CHASS F1RST: First-Year Experience Programs

Annual Report Brief
2023-2024

CHASS First Year Programs

CHASS Transfers F1RST

Annual Report, 7/30/2023
GSR: Christian Garcia, M.A.

CHASS F1RST Mission & Goals

Mission Statement

CHASS F1RST provides first-year frosh and transfer students in the College of Humanities, Arts, and Social Sciences (CHASS) with the tools, experiences, and opportunities to be successful at UCR and beyond. Our programs encourage student academic achievement, social integration, and self-development through a strong network of peers, staff, and faculty.

Goals

1) *Achieve Academic Excellence* – develop academic pathways and strategies to increase student success through transitioning successfully to a university setting.

2) *Foster a Sense of Community Engagement* – become familiar with the campus culture, navigate resources, and foster positive relationships by engaging with faculty, staff, and other students in a diverse college environment and beyond.

3) *Preparation for Life Possibilities* – prepare to become self-sufficient by establishing personal goals, making productive choices, and exploring different majors, careers, and life options.

Link to Full CHASS F1RST Annual Report 2023-2024

About The Programs

Frosh Program

All first-year students transitioning from high school to UCR in CHASS are part of our Frosh Program and participate in our Learning Community Workshop Series. Students enrolled in the Learning Community Workshop Series connect to resources for developing skills, expanding possibilities, fulfilling individual goals, and personal growth. Students are taught strategies to succeed academically, personally, and professionally.

Learning Community Workshop Series

CHASS FIRST offers three Learning Community Workshop Series throughout the academic year for Frosh Students based on their major. Frosh students take our CHFY 007 Workshop each quarter in their first year which is a 2-unit Satisfactory/No Credit (S/NC) online course led by Peer Educators. Students are grouped based on major (see graphic below) to form a community of learners that supports the students' transition from a high school setting to a research university by promoting deeper integration of course materials, helpful resources, and greater connections with others.

CHASS Majors	Pre-Business Pathway	Undeclared Scholars
Learning community open to all CHASS students except pre-business and undeclared.	Learning community specifically for students majoring in pre-business.	Learning community for students who have not declared a major.

CHASS Transfers F1RST Program

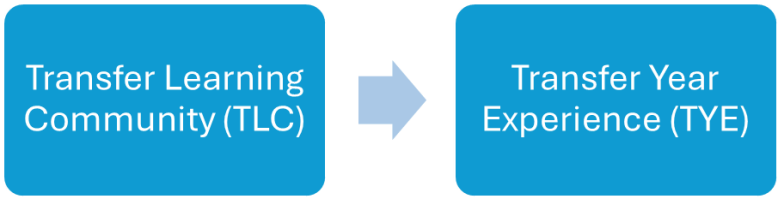
Transfer Learning Community (TLC)

All CHASS transfer students are required to take the Transfer Learning Community (TLC) their first quarter at UCR. The Transfer Learning Community consists of the HASS 001 Step-By-Step to College Success Course which is a 2-unit Satisfactory/No Credit (S/NC) online course led by Transfer Ambassadors. The HASS 001 Course provides peer mentorship from Transfer Ambassadors, campus resource highlights, readings about success, and an established transfer community.

Link to Full CHASS F1RST Annual Report 2023-2024

Transfer Year Experience (TYE)

CHASS transfer students can choose to continue to partner with the CHASS Transfers F1RST Program the rest of their first year at UCR through the Transfer Year Experience (TYE).The TYE consists of continued peer support from transfer ambassadors, community building activities, professional development workshops, and personal development workshops. CHASS transfer students will receive a Certificate of Completion at the end of the academic year if they successfully complete the 10 requirements outlined on our website. The benefits of participating in the Transfer Learning Community (TLC) and Transfer Year Experience (TYE) include: preparedness for a research university, engagement with the UCR community, sense of belonging, network of UCR faculty, staff, and students, awareness of campus resources, and diverse perspectives.



CHFY 020 Course

CHASS F1RST also provides a four-unit course called CHFY 020 (Theory and Practice of Peer Instruction) in the spring quarter to experienced upperclassman students. This seminar focuses on study development theory, academic retention models, and pedagogy related to peer-to-peer instruction. Students trained in this course become Peer Educators and continue to support first-year students in the following year by facilitating small group discussions and assisting with academic, social, and personal transitions. This course is only for students who are selected to become Peer Educators in CHASS F1RST.

Link to Full CHASS F1RST Annual Report 2023-2024

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Link to Full CHASS F1RST Annual Report 2023-2024

About the Report

This annual report highlights departmental accomplishments and records the program effectiveness of the CHASS F1RST program in the academic year 2023-2024. The report evaluates first-year college students' transitional experiences and learning outcomes based on survey responses drawn from a sample of first-year students toward the end of their participation in different programs offered by CHASS F1RST, as well as of continuing students who wish to become peer educators. Instructions and workshops were all performed remotely as it allows for the most flexibility for students.

Assessment Method

Procedures

CHASS F1RST Learning Communities and Courses. The assessments were created and administered using an online survey software called *Qualtrics*. All students in CHASS F1RST department courses (CHFY 007, HASS 001, and CHFY 020) were provided with a link to the online survey and were instructed to complete it in class. Students who could not finish or could not access the survey completed the survey outside of class. Students filled out the survey within the last week of the quarter.

Transfer Year Experience (TYE) Program. The end-of-program reflection survey was created and administered using an online survey software called *Qualtrics*. All participating transfer students in the TYE program received an email with a link to the online survey. Students filled out the survey at their own convenient time as a requirement to complete the program.

Measures 1: Institution Data

Demographics. Students' ethnicity/race, sex, first-generation status, student parent status, and economic status were requested through the university ServiceLink to obtain student institutional records.

Enrollment. Total number of students enrolled in the CHFY007 and HASS001 courses as well as their pass rate (i.e., withdrawn, passed, not passed) were obtained by a data request via the university ServiceLink. The enrollment percentage was calculated by dividing the number of enrolled students by the total number of first-year and transfer students in fall quarter. The statistics of incoming students were available through the public report on the institutional research page (https://ir.ucr.edu/enrollments-programs).

One-on-One Appointments. Data reports on student appointments were requested and obtained through the College of Humanities, Arts, & Social Sciences IT Department. Frequencies and durations for students' appointments with their Peer Educators and Transfer Ambassadors were recorded.

Link to Full CHASS F1RST Annual Report 2023-2024

Measures 2: Online Survey Data

CHFY 020 Course Feedback. Students rated on items regarding the usefulness and helpfulness of the course using a 5-point Likert scale (*1 = strongly disagree*, *5 = strongly agree*). Students also provided written feedback on any recommendations for future topics or skills to be covered in this course.

Community Building. Students reported on experiences connecting with others and making friends in the university setting. For each type of experience, students indicated on a 5-point Likert scale (*1 = extremely unlikely, 2 = somewhat unlikely, 3 = neither likely nor unlikely, 4 = somewhat likely, 5 = extremely likely*). This included an open-ended question asking students in what ways they can connect with their peers.

Diverse Perspectives. The *Pluralistic Orientation* subscale of the educational outcome measures in the Your First College Year Survey (Higher Education Research Institute, 2019; Hurtado & Ponjuan, 2005) was used to examine students' diverse perspectives. Students were asked to report on a 5-point Likert scale (*1 = a weakness, 2 = somewhat weak, 3 = average, 4 = somewhat strong, 5 = a major strength*).

Interaction with Support Personnel. Students reported how often they have interacted during office hours or by appointments with the following support personnel: Peer Educator/Transfer Ambassadors, CHASS F1RST Staff, Academic Advisors, CHASS Peer Advisors, Faculty, Graduate Students/Teaching Assistants, and UCR Staff. Students rated on a 6-point Likert scale (*1 = never*, *2 = 1 or 2 times per quarter, 3 = 1 or 2 times per month*, *4 = once a week, 5 = 2 or 3 times per week, 6 = daily*).

Learning Outcomes. Skills important for college transition were generated based on the course objectives as provided in the syllabi and reviewed by the program staff. The students rated their level of confidence for each skill on a 5-point Likert scale (*1 = not at all*, 2 = somewhat, 3 = moderately, 4 = very, *5 = absolutely*).

Life Possibilities. Utilized the *Concern* subscale of the *Career Adapt-Abilities Scale* (Savickas & Porfeli, 2012) to measure students' concerns about the future in which individuals think and prepare with future orientation. The students rated how strongly they have developed career-building abilities using a 5-point Likert scale (*1 = not strong*, 2 = somewhat strong, 3 = strong, 4 = very strong, *5 = strongest*).

Major Declaration. Students indicated the status of their major by selecting one of the following: remained undecided about a major, declared a major of study, decided to pursue a different major but have yet to change their major, decided to pursue a different major and have officially changed a major. If the student indicated they declared/changed majors, they provided a written response on which major they chose.

Preparedness Beyond CHFY 020 Course. Students provided responses to 2 sets of questions that asked about their preparedness as a student leader and areas of improvement in their presentation skills. The first set asked students the extent to which they feel prepared to be a student leader using a 5-point Likert scale (*1 = not prepared at all*, 2 = somewhat prepared, 3 = moderately prepared, 4 = very prepared, *5 = absolutely prepared*). The second

set asked students to mark any of the presentation skills listed that they needed more improvement on (e.g., active listening, working with co-presenter, and utilizing online tools).

Program Satisfaction & Feedback. Students provided written feedback on open-ended questions, such as "What was the most valuable experience of the CHASS F1RST Program to you and why?" "Do you have other feedback about the CHASS F1RST learning community?," and "Do you have other recommendations for the CHASS F1RST learning community in improving how we can best help transfer students transition to UCR?"

Satisfaction with TYE & Mentoring. Transfer students rate their satisfaction with their TYE program experience using a 5-point Likert scale *(1 = strongly agree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).* Transfer students rated their satisfaction regarding their interactions with their corresponding Transfer Ambassador using a 5-point Likert scale (*1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied*). The students also provided written responses on questions, such as "Do you feel that you have benefited from your mentoring relationships? If yes, in what ways? If no, why?"

Sense of Belonging. Questions were adapted from Hurtado & Ponjuan (2005) *Sense of Belonging Scale*. The *Sense of Belonging Scale* (Hurtado & Ponjuan, 2005) assessed the extent to which students felt a sense of social cohesion within the university environment. Students responded on a 5-point Likert scale (*1 = not at all true of me, 2 = somewhat true of me, 3 = more true than not of me, 4 = mostly true of me, 5 = completely true of me*).

Usefulness of Class Topics. Students rated their personal usefulness of each topic covered in class on a 5-point Likert scale *(1 = not useful to me at all, 2 = not useful, 3 = somewhat useful, 4 = useful, 5 = very useful).* Students also had an option to indicate "not applicable." An open-ended question was included that asked students for recommendations on future class topics.

Utilization of Campus Resources. Students rated how often they had utilized UCR campus resources since they had entered the university. For each resource, students reported on a 4-point Likert scale (*1 = not at all, 2 = occasionally, 3 = frequently, 4 = have not heard of this resource)*. The average score was calculated, with higher scores reflecting higher utilization of using campus resources. Students could mark "have not heard" for the resource(s) they were unfamiliar with. This included an open-ended question to ask students what the campus can do to help them increase using campus resources.

Measures in Relation to Dept Goals

The goals of the department were assessed in relation to the following measures:

1) **Achieve Academic Excellence** - Grade Point Average (GPA), Retention, Declaring a Major, and Learning Outcomes.
2) **Foster a Sense of Community Engagement** - Community Building, Interactions with Support Personnel, Sense of Belonging, and Utilization of Campus Resources.
3) **Preparation for Life Possibilities** - Diverse Perspectives, Life Possibilities, and Usefulness of Class Topics.

Student Demographics & Program Participation

- **Overall Enrollment:** Approximately 94.4% of incoming first-year Frosh Students & Transfer Students (3291 of 3487) in the College of the Humanities, Arts, and Social Sciences enrolled in a CHASS F1RST Learning Community.
- **Frosh Program Enrollment:** Approximately 95.4% of incoming first-year Frosh Students (2772 of 2906) in the College of the Humanities, Arts, and Social Sciences enrolled in the Frosh Program's Learning Community Workshop Series in Fall quarter. Since the Fall quarter, about 93.1% of the first-year Frosh Students (2706 of 2908) continued their participation in the year-long learning communities through the end of the Spring quarter
- **CHASS Transfer F1RST Program Enrollment:** Approximately 89.3% of incoming first-year Transfer Students (519 of 581) in the College of the Humanities, Arts, and Social Sciences enrolled in the CHASS Transfers F1RST Program Transfer Learning Community in Fall quarter. A smaller cohort of first-year Transfer Students are also admitted in the Winter quarter with 86.9% (93 of 107) enrolled in the Transfer Learning Community.
- **Frosh Demographics:** 45% U.S. Latinx, 56% First-Gen, 59% Low Income
- **Transfer Demographics:** 48% U.S. Latinx, 63% First-Gen, 61% Low Income, 24% Student Parents
- **Pass Rate CHFY 007:** Fall 92.7%, Winter 91.3%, and Spring 87.9%
- **Pass rate HASS 001:** Fall 90% and Winter 87.1%
- **Events & Workshop Participation:** Fall 1203 Participants, Winter 246 Participants, and Spring 195 Participants
- **Events & Workshop Satisfaction:** On average, students who participated in the events and workshops hosted by the department agreed that they were useful, presented well, and would recommend them to other students.
- **Office Hours One-on-One Appointments:** Peer Educators & Transfer Ambassadors spent approximately 61 hours outside of the classroom throughout the academic year meeting with students to answer questions and support their needs via Office Hours One-on-One Appointments.

Student Outcomes and Program Evaluation

Goal 1: Achieve Academic Excellence

Students in the CHASS F1RST Programs participated in classes and programs that provided resources and strategies to support a successful transition into the university system. Students' Grade Point Average (GPA), Retention Rates, Major Declaration, and Learning Outcomes reflect their academic engagement and excellence in their first year at UCR.

Grade Point Average

- Frosh Student Average Cumulative GPA: 2.9
- Transfer Student Average Cumulative GPA: 3.2

Retention Rates

- First-Time Full-Time Frosh Retention Rates for Fall 2023 84.9%
- Transfer Retention Rates for Fall 2023 are not available yet.

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Graduation Rates

- First-Time Full-Time Frosh Graduation Rates for Fall 2023 Cohort not available yet.
- Transfer Graduation Rates for Fall 2023 Cohort not available yet.

Major Declaration

- **Frosh Program**
  - **Undeclared Scholars:** Throughout the academic year, CHASS F1RST Undeclared Scholars increasingly indicated they declared a major or intended to declare.
  - **All Other CHASS Majors & Pre-Business Pathways:** There is a small percentage of All Other CHASS Majors and Pre-Business Majors that had not declared a major (below 7%) which continued to decrease throughout the academic year.
- **CHASS Transfers F1RST Program**
  - **Undeclared:** 2.4% of Transfer Students were Undeclared (Data from Fall 2023 & Winter 2024 Quarters)
  - **Declare or Change Major:** 8.4% expressed intent to change or declare a different major than the one they entered in with (Data from Fall 2023 & Winter 2024 Quarters)

Learning Outcomes

- **Frosh Program**
  - Frosh Students who participated in the Learning Community Workshop Series (CHFY 007) indicated an increase in confidence in all learning outcomes by the end of the academic year.
    - Learning outcomes included: active reading, critical thinking, development of new study strategies, effective goal setting, effective time management, persuasive writing, public speaking, wellness management, and understanding of academic integrity.
- **CHASS Transfers F1RST Program**
  - **Transfer Learning Community:** Transfer Students who participated in the TLC (HASS 001) felt overall confident in their abilities in all learning outcomes.
  - **Transfer Year Experience:** Respectively, Transfer Students who also participated in the TYE Program felt overall confident in their abilities in all learning outcomes and indicated feeling very confident in their time management skills.
    - Learning outcomes included: critical thinking, development of educational plans, development of new study skills, effective communication, effective time management, reflective writing, wellness management, and understanding of research university.

Goal 2: Foster a Sense of Community Engagement

Through participation in the CHASS F1RST Programs students were exposed to various opportunities to foster Community Building, Interactions with Support Personnel, Sense of Belonging, and Utilization of Campus Resources.

Community Building

- **Frosh Program**
  - Frosh students who participated in the Learning Community Workshop Series indicated that they are more likely to connect with others and make friends

who are attending the same class, collaborating on a class assignment, through social media or through participating in an activity-based event.

- **CHASS Transfers F1RST Program**
  - **Transfer Learning Community:** Transfer students who participated in the Transfer Learning Community indicated that they are more likely to connect with others and make friends by collaborating on a class assignment, joining a study group outside of class, through instant messaging or through participating in an activity-based event.

Interaction with Support Personnel

- **Frosh Program**
  - By the end of their first year, Frosh Students who participated in the Learning Community Workshop Series indicated that they interacted with support personnel on average 1 to 2 times per quarter. Generally, students' average interactions with support personnel increased throughout their time in the Frosh Program.
- **CHASS Transfers F1RST Program**
  - **Transfer Learning Community:** Transfer students who participated in the Transfer Learning Community indicated that they interacted with faculty and teaching assistants on average 1 to 2 times per quarter.
  - **Transfer Year Experience:** Transfer Students who also participated in the TYE Program had higher average interactions with most support personnel than any other program.

Sense of Belonging

- **Frosh Program**
  - Frosh Students who participated in the Learning Community Workshop Series experienced an increased sense of belonging throughout their first year.
- **CHASS Transfers F1RST Program**
  - **Transfer Learning Community:** Transfer Students who participated in the TLC indicated they felt a sense of belonging to their university, members of the campus community, and felt supported by their university.
  - **Transfer Year Experience:** Sense of belonging was highest for those who also participated in the TYE.

Utilization of Campus Resources

- **Frosh Program**
  - Frosh Students' awareness of campus resources increased each quarter.
- **CHASS Transfers F1RST Program**
  - **Transfer Learning Community & Transfer Year Experience:** Transfer Students gained greater awareness of campus resources by being a part of the CHASS Transfers F1RST Programs.

Goal 3: Preparation for Life Possibilities

The CHASS F1RST program fostered students' preparation for life possibilities by creating opportunities to engage in experiences reflecting diverse perspectives, various life possibilities, and useful class topics.

Diverse Perspectives

- **Frosh Program**
    - Frosh Students who participated in the Learning Community Workshop Series rated their openness and abilities for diverse perspectives between average and somewhat strong. Their openness to diverse perspectives increased throughout the academic year.
- **CHASS Transfers F1RST Program**
    - **Transfer Learning Community & Transfer Year Experience:** Transfer Students who participated in the CHASS Transfers F1RST Programs indicated an openness to diverse perspectives.

Life Possibilities

- **Frosh Program**
    - Frosh Students who participated in the Learning Community Workshop Series rated their concerns about the future in all areas as strong or above. This indicates that they felt strongly or above in their abilities to think and prepare for the future.
- **CHASS Transfers F1RST Program**
    - **Transfer Learning Community:** Transfer Students who participated in the TLC rated their concerns about the future in all areas as strong or above. This indicates that they felt strongly or above in their abilities to think and prepare for the future.
    - **Transfer Year Experience:** Transfer Students who also participated in TYE indicated, on average, higher scores for life possibilities with the highest orientation towards planning how to achieve future goals.

Usefulness of Class Topics

- **Frosh Program**
    - Frosh Students (on average) indicated that all workshop topics covered in the Learning Community Workshop Series were useful to them. Workshop topics with the highest usefulness included: Jobs, Internships, & Networking, Second Year Plan, Resumes & Cover Letters, Mental Health & Self-Care, Communication & Emotional Intelligence, and Financial Literacy.
- **CHASS Transfers F1RST Program**
    - **Transfer Learning Community:** Transfer Students (on average) indicated that all class topics covered in the TLC were useful to them. Workshop topics with the highest usefulness included: Your Skills & Development, Protect Your Peace, Celebrate Often & Find Balance, Your Plan & Your Path, and Get Comfortable with Being Uncomfortable.

CHFY 020 Course Evaluation

In addition, students in CHFY 020 were selected to participate in a quarter-long seminar in Spring quarter to develop professional skills and improve as future peer educators for incoming first-year students. Their reflections indicate their preparation and commitment to becoming effective Student Leaders.

- **General Course & Skills Feedback**

    - Student Leaders who participated in the CHFY 020 course felt like the assignments and presentations within the course were useful and helped them feel prepared for their role.
- **Preparedness as a Student Leader**
    - Student Leaders who participated in the CHFY 020 course felt like they gained the necessary skills to be prepared for their roles. Student Leaders felt very prepared for setting goals and maintaining them, preparation for group facilitation, and they felt like the course prepared them with the necessary written and verbal communications skills to be successful in their role.

Program Satisfaction and Feedback

Frosh Program

“What was the most valuable experience of the CHASS F1RST program to you and why?”

Getting feedback from my CHASS First teachers has been helpful. Since they have more knowledge than me on different topics and techniques that would be beneficial. It helped me gain a different way to go about my school work and thought process.
My most valuable experience was from the sections, that made things more clearer and steered my obligations in the right direction.
The openness of the CHASS peer tutors about the topics we discussed made it easier to listen to them and gave these workshops a deeper meaning.
The most valuable experience of the CHASS F1RST program was being greatly informed of the opportunities and aid programs that are available on campus that can greatly aid you mentally, physiologically, physically and financially.
The most valuable experience of CHASS F1RSt is the built community of first years that have or may not have similar experiences. I have the ability to read or hear about other's days, stories, and experiences with professors or roommates.

CHASS Transfers F1RST Program

“What was the most valuable experience you took away from this program and why?”

Transfer Learning Community

Sitting down every week with each resource and actually writing out why they would be beneficial to me. It's a good way to go about learning about each and how they will help me specifically.

Link to Full CHASS F1RST Annual Report 2023-2024

I would able to understand different resources that UCR has to offer for me. I loved one of the tutor because they showed me where my classes were located at 10/10. Give the girl a raise!
Overall the most valuable experience of the course was learning about different campus resources offered by UCR because I was able to use some of those to support me during my first quarter.
The most valuable experience of this course was reading other's responses to the discussion questions and replying to others and realizing that a lot of people are in the same boat as me with issues, such as time management, procrastination, and keeping up. The other helpful thing was reading all about the resources UCR has to offer, specifically with the academic advisors and setting up plans.
The most valuable experience of this course was just being able to learn and know about the many different resources that the UCR campus provides for students. Especially with there being many resources for transfer students specifically, it allowed me to look more deeply into certain resources that I can benefit from during this first year at UCR.

Transfer Year Experience

I think the most valuable experience was being able to put together how every event I have attended has helped get as comfortable with the university as I am now with the TYE. The program in general though has been a great introduction into the resources and I appreciate having someone to ask some of the more specific questions that brochures and pamphlets don't answer.
I took alot, as a first generation student, every single thing was a valuable experience. Meeting with the transfer ambassadors, the information they provided us with. The resources they informed us about, everything was so helpful! I appreciate it all.
The resources the school has to offer, where to find support as a transfer student.
It’s SO valuable to attend events and organizations on campus!
The friends I made. I had a personal fall out with some new friends, didn’t think I’d make new friends.

Partnerships & Collaborations

Collaborated with over

50+

Campus & Community Partners

Partnerships and collaborations are a critical part of providing support to our incoming Frosh & Transfer Students. CHASS F1RST partners and collaborates with many colleges, departments, organizations, programs, and support services across UCR to ensure that our students have the tools and resources they need to be successful here at UCR and beyond. Collaborations look different between various campus partners but include events, training, tabling, workshops, activities, hosting, co-hosting, sponsoring, and supporting.

- Academic Resource Center (ARC)
- Ethnic & Gender Centers (E&G)
    - African Student Programs (ASP)
    - Asian Pacific Student Programs (APSP)
    - Chicano Student Programs (CSP)
    - LGBTQ Resource Center
    - Middle Eastern Student Center (MESC)
    - Women's Resource Center (WRC)
- Alumni & Visitor Center
- Basic Needs
- Bookstore - Barnes & Noble
- Career Center
- CARE Office
- Center for Undergraduate Research & Engaged Learning (CUREL)
- CHASS Academic Advising
- CHASS Information Technology
- CHASS Peer Advisors
- CHASS Melon Mays
- College Corps
- Community - Colleges, Schools, & Universities (Various Local Ones)
- Counseling & Psychological Services (CAPS)
- Early Academic Outreach Program (EAOP)
- Financial Aid
- Financial Wellness Program
- Grad Division
- Health Professions Advising Center (HPAC)
- Housing
- Library
- Power of the Peers Network
- Puente Program
- Residential Life
    - CHASS Living Learning Community
    - Pre-Business Living Learning Community

Link to Full CHASS F1RST Annual Report 2023-2024

    - Pathways (Transfer) Living Learning Community
- Student Disability Resource Center (SDRC)
- Student Life
- Student Recreation Center (SRC)
- Study Abroad - Education Abroad
- Summer Sessions
- The Well
- Transportation Transportation Services (TAPS)
- Transfer Success Programs at the ARC
- TRIO Scholars
- UC Police Department (UCPD)
- UC Transfer Success Coalition (UCTSC)
- Undergraduate Admissions (UGA)
- University Honors
- Veterans Resource Center (VRC)
- UCR Colleges:
    - College of Natural & Agricultural Sciences (CNAS)
    - Bourns College of Engineering (BCOE)
    - School of Education (SOE)
    - School of Public Policy (SPP)
    - School of Business (SB)

Highlighted Departmental Accomplishments

- **New Transfer Programs:** First full year of implementation for our new Transfer Learning Community & Transfer Year Experience.
    - **Transfer Learning Community:** Served over 612 incoming transfer students their first quarter in their TLC. Implemented the new curriculum for the HASS 001 course titled “Be Great! Your Journey is Your Legacy” written by the Assistant Director of the Department, Dr. Shellee Stewart.
    - **Transfer Year Experience:** Served 29 new transfer students throughout their first full year at UCR.
    - **Transfer Ambassadors:** Hired and trained 6 new Transfer Ambassadors for the new role that supported the TLC & TYE.
    - **CHASS Transfer Pre-Mentorship Summer Program (PSP)**, piloted this summer, offers a free 4-week experience to help community college students build skills and confidence for a successful transition to UCR. This summer, the program received 18 applications, with 10 students confirming participation, 3 attending sessions, and 2 completing program requirements to earn a certificate of completion. Notably, one participant applied for Winter admission, was accepted, and submitted their Statement of Intent to Register (SIR) at UCR. The other student who successfully completed the program has not yet graduated from community college; we will follow up with them through our longitudinal study to assess their academic progress. CHASS Transfer PSP is open to a cohort of 15-20 students from local community colleges and includes a mock lecture, workshops, panels, essential tools for transfers, and key resources to support participants’ academic journeys at UCR and beyond.
- **Campus Partner Tabling:** Implemented weekly campus partner tabling at the CHASS F1RST Office which strengthened partnerships with campus partners and helped to generate awareness of campus resources for CHASS students. A different campus partner tabled in front of the CHASS F1RST Office every wednesday Fall, Winter, & Spring for a total of 30 different campus partners.
- **Campus Partner Highlights:** Began using Campus Partner Highlights in Canvas Courses to continue to generate awareness of campus resources for CHASS students.
- **Standardized Curriculum & Materials:** Began standardizing the teaching materials for the courses offered by the department. This included a standardized Canvas page structure, standardized slides used throughout all sections of the courses, and more standardized processes. This provided support for student staff and ensured there is a shared and consistent experience throughout the department courses.
- **Pre-Business & Undeclared Specialized Support:** Collaborated with CHASS Advising, ResLife LLCs, and the Career Center to provide specialized support for Pre-Business Pathway & Undeclared Scholars. This included intentional curriculum, specialized group advising sessions with CHASS Advising, info sessions, and other events to support the unique needs of these students.
- **Early Alert:** Implementation of the Early Alert process to identify students who may be at risk for not passing our department courses and provide intervention.
    - Increased the CHFY 007 pass rate by 6.7% (103 Students) from the 2022-2023 AY as a result of implementation of the Early Alert process
- **Staff Professional Development:** Provide ongoing professional development opportunities for staff to achieve their full potential personally and professionally.

Link to Full CHASS F1RST Annual Report 2023-2024

Staff professional development is an important part of their growth, satisfaction, and status in the workplace. To meet the staff's learning needs and goals, staff will participate in a wide range of events, trainings, classes, seminars, conferences and special events on and off campus to enhance their experience by participating in professional development opportunities to maintain, improve, and learn new skills that will assist them in their current job position, duties and responsibilities.

- NACAC Conference 2023: In collaboration with Undergraduate Admissions, presented an admissions conference session titled “Building the Transfer Pipeline through Transfer Student Capital.”
- CITI Program 2023: Individual Certification for Social & Behavioral Research
- NISTS Conference 2024: In collaboration with CHASS Transfers F1RST, did a presentation titled, “Before, During, & After: Expanding Transfer Support Using Transfer Student Capital.”
- NISTS Conference 2024: Did an individual presentation titled, “From Ideas to Implementation: Using Transfer Student Capital to Create Transfer Inclusive Curriculum.”
- UCR Staff Conference 2024: Presentation titled, “Leveraging Partnerships & Collaborations in Your Personal and Professional Life.”
- UCR Staff Conference 2024: In collaboration with other UCR Staff Scholars, presented on a panel titled, “Gainfully Educated: Balancing Work, School and Life.”
- UCR Power of the Peers Conference Fall 2023: Presented on the topics of Transferable Skills for Student Leaders & Supporting Post-Traditional Students
- UC Transfer Success Coalition Summer Retreat at UC Santa Barbara 2024
- XanEdu Publishing: Presented on College Success for First Year Student Courses 2024
- CHASS Student Fairs Unit: Presentation on CHASS F1RST Programs 2024

- **Student Staff Development:** Provided ongoing professional development opportunities for all CHASS F1RST student staff. This included PD Workshops in collaboration with CHASS Career Center Specialists, a mandatory 3-Day Orientation training, Student Leaders participation in the Power of the Peers Conference, and monthly workshops hosted in collaboration with Power of the Peers.
- **Events & Partnerships:** Increased engagements through events and partnerships across campus, in the UC system, and our local UCR community.

Future Directions

- **New Transfer Programs:** Continue to implement the Transfer Learning Community & Transfer Year Experience.
    - **Transfer Learning Community:** Continue serving the CHASS first-year transfer community. Expand course offerings from completely asynchronous to include both synchronous and asynchronous options.
    - **Transfer Year Experience:** Continue serving the CHASS first-year transfer community through TYE. Increase participation in the program and increase completion rates.
    - **CHASS Transfer Pre-Mentorship Summer Program (PSP):** Continue to offer the program as a 4 week experience that includes personal development, tools, skills, and opportunities that lead to a successful preparation and transition to UCR. CHASS Transfer PSP is free of cost and will consist of a cohort of 15-20 Community College students. Program participants that successfully complete the program will receive a certificate of completion. The goal of CHASS Transfer PSP is to offer prospective vertical transfer students the opportunity to develop the tools and skills necessary to successfully transition from Community College to be successful at UCR and beyond.
- **Campus Partner Tabling:** Continue to implement weekly campus partner tabling at the CHASS F1RST Office to strengthen partnerships with campus partners and help to generate awareness of campus resources for CHASS students. Implement assessment measures to gather feedback from campus partners for table experiences.
- **Campus Partner Highlights:** Continue using Campus Partner Highlights in Canvas Courses to continue to generate awareness of campus resources for CHASS students. Re-evaluate the content and update as necessary. Intentionally choose campus partners based on relevant information.
- **Standardized Curriculum & Materials:** Update standardized slides, documents, and materials to reflect changes in the department. Gather feedback from student staff and student evaluations to make changes as necessary.
- **Pre-Business & Undeclared Specialized Support:** Continue to collaborate with CHASS Advising, ResLife LLCs, and the Career Center to provide specialized support for Pre-Business Pathway & Undeclared Scholars. Create a Pre-Business to School of Business Committee to bridge the gap between colleges and increase transparency for staff and students. Work with more faculty/departments and student clubs/orgs to enhance the students' experience.
- **Early Alert:** Continue to implement the Early Alert process to identify students who may be at risk for not passing our department courses and provide intervention. The goal is to continue to Increase students' course pass rates.
- **Staff Professional Development:** Staff are encouraged to continue to participate in professional development opportunities to achieve their full potential personally and professionally. In CHASS F1RST, staff professional development is an important part of their growth, satisfaction, and status in the workplace. It is important to provide staff with professional development opportunities so they can learn while they work. To meet the staff's learning needs and goals, UCR offers a wide range of events, training, classes, seminars, conferences and special events. In addition to off campus professional development as well. By participating in professional development opportunities, staff will have the opportunity to maintain, improve, and learn new

skills that will assist them in their current job position, as well as provide opportunity for advancement.

- **Student Staff Development:** Continue providing ongoing professional development opportunities for all CHASS F1RST student staff. Create more opportunities for all positions in the department to network and build their CHASS F1RST family. Impediment CHASS F1RST Family Hour.
- **Events & Partnerships:** Increased engagements through events and partnerships across campus, in the UC system, and our local UCR community. Create a structure or model for department events moving forward to include transfer-specific events and department events that create a shared space for all CHASS students including first-years. Implement CHASS F1RST Community Hour.
- **Hire Professional Staff Member:** Continue to advocate (advocating since 2019-2020) for hiring an additional staff member to support the department with administrative responsibilities for learning communities, human resource functions, and office responsibilities (depending on funding). With increased student enrollment and increased required programming for first-year frosh and transfers, there is a direct need for support.

CHASS F1RST & UCR 2030 Strategic Plan

UCR 2030 Strategic Plan: Continue to align the CHASS F1RST department's efforts with the UCR 2030 Strategic Planning Initiatives:

- UCR 2030 Strategic Plan: CENTRAL CAMPUS LEVEL STRATEGIC INITIATIVES
- **Strategic Planning Goals for CHASS F1RST:**
  1. Increases NET revenue by providing a variety of courses. CHASS Frosh Students take a 2-unit Learning Community Workshop (CHFY 007) in Fall, Winter, & Spring. CHASS Transfer Students take a 2-unit Transfer Learning Community Course (HASS 001) their first quarter at UCR. CHASS F1RST Student Leaders take a 4-unit Theory and Practice of Peer Instruction Course (CHFY 020) in Spring.
  2. Improves undergrad student success and experience with the expansion of the CHASS Transfers F1RST program for all incoming transfer students through the Transfer Learning Community (TLC).
  3. Improves undergrad student success and experience through the creation of the Transfer Year Experience (TYE).
  4. Improves undergrad student success and experience by offering student employment opportunities to accommodate the expansion of the CHASS Transfers F1RST programs.