



2018 - 2019
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.

2018-2019 ARC Staff

- **Leadership Team**
 - Rena Burton – Director
 - Andonia Carter – Assistant Director
 - Willie Blackmon – Assistant Director
- **Administrative Unit**
 - Anita Ortiz – Office Coordinator
- **Academic Intervention Programs**
 - Elena Perez – Coordinator
 - Gabriel Mendoza – Assistant Coordinator
- **Mathematics Preparation Programs**
 - Steven Garcia – Coordinator
 - Christina Holdiness – Assistant Coordinator
 - Erick Yanez – Administrative Assistant
- **Supplemental Instruction**
 - Pablo Mogrovejo – Coordinator
 - Katherine Gutierrez – Assistant Coordinator
 - Brenda Romero – Administrative Assistant
- **Transfer Success Programs**
 - Nina Cerna - Coordinator
- **Tutorial Assistance Program**
 - Elena Perez – Coordinator
 - Susana Brower – Assistant Coordinator
 - Deana Polk – Administrative Assistant
- **Highlander Early Start Academy and Early Assist Program**
 - Lindsey Martinovich – Coordinator
 - Tatiana Ontiveros – Assistant Coordinator
- **Upper-Division and Graduate Program Preparation Programs**
 - Jason Chou – Coordinator
- **Writing Support Program**
 - Jennifer Kavetsky – Coordinator

- Joseph Farrago-Spencer – Assistant Writing 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 these goals, the ARC worked toward the following objectives during the 2018-2019 academic year:

- *Objective 1: Pilot the Early Assist Second Year Program*
- *Objective 2: Support more courses (upper-division, non-STEM)*
- *Objective 3: Obtain feedback from students and campus stakeholders regarding needed resources and services*
- *Objective 4: Update department marketing/promotional materials*
- *Objective 5: Support UCR's reputation as an altruistic and service-oriented institution*

The ARC accomplished the objectives in the following ways:

Assigned students that participated in Early Assist during 2017-2018 as first year students to Peer Educators (upper-division) during their sophomore year. Second year students met with Peer Educators and participated in programming specific for sophomore students such as the Internship Success Program (Objective 1).

Piloted Supplemental Instruction sessions for History and writing based courses (Objective 2).

Created and distributed a survey to students to obtain feedback regarding the ARC's services (Objective 3).

Worked with a graphic designer to create new promotional items for the ARC (Objective 4):

- Updated department brochure and postcards
- New posters for glass display case
- New postcard for Transfer Success Programs (was mailed to SIRd students)
- New faculty and staff information card

Completed a project for the Highlander Day of Service. The ARC collected approximately 1500 items (personal hygiene products, sports bras, etc.) and donated them to the Women's Resource Center (Objective 5)

Other Department Accomplishments

- New Hires
 - Joseph Farrago-Spencer – Writing Support Program Assistant Coordinator
- New Initiatives and Programming
 - Leaves Fall, Grades Don't
 - Early Assist Second Year Program
 - ACE Peer Mentors embedded into campus partner programs
 - Pop Up Peers
 - Four, new R'Success Workshops added to the series
- Students that participated in ACE increased their understanding of the benefit of using academic resources
- Tutorial Assistance Program received the College Reading and Learning Association (CRLA) Tutor Certification
- On average, students that attended Supplemental Instruction sessions at least once saw an increase in their course grade
- The MAE retest option saw an increase in participation of 198% from the previous year; 65% of students that participated in the MAE retest option were able to improve their math placement
- All students that completed MATH 6A and MATH 7A during HESA earned grades of C- or better allowing them to continue on in their required math series
- All students that completed MATH 6B and MATH 7B and participated in the Early Assist Second Year Pilot earned grades of C- or better allowing them to continue on in their required math series

Student Usage (June 2018 – June 2019)

- Number of students that utilized the ARC: 7,371 (approx. 36% of the undergraduate population)
- Number to total visits to the ARC: 91,783

Student Usage by College/School

- School of Business – 194 (approx. 3% of student usage)
- School of Education – 144 (approx. 2% of student usage)
- Bourns College of Engineering (BCOE) – 1098 (approx. 15% of student usage)
- College of Humanities, Arts, and Social Sciences (CHASS) – 2649 (approx. 36% of student usage)
- College of Natural and Agricultural Sciences (CNAS) – 3169 (approx. 43% of student usage)
- School of Public Policy – 67 (approx. 1% of student usage)
- Summer Session/Visiting Students/Other – 48

Student Usage by Ethnicity

- Black/African-American - 505
- Native American or Alaskan - 25
- Asian - 2837
- Hispanic or Latino - 2899

- Native Hawaiian or Pacific Islander - 14
- White - 834
- Unknown - 255

Partnerships and Collaborations

In an effort to expand the reach of the ARC's services, the department continued to collaborate and partner with several campus partners on various initiatives.

- California Alliance for Minority Participation (CAMP)
- College of Humanities, Arts, and Social Sciences
- Early Academic Outreach Program
- Residential Life
- School of Business
- Transportation and Parking Services
- TRiO Scholars
- UCR School of Public Policy
- UCR/FIELDS (Fellowships and Internships in Extremely Large Datasets)
- University Writing Program
- Health Professions Advising Center (HPAC)
- Mellon-Mays Undergraduate Fellowship Program
- Student Success Programs
- UCR Athletics
- Undergraduate Writing Program
- Mathematics Department
- Student Life
- UCR Library
- ASUCR
- Chicano Student Programs
- Undergraduate Admissions
- Veterans Resource Center
- College of Natural and Agricultural Sciences
- Career Center
- Student Engagement
- Graduate School of Education
- African Student Programs
- Undocumented Students Programs
- Anderson Graduate School of Management

Outreach Efforts

During the 2018-19 academic year, the ARC staff promoted the department's services by participating in a number of different outreach efforts on and off campus. Staff members gave presentations and participated in various initiatives.

- Student Organization Presentations
- Highlander Orientation (for Freshmen and Transfers)
- Undergraduate Admissions Staff Training
- Undergraduate Admissions Yield Events
- Freshman Seminar Presentations
- Transfer Admissions Celebrations
- New Student Athlete Orientation
- HPAC Ambassador Presentations
- ORBITS Program
- Community College Presentations
- Riverside County Education Collaborative
- New International Student Orientation
- Undergraduate Education Resource Fair

Social Media

During the 2018-19 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 ARC Social Media Student Assistant under the supervision of an assistant director. The department continued to utilize Instagram, Twitter, Facebook, Snapchat, Remind.

Social Media Platform	# of followers at the end of Fall 2018	# of followers at the end of Winter 2019	# of followers at the end of Spring 2019
Facebook	493	540	546
Instagram	1609	1632	1651
Snapchat	110	95	118
Twitter	476	477	488

Professional Development Activities

The ARC’s professional and student staff participate in professional development activities regularly. During the 2018-19 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.

- UC People Management Conference
- Conference on the First-Year Experience
- AccuSQL Training
- NASPA Annual Conference
- Supervising Students Conference
- Alliance of Hispanic Serving Institute Educators (AHSIE) Annual Best Practice Conference
- UC Black Administrators’ Council Conference

- International Conference on Technology in Collegiate Mathematics
- Inspiring R'Leaders Conference
- UMKC Supplemental Instruction Supervisor Workshop
- UCR Supervising Students Conference

Focus on the Future

In support of the ARC's overarching department goals, the ARC will pursue the following objectives during the 2019-2020 academic year:

- Increase campus wide marketing/outreach initiatives
- Create opportunities for students to engage with professional staff
- Cultural competency training for staff