



2016 – 2017
Annual Report



Academic Resource Center Vision Statement

The Academic Resource Center (ARC) 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.

2016-2017 ARC Staff

- **Leadership Team**
 - Rena Burton – Director
 - Andonia Carter – Assistant Director
 - Willie Blackmon – Assistant Director
- **Administrative Unit**
 - Kristin Haasis – Administrative Assistant
 - Theresa Wagner – Administrative Assistant
- **Academic Intervention Programs**
 - Elena Perez – Coordinator
 - Gabriel Mendoza – Assistant Coordinator
- **Mathematics Preparation Programs**
 - Steven Garcia – Coordinator
 - Christina Holdiness – Assistant Coordinator
 - Anita Ortiz – Administrative Assistant
- **Supplemental Instruction**
 - Pablo Mogrovejo – Interim Coordinator
 - Brenda Romero – Administrative Assistant
- **Tutorial Assistance Program**
 - Elena Perez – Coordinator
 - Susana Brower – Assistant Coordinator
 - Deana Polk – Administrative Assistant
- **University Preparation and Success Programs**
 - Lindsey Martinovich – Coordinator
 - Tatiana Ontiveros – Assistant Coordinator
- **Upper-Division and Graduate Program Preparation Programs**
 - Jason Chou – Coordinator

Academic Resource Goals and Objectives for 2016-17

- Goal 1: Develop clear and measurable program goals based on best-practices and the University's mission and goals
- Goal 2: Establish online academic support services where feasible and appropriate
- Goal 3: Establish an undergraduate writing center at the ARC
- Goal 4: Establish an ARC social media presence
- Goal 5: Increase academic support services to meet the demands of increased enrollment

The ARC achieved the 2016-17 goals in the following ways:

- Program coordinators participated in exercises and discussions that resulted in the development of program goals (Goal 1).
- Purchased writing support software (WriteLab) to assist students with issues related to writing (Goal 2).
- Piloted an online version of the Intermediate Algebra Workshop (ARC 35) (Goal 2).
- Allowed students that tested into ARC 35 to self-remediate by completing online modules in ALEKS, and retake the Math Advisory Exam (MAE) (Goal 2)
- Established the Undergraduate Writing Center at the ARC with 1.5 FTE (Coordinator and Assistant Coordinator) and 10 writing tutors (Goal 3).
- Continued to engage with the campus community through Facebook, Instagram, and Twitter (Goal 4).
- Offered Public Speaking and Interpersonal Relationship Skills seminars (Goal 5)

Key Department Accomplishments

- In the 2016-17 academic year, the ARC served approximately 7,000 students. This represents about 35% of the undergraduate population.
- New Hires
 - Assistant Coordinator, Tutorial Assistant Program – Susana Brower
 - Coordinator, University Preparation and Success Programs – Lindsey Martinovich
 - Assistant Coordinator, Undergraduate Writing Center – Christine Tsai-Taing
- Established the Undergraduate Writing Center at the ARC; staffed with a Program Coordinator (1 FTE), an Assistant Coordinator (.5 FTE), and 10 undergraduate writing tutors.
- Awarded funding from the University of California Office of the President (UCOP) to expand academic support for STEM course work and writing support.
- Hosted the R'Student Success Summit in collaboration with Enrollment Services (Financial Aid, Undergraduate Admissions, TRiO).
- Hosted a department open house "Sweet Success".
- New Initiatives and Programming
 - TAP Into Tutoring Thursdays
 - Public Speaking Seminar
 - Interpersonal Relationship Skills Seminar
 - Online Intermediate Algebra Workshop (ARC 35)

- MAE Retest Option
- Supplemental Instruction became a Certified Supplemental Instruction Program by the International Center for Supplemental Instruction at the University of Missouri-Kansas City.
- All HESA students earned a significantly higher course grade than incoming freshmen who took the same English course in the fall. For MATH 5 and MATH 6A, HESA students earned comparable grades to incoming freshmen who took the same course in fall.
- On average students that attended SI sessions saw an improvement of +0.38 in their course grade.

Partnerships and Collaborations

Tutorial Assist Program (TAP)

The Tutorial Assistance Program (TAP) continued its collaboration with UCR Library to host R'Study Jam the Sunday of finals week each quarter on the first floor of Orbach Science Library.

Early Assist

The Early Assist program continued to work with the Bourns College of Engineering (BCOE) and the College of Natural and Agricultural Sciences (CNAS) to provide college specific workshops to Early Assist program participants.

Supplemental Instruction

Supplemental Instruction (SI) continued to collaborate with BCOE and CNAS by providing SI sessions to support their first-year learning community programs. The SI program worked with Computing and Communications as part of their Faculty Instructional Innovation Studio program and helped to create content for instructional videos utilizing the Learning Glass technology.

Highlander Early Start Academy (HESA)

The Highlander Early Start Academy (HESA) worked with the colleges (Bourns College of Engineering, College of Humanities, Arts, and Social Sciences, and College of Natural and Agricultural Sciences) to provide academic advising to program participants. The HESA program also collaborated with departments within the Vice Chancellor of Student Affairs Office, including Housing (HESA participants stayed in the residence halls), and the Student Recreation Center (community building activities took place at the SRC). The Financial Aid office continued to coordinate the financial aid packages for program participants during the summer, and the distribution on the scholarships during the academic year. Summer Sessions, the History and Mathematics Departments, and the University Writing Program provided the course offerings and instruction for HESA.

Undergraduate Writing Center

Throughout the year, the Undergraduate Writing Center (UWC) partnered with various program offices to support undergraduate students' writing development. The UWC staff collaborated with the UCR Library to host the Research and Write Fest. During the event UWC staff provided consultations to

students on their papers. The UWC also partnered with the Fulbright Program, the Mellon Mays Undergraduate Fellowship Program, the Health Professions Advising Center, and instructors to provide presentations and workshops to meet the specific needs of students in those areas.

Upper-Division and Graduate Preparation Programs

The Upper-Division and Graduate Preparation Programs staff worked with various student services offices on campus to get students enrolled in the ARC's Graduate Exam Preparation Seminars. The A Gary Anderson Graduate School of Management (AGSM), TRiO Scholars, Mellon Mays Undergraduate Fellowship Program, and Undocumented Students Programs, worked with the ARC to fund students enrollment in the seminars.

Mathematics Preparation Programs

The Mathematics Preparation Programs staff continued to collaborate with partners across campus to ensure that students place into appropriate math courses via the Mathematics Advisory Exam (MAE) and to ensure that students enrolled in the Intermediate Algebra Workshop (ARC 35) were adequately prepared to complete pre-calculus. Staff members provided detailed reports to the Vice Provost of Undergraduate Education, the Provost Office, and the colleges regarding the progress of testing and ARC 35 enrollment. Staff members also worked closely with the Math Department to develop the MAE retest process, and to move ARC 35 to an online environment.

Academic Intervention Programs

Academic Intervention Programs continued to collaborate with campus departments and student organizations to teach students about developing and utilizing the skills necessary to be a successful student at the University. The staff facilitated workshops and presentations on study and life skills to organizations and departments including, Residential Life, Student Life, Athletics, and the ethnic and gender offices.

Internship Success Program

In collaboration with the Career Center, the ARC coordinated the Internship Success Program to provide 2nd and 3rd year students the opportunity to prepare for and secure internships and/or other experiential learning opportunities. Through self-assessment, skill building, and interactions with employers, peers, and staff members, students gained an understanding of the career decision-making process. Participants learned how to construct tailored resumes and cover letters for a professional internship search and gained experience with interviewing, networking, and professional etiquette.

Inspiring R'Leaders Conference

ARC staff helped to plan the Inspiring R'Leaders Conference that was coordinated by Student Life, and facilitated workshops as part of the conference. The conference helped students to further develop their leadership skills for use in leadership roles on campus and in their future.

Outreach Efforts

During the 2016-17 year, the ARC staff worked to increase the student participation in ARC programming. To promote the ARC's services and programs, ARC staff members gave presentations and participated in various opportunities to ensure that the campus community is aware of how the ARC supports students.

- Highlander Orientation (Freshman, Transfer, and Families)
- Undergraduate Admissions Counselor Presentation
- Residential Life Summer RA Training
- Residential Life Student Leader Training Resource Fair
- NASC 093 Freshman Seminar Presentations
- HPAC Student Ambassador Presentations
- Discover Day
- Chicano Student Programs Writing a Personal Statement Workshop
- UCR Parents Association Presentation
- Highlander Day
- Career Center's ORBITS Program
- Fontana Middle School
- R'Student Success Summit
- Oban Family Housing Graduate School Preparation Workshop
- Riverside Unified School District Families First Program
- 2017 Transfer Celebration
- Vanguard University Site Visit
- Advancement Ambassador Program Presentation

Social Media

During the 2016-17 academic year the ARC continued to promote programs and events on social media. The department continued to utilize Facebook, Instagram, and Twitter.

Social Media Platform	Total Number of Posts	Number of Followers at the end of Fall 2016	Number of Followers at the end of Winter 2017	Number of Followers at the end of Spring 2017
Facebook		297	322	342
Instagram	74	954	963	981
Twitter	548	332	336	343

Professional Development Activities

The ARC's professional and student staff participated in various activities and trainings to continue to grow and develop professionally. Collectively the ARC's staff completed over 600 hours of professional development during the 2016-17 year. This included the monthly Professional Development Brown Bag Series we hosted in our department. Topics in the series included "Advancing Your Career", "Strengths Quest", and "How to Support Survivors and Navigating Resources". Professional staff members attended various national conferences about tutoring, Supplemental Instruction, academic support software and AccuTrack (our tracking software).

Focus on the Future

The ARC's objectives for the 2017-18 academic year are to:

- Revise department mission, goals, and values to better align with the direction the department, Undergraduate Education, and the UCR are moving in.
- Establish branding and promotions plan to promote services offered by the Academic Resource Center (ARC) to campus.
- Maintain and develop relationships with campus partners to collaborate on programming efforts.
- Certify student employees with the College Reading and Learning Association (CRLA).
- Perform community outreach.
- Continue to promote professional development amongst professional and student staff
- Increase program offerings and access to engage more students.