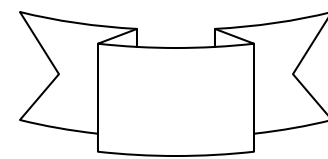




beyond expectations

2012 WINNER

DAVID A. DECOSTER EXCELLENCE IN ASSESSMENT AWARD



ACADEMIC ENGAGEMENT PROGRAM

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The purpose of the Academic Engagement Program (AEP) was to provide a study and academic learning program for the students of the McPratter's community. McPratters shall be defined as the residence halls of Suites on Pratt, McCarthy Hall, and University Towers. To best implement the AEP goal, we moved to foster and create a safe, quiet environment for all residents to study and learn. In collaboration with these efforts, students were also given programs, this enhanced fun and overall community development. Ways in which we were able to do this was to bring together the community and address any and all educational issues i.e., studying, how to read a textbook, various programs, and tutors. To effectively raise the cumulative GPA of the McPratter's community as a whole, we had to not only show success in our efforts but also demonstrates how this community stands out to IUP.

Outcomes:

- ▬ Academically, students will be able to locate resources for academic progression and improvement; show college level writing and math skills; demonstrate critical thinking and problem solving skills; perform better in the classroom, and analyze and respond to academic issues such as time management, preparation for test and quizzes, and issues dealing with stress.
- ▬ Socially, students will be able to resolve personal problems and conflicts with students and/or faculty; learn how to handle issues dealing with business etiquette; assist peers in resolving conflicts; demonstrate the social skills for cognitive development among students; and feel comfortable and adapt to the college environment.

Activity:

- ▬ AEP mentors met weekly to discuss advertisement deadlines and delegate tasks to be accomplished;
- ▬ An assessment of lab usage in conjunction to student GPA was collected;
- ▬ How often students engaged with other students (tutors), was measured; and,
- ▬ Overall academic success and effectiveness of AEP through GPA benchmarking compared to previous academic years was assessed.

Methodology:

We measured how we met each outcome with a variety of sources. We used lab usage records, student feedback, attendance numbers from programs, monitored how many students were using our services as well as surveys administered via email. From these tools and measurable instruments, we were able to assess that we met each outcome.

Key Findings:

The number of students utilizing the AEP lounge and the services offered, as well as student usage of the lounge every day of the week, increased. The lounge is no longer a shortcut to the recreation room, but rather a place to stop in and accomplish academic success. Many students have agreed that the availability of the lounge and the technology implemented has significantly helped them with their studies. The convenience of this program has had a positive impact in the predominantly freshman residence hall (McCarthy Hall).

Results:

Records from a technology program of computer usage and combined with student feedback, we conclude that student GPAs may have been positively impacted as a direct result of the program's implementation. The data also show that the program was successful. It had a positive influence on the students because there was no other academic intervention taking place in the community at that time.

Plan for the Future:

The AEP initiative is continuing in McCarthy Hall in the 2012-2013 academic year with the vision of expansion to additional living learning communities in future years.



Indiana University of Pennsylvania