

Archived Information

Appendix A

Project Characteristics, 1992 and 1996

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Institutional data	Project background data	Main services, 1992	Main services, 1996
<p>Project Surpass: 2-year college, 1,300 students, 66 percent full time, 76 percent women</p>	<p>'92: 254 participants, 90 percent women, 58 percent minority. Full-time director, 3 full-time lab supervisors, 1 full-time transfer counselor, 10 part-time tutors</p> <p>'96: 243 participants, 90 percent women, 59 percent minority. Full-time director (same as '92), 2 full-time lab supervisors, 1 full-time transfer counselor, 1 half-time tutor coordinator (half time paid by college), 6 student and 2 graduate student tutors who range from 6 to 18 hours per week</p>	<p>1) CAI labs for developmental courses (90 in math, 45 in writing, 10 in English per semester); 2) peer tutoring (30 students during week), 3) transfer counseling just beginning; 4) limited other counseling (66 students per semester); 5) limited cultural enrichment (20 participants in year)</p>	<p>1) CAI labs for developmental courses, 50-minute sessions three times per week (26 students in two grammar skills labs, also three introductory math labs), 2) peer tutoring (48 students in spring sem.) usually twice a week; 3) transfer counseling, meetings, and trips (75 participants); 4) 6-8 workshops (e.g., note taking, test taking, math anxiety, budgeting, making As, transferring); 5) mentoring by SSS staff like advising but more intensive (as often as once a month)</p>
<p>The Bridge: 4-year and graduate university, 18,000 undergraduate students, 68 percent full time, 54 percent women</p>	<p>'92: 148 participants, 75 percent women, 90 percent minority. Full-time director, full-time counselor, 4 graduate student tutors, 2 part-time study skills instructors (summer)</p> <p>'96: 225 participants, 68 percent women, 98 percent minority. Full-time director (was SSS counselor in '92), 2 full-time counselors, 1 summer session tutor, portion of instructional costs for summer program.</p>	<p>1) 7-week residential summer program including study skills, academic remediation, other courses, tutoring, counseling, mentoring, (serves 100 a year, of whom 60 are SSS eligible); 2) advising/counseling for participants with academic difficulties; 3) limited tutoring (when regular center not open)</p>	<p>1) 6-week residential summer program for 100 including enrollment in 8-10 credit hours in, at least, English, reading, and study skills (no math); seminars, and academic advising; 2) required intrusive advising for first-year students and others having difficulties (including midterm monitoring); 3) required seminars on university information primarily for first-year students (registration, financial aid, services (8 in summer, 6-7 per semester); 4) summer tutoring and priority at university tutoring center during year</p>

Institutional data	Project background data	Main services, 1992	Main services, 1996
<p>Project Support: 4-year historically black college, 4,000 students, 74 percent full time, 59 percent women</p>	<p>'92: 150 participants, 63 percent women, 99 percent minority. Full-time director, full-time counselor, (full-time tutor coordinator position vacant) 8 part-time peer tutors</p> <p>'96: 150 participants, Full-time director (was school's Talent Search Director in '92), full-time counselor, full-time tutor coordinator, 8 part-time peer tutors (10-15 students per tutor, each at least 1 hour per week)</p>	<p>1) Peer tutoring, one-on-one and small groups in writing, math, sciences, business, economics, and languages. Usually 1 hour a week with regularly scheduled visits. Those in tutoring cannot fail course for which tutoring is provided (all participants); 2) small-group skills development sessions on using library, writing research papers, etc.; 3) academic, financial aid, career counseling on as-needed basis (most participants); 4) new: faculty and SSS staff mentoring (37 participants)</p>	<p>1) Peer tutoring: wide range of courses, minimum of 1 hour a week, regularly scheduled, usually one on one, those attending cannot fail course (130 participants currently); 2) academic, financial aid, and personal counseling--and assignment to tutoring, midterm assessment (often once a month and at least once a semester for all participants); 3) career exploration--2 fall workshops and 2 school visits per semester (20 participants per session on average); 4) faculty, staff, and peer mentoring (35 participants currently); 5) one-hour skill development sessions, 12 per year: personal development and academic skill development (10-15 participants per session)</p>
<p>Aim High: 4-year college, 4,000 FTE students, 80 percent full time, 63 percent women</p>	<p>'92: 325 participants, 63 percent women, 17 percent minority. Full-time director, 3 full-time instructional staff, 1 part-time instructor, 4 additional professional staff (less than full time on project, more time through college), 4 part-time peer tutors</p> <p>'96: 275 participants, 71 percent women, 18 percent minority. 75-percent-time director (same as '92), 75-percent-time associate director, full-time instructor, 3 additional professional staff (less than full time on project, more through college)</p>	<p>1) Intensive advising for special admits including orientation, control of registration, course selection, and disbursement of financial aid, multiple advising meetings, midterm evaluations (34 percent participated); 2) less intensive academic advising for other participants; 3) remedial reading course (12 percent participated); 4) multiple sections of two writing courses (38 percent participated); 5) remedial math courses (25 percent participated); 6) study skill labs (i.e., supplemental instruction) for four freshman courses (22 percent participated); 7) study groups for popular courses and some one-on-one tutoring by staff and (limited amount by) peers (36 percent participated); 8) workshops: e.g., completing essay exams, rapid reading, note taking, time management.</p>	<p>1) Intensive advising for special admits including orientation, control of registration, course selection, and disbursement of financial aid, multiple advising meetings, midterm evaluations (a third participated); 2) limited academic advising for other participants; 3) 2- and 3-credit courses: sections of college writing, critical reading, academic reading and writing, uses of computer, student success (52 percent participated in one or more); 4) 3-hour weekly study skill labs (i.e., supplemental instruction) for freshman courses: algebra, environmental science, human development (43 percent participated in one or more); 4) 1- or 2-hour weekly study groups for popular courses by staff and (limited amount by) peers (18 percent participated); 5) workshops: e.g., completing requirements, career planning, note taking, MBTI, pre-professional programs (15 percent participated); 6) ESL tutoring (7 participated)</p>

Institutional data	Project background data	Main services, 1992	Main services, 1996
<p>The Community: 2-year college within large university, 1,400 students, 50 percent women, 35 percent minority</p>	<p>'92: 260 participants, 54 percent women, 34 percent minority. Full-time director, 3 full-time counselors, 20 peer and graduate student tutors</p> <p>'96: 255 participants, 52 percent women, 56 percent minority. Full-time director (same as '92), 2 full-time counselors, 4 part-time instructors (work up to full time through college and other TRIO programs), a 75 percent time graduate assistant/counselor, 15-hour lab assistant</p>	<p>1) Intrusive advising (with personal, career, financial aid and transfer counseling as needed) for first-year students (160 participants, approx. 4 meetings a quarter), less intrusive for second-year students (100 participants); 2) SSS sections of survival skills and developmental math courses with peer supplemental instruction (34 and 107 participants, respectively); 3) peer tutoring focused on sophomores; 4) career and financial aid workshops; 5) advising and special services for students with disabilities (25 participants)</p>	<p>1) Intrusive advising: combines group and individual sessions with at least 6 meetings each year and an average of 8-10 (all participants); 2) supplemental instruction: 14 sections in a wide array of freshman courses (116 participants); 3) labs for 5 SSS sections of freshman composition (18 per section); 4) 6 sections of precalculus and college algebra (60 participants); 5) cultural and group activities (5-6 events per year, 50-100 each event); 6) leadership development weekend (38 participants); 7) 6-8 member student advisory group (2 meetings a month).</p>

Note: All numerical data are approximate, to protect project identity. Staffing data do not include clerical staff.

