



# 2017-2018 Annual Report

## Student Academic Resource Center

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DIVISION OF STUDENT DEVELOPMENT AND ENROLLMENT SERVICES



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# Student Academic Resource Center

## 2017-2018 Annual Report

### Executive Summary

The Student Academic Resource Center (SARC) provides academic support to UCF students through a variety of programs:

1. **Supplemental Instruction (SI)** is an academic success and retention program designed to help UCF students master content in historically-difficult courses while they develop and integrate learning and study strategies. A historically-difficult (or high risk) course is one in which 1/3 or more of those enrolled typically earn grades of D, F, or withdraw. These courses are usually introductory STEM courses with a large student enrollment and high numbers of freshman and transfer students. SI sessions are led by peer student leaders (SI Leaders) specially trained in the use of active and collaborative learning strategies that foster critical thinking and metacognitive development.
2. **Peer Tutoring:** SARC provides free, walk-in, group-based peer tutoring services to UCF undergraduate students. Subject areas supported include: Accounting, Business Finance, Statistics, Chemistry, Biology, Human Physiology, Physics, Engineering, and Computer Science. Tutoring is provided in the main SARC lab and in a satellite lab located in the College of Engineering and Computer Science (CECS).
3. **Online Peer-Assisted Learning (OPAL)** sessions are live peer-facilitated study sessions led by a SARC tutor or SI Leader where interactions occur in a virtual environment instead of face-to-face. OPAL sessions are facilitated through Adobe Connect, a live conferencing platform, which allows students to join a study group from any computer with an internet connection and interact with the tutor or SI leader via video chat or microphone. During OPAL sessions, students can review course content using an interactive whiteboard, participate in breakout groups, and share notes and handouts electronically.
4. The **Academic Coaching & Engagement (ACE) Program** provides free one-on-one, peer coaching to help UCF students develop important academic and life skills such as organization, time management, goal setting, and study skills. The ACE program is open to all undergraduate students by appointment on a voluntary basis. Students on academic probation are required to complete a minimum of 2 academic coaching sessions during the semester they are on Academic probation.
5. SARC provides a free **Academic Success Workshops** series each semester focused on college-level learning and study skills. Topics include: Time Management, Goal Setting, Motivation, Test Anxiety Management, Effective Study Skills, How to Prepare for Final Exams and more. SARC delivers **Outreach Programming** in residence halls, classes, student organizations, sororities, fraternities, and other campus groups by request.
6. The **Access Program** is designed to assist a selected group of first time in college (FTIC) students, who are conditionally admitted to UCF, in their transition from high school to the

first year of college by building a strong foundation for academic success. During this six-week summer bridge program, students receive intensive academic preparation before attending classes at the university in the fall semester.

## Mission Statement

The Student Academic Resource Center's mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to UCF students. SARC provides diverse modes of learning resources and services such as campus outreach, peer tutoring, Supplemental Instruction (SI), learning skills, and first-year transition programs.

## Vision Statement

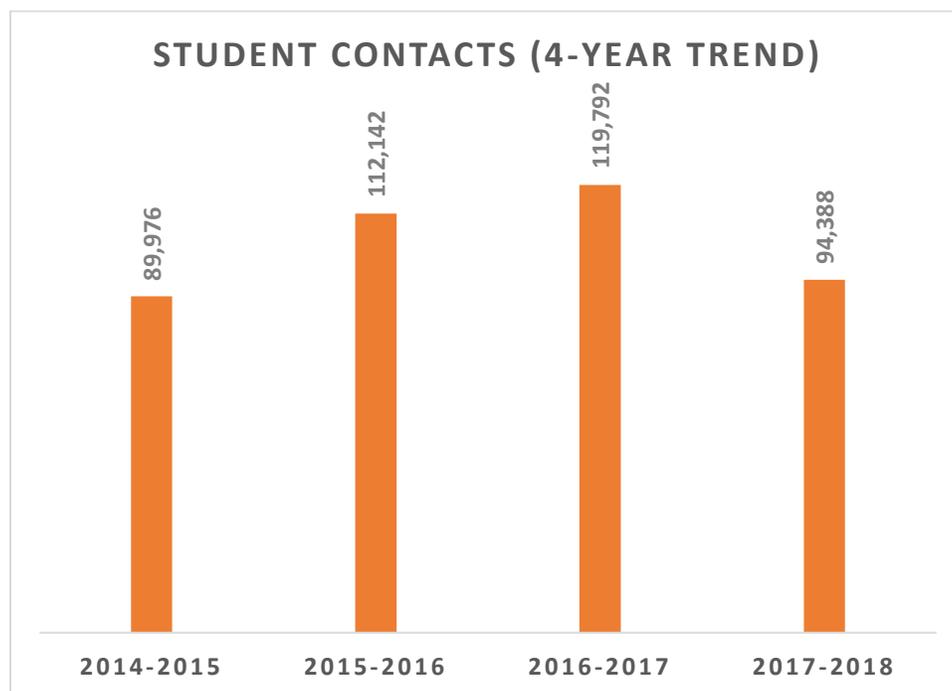
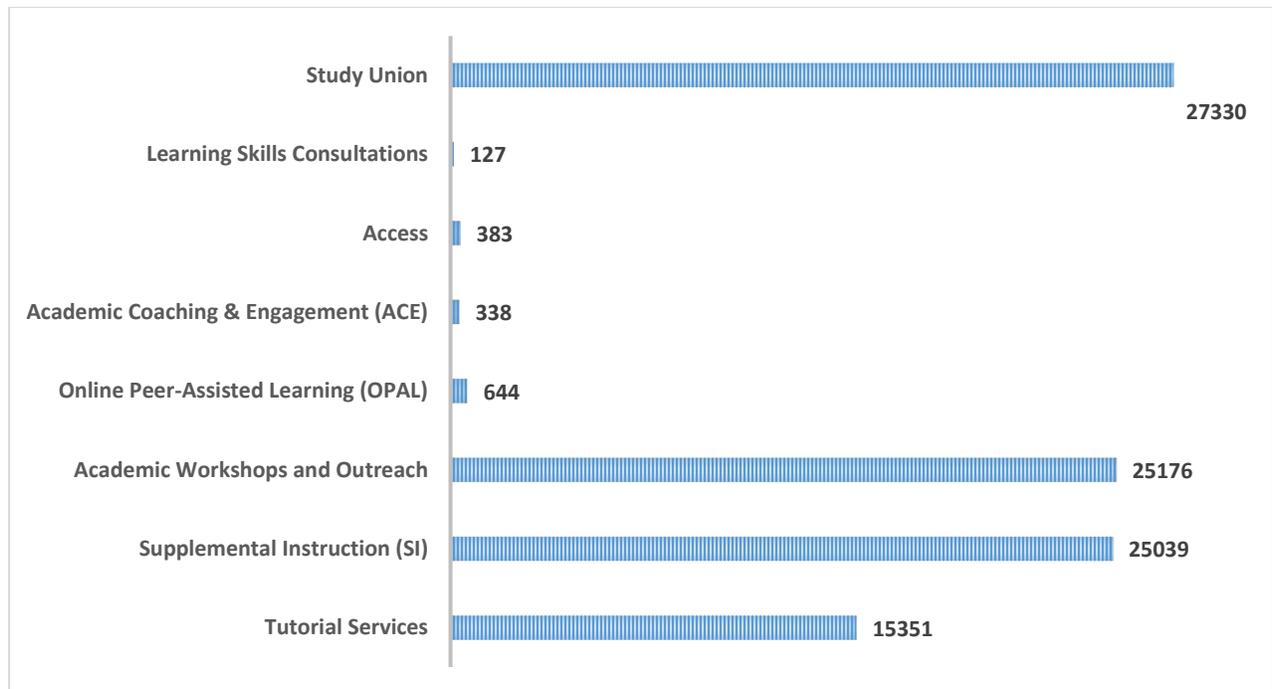
The Student Academic Resource Center (SARC) is committed to becoming a nationally recognized learning center by being a model academic support program promoting undergraduate students' academic preparation, transition, and progress toward graduation. Through collaboration and partnerships with internal and external constituencies, the center will remain cutting-edge in facilitating service to students by providing opportunities for a smooth, seamless, and successful transition to UCF and progress toward graduation.

## Highlights

- SARC was recognized by President Hitt at the Board of Trustees Meeting on 10/26/17 for receiving three national awards at the National College Learning Center Association (NCLCA) Annual Conference in San Antonio, Texas on September 29, 2017:
  - Frank L. Christ Outstanding Learning Center Award (4-year institution)
  - Website Excellence Award 1<sup>st</sup> Place
  - Innovative Use of Technology Award for SARC Online
- The **Study Union** took place during finals week in collaboration with the Student Union and the Office of Student Involvement, providing UCF students a quiet and safe place to study and prepare for final exams. SI Leaders and Peer Tutors facilitated a total of 145 final review sessions reaching 27,330 students. These numbers include in-person, live streaming, and recorded views.
- **Tutorial Services** - Tutoring and lab services provided in 32 subjects at three facilities (SARC, VARC and CECS), connecting with a total of 15,351 students for a total of 22,763 hours.
- **Supplemental Instruction (SI)** - SARC supported 151 STEM course sections by offering 3,174 SI sessions, reaching 25,039 students.
- **Online Peer-Assisted Learning (OPAL)** – 256 OPAL sessions were offered for 25 course sections with 644 student contacts recorded.
- **ACE** - SARC provided academic coaching sessions to 322 FTIC students on academic probation in the Fall 2017 and Spring 2018 semesters; 276/322 (86%) FTIC students completed their required two ACE coaching sessions.
- **ACCESS Programs** - SARC provided academic support to 383 new FTIC students during the Summer B 2016 term, promoting their academic success and retention; 365 out of 371 (98.6%) Access students who completed the program enrolled for Fall 2017.
- **Institutional Effectiveness:** SARC was recognized as one of the exemplary programs at the Annual Assessment Report to the President and the Provost for the 9<sup>th</sup> year.

## SARC by the numbers

SARC provided academic support services to **94,388** students through AY 2017-2018.



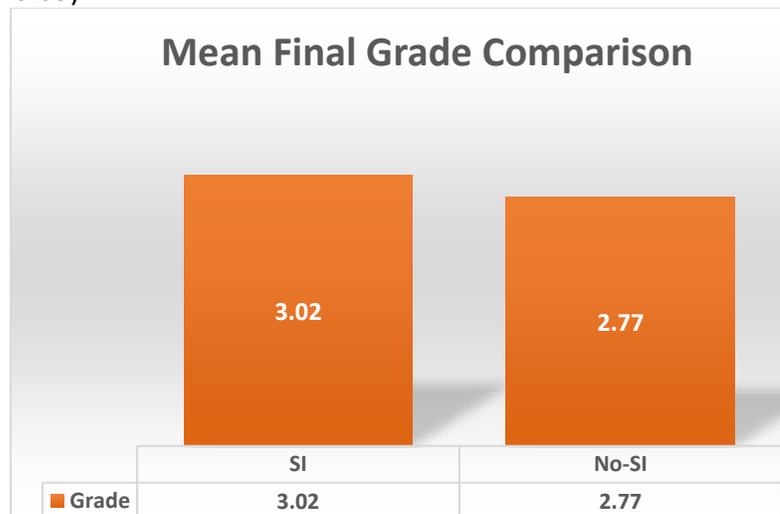
# Supplemental Instruction (SI)

## Overview

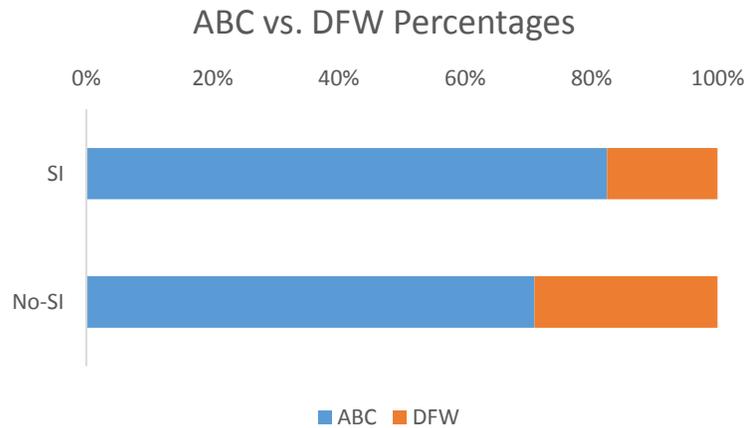
- Number of student contacts: 22,505
- Participation in SI: 32.6% (5,679 of 17,414 students who had SI available)
- Student Profile for SI participants:
  - 65% are FTIC
  - 22% are Freshmen
  - 32% transferred from a Florida college
  - 24% are First Generation in college
  - 63% are majoring in a STEM discipline.
  - SI Participation by Gender: 55% female; 45% male.
- SI Participation by Ethnic Background: 40% white, 30% Hispanic, 14% African-American, 16% other.
- 92% of the students who attended 7 or more SI sessions persisted (enrolled) the following fall semester.

## Impact on Student Success/Retention

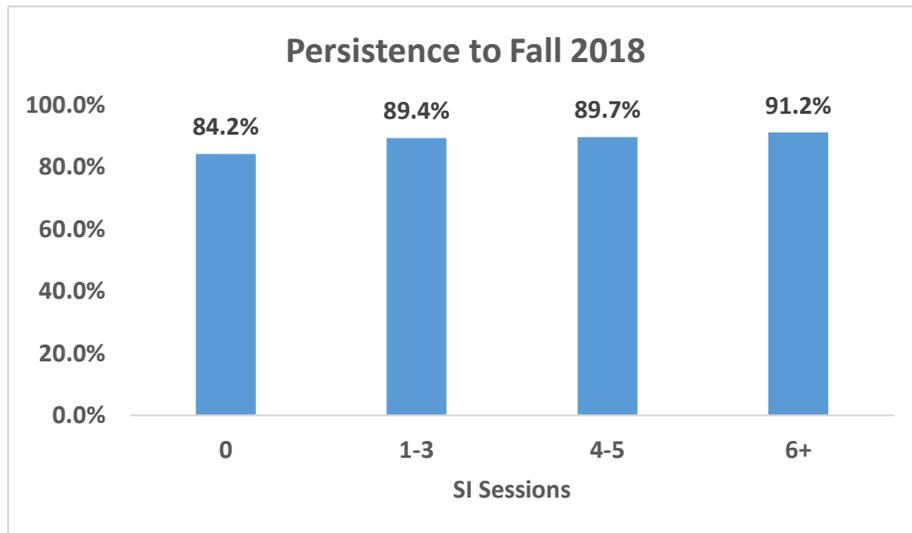
- Significantly higher average final grades for students who attended Supplemental Instruction (SI) sessions ( $p < 0.05$ )



- Higher percentage of A, B, or C grades and lower percentage of D, F, and W grades for students who participated in SI sessions.



- Students who attend 6 or more SI sessions persist at a higher rate (91.2%) than those who never participate in SI sessions (84.2%)



**Fall 2017 SI Attendance**

	No Sessions	1+ Sessions	2+ Sessions	3+ Sessions	4+ Sessions	5+ Sessions	6+ Sessions
A	20%	24%	24%	25%	26%	27%	28%
B or better	45%	56%	58%	60%	63%	65%	67%
C or better	70%	82%	85%	86%	88%	90%	90%
DFW	30%	18%	15%	14%	12%	10%	10%
Total Students	13526	3091	1361	780	555	413	332

Source: SARC GRT Data Fall 2017 SI

- Of those who attended SI **six (6) or more times**, 90% earned a C or better, 67% earned a B or better, and 28% earned an A.
- The DFW rate was 20% higher for those who never attended when compared to those who attended **6 or more times**.
- As an average, 19% of students enrolled in SI-eligible courses participated.

### Spring 2018 SI Attendance

	No Sessions	1+ Sessions	2+ Sessions	3+ Sessions	4+ Sessions	5+ Sessions	6+ Sessions
A	24%	30%	32%	34%	33%	36%	37%
B or better	52%	61%	65%	67%	67%	70%	72%
C or better	74%	84%	86%	88%	88%	89%	91%
DFW	26%	16%	14%	12%	12%	11%	9%
Total Students	6590	2246	1074	650	444	330	259

Source: SARC GRT Data Spring 2018 SI

- Of those who attended SI **six (6) or more times**, 91% earned a C or better, 72% earned a B or better, and 37% earned an A.
- The DFW rate was 17% higher for those who never attended when compared to those who attended 6 or more times.
- As an average, 25% of students enrolled in SI-eligible courses participated.

### Retention and Graduation Data

- The **six-year graduate rate** is about 10% higher for FTIC students who attended one or more SI sessions during their time in college than for FTIC students who did not attend SI at all (76% vs 65%).
- The **one-year retention rate** is 6% higher for FTIC students who attended one or more SI sessions during their first year than for students who did not attend SI (91% vs. 85%)
- Students who participate in **6 or more SI sessions persist** at a rate of 91% vs. non-participants (83%)
- Hispanic and African American students who participate in **6 or more SI sessions** persist at a rate slightly higher than white students (91.2 vs 90%)
- FTIC students who participate in **6 or more SI sessions** are **retained** at a rate of 94.9% vs. non-participants (87.4%)
- The 6-year graduation rate of FTIC students who participate in **6 or more SI sessions** is 80.3%.
- Transfer students who participate in **6 or more SI sessions** are **retained** at a rate of 89% vs. non-participants (77%)
- 79% of the students who start as STEM majors and participate in SI regularly (6 or more sessions) continue in their STEM major after a year.

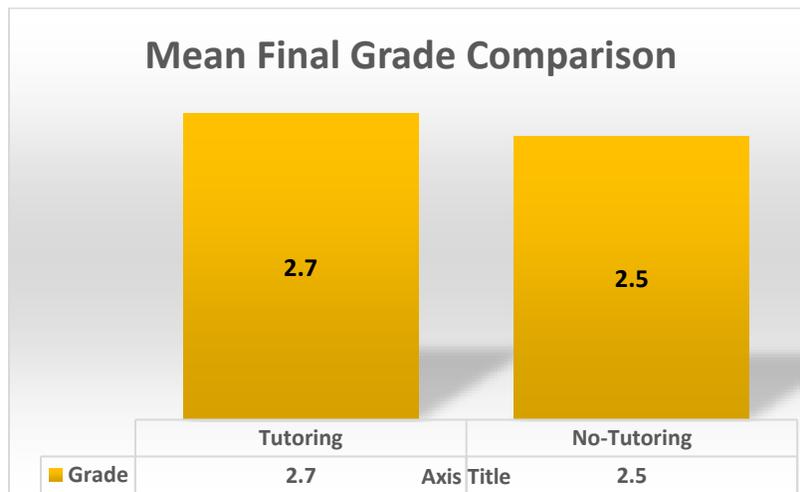
# Peer Tutoring

## Overview

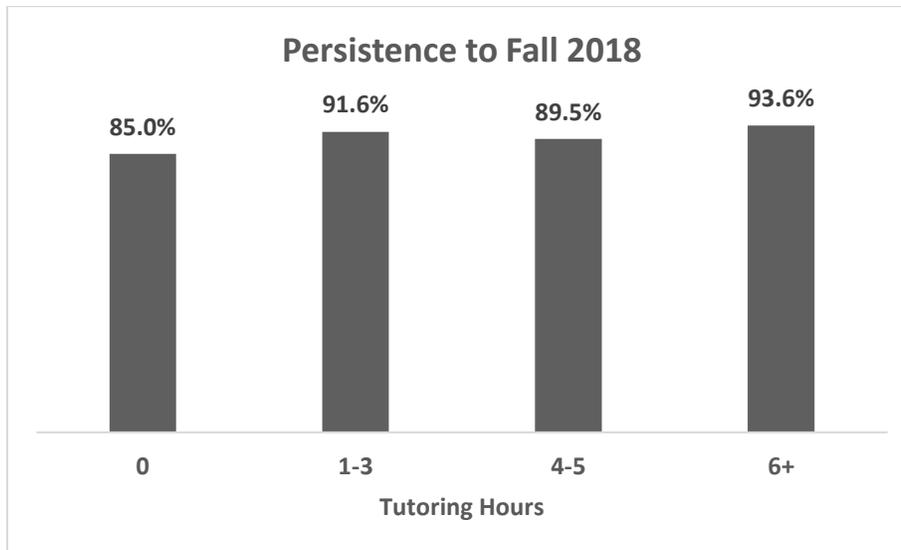
- Number of student contacts: 11,172
- Participation in SI: 7.4% (1,293 of 17,571 students who had peer tutoring available)
- Student Profile for peer tutoring participants:
  - 63% are FTIC
  - 6% are Freshmen
  - 35% transferred from a Florida college
  - 23% are First Generation in college
  - 71% are majoring in a STEM discipline.
  - Tutoring Participation by Gender: 61% female; 39% male.
- Tutoring Participation by Ethnic Background: 36% white, 30% Hispanic, 17% African-American, 17% other.
- 97% of the students who attended 7 or more tutoring sessions persisted (enrolled) the following fall semester.

## Impact on Student Success/Retention

- Significantly higher average final grades for students who participate in tutoring sessions ( $p < 0.05$ )



- Students who attend 6 or more tutoring hours persist at a higher rate (91.2%) that those who never participate in tutoring (84.2%)



### **Fall 2017 Tutoring Attendance**

- 89% of students who attended **six (6) or more** hours of tutoring earned a C or better, 69% earned a B or better, and 30% earned an A.
- The DFW rate was 14% lower for students who attended **6 or more** hours of tutoring when compared to those who never attended.

### **Spring 2018 Tutoring Attendance**

- 93% of students who attended **six (6) or more** hours of tutoring earned a C or better, 71% earned a B or better, and 40% earned an A.
- The DFW rate was 18% lower for students who attended **6 or more** hours of tutoring when compared to those who never attended.

### **Retention and Graduation Data**

- The **six-year graduate rate** is about **17% higher** for FTIC students who attended one or more hours of tutoring during their time in college than for students who did not attend tutoring at all (85% vs. 68%).
- The **one-year retention rate** is **6% higher** for FTIC students who attended one or more hours of tutoring during their first year than for students who did not participate in tutoring (93% vs. 87%).
- Students who participate in **6 or more** hours of tutoring **persist** at a rate of 93.6% vs. non-participants (85%)
- Hispanic students who participate in **6 or more** tutoring hours persist at a rate slightly higher than white students (92.2 vs 90.8%).
- FTIC students who participate in **6 or more** tutoring hours are **retained** at a rate of 92% vs. non-participants (90%)

- The 6-year graduation rate of FTIC students who participate in **6 or more** hours of tutoring is 88%.
- Transfer students who participate in **6 or more** tutoring hours are **retained** at a rate of 85% vs. non-participants (77%)
- 80% of the students who start as STEM majors and participate in tutoring regularly (6 or more hours) continue in their STEM major after a year.

# Online Peer-Assisted Learning (OPAL)

## Overview

- OPAL sessions are online tutoring or SI sessions offered in addition to in-person sessions.
- **Courses offered:** Human Physiology (PCB 3703), and Human Anatomy (ZOO 3733), Biology I (BSC 2010C), Fundamental Chemistry IA, IB, and II, Organic Chemistry I and II, C Programming (COP 3223), Object-Oriented Programming (COP (3330), Computer Science I (COP 3502), Engineering Statics (EGN 3310), Solid Mechanics (EGM (3601), Business Finance (FIN 3403), Genetics (PCB 3063), and Calculus II (MAC 2312).
- 256 OPAL sessions offered in AY 2017-2018 (Summer, Fall, & Spring) with 644 student contacts recorded.
- Participation in OPAL: 3% (257 of 8263 students who had OPAL available)
- In Spring 2018, 90% of OPAL participants earned a C or better compared to 77% non-participants. OPAL attendees also earned significantly higher mean final grades compared to those who did not participate (3.0 vs. 2.7,  $p < 0.05$ ).
- Student Profile
  - 50% FTIC
  - 20% Transfer
  - 20% part-time
  - 10% non-traditional (26 or older)
  - 42% of students who attended OPAL sessions were not able to attend face-to-face sessions.

## Summer 2017 OPAL Impact

- OPAL attendees earned significantly higher mean final grades compared to those who did not participate (2.7 vs. 2.3).
- 100% of students who attended **six (6) or more** OPAL sessions earned an A in the course.
- The DFW rate was 25% lower for students who attended **6 or more** OPAL sessions when compared to those who never participated.

## Fall 2017 OPAL Impact

- OPAL attendees earned significantly higher mean final grades compared to those who did not participate (3.1 vs. 2.6).
- 71% of students who attended **two (2) or more** OPAL sessions earned a C or better, 43% earned a B or better, and 29% earned an A.
- The DFW rate was 12% lower for students who attended **two (2) or more** OPAL sessions when compared to those who never participated.

## Spring 2018 OPAL Impact

- OPAL attendees earned significantly higher mean final grades compared to those who did not participate (3.0 vs. 2.7).

- 100% of students who attended **three (3) or more** OPAL sessions earned a C or better, 74% earned a B or better, and 38% earned an A.
- The DFW rate was 23% lower for students who attended **3 or more** OPAL sessions when compared to those who never participated.

NOTE: Because the samples were much smaller in Fall 2017 and Spring 2018, the analysis could not be done for students who attended 6 or more OPAL sessions.

## Academic Coaching and Engagement (ACE)

### Overview

- ACE provides one-on-one peer academic coaching sessions to all undergraduate students enrolled at UCF.
- ACE partners with First Year Advising and Exploration (FYAE) to serve FTIC students placed on academic probation. These students have the following 5 requirements: Academic Standing Questionnaire (FYAE), Probation Information Session (FYAE), 1-hour Academic Advising appointment (FYAE), at least 2 Academic Coaching sessions (SARC).
- SARC hired 4 Academic Coaches for Fall 2017 and 10 for the Spring 2018 semester.
- Academic Coaches received 16 hours of training on prior to the Fall 2017 and Spring 2018 semesters Topic included: Welcome and Team Building, Program Overview and History, Department Overview (SDES & SARC), SARC Expectations, Policies & Procedures, FERPA & Confidentiality, Communication Skills, Campus Resources and Referrals, Learning Skills Specialist Training, Study Skills Training, Role of the Academic Coach – session agendas, documentation and reporting, logistics, schedules, role play scenarios, conflict resolution, accessibility, referrals to CAPS and financial assistance.
- Conducted two ACE focus groups with UCF students on Thursday, September 28th (4 attendees) and Monday, October 2nd (4 attendees)

### Fall 2017 ACE Participation and Impact

#### Highlights

- Total ACE Sessions Completed = 262
  - 189 completed by the 84 of the 87 students placed on academic probation
- Total Student Participants = 119 (84 Mandated, 35 Voluntary)
- 78 of 87 (90%) FTIC students placed on academic probation completed at least the minimum requirement of 2 ACE sessions (\*despite campus closures due to hurricane Irma – a 4% increase from fall 2016)
- Average fall GPA for all 87 students was 2.048
  - Average fall GPA for 78 who completed 2+ sessions = 2.157
- Average Number of Credits Attempted for all 87 = 12.69
  - Average Number of Credits for 78 who completed 2+ sessions = 12.654
- Average Number of Credits Earned for all 87 = 8.747
  - Average Number of Credits for 78 who completed 2+ sessions = 9.154
- 60 of 87 (69%) FTIC students placed on academic probation were eligible to enroll for the next term (an 8% increase from fall 2016)
  - 56 of 78 (72%) ACE program participants who completed 2+ sessions were eligible to enroll for the next term (a 6% increase from fall 2016)
- 53 of the 87 (61%) students placed on academic probation enrolled for spring 2018
  - 50 of the 56 students who completed at least 2 sessions (89%) enrolled for spring 2018 semester.

## Retention

- 72% (56/78) of ACE program participants who completed 2+ sessions were eligible to enroll for the next term.

## Persistence

- 89% (50/56) of the 56 students who completed at least 2 sessions enrolled for spring 2018 semester (for an average of 12.3 credits)

## Mandated Participants

FTIC students placed on Academic Probation after the conclusion of summer 2017.

- 100/3,151 (3.1%) of students were initially on Academic Probation at the end of summer 2017
- 95/100 (95%) of students placed on academic probation enrolled in fall 2017 classes
  - 87 remained enrolled for the entire fall 2017 semester
    - 4 withdrew, 1 received grade change, 1 received medical withdrawal, 2 were athletes

\*For the purpose of this report, we will be using the number of students who maintained their “placed on academic probation” status, remained enrolled throughout fall and earned a fall 2017 GPA (n = 87).

## *Demographics of FTIC Probation Population*

### GENDER

- Female = 40 out of 87 (46%)
- Male = 47 out of 87 (54%)

### ETHNICITY

- Asian = 6%
- Black/African American = 11%
- Hispanic/Latino = 38%
- White = 44%
- Non-resident Alien = 1%

### FIRST GENERATION

- First Generation = 29%
- Not First Generation = 71%

### LOW INCOME

- Low Income = 29%
- Not Low Income = 71%

## **Spring 2018 ACE Participation and Impact**

### Highlights

- Total ACE Sessions Completed = 570

- Total Student Participants = 293 (50 voluntary student participants)
- 198 of 234 (85%) FTIC students placed on academic probation completed at least the minimum requirement of 2 ACE sessions
- Average spring term GPA for all 234 students was 2.101
  - Average spring term GPA for 198 who completed 2+ sessions = 2.310
- Average Number of Credits Attempted for all 234 = 12.684
  - Average Number of Credits for 198 who completed 2+ sessions = 12.631
- Average Number of Credits Earned for all 235 = 9.026
  - Average Number of Credits for 198 who completed 2+ sessions = 9.818
- 155 of 234 (66%) FTIC students placed on academic probation were eligible to enroll for the next term (a 5% increase from spring 2017)
  - 146 of 198 (74%) ACE program participants who completed 2+ sessions were eligible to enroll for the next term (an 8% increase from spring 2017)
- 89% of respondents on the ACE Student Survey agreed that meeting with their Academic Coach was academically and/or personally helpful. 85% of students said they would participate in the ACE Program again or would advise a friend to participate.

### **Retention**

- Data will be available in Spring 2019

### **Persistence**

- 137 (93.8%) of the 146 students who completed the minimum requirements *and* were eligible to enroll in the subsequent term did enroll in fall 2018 (this is a 2.6% increase from spring 2017)

### **Mandated Participants**

FTIC students Placed on Academic Probation after the conclusion of fall 2017.

- 389/6,773 (5.7%) of students were initially placed on Academic Probation at the end of fall 2017
- 330/389 (85%) of students placed on academic probation enrolled in spring 2018 classes
  - 234 remained enrolled for the entire spring 2018 semester that were assigned to FYAE
    - 84 assigned to work with colleges
    - 8 withdrew, 1 received grade change, 2 received medical withdrawal, 1 dropped for nonpayment
    - 2 students who changed their major and were reassigned to FYAE in April were excluded from this report since they did not have time to complete all requirements

FTIC students Continued on Academic Probation after the conclusion of fall 2017.

- 19 of FTIC students were initially continued on Academic Probation at the end of fall 2017
  - 4 assigned to colleges
  - 15 assigned to FYAE – 10 enrolled but 1 withdrew, so 9 total remained enrolled (6 Male, 3 Female)

\*For the purpose of this report, we will be using the number of students who maintained their “placed on academic probation” status, remained enrolled throughout spring and earned a spring 2018 GPA (n = 235).

### *Demographics of FTIC Placed on Probation Population*

#### GENDER

- Female = 73 out of 234 (31%)
- Male = 161 out of 234 (69%)

#### ETHNICITY

- Asian = 6%
- Black/African American = 10%
- Hispanic/Latino = 26%
- Multi-racial = 8%
- Native Hawaiian/Other Pacific Islander = 1%
- White = 49%
- Non-resident Alien = 1%

#### FIRST GENERATION

- First Generation = 18%
- Not First Generation = 82%

#### LOW INCOME

- Low Income = 19%
- Not Low Income = 81%

# Academic Success Workshops and Outreach

## Overview

- SARC connected with 26,556 students through academic success workshops and outreach programming.
- 15 SARC academic workshops were streamed live with 310 students participating in person and online
- The 13<sup>th</sup> Annual Learning Fair “Making Magic Happen (with a Harry Potter Twist) took place on Thursday, September 8, 2017 recording 370 student contacts, a 131% increase compared to 2015 (160)
  - **NEW Initiative:** SARC’s Facebook page was active during the event with 24 post (6,797 views), 7 videos (109 video views) and photos
  - 99% of the students who responded to an exit survey were able to identify two learning strategies after attending the Learning Fair
- SARC provided outreach to the following units, departments, and campus events: UCF Open Houses, FTIC and Transfer Orientations, LINK, Veteran Academic Resource Center (VARC), Housing and Residence Life, Fraternity and Sorority Life, Faculty Orientations, SLS 1501 instructors, and Rosen Campus.
- SARC conducted 127 individual learning skills consultations.
- 8 academic institutions requested and were granted permission to use SARC’s online learning skills resources.

## Summer 2017

### **Workshops Offered**

- Overview of SARC Services
- Study Smarter, not Harder: Study Skills and Time Management
- Final Exam Preparation
- Goal Setting and Motivation

### **Student Participation**

- SARC reached a total of 13,004 students through academic outreach programming and participation in Orientation events.
- 12,927 students were reached through Orientation and Open Houses.
- SARC reached 946 students through academic workshops and events
- 32 students were reached through Summer 2017 Academic Outreach Programming hosted by SARC; 3 workshops were live streamed over the summer semester.
- Veteran Academic Resource Center (VARC) Outreach: all registered student veterans were notified of SARC programming by the information posted on the VARC website, the SARC website, and Good Morning UCF and through direct email promotion (1,329 emails sent)

## **Fall 2017**

### **Workshops Offered**

- No Stress Zone: Reducing Test Taking Anxiety
- The Next Level: Preparing for Professional School
- Bring Your "A" Game: Getting A's Using Time Management
- Study Smarter, Not Harder: Study Skills & Time Management
- Staying Ahead of the Game: Avoiding Procrastination
- No Stress Zone: Reducing Test Taking Anxiety
- Final Exam Preparation

### **Student Participation**

- SARC reached 8,507 students through academic outreach programming and participation in tabling events (including Open Houses and FTIC/Transfer Orientation).
- 6,936 students were reached through Orientation and Open Houses.
- 1,291 students were reached through academic workshops and events.
- 402 students were reached through Fall 2017 Academic Outreach Programming hosted by SARC.
- Seven (7) SARC academic workshops were livestreamed with 280 students participating in person or online from the Regional Campuses
- A total of 3,984 student veterans and dependents were contacted via emailed once per month, for a total of 3 mass emails, regarding peer tutoring, Supplemental Instruction, upcoming workshops and SARC's other available services

## **Spring 2018**

### **Workshops Offered**

- Bring Your "A" Game: Getting A's Using Time Management
- Study Smarter, Not Harder: Study Skills & Test Preparation
- Goal Setting
- Notetaking
- Bring Your "A" Game: Getting A's Using Time Management
- Staying Ahead of the Game: Avoiding Procrastination
- No Stress Zone: Reducing Test Taking Anxiety
- Final Exam Preparation

### **Student Participation**

- SARC reached 3,665 students through academic outreach programming and participation in tabling events (including Open Houses and FTIC/Transfer Orientation).
- 3,465 students were reached through Orientation and Open Houses.
- 200 students were reached through academic workshops and events.
- 8 academic workshops were live streamed: In-person contacts: 138; Live streaming contacts: 30; Recording views: 385.

- A total of 5,130 student veterans and dependents were contacted via emailed once per month, for a total of 4 mass emails, regarding peer tutoring, Supplemental Instruction, upcoming workshops and SARC's other available services.

# Access Program

## Overview

- The Access Program fostered learning communities by enhancing academic success and retention. 383 FTIC students entered the Access Program during the Summer B 2017 term.
- 383 students were enrolled in the Summer 2017 Access program, a 32% increase compared to Summer 2016 (290)
- 371/383 (96.9%) students completed the Access Program, a 2.8% decrease in completion rate compared to Summer 2016 (289/290 or 99.6%)
  - One student withdrew from the university mid-summer term
  - Two students were disqualified from fall due to attendance
  - Nine students were disqualified from fall due to final grades
- **365 out of 371 (98.6%)** Access students who completed the program enrolled for Fall 2017
- Attendance was tracked at the following events for the Access Program: Peer Mentoring, Academic Advising, Creed Seminars, SI sessions and Writing Center sessions, and the Access Program Student Evaluation.
  - A total of 412.5 unexcused absences were recorded during the program
  - 36 Attendance meetings were held with students regarding their absences

## Access 2017 Staffing and Peer Mentoring

- SARC hired and training 16 Academic Peer Mentors
- Academic Peer Mentors received 16 hours of training on June 5th and June 12th, 2017 and attended five two-hour weekly meetings to continue their training and to provide updates on their meetings with Access students.
- Training topics for Academic Peer Mentors included: Welcome and Team Building, Program Overview and History, Department Overview (MASS & SARC), Questioning and Listening Skills, Assertiveness and Facilitation, Campus Resources and Referrals, Study Skills Training, SARC Policies & Procedures, FERPA & Confidentiality, SARC Shared Values, Role of the Peer Mentor – content, dynamics, note taking, mentoring logistics, experiential scenarios, UCF Cares, Diversity, and Counseling Services.

## Access Student Profile

- **383** students began the Summer 2017 Access Program, compared to 290 students in 2016, a 32% increase.
  - 277 Pegasus Success students
  - 106 SOAR students
- 135/383 (35.2%) male; 248/383 (64.8%) female
- In-state students: 2017: 381/383 (99.5%) in-state students 2016: 285/290 (98.3%)
- 91/364 (25%) of Access students identified themselves as a first-generation-in-college student (defined as neither parent having earned a bachelor's degree).
- Ethnic Background Identification:
  - 140/383 (36.6%) White
  - 84/383 (21.9%) Black, African American
  - 121/383 (31.6%) Hispanic/Latino

- 18/383 (4.7%)            Multi-racial
- 20/383 (5.2%)            Asian
- 0/383 (0%)                Native Hawaiian/Other Pacific Islander
- 0/383 (0%)                Not Specified

## **Academic Support Services**

### **• ACADEMIC PEER MENTORING**

- Academic Peer Mentoring was used to assist students with their academic skill development and transition to the university through building a relationship with a fellow student as their peer. Sixteen (16) Peer Mentors were hired and trained for the 2017 Access Program.
- Each student was assigned a Peer Mentor for the Summer 2017 semester.
- Students were required to meet with their Peer Mentor six times during the semester on a weekly basis for approximately 30 minutes. Topics discussed were:
  - *Week 1:                      Welcome to UCF & Getting to Know Your Mentee*
  - *Week 2:                      Time Management & Academic Organization*
  - *Week 3:                      Student Development & Wellness*
  - *Week 4:                      Connecting to Campus & Networking*
  - *Week 5:                      Final Exam Preparation*
  - *Week 6:                      Preparing for Fall Semester*

- Student Evaluation Data

*The following information was taken from the Access Program Student Evaluation survey:*

- 99% of students felt their peer mentor was able to answer their questions and concerns during the summer, no change from Summer 2016 (99%).
- 86% of students felt meeting regularly with their peer mentor enhanced their summer experience and contributed to their overall success, a 4% decrease compared to Summer 2016 (90%).

### **• SUPPLEMENTAL INSTRUCTION**

- Supplemental Instruction is a peer-assisted study program that supports students with courses through organized group study sessions with a focus on study skills and independent learning.
- Five Supplemental Instruction leaders were hired to conduct SI sessions for the General Education classes affiliated with the ACCESS Program during the Summer B term. Those four classes were:
  - PSY 2012 - General Psychology
  - ANT 2511 - Human Species
  - POS 2041 - American National Government
  - PHI 2010 – Philosophy (one online section and one face to face section)
- Student Evaluation Data

*The following information was taken from the Access Program Student Evaluation survey:*

- 69% of students felt SI sessions had a positive impact on their academic success, a 7% decrease from Summer 2016 (76%).
- 72% of students indicated they would attend Supplemental Instruction sessions if offered in a course they were taking in Fall 2016, no change from Summer 2016 (72%).
- 63% of students felt SI sessions helped improve their study skills and have noticed a change in their study habits since attending SI sessions.

- **UNIVERSITY WRITING CENTER**

- This was the third year the Access Program partnered with the University Writing Center (UWC). These services were offered to the students enrolled in ENC 1101. The students were required to attend writing groups twice a week.
  - UWC Facilitators conducted these groups as well as took attendance.
- Student Evaluation Data

*The following information was taken from the Access Program Student Evaluation survey. Some respondents may not have been required to attend the UWC but still provided feedback for services received:*

- 88% of students who used the UWC reported the facilitator for the writing group had a positive impact on their academic success this summer, a 6% decrease from Summer 2016 (94%).
- 84% of students agreed that the Writing Center taught them strategies that were beneficial to their writing projects, a 9% decrease from Summer 2016 (93%).

- **GRADE CHECKS & GROUP LEARNING SKILLS CONSULTATIONS**

- All instructors for Access class sections were sent two requests during the summer B term that asked for any students of concern (whether it be a grade of C or lower or other concerns). 149 students were reported when the first grade check was requested and 94 for the second request.

After receiving grade check reports, students were contacted to remind them of the grade requirement for the program to encourage them to use academic support services. One such service offered was group learning skills consultations – three total were offered; one during the 4<sup>th</sup> week and two during the 5<sup>th</sup> week. A total of 8 students attended (all of which passed their summer classes).

## **Retention**

- **96.9%** (or 371 out of 383) of the students were eligible to return to UCF for the Fall 2017 semester.
  - One student withdrew from the university mid-summer term.
  - Two students were disqualified from fall due to attendance.
  - Nine students were disqualified from fall due to final grades.
- **95%** (364/383) Access students who were eligible to return enrolled in the Fall 2017 semester.

## SARC Staff

### Professional Staff 2017-2018

- Rebecca Piety – Director
- Dr. Ana Mack, Assistant Director
- Brandy Espinosa – Coordinator, ACE and Access
- Kristen Fanfarelli – Coordinator, Supplemental Instruction
- Patricia Hartley – Coordinator, Peer Tutoring and Outreach
- Katie Burroughs – Office Manager

### Graduate Assistants 2017-2018

- Alanna Raffaelli
- Ben Coberly
- Lietsel Richardson
- Sonny Halpin

### Professional Staff Accomplishments

- SARC was recognized by President Hitt at the Board of Trustees Meeting on 10/26/17 for receiving three national awards at the National College Learning Center Association (NCLCA) Annual Conference in San Antonio, Texas on September 29, 2017:
  - Frank L. Christ Outstanding Learning Center Award (4-year institution)
  - Website Excellence Award 1<sup>st</sup> Place
  - Innovative Use of Technology Award for SARC Online.
- Rebecca Piety, Director of the Student Academic Resource Center and University Testing Center, was elected President of the Florida College Learning Center Association (FCLCA).
- Brandy Espinosa and Kristen Horton received the Learning Center Leadership Certification – Level 1 from the National College Learning Center Association (NCLCA).
- Rebecca Piety and Dr. Ana Mack attended the 32<sup>nd</sup> National College Learning Center Association (NCLCA) Annual Conference in San Antonio, TX September 27<sup>th</sup> – 30<sup>th</sup>, 2017.
  - Dr. Ana Mack presented the session *With the Students in Mind: Supporting STEM Disciplines with SI* on September 30, 2017.
  - Ms. Rebecca Piety, current President of the Florida College Learning Center Association (FCLCA), led the state affiliate meeting on September 29, 2017.
- SARC staff attended the 5<sup>th</sup> Annual Florida College Learning Association (FCLCA) conference in Miami, FL.
  - Rebecca Piety transitioned from President of FCLCA to Immediate Past President when the new Board of Officers was installed at the conference Business Meeting
  - Rebecca Piety co-presented a Round Table session *Preparing a Learning Center of Excellence Application* with Dr. Patricia Maher (formerly Director of USF Academic Success Center, inaugural President of FCLCA, and Immediate Past President of NCLCA) on Thursday, April 12, 2018.
  - Patricia Hartley presented the session *The Dream Team: Using mentors to cultivate an outstanding tutorial staff*, on Thursday April 12<sup>th</sup>, 2018.