THE UNIVERSITY OF ALABAMA

Center for Teaching and Learning

Spring 2003 BEP 110 Pilot Course Summary

Report Released May 2003

Elva E. Bradley, Director
Center for Teaching and Learning
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Introduction

The University of Alabama Center for Teaching and Learning, in collaboration with the Undergraduate Student Success Council, Career Center and Library staff, developed the spring 2003 pilot course BEP 110. Several background factors that were central to the introduction of the BEP 110 pilot course are herewith described. Fall semester freshman student enrollment in Compass courses (formerly Freshman Seminar) from 1997 through 2001 increased annually from 46% to 74%. Fall semester 2002, the year for which the most recent data are available show an overall freshman student enrollment of 71%. The slight enrollment decrease in fall 2002 is the only year in which an enrollment increase did not occur since fall 1997 (see table 3). The slight decrease in compass course enrollment Fall 2002 could possibly be attributed to the newly offered Freshman Seminar courses. Research conducted by Dr. Richard Livingston Fall 2001 shows that first semester freshmen who enroll in Freshman Compass courses tend to be retained at a higher rate (84%) than first semester freshmen who do not enroll in Compass courses (73%). Similarly, first semester freshmen who enroll in a Compass course achieved a higher mean grade point average (2.70) than first semester freshmen who did not enroll in a Compass course (2.60 mean grade point average). These data suggests that first semester freshmen students who enroll in Compass courses and are exposed to a common core of information related to successful college adjustment and academic success strategies achieve higher grades and are retained at a higher rate.

During fall semester 2001, first semester freshmen students were assessed to determine levels of academic achievement at the five week point in the semester. In addition to the five-week classroom assessment, first semester freshmen were encouraged by academic advisors to complete their own assessment of progress made. Data from student self-assessments of their academic status and their general adjustment to UA were obtained through the use of the Freshman Year Five-Week Progress Intake Form. This form developed by the Center for Teaching and Learning (CTL) was completed by students during interactive sessions with academic advisors. Academic advisors forwarded completed forms to the CTL where staff reviewed the forms and took one of several actions as listed:

- contacted the student by telephone
- contacted the student through an e-message
- contacted academic advisors as deemed appropriate
- consulted the UA Counseling Center as deemed appropriate

Aggregate grade data and data from the Intake Forms were provided to The University of Alabama Undergraduate Student Success Council (Success Council members include representative from Academic Affairs, Student Affairs and UA students). After data reviews were completed, members of the Success Council determined that many first semester freshmen were experiencing academic and in some cases, social adjustment difficulties that were severe enough to warrant the development of an early intervention initiative. It was further determined that the initiative should encompass specific areas to include, but not limited to the items listed:
Course models used to develop the spring 2003 BEP 110 Pilot included NEW 222 and BEP 110. The existing BEP 110 course was developed and introduced spring 2000 by Dr. Jenefer Husman, former University of Alabama faculty member in the department of Educational Psychology. During her tenure as a graduate student at the University of Texas at Austin, Dr. Husman worked extensively with noted author and researcher Dr. Claire Ellen Weinstein. Dr. Weinstein developed the internationally popular Learning and Study Strategies Inventory (LASSI). Through her research Dr. Weinstein has determined that …general attitudes toward studying and learning, as well as our motivation for succeeding, have a great impact on our diligence, particularly in autonomous situations in which much of the work must be done on our own, such as completing assignments outside of class. If we cannot generate some interest in a task (even if our interest is simply to get it over with) then it will be very difficult to put forth the appropriate effort to complete it, particularly if the task is a difficult one for us. Knowing which strategies to use to accomplish a studying or learning objective is not sufficient—we must also want to use them and persist in using them. This valuing component is critical to action. Many students and trainees know a lot more about how to study and learn than they actually use. Our support strategies mediate the translation of our various types of knowledge about how to study and learn into actual strategies that are implemented in an effective manner in a context of our own goals and our beliefs about our chances of succeeding

Using background information from research and publications by Dr. Weinstein, the BEP 110 model developed by Dr. Husman and the CTL NEW 222 course, the pilot for the spring 2003 BEP 110 course was launched. Significant modifications to the existing BEP 110 course included the addition of modules that focused on career awareness, planning and library utilization.

1 Excerpt from “Studying and Learning Strategies” by Claire E. Weinstein, University of Texas at Austin; From Encyclopedia of Human Biology, Volume 7, pp.309-314 (copyright 1991 by Academic Press, Inc.)
Overview

The University of Alabama Undergraduate Student Success Council was established in the spring of 1999 as a collaborative initiative between the Center for Teaching and Learning (CTL) and key student academic support and service units. The Success Council, as it has come to be known, develops and implements programs and services to enhance the academic success of undergraduate students. Programs and services are primarily designed to facilitate adjustment for freshmen students who are making the transition from high school into the collegiate experience. However, the primary objectives of the Success Council are to help students succeed academically and increase student retention at all levels. Since fall semester of 1999 the Success Council, has in collaboration with other UA departments, implemented early warning and early intervention strategies to help students succeed.

During the 2001 academic year, the Success Council played a key role in the introduction of five-week progress grade reporting for freshmen students. An integral component of the five-week grade reporting process is the opportunity for students to interact with academic advisors. Another integral component is that parents are invited and encouraged to play an active role. To this end, parents have access to the grades of their son or daughter. Grades are accessible to parents only if the student has signed and placed on file with the UA Office of Records a FERPA waiver (Family Educational Rights to Privacy Act). During the five-week grade reporting period students have an opportunity to discuss with academic advisors matters related to their academic progress. At the time of the meeting, academic advisors strongly encourage students to complete a first semester Freshman Year Five-Week Progress Interview Questionnaire. The Questionnaire is now commonly referred to as the Midterm Intake Form (see sample form Appendix A).

Completed Midterm Intake Forms are submitted to the Center for Teaching and Learning for review and follow-up contact as deemed appropriate. Using data from fall 2001 Intake Forms, the Success Council discussed intervention strategies that could possibly have a positive impact on student success and retention. Beginning in January 2002, the Success Council, in collaboration with the office of the dean in the College of Education, the chairperson in the department of Educational Psychology, University Library staff, Career Center staff and CTL staff, developed the BEP 110 pilot course. The BEP 110 pilot course is an expanded model of the strategic learning course initially developed by former UA professor, Dr. Jenefer Husman.

The Success Council determined that without academic intervention it was very likely that a number of first semester freshmen students who did not make satisfactory academic progress at the end of the fall semester 2002 would, by the end of spring semester 2003, be in serious academic jeopardy. Data further supported the likelihood that a number of these students would not be retained as sophomores. It was decided that funds would be sought to establish at least four sections (to accommodate one hundred students) of the expanded BEP 110 course. The expanded course would be offered on a pilot basis during spring 2003. Funds were initially provided in November for only two sections of BEP 110. However by mid-December 2002, funds were made available to add two additional sections of the course. Academic advisors registered students in the
sections with lightening speed. Before classes began in January 2003, advisors were requesting permission to over-ride filled sections. The expanded BEP 110 pilot was offered as a three credit hour graded course with a primary focus on motivation, time-management and college level learning strategies. The course included instruction in information access and library utilization, as well as career planning and decision making (see syllabus Appendix B). CTL Assistant Director, Dr. Richard Livingston, who coordinated the BEP 110 pilot course, compiled the academic profile data on the ninety-nine (99) students who were still enrolled on the first day of classes in January 2003. These data were collected at the five-week and end of semester periods and are reported in the section which follows.

**Spring 2003 BEP 110 Academic Profile Data**

At the end of fall semester 2002, the academic profile of students who enrolled in BEP 110 was as listed:

- Nine percent had a fall GPA of 0.0 (7 students out of 76 who completed the fall term)
- Fifty-nine percent of those students who were enrolled in the fall had a fall semester GPA below 2.0 (45 students out of 76)
- The mean fall GPA for the BEP 110 students was 1.67
- The cumulative GPA for BEP 110 students was 1.83

Clearly the majority of students enrolled in BEP 110 has experienced academic difficulty in the past and are in need of academic guidance.

At the mid-term reporting period for spring 2003, eighty-three (83) of the ninety-nine students who initially enrolled in the course remained on the rolls.

At the spring 2003 mid-term progress reporting period several students had grades of “D” and “F”, but the overall trend appeared to be positive. When five-week progress grade averages were compared to fall and cumulative GPA’s it was observed that progress was being made in all academic areas except natural science. The mean GPA’s by academic discipline were as listed:

- Mean BEP 110 GPA = 2.2
- Mean English GPA = 2.0
- Mean Mathematics GPA = 1.9
- Mean Computer Science GPA = 1.96
- Mean Economics GPA = 2.23
- Mean Social Science GPA = 1.67
- Mean Natural Science GPA = 0.7

Five out of the seven students (71%) who had a 0.0 GPA in the fall semester were doing better five weeks into the spring semester. These students had grades of A, B, C, or D. Sixty-three students completed a mid-term evaluation of the BEP 110 course. Forty-nine of those students (78%) reported a positive experience (see Appendix C). Several student
comments about the BEP 110 course indicate that there was more academic rigor in the course than anticipated. However, students also indicated that the rigorous course work helped them become strategic learners. A particularly noteworthy comment from one student is, “Although I honestly did not like this class, it did help me learn a lot about myself and my study habits. I will say that I have been able to better myself in my other classes because of some the things I learned here.”

When spring semester final grade averages are compared to the fall and cumulative GPA’s then it can be seen that the students who completed the course showed greater academic improvement than those students who withdrew. End of the semester student self-assessment comments (see Appendix D) appear to be supported in the grade point average data as listed:

<table>
<thead>
<tr>
<th>Students who completed the course (73)</th>
<th>Students who withdrew (26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Fall Semester 2002 GPA</td>
<td>1.7</td>
</tr>
<tr>
<td>Mean Spring Semester 2003 GPA</td>
<td>2.3</td>
</tr>
<tr>
<td>Cumulative GPA Spring 2003</td>
<td>2.2</td>
</tr>
<tr>
<td>One percent of the students who completed the course had a spring GPA of 0.0 (1 student).</td>
<td>Twenty-seven percent of the students who withdrew from the course had a spring GPA of 0.0 (6 students). Four students in this category withdrew from the University.</td>
</tr>
</tbody>
</table>

At the end of the spring semester, 41% of the students who completed the course had a cumulative GPA below 2.0 (30 students).

For students completing the course who had a cumulative GPA below 2.0, the average cumulative GPA increase from fall to spring was 0.37.

At the end of the spring semester, 73% of the students who withdrew from the course had a cumulative GPA below 2.0 (19 students).

For students who withdrew from the course who had a cumulative GPA below 2.0, the average cumulative GPA increase from fall to spring was .006.
Final mean course GPA’s by academic discipline were as listed:

Those students completing the course:

<table>
<thead>
<tr>
<th>Course</th>
<th>English</th>
<th>Math</th>
<th>CS</th>
<th>Science</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP 110</td>
<td>2.7</td>
<td>2.4</td>
<td>3.1</td>
<td>1.66</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>2 NC’s</td>
<td>11 NC’s</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Those students who withdrew from the course

<table>
<thead>
<tr>
<th>Course</th>
<th>English</th>
<th>Math</th>
<th>CS</th>
<th>Science</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP 110</td>
<td>2.3</td>
<td>1.6</td>
<td>1.6</td>
<td>1.2</td>
<td>2.4</td>
</tr>
<tr>
<td>W</td>
<td>5 NC’s</td>
<td>4 NC’s</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Of the 7 students who earned a 0.0 GPA in the fall of 2002, four remained in the course (three withdrew or did not attend). Of those four, three improved their GPA’s. The one student who made a 0.0 in the spring failed BEP 110.

Of the seventy-three students completing the course, nineteen made significant academic progress during the spring 2003 semester (about one-fourth of the total). The nineteen represented in the graph all earned below a 2.0 during the fall 2002 semester and earned above a 2.0 during the spring 2003 semester. Seven of the students earned a 1.0 or below during the fall and one had a 0.0 during the fall (see charts 1 and 1a).

BEP 110
Enrollment by college

<table>
<thead>
<tr>
<th>College</th>
<th>Enrollment</th>
<th>Mean GPA increase for those Completing the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;BA</td>
<td>60 (61%)</td>
<td>.14</td>
</tr>
<tr>
<td>A&amp;S</td>
<td>28 (28%)</td>
<td>.24</td>
</tr>
<tr>
<td>EG</td>
<td>6 (6%)</td>
<td>.09</td>
</tr>
<tr>
<td>Nursing</td>
<td>2 (2%)</td>
<td>too few to be meaningful</td>
</tr>
<tr>
<td>Communication</td>
<td>2 (2%)</td>
<td>too few to be meaningful</td>
</tr>
<tr>
<td>HES</td>
<td>1 (1%)</td>
<td>too few to be meaningful</td>
</tr>
<tr>
<td>TOTAL</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>
Costs for BEP 110 for spring semester 2003:

Instructor - Elisa Johnson:

Pay for 2 sections (.5) $4339
One additional section $2170

Tuition for .5 assistantship $1778

Instructor - Leigh Wadsworth:

Pay for one section (.25) $2170
½ tuition for .25 assistantship $889

TOTAL Instructional Cost $11,346

Costs for students:

LASSI instructional modules
And 2 administrations of the LASSI
(in place of textbook) $58.70

Optional Activity pages
(if students did not have access to
a computer printer they could buy
the pages instead of printing from
the internet). $13.30

Consultant - Dr. Jenefer Husman:

2 day workshop fee $720.00 ($340.00 per day)
Travel and miscellaneous $430.51

TOTAL Consultant Cost: $1,150.51

GRAND TOTAL: $12,496.51
Data from the spring 2003 BEP 110 Pilot course confirm that this course was a successful academic intervention initiative. The significant improvement in the overall academic achievement for the majority of the students who completed the BEP 110 course strongly suggests that the gains resulted directly from their participation in the course. In addition to the overall improvement in academic performance, pre and post test results for the Learning And Study Strategies Inventory (LASSI) also demonstrated a gain. The average composite score increase for those students who took the pre and post test was 16%. Statistical academic achievement results, along with very strong and positive statements of self assessment from students, support the worthiness of maintaining the expanded model of BEP 110.

It is highly recommended that for the most immediate future, academic year 2003-2004, financial resources be provided to offer at least four sections of BEP 110. The four sections should be offered both spring and fall semesters. In the fall semester 2003 it is recommended that students who completed the first year of enrollment with a cumulative grade point average of less than 2.0 be strongly encouraged to enroll in BEP 110. It is further recommended that students completing the first term of enrollment as a “Summer Admit Freshman” (formerly known as Summer Trial Admits) also be strongly encouraged to enroll in the course during fall semester 2003. Data for students in the latter category substantiates that these students do well during the second summer term; however, academic performance sharply decreases during the fall semester. While it is generally accepted that many of these students may be influenced by the prevalence of environmental distraction that take place in the fall; it is also believed that structured academic interventions will reduce the rate at which many of these students perform less well in the fall immediately following the summer admit experience (see Appendix E).

On average, seven sections of NEW 222 (a CTL study skills course; see Appendix F) are offered each fall semester. It is recommended that four of the sections of NEW 222 be supplanted with the expanded BEP 110 course, thereby conserving costs and potentially impacting student academic achievement in an even more positive way. In the past, approximately one hundred-eighty to two hundred students have enrolled in NEW 222. Prior outcomes support the enrollment of not more than twenty-three to twenty-five students in each section of the course. Until sufficient resources are available to offer more sections of BEP 110, it is prudent to continue to offer some sections of NEW 222 during both fall and spring semesters. Additionally, until instructional staff and financial resources become sufficient to support offering an average of seven BEP 110 course sections each fall, the dual course offerings should remain in tact. During spring semester 2004, it is recommended that four sections of BEP 110, along with at least two sections of NEW 222, be offered. This latter recommendation is based on suggestions from academic advisors that either more sections of BEP 110 be offered in spring semester, or at minimum continue to offer two sections of NEW 222 along with the four sections of BEP 110.

Lastly, it is imperative that more instructional staff become certified to teach the BEP 110 learning strategies course. To this end, definitive plans and resources should be identified and made available as early as Fall 2003 and not later than Spring 2004.
Projected 2003-2004 BEP 110 Funding Profile:

Cost projections for four sections of BEP 110 during each semester (fall and spring) 2003-2004. Projections are based on current rates.

One section for one .25 teaching assistant (TA) is $482.11 per month. Fifty percent of in-state tuition per semester for this position is $889.00 per semester.

Two sections for one .50 TA is $964.22 per month. Full-tuition at the in-state rate per semester is $1,778.00.

Four sections for both semesters (fall and spring) TA salaries to cost $17,355.96. In-state tuition for the two semesters is $7,112.00.

Conservatively, the projected budget needed to fund (depending on actual tuition and fee increases) four sections of BEP 110 for the 2003-2004 academic year is $30,000.00. In terms of cost benefit analysis, if as a result of taking the BEP 110 course ten students (who may have been lost to attrition) are retained, UA will realize $35,560.00 in one year and $142,240.00 in four years (based on current tuition rate). Additionally, the good will and long term benefit through alumni giving and the potential to influence future student enrollment at UA are worth as much, if not more than monetary increases.
Chart 1

Students' Academic Progress

GPA

Fall 2002
Spring 2003

Students 1-19

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
## Chart 1a

<table>
<thead>
<tr>
<th>Student</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.00</td>
<td>2.92</td>
</tr>
<tr>
<td>2</td>
<td>0.00</td>
<td>2.84</td>
</tr>
<tr>
<td>3</td>
<td>0.00</td>
<td>2.92</td>
</tr>
<tr>
<td>4</td>
<td>0.00</td>
<td>2.42</td>
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<tr>
<td>5</td>
<td>0.25</td>
<td>2.58</td>
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<tr>
<td>6</td>
<td>0.81</td>
<td>2.41</td>
</tr>
<tr>
<td>7</td>
<td>0.54</td>
<td>2.85</td>
</tr>
<tr>
<td>8</td>
<td>0.67</td>
<td>2.10</td>
</tr>
<tr>
<td>9</td>
<td>0.85</td>
<td>2.00</td>
</tr>
<tr>
<td>10</td>
<td>1.00</td>
<td>2.33</td>
</tr>
<tr>
<td>11</td>
<td>1.18</td>
<td>3.02</td>
</tr>
<tr>
<td>12</td>
<td>1.17</td>
<td>2.33</td>
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<td>13</td>
<td>1.50</td>
<td>2.67</td>
</tr>
<tr>
<td>14</td>
<td>1.15</td>
<td>2.20</td>
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<tr>
<td>15</td>
<td>1.13</td>
<td>2.27</td>
</tr>
<tr>
<td>16</td>
<td>1.33</td>
<td>2.00</td>
</tr>
<tr>
<td>17</td>
<td>1.50</td>
<td>2.16</td>
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<tr>
<td>18</td>
<td>1.54</td>
<td>2.25</td>
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<tr>
<td>19</td>
<td>1.53</td>
<td>2.13</td>
</tr>
<tr>
<td>20</td>
<td>1.67</td>
<td>3.17</td>
</tr>
<tr>
<td>21</td>
<td>1.90</td>
<td>3.60</td>
</tr>
<tr>
<td>22</td>
<td>1.80</td>
<td>3.13</td>
</tr>
</tbody>
</table>
Acknowledgements

Grateful acknowledgement is extended to University colleagues as listed

Dr. Susan P. Cochran, Assistant Dir., Career Development, UA Career Center

Ms. Karen Croneis, Associate Dean for Collections and Information Services & Associate Professor; University Libraries

Dr. John Dolly, Dean and Professor, UA College of Education

Ms. Mary Alice Fields, Music Librarian; Gorgas Library

Ms. Elisa Johnson, BEP 110 Instructor

Dr. Richard Livingston, Assistant Dir. Center for Teaching and Learning

Dr. Louis Pitschmann, Dean of University Libraries

Dr. Rodney W. Roth, Dept. Head; Educational Studies in Psychology, Research Methodology, and Counseling

Ms. Leigh Wadsworth, BEP 110 Instructor

Ms. Sue Williams, Administrative Specialist, College of Education

The University of Alabama Undergraduate Student Success Council Members

Dr. Jon Acker  Ms. Jeanetta Allen  Dr. Larry Bowen  Ms. Jan Brakefield  Dr. Sue Cochran  Ms. Brenda Elliott  Dr. Bill Fendley  Ms. Wendy Gazzier  Dr. Lisa Harris  Dr. Dave Heggem  Ms. Brenda Hunter  

Dr. Lee Keyes  Dr. Hank Lazer  Dr. Richard Livingston  Mr. Carlton McHargh  Ms. Wendy K. McMillian  Ms. Cynthia Moore  Dr. Mark Nelson  Ms. Valerie K. Phillips  Mr. Greg Singleton  Dr. Ann Webb
Appendix A

The University of Alabama
Freshman Year Five Week Progress
Interview Questionnaire

Student Name________________________________ Student #___________________
Bama E-mail Address____________________________ Telephone #______________
College__________________________ Program of Study_______________________

Do you live on campus? _____yes _____no.

How many credit hours are you enrolled in this semester?

Are you enrolled in a Freshman Compass course this semester? ____yes ____no.

Are you attending all classes regularly? ____yes ____no

Are you doing as well as you would like in your classes? ____yes ____no.

Why do you think you are not doing well in some of your classes?

What help do you need to improve your performance?

Do you meet with the instructor to get assistance with your class assignments? If the answer is “yes” how helpful is this to you? If the answer is “no” why do you not meet with the instructor?

Do you know where to go to meet with an academic advisor? _____yes _____no

Have you met with your academic advisor? ____yes ____no

What other university resources have you used to improve your academic performance?

Have you decided on a course of study at UA? Do you have a career plan ____yes ____no.

At the end of this semester, what do you think your overall grade point average will be?____

Have you discussed your grades with your parents? _____yes _____no.

At this point in the semester, how do you feel about your University of Alabama experience?

General comments:
Key contacts for students who need help

- Center for Teaching and Learning: [http://www.ctl.ua.edu](http://www.ctl.ua.edu) or 348-5175  ____yes  ____no
- Counseling Center: [http://www.sa.ua.edu/rshc/caps.html](http://www.sa.ua.edu/rshc/caps.html) or 348-3863  ____yes  ____no
- Financial Aid Office: [http://www.financialaid.ua.edu](http://www.financialaid.ua.edu) or 348-6756  ____yes  ____no
- Russell Student Health Center: [www.sa.ua.edu/rshc/](http://www.sa.ua.edu/rshc/) or 205-348-6262  ____yes  ____no
- Career Center: [www.career.ua.edu](http://www.career.ua.edu) or 205-348-5848  ____yes  ____no

Other Referral(s)__________________________________________________________

Interviewer__________________________________________ Date_______________

Interviewer__________________________________________ Date_______________

Follow-up Visit (s):

Date_________ Contact Person_________________________ Telephone #___________

Date_________ Contact Person_________________________ Telephone #___________

During the interview all bold items must be asked, all other items are optional
Center for Teaching and Learning
September 15, 2003

Return Completed Form by Wednesday, October 29 2003 to:

Elva E. Bradley, Director
Center for Teaching and Learning
The University of Alabama
Box 870304
Tuscaloosa, AL 35487-0304
Appendix B

BEP 110 – Introduction to Learning Strategies and Skills
Course syllabus – Spring 2003
MWF

Department of Educational Studies
Program: Educational Psychology
Course Title: Introduction to Learning Strategies and skills
Course Number: BEP 110
Credit Hours: 3

Instructor: Elisa Johnson
Office Hours:
Wed. 12 p.m. – 3 p.m.
Tues. 1 p.m. – 4 p.m.
Office: Graves 329
Email: educrkds@bellsouth.net

A. Course Description

From Catalog:
Introduction to Learning Strategies and Skills will provide students with information about and a theoretical understanding of the importance and the use of specific learning strategies. This course will also engage students in reflective decision-making and critical evaluation of their learning process.

B. Conceptual Framework:

Preparation of Professionals as Reflective Practitioners and Ethical Decision Makers: Experiences in academic programs are devoted to developing individuals' understanding of knowledge construction, learning, pedagogy, and responsible professional practice in the contexts of education. The University of Alabama's College of Education seeks to prepare professionals who value and demonstrate reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice.

C. Course Objectives

1. You will develop awareness about how you study and learn so that you can identify your own strengths and weaknesses.
2. You will set learning goals, use these goals to guide your studying, and monitor your progress toward reaching these learning goals.

3. You will understand the relationships among achievement goals, learning strategies, exercising control, and other factors such as motivation to learn, worrying about tests, and attitudes toward school.

4. You will know the relationship between understanding and recall and how different strategies affect both understanding and recall.

5. You will build a repertoire of learning strategies useful in a variety of learning needs and tasks.

6. You will become a manager of your studying and learning activities.

7. You will become a more strategic learner who is motivated to learn, knows how to study and learn effectively and efficiently, and knows how to manage his or her own studying and learning activities.

D. Readings:

Required computer modules purchased from Supe store.
Optional activities packet.

E: Policies on Attendance, Misconduct, and Accommodation:

Academic Misconduct
All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

Attendance
BEP 110 has a strict absence policy:
--You have 3 free unexcused absences.
--Your 4th unexcused absence you lose 5 % off your final grade.
--Your 5th unexcused absence you lose a letter grade.
--Your 7th unexcused absence you fail the course.

A role sheet will be passed around at the beginning of each class - IT IS YOUR RESPONSIBILITY TO SIGN THE ROLL SHEET.

If you are more than 5 minutes late, you will be counted tardy. Each tardy will be counted as one-third an unexcused absence. (3 tardies = an unexcused absence.)

Excused absences include illness, death in the family, university sponsored events such as games for athletes or tournaments for the debate team. You must bring a written notice the day after your absence in order for the absence to be counted as excused. This would include doctor's notes, notes
from the athletic director, etc. Whenever possible I will expect you to give me advance notice of an excused absence.

In addition, it is your responsibility to notify me in advance of any religious observances for the semester by no later than January 17, 2003.

**Late work and make up exams**
I will accept late assignments and make accommodations for make-up exams when students are absent from class due to a university recognized excuse (e.g., religious holidays, illness, or death in the family.) I will not accept late assignments or make accommodations for make-up exams for students who do not have officially recognized excuses.

**Disabilities**
If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 348-4285 or visit the Office of Disability Services located at 220 Research Drive to obtain more information.

**F. Evaluation Information**

**Teaching Project**
Students will be assigned to groups of two or three depending on the number of students in the class. Each group will choose one of the ten assigned topics (Jan. 24). Once topics are assigned the group should research their topic and come up with and interesting and creative way to present the information to the class. This is your opportunity to teach the class in small groups. Your grade will be based on your group’s presentation and the relevance of the information presented.

**Modules**
Students should read all sections of the assigned modules (all information is online at [http://www.lassimodules.com/](http://www.lassimodules.com/)). For each module students should complete the assigned activities as printed in the course outline. These activities will be collected on their due date and graded. It is important to complete each activity with accuracy because some portions will weigh heavier than others. Not completing one activity could lower your grade for topic. Be sure to place your name in the top right hand corner of all pages and staple together all pages in numerical order (by activity number).

**Exam Policy**
Students will have three test taking opportunities during the regular semester. At the end of the semester the two best test scores will be averaged and will determine 30% of the students' grade. The Final is comprehensive and will determine 10% of the final grade.
Grading Procedures

The standard 90-100% = A, 86-89% = B+, 80-85% = B, 70-76% = C+, 70-75 = C, 60-69 = D scale will be used. Students’ final grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Teaching Project</td>
<td>10%</td>
</tr>
<tr>
<td>Modules</td>
<td>40%</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
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</table>

G. Course Outline

1st Unit: Introduction, Assessments, The Model, Systematic Approach, Types of Knowledge

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Projects Assigned</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Wed. Jan 8th</td>
<td>Introduction to BEP 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri., Jan 10th</td>
<td>Pre-Assessments: LASSI</td>
<td>Positive or Negative Model</td>
<td></td>
</tr>
<tr>
<td>Wed. Jan 15</td>
<td>Introduction to the Model and Strategic Learning</td>
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</tr>
<tr>
<td>Fri., Jan 17</td>
<td>Systematic Approach</td>
<td></td>
<td></td>
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<tr>
<td>Mon. Jan 20</td>
<td>NO CLASS (MLK)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Jan 22</td>
<td>Types of Knowledge</td>
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2nd Unit: Goals, Attitude, Motivation

<table>
<thead>
<tr>
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<th>Topic</th>
<th>Projects Assigned</th>
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<tbody>
<tr>
<td>Fri., Jan 24</td>
<td>Library Research Strategies for Projects</td>
<td>Class will be held on Osburn Instruction Area in Gorgas Hall (enter from the street, not Quad side)</td>
<td>Positive or Negative Module</td>
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<tr>
<td>Mon. Jan 27</td>
<td>Goals</td>
<td>Time Management Module Activities 3-11, 14 &amp; 19-20</td>
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<tr>
<td>Wed., Jan 29</td>
<td>Goals &amp; Attitude</td>
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<td>Attitude Module</td>
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<tr>
<td>Fri., Jan 31</td>
<td>Goals &amp; Motivation</td>
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<td>Motivation Module</td>
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<tr>
<td>Mon., Feb. 3</td>
<td>Motivation</td>
<td>1. Information Processing</td>
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### 3rd Unit: Time Managing, Procrastination

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
<th>Projects Assigned</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>Mon., Feb 10</td>
<td>Time Managing</td>
<td>Self-Testing Module</td>
<td>Time Management Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module Activities: 3, 6-11</td>
<td></td>
</tr>
<tr>
<td>Wed., Feb 12</td>
<td>Procrastination</td>
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<tr>
<td>Fri., Feb 14</td>
<td>Review for Quiz 1</td>
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<td>Teaching Project: The Hidden Effects of Procrastination</td>
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<tr>
<td></td>
<td>Teaching Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Feb 17</td>
<td>Quiz 1</td>
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### 4th Unit: Knowledge Acquisition, Comprehension Monitoring

<table>
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<th>Topic</th>
<th>Projects Assigned</th>
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<tbody>
<tr>
<td>Wed., Feb 19</td>
<td>Knowledge Acquisition Strategies</td>
<td>Study Aids Module</td>
<td>Information Processing Module</td>
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<td></td>
<td></td>
<td>Activities 3 &amp; 4</td>
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</tr>
<tr>
<td>Fri., Feb 21</td>
<td>Quiz 1 Feedback; Knowledge Acquisition Strategies</td>
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<tr>
<td>Mon., Feb 24</td>
<td>Comprehension Monitoring</td>
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<td>Self-Testing Module</td>
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<tr>
<td>Wed., Feb 26</td>
<td>Comprehension Monitoring</td>
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<tr>
<td>Fri., Feb 28</td>
<td>Teaching Projects</td>
<td></td>
<td>Teaching Projects: 1. “Applying Collaborative Learning to</td>
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5th Unit: Academic Environment, Using Study Aids

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Projects Assigned</th>
<th>Assignments Due</th>
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<tr>
<td>Mon., Mar. 3</td>
<td>Academic Environment</td>
<td>1. Test Strategies Module Activities 3-20</td>
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<td>2. Concentration Module Activities 3-17</td>
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<td>Wed., Mar. 5</td>
<td>Academic Environment &amp; Study Aids</td>
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<td>Study Aids Module</td>
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<td>Fri., Mar. 7</td>
<td>Career Center</td>
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<td>Mon., Mar. 10</td>
<td>Study Aids</td>
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<td>Teaching Projects:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1. “Using Graphic</td>
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<td></td>
<td>Organizers to Learn,”</td>
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<td></td>
<td></td>
<td></td>
<td>2. “How Different</td>
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<td>College Teaching</td>
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<td></td>
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<td>Styles Influence</td>
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<td></td>
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<td>Student Learning”</td>
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<tr>
<td>Wed., Mar. 12</td>
<td>Advanced Library Training:</td>
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<tr>
<td></td>
<td>Class will be held on Osburn</td>
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<tr>
<td></td>
<td>Instruction Area in Gorgas Hall (enter from</td>
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<tr>
<td></td>
<td>the street, not Quad side)</td>
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<tr>
<td>Fri., Mar. 14</td>
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### 6th Unit: Test Taking

<table>
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<tr>
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<th>Topic</th>
<th>Projects Assigned</th>
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<tbody>
<tr>
<td>Mon., Mar 17</td>
<td>Test Taking</td>
<td>Selecting Main Ideas Module</td>
<td>Test Strategies Module</td>
</tr>
<tr>
<td>Fri., Mar. 21</td>
<td>Quiz 2</td>
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### 7th Unit: Concentrating, Identifying Important Information, Reading & Note Taking

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Projects Assigned</th>
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<tbody>
<tr>
<td>Mon., Mar. 24</td>
<td>Concentrating</td>
<td>1. Anxiety Module Activities 3 – 19</td>
<td>Concentration Module</td>
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<tr>
<td></td>
<td></td>
<td>2. Integrative Paper for Module Project (Part I)</td>
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<tr>
<td>Wed., Mar. 26</td>
<td>Quiz 2 Feedback; Concentrating</td>
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<tr>
<td>Fri., Mar. 28</td>
<td>Identifying Important Information</td>
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<td>Selecting Main Ideas Module</td>
</tr>
<tr>
<td>Mon., Mar. 31</td>
<td>Reading Strategies</td>
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<tr>
<td>Wed., April 2</td>
<td>Reading &amp; Note-taking Strategies</td>
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<tr>
<td>Fri., April 4</td>
<td>Note-taking Strategies</td>
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</table>

**Spring Break**

| Mon., April 14 | Teaching Projects         | Teaching Projects: 1. “Concentrating in Different Instructional Environments 2. “Using Reading Strategies for Different Types of Courses” |
### 8th Unit: Coping with Anxiety

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Projects Assigned</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Wed., April 16</td>
<td>Coping with Anxiety</td>
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<td>Anxiety Module</td>
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<td>Fri., April 18</td>
<td>Honors Day</td>
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<tr>
<td>Mon., April 21</td>
<td>Coping with Anxiety</td>
<td>Teaching Project</td>
<td>“Coping with Academic Anxiety”</td>
</tr>
<tr>
<td>Wed., April 23</td>
<td>Quiz 3</td>
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### 9th Unit: Post-Assessment, Integration

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
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<th>Assignments Due</th>
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<tbody>
<tr>
<td>Fri., April 25</td>
<td>Post-Assessment: LASSI</td>
<td>Integrative Paper for Module Project (Part II)</td>
<td>Integrative Paper for Module Project (Part I)</td>
</tr>
<tr>
<td>Mon., April 28</td>
<td>Post-Assessment: Volitional Strategies, Goals, Future Possible Selves</td>
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<tr>
<td>Wed., April 30</td>
<td>Course Instructor Surveys; Integration</td>
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</tr>
<tr>
<td>Fri., May 1</td>
<td>Integration &amp; Review for Final Exam</td>
<td></td>
<td>Integrative Paper for Module Pro. (Part II)</td>
</tr>
</tbody>
</table>
Appendix C

Student Comments from
BEP 110 Mid-term Evaluations

Collected during the week of March 3, 2003

1. My grades have improved so much. I’ve always managed my time, but never put forth the effort in my studies like I should have. I have learned not to have a negative attitude towards a class or professor you do not like.

2. I love this class I feel that every freshman should be required to take it their first semester. It has helped me so much. I went from a 1.8 GPA to a 3.6 this semester. My grades weren’t bad because of me going out because I never did that. I spent too much time on the internet and wasn’t motivated to study for my classes where I didn’t like the professor and had no interest in the class.

3. I like this class so far. I would suggest that someone to take it.

4. I guess I like the class as a whole and would recommend it. BUT, don’t take it because your advisor assured you that it was going to be an easy A because it’s not.

5. I found some good test-taking and study strategies. I set higher goals.

6. Class is great, very helpful. I would definitely recommend this class.

7. I think the class is excellent. If I hadn’t of screwed up so bad in the beginning I would like even more.

8. I would say yes, take the class. It’s very helpful in learning material.

9. It has helped me understand how to learn more effectively. I would recommend this class to anyone who needs help with study skills.

10. This class has helped me in Biology with time management and learning new information.

11. I would suggest the class. It has been helpful to me with my other classes. It is a good class that helps me do better in my other classes.

12. I learned I have bad test anxiety and the career learning session was good.

13. I have realized how much I needed to improve academically and personally. I have also realized that everything affects my college career. I feel like the class should be required to everyone entering the University. If you do what is taught you will automatically be successful.
14. I have learned how to manage my study time more and I have learned new ways to study material. I overall would say I like the class. I like the teacher; she’s funny and easy to understand.

15. I have become a better strategic learner since taking this course. Also I have learned to deal with problems that are facing me. This class has a really fun learning environment and that is good to have when the rest of your classes are boring.

16. I have learned better time management so I have time to do a lot more. My grades have improved also. I would definitely suggest this class to anyone. I think all freshmen should be required to take this course because it really helps.

17. I would recommend this class highly, especially for incoming freshmen. I wish I had taken this class when I was a freshman.

18. I have become much better at time management and studying. I have enjoyed this class and would recommend it to someone who needs help learning.

19. This class is great. It tells you where you are, and tells you what you need to do to get where you want to be.

20. I have learned many ways to study and review for classes. I am now seeing that in many of my classes I have to change my ways of studying in order to do well. I would suggest this class to others because it helps you learn time management and a variety of skills that are very useful.

21. I should have a good grade and it will largely determine whether I am suspended in the fall. Good course. I would suggest it as of right now.

22. I am more motivated to do my work and I am more organized when it comes to doing my work. I don’t think it’s just and easy A. You do have to work for it.

23. It takes up a lot of time but it improves your study skills.

24. I would say take the class, it really improves your study skills.

25. I have always put things off until the last minute but through this class I have become more organized. I would recommend this class. It is a fun class where you can learn some very helpful strategies.

26. I learned a lot about procrastination and how to better use my time. I like this class a lot. I would recommend this class.

27. I would suggest this class but I would let whoever I tell know that there is a lot of work involved.
28. I would recommend this class because it gives you positive attitude/outlook concerning a lot of things. I think the instructor is an enthusiastic, positive instructor that likes her job because it shows in her teaching.

29. I have learned more about setting goals for myself, and I also realized how important college is to me. I would suggest this class. I already have. When I first came to school here it was like I was just going to college to go. This class has helped me realize why I am here.

30. I have benefited a lot. I have learned how to manage time and my test scores have improved more than a letter grade. This class has helped to use certain strategies for certain classes. My self-esteem about tests has been lifted. I think this course should be a required course for freshmen as well as transfer students. This college is a big transition from high school and Jr. College. I wish I could have taken this course a lot sooner.

31. This course helps you to do better and learn more in a college academic environment.

32. I would suggest this class to someone but would tell them it’s not a walk in the park.

33. It has shown me my faults in my study skill habits. I have also realized that I procrastinate in doing my school work. I would suggest the class if they really need help improving their GPA, but I would tell them that there is much work involved.

34. Starting this class, I will be very truthful, I thought it was going to be a blow off, however now, so far into the semester; it has impressed and challenged my views on how I handle my life. There are many topics that we talk about in class which have directly applied to my life.

35. It helps put school as a whole in focus.

36. It is very educational. I feel like this class is a stepping stone to academic prosperity.

37. I have learned time management skills and what all resources I have on campus.

38. I would suggest the class if they want to learn better study habits or if they are falling behind in class. I would say no if they want to take the class just for fun.

39. It is not as easy as it sounds.

40. I have learned to be honest with myself about my strategies, skills, beliefs and many other aspects of my learning. I’m learning more effective ways to learn, monitor learning, study, and think. I’m really glad I took this class because thus far it has motivated me to become an all around better student.

41. I would say take this class, it might make you a better learner.

42. This class is a great tool for all students.
43. I have learned a lot about setting goals and I don’t procrastinate as much. I think is should be required of every student.

44. I would recommend this course. It really does teach you about prioritizing and time management which are very important at UA.

45. I would recommend this course, but not for an easy A. It is a lot of work.

46. I have learned about procrastination and why I do it and I have learned some new ways to study better.

47. I realize now what it is that holds me back from my goals and I know how to fix it. I would suggest this class to others and I already have.

48. I have used a few of the strategies and it kind of has me motivated. If you are having trouble getting started off on the right foot in college then you should take it.

49. It is a fun class.
Appendix D

BEP 110
End-of-Course Evaluations
Collected during the week of April 28, 2003

What did you find most helpful in BEP 110?

1. I like how this course made me look at the ways I study and see where improvements were needed. It was very helpful for someone who is trying to improve and needs some guidance.

2. What I liked about BEP is it showed me my problems with studying and how to improve my grades. I really think it gave me motivation to pull up every low grade I was getting.

3. The modules were most helpful. They gave me a chance to think about the material and what I was learning.

4. The strategies that I learned to use for different methods of studying and applying them to academic tasks.

5. I found the self-testing and concentration modules very helpful. I liked having the opportunity to teach the class. It also calmed my fears about taking exams.

6. I benefited from this class. My test grades improved so much in the classes that I was lacking in. It taught me how to deal with things within myself as well as other things and outside influences. I liked everything about the course. My teacher was fun and very interesting.

7. The thing I found most helpful was learning different strategies to do better in school and become a successful student. My grades have already become better since I have applied some of these strategies. My favorite part was time management.

8. Test anxiety. I have a lot of test anxiety so I really learned new ways to deal with it.

9. I liked how we could incorporate the things we learned in class to our everyday study habits and test taking.

10. The strategies that were taught on how to create your own study guides, self testing, and reducing anxiety.

11. Helped me learn of my weakness in studying and time management.

12. Learning how to fight procrastination.

13. I learned about some different learning strategies that I did not know about prior to taking this class.

14. I found being able to complete modules at home and coming to class having them explained to me to be very helpful.

15. Everything was very helpful because it educated us about learning better and how to understand what we know. This course also taught me a lot of valuable strategies and techniques to use in the future. I learned a lot about myself and procrastination.
16. It has prepared me to be a better learner by giving me different strategies for my studying and test taking plus how to cope with anxiety.
17. BEP helped me realize some areas that I needed to work on that I thought I was good in. It helped me improve my study skills and techniques.
18. It has taught me how to manage my time, control my anxiety, and improve my concentration.
19. How to get used to college and efficient tactics that would help me to be more efficient and effective in my learning.
20. I learned how to deal with my test anxiety better. I also learned valuable study tips.
21. I found the study strategies most helpful. I liked the different learning strategies we were taught during the course.
22. I liked the actual learning strategies themselves. They seemed very useful and helpful.
23. Learning useful techniques that can be applied to other courses.
24. The fact that is showed how to set goals, and the class atmosphere.
25. The most helpful thing was finding out about all the resources that the University has around campus.
26. Identifying and making me aware of my weaknesses.
27. The strategies can be used for other courses.
28. It helped me learn more about learning strategies and how to use them.
29. The different strategies I could use to help me study. I liked how it broke learning down into multiple categories.
30. How to become a better learner and manage my time better.
31. I found the modules to be most helpful. I liked the way the teacher made the class fun.
32. I learned that you can’t have a negative attitude. I found everything to be very helpful.
33. The lecture notes and most of the modules. I liked the class discussions.
34. How to be a strategic learner. I liked the atmosphere that the classroom had.
35. I found the in-class discussions helpful and I enjoyed the teaching projects.
36. The information on different strategies you can use to help in your development.
37. Learning about the different ways to improve time management.
38. I found the study information and the information about self motivation, self discipline and attitude were helpful to me.
39. The learning strategies.
40. I leaned many useful strategies that will help me further my college education.
41. I came to know myself better as a student.
42. I found learning about different test strategies was helpful.
43. It helped me to realize my weak points in studying.
44. Finding out I needed to work on my attitude.
It helped me find my strengths and weaknesses. I now have better appreciation for what I should concentrate on.

Learning new strategies to help me do better academically.

Things to help me with anxiety before my tests. Test strategies.

I found the test taking strategies most helpful.

The time management section, I learned a lot.

Made you think outside of class, if you were procrastinating or anything.

I learned how to deal with my test anxiety better.

Anxiety prevention was most helpful. I liked the lecture but hated the work.

The topics discussed were explained in great detail.

Learning strategies. The modules were fun.

Learning of my academic weakness.

I learned how to become a strategic learner.

Realize what skills I needed to improve.

I liked that it helped me realize my goals.

I thought the systematic approach was helpful.

I re-checked my bad habits for studying. I enjoyed the lectures and modules.

I learned useful strategies.
What is your overall impression of BEP 110?

1. I think that it should remain a course and I think all freshmen should be strongly advised to take it.
2. I thought that overall this was an excellent class and that it should be required for all incoming freshmen. I wish that I had known these things when I first began my school career at UA.
3. It was a nice class. It was thought provoking and was a lot of work, but still was fun.
4. I like the course and I think it’ll be helpful to anyone that takes it.
5. I thought that is was very helpful. It calmed some of my fears about college.
6. It is fun and you actually learn something. The class is very helpful and you will use the information from now on.
7. I like the course and thought it was helpful.
8. I think all freshmen should be required to take this course.
9. A good class that reinforces things that all students need to know at college.
10. It was easy and fun.
11. The teacher is pretty cool.
12. Although I honestly did not like this class, it did help me learn a lot about myself and my study habits. I will say that I have been able to better myself in my other classes because of some the things that I learned here.
13. I liked having the opportunity to learn new strategies to help me with my coursework.
14. I like this course a lot and it is a class I think that everyone should be required to take because it can really help with school, regardless of what type of student you are.
15. BEP 110 is a very important and valuable course which not only prepares students to be strategic learners but also helps students to monitor their goals.
16. This course was enjoyable and a learning experience at the same time.
17. It is a good class. I think it is better to take it as a freshman.
18. I think it can be a helpful course if you participate.
19. It is an extremely difficult class for a 100 level.
20. Useful but strenuous.
21. It is helpful in trying to improve a person into a better student. It brings up ideas that are often overlooked.
22. It was helpful to learn the psychological side of academic learning.
23. It is helpful for beginning and struggling students to get them on the right track academically.
24. It is a good course, but I was not expecting this much work out of the class.
25. It is a useful and helpful class.
26. I enjoyed the class.
27. It is a great course and I feel that every freshman should take it.
28. It was interesting and if I had to take it again I would.
29. Coming into this class I thought it was going to be easy, but it was somewhat challenging.
30. It is a very helpful and informative class.
31. I liked the project we did teaching the class in a group.
32. I had a wonderful teacher and the material I learned was useful.
33. Through the activities in class and teaching projects the class came to know one another. I liked the comfort level in that.
34. The things that I can learn and evaluate my strengths and weaknesses and get to know more about myself.
35. Wish I knew about the class as a freshman because my high school did not prepare well for college.
36. The class reinforces a lot of information that we should already know.
37. OK, recommend it to freshmen.
38. I liked it. It is worthwhile.
39. I feel like more people should be required to take it.
40. Good class if you want a new way of learning.
41. Very interesting class.
42. It was alright except for the amount of work that was due.
43. It’s OK, but too much work.
44. I like it.
45. It is too hard but helpful. It makes you realize that you need to blame yourself.
46. The strategies that helped us learn how to prepare for and take tests.
47. Everything is fine.
48. It prepared me for my other classes.
49. I was told it wasn’t going to be as hard as it was.
50. There was a good bit of group work which I found very helpful.
51. It helps you learn about yourself.
52. It’s all right.
53. How you learn how to deal with anxiety.
54. How to cope with anxiety.
55. Doing group projects.
56. Not that hard.
57. The LASSI modules.
58. It’s an OK class.
59. Some of it was helpful.
Appendix E

Follow-up Research for the
Summer Trial Admissions Program
Summer 2002

During the 2002 summer term, 67 students completed the Summer Trial program (2 withdrew during the summer). Three of those students were initially not successful in making at least a C- in the required courses. One of those three had a grade changed and another had extenuating circumstances and was allowed to continue. Therefore, only one student was not allowed to return in the fall.

The academic performance of the returning students was tracked through the fall and spring semesters of the 02/03 academic year.

<table>
<thead>
<tr>
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<th>Fall 2002</th>
<th>Spring 2003</th>
<th>Cumulative Spring 2003</th>
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<tr>
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<td>1.93</td>
<td>2.27</td>
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<td>34%</td>
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<tr>
<td>Percentage Suspended</td>
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<td>8%</td>
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R. Livingston, CTL  5/03
NEW 222-007
Academic Potential Seminar
Fall 2003
TR, 08/20/2003 – 12/05/2003

Course Syllabus

Instructor: Denise Butler Cleveland, Ed.D.
Office Location: 207 Osband Hall
Office Hours: By Appointment
Office Phone: 348-7512
E-mail: denise.cleveland@ua.edu
URL: http://bama.ua.edu/~dcbutler/NEW222/
   (url is case sensitive)

Class Time: Tuesday (T) and Thursday (R) 11:00 – 11:50 am
Class Location: 206 Moore Hall
Credit Hours: Two credit hours, Pass/Fail


Required Materials:
- The University of Alabama Academic Planner (1)
- 1.5” three-ring binder (1)
- Insertable Tab Dividers (1 package of 5)

Optional Materials (very useful and recommended for the duration of your college career):
- Publication manual of the American Psychological Association (5th ed.)
- Portable stapler
- Portable three-hole punch
- Binder clips (assorted sizes)
- Assorted colored highlighters
- Day-Timer (or equivalent refillable organizer) with disk holder, accessory holder

COURSE DESCRIPTION

The purpose of this course is to facilitate student academic and social success in his/her university experience. Practical academic and social strategies will be provided to ease the transition into college life. Topics of primary focus include personal motivation, self-assessment, time management, memory techniques, enhancement of reading and writing skills, note-taking skills, test-taking and preparation skills, and the utilization of
campus resources. Other topics include communication skills, interpersonal skills, personal health, money management skills, and planning skills.

**COURSE GOALS**

Immediate goals include growth and development to improve study skills and personal attitudes. The ultimate goal is continued application of techniques and strategies necessary for college graduation and success in life.

**COURSE OBJECTIVES**

Upon successful completion of this course the student will be able to:

1. Discuss how s/he is responsible for his/her success in college.
2. Describe how s/he can create a successful and satisfying experience at college.
3. Develop and follow and time-management plan
4. Apply specific methods of study to textbook readings
5. Apply specific methods of note taking.
6. Develop proficiency in college writing skills.
7. Plan and execute appropriate test preparation strategies.
8. Utilize campus resources.
9. Function appropriately within a group setting.
10. Enhance self-assessment and interpersonal skills.

**Methods of Instruction**

The following instructional methods will be used in this class: lecture, guest lecture, individual exercises, assignments, and presentations, small group exercises, assignments, and presentations, in-class and out-of-class assignments to include writing assignments, Internet assignments, textbook assignments, quizzes, and examinations. **ALL QUIZZES WILL BE UNANNOUNCED.**

**Grade Requirements**

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<td>Attendance (30 classes @ 3.33 points each)*</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Textbook Assignments (10 @ 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Journal Writing Assignments (10 @ 10 points each)</td>
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<tr>
<td>Project</td>
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<tr>
<td>Quiz Averages (5 @ 20 points each)</td>
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<tr>
<td>Exam II</td>
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<tr>
<td>Exam III - FINAL</td>
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<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td>1000</td>
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</table>

* See attendance policy
This course is graded as Pass/Fail. Points are accumulated as outlined in the previous table. **IN ORDER TO PASS THIS COURSE, 80% OF THE TOTAL POSSIBLE POINTS (1,000 * .80 = 800) MUST BE EARNED.**

Learning is not a passive activity. Participation will be credited based on evidence of completion of textbook readings, eye-to-eye contact and participation in the classroom, participation in individual and class exercises, responsiveness to class questions, and **HAVING NECESSARY MATERIALS.**

### Attendance Policy

**“Attendance is optional. So is graduation.”**

Students are expected to attend every class and to arrive on time. Roll will be taken at the beginning of each class. **IN ORDER TO PASS THIS COURSE, 80% OF THE SCHEDULED CLASSES (30 * .80 = 24) MUST BE ATTENDED.** Please note the following:

1. A student **CANNOT MISS MORE THAN SIX (6) CLASSES.** If a student misses more than six classes, an F will be earned in this course. This requirement is based on the idea that a student cannot learn study skills or participate in class where the skills are being taught if the student does not attend.

2. Excused vs. unexcused absences. An absence is an absence is an absence. If a student misses more than 6 classes the absences will result in an F. Any class missed for any reason is an absence. It is the student’s responsibility to keep up with absences, and it is recommended to save absences for true emergencies.

3. All students must take and turn in exams on the scheduled exam date, unless prior arrangements are made with the instructor. **NO MAKE UP QUIZZES OR EXAMS WILL BE ADMINISTERED UNLESS PRIOR ARRANGEMENTS ARE MADE WITH THE INSTRUCTOR THERE IS A DOCUMENTED EMERGENCY WITHIN THE STUDENT’S FAMILY OR THE STUDENT IS ILL AND CAN PROVIDE A PHYSICIAN’S EXCUSE.**

4. Three (3) tardies count as one absence.

### Notebook

Students are expected to keep a notebook of assignments in a 1.5” three-ring binder. **The notebook should be brought to each class meeting.** The notebook should contain the following:

- Title Page
- Course Syllabus
- Schedule of Classes and Assignments
- The University of Alabama Academic Planner
- Attendance and Point Record
- Insertable tabbed dividers labeled as follows:
- Textbook Assignments
- Journal Writing Assignments
- Quizzes
- Exams
- Project

Handouts, assignments, quizzes, and exams are to be maintained in the student notebook. Notebooks will be spot-checked (unannounced) throughout the semester. Unannounced checks will count toward class participation. On the day of each exam notebooks should be turned in to the instructor for evaluation of organization and completeness.

Textbook Assignments

Each week you will be assigned a page number and exercise to be completed from your textbook. This assignment is to be completed and turned in to the instructor by the due date listed on the Schedule of Assignments. Most Textbook Assignments require that the student write in the textbook. The pages are perforated, and the student may tear this page (to be graded and returned to the student) out and turn it in to the instructor on the due date. If additional pages are required to complete the Textbook Assignment, please staple them to the textbook page. There are 10 Textbook Assignments worth 10 points each, for a total of 100 possible points.

Journal Assignments

Each week the student will be given a journal entry to complete. Most Journal Assignments require that the student write in the textbook, unless otherwise indicated. The pages are perforated, and the student may tear this page (to be graded and returned to the student) out and turn it in to the instructor on the due date. If additional pages are required to complete the Journal Assignment, please staple them to the textbook page. There are 10 Journal Assignments worth 10 points each, for a total of 100 possible points.

Project

1. **Resume** - Each student will write a resume according to the instructor’s format (50 points).
2. **Paper** – Each student will write a paper discussing and describing how technology enhances learning and study skills. Choose at least three techniques (50 points).
3. **Paper** – Each student will write a paper discussing and describing three campus resources available to students (50 points).
4. **Paper** – Each student will write a paper discussing and describing two of the following (50 points):
   a. **Time Management Skills**
   b. **Communication Skills**
   c. **Cultural Diversity**
   d. **Study Skills**

All papers must be typed with 1 inch margins, double-spaced, 12 pt. Times New Roman font, and be two pages in length, and contain a bibliography with references.
Quizzes

Five quizzes will be administered on material presented in class and from readings and/or handouts provided by the instructor. There are five quizzes worth 20 points each for a total of 100 possible points. Questions will be in the form of multiple choice, true/false, short answer, and essay. **All quizzes will be unannounced.**

Examinations

Three exams will be administered and will cover the skills and resources discussed in class and/or from the textbook, presentations, or guest speakers. There are three exams worth 100 points each for a total of 300 possible points. Questions will be in the form of multiple choice, true/false, short answer, and essay.

Policy on Academic Misconduct

Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity:

- Cheating: using or attempting to use unauthorized materials, information, study aids, or computer-related information
- Plagiarism: representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own
- Fabrication: presenting as genuine any invented or falsified citation or material
- Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts

Except in divisions that have alternate academic misconduct policies that have been approved by the academic vice president, academic misconduct cases shall be resolved by the divisional academic misconduct monitor or the academic dean of the division in which the alleged action took place after consultation with the academic dean or monitor in the division where the student is enrolled. However, with the concurrence of both deans, the responsibility for resolving an academic misconduct case can be transferred to the dean of the division in which the student is enrolled. Appeals from the monitor's decisions may be made to the academic dean; appeals from the academic dean's decisions may be made to the Office for Academic Affairs.

The penalties for academic misconduct can range from a reprimand to a penalty as severe as suspension for a designated length of time or even indefinite suspension. Academic deans have the authority to impose the full range of penalties. Divisional academic misconduct monitors may impose penalties only after receiving a voluntary written confession. Misconduct monitors are authorized to impose penalties up to but not including suspension, and may impose penalties of suspension or indefinite suspension if authority to do so has been delegated by the academic dean. Any person who admits to or is found guilty of an
academic offense for which a penalty less than an indefinite suspension is imposed will receive a penalty of indefinite suspension if he or she admits to or is found guilty of a second offense of academic misconduct.

For more information, contact the Office of Academic Records and University Registrar, 206 Student Services Center, Box 870134, Tuscaloosa, AL 35487-0134; (205) 348-4886; e-mail registrar@enroll.ua.edu; Web site bama.ua.edu/~registra/academic.htm.

Policy on Reasonable Accommodations

It is the policy of The University of Alabama to make reasonable accommodations for qualified individuals with disabilities. If you are a student with a disability and desire accommodations to complete course requirements, please inform your instructor at the beginning of the semester and notify the Office of Disability Services as soon as possible to facilitate your academic success.

The University of Alabama has two (2) offices to assist in verify a disability and/or obtaining assistance in the development of reasonable accommodations.

For assistance regarding physical or learning disabilities:

Office of Disability Services, 220 Research Drive, 348-4285

Students in need of reasonable accommodations relative to class attendance/arrival, course requirements, or related aspects of performance are to initiate such requests with the Office of Disability Services prior to anticipated need. Such requests will be honored upon consideration by the faculty that they are "reasonable accommodations."

Policy Regarding Missed Exams and Late Assignments

All requirements submitted after designated dates are subject to grade reduction. To receive full credit, students must make arrangements in advance with the instructor to submit course materials after designated dates. No make-up quizzes or examinations will be administered unless there is a documented emergency within your family or you are ill and provide a physician’s excuse.
The Center for Teaching and Learning is proposing making enhancements to its study skills course, Academic Potential—New 222. Currently NEW 222 is a 2-hour pass/fail course housed in the NEW College division of Arts and Sciences. Traditionally NEW 222 enrolls around 275 students per year, 175 in the fall semester and 100 in the spring. Of those who enroll in the fall semester, the vast majority are restricted admits, students who are required their first semester to take only four academic subjects and a study skills course.

Since the course was begun in the 1970’s the course has been supported with an allocation of $13,500 per year. This allocation is used to pay the instructors for NEW 222, as well as the instructors used to support the Summer Trial Admit program. The instructors for NEW 222 are graduate students in educational psychology or counselor education. Since the CTL has had responsibility for NEW 222 the instructors have been paid $800 per section that they taught.

In order to better meet the needs of the at-risk students that traditionally take the course, the Center for Teaching and Learning is proposing making enhancements to NEW 222 to begin in the spring of 2003. We are proposing changing the course from two hours to three hours and changing it from a pass/fail course to a graded course. The additional content would consist of additional instruction on learning strategies based on the model developed by Claire Weinstein at The University of Texas. Additional content would consist of instruction in career decision making and would be supported by the Career Center. Another component to be added would be instruction in library skills and information gathering to be supported by the staff of the University Libraries. Discussions have already taken place and both these divisions have agreed to support the enhanced NEW 222 initiative.

The proposed enhance NEW 222 course would specifically target freshmen who do not perform satisfactorily at the 5-week progress reporting period and those who are placed on Academic Warning at the end of their first semester.

To support the development and instructional needs of the enhanced NEW 222, the CTL is requesting funding to support one graduate assistant (at $8,626) who is well versed in learning strategies and an additional $7,500 to pay one additional instructor and purchase support supplies, for example the LASSI study skills inventory.
The University of Alabama
Number of Students Taking New 222 and/or BCE 101 Versus Those Students Taking Neither
For Cohort Classes 1998 to 2001, By Ethnicity and Gender

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<td>2</td>
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Prepared by the Office of Institutional Research and Assessment, The University of Alabama.
## First-Year Retention Rates of Students Taking New 222 and/or BCE 101 Versus Those Students Taking Neither
### For Cohort Classes 1998 to 2001, By Ethnicity and Gender

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</table>

Prepared by the Office of Institutional Research and Assessment, The University of Alabama.
The Center for Teaching and Learning (CTL) and The College of Education will be offering:

Two additional sections of **BEP 110**
(Introduction to Learning Strategies and Skills)
for the Spring Semester

This course will be useful for students experiencing difficulty in making the adjustment to the academic demands of the University—particularly freshmen whose first semester grades were lower than they anticipated.

The course will focus primarily on motivation, time management, and college-level learning strategies. The course will also include instruction in information access and library utilization as well as career planning and decision making.

*This is a 3-hour graded course.*

**Class Schedule:**

- MWF at 10:00
- MWF at 11:00
- TR at 9:30
- TR at 11:00

For additional information contact Dr. Richard Livingston at The Center for Teaching and Learning, 348-3919. rlivingston@ctl.ua.edu