



**UNIVERSITY OF CENTRAL FLORIDA**  
STUDENT ACADEMIC RESOURCE CENTER

## 2014-2015 Annual Report at a Glance

### MISSION STATEMENT

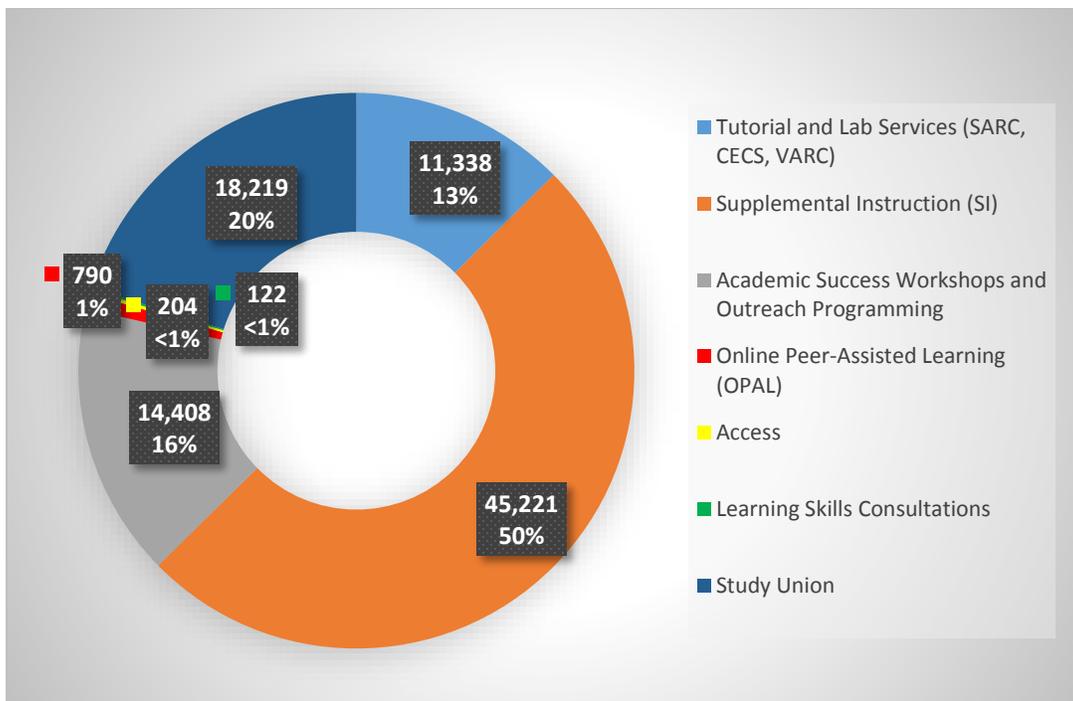
The Student Academic Resource Center’s mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to UCF students and the surrounding community. SARC provides diverse modes of learning resources and services such as campus outreach, 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.

### SARC BY THE NUMBERS

SARC provided academic support services to **89,976** students through AY 2014-15

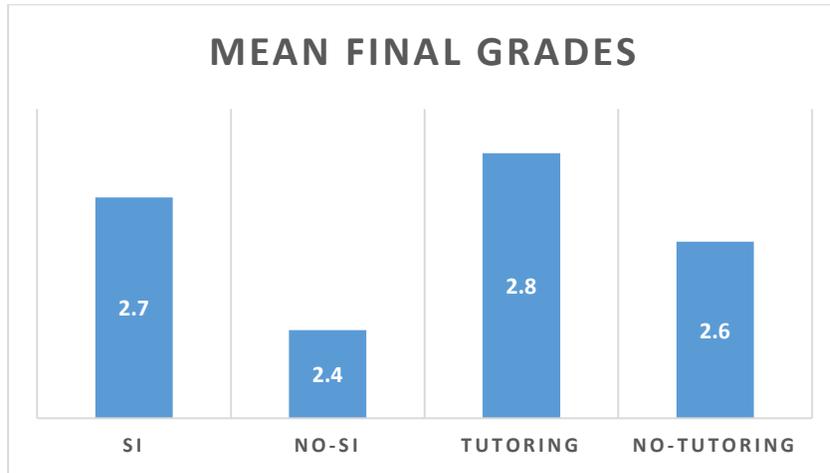


## UNIT HIGHLIGHTS

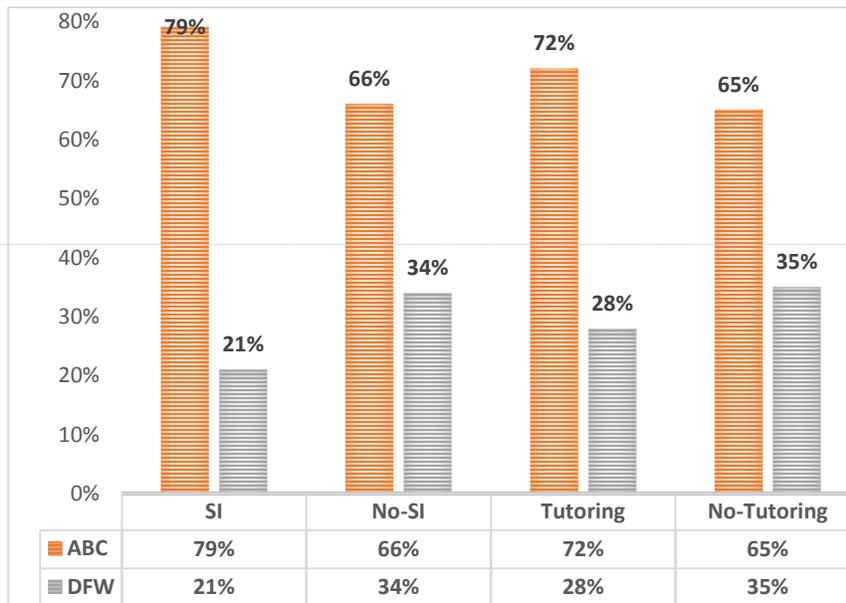
- **New Initiative:** SARC implemented the Academic Coaching and Engagement (ACE) Program in Spring 2015 to provide one-on-one support to students on academic probation and other students who requested a peer academic coach. There were 454 probation students enrolled in Spring 2015. 385/454 (85%) completed the initial ACE coaching session and 333/454 (73%) completed the second session.
- SARC partnered with the Student Union for the Study Union during finals week and offered UCF students a quiet and safe place to study, expanded tutoring sessions, and Supplemental Instruction (SI). SI Leaders and Peer Tutors facilitated a total of 169 final review sessions to a total of 18,219 students, an increase of 41% as compared to the previous year (12943). These numbers include in-person, live streaming, and recorded views
- 223 Online Peer-Assisted Learning (OPAL) sessions were offered for 18 courses with 790 student contacts recorded. This represents a 93% increase compared to the previous year (410 student contacts)
- SARC provided both tutorial and lab services to a total of 1,276 students for 1,876 hours at the Veterans Academic Resource Center (VARC) tutoring lab, a 19% increase with respect to the previous year (1,076 students).
- SARC offered a total of 4,546 SI sessions reaching 45,221 students, an 18% increase compared to the previous year (38,257 students).
- SARC connected with 14,408 students through outreach programming, an increase of 25% with respect to the previous year (11,560)
- SARC conducted 122 individual learning skills consultations. This represents a 24% increase as compared to the previous year (98)
- Developed in collaboration with the Center for Distributive Learning (CDL), the SARCOonline site <http://sarconline.sdes.ucf.edu> has been included in Webcourses under “success resources”
- SARC assisted 204 new FTIC students during the Summer B 2014 term through the Access program, promoting their academic success and retention. 197 out of 201 (98%) Access students enrolled for Fall 2014
- SARC was recognized as 2012-2013 model programs for Institutional Effectiveness (IE) at the Annual Assessment Report to the President and the Provost
- SARC staff assisted in the planning and participated in an External Review conducted by Dr. M. Elaine Richardson (Clemson University) and Dr. Lisa D’Adamo-Weinstein (SUNY-Empire State College)
- SARC Staff attended the 2<sup>nd</sup> Annual Florida College Learning Association (FCLCA) conference.
  - Kristen Horton and Ana Mack co-presented the session “Managing a Large Supplemental Instruction (SI) Program”
  - Rebecca Piety co-presented “Probation Recovery Initiatives: The Key to Student Success”

## IMPACT ON STUDENT SUCCESS

- Students who attended Supplemental Instruction (SI) sessions or peer tutoring had significantly higher average final grades than students who did not participate. These results were statistically significant at the 0.05 level.



- SI and peer tutoring participants earned a higher percentage of A, B, or C grades compared to the non-SI participants. Conversely, SI attendees had a lower percentage of D, F, and W grades than the non-SI attendees.



### IMPACT ON STUDENT RETENTION

Following are results from a cohort of 8,928 students who started as STEM majors in academic year 2013-2014 and who were enrolled in STEM courses offering SI year.

- Regular SI participants (3 or more SI sessions) were retained in their STEM major at higher rates (82.47%) than students who did not participate in SI (72.66%).
- FC Transfer students who attended SI regularly were retained in their STEM major at higher rates (83.40%) than those who did not attend SI (66.56%).
- **FTIC** students who participated in SI at least three times were retained at higher rates (94.2%) than similar students who had the opportunity to attend SI but never did (83.5%).