

Welcome to the Spring 2005 Semester!

Whether this is your first semester as a college student, or you've been at Southwestern for several semesters...welcome! The Success Center staff is here to

support you in your college pursuits. Let us be a part of your college success by utilizing the free tutoring, attending one of the many workshops, accessing the online resources, or simply using the computers for word processing and internet research. Many friendly faces in the Success Centers are here to help you with your academic pursuits!

What Fear Factor, Cardinal Fans and SWIC Students Have in Common...

Why would a person eat worms and other disgusting bugs? The same reason some of our students camped out at Busch Stadium to buy playoff tickets and the same reason athletes and musicians practice hour after hour...motivation. Fear Factor contestants are motivated by money. Hard core baseball fans are motivated by the possibility of watching their favorite team win a pennant. Athletes and musicians are motivated by the desire to have a peak performance. Why would some students spend 15, 20, or even 30 hours a week doing homework and studying? They are motivated by the desire to earn an A and even more motivated by the thought of earning a degree and finding a rewarding career.

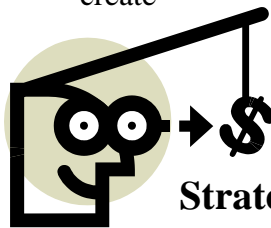
Motivation plays a key role in college success. There are two kinds of motivation: intrinsic and extrinsic. Intrinsic motivation is internal; it's the motivation that makes students want to study because they find the material interesting or relevant. Students tend to perform better in classes within their major as they are intrinsically motivated to learn more about these subjects of interest. Extrinsic motivation is external; it's the motivation that makes a Fear Factor contestant eat worms or a student work hard for rewards such as grades or approval from parents.

Intrinsic motivation tends to be a much more positive force than extrinsic motivation. Most athletes enjoy

practice and especially games as it gives them the opportunity to perform and show themselves and others their abilities. They have an intrinsic motivation to practice hard and play hard. Yet these same students can struggle in the classroom and have to find some extrinsic motivator such as remaining eligible to play or keeping the coach off their backs in order to do the work outside the classroom. Extrinsic motivation is typically very temporary. Once the big test is over, the students often return to the same lackadaisical study habits until it is time for the next test and the process starts over. When individuals don't have an intrinsic motivation, there are some strategies they can use to create

extrinsic motivation. Sometimes we do things for the wrong reasons and end up finding benefits.

What's motivating you?



Strategies for Creating Motivation

1. Set up a reward system for yourself. For example, decide that after you do 60 minutes of homework that you will reward yourself with the thing you really want to do now whether that's checking email, surfing the internet, talking to a friend, having a snack, etc.
2. Create a schedule ahead of time that identifies specific times each day to work on school work. Then, make a decision to stick to it. Once you establish this designated time each day, ask friends not to call during that time.
3. Create some accountability in your life by sharing your schedule with a parent, friend, spouse, etc. They can help you stick to it by reminding you of what you said you wanted to do!
4. Use a timer. Put a designated time on it for homework, such as 60 minutes. When the timer goes off, you can make a decision to have fun or finish what you are doing, then take a break.
5. Put motivational sayings on your mirror and read them several times a day. Or even better, create your own motivational statement such as, "I want to be a college graduate and I will work hard everyday to accomplish this goal."
6. Remember that graduates with an associate degree earn an average of \$469,410 more over a 30 year lifetime of employment than high school graduates.

Online Survey Offers Math Students Insight about Potential Performance

Go to www.purplemath.com/stdysrvy and take the free math study skill inventory. The inventory is designed to review your current math study habits, to see where your strengths lie, and to identify areas for improvement. Your score will immediately appear along with a resource sheet. A Success Center math tutor can assist you in reviewing the results and creating a tailored math study program. Many math resources can also be accessed through the Success Center homepage under "Helpful Links and Handouts."

Helpful Links and Handouts

Want help with math anxiety, writing assignments, study skills, citation style...you name it...the Success Center webpage has over 100 links to popular sites on everything from Accounting to Zinc. Check it out at www.swic.edu/successcenter.



What is the Early Alert System?

The Early Alert System, or EAS as we call it, is a collaborative program between faculty and the Success Centers. When faculty members see a student struggling in their classes, they can refer those students needing extra assistance for an individualized intervention. EAS facilitators meet with the students and create success plans that may include tutoring, how to use a student planner, note taking tips, memorization strategies, or referral to other programs and services. Students typically leave with a free SWIC Student Planner, focus, and renewed energy. Faculty is notified if the student attends the intervention and also informed of the recommendations the student is given. Although the EAS Coordinators attempt to reach all referred students, an average of 43% respond to phone calls and letters. Not all the statistics are in yet, but in the last 5 semesters, there has been a 13% increase in successful class completion for the students attending an intervention over those who did not attend. Further, those students attending an intervention had a 17% higher retention rate over two semesters compared to

the group who chose not to meet with the EAS facilitators. The EAS has proven beneficial to both students and faculty. Faculty wanting information on how to participate in the EAS program can contact Sue McClure at extension 5635.



Want a Tour of the Success Centers?

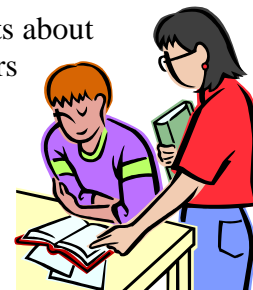
The Success Center staff is happy to provide free tours to individual students and to classes at the request of faculty. Our staff can provide a general overview for classes or tailor demonstrations to the specific needs of faculty. Students can expect to receive tutoring schedules, workshop flyers, bookmarks, or other handouts helpful for class assignments. Simply call the Success Center at extension 5495.

Frequently Asked Questions and Answers

We often get questions from students about how tutoring and the Success Centers work. Here are some FAQ:

How Do I Find a Tutor?

Tutoring at the Success Centers is on a walk-in basis. Come in during open hours and tutors are available for math and writing assistance. There are many hours each week that tutors are also available for sciences, accounting, social sciences, and other courses. If you are looking for tutoring for a specific course, tutoring schedules are available in the Success Centers or online at www.swic.edu/successcenter.



Will my professor know if I see a tutor?

Students who want their professors to know that they are working with a tutor will need to inform them. The Success Center doesn't routinely notify professors of tutoring experiences. It is usually helpful for professors to know that you have taken the initiative to get help. Instructors may suggest areas where you need help, or they can suggest topics to emphasize in getting ready for an exam.

Will my professor give me extra credit if I see a tutor?

Usually not; however, "extra credit" is almost automatic. If you work with a tutor regularly and consistently, your grades should improve dramatically. Research shows that students who see a tutor early in a semester (like now!) and continue to see the tutor on a regular basis can expect better grades than students who never see a tutor or who wait until late in a semester to begin working with a tutor.

Will the tutoring session be individual?

Some. Success Center tutors typically work individually with students on writing assignments, but math tutors tend to work with students both individually and in a small group setting. The tutors explain the material and then allow the student to work on their own to master the skills. Tutors circle the room providing assistance to students with questions.