

THE SARC TIMES

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A YEAR OF STUDENT SUCCESS FOR SARC

The 2004-2005 academic year was a great year for the Student Academic Resource Center. The SARC staff worked diligently to enhance retention, and promote student success. SARC was able to accomplish its goals for the year through campus and community outreach, academic advising, tutoring, supplemental instruction, academic and standardized testing, and learning assistance.

Below are some of SARC's accomplishments for the year 2004-2005:

- A total of 20,239 students (duplicated headcount) visited the SARC Lab, a 3% increase with respect to the 2003-2004 year.
- Tutorial services were provided to 11,908 students (duplicated headcount) during the academic year 2004-2005.
- The Supplemental Instruction (SI) Program recorded a total of 16,807 student contacts (duplicated headcount). 1,279 SI sessions were held for 40 class sections.
- SARC initiated the first ever campus-wide Learning Fair in the Fall 2004 semester, with 133 students in attendance. 81% of the participants were FTIC students.
- SARC provided tutoring and Supplemental Instruction to students at the Rosen College of Hospitality Management. Courses supported were Microeconomics and College Algebra.

- A total of 167 students participated in the College Achievement Program (CAP).
- SARC facilitated 88 academic workshops, reaching 3,359 students.
- SARC was open 24 hours during final exam week (fall 2004 and spring 2005), with 3,249 students (duplicated count) either studying in the SARC Lab or attending a final review session.
- UTC administered over 20,000 standardized examinations.

UNIVERSITY TESTING CENTER TOP 10 CLEP TEST CENTER

The University Testing Center (UTC) was recognized by the College Board as being one of the top 100 testing centers in the country administering the most CLEP examinations in 2004-2005. UTC is committed to promoting access to higher education for all students.

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STUDENT SUCCESS CENTER "CREATING OPPORTUNITIES FOR SUCCESS"

The Student Academic Resource Center (SARC) is now part of the Student Success Center (SSC). This new unit replaces the former First Year Transitions (FYT) and incorporates the following offices: First Year Advising and Exploration (FYAE), Transfer and Transition Services (TTS), the Student Academic Resource Center (SARC), University Testing Center (UTC), and Multicultural Academic and Support Services (MASS).

The SSC is located in Howard Phillips Hall. Ms. DeLaine Priest, former director of SARC, was appointed Assistant Vice President of Student Success Services this past June. Ms. Priest will provide leadership to the SSC. This new unit aims to strengthening first year advising, academic exploration and

PEGASUS SUCCESS PROGRAM 10TH ANNIVERSARY CELEBRATION: TEN YEARS OF STUDENT SUCCESS!

In the words of George Santayana, “those who cannot remember the past are condemned to repeat it.” Well, when you’ve been helping students succeed for the past decade, repeating history might not be such a bad thing. This year, the Pegasus Success Program celebrates its ten year anniversary. The program was established in 1995 by Dr. Mary Helen Callarman, the founding Director of the Student Academic Resource Center (SARC), who was known for her student-oriented philosophy, and envisioned the now nationally recognized Pegasus Success Program as a tool to make UCF more accessible to a broader cross-section of students.

In the inaugural summer of 1995, 92 students were enrolled. The first few summers were challenging as the program experienced a few growing pains, and students’ attitudes reflected a lack of understanding as to the purpose of the program. In 1997 the Pegasus Program was renamed the Pegasus *Success* Program, that one additional word clarifying the purpose of the program -student success.



A group of Pegasus students pose by the Reflecting Pond during the Pegasus Welcome event.

Throughout the years the program became more comprehensive and defined as additional support components were included, such as Supplemental Instruction, which was added in 1997, mandatory academic advising, increased course offerings, and seminars.

As the class of 2005 would agree, the program today is very structured, very intentional and academically demanding. Every year, elements are analyzed and

improved. Feedback from staff, faculty and students is closely considered in order to achieve the goal of making the Pegasus Success Program the best summer bridge program. This summer, 139 students participated, celebrating their completion at the Closing Ceremony and 10th Anniversary reception, held on August 4th. DeLaine Priest welcomed students and their parents, staff and faculty, and congratulated the class of 2005 on their success. Dr. Maribeth Ehasz spoke about the history of the program, and the great service it has provided to students throughout the years. Pegasus students Sharon Winter and Kaitlyn Rodriguez moved the crowd with their renditions of, “A moment like this” and “Goodbye to you”, and Professor Matthew Thompson spoke to the students about realizing their full potential, seizing opportunity, and building on the foundation they started this summer. Students received a certificate of completion, presented to them by their advisors-Jennifer Wright, Ana Mack, Patricia Cuadra, and Ally Knez.

This year four Peer Mentors assisted with the program as part of a new initiative and their effort and creativity proved invaluable. From event planning assistance, to attendance taking, Abby Riggenbach, DD Rothman, Ebony Fayson and Brittany Resmann epitomized the impact student workers can make on a student oriented program. Pegasus Success Program coordinator Sandra Macaulay, is excited about seeing the Peers evolve and grow with the program as they continue working

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ENCOURAGING STUDENTS TO USE STUDY GROUPS

Many students complain that they spend too much time studying, yet they don’t perform academically as well as they expect. Students typically spend their time reading their textbook, outlining class notes, generating possible test questions, and writing down possible answers.

When a group of students meet to perform the tasks described above, study time is reduced considerably. The group can share study strategies and use their class notes and textbooks to fill in gaps in the material. Group discussions allow students to hear the same information from different perspectives, promoting deeper understanding of concepts.

Theorist such as Piaget, Vygotsky, and Keimig, have emphasized the benefits of study groups in helping students construct new knowledge and achieve higher levels of thinking. Instructors should encourage students to form study groups outside class and, if available in their class, utilize Supplemental Instruction and group tutoring.

FACULTY VOICES

DR. HOWARD MILES

ORGANIC CHEMISTRY

Dr. Howard Miles has been a faculty member at UCF's Chemistry Department for about seven years. His large Organic Chemistry I and II classes have been receiving Supplemental Instruction (SI) support since Spring of 2003. Dr. Miles feels fortunate to have this support available to his students. "By attending SI sessions students are exposed to the most successful students. SI leaders are good role models for the students to follow because they provide a good example of how to learn the course material and the work involved. SI sessions provide opportunities to practice more problems and foster good study habits." According to Miles, students who attend SI sessions benefit from seeing the material presented in different ways. The repetition and opportunity to hear the information from peers increase their level of understanding of chemistry.

Organic Chemistry I and II are difficult courses for many students. Students who take these classes are typically science majors or in health and pre-professional career tracks. Dr. Miles believes students who have difficulty in his classes "are afraid of organic chemistry, did not learn how to work hard in high school, and have difficulty with visualization." "In SI sessions, students can learn what it takes to master the material from someone who was successful in Organic Chemistry," says Miles.



Interview by Tracy Fischler (SI Leader)

Dr. Miles has had many success stories since he started teaching at UCF. "A young man came to see me in my office. He had scored a D on the first test. He asked me what to do; I talked to him for a very long time about the value of working hard, bringing his study habits to a new level, and increasing his study time. He finished the class with a B and got an A in Organic II. He is now an orthopedic surgeon."

Dr. Miles regularly announces SI in class and encourages students to attend SI sessions. Because of his continuous support, SI sessions in his classes usually have excellent attendance. In Dr. Miles' organic chemistry classes, differences in final grades between SI and non-SI participants are usually statistically significant, differing by as much as one letter grade.

Dr. Miles recommends SI support to other faculty. "SI doesn't take up much time from faculty but provides free assistance to the students. It helps the professor look better on faculty evaluations because the students do better."

THE 2005 LEARNING FAIR: A NEW SARC TRADITION

This fall semester of 2005, SARC will hold the Learning Fair. This event will have the participation of numerous offices and departments that support learning at UCF.

The Learning Fair will provide a venue to showcase the different and excellent academic support services available to our students at UCF. This event was created to foster academic success and retain students through the development of relevant personal and academic skills, and through increased awareness and use of learning support services on campus.

This year, the Learning Fair will feature six academic skills workshops on topics that include test-taking skills, time management, note taking, stress management, concentration, math anxiety, and strategies to study science. The workshops will be conducted by staff members from academic support centers on campus, faculty from selected disciplines, and student leaders who are experienced in tutoring and Supplemental Instruction.

The Learning Fair will also include interactive display tables from different campus programs and organizations that promote learning skills and academic skills workshops. These information tables will not only offer brochures and materials on learning skills but also interactive displays where students will have the opportunity to engage in activities such as games, puzzles, and demonstrations.

Last year, SARC offered this event for the first time ever at UCF with the participation of 133 students and twelve campus offices and organizations.

The Learning Fair will take place on **Wednesday, September 14, 2005** in the **Student Union, Key West, Room 218AB**.

Please encourage your students to attend this event!

STUDENT SUCCESS CENTER... CONT'D

transition services to first-year-in-college and transfer students. The services provided by SSC will enhance retention, improve learning, develop students' decision-making skills, and further academic success.



STUDENT ACADEMIC RESOURCE CENTER

Student Success Center
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Email: sarc@mail.ucf.edu

VISIT US AT

www.sarc.sdes.ucf.edu/

Student Success Center
Division of Student Development and Enrollment Services

PEGASUS... CONT'D

with this student population throughout fall and spring, assisting in areas such as outreach, probation, and campus involvement.

The Pegasus Success Program is a specialized 6-week program, coordinated by the Student Academic Resource Center, and is offered to selected students during the summer B term prior to their freshmen year.

Program Awards & Recognition

- 1999-2000** National Association of Student Personnel Administrators -Bridge to Student Success and Exemplary Program Award.
- 2002** National Academic Advising Association (NACADA) -Outstanding Institutional Advising Program award.
Best Practices in Florida award
- 2005** Selected to present at NACADA conference in Las Vegas: Summer Bridge Roulette: Completing the circle of transition so every student wins!

WHAT STUDENTS SAY ABOUT TUTORING AND SI

"The tutor took the time to explain the concepts in a way that could be understood."

"Comfortable; the SI Leader is a student so you feel more at home and able to ask questions."

"SARC helped me to review and get more practice with the material."

"I come out of SI sessions with a better understanding of the material."

FALL 2005 ACADEMIC SUCCESS WORKSHOPS

SARC prides itself on sending a message to UCF students about taking charge of their academic learning. Many first-time-in-college, and even some transfer students have a difficult time adjusting to the rigors of academic responsibilities at the college level. To assist students in making this transition, SARC provides a semester workshop series devoted to improving learning and study skill techniques.

Faculty members interested in a study skills workshop for their classes can contact SARC at 407-823-5130.

This Fall 2005 semester, SARC will offer the following academic workshops:

Large Class—Big Campus	Tuesday, September 6
Goal Setting / Motivation	Wednesday, September 7
Stop Procrastinating	Tuesday, September 13
Note Taking / Textbook Reading	Tuesday, September 20
Power Studying	Tuesday, September 27
Memory and Concentration	Tuesday, October 4
Learning Styles—How Can I Learn the Best?	Tuesday, October 11
Stress Management	Tuesday, October 18
Surviving until the End	Tuesday, October 25
Designing a Study Calendar for the End of the Semester	Wednesday, November 15
Final Exam Preparation – They are Around the Corner	Thursday, November 17

Please contact SARC for times and locations!