



2023-2024
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.

2023-2024 ARC Staff

- **Leadership Team**
 - Rena Roberts – Director
 - Andonia Carter – Assistant Director, Academic Partnership Programs
 - Elena Perez – Assistant Director, Academic Mentoring Programs
- **Administrative Support**
 - Anita Ortiz – Office Coordinator
 - Mary Ngo – Academic Mentoring Programs Unit Assistant
 - Erick Yanez – Academic Partnership Programs Unit Assistant
- **Academic Intervention Programs**
 - Susana Brower – Coordinator
 - Angelica Diaz – Assistant Coordinator
- **Mathematics Preparation Programs**
 - Steven Garcia – Coordinator
- **Supplemental Instruction**
 - Pablo Mogrovejo – Coordinator
 - Jasmine Mayfield – Assistant Coordinator
- **Transfer Success Programs**
 - Jahi Vaughns - Coordinator
- **Tutorial Assistance Program**
 - Susana Brower – Coordinator
 - Brianna Vasquez – Assistant Coordinator (STEM)
 - Joseph Farrago-Spencer – Assistant Coordinator (Non-STEM)
- **Highlander Early Start Academy and Early Assist Program**
 - Lindsey Gwozdz – Coordinator
 - Tatiana Ontiveros – Assistant Coordinator

Department Goals & Objectives

The goals of the ARC are to:

- Provide academic support, mentorship, and leadership to the campus community
- Promote student success 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 our overarching goals, the ARC staff worked toward the following objectives during the 2023-2024 academic year:

Register 100 students for the inaugural ARC Successful Student Conference

- 131 students registered for the conference.

Increase student participation in the ARC Job Fair by 5%

- Participation increased by 90% (168) compared to 2023 (88).

Develop a recruitment and hiring plan to ensure that our student employees reflect the demographics of UCR's undergraduate student population within a 5% margin

*The number in parentheses is the percentage for the overall undergrad population.

- Chicano/Latino – 23% (40%)
- Asian – 60% (36%)
- White – 14% (10%)
- Black/African American – 2% (3%)
- Unknown – 1% (1%)
- Native Hawaiian/Pacific Islander - 0 (0.1%)
- American Indian/Alaskan Native – 0 (0.1%)
- Female – 57% (51%)
- Male – 40% (46%)
- Unknown – 3% (1%)
- Nonbinary – 0 (1%)

Develop and enhance programming that promotes holistic development and students' sense of belonging

- ARC Successful Student Conference
 - Conference attendees shared that the conference helped them to feel more motivated and focused on their success at UCR. Conference attendees also shared that felt more confident to succeed at UCR after attending the conference.



- Dinner with the Director
 - Attendees found the information useful in helping them achieve personal success.

Dinner with the Director

Wednesday, April 17th
4:00pm - 5:30pm
SKYE HALL RM 156

Are you applying for jobs and internships? Let us help you prepare for your interviews! Come have dinner in the ARC and learn how to articulate your student experience!



Dr. Cheryl Love



Dr. Rena Roberts



Sign-Up via this QR Link!

- ARC Job Fair

ARC JOB FAIR

WE LOVE WORKING AT THE ARC!

Wednesday, January 31, 2024
12pm-2pm
Skye Hall 156

- Come find out how to join us!
- Learn more about working at the ARC and what a successful candidate looks like for each program
- Submit an application – Feel free to bring your laptop or use one of ours to apply on the spot!
- Light refreshments will be provided



Other Department Accomplishments

- New Hires/Positions
 - Jahi Vaughns – Transfer Success Program Coordinator
 - Brianna Vasquez – Tutorial Assistance Program Assistant Coordinator

- Data Highlights
 - Approx. 75% of ARC 35/Intermediate Algebra Workshop (IAW) participants successfully completed the workshop, making them eligible to enroll in pre-calculus.
 - Early Assist participants continued to earn higher grades in their math course work than students that did not participate.
 - ENGL 4 HESA participants earned a higher grade in the course than non-participants.
 - Students that attended SI were less likely to earn Ds and Fs or withdraw from courses.
 - For the 2022-2023 year, 97.3% of our student employees graduated within 4 years and 100% of them graduated within 6 years. In comparison, for the same year UCR's overall graduating class had a 4-year graduation rate of 88.7% and a 6-year graduation rate of 98.2%.
 - Over half of the students that did a second proctored MAE attempt, improved their placement.
- Noteworthy
 - The winter 2024 quarter was the last time ARC 35/IAW was offered. The workshop has transitioned to a credit-bearing course in the Math Department; MATH 3.
 - TSP started a new initiative, "Transfer Talk Hub", which is a 30-minute Q&A session using Instagram Live hosted by the TSP Peer Mentors.
 - TAP received the Level 1 International Tutor Training Program recertification by the College Reading & Learning Association.
 - In partnership with Residential Life, AIP started the Sophomore Book Club. The book club read "Atomic Habits" by James Clear.
 - ARC 50th Anniversary Celebration

Student Usage (July 2023 – June 2024)

- Number of students that utilized the ARC: 7,075 (31% of the undergraduate population)
- Number of visits to the ARC: 63,796

Student Usage by School/College (# of students and approximate % of ARC usage)

- School of Business – 196 (3%)
- School of Education – 202 (3%)
- Bourns College of Engineering – 1354 (19%)
- College of Humanities, Arts, & Social Sciences – 2385 (34%)
- College of Natural & Agricultural Sciences – 2855 (40%)
- School of Public Policy – 43 (<1%)
- Summer Sessions/Visiting Students – 11 (<1%)
- Other – 31 (1%>)

Usage by Gender (# of students and approximate % of ARC usage)

- Female – 3869 (55%)
- Male – 2963 (42%)
- Not Available – 245 (3%)

Usage by Class Status (# of students and % of ARC usage)

- FR – 2712 (38%)
- SO – 1859 (26%)
- JR – 1522 (22%)
- SR – 934 (13%)
- Visiting Student/Information Not Available – 48 (<1%)

Usage by Ethnicity (# of students and % of ARC usage)

- Chicano/Latino – 2451 (37%)
- Asian – 2911 (44%)
- White – 689 (10%)
- Black/African-American – 430 (6%)
- Pacific Islander – 18 (1%>)
- Native American – 14 (1%>)
- Did Not Respond, Other, Decline to State, Not Available – 174 (3%)

Partnerships and Collaborations

In an effort to maintain and expand the reach of the ARC's services, the department continue to collaborate and partner with campus stakeholders and various initiatives. Below are some of the campus stakeholders that the ARC worked with during the 2023-2024 year.

- African Student Programs
- Department of Mathematics
- The Office of Financial Aid
- Health Professions Advising Center
- School of Education
- University Writing Program
- Summer Sessions
- Undergraduate Admissions
- Residential Life
- College of Natural and Agricultural Sciences
- Student Life
- College of Humanities, Arts, and Social Sciences
- Undocumented Student Programs
- Bourns College of Engineering
- Career Center
- Institutional Research

Outreach Efforts

To promote the ARC's services and programming to as many students as possible, the ARC participated in various campus initiatives and programs.

- ARC Open House
- Highlander Orientation (for Freshmen and Transfers)
- Undergraduate Admissions Yield Events
- First-Year Seminar Presentations
- New Student-Athlete Orientation
- Undergraduate Education Open House
- Student Disability Resource Center Open House

Social Media

The ARC's social media accounts continued to be used to increase engagement with UCR's campus community. During the 23-24 academic year, we increased participation from students and employees. With the help of our Social Media Student Assistant, our social media campaigns brought about engagement from our followers via likes, comments and views.

Our Instagram account was used by the Transfer Success Program to host "lives" led by the TSP Peer Mentors, where they discussed campus programs and resources. ARC programs also did Instagram story "takeovers" where student employees would feature a day in the life of working at the ARC. This allowed for the ARC's programs to be highlighted from a student employee's point-of-view. "Student Employee Spotlights" featuring our student employees also received positive engagement from our followers. We also followed some social media trends such as the sharing professional and student staff members' music playlists from Apple Music, Spotify, etc. There was also continuation of video content and informational posts.

Social Media Platform	Number of Followers
Instagram	2925
Twitter	455
Facebook	640 followers, 585 likes

Professional Development Activities

The ARC staff members are committed to remaining current on best practices in academic and learning support services, and student development:

- International Writing Center Association (IWCA) Conference
- College Reading and Learning Association (CRLA) Training
- Engineerica Education: Keynote Series
- Association of Colleges for Tutoring & Learning Assistance (ACTLA) Annual Conference
- Student Affairs Administrators in Higher Education (NASPA)

Looking Forward to the 2024-2025 Year

In alignment with the Division of Undergraduate Education's goals, the ARC work toward the following objectives for the 2024-2025 academic year:

- Continue to collect and analyze data on how the ARC impacts student satisfaction, success, and sense of belonging for our students that utilize our services and our student employees.
- Continue to develop and enhance programming that promotes holistic development, student success, and sense of belonging.