



**2020-2021**  
**Annual Report**



## **Academic Resource Center Mission Statement**

By providing peer-to-peer as well as staff support and mentoring, the Academic Resource Center empowers students to grow intellectually and personally as they pursue their goals.

## **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.

## **2020-2021 ARC Staff**

- **Leadership Team**
  - Rena Burton – Director
  - Andonia Carter – Assistant Director
  - Willie Blackmon – Assistant Director
- **Administrative Support**
  - Anita Ortiz – Office Coordinator
  - Mary Ngo – Academic Mentoring Programs Unit Assistant
  - Erick Yanez – Academic Partnership Programs Unit Assistant
- **Academic Intervention Programs**
  - Elena Perez – Coordinator
- **Mathematics Preparation Programs**
  - Steven Garcia – Coordinator
  - Gabriel Elvin – Teaching Assistant
- **Supplemental Instruction**
  - Pablo Mogrovejo – Coordinator
  - Katherine Gutierrez – Assistant Coordinator
- **Transfer Success Programs**
  - Nina Cerna - Coordinator
- **Tutorial Assistance Program**
  - Elena Perez – Coordinator
  - Susana Brower – Assistant Coordinator
- **Highlander Early Start Academy and Early Assist Program**
  - Lindsey Gwodz – Coordinator
  - Tatiana Ontiveros – Assistant Coordinator
- **R'Success and Grad Prep Workshops**
  - Jason Chou – Coordinator
- **Writing Support Program**

- Jennifer Kavetsky – Coordinator
- **Reading Support Program**
  - Joseph Farrago-Spencer – Assistant Coordinator

The ARC's overarching department goals are to:

- Provide academic support, mentorship, and leadership
- Increase student success in historically challenging course, and increase retention and graduation rates.
- Increase student self-confidence, motivation, understanding of academic support services, and connection to UCR.
- Encourage a student culture of independent learning.
- Celebrate differences and diversity.
- Ensure equal access to resources.

*In support of the department's overarching goals, the ARC worked toward the following objectives during the 2020-2021 year:*

- *Objective 1: Increase campus wide marketing/outreach initiatives*
- *Objective 2: Create opportunities for students to engage with professional staff*
- *Objective 3: Cultural competency training for staff*

The above objectives were accomplished through the following initiatives:

- Presentations on ARC services to classes and clubs/organizations. (Objective 1)
- Highlander Orientation (Freshmen and Transfers) presentations. (Objective 1 & 2)
- Transfer Success and Transition Series and Transfer Student Welcome events. (Objective 2)
- Continued partnerships with the first-year programs in BCOE, CNAS, GSOE, & CHASS. (Objective 1 & 2)
- Emailed instructors of courses supported by tutoring and created an infographic to be included on course iLearn pages. (Objective 1)
- Created and distributed pre-recorded presentations for virtual/remote classes and trainings. (Objective 1)
- Cultural competency training for student employees. (Objective 3)
- Employed over 150 student employees to support programming. (Objective 2)
- Early Assist Mini-Orientations. (Objective 2)

### **Campus Closure Due to COVID-19**

Due to the COVID-19 pandemic, UC Riverside's campus physically closed in March 2020. All campus services and instruction went remote. For the 2020-2021 year, ARC's services remained remote/virtual. The ARC utilized Zoom, YouTube, Accudemia, ALEKS, and other tools to continue to support UCR's undergraduate students during the campus closure. The entire ARC staff worked diligently to support and provide excellent service to our students.

### **Other Department Accomplishments**

- Continued to successfully implement remote/virtual support
- A 20% increase in usage in fall 2020 compared to fall 2019
- Early Assist participants earned higher grades in math course work and had higher GPAs than students that did not participate
- ARC 35 saw an increase of nearly 65% in participants and maintained a pass rate of nearly 90%
- There was nearly a 20% increase in HESA's enrollment in summer 2020 compared to summer 2019
- Participation in Transfer Success Programs increased by over 30% compared to the 2019-2020 year.
- Academic Intervention Programs developed and implemented new workshops aimed at specific student experiences, "How to be Academically Successful as a (fill in the blank) at UCR".
- The implementation of a new program area, Reading Support to address the reading comprehension needs of UCR's undergraduate population
- Even with a significant increase in ARC 35 placements, the pass rate for ARC 35 remained above 85%
- Writing Support Programs supported awardees of various prestigious scholarships and awards

### **Student Usage (July 2020 – June 2021)**

The ARC served 5,571 students during the 2020-2021 year, (approximately 25% of UCR's undergraduate population), over 91,992 visits.

#### **Student Usage by School/College (percentage of the ARC's student usage)**

School of Business – 117 (2%)

Graduate School of Education – 187 (3%)

Bourns College of Engineering (BCOE) – 757 (13%)

College of Humanities, Arts, and Social Sciences (CHASS) – 1,495 (27%)

College of Natural and Agricultural Sciences (CNAS) – 2,944 (53%)

School of Public Policy (SPP) – 39 (less than 1%)

Other (Summer Sessions, Visiting Students) – 31 (less than 1%)

#### **Student Usage by Ethnicity (percentage of the group population that utilized the ARC)**

Chicano/Latino – 2,179 (23%)

Asian – 2,265 (29%)

White – 582 (24%)

Black/African-American – 351 (50%)

Native Hawaiian/Pacific Islander – 11 (33%)

American Indian/Alaskan Native – 15 (94%)

**During the 2020-2021 year, the ARC supported and collaborated with the following campus partners:**

- Bourns College of Engineering
- Career Center
- Chicano Student Programs
- College of Humanities, Arts, and Social Sciences
- College of Natural and Agricultural Sciences
- Department of Mathematics
- Graduate School of Education
- Health Professions Advising Center
- Katipunan Pilipino Student Organization
- Maximizing Access to Research Careers (MARC) Undergraduate Student Training in Academic Research (U-STAR) (MARC U-STAR)
- Mellon Mays Fellowship Program
- Native American Student Programs
- Office of Evaluation and Assessment
- Office of Financial Aid
- Research in Science and Engineering (RISE)
- Student Conduct & Academic Integrity Programs
- Student Disability Resource Center
- Student Engagement (SE)
- Student Life
- TRiO
- UCR Library

### **Social Media**

During the 2020-2021 academic year, the ARC continued to use social media platforms to promote programs and events. The ARC's social media accounts continued to be managed by the one of the department's Unit Assistants. The department continued to utilize Instagram, Twitter, Facebook, and Snapchat. Social media campaigns included staff spotlights and posts on study tips.

<b>Social Media Platform</b>	<b>Followers</b>
Twitter	496
Facebook	605
Instagram	2375

### **Professional Development Activities**

The ARC's professional and student staff participate in professional development activities regularly. During the 2020-2021 year, student employees received ongoing training facilitated by the ARC's professional staff. All staff members completed various UC mandated trainings. Professional staff members also attended various conferences and trainings throughout the year. Below is a list of some of the professional development activities that the ARC staff participated in.

- CORO Women's Initiative
- American College Personnel Association (ACPA) Conference
- Racial Equity in College Athletics webinar
- Deep Dive on Microaggressions and Unconscious Bias training
- Accademia training
- Normalizing Adaptive Technology in the Classroom

### **Focus on the Future**

In support of the overarching department goals the ARC will pursue the following objectives for the 2021-2022 year:

- College Reading and Learning Association (CRLA) certification for ARC programs
- More collaboration with faculty to specifically address demystifying their role with students
- Maintain delivery of in-person and virtual support to foster growth of existing programs that will encourage overall student development, harness a sense of connectedness and unearth ongoing challenges to address persistence