learning activities that will help them achieve academic and social success. In order to execute this role each Mentor should routinely perform the following duties:

- Attend training for all new and returning Mentors.
- Maintain communication with coordinators and Director through and email and Evite.
- Routinely consult the Learning Center (LC) Leadership Team regarding session activity, problems or concerns.
- Keep up on all course readings and be prepared to facilitate discussion on the material
- Attend all scheduled meetings for the class mentored. Mentors should also take notes and model good student behavior in class.
- Maintain a good working relationship with instructors.
- Attend all meetings, including, but not limited to: bi-weekly mentor meetings, monthly on-going training workshops, one-on-one meetings with Coordinator, Graduate Assistant or Director.
- Develop new and innovation activities to assist mentors in their sessions.
- Facilitate 2-3 group SI sessions per week. Each SI session is 1.5 hours in length.
- Create a fun learning environment in SI Sessions.
- Maintain a cumulative GPA of 2.75 or higher, and a 3.5 in area mentored.
- Maintain the vital confidentiality of all student records.
- Uphold the philosophies of the University College Learning Center and IUPUI to ensure the integrity of our service.
- Maintain personal academic standards for one in accordance with the Probation & Scholarship policies.
- Submit paperwork in a timely fashion to Learning Center Team (Weekly Activity Report & Session Planning Forms)
- Accept and embrace the quality of the diversity of the students.
- Act as a program representative at all times.

HOURS – Approximately 12 per week

ACADEMIC COORDINATOR

Position Description

The role of every Coordinator is to assist the Leadership Team in the daily management and operations of the Supplemental Instruction (SI) and Structured Learning Assistance (SLA) Program. In order to execute this role each Coordinator should routinely perform the following duties:

- Assist in the development and assessment of all Mentors.
- Develop and facilitate the training process for all new Mentors and related staff.
- Revise training materials and documents as requested by the Leadership Team and as needed by the Program (i.e. Training Manuals, Workshops material, etc.).
- Agree to a minimum commitment of approximately five office hours in the Resource Center (RC).
- Maintain communication with mentors, coordinators and Director through databases and email.
- Coordinate the Interview and Selection process for new Supplemental Instruction mentors
- Serve as support for all Mentors and related staff. Coordinators should make themselves as available to answer questions, provide positive and constructive feedback, facilitate focus and direction for Mentors, and engage in any type of appropriate general discussion that fosters a positive environment for all concerned.
- Routinely consult the Learning Center (LC) Leadership Team regarding Mentor activity, problems or concerns.
- Maintain the vital confidentiality of all student records.
- Implement strategies suggested by the Leadership Team for enhanced small group interaction within staff meetings
- Complete any special projects as directed by the Director in a timely manner.
- Perform any administrative outreach or operational duties necessary to the Program. These include, but are not limited to: professional interaction with IUPUI administration, faculty, guest to the Learning Center, and members of the community; appropriate written and oral staff communications; and completion of various program newsletter, brochures, reports, and administrative tasks.
- Attend all team meetings, including, but not limited to: weekly Friday meetings, bi-weekly Resource Center mentor meetings, and Resource Center Coordinator meetings.
- Develop new and innovation activities to assist mentors in their sessions.
- Facilitate 2-3 group SI sessions per week. Each SI session is 1.5 hours in length.

HOURS – Approximately 15 per week

RESOURCE CENTER MENTOR

Position Description

The role of every Mentor is to assist the students, faculty, staff and IUPUI community. In order to execute this role each Mentor should routinely perform the following duties:

- Mentors will be responsible for completing project work such as creating bulletin boards, organizing mail orders, and possibly updating handouts. The Director and other Coordinators may assign projects for Mentors to complete. Mentors are also encouraged to do self-initiated projects.
- Mentors will be responsible for developing a bank of knowledge about University College and the campus. A building on campus will be assigned to each Mentor to research, as well as, Mentors will be paired with a department in University College to help expand their knowledge.
- Mentors are required to attend training prior to the beginning of the semester, as well as, on-going weekly training throughout the semester.
- Mentors are responsible for maintaining communication between students, other Mentors, Coordinators, and the Director. Checking e-mail and other internal communication sources on a daily basis are required.
- Mentors are responsible for opening and closing the Resource Center. Maintaining a professional and comfortable atmosphere for the students, faculty, and staff of IUPUI is another responsibility of Resource Mentors.
- Resource Mentors are required to maintain a minimum cumulative GPA of 2.75.
- Resource Mentors are required to work between 8 and 12 hours a week.
- Resource Mentors must be cognizant of the fact that they will be representatives of IUPUI at all times. Positive attitudes and smiles are required and punctuality is a must.
- Resource Mentors are required to assist students with registering for classes and Oncourse training. Checking out laptops to students, staff, and faculty is another responsibility, along with providing University College tours.

RESOURCE CENTER (RC) COORDINATOR

Position Description

The role of every Coordinator is to assist the Leadership Team in the daily management and operations of the Resource Center (RC). In order to execute this role each Coordinator should routinely perform the following duties:

- Assist in the development and assessment of all Mentors.
- Develop and facilitate the training process for all new Mentors and related staff.
- Develop and revise training materials and documents as requested by the Leadership Team and as needed by the Program (i.e. Training Manuals, Workshops, etc.).
- Agree to a minimum commitment of approximately 18-20 hours in order to fulfill job responsibilities. Twelve hours must be spent in the Resource Center.
- Maintain communication with mentors, coordinators and Director through databases and email.
- Coordinate the Interview and Selection process for new Resource Center mentors
- Coordinate Special Events collaborated with other university departments (i.e. Campus Day, Explore IUPUI, United Way Day of Caring, etc.)
- Serve as support for all Mentors and related staff. Coordinators should make themselves as available to answer questions, provide positive and constructive feedback, facilitate focus and direction for Mentors, and engage in any type of appropriate general discussion that fosters a positive environment for all concerned.
- Routinely consult the Learning Center (LC) Leadership Team regarding Mentor activity, problems or concerns.
- Maintain the vital confidentiality of all student records.
- Implement strategies suggested by the Leadership Team for enhanced small group interaction within staff meetings
- Complete any special projects as directed by the Director in a timely manner. (i.e. Contacts, Projects, Communication Log, etc.)
- Perform any administrative outreach or operational duties necessary to the Program. These include, but are not limited to: professional interaction with IUPUI administration, faculty, guest to the Resource Center, and members of the community; appropriate written and oral staff communications; and completion of various program newsletter, brochures, reports, and administrative tasks.
- Coordinate the scheduling of Resource mentors for Fall and Spring
- Attend all team meetings, including, but not limited to: weekly Friday meetings, bi-weekly Resource Center mentor meetings, and Resource Center Coordinator meetings.

POLS	Y101	Principles of Political Science											
POLS	Y103	Introduction to American Politics	Red										
PSY	B104	Psychology as a Social Science	Red	Orange			Green					Purple	
PSY	B105	Psychology as a Biological Science											
REL	R133	Introduction To Religion	Red										
SOC	R100	Introduction to Sociology										Purple	
SPAN	S117	Beginning Spanish I											Blue
SPEA	J101	American Criminal Justice System			Yellow		Green						

COURSES IN "RED" INDICATE NO ACADEMIC SUPPORT CURRENTLY OFFERED.

Appendix K: Letter of Agreement

UNIVERSITY COLLEGE
BEPKO LEARNING CENTER

LETTER OF AGREEMENT

SPRING 2005

In accepting the role of a Learning Center Member, I understand that this position requires that I meet a certain set of standards. These standards have been established to ensure the best possible experience for students and our Scholarship recipient.

As a Learning Center Scholarship Recipient, I, _____, agree to the following:

CONDUCT

- I understand that my conduct for this scholarship is bound by the IUPUI Student Code of Conduct, which can be found at <http://www.life.iupui.edu/dos/code.htm>.
- I will always represent the Learning Center in a professional manner in both behavior and dress (clothing that promotes alcohol, drugs, violence, sex, and/or cigarettes cannot be worn).
- I will maintain a high level of professionalism. During your Scholarship term, it is not permissible to date or solicit information from any student who is part of your mentoring session. Sexual harassment with any faculty, staff, or student member will not be tolerated and is subject to immediate termination of your scholarship.
- I recognize myself as a role model. I will set a positive example for all students by showing respect and consideration for all members of the faculty, staff, administration, and their property.
- I will respect the confidentiality of student records and other records in this position.
- I will respect the confidentiality of information shared among the **UCOL Scholarship Recipients**.
- I will participate and contribute constructively as a member of the Learning Center team.
- I understand that I will need to arrive at least 5 minutes before each mentoring session and stay at least 5 minutes after. Excessive tardiness will result in a reprimand.

PROFESSIONALISM

- I will do my best to be available to answer students questions pertaining to the IUPUI community and make appropriate referrals when necessary.
- I will not say anything negative about the university, faculty or staff.
- I will remember my role, as an **UCOL Scholarship Recipient**, is to be patient and understanding in my dealings with all students. I need to be aware that my actions have the ability to influence people's opinions and expectations of the university.
- I will be sensitive to the uniqueness of each situation and the individual(s) involved. I will promote an understanding and respect for various opinions, values, and cultural backgrounds. I will not tolerate any incidents of prejudice or biases related to gender, race, ethnic origin, sexual orientation, religion, or ability.

- I will act as a team member by helping, supporting, providing feedback, and solving problems.

POLICIES

- I will uphold all of the principles outlined in the IUPUI Student Code of Conduct, which can be found at <http://www.life.iupui.edu/dos/code.htm>.
- I understand the requirements of my Scholarship to include: Mentoring Sessions, Recitations or Lectures, Instructor meetings, group meetings, paperwork (Weekly Activity Reports, Session Planning, Sign In Sheets, etc.), and specified university events.
- I will keep the Director and Coordinators informed of other curricular and extracurricular commitments that may interfere with my responsibilities.
- I understand that in order to maintain my scholarship I must have at least a 3.00 cumulative and semester GPA. If I fail to maintain the 3.00 GPA then I understand the following actions will be taken:
 - If my GPA for the semester falls below a 3.00, I will be put on probation for one semester.
 - If my cumulative **and** semester GPA falls below a 3.00 then I will not be eligible for this UCOL Leadership Scholarship until one full calendar year. To reapply, I must have at least a 3.00 cumulative **and** semester GPA.
 - If my Cumulative GPA is below a 3.00, but my semester GPA is a 3.00 or above I will be on probation each semester until **both** my cumulative **and** semester GPA are a 3.00 or above. If at anytime both my cumulative **and** semester GPA both fall below a 3.00, my scholarship will be terminated. To reapply, I must have at least a 3.00 cumulative **and** semester GPA.
- I understand that alcohol and drug use are not tolerated while performing the duties of my scholarship, and is grounds for **immediate** termination.
- It will be considered inappropriate and grounds for immediate dismissal if it is found that I make inappropriate, aggressive, or sexual advances toward any IUPUI student, staff, or faculty.
- In case of illness, emergency, or if I will be late, I'm required to call the **Resource Center (274-4818)** and provide an estimated time of arrival. I will be considered unexcused if I do not make this call. I also understand that I **MUST** communicate with my faculty member, coordinator, and Director in advance by email if I miss a recitation/lecture and inform them of my absence.

SCHOLARSHIP INFORMATION

- I understand the scholarship will be awarded in two installments during the semester around thirty (30) days after the beginning of the semester, and the remainder sixty (60) days after the beginning of the semester.
- I understand that it is my responsibility **to meet with an Office of Student Scholarships representative to fully understand my situation regarding loans and other awards that I might be receiving** prior to the beginning of the semester or when I receive my scholarship estimate.
- I understand that if my account with the Bursar's office is encumbered, I will not be able to register for future semesters, graduate, receive transcripts, or transfer to another institution until my account is paid in full.
- I understand that if I have any encumbrances with the Bursar's office when awarded my scholarship, the scholarship will pay for those fees. This includes tuition, parking fines, library fines, and may include other items not listed.

If I fail to fulfill or comply with the scholarship policies and procedures, with the exception of our drug/alcohol policy and/or sexual harassment policy, it will result in the following actions:

1st Infraction Written Warning

2 nd Infraction	Probation Initiated
3 rd Infraction	Dismissal from the position as a Learning Center Member

I accept the position of a **UCOL Scholarship Recipient** and I agree to all the terms stated. In accepting this scholarship, I agree to serve as a member of University College and the Learning Center. I understand that my scholarship is temporary and may be revoked at any time by myself, the Learning Center or the University. In the event of my scholarship termination I understand my Bursar's account will become encumbered and I will owe the institution any amounts that had previously been awarded and not given service for that semester.

I understand that any and all violations of this contract are serious and will be dealt with on a case-by-case basis. Possible ramifications may include probation or termination from this position. I understand that at anytime I have the right to an appeal, first with the Director and second (when regarding scholarship funds) the Office of Student Scholarships.

Student ID Number

Signature

Date

Appendix L: Academic Mentor Training Schedule

Training - Day 1 Tuesday, January 4th UC 2001		Training - Day 2 Wednesday, January 5th UC 2001		
9:00 AM	Front Desk Check In	9:00 AM	Mock Sessions	
9:15 AM		9:15 AM		
9:30 AM	Introductions	9:30 AM		
9:45 AM	Orientation and Program Overview	9:45 AM		
10:00 AM		10:00 AM		
10:15 AM	Learning Styles	10:15 AM	BREAK	
10:30 AM		10:30 AM		
10:45 AM		10:45 AM	Evaluations	
11:00 AM	BREAK	11:00 AM	Classroom Assessment Techniques	
11:15 AM	Opening a Session (Energizers)	11:15 AM		
11:30 AM		11:30 AM		
11:45 AM		11:45 AM		
12:00 PM	LUNCH	12:00 PM	LUNCH	
12:15 PM		12:15 PM		
12:30 PM		12:30 PM		
12:45 PM		12:45 PM		
1:00 PM		Facilitating Skills		1:00 PM
1:15 PM	Learning Center Tour	1:15 PM		
1:30 PM		1:30 PM		
1:45 PM		1:45 PM		
2:00 PM	Angel, Accutrack & Technology	2:00 PM	Instructor Meeting	SI Session Schedules
2:15 PM	Collaborative Learning Techniques	2:15 PM		
2:30 PM		2:30 PM		
2:45 PM		2:45 PM		
3:00 PM	3:00 PM	Collaborative Learning Techniques - Application by Returners		
3:15 PM	3:15 PM			
3:30 PM	BREAK		3:30 PM	
3:45 PM	IMPORTANT PAPERWORK: Session Planning, Weekly Activity Reports & Session Sign In Sheets	3:45 PM	BREAK	
4:00 PM		4:00 PM		
4:15 PM	Observations	4:15 PM	Session Attendance & Policies - SLA - Incivilities in the Classroom	First Day Speeches - SI
4:30 PM		4:30 PM		
4:45 PM		4:45 PM		
5:00 PM	Lecture Videos	5:00 PM	Closure & Training Evaluation	
5:15 PM	5:15 PM			
5:30 PM	Mock Session Planning	5:30 PM	Scholarship Estimates, Letter of Agreement & Office Hours	
5:45 PM		5:45 PM		

Appendix M: Session Planning Form

SESSION PLANNING FORM

SESSION PLANNING FORMS ARE DUE ONE WEEK PRIOR TO YOUR SESSION. PLEASE ATTACH ANY ACTIVITIES AND SUBMIT IN THE DROP BOX ON ANGEL

Session Information

Mentor Name:	Session Week # :
Instructor:	Session Date(s):
Course:	Session Day(s):
Program:	Session Time(s)
Coordinator:	Room Number(s):

If you work with more than one instructor, please fill out a separate Session Planning Form for each. Supplemental Instruction mentors need only fill out one Session Planning Form for the week.

Major Session Goals (Theories/Concepts/Ideas)

- 1 _____
- 2 _____
- 3 _____

Planning the Session

<i>Content to be Covered</i>	<i>Session Strategy/Study Skill</i>	<i>Collaborative Learning Technique</i>	<i>Timeframe</i>
<i>Please include two different Collaborative Learning Techniques, as well as, two Session Strategies or Study Skills each Session.</i>			Total Time

Alternate Session Plan

<i>Content to be Covered</i>	<i>Session Strategy/Study Skill</i>	<i>Collaborative Learning Technique</i>	<i>Timeframe</i>
<i>Please provide a back up plan for your session just in case AV equipment is not working or copies are not available.</i>			Total Time

Classroom Assessment Techniques (CATs)

Session Handouts		CAT Used
<i>Activity</i>	<i>Source</i>	
<i>Please remember to include at least one Session Handout for student to take away from the Session. Also, please attach a copy of the activity to your Session Planning Form.</i>		<i>Please try to use one CAT every session. This will help you gauge what students are understanding and what they are not.</i>

Appendix N: Weekly Activity Report**Weekly Activity Report**

1. Mentor Name

2. Course

Summary of Hours

Please list the amount of hours you spent on each activity throughout the week.

3. Session Planning, Reading Textbook and Research

4. Paperwork (Weekly Activity Reports, Reflections, etc.)

5. Attending Lecture/Recitations

6. Mentoring Session

7. Office Hours (PSY B104 mentors only)

8. Meeting with Faculty members

9. Meeting with Coordinator

10. Meetings/Trainings

11. Make-up Hours (Special Projects/Events)

12. Other (please specify)

[Check Spelling](#)

Weekly Reflection

13. Session Content/Material Covered:

[Check Spelling](#)

What method(s) were used to cover material?

14. Collaborative Learning Techniques

- Group Discussion
- Clusters
- Assigned Discussion Leader
- Turn to a Partner
- Individual Presentation
- Jigsaw
- Group Survey
- Other

15. Study Skills

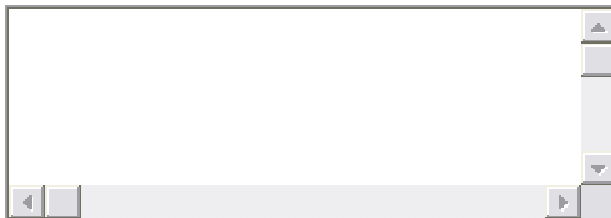
- Note Taking
- Note Cards
- Mnemonic Devices
- Eight Ways to Abbreviate
- Reading Textbooks
- True/False Exam Questions
- Multiple Choice Exam Questions
- Matching Exam Questions
- Essay Exam Questions
- Short-Answer/Fill-in-the-Blank

Other

16. Session Strategies

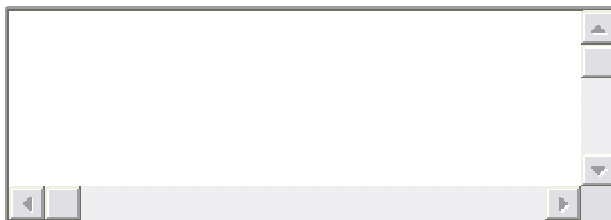
- Lecture Review
- Oral Reading of Lecture Notes
- Incomplete Outline
- Visual Techniques
- The Matrix
- Timelines
- The Informal Quiz
- Vocabulary Activities
- Preparing for Exams
- Post-Exam Survey
- Problem-Solving
- Other

17. Materials Needed - Please List



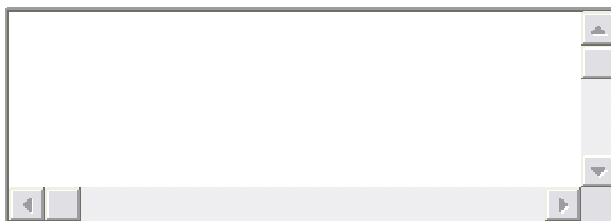
[Check Spelling](#)

18. What were some strengths of your session?



[Check Spelling](#)

19. What were some areas of improvement?



[Check Spelling](#)

20. Were there any topics that were unclear for your students regarding course material?

Appendix O: Mentor Observation Record

MENTOR OBSERVATION RECORD

Mentor		Course	
Date		# Attending	
		Observer	

Content Covered	Communication Patterns
Please list the content covered in the session.	Please draw the session arrangement and record their interactions

Rating Scale			
(O) Observed The item has been observed in your session.	(PO) Partially Observed The item was observed, but needs to be more fully implemented.	(NO) Not Observed The item was not observed during your session. An effort needs to be made to ensure this item is included in the session.	(NA) Not Applicable The item is not applicable to your session, or the observer was not present to evaluate the item.

Observation Item	Rating	Comments
Session area arranged for collaboration		
Session beginning on time		
Accutrack available		
Mentor prepared		
Planning form submitted before session & followed during session		
Agenda written on board		
Students doing most of the talking (helping each other)		
Mentor addressed students in an appropriate manner		
Helpful visual aids available for those attending		
Students encouraged to refer to textbooks and notes		
Mentor involves all students		
Mentor addresses students' needs and questions		
Mentor knowledgeable of content material		

Time managed efficiently during session		
Summary and Closure		
Students seemed to gain understanding		

Study Skills Observed	Session Strategies Observed	Collaborative Learning Techniques Observed
<input type="checkbox"/> Note Taking <input type="checkbox"/> Note Cards <input type="checkbox"/> Mnemonic Devices <input type="checkbox"/> Eight Ways to Abbreviate <input type="checkbox"/> Reading Textbooks <input type="checkbox"/> Marking Textbooks <input type="checkbox"/> True/False Exam Questions <input type="checkbox"/> Multiple Choice Exam Questions <input type="checkbox"/> Matching Exam Questions <input type="checkbox"/> Essay Exam Questions <input type="checkbox"/> Short-Answer/Fill-in-the-Blank Questions <input type="checkbox"/> Other _____	<input type="checkbox"/> Lecture Review <input type="checkbox"/> Oral Reading of Lecture Notes <input type="checkbox"/> Incomplete Outline <input type="checkbox"/> Visual Techniques <input type="checkbox"/> The Matrix <input type="checkbox"/> Time Lines <input type="checkbox"/> The Informal Quiz <input type="checkbox"/> Vocabulary Activities <input type="checkbox"/> Preparing for Exams <input type="checkbox"/> Post-Exam Survey <input type="checkbox"/> Problems-Solving <input type="checkbox"/> Other _____	<input type="checkbox"/> Group Discussion <input type="checkbox"/> Clusters <input type="checkbox"/> Assigned Discussion Leader <input type="checkbox"/> Turn to a Partner <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Individual Presentation <input type="checkbox"/> Jigsaw <input type="checkbox"/> Other _____

Mentor Strengths

Areas of Improvement

General Comments

Appendix P: Mentor Session Evaluation**MENTOR SESSION EVALUATION**

Two times a semester the Bepko Learning Center administers the Mentor Session Evaluation in order to receive feedback from the students we serve. This evaluation enables us to improve our sessions and allow our mentors to ascertain their performance.

Please respond to any items in this section by marking the appropriate spaces on this sheet.

(SA) Strongly Agree (A) Agree (U) Undecided (D) Disagree (SD) Strongly Disagree

Item #	SPECIAL CODE:	SA	A	U	D	SD
Mentor Section						
1.	My mentor has developed helpful sessions.					
2.	My mentor deals fairly and impartially with all students.					
3.	My mentor definitely cares about whether or not I learn the material.					
4.	My mentor speaks clearly during sessions.					
5.	My mentor has an effective presentation style.					
6.	My mentor is well prepared for sessions.					
7.	My mentor displays enthusiasm when conducting sessions.					
8.	My mentor has stimulated my thinking.					
9.	My mentor is available when students have problems.					
10.	The mentor thoroughly understands the course content.					
11.	I easily understand what is happening in the session.					
12.	The mentor is approachable and easy to talk to.					
13.	I would recommend this mentor or other students.					
Session Section						
14.	The sessions are very valuable.					
15.	The sessions clarify course content and help me understand difficult material.					
16.	The sessions stimulate my interest in the subject.					
17.	There were opportunities to ask questions during the session.					
18.	I received adequate individual attention during the session.					
19.	I interacted with other students in the session on a continuous basis.					
20.	The sessions have been helpful to me.					

(OVER)
Evaluation Continued on Back

Comments

Please list what you believe are the mentors strengths.

Please list areas in which the mentor could improve.

Please list any additional comments.

Appendix Q: Mentor Symposium Agenda

8:00 AM - 8:15 AM	Check In	Lecture Hall - LE101
8:15 AM - 8:45 AM	Welcome & Main Speaker - Dr. Drew Appleby	
8:45 AM - 8:50 AM	Symposium Overview	
8:50 AM - 9:00 AM	Travel to Session Areas	
9:00 AM - 10:00 AM	Concurrent Sessions	
	Session 1: Becoming a Culturally Sensitive Mentor	UC2127
	Session 2: Curricular & Co-Curricular Experience: Why not both?	UC Lower Level
	Session 3: Creating an Inclusive Learning Environment	UC 2110
	Session 4: Infusing Active Learning in your Session	UC 2118
10:15 AM - 11:15 AM	Harassment Training	UC Lower Level
11:15 AM - 12:15 PM	Lunch	
11:45 AM - 12:15 PM	Leadership - Sandy Flowers	UC Lower Level
12:30 PM - 1:30 PM	Concurrent Sessions	
	Session 1: Civility in the Classroom	UC 2127
	Session 2: The First Day of Session: Setting the Tone for the Semester	UC 2110
	Session 3: Student Learning Styles	UC 132
	Session 4: Writing and Using Learning Objectives to Guide Learning	UC 2118
1:30 - 4:30 pm	<i>Welcoming Diversity</i> Facilitated by DART trained University Representatives. **Refer to Folder for Group Assignments.	UC Lower Level
4:45 PM - 5:00 PM	Closing & Evaluations	Lecture Hall – LE 101

Appendix R: Mentoring Course

Mentoring Course Development January 26, 2005 DRAFT #1

Course Concept

To create leadership development courses for student mentors who are receiving the University College Leadership Scholarship. This series of courses is sequential to build the mentors skills with the prerequisite being the prior semester course (ex. UCOL U201, U202, U203, U204).

Course Details

- 1 credit hour course
- Repeatable – 4 semesters or 6 with summer orientation
- Graded – (p/f option or letter grade – to be determined)
- Meeting: In a hybrid format (both in class and online class time)
- Course will be sequential with the prerequisite being the prior course (201,202, 203,204)
- The cost of the course will be included with the student scholarship
- Faculty – to be determined
- Students who successfully complete each course will receive recognition on a co-curricular transcript (to be created).

Course #1: Introduction to Peer Mentoring

Description: Will be an introductory course for students who will be serving in their first semester as a student mentor. This course is designed to provide a foundation of mentoring knowledge; such as the history of, nature of, and skills associated with mentoring. This will be accomplished through readings, discussions, and activities. Mentors will also be introduced information about the university structure, exercises to define and develop their own mentoring style and skills, and explore the diverse needs of undergraduate students.

Course #2: Collaborative Learning

Description: This course is designed to help mentors learn more about mentoring as a collaborative process. This course will expand the mentor's knowledge and skills by developing a deeper understanding of how students learn, collaborative learning techniques, and how to take collaborative learning into groups in which they mentor. Readings, discussions, and activities will be assigned in effort to help mentors become better group leaders, understand role theory within groups, techniques for engaging student in active learning, and refining their mentoring relationships.

Course #3: Title: Civic Leadership**Description:**

This course will help mentors examine their personal responsibility in society, and will develop and further refine skills necessary to effectively function as contributing members of their community.

Course #4: Research/Assessment Practicum

Description: To be determined by faculty fellow. This class provides mentors with the opportunity to demonstrate and apply their knowledge that has been gained through their mentor experiences and previous course work. Mentors will have the opportunity to choose a research or service experience from a detailed list to benefit IUPUI.

Course policies:

- 1. Special needs.** If you have any special needs, please let me know the first or second week of the class. I want to help you succeed in this course.
- 2. Attendance.** It is expected that you come to every class because we will present information, discuss, and practice ideas as a group.
- 3. Discussion Board Postings.** Throughout the semester, you will be expected to prepare a written response and post to <http://oncourse.iu.edu>. In addition, three responses to other student's postings will be required per the class schedule.
- 4. Academic dishonesty.** Cheating, plagiarism or any breach of the IU Code of Student Ethics will not be tolerated. See <http://dsa.indiana.edu/Code/index.html>
- 5. Deadlines.** Missed or late assignments will be lowered by one letter grade per day.
- 6. Grading:** P/F or Graded **(to be determined)**

SAMPLE if Graded Course is Chosen**Course****Component**

Attendance/Participation

Content dependent upon program director

Assignments/Project

Reflections/Journaling

Service Project

Discussion Board Posting

Mentor Performance Evaluation

19	Accepts and embraces the diversity of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Acts as a program representative at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Maintains communication with instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Overall rating of mentor performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mentor Strengths

Mentor Areas of Improvement

General Comments

Bottom of Form

Appendix T: Resource Mentor Self Evaluation**Resource Mentor Self Evaluation****1. Mentor's Name**

Facilitates Student Assistance

Resource Mentors are expected to utilize contact sheets and follow-up in order to meet student needs. This includes, but is not limited to: timely callback completion and consistently referring appropriate resources. Resource Mentors are also expected to continually develop their interacting skills in order to better assess and assist with student needs.

2. Successful use of contacts

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

3. Contact documentation

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

4. Call back content

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

5. Call back completion

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

6. Engages students to share ideas and concerns

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

7. Participates in active listening

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

8. Appropriate body language

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

9. Creates comfortable environment for students

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

10. Disengages students when appropriate

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

11. Optimizes the use of all available resources

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

12. Use of student names

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

13. Facilitates Student Assistance Comments

[Check Spelling](#)

Resource Center Maintenance

The Resource Mentors are expected to assist in maintaining the operation of the Resource Center. This includes completing project work design to enhance the Center, as well as displaying a professional attitude while involved in any Center-related work.

14. Completes project work accurately

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

15. Completes project work on time

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

16. Utilizes initiative in project work

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

17. Resource Center Maintenance Comments

[Check Spelling](#)

Intra-Office Communication Skills

As a part of effectively serving students, the Resource Mentor must also develop his/her interpersonal skills with co-workers. This includes utilizing an active teamwork approach in which staff, supervisors, and administration maintain active and productive communication among each other, and work towards the common objectives of The Learning Center.

18. Utilizes teamwork approach with peers

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

19. Interactive with Resource Coordinators

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

20. Utilizes teamwork approach/interactive with SI/SLA Coordinators

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

21. Maintains appropriate communication with program administration

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

22. Checks e-mail daily

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

23. Checks work order files daily

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

24. Utilizes the Tracking Form daily

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

25. Checks Resource Database daily

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

26. Active participation at Staff Meetings

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

27. Constructive participation at Staff Meetings

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

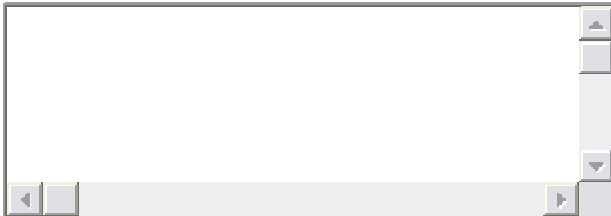
28. Journals completed on time

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

29. Journal content that is meaningful and provides an opportunity for dialogue

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

30. Intra-Office Communication Skills Comments



[Check Spelling](#)

Act as a Program Representative

Resource Mentors are expected to develop their leadership abilities. Most important is the ability to motivate the students with whom they work, in order to increase resource utilization. Resource Mentors should also develop effective working relationships with their peers, and draw from each other's strengths in order to best serve the students as a team

31. Inspires peer professionalism

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

32. Motivates peers participation

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

33. Effective problem solving skills

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

34. Networks with other program areas

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

35. Demonstrates conflict management skills

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

36. Ability to lead by example

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

37. Displays a professional attitude

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

38. Displays an understanding and appreciation of the Learning Center philosophy, policies, and procedures

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

39. Successfully meets the position's leadership challenges

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

40. Program Representative Comments

[Check Spelling](#)

Attendance

Resource Mentors are expected to attend and participate in many facets of the Learning Center. Mentor are expected to be prompt in arriving for scheduled shifts, and in taking and returning from breaks.

41. Friday Staff Meetings

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

42. Individual meetings with Coordinator/Director

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

43. Scheduled shifts

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

44. Takes breaks as scheduled

1 (Unacceptable) 2 (Poor) 3 (Fair) 4 (Meets Expectations) 5 (Exceeds Expectations)

45. Attendance Comments

[Check Spelling](#)

46. Mentor's Strengths

[Check Spelling](#)

47. Mentor's Weaknesses

[Check Spelling](#)

Appendix U: Fast Feedback Form

FAST FEEDBACK FORM

DIRECTIONS:

Please rate the following with the scale provided. Use the space below to list any additional comments.

Personal Evaluation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I did all my readings/homework/exercises prior to the session.					
2. I wrote questions/comments I had about the readings before the session.					
3. I actively participated in session exercises and discussions.					
4. I thought about how the material applied to my life/job/etc.					
5. Please list any concepts or theories that are still unclear:					

(OVER)

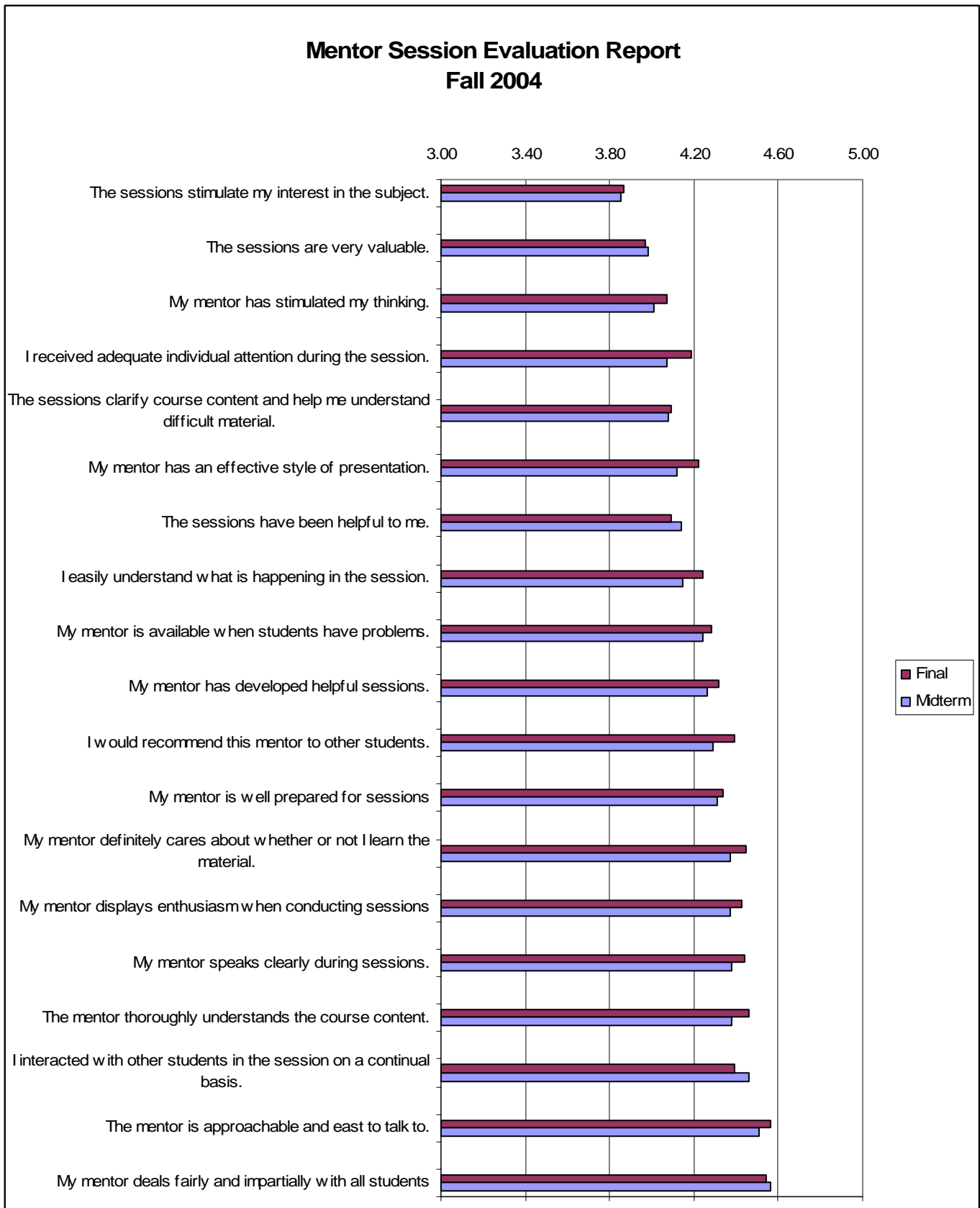
Session Evaluation

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Session activities were well linked to the readings					
2. Session activities were well prepared, organized, and easy to follow.					
3. It was clear to me why we were engaging in session activities.					
4. Session activities helped me understand the topic better.					
5. I had "fun" while learning about the topic.					
6. There was a good balance between theory and application on this topic.					
7. Any comments, ideas, or suggestions for how to improve the coverage of this topic:					

Mentor Evaluation

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The Mentor seemed genuinely concerned about how the class performed.					
2. The Mentor encouraged us to ask questions and answered them well.					
3. The Mentor attempted to engage students in session activities.					
4. The Mentor seemed knowledgeable about the material.					
5. The Mentor is approachable and easy to talk to.					
6. Any comments, ideas, or suggestions regarding session you would like to tell the Mentor:					

Appendix V: Mentor Session Evaluation Report – Fall 2004



Mentor Session Evaluations are conducted every semester at the midterm and end of the semester. Mentors are rated on the following scale:

1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree

Appendix W: Online Tutor Training Schedule

Learning Center Online Tutor Training Schedule

Day 1

- Receive Book
- McDonald, Ross. The Master Tutor. New York, 2000

Day 2

Pre-Test: See Page 3

Day 3

Review Scenario based on Chapters 1 & 2

Answer questions on ANGEL and respond to at least one other person's response (if applicable.)

Day 4

Review Scenario based on Chapters 3 & 4

Answer questions on ANGEL and respond to at least one other person's response (if applicable.)

Day 5

Review Scenario based on Chapter 5

Answer questions on ANGEL and respond to at least one other person's response (if applicable.)

Day 6

Post Test: See Page 4

Day 7

- Double Journal Due for final approval
Student Instructions: Choose Five Quotations from the Text and Choose quotations that you find particularly useful, interesting, puzzling, infuriating, etc., and make sure that you note their source and page number (for quotes from the text). Your response should elaborate on the quotation and indicate why you chose it.
- Meet with Tutor Coordinator/Certification

Appendix X: Application and Interview Criteria

Applicant Name: _____

Hire Applicant

Component: _____

Second Interview

Interview Date: _____

Do not Hire Applicant

Application Section			Weight	Applicant Rating	Value
1	Completed Class they are applying to mentor		5		0
	Completed within 2 semesters	3			
	Completed within 3 semesters	2			
	Completed within 4 semesters	1			
2	Current Class standing		5		0
	Graduate Student	1			
	Senior	2			
	Junior	3			
	Sophomore	3			
	Freshman	1			
3	Grade received in Course		5		0
	A+ to A	3			
	A- to B+	2			
	B to B-	1			
4	Cummulative GPA		5		0
	4.0 to 3.7	4			
	3.6 to 3.3	3			
	3.2 to 3.0	2			
	Below 3.0	1			
5	Recommended by Class Instructor		5		0
	Yes, no reservations	3			
	Yes, some reservations	2			
	No recommendation	1			
6	Recommended by mentor		5		0
	Yes, no reservations	3			
	Yes, some reservations	2			
	No recommendation	1			
7	Schedule difficulty and flexibility		10		0
	1 to 15 credit hours - No second job	4			
	1 to 9 credit hours - Second job	2			
	9 to 15 credit hours - Second job	3			
	15 to 18 credit hours - No second job	2			
	15 to 18 credit hours - Second job	1			
8	Application Questions		10		0
		3			
		2			

				1				5		0	
9 References											
All positive comments about applicant				3							
Mostly positive comments about applicant				2							
Mostly negative comments about applicant				1							
Interview Section					Rater 1	Rater 2	Rater 3	Rater 4	Weight	Applicant Rating	Value
8	Confidence								2		
9	Professionalism (Maturity, Appearance, etc.)								6		
10	Knowledge of Position								2		
11	Communication								6		
12	Voice								2		
13	Approachable & Friendly								6		
14	Enthusiasm & Motivation								6		
15	Reason for Applying								6		
16	Vignettes								2		
17	Sense of Humor								2		
18	Creativity								2		
19	Preparation								2		
20	Conflict Resolution								2		
21	Follow up Questions								6		
22	Overall Impression								6		

Appendix Y: Fall 2003 – Spring 2004 Grade Report

Bepko Learning Center Highlights

2003-2004 Academic Year

ACADEMIC MENTORING

General Center Information	Fall 2003	Spring 2004	Total
Total Sessions	80	89	169
Unique Students Served	2,053	1,617	3,670
Gross Contact Hours	23,851	22,068	45,919

Visits

Structured Learning Assistance (SLA)	Fall 2003	Spring 2004	Total
BIOL K101	872	672	1,544
BIOL K103	466	842	1,308
PSY B104	7,342	5,741	13,083
SLA Total	8,680	7,255	15,935

Supplemental Instruction (SI)	Fall 2003	Spring 2004	Total
BIOL N214	Not Offered	166	166
BIOL N217	1,466	1,565	3,031
BIOL N261	1,112	933	2,045
CHEM C101	199	241	440
CIT 106	96	199	295
Exam Jams	214	235	449
PHYS P201	363	273	636
REL R111	115	350	465
SPEA J101	396	126	522
SI Total	3,961	4,088	8,049

SI & SLA Totals	Fall 2003	Spring 2004	Total
	12,641	11,343	23,984

RESOURCE DESK

Tracking Report		Laptop Checkout	
Mentor Information	598	Fall 2003	408
Tutor Referral	125	Spring 2004	295
Tutor Other	65	Total	703
Skills Information	85		
Learning Center Information	280		
University College Information	1,711		
Campus Information	698		
Other Information	898		
Math Tutors	12		
Tracking Report Total	4,472		

TUTOR REFERRAL PROGRAM

Courses	83
Tutors	31

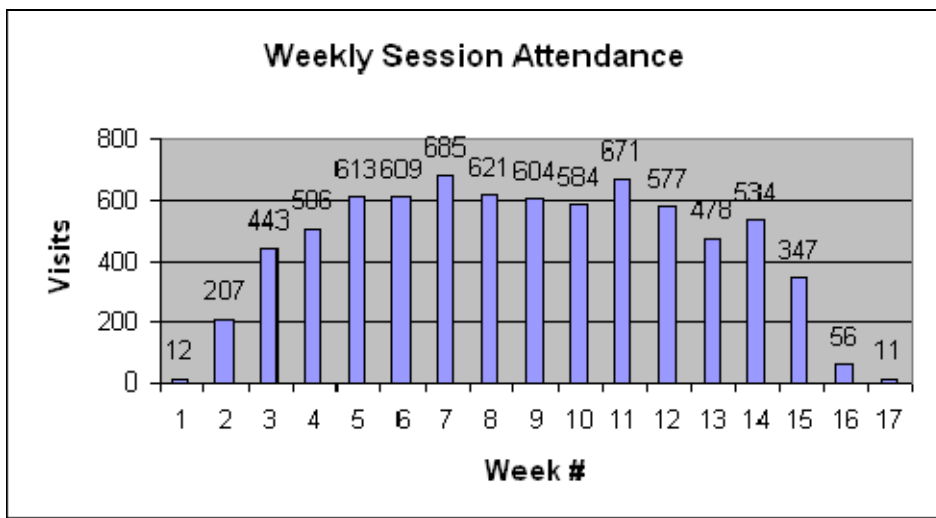
SPECIAL PROJECTS & COLLABORATIONS

Project	Collaborating Office
Mentor Symposium	All Campus Mentor Programs
Student Employment Appreciation Week	Career Center
Student Resources Fair	Student Service Offices
Mentor Celebration	All Campus Mentor Programs
Learning Community Registration Date Change	UCOL U110
Gateway Courses	Campus Programs
	Academic Advising
	Center
Freshmen Honorary Calls	Orientation, Academic Programs
Enrollment Status Report	
Campus Day	
Explore IUPUI	

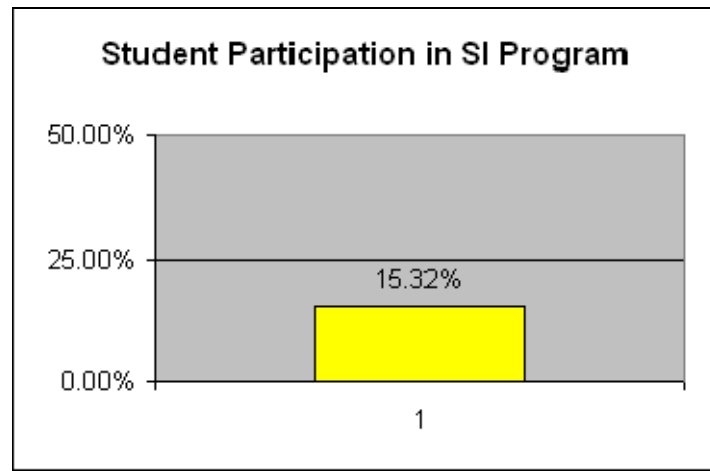
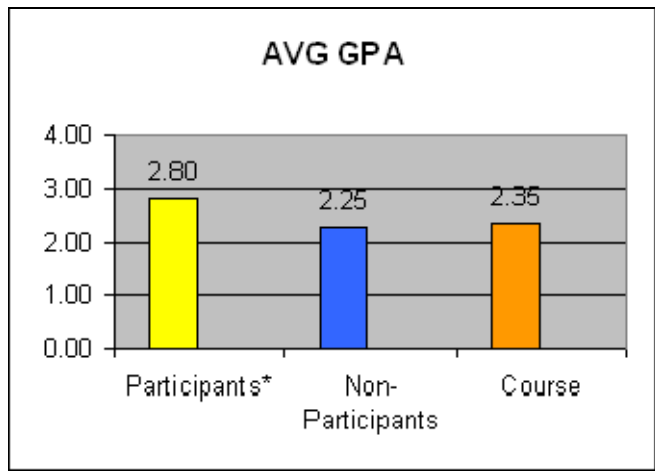
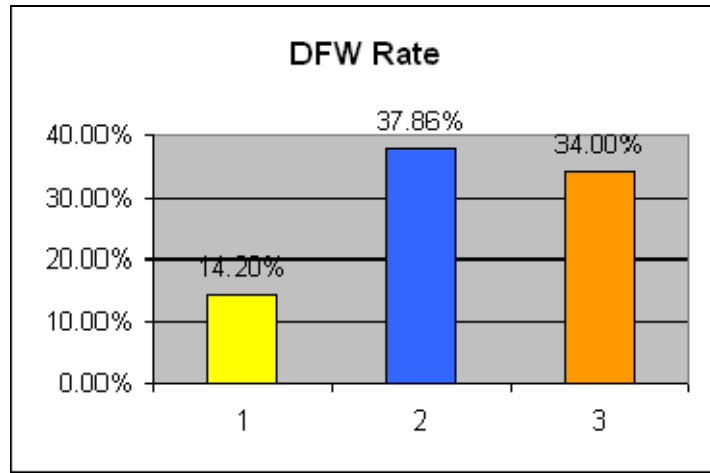
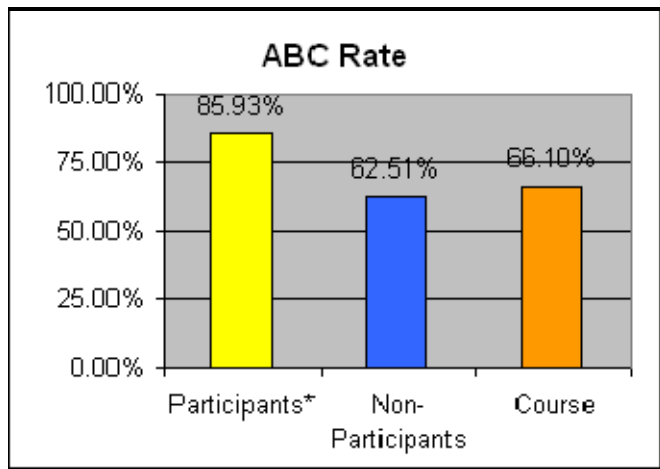
Supplemental Instruction (SI)

2003-2004 Academic Year

SUMMARY DATA		
938	Number of Sessions	
43	Number of Mentors	
7600	Total Visits	
PARTICIPANT DATA		
85.93%	ABC Rate	
14.07%	DFW Rate	
2.80	AVG GPA	
NON-PARTICIPANT DATA		
62.51%	ABC Rate	
37.49%	DFW Rate	
2.25	AVG GPA	
DFW Difference	GPA	Difference
23%		0.55



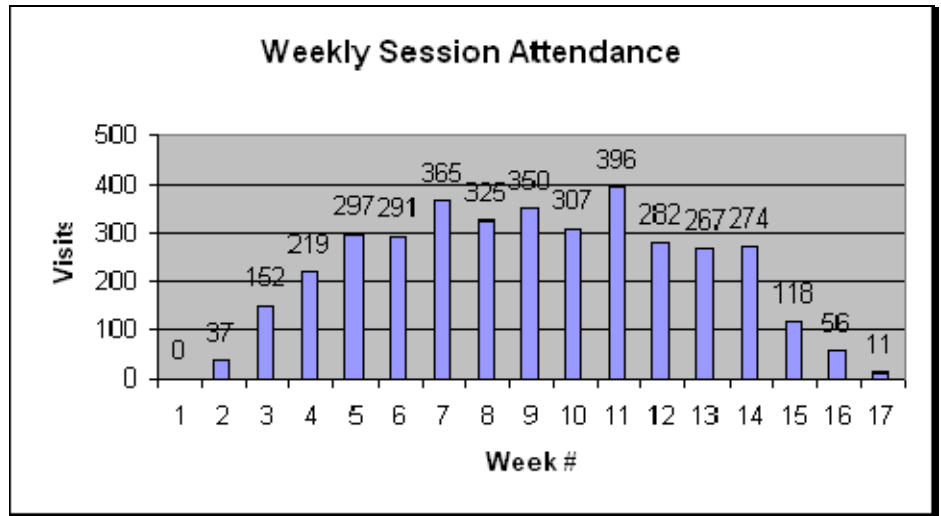
SI	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	586	15.32%	171	189	141	29	27	26	3	501	85.93%	82	14.07%	2.80
Non-Participants	3240	84.68%	572	768	674	279	465	464	18	2014	62.51%	1208	37.49%	2.25
Course	3826		743	957	815	308	492	490	21	2515	66.10%	1290	33.90%	2.35



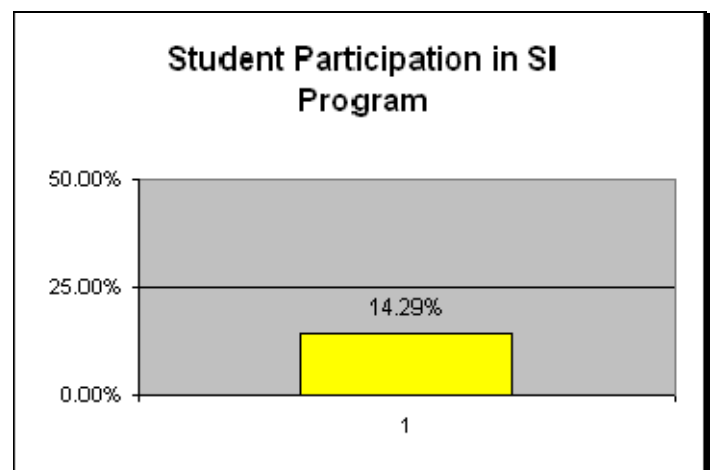
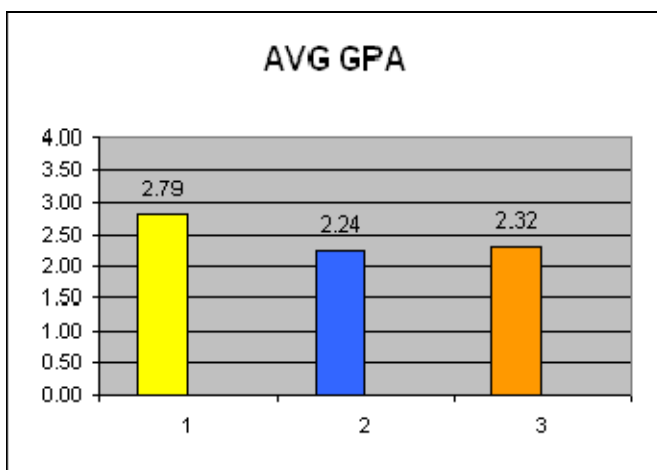
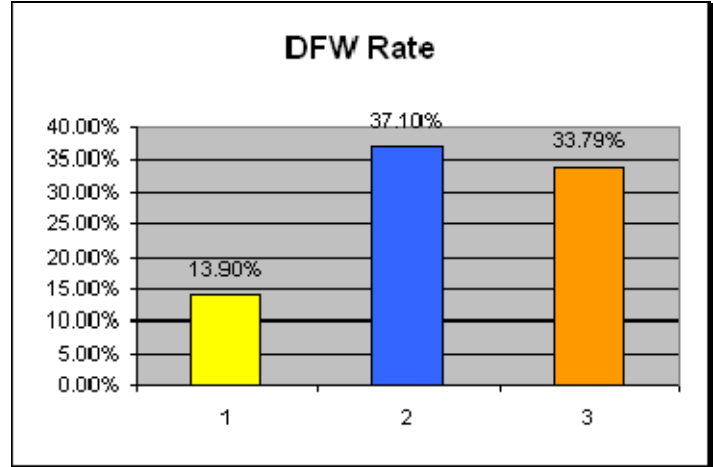
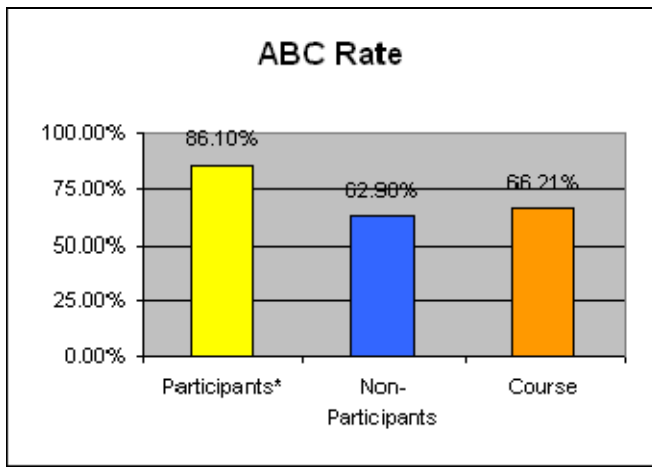
Supplemental Instruction (SI) Program

**FALL
2003**

SUMMARY DATA	
400	Number of Sessions
20	Number of Mentors
3747	Total Visits
PARTICIPANT DATA	
86.10%	ABC Rate
13.90%	DFW Rate
2.79	AVG GPA
NON-PARTICIPANT DATA	
62.90%	ABC Rate
37.10%	DFW Rate
2.24	AVG GPA
DFW Difference	GPA Difference
23%	0.55



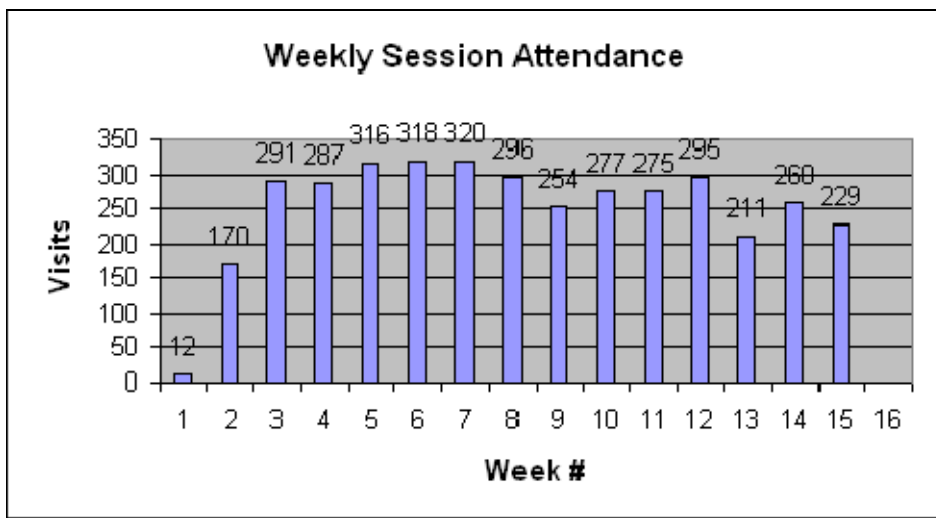
SI	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	261	14.29%	74	80	69	17	8	11	2	223	85.44%	36	13.79%	2.65
Non-Participants	1566	85.71%	268	372	340	153	217	208	8	980	62.58%	578	36.91%	1.93
Course	1827		342	452	409	170	225	219	10	1203	65.85%	614	33.61%	2.32



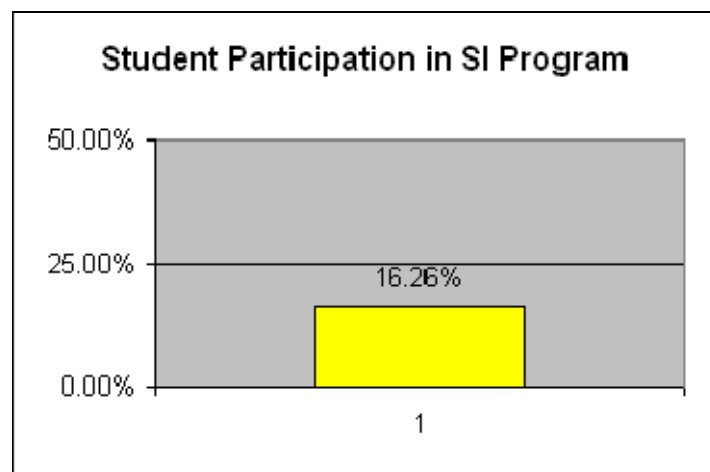
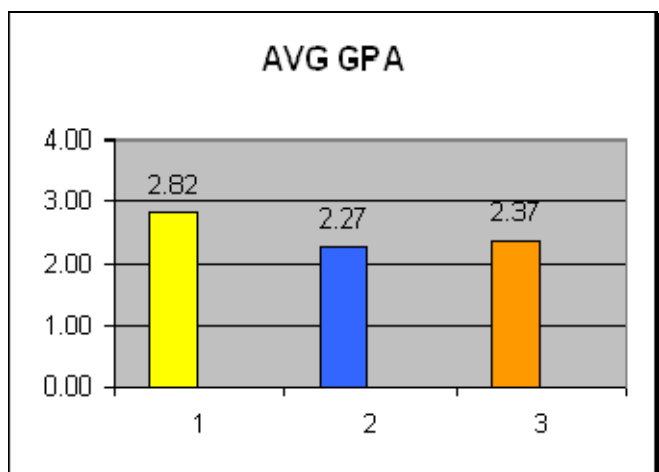
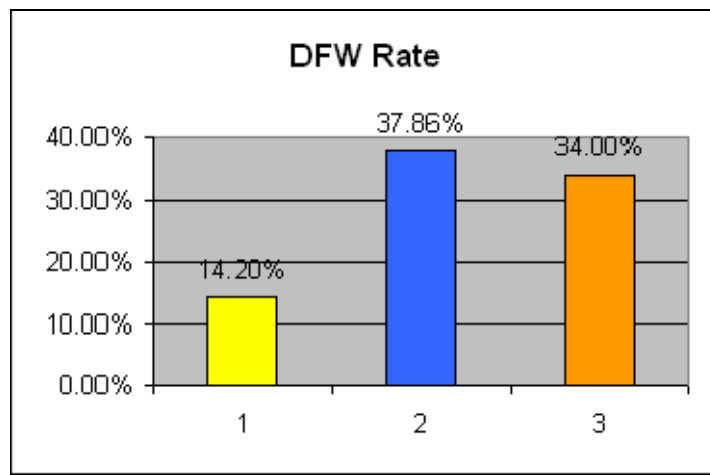
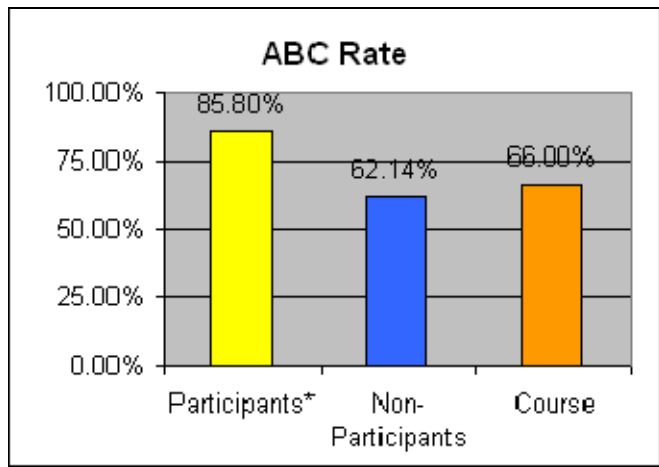
Supplemental Instruction (SI) Program

**SPRING
2004**

SUMMARY DATA		
538	Number of Sessions	
23	Number of Mentors	
3853	Total Visits	
PARTICIPANT DATA		
85.80%	ABC Rate	
14.20%	DFW Rate	
2.82	AVG GPA	
NON-PARTICIPANT DATA		
62.14%	ABC Rate	
37.86%	DFW Rate	
2.27	AVG GPA	
DFW Difference		
24%	GPA	Difference
	0.55	



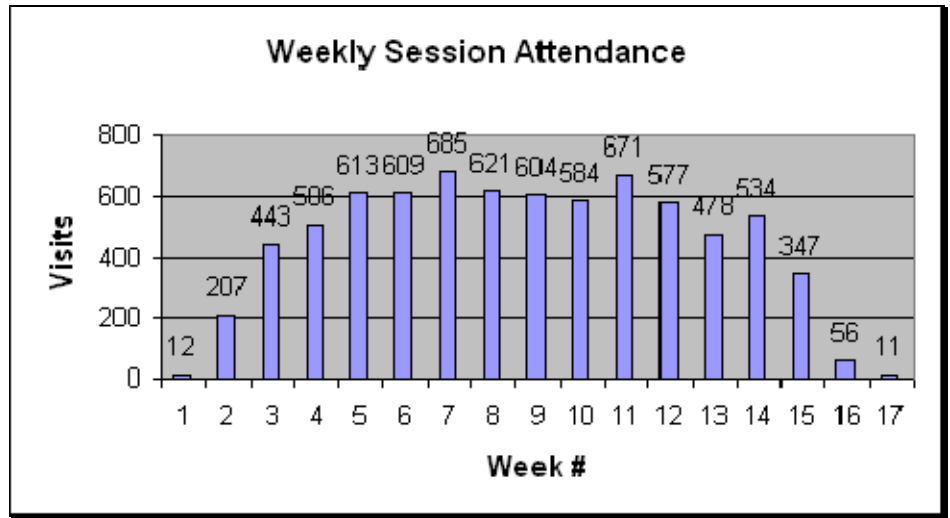
SI	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	325	16.26%	97	109	72	12	19	15	1	278	85.80%	46	14.20%	2.82
Non-Participants	1674	83.74%	304	396	334	126	248	256	10	1034	62.14%	630	37.86%	2.27
Course	1999		401	505	406	138	267	271	11	1312	66.00%	676	34.00%	2.37



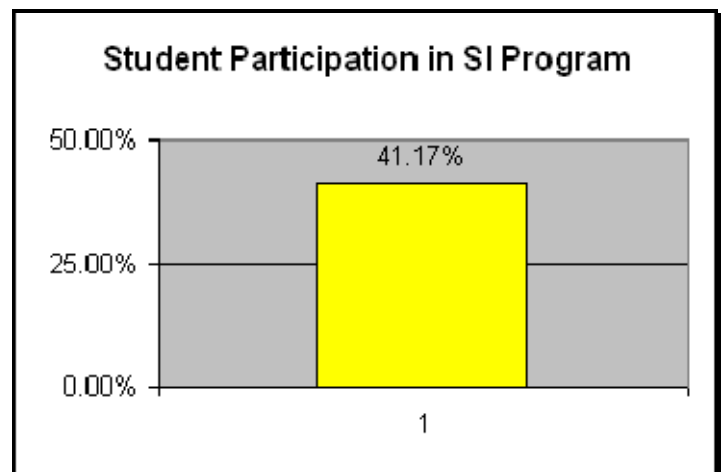
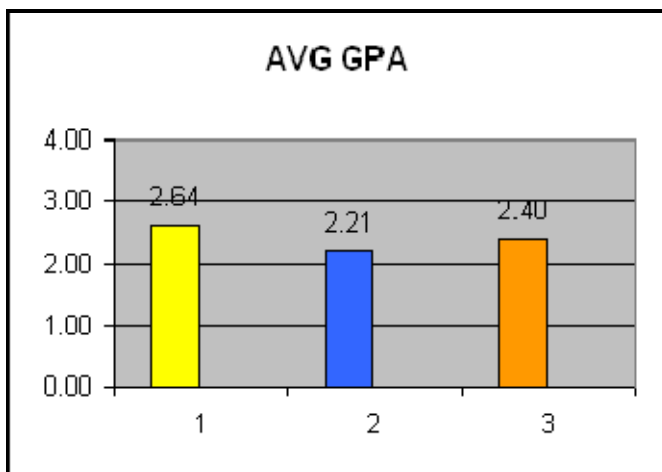
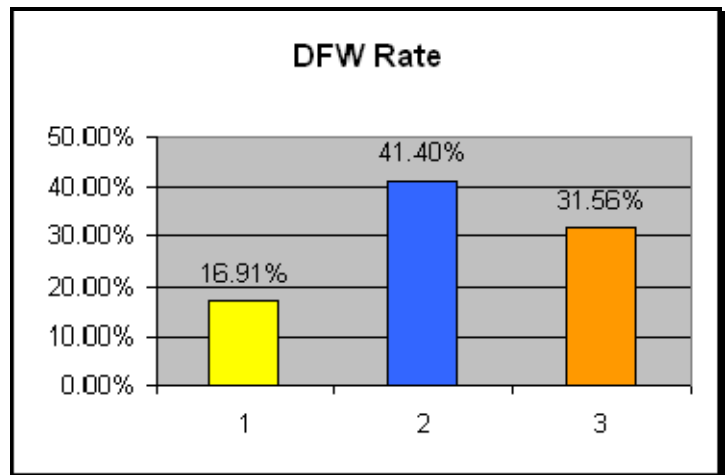
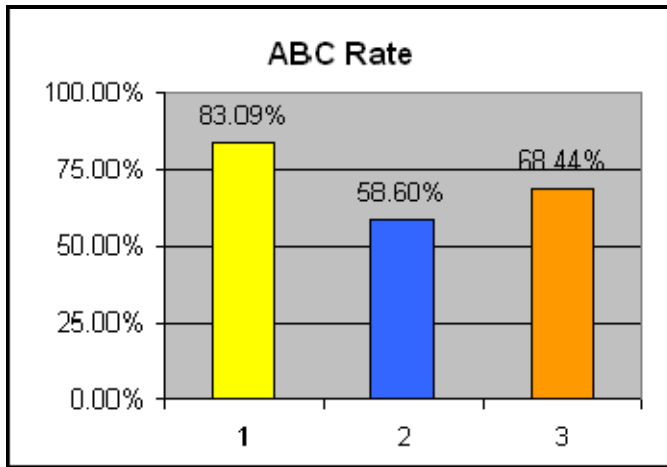
Structured Learning Assistance (SLA)

2003-2004 Academic Year

SUMMARY DATA		
1267	Number of Sessions	
62	Number of Mentors	
15,935	Total Visits	
PARTICIPANT DATA		
83.09%	ABC Rate	
16.91%	DFW Rate	
2.64	AVG GPA	
NON-PARTICIPANT DATA		
58.60%	ABC Rate	
41.40%	DFW Rate	
2.21	AVG GPA	
DFW Difference		
24%	GPA	Difference
		0.43

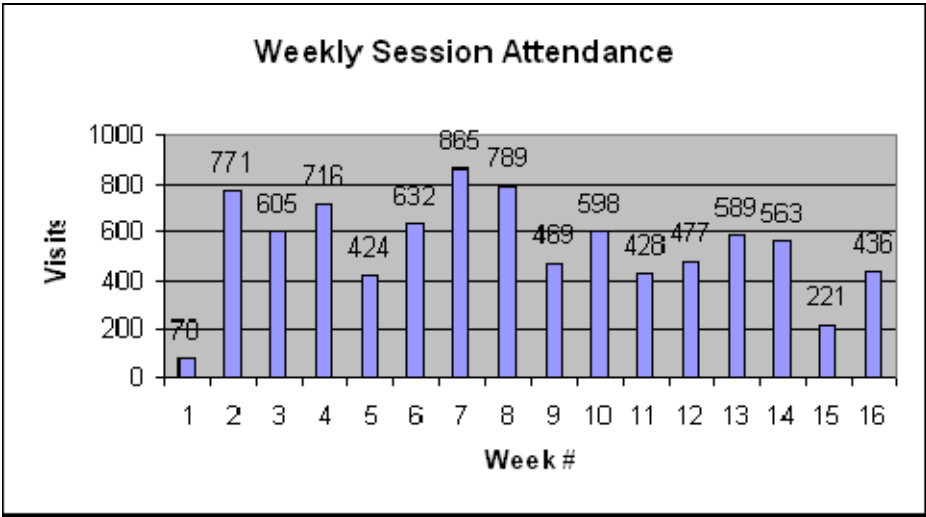


SI	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	1592	41.17%	400	446	412	116	96	44	4	1258	83.09%	256	16.91%	2.64
Non-Participants	2275	58.83%	414	502	406	161	389	384	19	1322	58.60%	934	41.40%	2.21
Course	3867		814	948	818	277	485	428	23	2580	68.44%	1190	31.56%	2.40

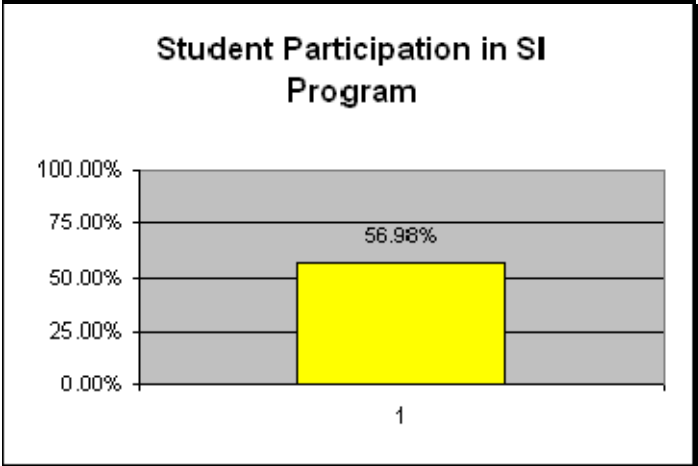
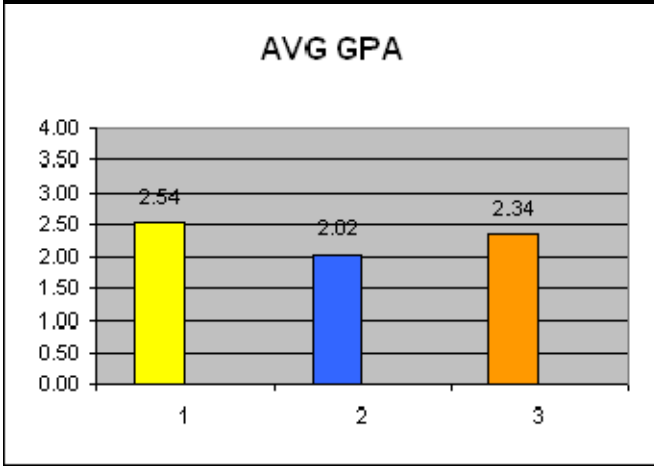
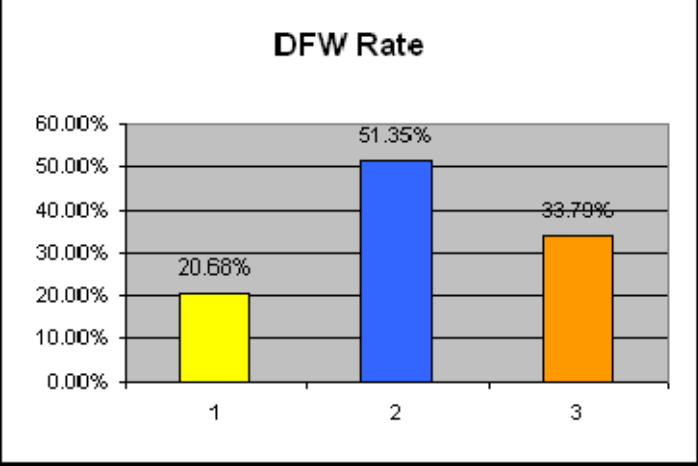
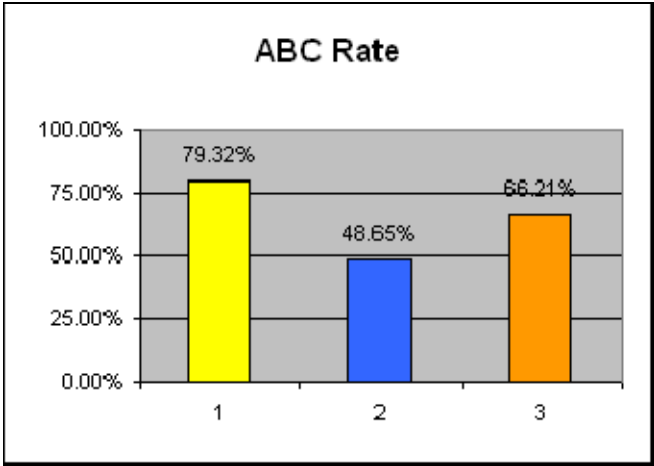


Structured Learning Assistance (SLA) Program FALL 2003

SUMMARY DATA	
617	Number of Sessions
34	Number of Mentors
8680	Total Visits
PARTICIPANT DATA	
79.32%	ABC Rate
20.68%	DFW Rate
2.54	AVG GPA
NON-PARTICIPANT DATA	
48.65%	ABC Rate
51.35%	DFW Rate
2.02	AVG GPA
DFW Difference	GPA Difference
31%	0.52

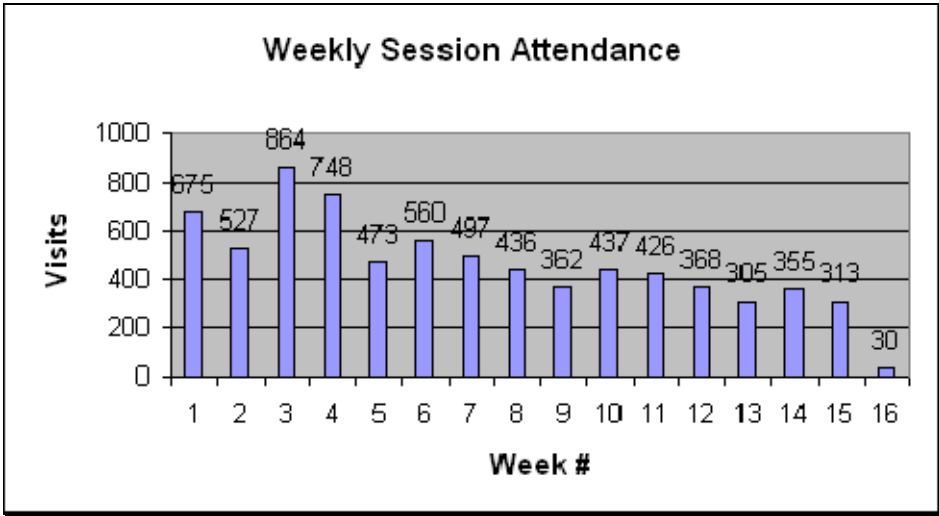


SLA	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	796	56.98%	200	223	206	58	77	29	3	629	79.32%	164	20.68%	2.54
Non-Participants	601	43.02%	110	106	72	35	141	128	9	288	48.65%	304	51.35%	2.02
Course	1397		310	329	278	93	218	157	12	917	66.21%	468	33.79%	2.34

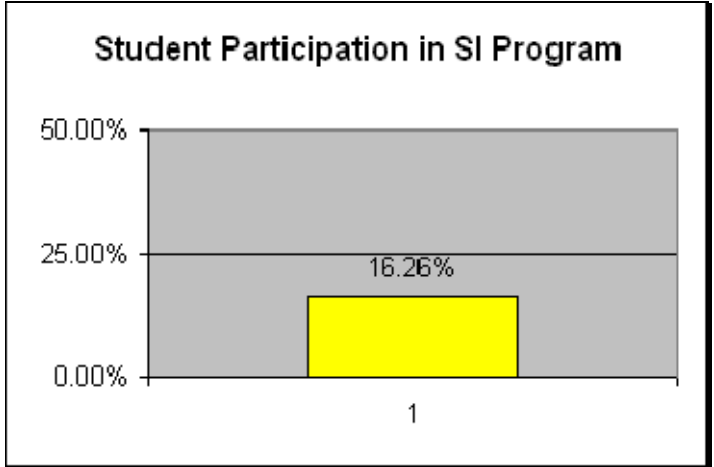
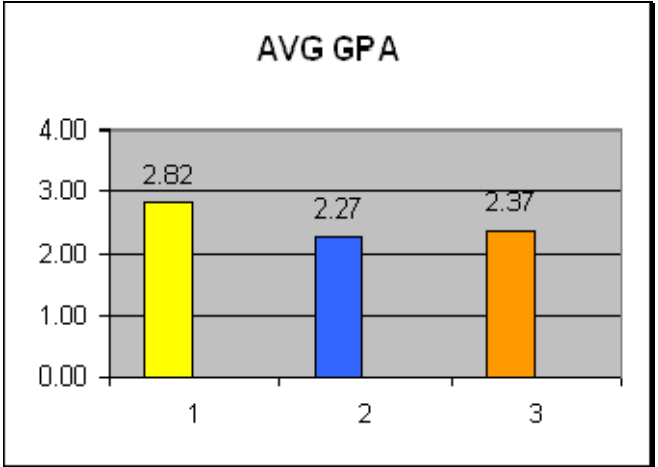
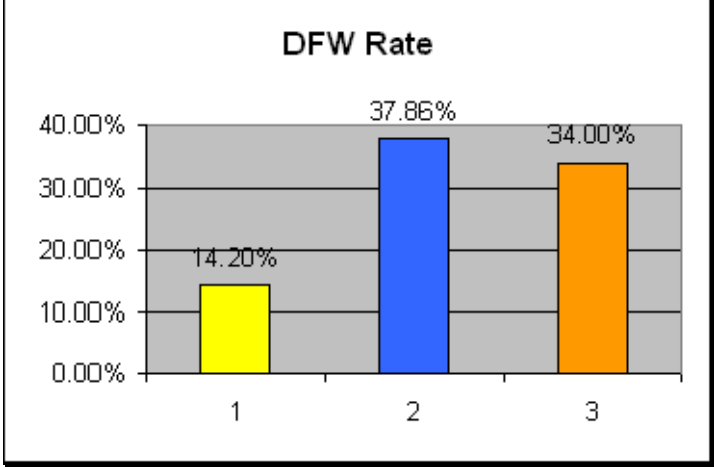
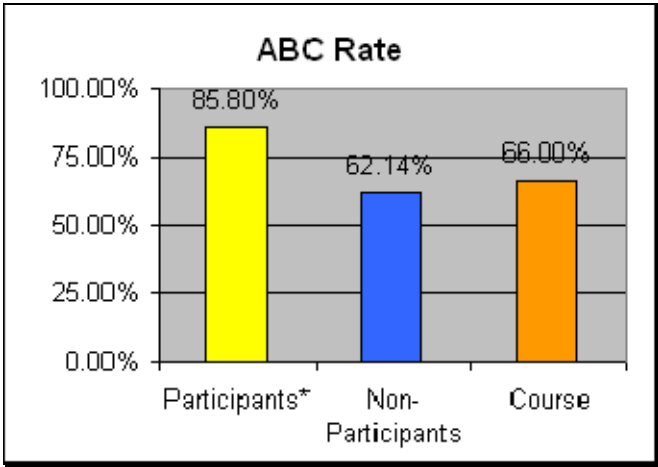


Structured Learning Assistance (SLA) Program SPRING 2004

SUMMARY DATA		
650	Number of Sessions	
28	Number of Mentors	
7255	Total Visits	
PARTICIPANT DATA		
87.24%	ABC Rate	
12.76%	DFW Rate	
2.75	AVG GPA	
NON-PARTICIPANT DATA		
62.14%	ABC Rate	
37.86%	DFW Rate	
2.27	AVG GPA	
DFW Difference		
25%	GPA	0.48



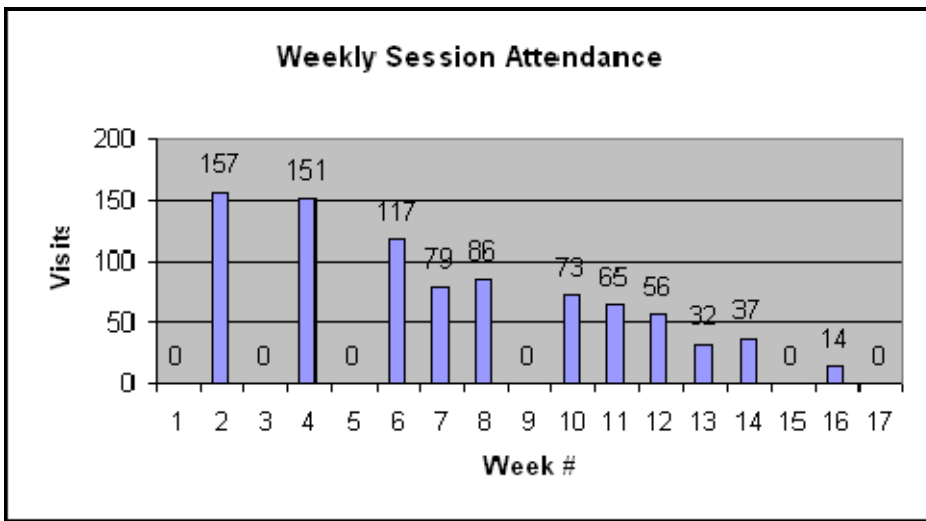
SLA	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	796	32.23%	200	223	206	58	19	15	1	629	87.24%	92	12.76%	2.75
Non-Participants	1674	67.77%	304	396	334	126	248	256	10	1034	62.14%	630	37.86%	2.27
Course	2470		504	619	540	184	267	271	11	1663	69.73%	722	30.27%	2.43



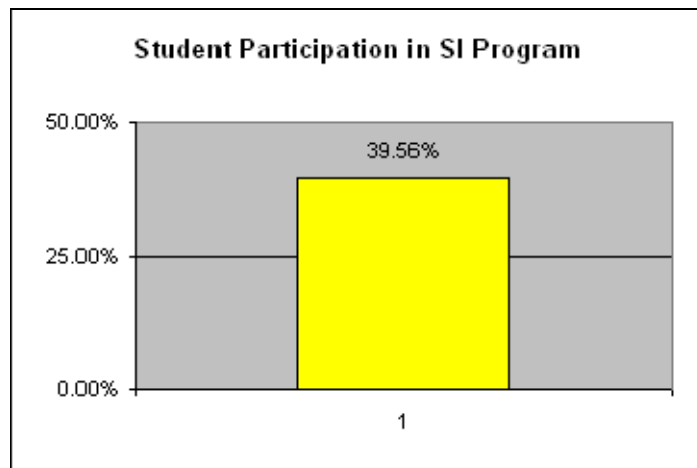
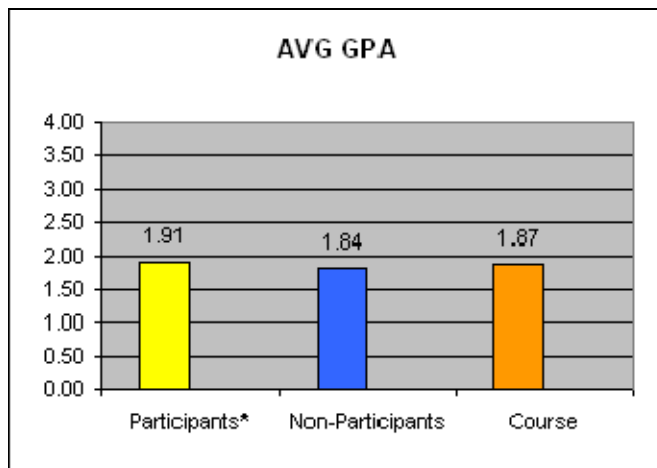
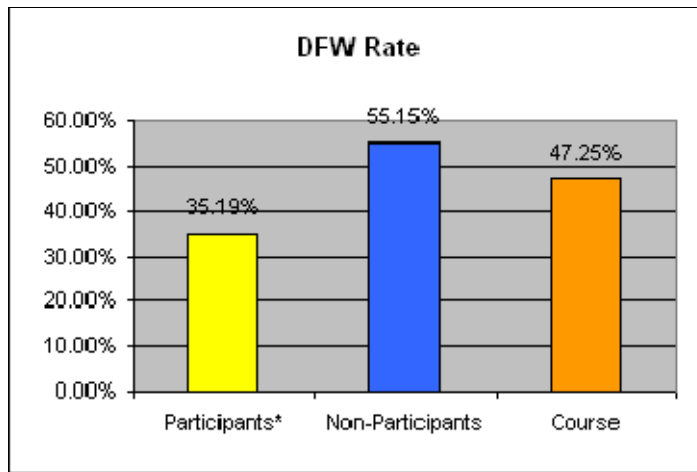
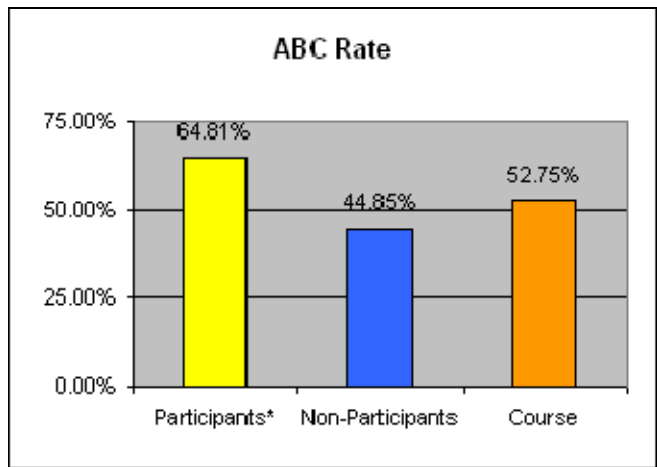
BIOL K101: Concepts in Biology I
Structured Learning Assistance (SLA) Program

FALL 2003

SUMMARY DATA	
58	Number of Sessions
3	Number of Mentors
872	Total Visits
PARTICIPANT DATA	
64.81%	ABC Rate
35.19%	DFW Rate
1.91	AVG GPA
NON-PARTICIPANT DATA	
44.85%	ABC Rate
55.15%	DFW Rate
1.84	AVG GPA
DFW Difference	GPA Difference
20%	0.08



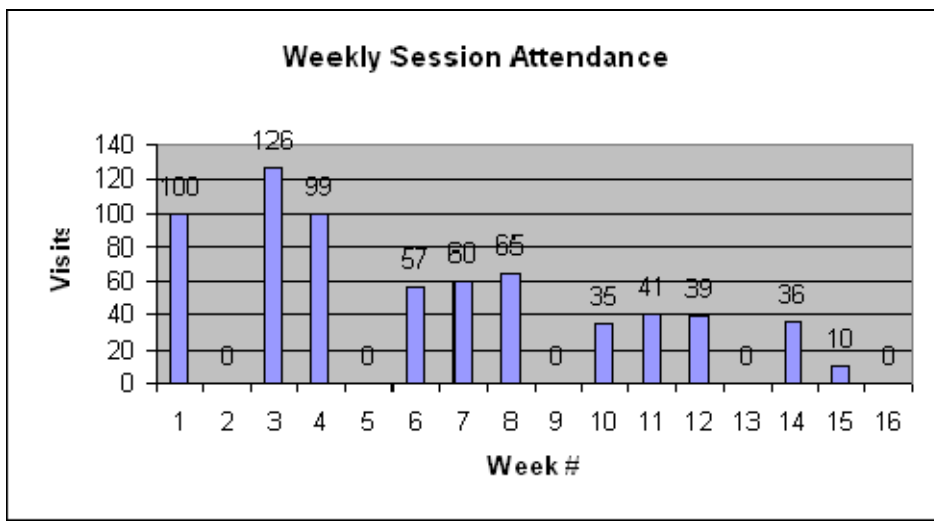
BIOL K101	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	108	39.56%	9	21	40	22	13	3	0	70	64.81%	38	35.19%	1.91
Non-Participants	165	60.44%	20	21	33	37	23	31	0	74	44.85%	91	55.15%	1.84
Course	273		29	42	73	59	36	34	0	144	52.75%	129	47.25%	1.87



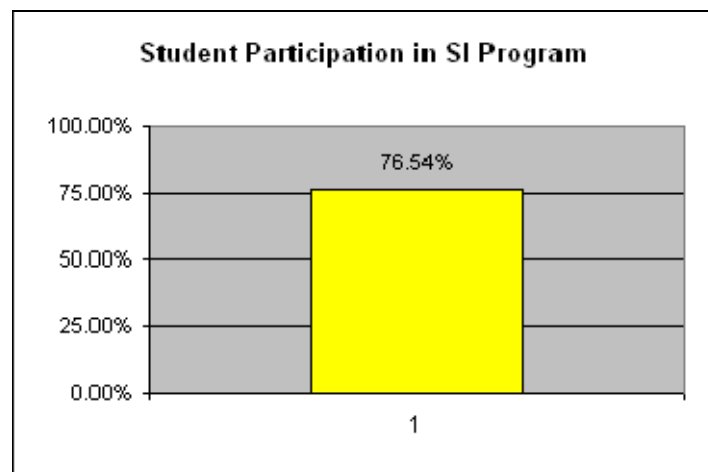
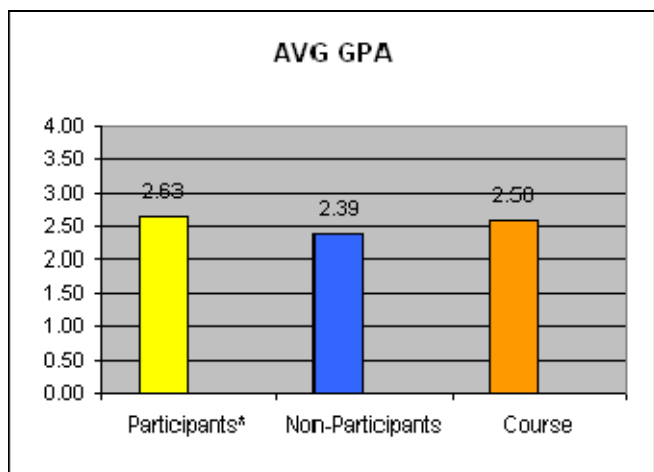
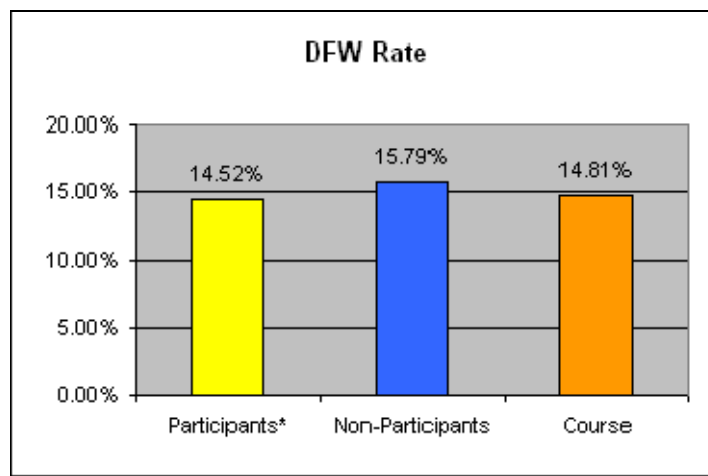
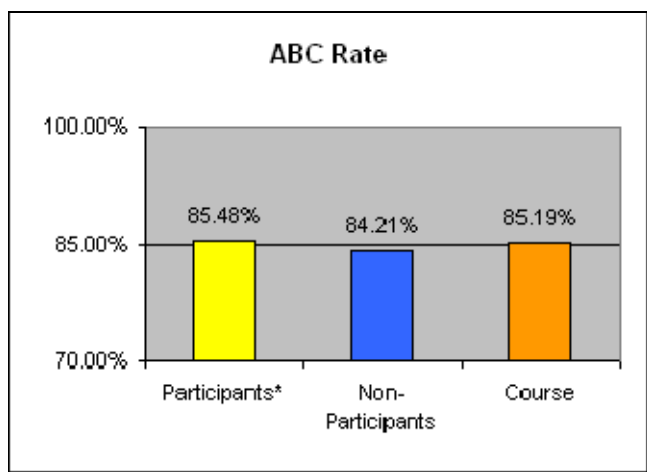
BIOL K101: Concepts in Biology I
Structured Learning Assistance (SLA) Program

SPRING 2004

SUMMARY DATA		
56	Number of Sessions	
3	Number of Mentors	
672	Total Visits	
PARTICIPANT DATA		
85.48%	ABC Rate	
14.52%	DFW Rate	
2.63	AVG GPA	
NON-PARTICIPANT DATA		
84.21%	ABC Rate	
15.79%	DFW Rate	
2.39	AVG GPA	
DFW Difference		
1%	GPA	0.24 Difference



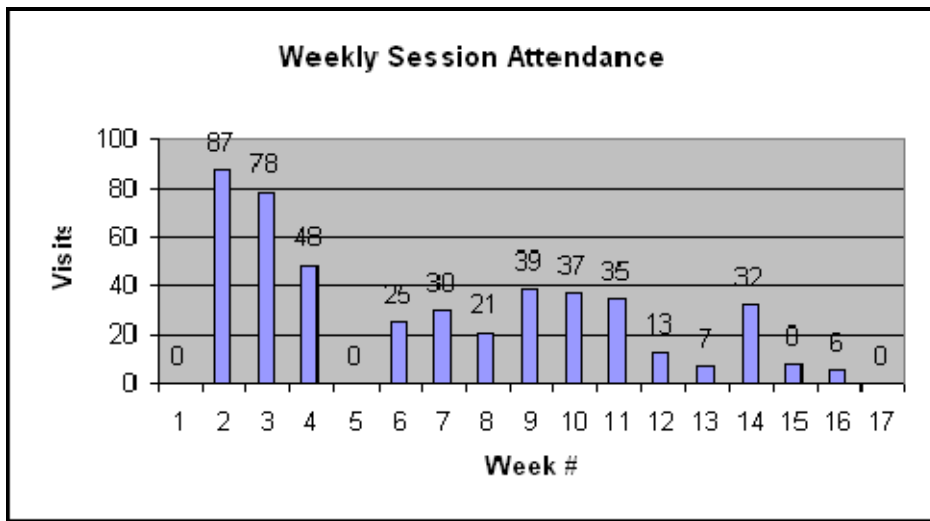
BIOL K101	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	62	76.54%	15	20	18	2	5	2	0	53	85.48%	9	14.52%	2.63
Non-Participants	19	23.46%	4	2	10	1	1	1	0	16	84.21%	3	15.79%	2.39
Course	81		19	22	28	3	6	3	0	69	85.19%	12	14.81%	2.58



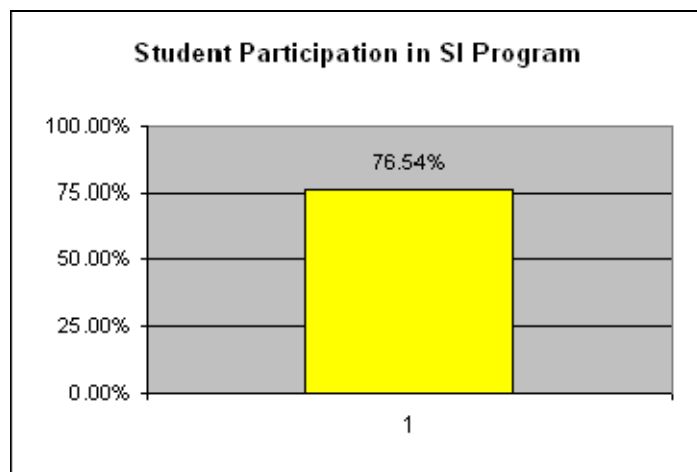
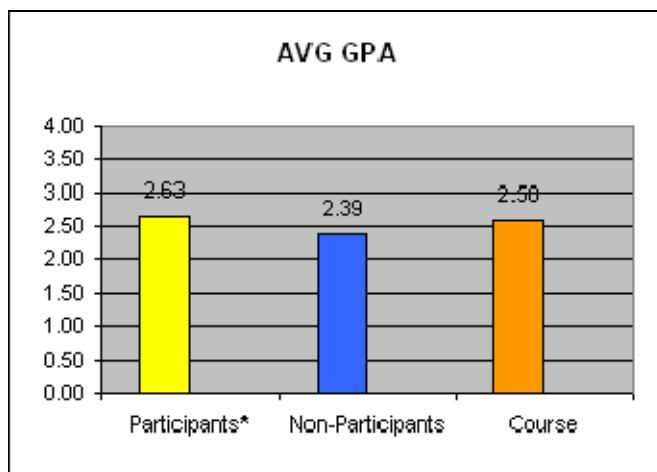
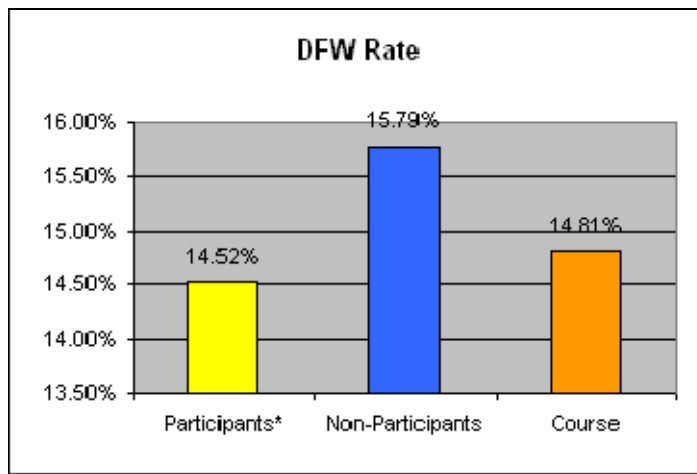
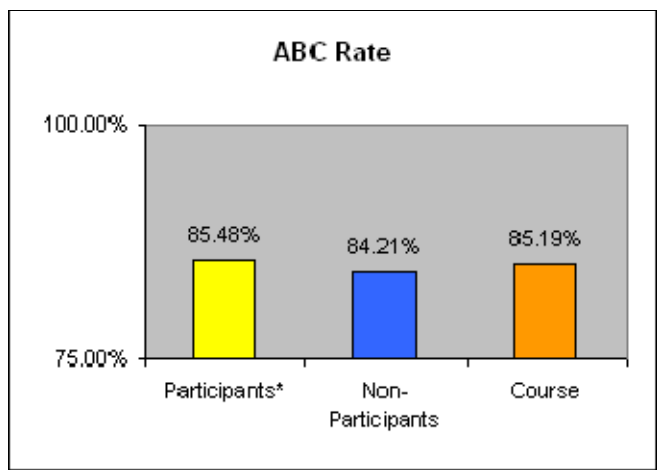
BIOL K103: Concepts in Biology II
Structured Learning Assistance (SLA) Program

FALL 2003

SUMMARY DATA	
33	Number of Sessions
3	Number of Mentors
466	Total Visits
PARTICIPANT DATA	
85.48%	ABC Rate
14.52%	DFW Rate
2.63	AVG GPA
NON-PARTICIPANT DATA	
84.21%	ABC Rate
15.79%	DFW Rate
2.39	AVG GPA
DFW Difference	GPA Difference
1%	0.24



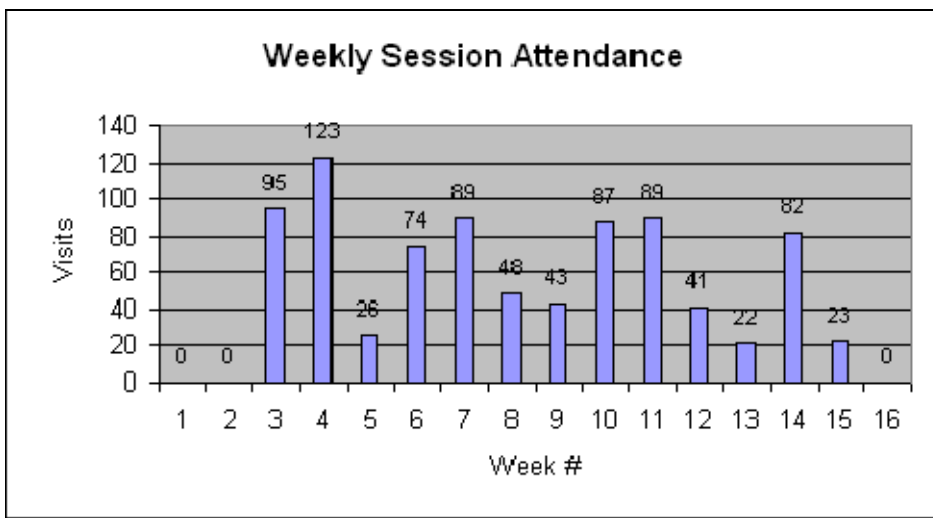
BIOL K103	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	62	76.54%	15	20	18	2	5	2	0	53	85.48%	9	14.52%	2.63
Non-Participants	19	23.46%	4	2	10	1	1	1	0	16	84.21%	3	15.79%	2.39
Course	81		19	22	28	3	6	3	0	69	85.19%	12	14.81%	2.58



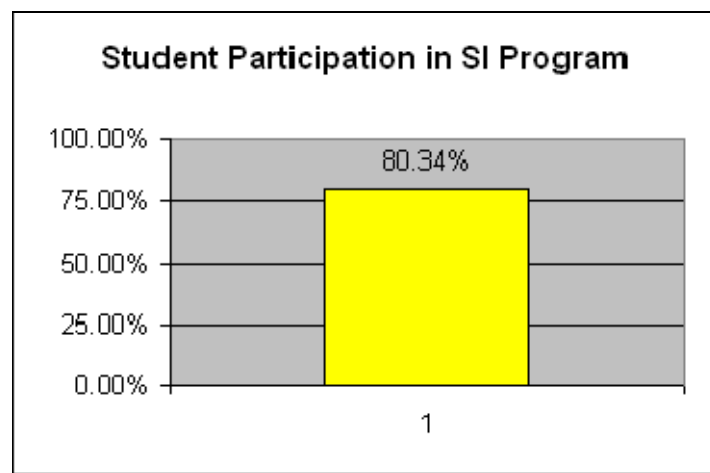
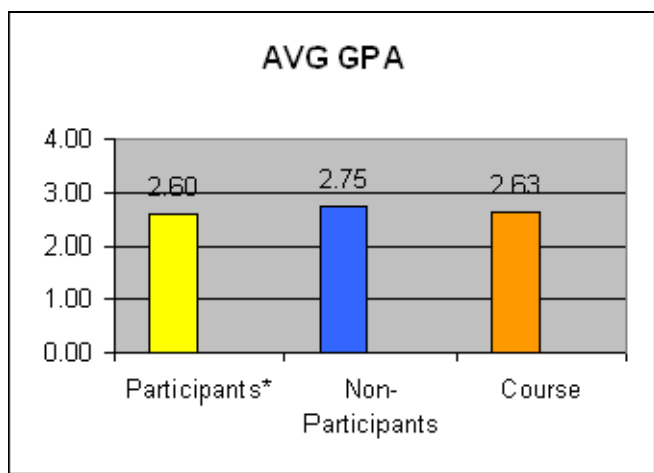
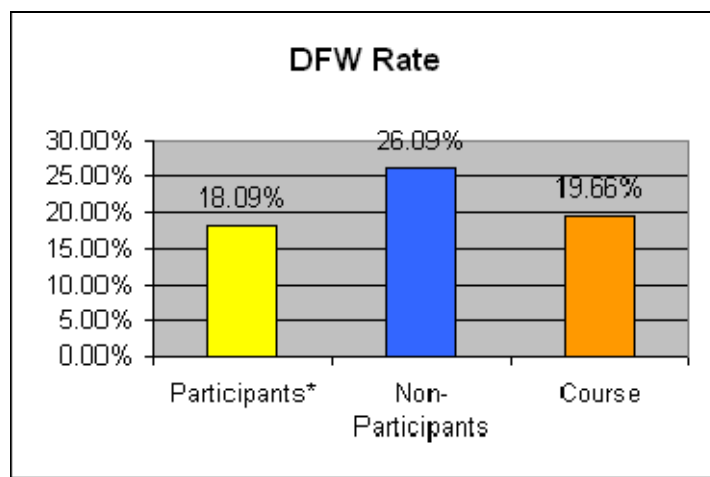
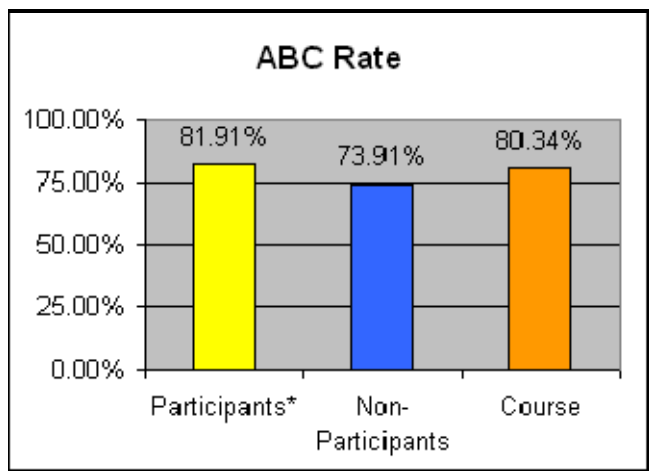
BIOL K103: Concepts of Biology II
Supplemental Instruction (SI) Program

SPRING
2004

SUMMARY DATA	
34	Number of Sessions
3	Number of Mentors
842	Total Visits
PARTICIPANT DATA	
81.91%	ABC Rate
18.09%	DFW Rate
2.60	AVG GPA
NON-PARTICIPANT DATA	
73.91%	ABC Rate
26.09%	DFW Rate
2.75	AVG GPA
DFW Difference	GPA Difference
8%	-0.15



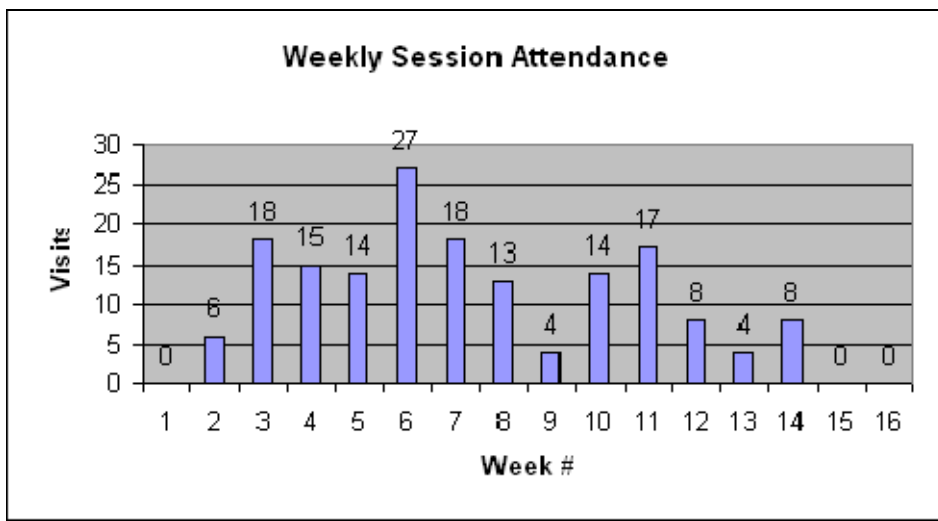
BIOL K103	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	94	80.34%	19	30	28	7	4	6	0	77	81.91%	17	18.09%	2.60
Non-Participants	23	19.66%	6	9	2	0	3	3	0	17	73.91%	6	26.09%	2.75
Course	117		25	39	30	7	7	9	0	94	80.34%	23	19.66%	2.63



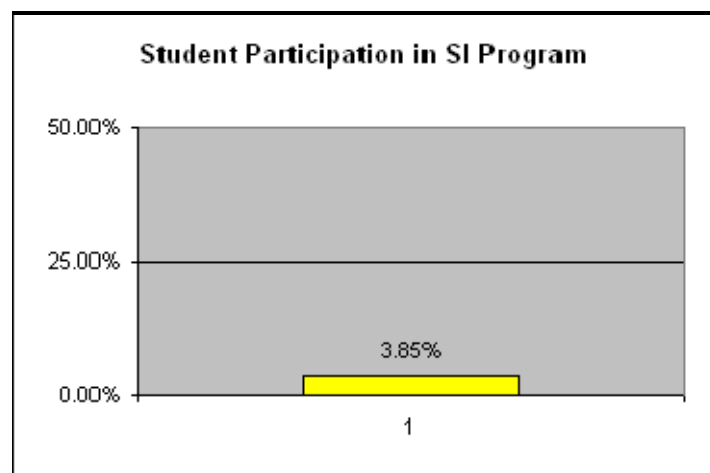
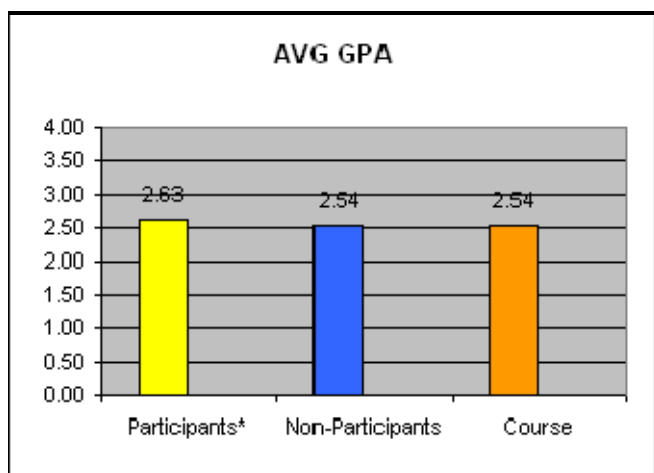
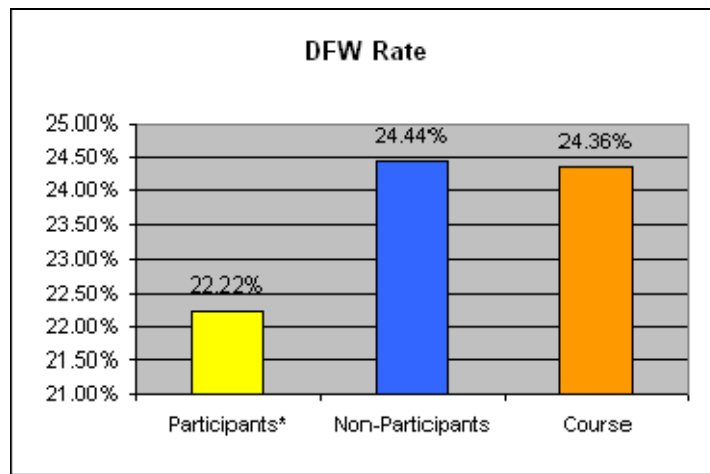
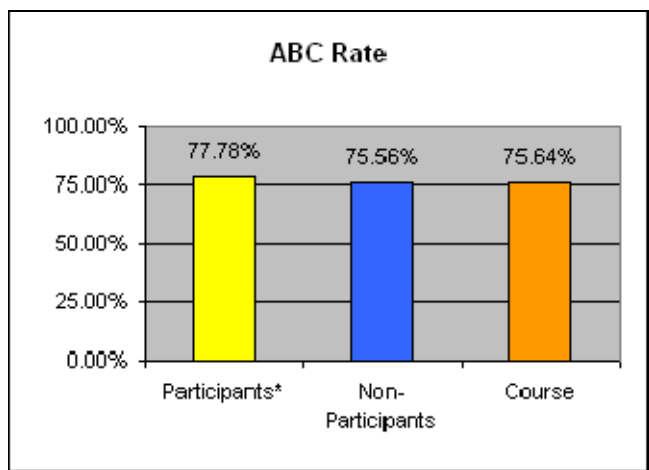
**BIOL N214: Human Biology
Supplemental Instruction (SI) Program**

SPRING 2004

SUMMARY DATA		
39	Number of Sessions	
2	Number of Mentors	
166	Total Visits	
PARTICIPANT DATA		
77.78%	ABC Rate	
22.22%	DFW Rate	
2.63	AVG GPA	
NON-PARTICIPANT DATA		
75.56%	ABC Rate	
24.44%	DFW Rate	
2.54	AVG GPA	
DFW Difference	GPA	Difference
2%		0.09



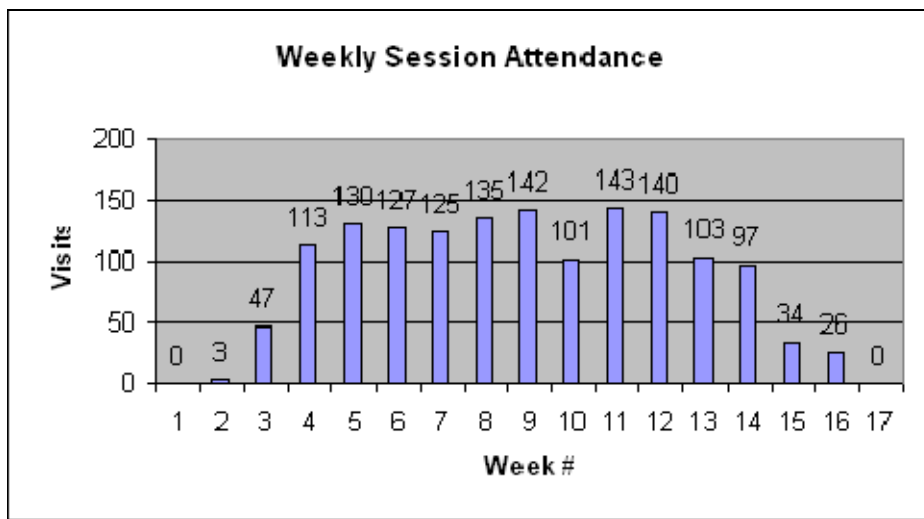
BIOL N214	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	9	3.85%	3	0	4	1	0	1	0	7	77.78%	2	22.22%	2.63
Non-Participants	225	96.15%	59	37	74	20	13	22	0	170	75.56%	55	24.44%	2.54
Course	234		62	37	78	21	13	23	0	177	75.64%	57	24.36%	2.54



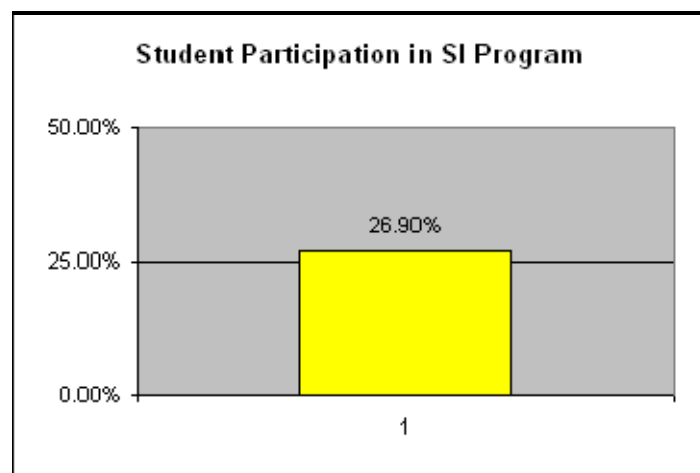
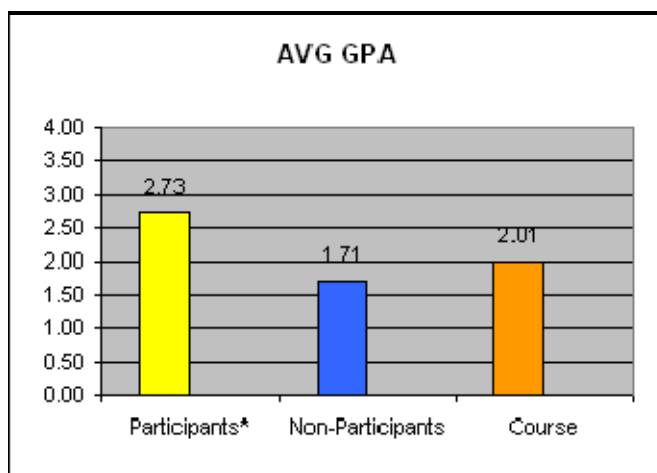
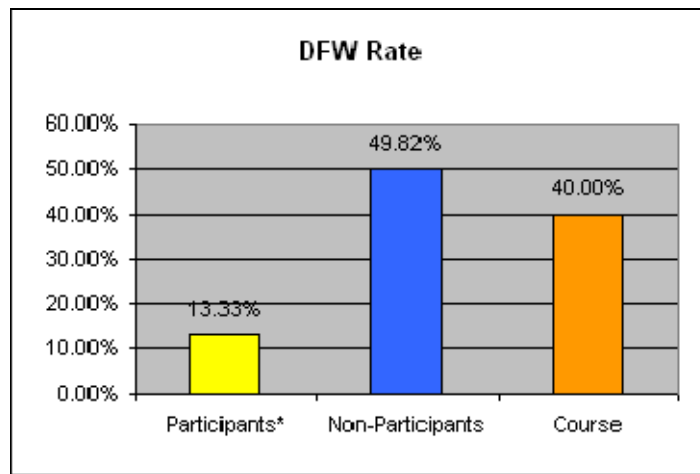
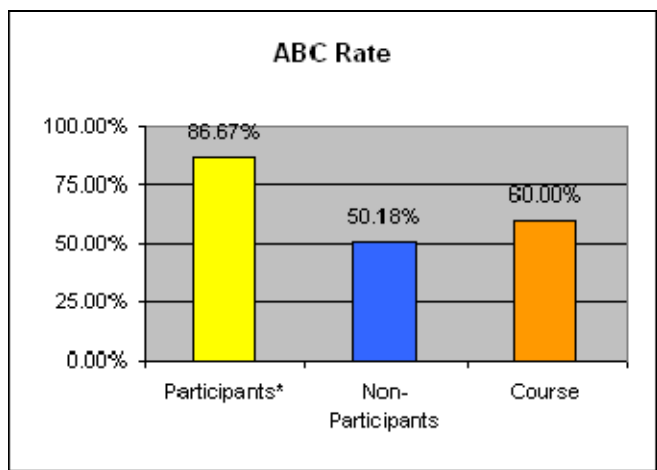
**BIOL N217: Human Physiology
Supplemental Instruction (SI) Program**

FALL 2003

SUMMARY DATA	
119	Number of Sessions
5	Number of Mentors
1466	Total Visits
PARTICIPANT DATA	
86.67%	ABC Rate
13.33%	DFW Rate
2.73	AVG GPA
NON-PARTICIPANT DATA	
50.18%	ABC Rate
49.82%	DFW Rate
1.71	AVG GPA
DFW Difference	GPA Difference
36%	1.02



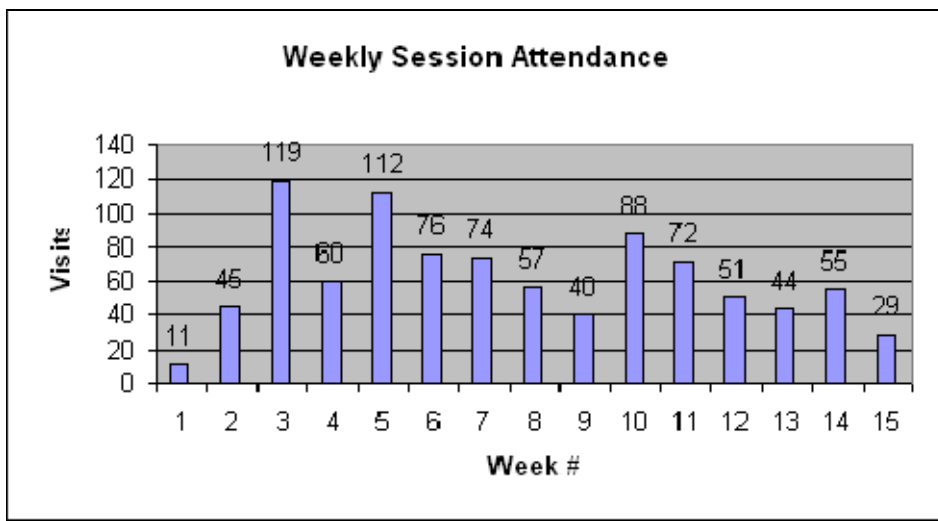
BIOL N217	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	106	26.90%	20	46	25	5	4	5	1	91	86.67%	14	13.33%	2.73
Non-Participants	288	73.10%	15	58	70	37	61	44	3	143	50.18%	142	49.82%	1.71
Course	394		35	104	95	42	65	49	4	234	60.00%	156	40.00%	2.01



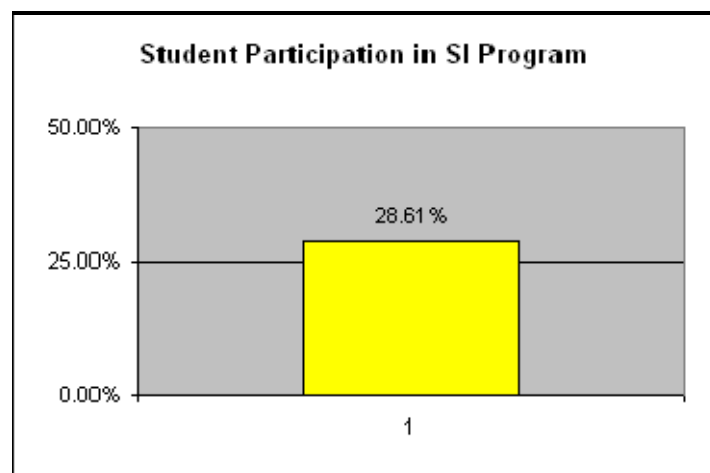
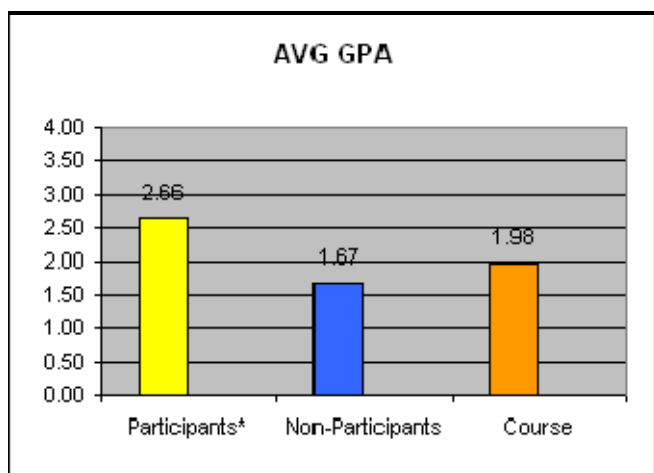
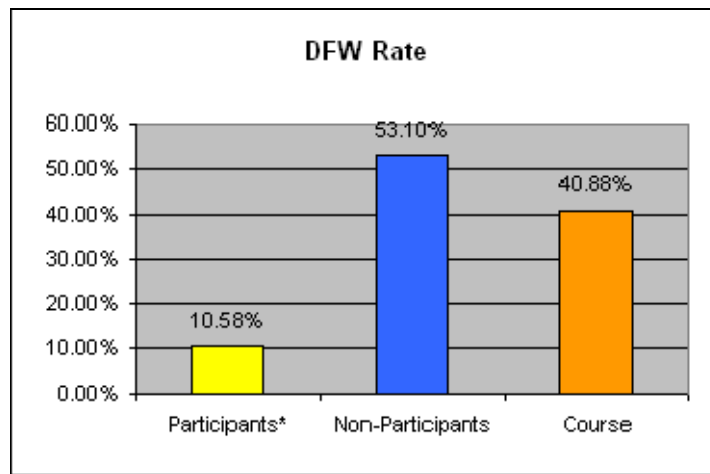
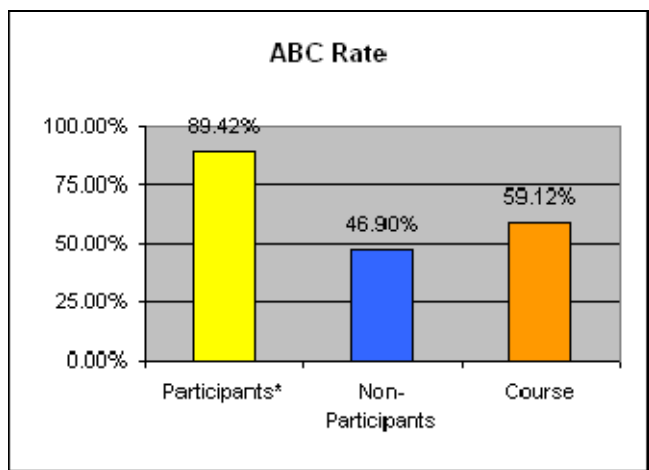
**BIOL N217: Human Physiology
Supplemental Instruction (SI) Program**

SPRING 2004

SUMMARY DATA		
117	Number of Sessions	
5	Number of Mentors	
1565	Total Visits	
PARTICIPANT DATA		
89.42%	ABC Rate	
10.58%	DFW Rate	
2.66	AVG GPA	
NON-PARTICIPANT DATA		
46.90%	ABC Rate	
53.10%	DFW Rate	
1.67	AVG GPA	
DFW Difference	GPA	Difference
43%	0.99	



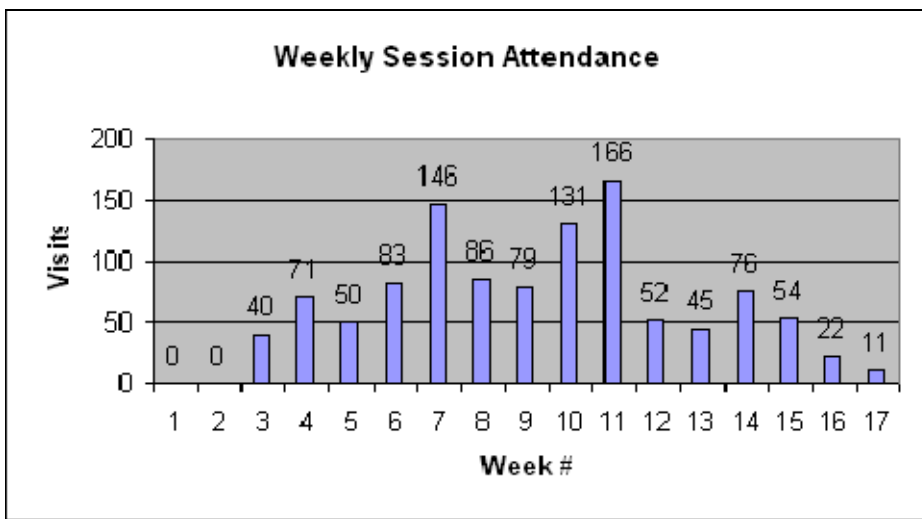
BIOL N217	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	105	28.61%	19	37	37	5	2	4	1	93	89.42%	11	10.58%	2.66
Non-Participants	262	71.39%	16	45	60	45	52	40	4	121	46.90%	137	53.10%	1.67
Course	367		35	82	97	50	54	44	5	214	59.12%	148	40.88%	1.98



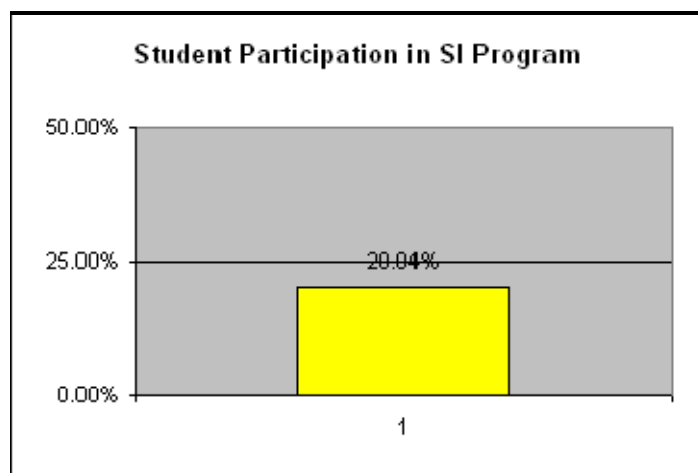
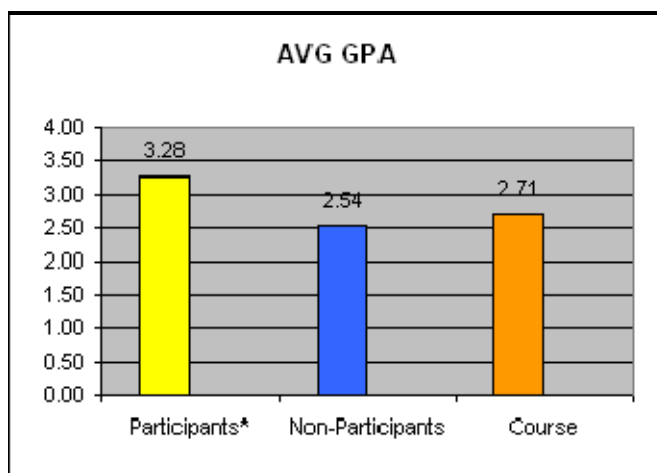
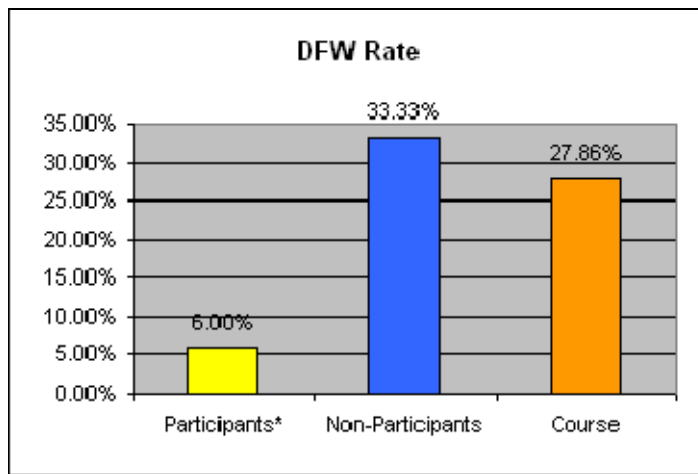
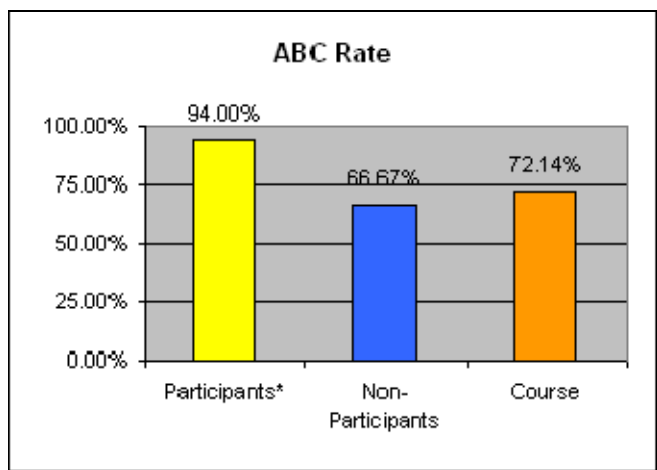
**BIOL N261: Human Anatomy
Supplemental Instruction (SI) Program**

FALL 2003

SUMMARY DATA	
96	Number of Sessions
5	Number of Mentors
1112	Total Visits
PARTICIPANT DATA	
94.00%	ABC Rate
6.00%	DFW Rate
3.28	AVG GPA
NON-PARTICIPANT DATA	
66.67%	ABC Rate
33.33%	DFW Rate
2.54	AVG GPA
DFW Difference	GPA Difference
27%	0.73



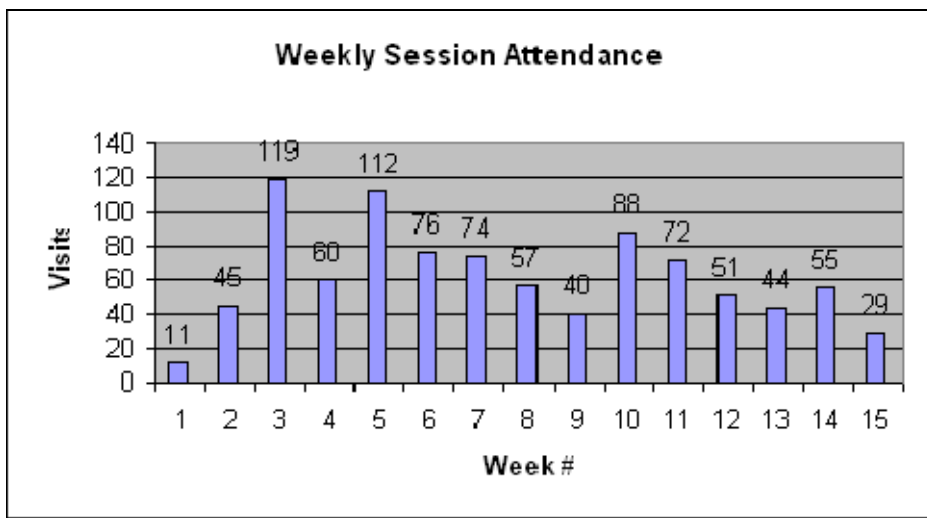
BIOL N261	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	100	20.04%	51	29	14	2	2	2	0	94	94.00%	6	6.00%	3.28
Non-Participants	399	79.96%	93	90	83	38	29	66	0	266	66.67%	133	33.33%	2.54
Course	499		144	119	97	40	31	68	0	360	72.14%	139	27.86%	2.71



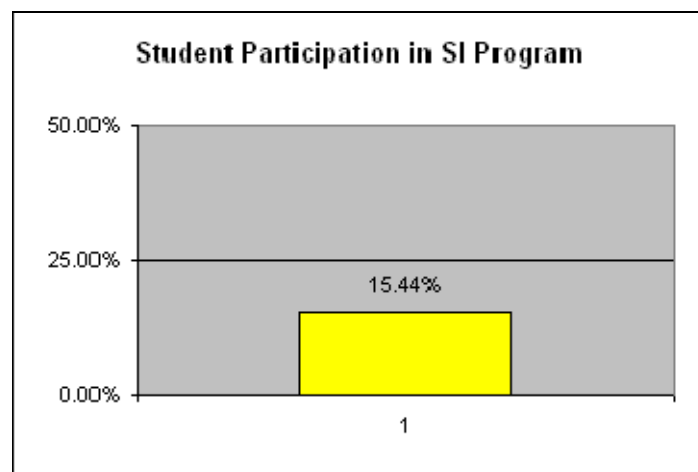
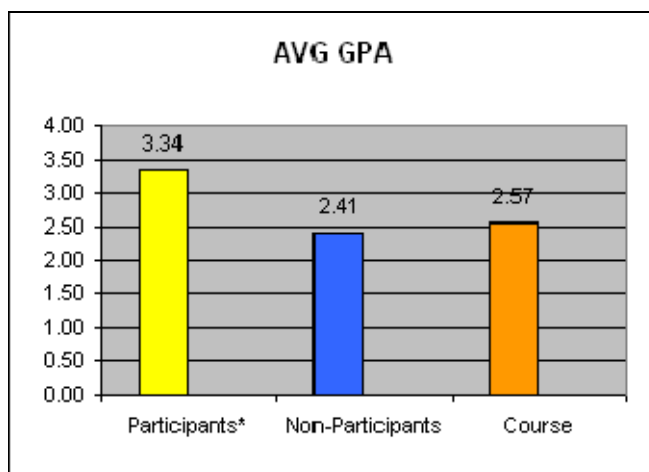
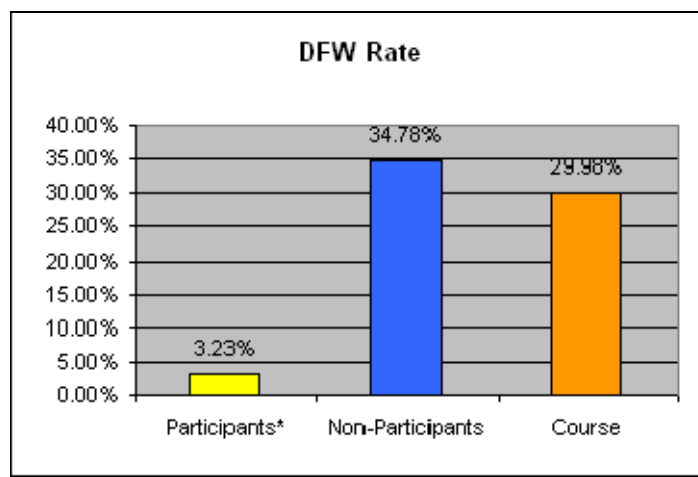
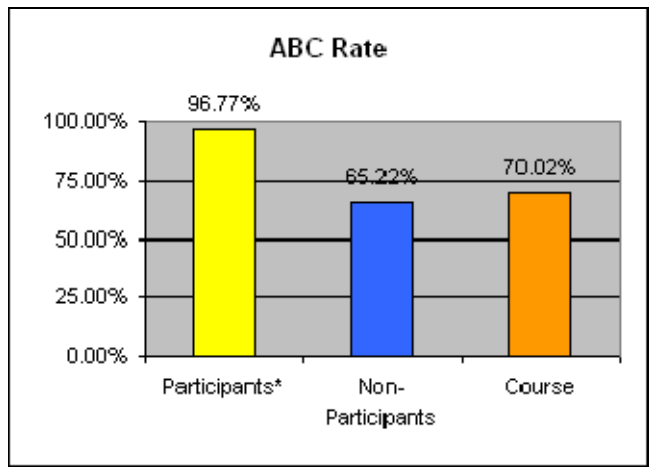
BIOL N261: Human Anatomy
Supplemental Instruction (SI) Program

SPRING
2004

SUMMARY DATA		
95	Number of Sessions	
4	Number of Mentors	
933	Total Visits	
PARTICIPANT DATA		
96.77%	ABC Rate	
3.23%	DFW Rate	
3.34	AVG GPA	
NON-PARTICIPANT DATA		
65.22%	ABC Rate	
34.78%	DFW Rate	
2.41	AVG GPA	
DFW Difference	GPA	Difference
32%		0.94



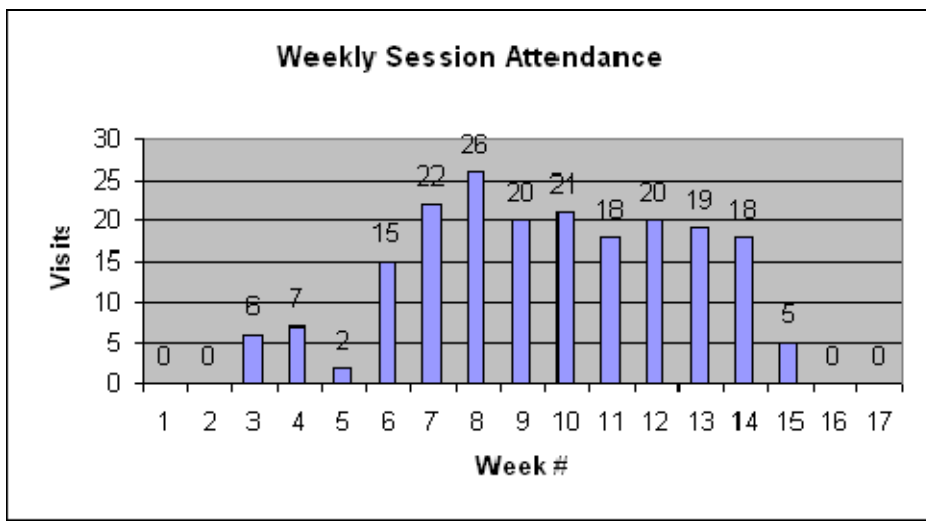
BIOL N261	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	63	15.44%	32	19	9	1	0	1	1	60	96.77%	2	3.23%	3.34
Non-Participants	345	84.56%	61	100	64	31	36	53	0	225	65.22%	120	34.78%	2.41
Course	408		93	119	73	32	36	54	1	285	70.02%	122	29.98%	2.57



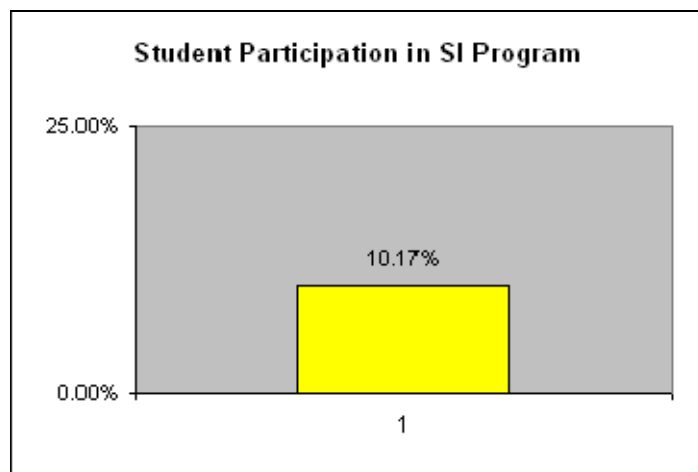
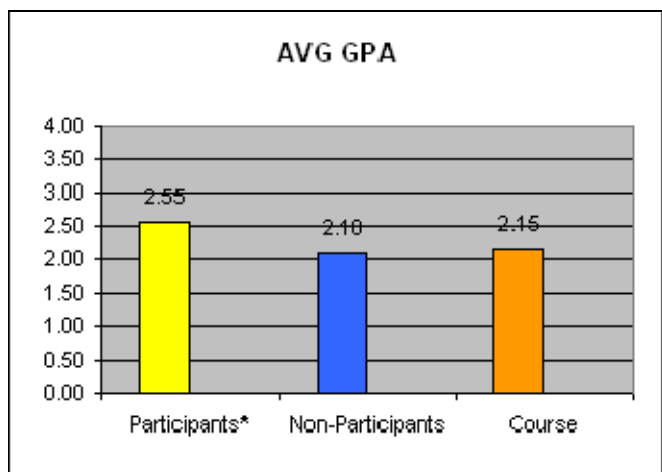
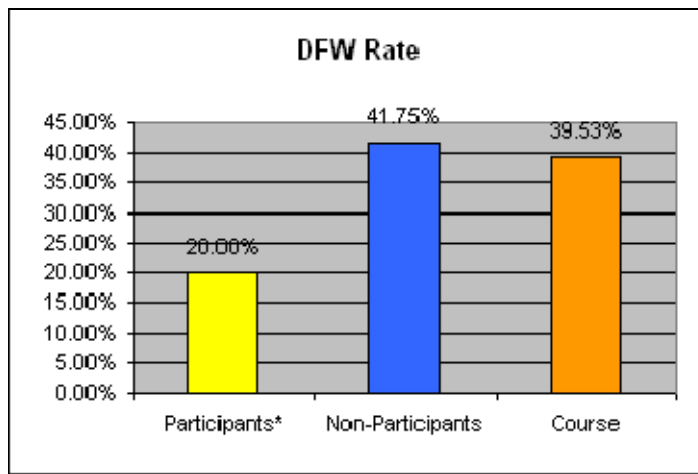
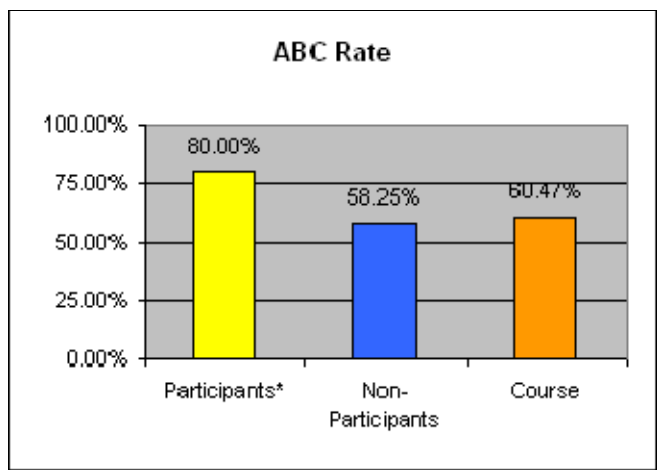
**CHEM C101: Elementary Chemistry I
Supplemental Instruction (SI) Program**

FALL 2003

SUMMARY DATA	
43	Number of Sessions
2	Number of Mentors
199	Total Visits
PARTICIPANT DATA	
80.00%	ABC Rate
20.00%	DFW Rate
2.55	AVG GPA
NON-PARTICIPANT DATA	
58.25%	ABC Rate
41.75%	DFW Rate
2.10	AVG GPA
DFW Difference	GPA Difference
22%	0.45



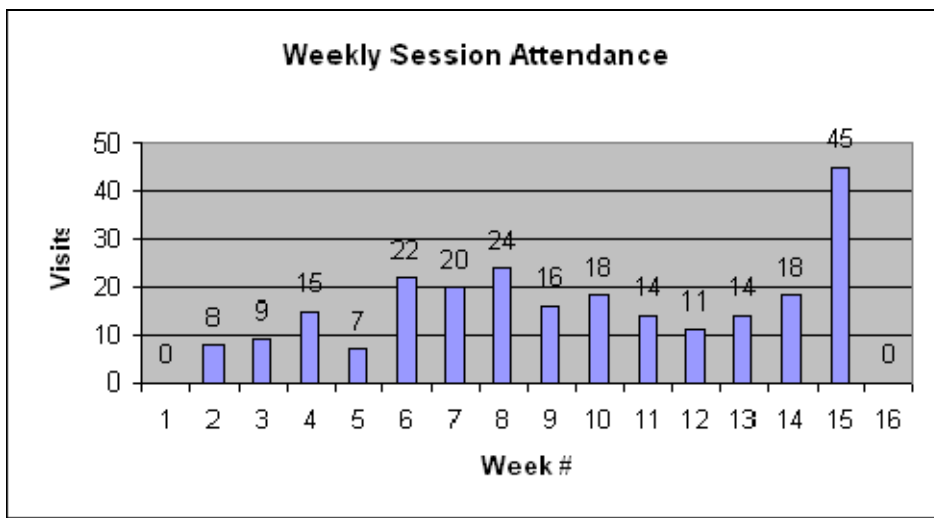
CHEM C101	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	35	10.17%	10	8	10	0	5	2	0	28	80.00%	7	20.00%	2.55
Non-Participants	309	89.83%	54	61	65	19	62	48	0	180	58.25%	129	41.75%	2.10
Course	344		64	69	75	19	67	50	0	208	60.47%	136	39.53%	2.15



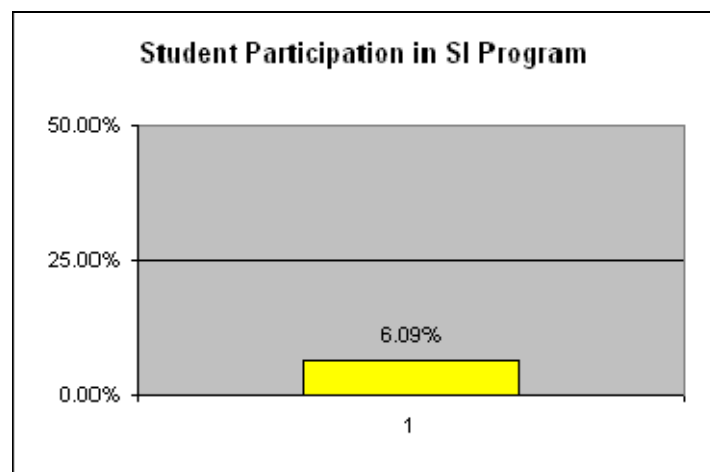
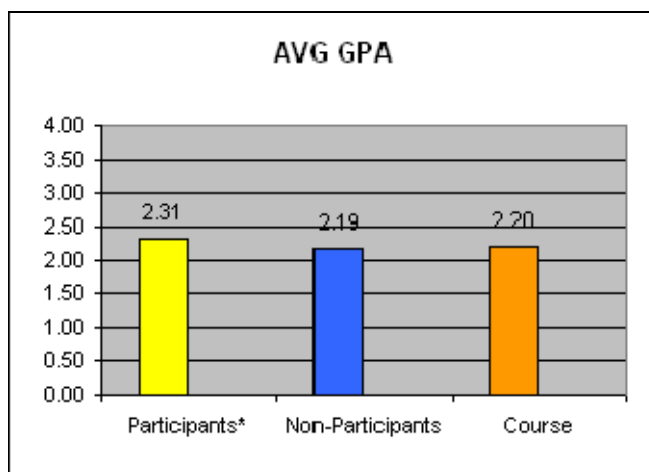
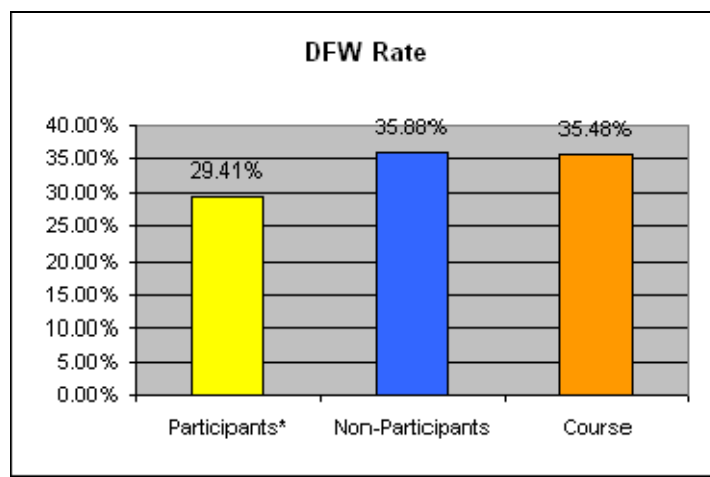
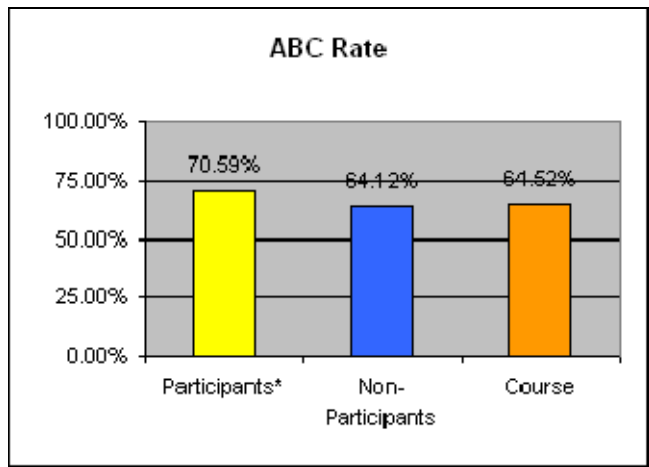
CHEM C101: Elementary Chemistry I
Supplemental Instruction (SI) Program

SPRING
2004

SUMMARY DATA		
59	Number of Sessions	
2	Number of Mentors	
241	Total Visits	
PARTICIPANT DATA		
70.59%	ABC Rate	
29.41%	DFW Rate	
2.31	AVG GPA	
NON-PARTICIPANT DATA		
64.12%	ABC Rate	
35.88%	DFW Rate	
2.19	AVG GPA	
DFW Difference	GPA	Difference
6%		0.12



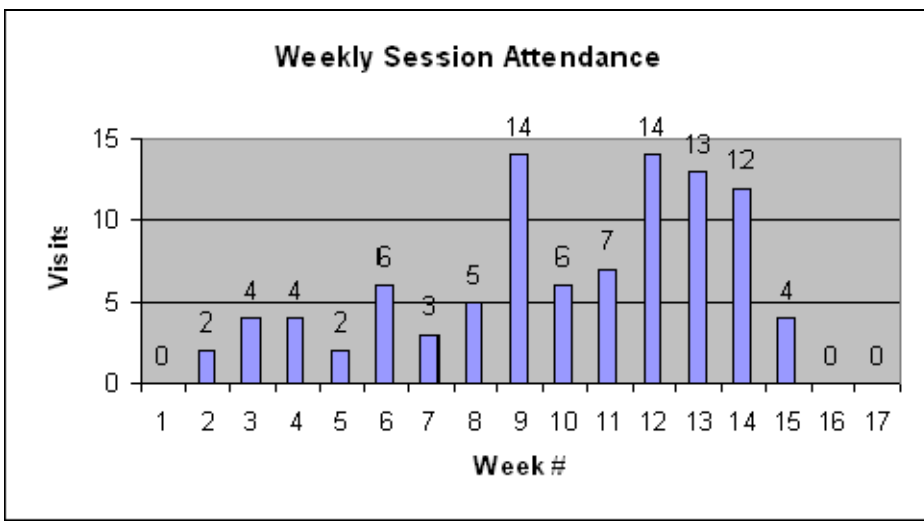
CHEM C101	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	17	6.09%	3	6	3	1	3	1	0	12	70.59%	5	29.41%	2.31
Non-Participants	262	93.91%	40	59	69	18	39	37	0	168	64.12%	94	35.88%	2.19
Course	279		43	65	72	19	42	38	0	180	64.52%	99	35.48%	2.20



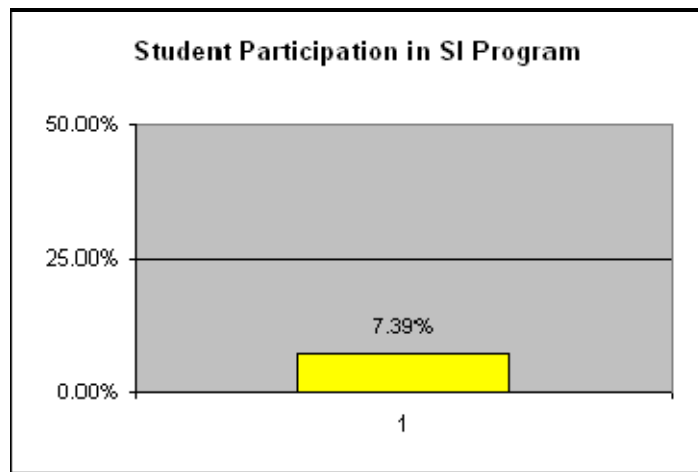
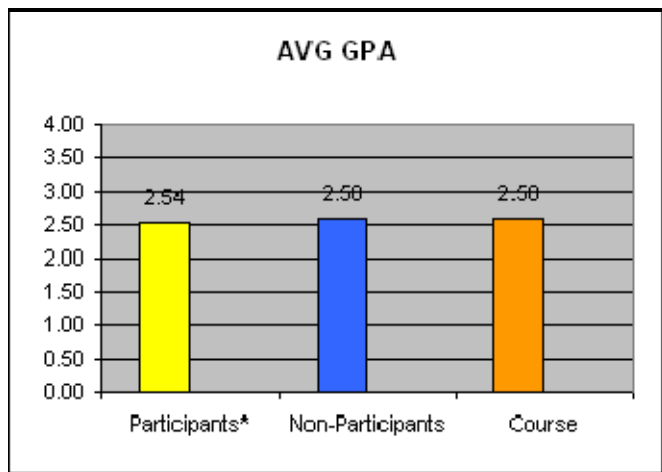
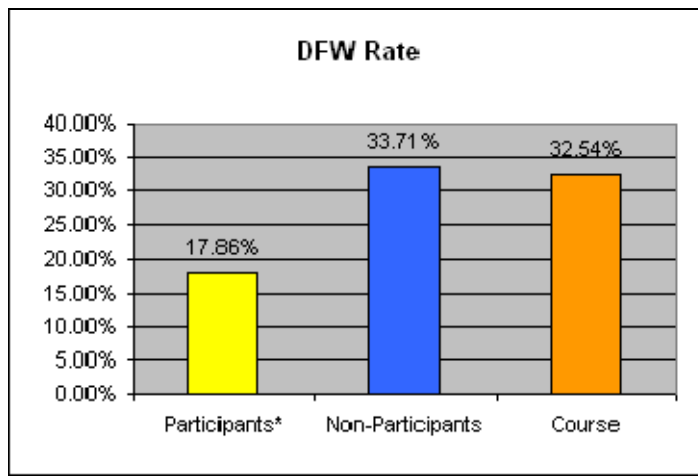
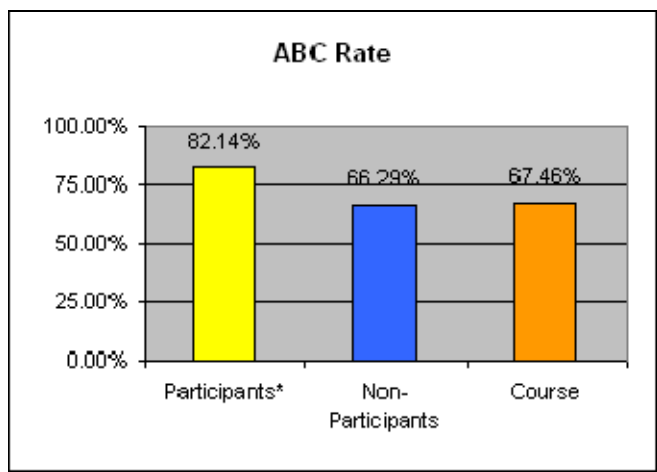
**CIT 106: Using a Personal Computer
Supplemental Instruction (SI) Program**

FALL 2003

SUMMARY DATA	
36	Number of Sessions
3	Number of Mentors
96	Total Visits
PARTICIPANT DATA	
82.14%	ABC Rate
17.86%	DFW Rate
2.54	AVG GPA
NON-PARTICIPANT DATA	
66.29%	ABC Rate
33.71%	DFW Rate
2.58	AVG GPA
DFW Difference	GPA Difference
16%	-0.04



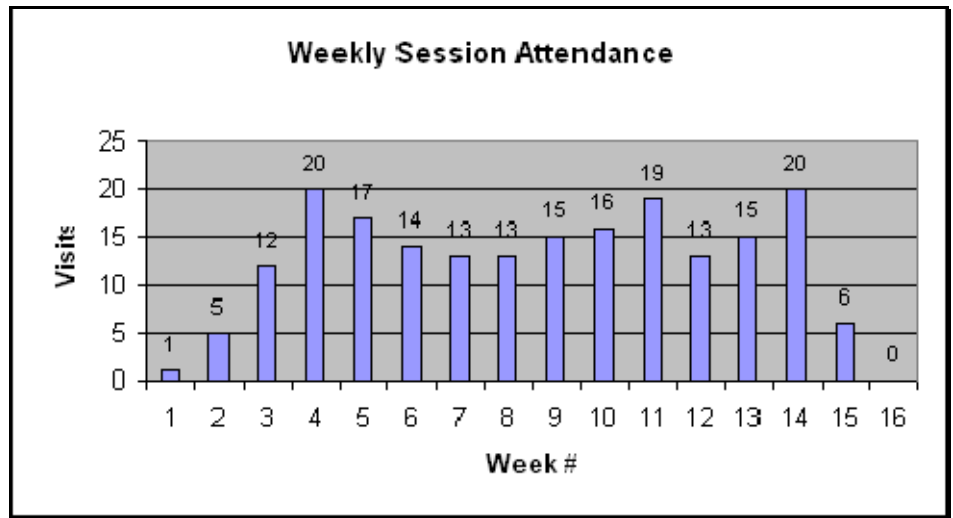
CIT 106	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	28	7.39%	7	10	6	1	4	0	0	23	82.14%	5	17.86%	2.54
Non-Participants	351	92.61%	105	94	33	16	56	46	1	232	66.29%	118	33.71%	2.58
Course	379		112	104	39	17	60	46	1	255	67.46%	123	32.54%	2.58



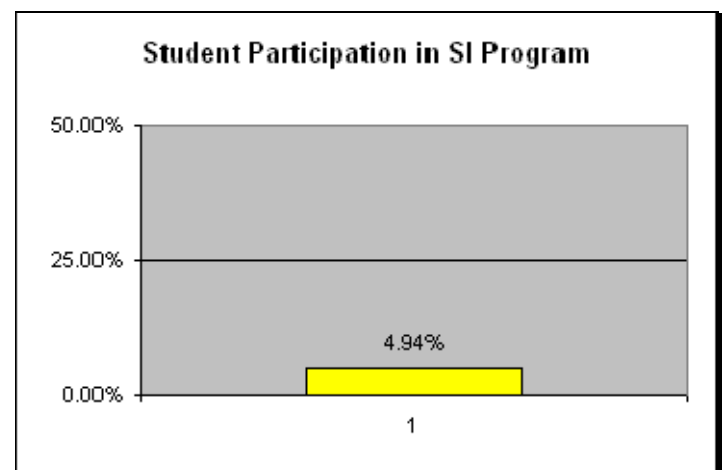
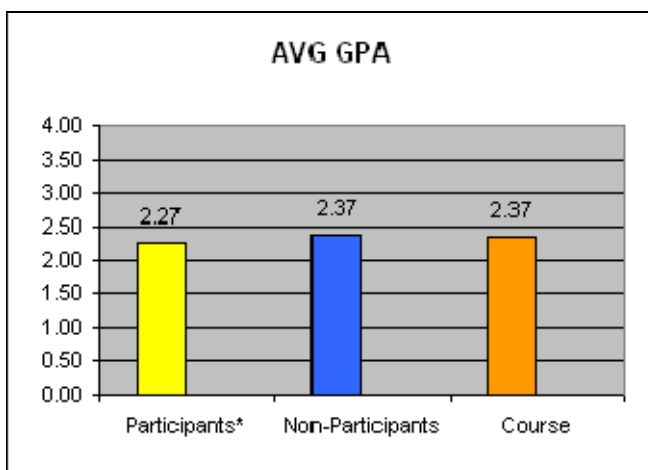
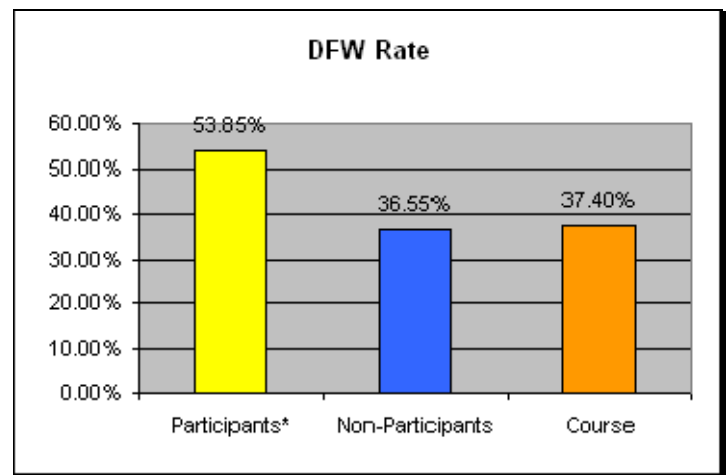
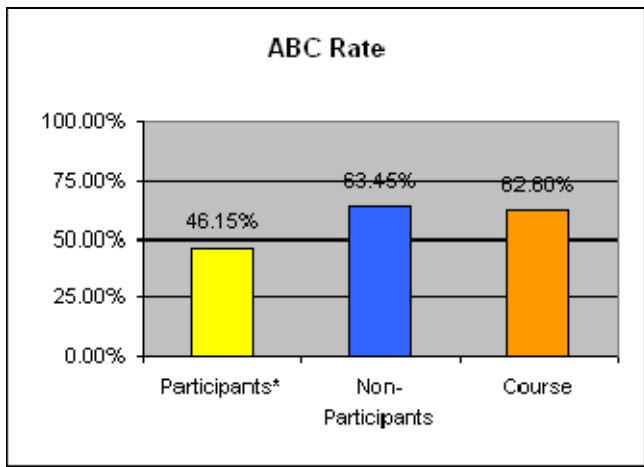
**CIT 106: Using a Personal Computer
Supplemental Instruction (SI) Program**

**SPRING
2004**

SUMMARY DATA		
56	Number of Sessions	
4	Number of Mentors	
199	Total Visits	
PARTICIPANT DATA		
46.15%	ABC Rate	
53.85%	DFW Rate	
2.27	AVG GPA	
NON-PARTICIPANT DATA		
63.45%	ABC Rate	
36.55%	DFW Rate	
2.37	AVG GPA	
DFW Difference	GPA	Difference
-17%		-0.10



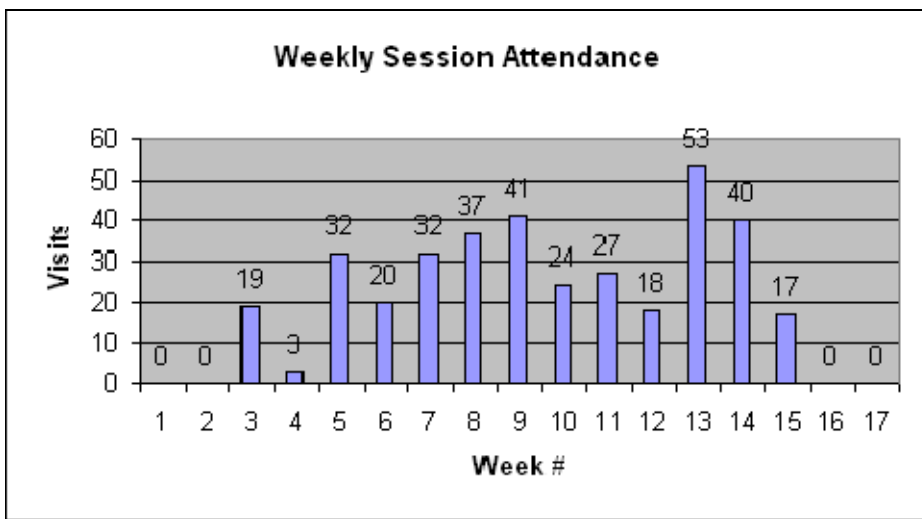
CIT 106	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	13	4.94%	5	0	1	3	2	2	0	6	46.15%	7	53.85%	2.27
Non-Participants	250	95.06%	59	69	30	14	46	31	1	158	63.45%	91	36.55%	2.37
Course	263		64	69	31	17	48	33	1	164	62.60%	98	37.40%	2.37



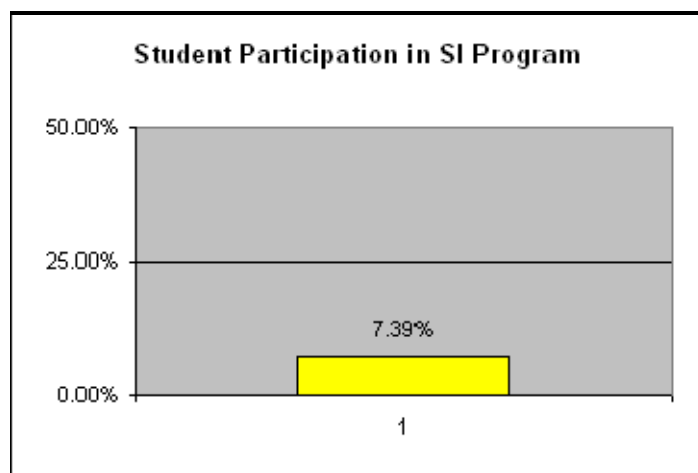
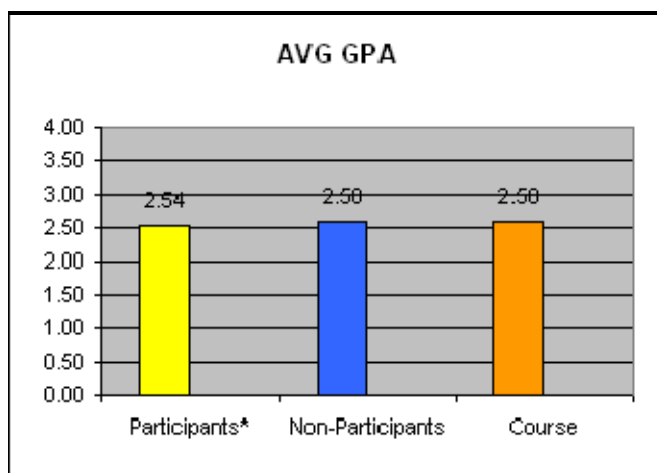
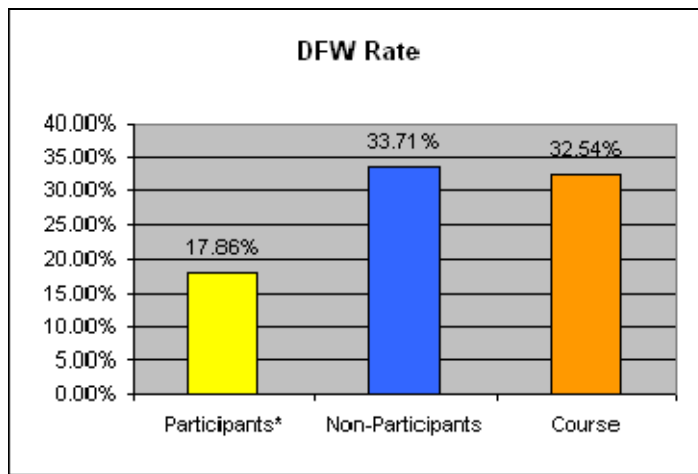
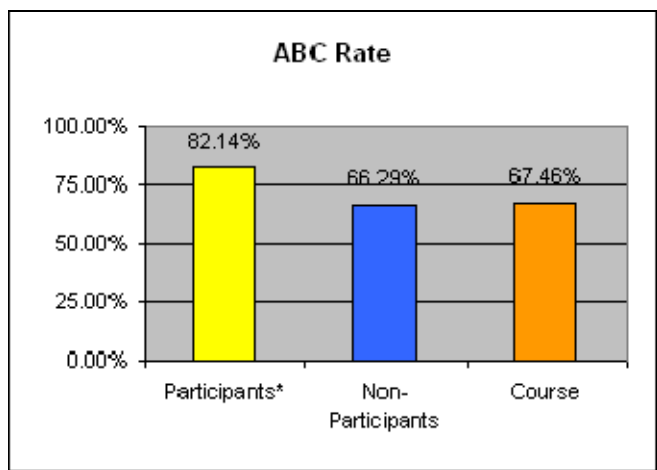
**PHYS P201: General Physics I
Supplemental Instruction (SI) Program**

FALL 2003

SUMMARY DATA	
50	Number of Sessions
2	Number of Mentors
363	Total Visits
PARTICIPANT DATA	
82.14%	ABC Rate
17.86%	DFW Rate
2.54	AVG GPA
NON-PARTICIPANT DATA	
66.29%	ABC Rate
33.71%	DFW Rate
2.58	AVG GPA
DFW Difference	GPA Difference
16%	-0.04



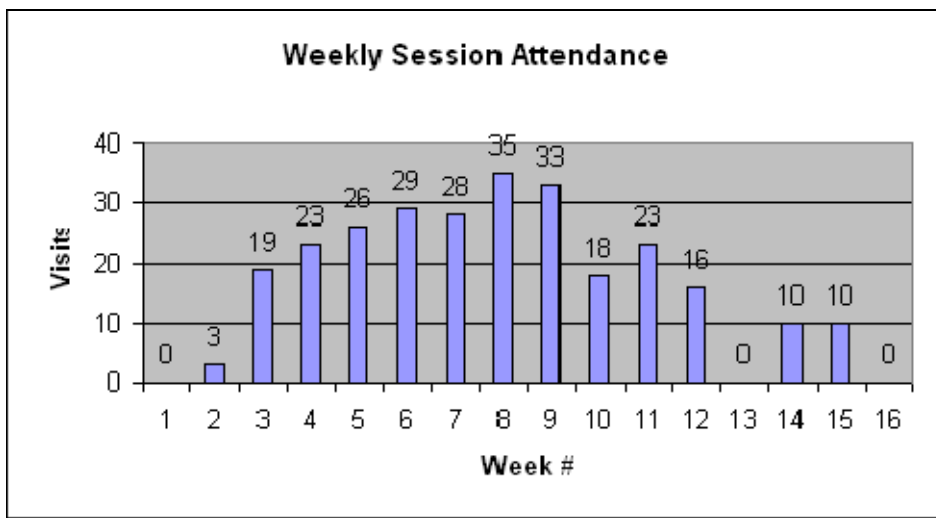
PHYS P201	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	28	7.39%	7	10	6	1	4	0	0	23	82.14%	5	17.86%	2.54
Non-Participants	351	92.61%	105	94	33	16	56	46	1	232	66.29%	118	33.71%	2.58
Course	379		112	104	39	17	60	46	1	255	67.46%	123	32.54%	2.58



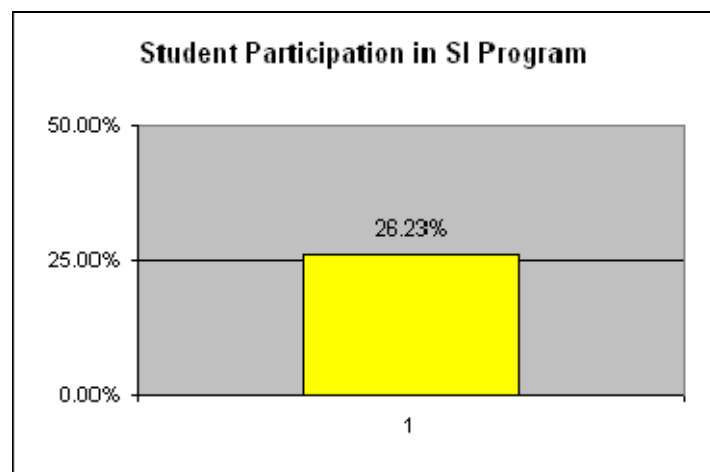
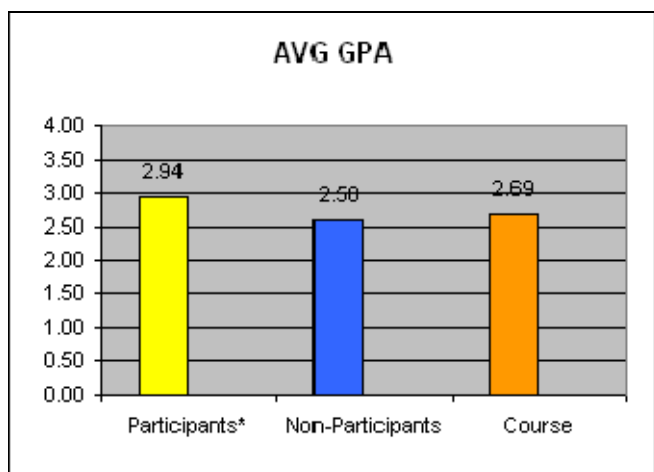
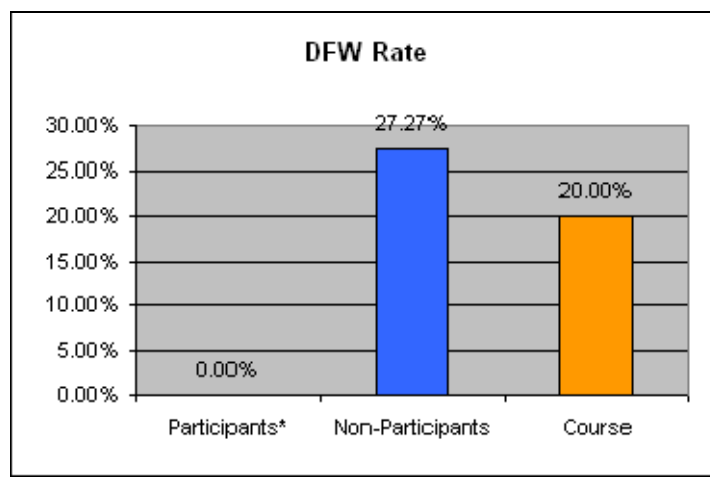
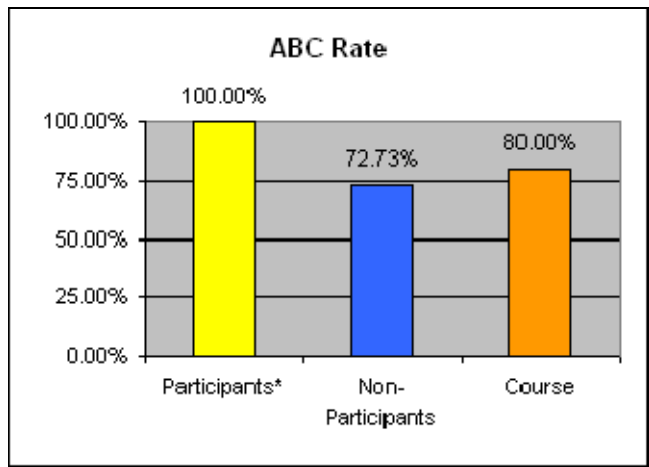
PHYS P201: General Physics I
Supplemental Instruction (SI) Program

SPRING
2004

SUMMARY DATA		
65	Number of Sessions	
2	Number of Mentors	
273	Total Visits	
PARTICIPANT DATA		
100.00%	ABC Rate	
0.00%	DFW Rate	
2.94	AVG GPA	
NON-PARTICIPANT DATA		
72.73%	ABC Rate	
27.27%	DFW Rate	
2.58	AVG GPA	
DFW Difference	GPA	Difference
27%		0.36



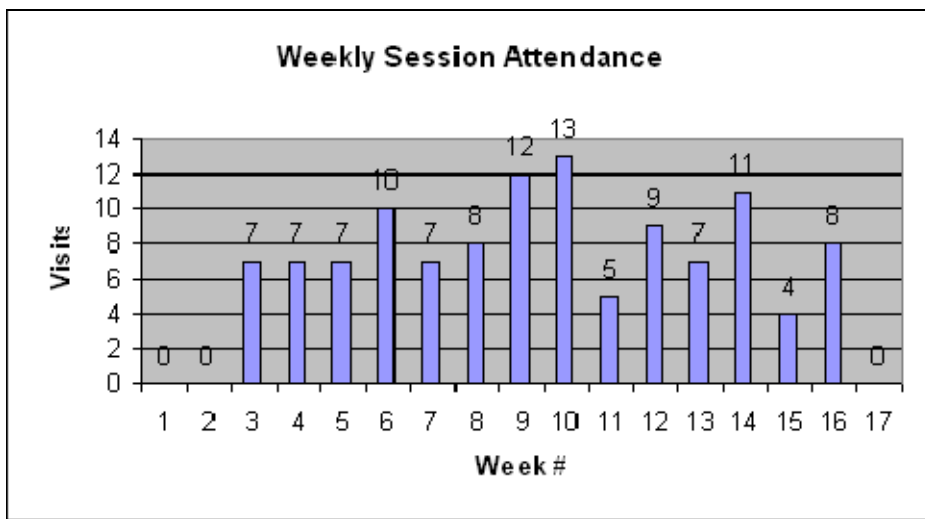
PHYS P201	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	16	26.23%	4	7	5	0	0	0	0	16	100.00%	0	0.00%	2.94
Non-Participants	45	73.77%	8	18	6	0	6	6	1	32	72.73%	12	27.27%	2.58
Course	61		12	25	11	0	6	6	1	48	80.00%	12	20.00%	2.69



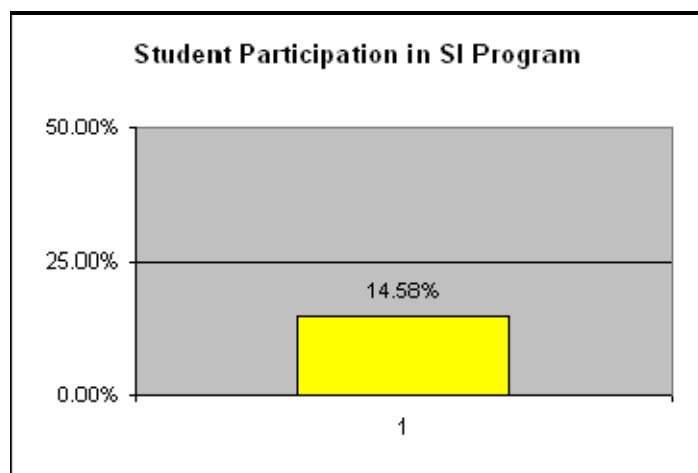
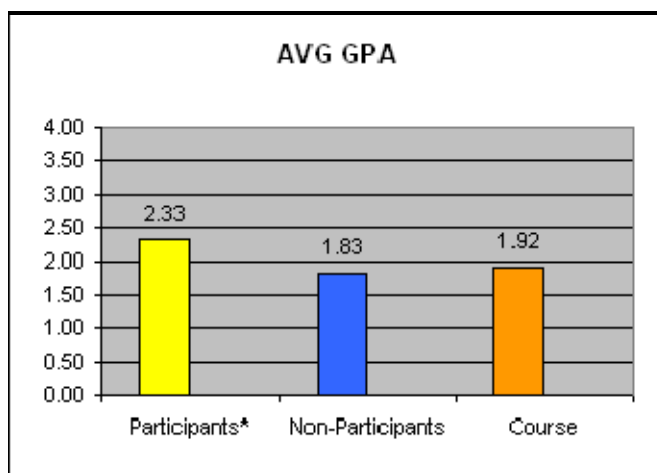
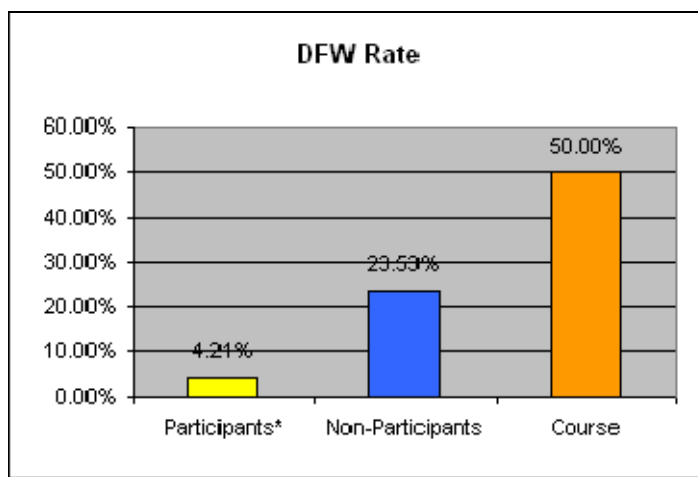
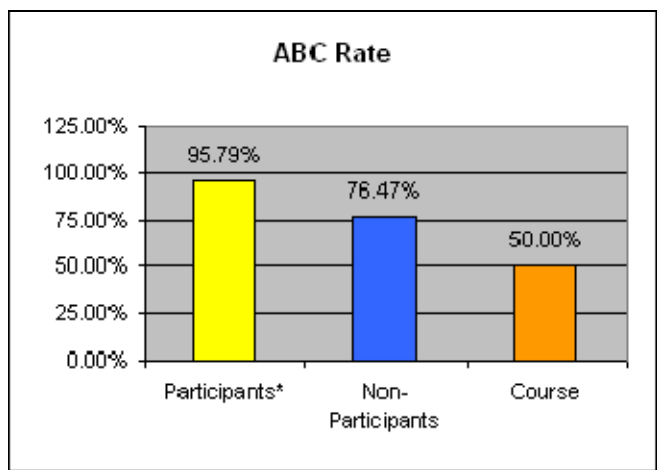
**REL R111: The Bible
Supplemental Instruction (SI) Program**

FALL 2003

SUMMARY DATA	
28	Number of Sessions
1	Number of Mentors
115	Total Visits
PARTICIPANT DATA	
95.79%	ABC Rate
4.21%	DFW Rate
2.33	AVG GPA
NON-PARTICIPANT DATA	
76.47%	ABC Rate
23.53%	DFW Rate
1.83	AVG GPA
DFW Difference	GPA Difference
19%	0.50



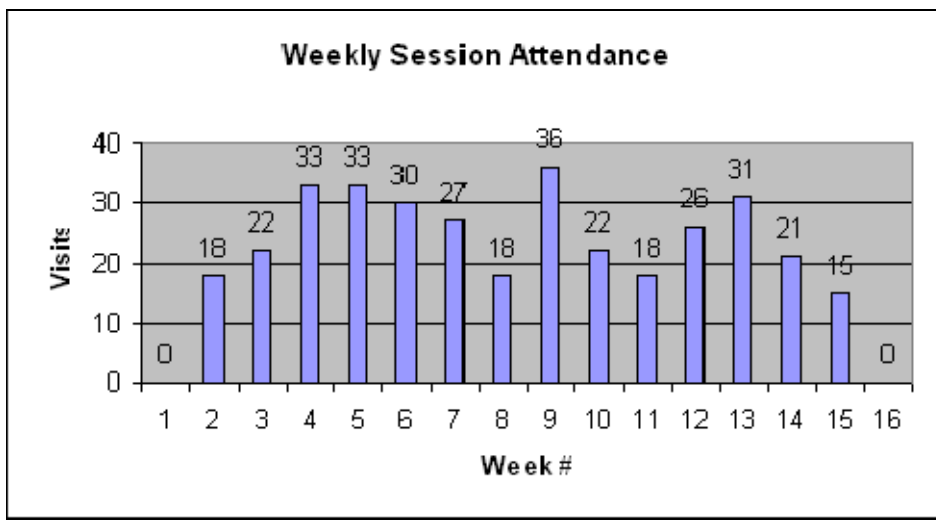
REL R111	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	14	14.58%	1	4	5	2	0	2	0	91	95.79%	4	4.21%	2.33
Non-Participants	82	85.42%	2	16	20	3	13	28	0	143	76.47%	44	23.53%	1.83
Course	96		3	20	25	5	13	30	0	48	50.00%	48	50.00%	1.92



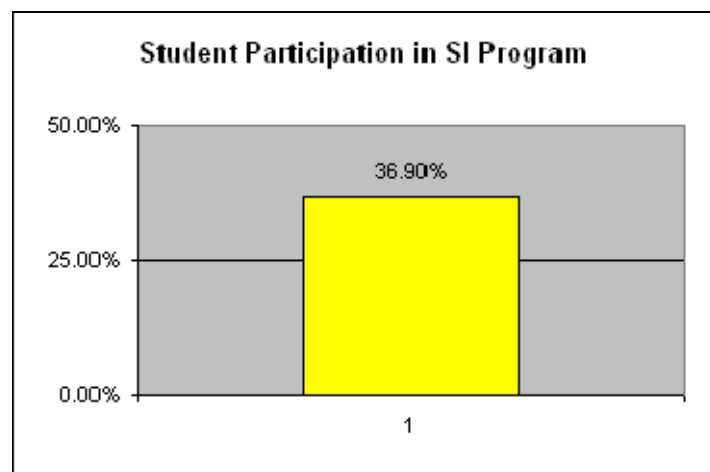
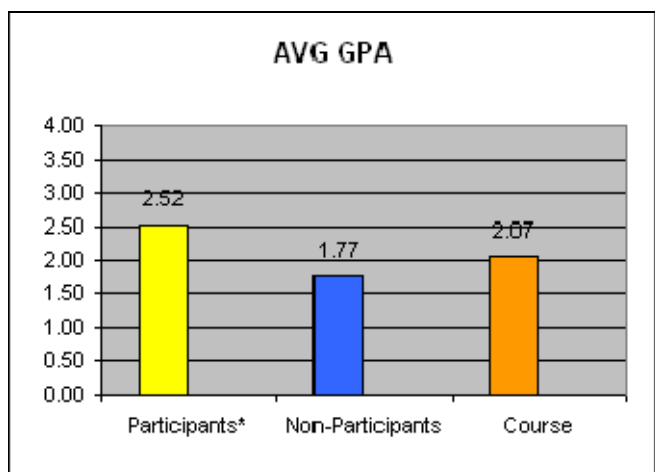
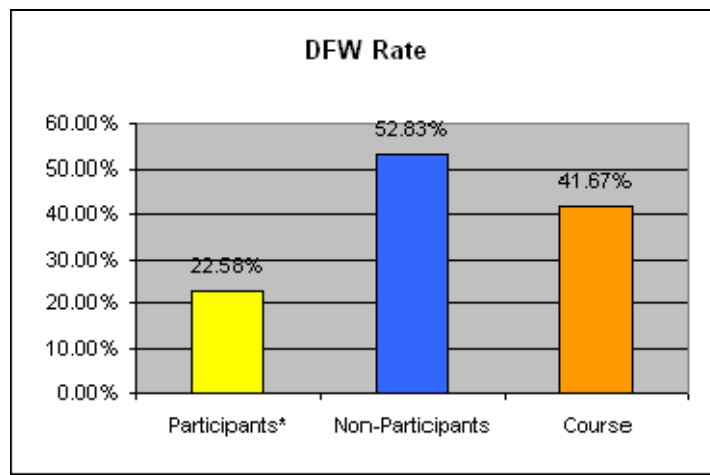
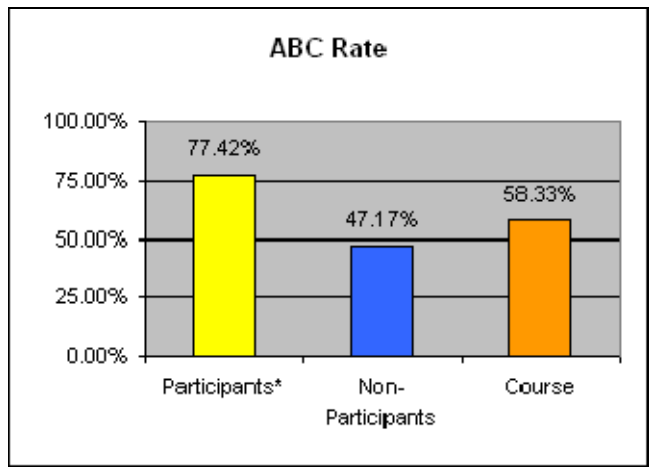
REL R111: The Bible
Supplemental Instruction (SI) Program

SPRING
2004

SUMMARY DATA		
54	Number of Sessions	
2	Number of Mentors	
350	Total Visits	
PARTICIPANT DATA		
77.42%	ABC Rate	
22.58%	DFW Rate	
2.52	AVG GPA	
NON-PARTICIPANT DATA		
47.17%	ABC Rate	
52.83%	DFW Rate	
1.77	AVG GPA	
DFW Difference	GPA	Difference
30%		0.75



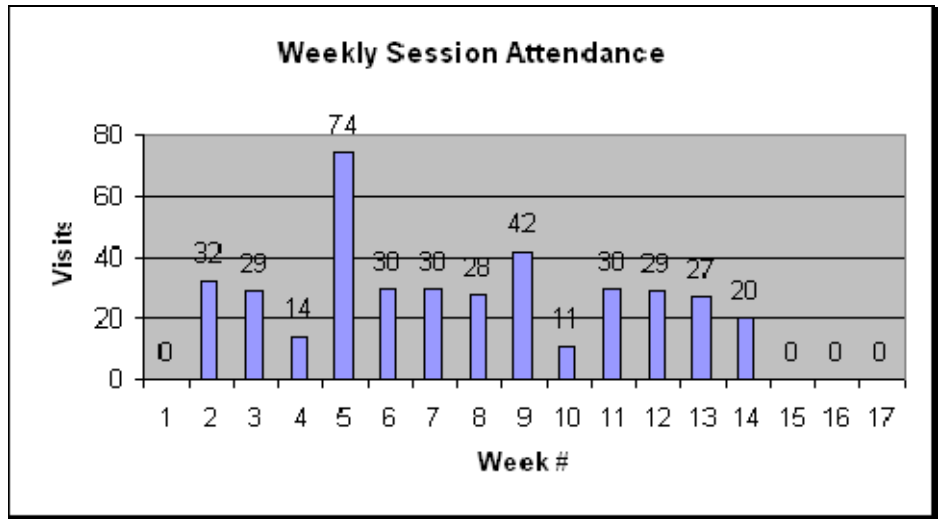
REL R111	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	31	36.90%	6	9	9	4	1	2	0	24	77.42%	7	22.58%	2.52
Non-Participants	53	63.10%	3	11	11	9	9	10	0	25	47.17%	28	52.83%	1.77
Course	84		9	20	20	13	10	12	0	49	58.33%	35	41.67%	2.07



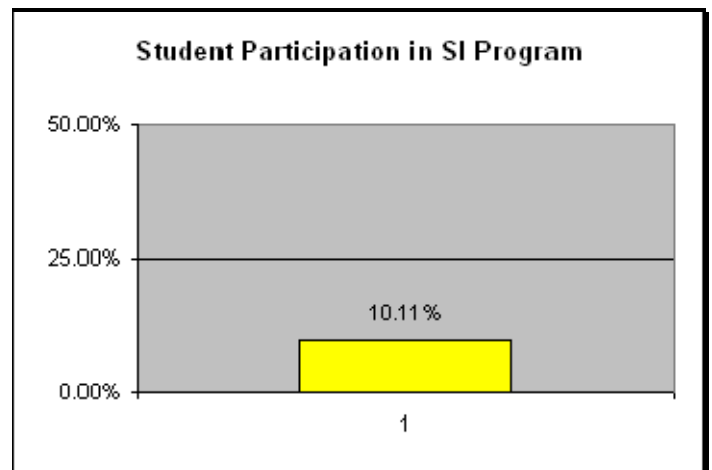
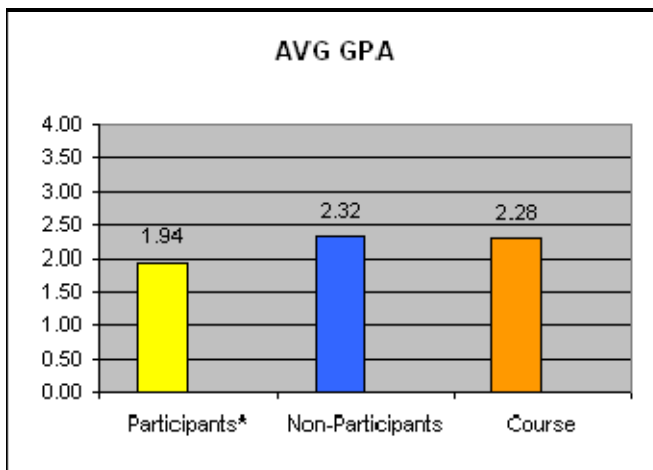
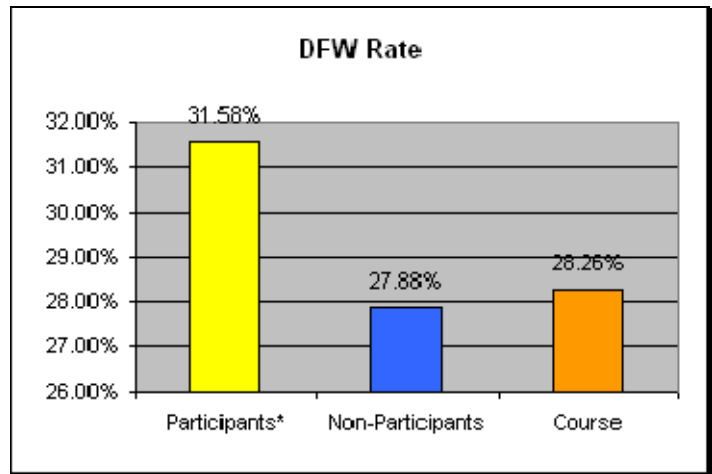
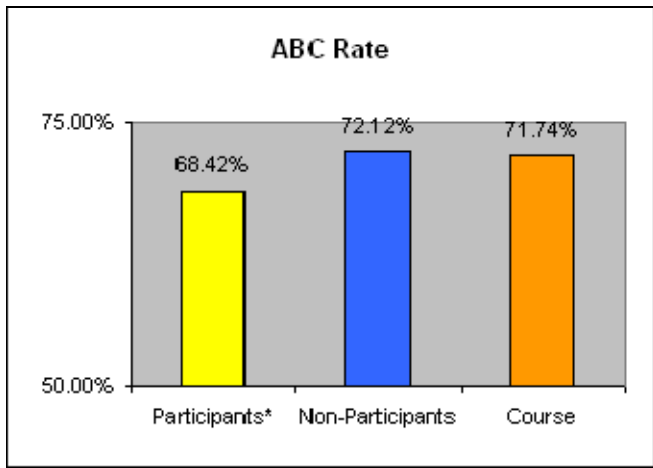
**SPEA J101: The American Criminal Justice System
Supplemental Instruction (SI) Program**

FALL 2003

SUMMARY DATA	
28	Number of Sessions
2	Number of Mentors
396	Total Visits
PARTICIPANT DATA	
68.42%	ABC Rate
31.58%	DFW Rate
1.94	AVG GPA
NON-PARTICIPANT DATA	
72.12%	ABC Rate
27.88%	DFW Rate
2.32	AVG GPA
DFW Difference	GPA Difference
-4%	-0.38



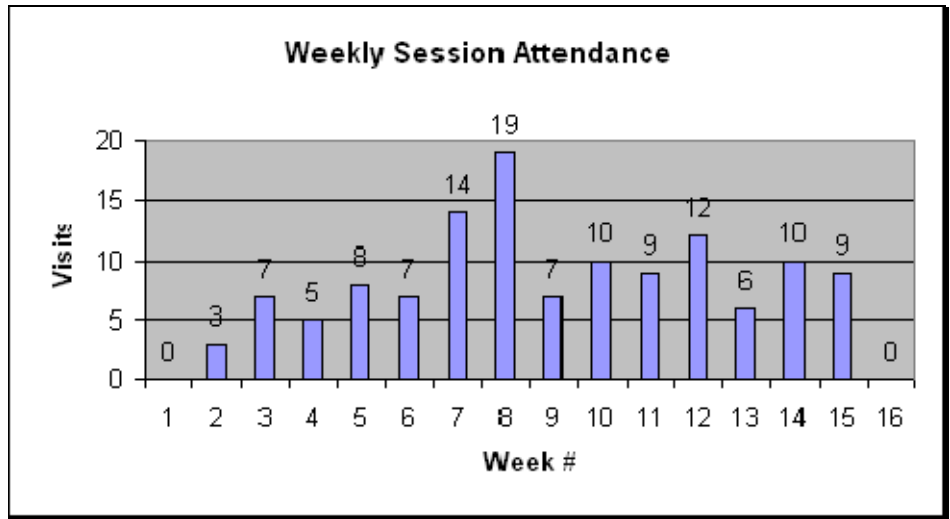
SPEA J101	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	19	10.11%	2	3	8	2	3	1	0	13	68.42%	6	31.58%	1.94
Non-Participants	169	89.89%	31	45	43	13	22	11	4	119	72.12%	46	27.88%	2.32
Course	188		33	48	51	15	25	12	4	132	71.74%	52	28.26%	2.28



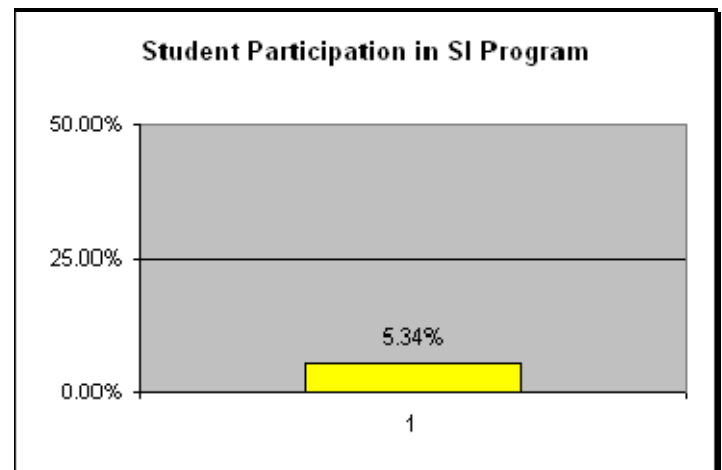
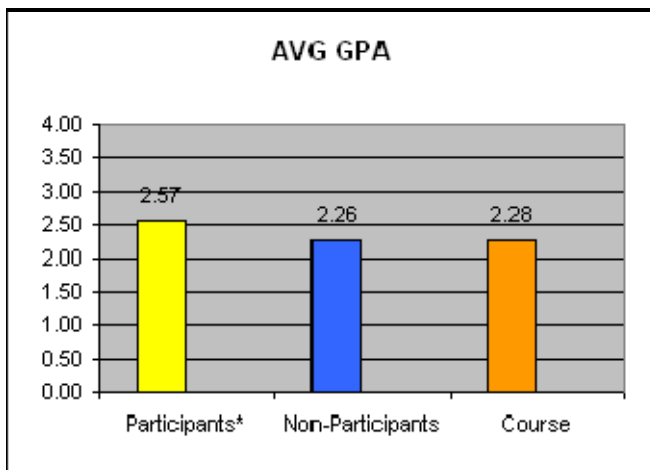
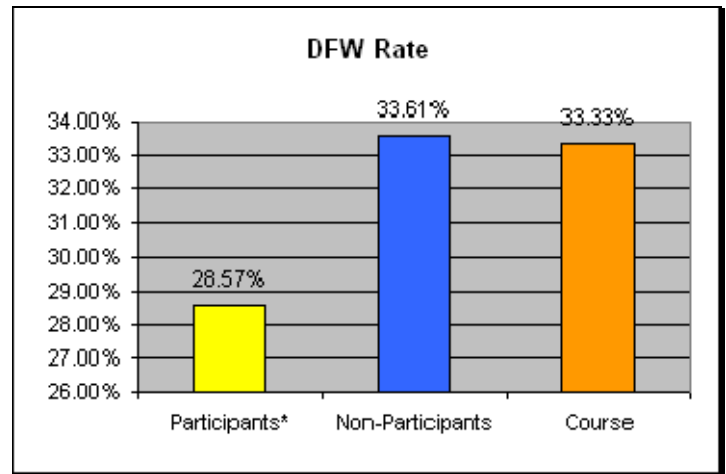
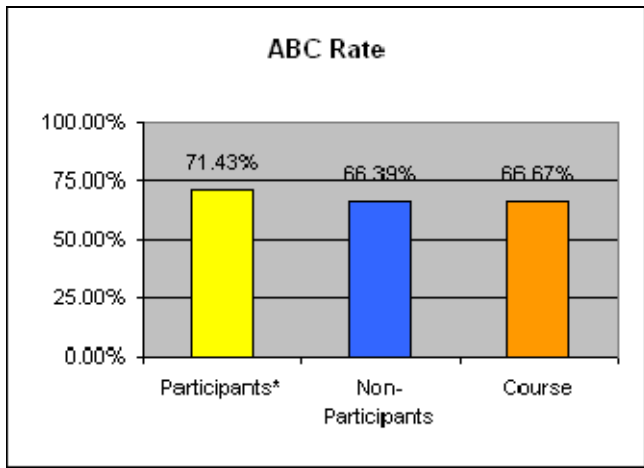
**SPEA J101: The American Criminal Justice System
Supplemental Instruction (SI) Program**

SPRING 2004

SUMMARY DATA		
53	Number of Sessions	
2	Number of Mentors	
126	Total Visits	
PARTICIPANT DATA		
71.43%	ABC Rate	
28.57%	DFW Rate	
2.57	AVG GPA	
NON-PARTICIPANT DATA		
66.39%	ABC Rate	
33.61%	DFW Rate	
2.26	AVG GPA	
DFW Difference		
5%	GPA	Difference
		0.31



SPEA J101	Enroll.	% of Enroll.	A	B	C	D	F	W	I	ABC	ABC Rate	DFW	DFW Rate	AVG GPA
Participants*	7	5.34%	2	2	1	2	0	0	0	5	71.43%	2	28.57%	2.57
Non-Participants	124	94.66%	22	33	26	16	16	9	2	81	66.39%	41	33.61%	2.26
Course	131		24	35	27	18	16	9	2	86	66.67%	43	33.33%	2.28



Appendix Z: Fall 2003-Spring 2004 Session Attendance

Fall 2003	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Grand Total
category	8/18/2003	8/25/2003	9/1/2003	9/8/2003	9/15/2003	9/22/2003	9/29/2003	10/6/2003	10/13/2003	10/20/2003	10/27/2003	11/3/2003	11/10/2003	11/17/2003	11/24/2003	12/1/2003	12/8/2003	Grand Total
BIOL K101		157	3	151	1	117	79	86	1	73	65	56	32	37		14		872
BIOL K103		87	78	48		25	30	21	39	37	35	13	7	32	8	6		466
BIOL N217		3	47	113	130	127	125	135	142	101	143	140	103	97	34	26		1466
BIOL N261			40	71	50	83	146	86	79	131	166	52	45	76	54	22	11	1112
CHEM C101			6	7	2	15	22	26	20	21	18	20	19	18	5			199
CPT 106		2	4	4	2	6	3	5	14	6	7	14	13	12	4			96
Exam Jams																214		214
Motivation							5	1					2	1	1			10
PHYS P201			19	3	32	20	32	37	41	24	27	18	53	40	17			363
PSY B104	78	527	527	517	424	490	756	682	430	488	328	408	550	494	213	430		7342
REL R111			7	7	7	10	7	8	12	13	5	9	7	11	4	8		115
SPEA J101		32	29	14	74	30	30	28	42	11	30	29	27	20				396
Grand Total	78	808	760	935	722	923	1235	1115	820	905	824	759	858	838	340	720	11	12651

Spring 2004	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Grand Total
category	1/12/2004	1/19/2004	1/26/2004	2/2/2004	2/9/2004	2/16/2004	2/23/2004	3/1/2004	3/8/2004	3/22/2004	3/29/2004	4/5/2004	4/12/2004	4/19/2004	4/26/2004	5/3/2004	Grand Total
Biol K101	100	2	126	99	2	57	60	65		35	41	39		36	10		672
Biol K103			95	123	26	74	89	48	43	87	89	41	22	82	23		842
Biol N214		6	18	15	14	27	18	13	4	14	17	8	4	8			166
Biol N217		82	85	116	99	113	126	117	103	91	103	158	97	118	115	42	1565
Biol N261	11	45	119	60	112	76	74	57	40	88	72	51	44	55	29		933
Chem C101		8	9	15	7	22	20	24	16	18	14	11	14	18	45		241
CIT 106	1	5	12	20	17	14	13	13	15	16	19	13	15	20	6		199
Phys P201		3	19	23	26	29	28	35	33	18	23	16		10	10		273
PSY B104	575	392	643	526	447	429	348	323	319	315	296	288	283	237	290	30	5741
Rel R111		18	22	33	33	30	27	18	36	22	18	26	31	21	15		350
Spea J101		3	7	5	8	7	14	19	7	10	9	12	6	10	9		126
Grand Total	687	564	1155	1035	791	878	817	732	616	714	701	663	516	615	552	72	11108

Appendix AA: Fall 2004 Grade Report Preliminary Results

Course Summary Report

Indiana University Purdue University Indianapolis
Fall 2004

Participant and Non-Participant Group Comparison BIOL K101 Concepts of Biology I

	Participants 164		Non Participants 84		Course 248	
Grade	Number	Percent	Number	Percent	Number	Percent
A	25	15%	9	11%	34	14%
B	40	24%	2	2%	42	17%
C	63	38%	21	25%	84	34%
D	19	12%	7	8%	26	10%
F	8	5%	13	15%	21	8%
W	9	5%	32	38%	41	17%
Combined A, B, & C	128	78%	32	38%	160	65%
Combined D & F	27	16%	20	24%	47	19%
Combined D, F, & W	36	22%	52	62%	88	35%
Grade Point Average	2.35		1.75		2.20	
AU, I, NC, NR	0	0%	0	0%	0	0%
Totals						
Total Graded Enrollment					248	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					0	
Total Enrollment					248	
Number of Sessions Offered During the Term					75	
Total Number and Percentage of Graded Students Attending Sessions					164	66%
ABC Rate Variance						40%
DF Rate Variance						7%
DFW Rate Variance						40%

4-point scale

Mean Final Grade of Participants	2.35
Mean Final Grade of Non-Participants	1.75
Difference from Participant to Non-Participant Group	0.60

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

BIOL K103

Concepts of Biology II

Grade	Participants		Non Participants		Course	
	56		20		76	
	Number	Percent	Number	Percent	Number	Percent
A	17	30%	3	15%	20	26%
B	28	50%	8	40%	36	47%
C	8	14%	3	15%	11	14%
D	1	2%	1	5%	2	3%
F	0	0%	5	25%	5	7%
W	2	4%	0	0%	2	3%
Combined A, B, & C	53	95%	14	70%	67	88%
Combined D & F	1	2%	6	30%	7	9%
Combined D, F, & W	3	5%	6	30%	9	12%
Grade Point Average	3.13		2.15		2.86	
AU, I, NC, NR	0	0%	0	0%	0	0%
Totals						
Total Graded Enrollment					76	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					0	
Total Enrollment					76	
Number of Sessions Offered During the Term					90	
Total Number and Percentage of Graded Students Attending Sessions					56	74%
ABC Rate Variance						25%
DF Rate Variance						28%
DFW Rate Variance						25%

4-point scale

Mean Final Grade of Participants	3.13
Mean Final Grade of Non-Participants	2.15
Difference from Participant to Non-Participant Group	0.98

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

BIOL N212

Human Biology I

Grade	Participants		Non Participants		Course	
	90		323		413	
	Number	Percent	Number	Percent	Number	Percent
A	53	59%	79	24%	132	32%
B	14	16%	60	19%	74	18%
C	16	18%	84	26%	100	24%
D	4	4%	34	11%	38	9%
F	1	1%	39	12%	40	10%
W	2	2%	27	8%	29	7%
Combined A, B, & C	83	92%	223	69%	306	74%
Combined D & F	5	6%	73	23%	78	19%
Combined D, F, & W	7	8%	100	31%	107	26%
Grade Point Average	3.30		2.36		2.57	
AU, I, NC, NR	0	0%	1	0%	1	0%
Totals						
Total Graded Enrollment					413	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					1	
Total Enrollment					414	
Number of Sessions Offered During the Term					61	
Total Number and Percentage of Graded Students Attending Sessions					90	22%
ABC Rate Variance						23%
DF Rate Variance						17%
DFW Rate Variance						23%

4-point scale

Mean Final Grade of Participants 3.30

Mean Final Grade of Non-Participants 2.36

Difference from Participant to Non-Participant Group 0.94

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

BIOL N217

Human Physiology

Grade	Participants 72		Non Participants 271		Course 343	
	Number	Percent	Number	Percent	Number	Percent
A	17	24%	17	6%	34	10%
B	22	31%	56	21%	78	23%
C	17	24%	100	37%	117	34%
D	9	13%	22	8%	31	9%
F	0	0%	44	16%	44	13%
W	7	10%	32	12%	39	11%
Combined A, B, & C	56	78%	173	64%	229	67%
Combined D & F	9	13%	66	24%	75	22%
Combined D, F, & W	16	22%	98	36%	114	33%
Grade Point Average	2.72		1.92		2.09	
AU, I, NC, NR	0	0%	4	1%	4	1%
Totals						
Total Graded Enrollment					343	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					4	
Total Enrollment					347	
Number of Sessions Offered During the Term					75	
Total Number and Percentage of Graded Students Attending Sessions					72	21%
ABC Rate Variance						14%
DF Rate Variance						12%
DFW Rate Variance						14%

4-point scale

Mean Final Grade of Participants **2.72**

Mean Final Grade of Non-Participants **1.92**

Difference from Participant to Non-Participant Group **0.81**

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

BIOL N261

Human Anatomy

Grade	Participants		Non Participants		Course	
	82		406		488	
	Number	Percent	Number	Percent	Number	Percent
A	32	39%	86	21%	118	24%
B	29	35%	108	27%	137	28%
C	12	15%	90	22%	102	21%
D	3	4%	43	11%	46	9%
F	1	1%	32	8%	33	7%
W	5	6%	47	12%	52	11%
Combined A, B, & C	73	89%	284	70%	357	73%
Combined D & F	4	5%	75	18%	79	16%
Combined D, F, & W	9	11%	122	30%	131	27%
Grade Point Average	3.14		2.48		2.60	
AU, I, NC, NR	0	0%	5	1%	5	1%
Totals						
Total Graded Enrollment					488	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					5	
Total Enrollment					493	
Number of Sessions Offered During the Term					75	
Total Number and Percentage of Graded Students Attending Sessions					82	17%
ABC Rate Variance						19%
DF Rate Variance						14%
DFW Rate Variance						19%

4-point scale

Mean Final Grade of Participants **3.14**

Mean Final Grade of Non-Participants **2.48**

Difference from Participant to Non-Participant Group **0.66**

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

CHEM C101

Elementary Chemistry

Grade	Participants		Non Participants		Course	
	12		445		457	
	Number	Percent	Number	Percent	Number	Percent
A	4	33%	70	16%	74	16%
B	3	25%	108	24%	111	24%
C	3	25%	114	26%	117	26%
D	1	8%	27	6%	28	6%
F	0	0%	77	17%	77	17%
W	1	8%	49	11%	50	11%
Combined A, B, & C	10	83%	292	66%	302	66%
Combined D & F	1	8%	104	23%	105	23%
Combined D, F, & W	2	17%	153	34%	155	34%
Grade Point Average	2.91		2.17		2.19	
AU, I, NC, NR	0	0%	1	0%	1	0%
Totals						
Total Graded Enrollment					457	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					1	
Total Enrollment					458	
Number of Sessions Offered During the Term					15	
Total Number and Percentage of Graded Students Attending Sessions					12	3%
ABC Rate Variance						18%
DF Rate Variance						15%
DFW Rate Variance						18%

4-point scale

Mean Final Grade of Participants **2.91**

Mean Final Grade of Non-Participants **2.17**

Difference from Participant to Non-Participant Group **0.74**

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

CIT 106

Intro. To Computers

Grade	Participants		Non Participants		Course	
	6		268		274	
	Number	Percent	Number	Percent	Number	Percent
A	1	17%	81	30%	82	30%
B	1	17%	64	24%	65	24%
C	1	17%	27	10%	28	10%
D	2	33%	12	4%	14	5%
F	0	0%	37	14%	37	14%
W	1	17%	47	18%	48	18%
Combined A, B, & C	3	50%	172	64%	175	64%
Combined D & F	2	33%	49	18%	51	19%
Combined D, F, & W	3	50%	96	36%	99	36%
Grade Point Average	2.20		2.63		2.62	
AU, I, NC, NR	0	0%	2	1%	2	1%
Totals						
Total Graded Enrollment					274	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					2	
Total Enrollment					276	
Number of Sessions Offered During the Term					75	
Total Number and Percentage of Graded Students Attending Sessions					6	2%
ABC Rate Variance						-14%
DF Rate Variance						-15%
DFW Rate Variance						-14%

4-point scale

Mean Final Grade of Participants	2.20
Mean Final Grade of Non-Participants	2.63
Difference from Participant to Non-Participant Group	-0.43

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant Group Comparison

PSY B104

Introduction to Psychology

Grade	Participants 778		Non Participants 734		Course 1512	
	Number	Percent	Number	Percent	Number	Percent
A	204	26%	103	14%	307	20%
B	239	31%	123	17%	362	24%
C	168	22%	121	16%	289	19%
D	92	12%	54	7%	146	10%
F	55	7%	177	24%	232	15%
W	20	3%	156	21%	176	12%
Combined A, B, & C	611	79%	347	47%	958	63%
Combined D & F	147	19%	231	31%	378	25%
Combined D, F, & W	167	21%	387	53%	554	37%
Grade Point Average	2.59		1.86		2.27	
AU, I, NC, NR	5	1%	3	0%	8	1%
Totals						
Total Graded Enrollment					1512	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					8	
Total Enrollment					1520	
Number of Sessions Offered During the Term					624	
Total Number and Percentage of Graded Students Attending Sessions					778	51%
ABC Rate Variance						31%
DF Rate Variance						13%
DFW Rate Variance						31%

4-point scale

Mean Final Grade of Participants **2.59**

Mean Final Grade of Non-Participants **1.86**

Difference from Participant to Non-Participant Group **0.72**

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

REL R111

The Bible

Grade	Participants		Non Participants		Course	
	6		69		75	
	Number	Percent	Number	Percent	Number	Percent
A	1	17%	7	10%	8	11%
B	4	67%	15	22%	19	25%
C	1	17%	13	19%	14	19%
D	0	0%	10	14%	10	13%
F	0	0%	6	9%	6	8%
W	0	0%	18	26%	18	24%
Combined A, B, & C	6	100%	35	51%	41	55%
Combined D & F	0	0%	16	23%	16	21%
Combined D, F, & W	0	0%	34	49%	34	45%
Grade Point Average	3.00		2.14		2.23	
AU, I, NC, NR	0	0%	1	1%	1	1%
Totals						
Total Graded Enrollment					75	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					1	
Total Enrollment					76	
Number of Sessions Offered During the Term					30	
Total Number and Percentage of Graded Students Attending Sessions					6	8%
ABC Rate Variance						49%
DF Rate Variance						23%
DFW Rate Variance						49%

4-point scale

Mean Final Grade of Participants 3.00

Mean Final Grade of Non-Participants 2.14

Difference from Participant to Non-Participant Group 0.86

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant Group Comparison

SPEA J101

The American Criminal Justice System

Grade	Participants 24		Non Participants 192		Course 216	
	Number	Percent	Number	Percent	Number	Percent
A	3	13%	31	16%	34	16%
B	12	50%	39	20%	51	24%
C	8	33%	47	24%	55	25%
D	1	4%	22	11%	23	11%
F	0	0%	34	18%	34	16%
W	0	0%	19	10%	19	9%
Combined A, B, & C	23	96%	117	61%	140	65%
Combined D & F	1	4%	56	29%	57	26%
Combined D, F, & W	1	4%	75	39%	76	35%
Grade Point Average	2.71		2.06		2.14	
AU, I, NC, NR	0	0%	1	1%	1	0%
Totals						
Total Graded Enrollment					216	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					1	
Total Enrollment					217	
Number of Sessions Offered During the Term					46	
Total Number and Percentage of Graded Students Attending Sessions					24	11%
ABC Rate Variance						35%
DF Rate Variance						25%
DFW Rate Variance						35%

4-point scale

Mean Final Grade of Participants **2.71**

Mean Final Grade of Non-Participants **2.06**

Difference from Participant to Non-Participant Group **0.64**

Course Summary Report

Indiana University Purdue University Indianapolis

Fall 2004

Participant and Non-Participant

Group Comparison

PHYS P201

Introduction to Physics I

Grade	Participants		Non Participants		Course	
	45		76		121	
	Number	Percent	Number	Percent	Number	Percent
A	8	18%	11	14%	19	16%
B	8	18%	15	20%	23	19%
C	21	47%	20	26%	41	34%
D	1	2%	1	1%	2	2%
F	1	2%	19	25%	20	17%
W	6	13%	10	13%	16	13%
Combined A, B, & C	37	82%	46	61%	83	69%
Combined D & F	2	4%	20	26%	22	18%
Combined D, F, & W	8	18%	30	39%	38	31%
Grade Point Average	2.54		1.97		2.18	
AU, I, NC, NR	0	0%	1	1%	1	1%
Totals						
Total Graded Enrollment					121	
Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR)					1	
Total Enrollment					122	
Number of Sessions Offered During the Term					45	
Total Number and Percentage of Graded Students Attending Sessions					45	37%
ABC Rate Variance						22%
DF Rate Variance						22%
DFW Rate Variance						22%

4-point scale

Mean Final Grade of Participants 2.54

Mean Final Grade of Non-Participants 1.97

Difference from Participant to Non-Participant Group 0.57

