**Center for Teaching and Learning**

**FY 2002-2003 GOALS**

**Goal:** Maintain the TRIO Student Support Services (SSS) Program to ensure that 200 eligible participants receive exemplary support services that will ensure academic success, retention, and graduation. Also ensure that SSS Program performance objectives are achieved and funding is maintained.

**Result:** Goal achieved

- The Student Support Services program served 200 eligible students during the 2002-2003 fall and spring semesters. One of the project’s performance objectives is to increase the graduation and retention rates of eligible participants. This objective has exceedingly been met with a yearly increase in graduation rates for the last five years. A record number of 31 participants received degrees in 2002-2003, as compared to 26 out of 202 students receiving degrees in 2001-2002. Of the 176 participants eligible to return in fall 2002, 153 returned in fall 2002 and seven returned in spring 2003. This relates to 160 out of 176 students (91%) being retained during 2002-2003.

  Counseling and mentoring contacts are up 34% over this period last year from 1,127 to 1,510 representing 183 participants. Counseling areas with significant increases include academic advising, financial aid, personal counseling, and peer mentoring. The tutorial component also continues to exceed the performance objectives stated in the funded proposal. This year, 31 out of 34 students (91%) (who received tutoring six or more times) passed the class(es) in which they were tutored.

Midterm progress reports for each participant continue to be an effective tool in providing academic progress information. Nine-hundred nine (909) reports were mailed to 447 instructors in 79 departments. Fifty-eight percent (58%) were returned and 54% of the participants discussed the reports with SSS staff before the end of the semester.

As of the end of fall 2002 semester, participant grade point average distribution is as follows:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 – 3.00</td>
<td>50 students</td>
<td>25%</td>
</tr>
<tr>
<td>2.99 – 2.00</td>
<td>76 students</td>
<td>38%</td>
</tr>
<tr>
<td>1.99 – 1.00</td>
<td>29 students</td>
<td>14%</td>
</tr>
<tr>
<td>.99 – 0.00</td>
<td>45 students</td>
<td>22%</td>
</tr>
</tbody>
</table>

**Goal:** Maintain the McNair Postbaccalaureate Achievement Program to ensure that students successfully achieve program objectives and that funding from the United States Department of Education is maintained.

**Result:** Goal achieved

- Twenty-six students participated in the McNair Scholars Program during the 2002-03 academic year. Following successful completion of the 2002 research internship, 12 students presented at the Penn State Research Conference in August 2002. These 12 also presented in October at the Third Annual University of Alabama McNair Research Conference at which approximately 150 people were in attendance.
Fourteen students attended the National McNair Research Conference sponsored by the University of Illinois, Urbana-Champaign. Twelve students completed the Fall New 222: McNair Scholars Seminar and 9 completed the Spring New 222: McNair Scholars Seminar.

Twelve students have been selected to participate in UH 305: McNair Scholars Research Internship during the 2003 summer term. These students were introduced at the Fourth Annual McNair Reception at which 100 people were in attendance.

Of the 11 McNair Scholars who graduated with a bachelor’s degree, 8 are enrolled in the following graduate schools: Berkeley, George Washington University, Indiana University, Louisiana State University, The University of Alabama, University of Massachusetts at Amherst, and the University of Minnesota.

Publications included the third volume of The University of Alabama McNair Journal and the third annual McNair Gazette. Additionally, a grant renewal proposal was submitted in October 2002.

**Goal:** Continue to provide programs of educational intervention to Holt High School students for the purpose of improving self esteem, motivating students to stay in school, and ensuring that 50% of GEAR UP participants enroll in and successfully complete core courses. Additionally, reverse attrition rates, reduce the number of students at risk of educational failure and increase the college going rate of GEAR UP students.

**Result:** In progress

- Primary GEAR UP partners, which include the Tuscaloosa Family Resource Center, UA College of Education, Shelton State Community College and the Parent Advisory Board, have successfully provided a variety of educational intervention and cultural enrichment programs to Holt High School students. Mentoring and after school tutoring for students in grades seven, eight and nine reaches an average of 85 students working with 25 volunteers each week. Community support to the April Career Fair provided students with opportunities to explore educational and career options. Career Fair representatives included area businesses, civil service organizations, four-year and two-year colleges and vocational schools.

Student scholarships were awarded to 25 seventh grade students who participated in a 2-week summer enrichment camp during June 2002. Students received assistance in academic topics and instruction in personal web page design. Additionally, the students experienced cultural enrichment events. A cultural enrichment event of special note was the viewing of a production of *The Diary of Ann Frank*.

Throughout the year, GEAR UP participants took field trips to area colleges and universities, the McWane Center and I-Max Theatre in Birmingham, Al., and took part in college admissions, financial aid and career planning workshops. The Holt High School GEAR UP Parent Advisory Board held several useful meetings that assisted the professional staff in addressing the issues and needs of our students. Through GEAR UP’s direct involvement with the College of Education at The University of Alabama and the Alabama Consortium for Educational Renewal, ongoing professional development programs are provided to Holt High School teachers.
Goal: Continue to work closely with the College of Arts and Sciences (especially in the areas of math and science) to maintain, improve, and implement effective student academic support services, specifically, tutoring and supplemental Instruction (SI).

Result: Goal achieved

- The Center for Teaching and Learning (CTL) provided tutorial assistance to students in the Mathematics Technology Learning Center (MTLC). Selected video lectures were transmitted directly to the MTLC Math Lab from the CTL Video Library. A tutor specialized in mathematics was assigned to work directly with students in the Arts and Sciences Parker-Adams Residential Community Learning program. Individualized tutorial assistance was provided to students enrolled in Mathematics, Biology, Chemistry, Physics and other subject areas. A total of 3958 individualized tutorial sessions were conducted in Osband Hall. Supplemental Instruction was provided to students enrolled in Mathematics and Chemistry. Students who participate in SI sessions usually achieve higher course GPA’s than students in the same courses who do not participate in SI sessions. Two examples are listed here: students who were enrolled in Math 110 Fall 2002 and attended six or more SI sessions had a final course GPA of 3.53 as compared to non-SI students who had a final course GPA of 3.03. Similarly, students enrolled in Math 112 and attended six or more SI Sessions had a final course GPA of 3.25 as compared to non-SI students who had a final course GPA of 2.89.

Goal: Continue to maintain and improve delivery of CTL services through the use of technology. Currently, areas in which technology is used to deliver services include the following: CTL-TV, the CTL Independent Study/Computer Lab, the CTL digital video library, the CTL Web site, and the CTL multimedia classroom.

Result: Ongoing

- The CTL on-campus television Channel 29 has and continues to deliver educational programming every day of the week, twenty-four hours per day to all University of Alabama sites with cable television connection. In the CTL Independent Study/Computer Lab students have had access to the digitized video library, web based Study Skills Assessment resources and test preparation resources. During 2002-2003, students used a total of 5331 Independent Study Lab resources. Additionally, equipment upgrades were successfully completed in the CTL Computer Lab with the addition of six new computers. The multimedia classroom accommodates small classes and permits the use of electronic resources to enhance instruction. Classes conducted in the multimedia classroom are sometimes videotaped and later made available for use through the CTL digital library. Digital Library resources were accessed 54,006 times during 2002-2003. Computer equipment was also installed in the tutorial services area to pilot test data collection. Through the end of spring semester 2003, the CTL Web site had 81,735 hits. Additionally, the Independent Study Lab was re-structured to provide space for a small classroom. This classroom is used for SI sessions, help sessions, workshops and instruction.

Goal: Through the Undergraduate Student Success Council continue collaborative efforts with undergraduate students and program personnel to increase student retention and graduation rates and improve student academic success outcomes.

Result: Goal achieved
The Undergraduate Student Success Council met monthly throughout the academic year to discuss and address student transitional matters, classroom academic performance, class attendance and ways to improve student interaction with faculty. The Success Council develops and implements programs and services designed to improve student academic success and enhance undergraduate student retention and graduation. The Success Council engaged in a partnership program initiative to specifically address student learning. The partnership included representatives from the UA Library, Career Center, College of Education and CTL staff. Beginning spring semester 2002, and continuing to work through fall semester 2002, members of the Success Council developed the BEP 110 Pilot course. This course was designed to help second semester freshmen improve study skills and learning styles and thereby retain more students from the freshman to sophomore class.

Exciting Accomplishments

- A grant proposal developed by The Office of Sponsored Programs staff in collaboration with CTL staff was submitted to the United States Department of Justice, Office of Juvenile Justice and Delinquency Prevention for a Juvenile Mentoring Program (JUMP). The proposal was funded at $220,000.00 for a three year period. JUMP, which is partnered with GEAR UP, will provide one-on-one mentoring to twenty-five Holt High School Students to: provide general guidance and support to at-risk youths.

- The McNair Postbaccalaureate Achievement Program renewal grant proposal was successfully submitted. The program was awarded $1,102,135.00 continuation funds for a five year period. The proposal was rated a perfect score and was ranked in the top 10% of McNair Scholar Programs proposals nationwide.

- The Undergraduate Student Success Council was successful in developing and launching the BEP 110 Pilot course. Students who completed the course had a mean fall grade point average of 1.7 and this same group had a mean spring 2003 grade point average of 2.2.

FY 2003-2004 GOALS

- Maintain the two United States Department of Education TRIO programs and continue to ensure the achievement of the objectives for each program.
- Maintain the GEAR UP partnership program and ensure that measurable progress in achieving program objectives is on-going.
- Maintain the United States Department of Justice Office of Juvenile Justice and Delinquency Prevention funded program JUMP and ensure that program goals and objectives are achieved with exemplary success.
- Continue to participate in partnership initiatives with Academic and Student Affairs units to ensure the academic success and retention of UA undergraduate students.
- Maintain the Undergraduate Student Success Council and sustain outreach initiatives that impact student academic success, retention and graduation.
- Continue to expand and enhance the use of technological resources that will support improved data collection and analyses.
• Provide a wider array of data reflecting student academic success outcomes (contingent on the previous goal).