

THE SARC TIMES

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ANOTHER SEMESTER OF STUDENT SUCCESS

Every semester, the Student Academic Resource Center (SARC) staff works diligently to enhance retention, and promote student success. Much of this work is accomplished through campus and community outreach, academic advising, tutoring, Supplemental Instruction (SI), academic and standardized testing, and learning assistance. During Fall 2005 semester, SARC experienced an increase in the quality and quantity of its services.

Below are some of SARC's accomplishments for the Fall 2005 semester:

- A total of 27,357 students (duplicated headcount) connected with SARC academic support services, a 46% increase with respect to the Fall 2004 semester. Academic support services included SARC Lab, tutoring, SI, outreach programs, and 24 hours.
- Tutoring and Supplemental Instruction (SI) recorded a total of 19,372 student attendances (duplicated headcount), a 33% increase with respect to the Fall 2004 semester.
- A total of 11,475 students (duplicated headcount) visited the SARC lab.
- Tutorial services were provided to 8,268 students (duplicated headcount) in 23 different subject areas.
- The Supplemental Instruction (SI) Program recorded a total of 11,044 student contacts (duplicated headcount). 622 SI sessions were held for 23 class sections. Student attendance more than

doubled in Fundamentals of Chemistry I, Organic Chemistry I, Genetics, and Biochemistry. Overall, students who attended SI sessions had significantly higher scores than non-participants.

- SARC offered SI in College Algebra at the Rosen College of Hospitality Management.
- SARC tutors and SI Leaders participated in annual National Tutoring Week (October 3rd – October 7th) activities.
- SARC held the second annual Learning Fair, with 361 students in attendance. Over 80% of the participants were FTIC students.
- Sandra Macaulay and DeLaine Priest presented "Summer Bridge Roulette: Completing the circle of transition so that every student

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SARC HOLDS 3RD ANNUAL PENNY WAR

At eight o'clock, on the morning of November 1, 2005, sparks flew throughout Howard Phillips Hall, as the building hosted its third annual Penny War! This year, as the copper poured in, the competition heightened within the Student Success Center and the various offices located on the first and second floors of Phillips Hall.

The SARC Peer Mentors revved up the competition, placing jars and the contest rules on the front desk of every department. Participating offices included Orientation Services, Multicultural and Academic Support Services (MASS), Transfer and Transition Services (TTS), First Year Advising and Exploration (FYAE), and the Student Academic Resource Center (SARC).

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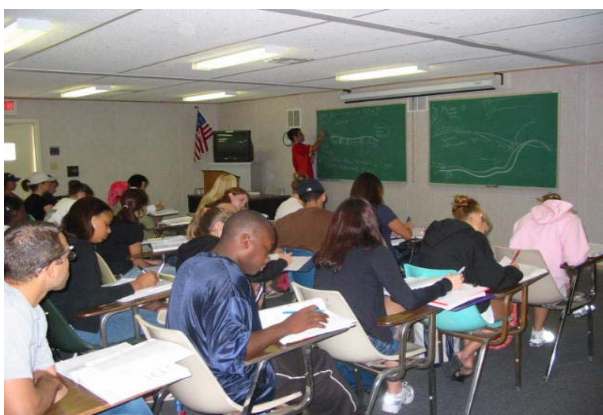
"The mind is not a vessel to be filled, but a fire to be kindled."

-Plutarch

SI—THE KEY TO HIGHER GRADES AND BETTER PREPARED STUDENTS

Supplemental Instruction (SI) has been available at UCF through SARC for almost ten years, resulting in grade improvement and student retention for historically difficult academic courses such as General Chemistry I and II, Organic Chemistry I and II, Biochemistry, Microbiology, Genetics, General Biology, General Physics I, Physical Science, College Algebra, and Geology. These courses are considered historically difficult because typically 30% or more students obtain D and F grades, or withdraw.

Supplemental Instruction (SI) uses regularly scheduled study sessions led by peers called SI leaders, who have taken



A General Biology SI session.

the course before and received an A. SI leaders undergo continuous training in proactive strategies to conduct effective SI sessions. By attending SI sessions, students are exposed to the most successful students. SI leaders model how to learn the course material, how to establish goals, and how students can monitor their own learning.

SI sessions provide opportunities to practice more problems and foster good study habits. Students who attend SI sessions benefit from seeing the material presented in different ways. Research shows that students who attend SI sessions on a regular basis can earn on an average one letter grade higher than their peers who do not attend SI. Below are some comments from students who attended SI sessions last Fall 2005:

“The chemistry SI leader is very nice and truly cares for the students. She is knowledgeable and can present concepts and ideas in many ways until the students get it.”

“We were able to work together and go over problems. This helped me understand the material.”

“SI is fun; it is nice to hear the information from a perspective other than the professor.”

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SARC OPENS 24 HOURS FOR FINALS

The Student Academic Resource Center (SARC) Lab opened beyond its regular hours during Fall 2005 semester finals week. From December 4 to December 9, the lab was available 24 hours to 2,230 students who wanted to study for finals either individually or in groups and access computers to complete assignments. Tutorial and SI final review sessions were offered to students to prepare them for final exams. Tutors and SI leaders conducted final review sessions in biology, chemistry, college algebra, economics, accounting, and statistics.

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

SARC SUPPORTS STUDENTS ON ACADEMIC PROBATION

With the growing enrollment of the University, UCF is committed to increasing the retention rate of First Time In College Students (FTIC's). The Probation Intervention Program (PIP) was created in 1999 to reduce the number of FTIC's placed on academic probation.

By implementing proactive and innovative programming, the PIP has shown a reduction in the number of FTIC's placed on academic probation. Between 1998 and 2003, the probation rate has decreased from 21% to 10%.

The PIP committee is comprised of representatives from Orientation Services, Transition Advising, and the four First Year Advising offices—ASSA, FYAE, MASS and SARC.

The PIP goals 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 program involves academic success opportunities such as academic advising, workshops, and the Strategies for College Success (SLS 1501) course. Advisors communicate with students on probation via email and letters through the semester and encourage them to take advantage of these opportunities early in the semester to maximize their potential for positive results.

In October 2005, the Probation Intervention Program received the Outstanding Institutional Advising Program Award Certificate of Merit from the National Academic Advising Association (NACADA).

SARC TUTORIAL SERVICES—THE BEST IN THE BUSINESS

The Best in the Business – SARC Tutors – will be offering **free** tutorial assistance in BSC 2010, CHM 1032, 2045, 2046, 2210, 2211, PCB 3703 AST 2002, PHY 2048, 2053 ECO 2013, 2023, 3401, ACG 2021, 2071, and STA 2023 during the spring 2006 semester. There is a correlation between working with a tutor on a regular basis throughout an entire semester and one's final grade. Having tutoring a part of one's weekly academic routine (2-4 hours) will assist in making goals such as "Make Dean's List – Spring 2006" a reality.

Who are these tutors? SARC tutors are UCF undergraduate students who have successfully completed a course with a final grade of an A or B, received a positive recommendation from a UCF faculty member, and



A tutoring session in progress in the SARC Lab

completed an extensive application and interview process. SARC tutors are patient, caring, supportive, motivational, and encouraging and truly enjoy assisting other students with achieving their academic goals. Tutors complete a level of training each semester in association with the College Reading and Learning Association (CRLA). SARC is also home to the 2005 National Tutoring Association (NTA) Tutor of the Year, Elizabeth Keller.

During the fall 2005 semester, over 6500 UCF students participated in tutoring sessions. The following are comments made by UCF students on tutor evaluations:

"She took time to explain step by step which was really helpful to understand the concept."

"She was great! I did not feel stupid getting help from a tutor. I am glad I came to SARC."

"The tutor explained terms and concepts very well. He broke

PIZZA AND A MAJOR

The Student Success Center's Peer Mentors (SARC, FYAE, TTS) are dedicated to helping our undeclared population here at UCF. This fall the Peer Mentors conducted a series of four "Pizza & a Major" workshops which are tailored to assisting students in deciding on a major.

Students who already have a major benefit from this outreach by learning about materials such as "What can I do with this major", Occupational Outlook for a specific job and other resources that are available on CSEL's website.

Workshops were held in the Academic Village Programming Centers (Nike and Hercules), Boardwalk Apartments, and UCF Affiliated housing Pegasus Landing. Over 100 students ranging from freshmen to graduate students came out to explore their options in deciding on a major and finding that perfect fit at UCF.

ANOTHER SEMESTER...CONT'D

wins" at the NACADA 2005 Annual Conference in Las Vegas (October 2005).

- 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, PCB 3063, and AST 2002 tutorial and SI sessions.
- SARC facilitated 12 academic success workshops with 410 students in attendance and 64 outreach programs to over 2,600 students.
- SARC was open 24 hours during final exam week, connecting with 2,230 students who either attended a final review session or studied in the SARC Lab.
- SARC collaborated with the Student Success Center and the Student Government Association to provide for the first time the "Welcome Back Snack Attack". This program allowed 82 first-year students to reconnect with their academic advisor from orientation and to receive information on academic support services.

TUTORIAL SERVICES...CONT'D

material down to make it easier to understand."

"I came to SARC with an F and since coming to tutoring I have improved my grade to a B!"

The SARC tutorial schedule can be found at www.sarc.sdes.ucf.edu. We hope to see you in the Lab!!



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Student Success Center

Division of Student Development and Enrollment Services

PENNY WAR...CONT'D

Every Friday over the three-week-long “Currency Crusade,” the Peers collected the penny jars and calculated the current standings of the battle, followed by a Penny War newsletter on Mondays which served as a kickoff for the next week. The pennies, which were the only source of positive points, were counted as one point each. Every other monetary donation was counted as a negative for that office; for example, one nickel is equivalent to five negative points and a dollar was worth 100 negative points.

After weeks of espionage and fierce rivalry, the initial goal had been far surpassed. A grand total of \$408.78 was collected and all proceeds went to the Salvation Army Hurricane Relief Funds. FYAE became the champion that earned the bragging rights for winning the war this year. In the end, all the offices contributed tremendous efforts and all was fair in love and Penny Wars!!

SI—THE KEY TO HIGHER GRADES...CONT'D

The benefits of SI extend to faculty members. As more students acquire better study habits and experience academic success, instructors find higher student satisfaction in their classrooms and better prepared students who can meet the rigors of the course. “I am grateful to have an SI leader working with my class. I know my students benefited tremendously from his help”, said Stephen Kuebler, Assistant Professor of Chemistry.

SI leaders usually find that their experience enhances their leadership and communication skills, as well as their study habits. SI is a win-win situation for faculty, SI leaders, and students alike!

SPRING 2006 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 2006 semester, SARC will offer the following academic workshops:

Goal Setting and Motivation	Tuesday, January 24
Get your Calendar Organized	Tuesday, January 31
Note Taking / Textbook Reading	Tuesday, February 7
Power Studying	Tuesday, February 14
Memory and Concentration	Tuesday, February 21
How Not to Procrastinate	Tuesday, February 28
Learning Styles	Thursday, March 2
Stress Management	Tuesday, March 28
Surviving until the End—Get your Act Together	Tuesday, April 4
Designing a Study Calendar for the End of the Semester	Wednesday, April 11
Power Studying – Encore Presentation	Tuesday, April 12
Final Exam Preparation – 13 Days and Counting	Tuesday, April 18

Please contact SARC for time and place!