

**Center for Academic Resources (CFAR) and
Student Support Services (SSS)
Annual Report 2008-09**

1. FUNDING (2008-09)

University Funding for CFAR	\$224,811 (36.4%)
SSS Federal Grant	319,820 (51.8%)
UNH SSS Grant Cost-Share	71,245 (11.5%)
Other	<u>1,928</u> (0.3 %)
Total	\$617,804 (100.0%)

On 8/31/09 CFAR completed the third year of its 2006-10 SSS grant from the US Department of Education. This SSS grant funded academic support services to 184 eligible students, two-thirds of whom must be either low income students from families where neither parent has earned a baccalaureate degree or students with disabilities. Additionally, one-third of all students with disabilities must also be low income. The remaining grant-eligible participants may be low income or first generation college students. Services to other undergraduates are funded by the University contribution. CFAR is currently preparing a new SSS grant application for the competitive cycle 2010-15 to be submitted November, 2009.

For the eighth consecutive year, CFAR continued its Rising Scholar program, distributing over \$54,000 in direct student aid to 59 low-income, first-generation freshmen and sophomores through a combination of federal and UNH funds. Through May 2009, the six-year graduation rate for Freshman Rising Scholars (N=39) entering in Fall 2003 is 76.9%.

2. STAFFING

The core staff consisted of the following personnel: Len Lamberti, Director (100% time/FY); Dani Adler, Associate Director (94% time/FY); Kate Fukawa-Connelly Rising Scholar Coordinator (100% time/FY); Christine Zaines, Tutorial/Support Services Coordinator (100% time/FY); Randy Schroeder, Math/Technology/Graduate Services Coordinator (80% time/FY); and, Patti Cleary, Program Support Assistant (100% time/FY).

In addition, CFAR employed the following student staff: one Graduate Intern; 28 Academic Mentors; 35 Subject Area Tutors; 4 Office Assistants; 10 Study Group Leaders for various sections of Administration 420, Biology 411 & 412, Communications 455; Chemistry 545; and one UNH Hall Director Volunteer.

3. STUDENT PARTICIPANTS

	<u>Students</u>
• <i>Total Students Served</i>	
SSS-Eligible Participants	400
Other University Participants	386
<i>Subtotal of Students Served at CFAR</i>	<i>786</i>
Participants at Outreach Presentations	<u>1547*</u>
<i>Total Student Participants</i>	<i>2333</i>

Of the students served at CFAR, 92 were students with documented disabilities registered at DSS and 20 were students with disabilities or inquiring about disability testing/information that were not registered at DSS.

* May include students counted more than once; does not reflect presentations to prospective students or UNH student staff.

• *Student Class Standing and Background*

Of those participants with three or more contact hours at the time of initial contact (N= 582): 44% were freshmen, 23% sophomores, and 33% upper classmen; 50% were in-state and 50% out-of-state residents.

4. SERVICES PROVIDED

	<u>Hours</u>
• <i>Ongoing Services</i>	
Learning Skills and Educational Counseling	2209
Subject Area Tutoring (individual/small group)	986
Math 420 Drop-in Tutoring	1172
Facilitated Study Groups	1942
Graduate School Advising and GRE Preparation	1023
Disability Counseling	39
Financial Aid Counseling	40
Computer Cluster Usage	123
Other	<u>10</u>
Total Hours Provided Through Ongoing Services	7542

5. OUTCOMES

• *Self-Reported Changes in GPA and Academic Engagement*

Of the above participants working with peer Academic Mentors who also completed narrative program evaluations prior to the finals period of each semester (N=164), the following percent (%) of respondents indicated "increased" to "greatly increased" improvement in: average weekly study time (88%); overall grades (78%); class preparation (75%); contact with faculty members outside of class (71%); and, involvement during class (49%).

In addition, 70% percent of respondents indicated they recommended CFAR to a friend and/or taught skills they learned at CFAR to a friend.

• *Overall Grade Comparison*

Below the grade point averages by class standing for participants with three or more contact hours are compared to those of all University baccalaureate undergraduates. CFAR participants' aggregate semester GPAs are generally similar to those of students at large, ranging from +0.14 (Seniors, Fall 08) to -0.28 (Freshmen, Spring 09) vs. those of their respective cohort groups.

Baccalaureate Semester GPA Comparison: Participants vs. All UNH Average

Class Standing	<u>Fall 08</u>		<u>Spring 09</u>	
	CFAR	UNH	CFAR	UNH
Freshmen	2.81 (177)*	2.87	1.67 (9)**	1.95**
Sophomores	3.05 (80)	2.98	2.92 (110)	2.96
Juniors	2.80 (47)	3.07	2.83 (72)	3.03
Seniors	3.37 (87)	3.23	3.31 (77)	3.21

* () Indicates number of participants for whom grades are available as of this report date;** Based on students who were freshmen at the end of Spring Semester, 2009; N.B. Students are counted for each semester of participation.

• *Overall Attrition Comparison*

Below excluded/suspension/dismissal rates based on initial academic actions for CFAR participants with three or more contact hours are compared to those of all baccalaureate University undergraduates. Attrition rates of CFAR participants are comparable to those of their respective cohorts, except for semester II freshmen explained below.*

Semester I: Ten freshman participants were excluded/suspended/dismissed or 5.6% vs. 4.8 % for all freshman undergraduates; one sophomore participant or 1.3% vs. 2.9% for sophomores, one junior participant or 2.1% vs. 2.3% for juniors; No senior participants or 0.0% vs. 0.8% for seniors.

Semester II: Four freshman participants were excluded/suspended/dismissed or 44.4% vs. 2.1% for all freshman undergraduates; four sophomore participants or 3.6 % vs. 3.4% for sophomores; one junior participant or 1.4% vs. 2.1% for all juniors; and, no senior participants or 0.0% vs. 1.8% for all seniors.

The relatively high attrition rate for second semester CFAR freshmen largely reflects the small number of participants with Semester II freshman status (N=9) and the poor academic performance of Semester II freshmen in general.

* Data do not reflect students who may have successfully appealed initial academic actions.

6. CFAR ASSESSMENT STUDY: GPA/RETENTION/LEARNING OUTCOMES

Over the past four years we have been tracking the academic progress of CFAR participants, compared to non-participants. We have gathered information on the students' academic performance by obtaining semester-to-semester GPA and retention/graduation data. We also administered the Motivated Strategies for Learning Questionnaire (MSLQ) [Pintrich et. al., 1991], an inventory that evaluates students' perceived motivation for learning and use of learning strategies.¹ Students were administered pre-and-post MSLQ inventories during their first year at UNH to measure changes in motivation and learning behaviors.

The groups in this study consist of first year students enrolled in 4-year degree programs in Fall 2005 at UNH Durham. All students entered UNH as freshmen in the Fall 2005. The participant group ($N=145$) consists of UNH students that participated in CFAR programs for 3 or more hours during the 2005-2006 academic year.² Their performance is compared to a control group ($N=101$) of UNH students who have not participated in programs offered by CFAR. This non-participant group is comprised of students fulfilling a laboratory requirement for their introductory psychology course ($n=44$) and first generation, low-income students eligible for Student Support Services assistance through CFAR ($n=57$).

SALIENT FINDINGS FALL 05-SPRING 09

- There are significant differences between the participant and non-participant groups in Math SAT (534 vs. 552) and Total SAT (1066 vs. 1096), but not in the Critical Reading SAT or High School Class Rank.³
- For those in attendance all eight semesters (persisters), there is no significant difference in fall 05 GPA and fall 09 CUM GPA between the participant and non-participant groups. Nonetheless, the participant group increase in grades is significant (+0.22 vs. +.10). Participant group fall 05 GPA vs. non-participant group (2.88 vs. 3.07); participant group spring 09 CUM vs. non-participant group (3.10 vs. 3.17).
- There is no significant difference in retention/graduation rates for the groups through eight semesters. Nonetheless, this rate for participants is higher than the rate for non-participants (81% vs. 70%).
- On all MSLQ subscales, the participant group made greater improvement than the non-participant group. For the four subscales found to be significantly correlated with Fall 07 CUM GPA (Intrinsic Goal Orientation, Self-Efficacy, Critical Thinking, and Effort Regulation), the improvement of the participant group relative to the non-participant group is significant or highly significant.

¹ The inventory is comprised of a number of subscales grouped under three main headings: I. Motivation [Intrinsic Goal Orientation; Self-Efficacy for Learning and Performance; Test Anxiety]; II. Cognitive and Metacognitive Strategies [Elaboration; Critical Thinking; Metacognitive Self-regulation]; and III. Resource Management Strategies [Time and Study Environment; and Effort Regulation].

² Participation in study groups is counted at a different rate -- each two hours of study group participation counted as one hour of center participation.

³ Significant differences are those with probability values of $.01 > p < .05$ and highly significant differences with values $p \leq .01$.