



2015 -2016 Annual Report



Academic Resource Center Vision Statement - Updated

The Academic Resource Center will continue its efforts in being a premier learning center, recognized for its dynamic support services designed to engage student performance while cultivating academic success. The Academic Resource Center's professional staff and student leaders are recognized for their expertise and use of best-practices in the area of student support.

2015-2016 ARC STAFF

- **Management Team**
 - Rena Burton – Interim Director
 - Andonia Carter – Interim Assistant Director
 - Willie Blackmon – Assistant Director
 - Lisa Gonzales – Business Financial Officer
- **Supplemental Instruction**
 - Ali Sadaat – Coordinator
 - Pablo Mogrovejo – Assistant Coordinator
 - Martha Casey – Program Assistant (2 Quarters – Fall and Winter)
 - Rhesha Norris – Program Assistant (1 Quarter – Spring)
- **Mathematics Preparation Programs**
 - Steve Garcia – Coordinator
 - Anita Ortiz – Administrative Assistant
- **University Preparation & Success Programs**
 - Andonia Carter – Coordinator
 - Tatiana Ontiveros – Asst. Coordinator
- **Tutorial Assistance Program & Academic Intervention Programs**
 - Elena Perez – Coordinator
 - Stephanie Ramirez – Interim Assistant Coordinator
 - Deana Polk – Administrative Assistant
 - Gabriel Mendoza – Assistant Coordinator
- **Upper Division & Graduation Programs**
 - Jason Chou – Coordinator
- **Administrative Unit**
 - Kristin Johnson – Administrative Assistant
 - Theresa Wagner – Administrative Assistant

Academic Resource Center Goals 2015-16

- Continuously evaluate the impact of ARC services on the students they serve and improve programs accordingly.
- Create new, innovative programs to respond to changing student needs and support student success at UCR.
- Develop and strengthen relationships with campus partners to make ARC programs and services more accessible to students.
- Develop programming to positively impact the University's four-year graduation rate.

Department/Program Highlights

- Number of Students Served by the ARC
 - 5,569 student utilized ARC services in the 2015-16 academic year. This represents about 30% of the undergraduate population.
- Retention of First-Year Students
 - After collecting data on students that use the ARC, the Undergraduate Education (UE) Office of Evaluation and Assessment found that first-year students that use Academic Intervention Programs, Supplemental Instruction, and the Tutorial Assistance Program have higher first-to-second year retention rates than first-year students that do not utilize these programs.
- New Hires
 - Willie Blackmon – Assistant Director
- New Positions
 - Assistant Coordinator for Mathematics Placement Program
 - Assistant Coordinator for Supplemental Instruction
- UIA Meeting
 - ARC staff members presented Early Assist and HESA at the University Innovations Alliance (UIA) Student Success Showcase.
- Highlander Early Start Academy (HESA)

A preliminary evaluation of the HESA pilot supported by the ECMC Foundation indicated the following:

- All HESA students earned higher GPAs and course grades than incoming freshmen who took at least one of the same English, math, or history courses in the fall. For MATH 005A, HESA students have significantly higher grades
- Over thirty percent of HESA participants met the criteria to earn the scholarship (quarter GPA greater than 2.5 and enrollment in 15 or more units) throughout the year. The scholarship group's average GPA throughout the year was greater than 3.0 and their average unit count for the year was 16.24.
- There were high levels of participation in the community-building events, and participants were comfortable with the amount of work assigned.

- A majority reported gains in knowledge of campus resources. Reports of increased confidence in the ability to succeed and ability to focus on school were limited, but participants tended to start at high levels on these measures.
- MCAT Pilot
 - In collaboration with the Health Professions Advising Center (HPAC), successfully implemented a four-week MCAT seminar that aligns with the newly designed MCAT.

Partnerships & Collaborations

- Tutorial Assistance Program
 - UCR Libraries
 - R?Study Jam kicks off the Sunday night of finals week. We focus on providing tutors for this group study opportunity for students in high enrollment and high DFW courses that require a bit more assistance. The Study Jam takes place 5pm to 9pm in the Orbach Science Library.
 - Housing Services
 - The Student Housing Academic Resource Center (SHARC) is a centralized go-to for academic resources and is available to residents. The ARC works in consensus with existing campus resources, bringing student a convenient and accessible resource center Monday, Wednesday and Thursday night 7pm to 10pm.
 - ARC tutors and visit Residence Halls to provide academic support. There are various meeting times for subjects in the ARC and are posted in the halls. Topics covered include math, chemistry, biology, physics and writing.
 - Intercollegiate Athletics
 - TAP works with Intercollegiate Athletics to provide tutors for student-athlete study hall sessions.
- Early Assist
 - Early Assist continued to support to CNAS students enrolled in ARC 35, MATH 8A, and MATH 8B (fall, winter, spring) through peer education and college specific workshops.
- Supplemental Instruction
 - Instructional Technology (Flipped Classroom)
- HESA
 - ECMC Foundation
 - The Colleges (BCOE, CNAS, CHASS)
 - Housing Services
 - Financial Aid
 - University Writing Program
 - Mathematics Department
 - History Department

Pilots & New Initiatives

- MCAT Prep
 - In collaboration with the Health Professions Advising Center (HPAC), successfully implemented a four-week MCAT seminar that aligns with the newly designed MCAT
- Supplemental Instruction
 - Biology 102 (Genetic) was piloted during Spring 2016. There was a significant grade improvement capturing 20% of the 253 student lecture. There are plans to continue to support this course in the fall 2016.

Outreach

During the 2015-16 academic year, the Academic Resource Center established a social media presence by creating accounts on Facebook, Instagram, and Twitter.

- Social Media Presence
 - Facebook (264 likes): <https://www.facebook.com/ucrarc>
 - Instagram (703 followers): <https://www.instagram.com/ucriversidearc/>
 - Twitter (281 followers): <https://twitter.com/ucrarc>
- Discover Day and Highlander Day Presentations
 - The ARC participated in the University's annual yield events by giving presentations to perspective students and their parents on preparing for success at the University.
- Highlander Orientation Presentations
 - The ARC recognizes the important role families play in the success of UCR students. We also understand that families are not unique to just parents. So we presented on Academic Student Success at a Research University at all Family Sessions as part of the break out series. We presented our material twice each sessions for a total of 26 times.
 - We wanted to reach commuter students and we did the commuter student presentations that ran concurrent with the Family Orientation.
- Campus Partner and Student Organization Presentations
 - Throughout out the 2015-16 academic year, ARC professional and student staff gave presentations to several campus partners and student organizations on topics including ARC resources and study skills.

Professional Development

- The ARC's Brown Bag Professional Development Series was developed to promote and encourage professional development among the staff. Topics that were covered during the 2015-16 academic year include communication skills, program assessment, and healthy living.
- ARC staff members completed on campus trainings including: Leading Change and Managing Transition, UC Cyber Security Awareness, Building Core Supervisory Skills Course, and the Professional Academic Advisor Certification Course.
- The ARC's Interim Director attended NASPA's Assessment and Persistence Conference in Portland, OR

Focus on the Future

The ARC plans to launch the following initiatives during the 2016-17 academic year:

- The Undergraduate Writing Center at the ARC
 - The ARC has received funding for AY2016-17 to pilot the Undergraduate Writing Center at the ARC. The Undergraduate Writing Center will provide writing assistance to students in all majors and at all levels of need through workshops (style guides, thesis development, etc.) and also offer appointments for individual writing consultations. The Undergraduate Writing Center will serve to enhance student success by improving student writing and encouraging the transfer of writing skills across the curriculum and beyond.
- Supplemental Instruction Leader Certification
 - The certification initiative sets out key components of SI that programs across the United States must be doing in order to qualify to be a certified SI program. While SI is by nature flexible, there will be a set of components that will be mandatory for all programs wishing to achieve certification. At the International Center, these are called the Core Four. They include:
 - The program coordinator must be trained by a Certified SI Trainer from the International Center for SI at UMKC;
 - The program must require and provide intensive training both at the beginning of the semester and throughout the semester for SI Leaders;
 - The program must include an intensive focus on SI Leaders planning sessions and those sessions being regularly observed by program staff or anyone associated with the program whose knowledge of SI is strong enough for them to provide constructive feedback for SI Leaders; and SI Leaders must attend a minimum of 60% of regularly scheduled class sessions throughout the semester.
 - Steps are being taken to have this completed by Spring 2017
- Tutorial Assistance Program Certification
 - College Reading & Learning Association (CRLA) is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level. CRLA is inherently diverse in membership. CRLA's most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.
 - Membership Benefit.
 - Monthly issues of the e-newsletter, NewsNotes
 - 2 issues of the Journal of College Reading and Learning
 - Access to the journal College Teaching, as well as the JCRL archive through the Members Only site
 - Discount rates at the annual national conference
 - Unlimited access to CRLA's Special Interest Groups (SIGs)
 - A network of associates with common interests and goals

- Eligibility for awards and scholarships for graduate study, institutes, and extended professional development.
- Access to the Learning Assistance Programs (LAP) Standards from the Council for the Advancement of Standards in Higher Education (CAS).

Steps are being taken to have this completed by Spring of 2017.