

THE SARC TIMES

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SARC CELEBRATES STUDENT SUCCESS

During Fall 2004 semester, the Student Academic Resource Center staff worked diligently to enhance retention, and promote student success. Much of this work is accomplished 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 Fall 2004 semester:

- Tutoring and Supplemental Instruction recorded a total of 14,471 student attendances (duplicated headcount), a 15% increase with respect to the Fall 2003 semester.
- A total of 9,176 students (duplicated headcount) visited the SARC lab.
- Tutorial services were provided to 6,109 students (duplicated headcount).
- The Supplemental Instruction (SI) Program recorded a total of 8,362 student contacts (duplicated headcount). 706 SI sessions were held for 21 class sections. Student attendance had a significant increase in General Biology, College Algebra, Fundamentals of Chemistry I and II, and General Physics. Overall, students who attended SI sessions had significantly higher scores than non-participants.
- SARC offered tutoring services in Microeconomics at the Rosen College of Hospitality Management.

- SARC tutors received approval from the Student Government Association (SGA) to establish a Tutoring Club—T.A.S.K. (Tutors Advancing Student Knowledge).
- Faculty supported tutorial services and the SI program through referrals and offered students the opportunity to receive extra credit by attending BSC 2010, GLY 1030 and AST 2002 tutorial and SI sessions.
- SARC facilitated 11 academic success workshops with 280 students in attendance.
- SARC was open 24 hours during final exam week.
- SARC provided 70 outreach programs to over 8,000 students.

SARC HOLDS 2ND ANNUAL PENNY WAR

Through joint efforts, six families of students attending Hungerford Preparatory Elementary School could afford a bountiful holiday dinner.

Continuing its tradition of reaching out to the community, SARC initiated the 2nd Annual Penny War in conjunction with First Year Advising & Exploration (FYAE), Multicultural Academic Support Services (MASS), Orientation Services, and Transfer & Transition Services. These five departments participated in the Penny War in order to raise money to purchase grocery store gift certificates for Hungerford Preparatory Elementary School families. MASS won the competition, earning the most points.

The total amount raised was \$250.00.

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"He who adds not to his learning, diminishes it."

- Talmud

NATIONAL TUTORING WEEK TO HONOR TUTORS AND SI LEADERS

The SARC team celebrated National Tutoring Week, October 4-8, 2005 to recognize tutors and SI leaders for their hard work and dedication.

Every morning throughout the week, tutors and SI leaders found a fun treat in their mailboxes. Students who came to the SARC Lab for tutoring had a chance to write a 'Thank You' card to the tutors to express their gratitude for their help with the course material.

On Tuesday October 5, SARC tutors had a table display in front of the Student Union with flyers, information of



Tutor Mike Weinbaum sits at the table display in front of the Student Union.

SARC services, and free candy. Despite the heat, many students came to the table to meet the tutors and learn more about the services available at SARC.

Tutoring Week culminated with a luncheon to honor tutors and SI leaders. DeLaine Priest, Director of SARC, addressed the group to express her appreciation for their excellent job in assisting UCF students in their pursuit of academic success. SARC Assistant Director, Jennifer Wright, recognized some of these outstanding individuals who are instrumental in enhancing the academic experience of many UCF students.

SARC OPENS 24 HOURS FOR FINALS

The Student Academic Resource Center (SARC) Lab opened beyond its regular hours during Fall 2004 semester finals week. From December 5 to December 10, the lab was available 24 hours to 1,071 students who wanted to study for finals either individually or in groups and access com-

puters to complete assignments.

Tutorial and SI final review sessions were offered to 833 students to prepare them for final exams. Tutors and SI leaders conducted 33 final review sessions in 22 different subject areas such as biology, chemistry, college algebra, economics, accounting, and statistics. The Nike and Hercules Community Centers in the Academic Village were locations for seven of these review sessions.

SARC and the Student Government Association (SGA) partnered to provide extra services during these extended hours of operation. Students were able to take a study break during evening hours with food and beverages provided by the SGA. This student organization also provided free scantrons for students in the SARC lab.

ASSISTING STUDENTS ON ACADEMIC PROBATION

The Probation Intervention Program (PIP) was established to assist freshman students that find themselves on academic probation during their first academic year at the University of Central Florida. The PIP committee is comprised of representatives from Housing and Residence Life, Orientation, ADR and the four First Year Advising offices—ASSA, FYAE, MASS and SARC.

The program involves academic success opportunities such as academic advising, workshops, and the Strategies for College Success (SLS 1501) course. Students are encouraged to take advantage of these opportunities early in the semester to maximize their potential for positive results.

The goals of the program are to provide developmental academic advising, increase the retention of first year students and to promote student success. Advisors guide students in the process of understanding academic policies and procedures, identifying the factors that lead to academic probation, and connecting to appropriate campus resources that foster student success.

The PIP Committee has developed a list of Top 10 Behavioral Characteristics for students "at risk" of not doing well academically:

- Student misses more than 2 classes within the first 6 weeks of the semester.
- Student is repeatedly tardy to class.
- Student does not turn in at least one assignment within the first 6 weeks of the semester or turns in assignments late.
- Student turns in assignments disclosing personal information that indicates concern or crisis.

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FACULTY VOICES

DR. FRANK KUJAWA

GEOLOGY AND ITS APPLICATIONS

Dr. Frank Kujawa teaches two sections of Geology & Its Applications (GLY 1030) and Undergraduate & Graduate Chemistry Seminar (CHM 4930 & 6938). His large Geology classes have been receiving Supplemental Instruction (SI) support since Fall of 2000. Dr. Kujawa feels fortunate to have this support available to his students. "Our students benefit from SI sessions because they can interact in small groups with someone who has seen the course from the student perspective, completed the course with distinction, and is enthusiastic about the subject."

Geology is a difficult course for many students. According to Dr. Kujawa, students who have difficulty in his class have volunteered that they were not challenged in high school and thus did not develop intellectually to the degree they should have. "In particular, they have trouble relating and applying information because they have not learned the value of understanding concepts. With SI sessions, students can learn reasoning skills only by thinking questions through themselves, preferably under the guidance of someone who is accomplished in those skills," says Kujawa.



Interview by Iara Dundas (SI Leader)

Dr. Kujawa believes students who regularly attend SI commonly develop a group cohesion that not only enhances their SI experience, but also leads to the formation of informal study groups in Geology and other subjects. He has many success stories since he started participating in the SI program. "My first SI Leader, Sam Spelsberg, struggled at first, came regularly to my help sessions, earned an A and began tutoring by the end of the course, and became an outstanding SI instructor the following fall. He is currently teaching science to the entire 800-child student body of a local elementary school."

Dr. Kujawa regularly announces SI in class, gives some amount of extra credit for participation in SI, and includes information on SI sessions in the syllabus. Because of his continuous encouragement, SI sessions in his classes

usually have excellent attendance. In Dr. Kujawa's geology classes, differences in final grades between SI and non-SI participants are usually statistically significant, differing by as much as two letter grades.

Dr. Kujawa recommends SI support to other faculty. He also recommends that they participate in the selection of and work closely with SI Leaders.

PAM THOMAS

GENERAL BIOLOGY

Ms. Pam Thomas has taught in the UCF Department of Biology for five years. She teaches General Biology, Genetics, Molecular Cell Biology, Animal Physiology, and Cell Biology Lab. Ms. Thomas's General Biology class has been supported with tutoring and Supplemental Instruction (SI) for five years.

Ms. Thomas sees many advantages to having tutoring and SI support in her large biology classes. "Students obtain superior study skills from attending SI and tutoring. In addition, students learn analytical skills so their grades increase. Normally their ability to analyze test questions increases incredibly. They learn entirely new ways to study, especially the first semester freshmen."



Ms. Thomas has seen anywhere from an entire letter grade increase to a 37 point increase in student scores in her classes. "I have had students that were failing, went to SARC and got an A. I have also seen that students in the high risk classes 'give up' much more easily if SARC assistance is not available to them. They become overwhelmed and just stop coming to class. The students can relate to the SARC tutors and SI leaders because they have 'already been there' and therefore the students will listen to them."

Ms. Thomas recommends other faculty to use SARC assistance. "I highly recommend other faculty use SI and tutoring. The majority of my students tell me it makes an incredible difference to them. I hope that soon SI and SARC tutors will be available at UCF remote locations for students that are in ITV classes."



STUDENT ACADEMIC RESOURCE CENTER

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Unit of Academic Development and Retention
Division of Student Development and Enrollment Services

PROBATION... CONT'D

- Student comes unprepared for class without required materials such as books, pens, notes.
- Student feels they do not need assistance in class, but their grade reflects the opposite.
- Student does not participate in class.
- Student sleeps during class.
- Student exhibits unusual or non-social behavior.
- Student appears disheveled, disoriented, or displaced in class.

If you find students in your class displaying these characteristics, please encourage them to connect with their academic advisor.

WHAT STUDENTS SAY ABOUT TUTORING AND SI

“SI sessions gave us all a better understanding of what we knew and what we needed to study. The SI Leader allowed the students to work through the problems at hand by coaching us and leading us into the next step.”

—Staci Green

“SI is the only reason I’m passing this course.”

“It was fun and it helped me out soooo much.”

“I learned most of the material in the SI sessions. The leader knew how to present the info in ways that I understood.”

“The tutor listened to my questions and created problems and explanations that were suited very well to improve my understanding of a concept.”

SPRING 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 Spring 2005 semester, SARC will offer the following academic workshops:

Goal Setting and Motivation	Tuesday, January 25
Get your Calendar Organized	Wednesday, February 2
Note Taking / Textbook Reading	Tuesday, February 8
Power Studying	Tuesday, February 15
Memory and Concentration	Tuesday, February 23
How Not to Procrastinate	Tuesday, March 1
Math Anxiety	Wednesday, March 2
Stress Management	Tuesday, March 29
Surviving until the End	Tuesday, April 5
Strategies for Preparing for Final Exams	Tuesday, April 5
Power Studying – Encore Presentation	Tuesday, April 12
Designing a Study Calendar for the End of the Semester	Wednesday, April 13
Final Exam Preparation – 13 Days and Counting	Thursday, April 14

Please contact SARC for time and place!