



2024-2025

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 student support.

2024-2025 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
 - Allen San Antonio – Assistant Coordinator
 - Joseph Farrago-Spencer – Assistant Coordinator
- **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 2024-2025 academic year:

Continue to collect and analyze data on the ARC's impact on student satisfaction, student success, and sense of belonging for our student employees and the students that utilize the ARC's services.

- Streamlined programmatic post-visit surveys into one departmental post-visit survey and included questions on student satisfaction and belonging. The questions on student satisfaction and belonging were derived from questions used in the UCUES survey. Based on post-visit survey data, students feel valued (average rating 5.10/6.00), welcomed, and supported (average rating 5.22/6.00) at the ARC, and would recommend the ARC to other students (average rating 5.37/6.00).

Continue to develop and enhance programming that promotes holistic development, student success, and sense of belonging.

The ARC implemented the following programming to promote holistic development, student success, and sense of belonging:

- ARC Open House
- Quarterly Finals Preparation Events
- Dinner With the Director
- ARC Successful Student Conference
- ARC Job Fair
- TAP Tutor-led Workshops
- Mindful Study Sessions
- R'Success Workshop Series
- Sophomore Book Club (in partnership with Residential Education)
- TSP Summer Transition & Success Series

- ARC Student Employee Professional Development Series

Other Department Accomplishments

- New Hires/Positions
 - Allen San Antonio – Tutorial Assistance Program, Assistant Coordinator
- Early Assist participants passed MATH 3 at a higher rate (90% vs 62%) and had higher fall quarter GPAs (2.83 vs. 1.66) compared to non-participants
- Based on the Learning and Study Strategies Inventory (LASSI) pre- and post-assessment results, 100% of ACE participants improved their time management skills and increased their motivation in the spring quarter
- In the spring quarter, 68% of ACE participants increased their quarter GPAs and 54% of participants increased their cumulative GPAs compared to their GPAs the previous quarter
- Over 4500 students took the Math Advisory Exam
- HESA increased enrollment by 122% compared to the 2023 offering
- TAP Tutors presented at the Southern California Writing Centers Association's annual conference. The title of their presentation was, "Is AI Taking Students Away from Writing Centers? Accessibility in Writing Centers"
- SI expanded offerings to include more humanities and social science courses
- ARC student employees had higher 4- and 6-year graduation rates (4-year, 98.4% & 6-year, 100%) compared to the overall graduating student population (4-year, 86.6% & 6-year, 97.4%)
- ARC student employees persisted at the university at a higher rate (95.5% vs. 78.8%), earned higher GPAs (3.67 vs. 3.02) and more units (42.9 vs 33.5) compared to the overall undergraduate population

Student Usage (July 2024 – June 2025)

- Number of students that utilized the ARC: 7,644 (approximately 34% of the undergraduate population)
- Number of visits to the ARC: 52,300
- The ARC saw an 8% increase in the number of students that utilized the department compared to 2023-2024

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

- School of Business – 234 (3%)
- School of Education – 226 (3%)
- Bourns College of Engineering – 1355 (18%)
- College of Humanities, Arts, & Social Sciences – 2663 (35%)
- College of Natural & Agricultural Sciences – 3113 (41%)
- School of Public Policy – 46 (<1%)
- Summer Sessions/Visiting Students – 11 (<1%)
- Other – 31 (1%>)

Majors that Utilized the ARC the Most (# of students and approximate % of ARC usage)

- Biology – 1405 (18%)
- Pre-Business – 602 (8%)
- Psychology – 570 (7%)

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

- Female – 4250 (55%)
- Male – 3164 (42%)
- Not Available/Other/Decline to state – 230 (3%)

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

- FR – 2367 (31%)
- SO – 2288 (30%)
- JR – 1725 (23%)
- SR – 1252 (16%)
- Visiting Student/Information Not Available – 12 (<1%)

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

- Chicano/Latino – 2859 (37%)
- Asian – 3292 (43%)
- White – 770 (10%)
- Black/African-American – 524 (7%)
- Pacific Islander – 15 (<1%)
- Native American – 17 (<1%)
- Did Not Respond/Blank – 167 (2%)

Partnerships and Collaborations

To maintain and expand the reach of the ARC's services, the department continues to collaborate and partner with campus stakeholders on various initiatives. Below are some of the campus stakeholders that the ARC worked with during the 2024-2025 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 Education
- College of Natural and Agricultural Sciences

- Office of Student Life
- College of Humanities, Arts, and Social Sciences
- 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
- Student Disability Resource Center Open House
- NASC 093 Course Presentations
- Undergraduate Education Welcome Week Resource Fair
- Fall Family Webinar

Social Media

With the help of the ARC Social Media Student Assistant, the ARC utilized various social media campaigns to engage ARC staff members (professional and student) to participate in marketing initiatives. In the fall quarter, we highlighted the ARC's programs and services. The "ARC Sparks" campaign highlighted each program within the ARC. During the winter quarter, professional and student staff members were highlighted in the "ARC Rewind" and "ARC Tuesday Spotlight" campaigns. These campaigns allowed our followers to "put a face to the name" and highlighted some of the work we do within the department. In the Spring, we recognized the student employees that were graduating seniors. We also implemented more video content to promote ARC events including Study Jam, quarterly final exam preparation events, the ARC Student Success Conference, and the ARC Job Fair. Some of our Instagram Reels received good impressions with one Reel getting over 20,000 views.

Social Media Platform	Number of Followers
Instagram	4145
X	441
Facebook	650 followers, 589 likes
TikTok	116 followers

Professional Development Activities

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

- UC/CORO Women's Initiative
- Chancellor's Making Excellence Inclusive Program
- Chancellor's Advisory Committee on the Status of Women
- CSU/UC Learning Support Conference
- Building Core Supervisory Competencies HR Training
- Building Emotional Intelligence HR Training
- Conference on the First-Year Experience
- Association of Colleges for Tutoring & Learning Assistance (ACTLA) Conference
- So Cal Writing Center Association Conference
- Clifton Strengths Training
- Managing Implicit Bias HR Training
- Harvard Graduate School of Education "Mental Health in Higher Ed" course

Looking Forward to the 2025-2026 Year

In alignment with the Division of Undergraduate Education's goals, the ARC's work will focus on the following theme for the 2025-2026 academic year:

"Supporting student success through relationship-rich education"