CHASS F1RST: First-Year Experience Programs

Annual Report 2024-2025

UCR CHASS First Year Programs

CHASS Transfers F1RST

Annual Report, 7/30/2025
GSA: 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.

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.

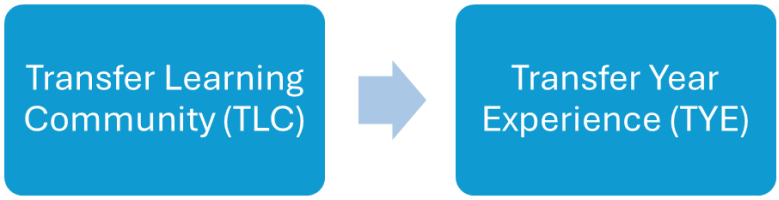
CHASS Transfers F1RST Program

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.

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/Transfer Ambassadors 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/Transfer Ambassadors in CHASS F1RST.

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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 and transfer ambassadors. 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 frosh 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.

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

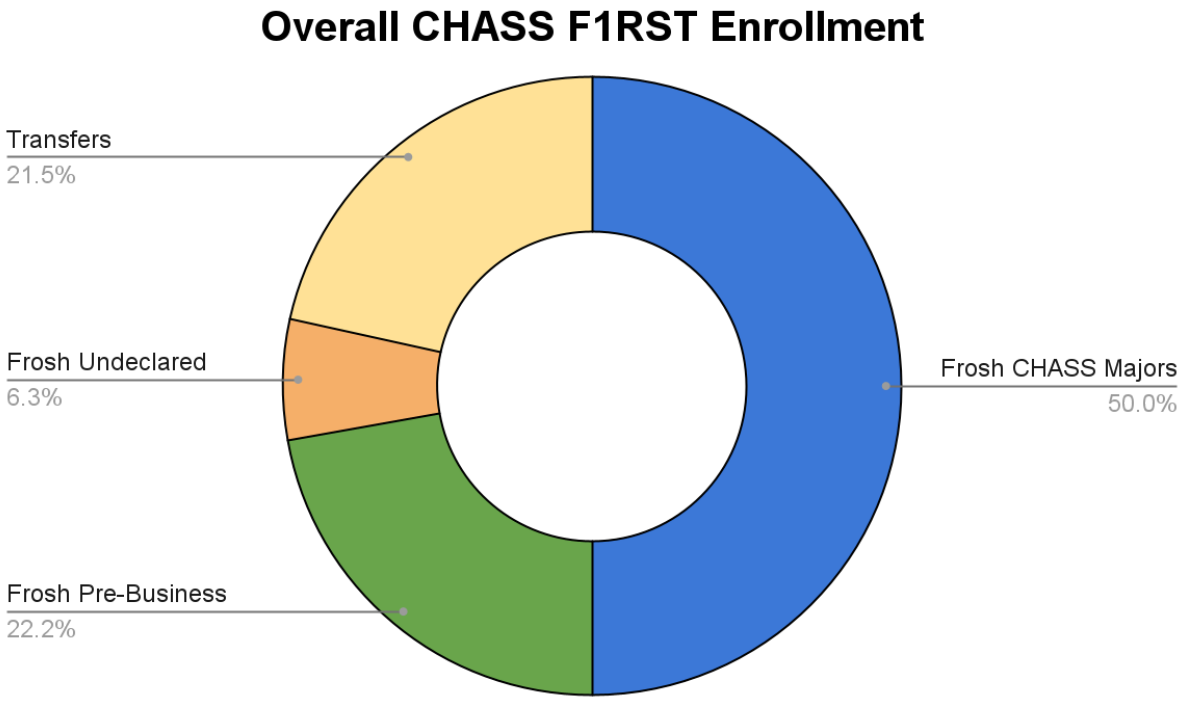
The goals of the department were assessed in relation to the following measures:

1) **Achieve Academic Excellence** - Grade Point Average (GPA), Retention Rates, Graduation Rates, 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, Professional Development, Research, and Usefulness of Class Topics.

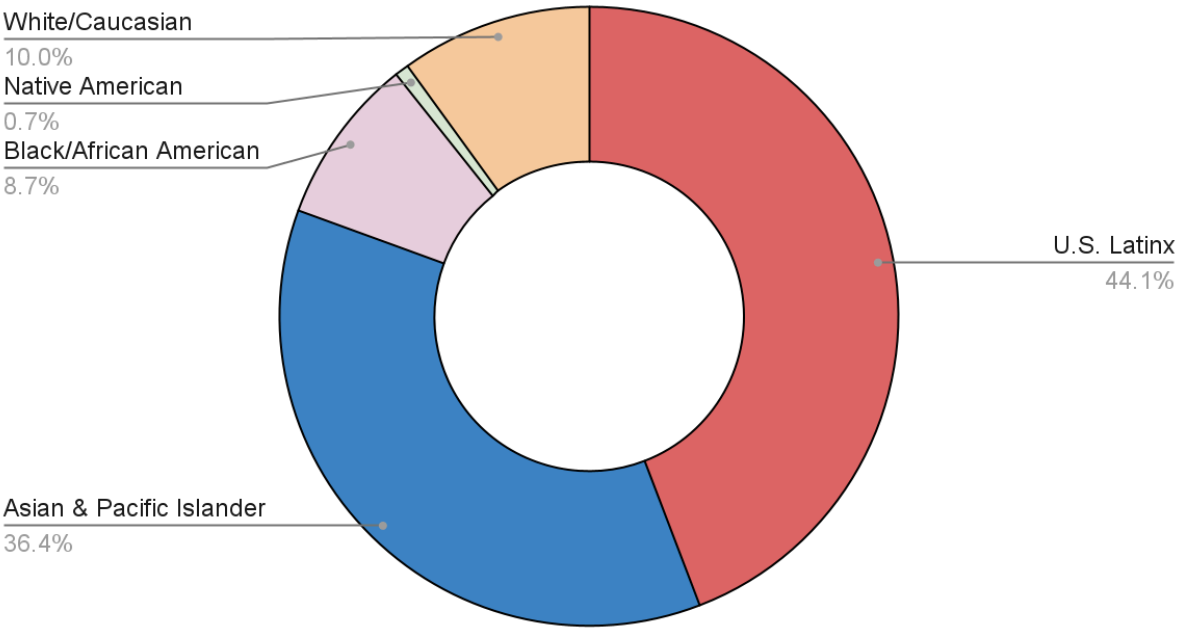
Student Demographics & Program Participation

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.

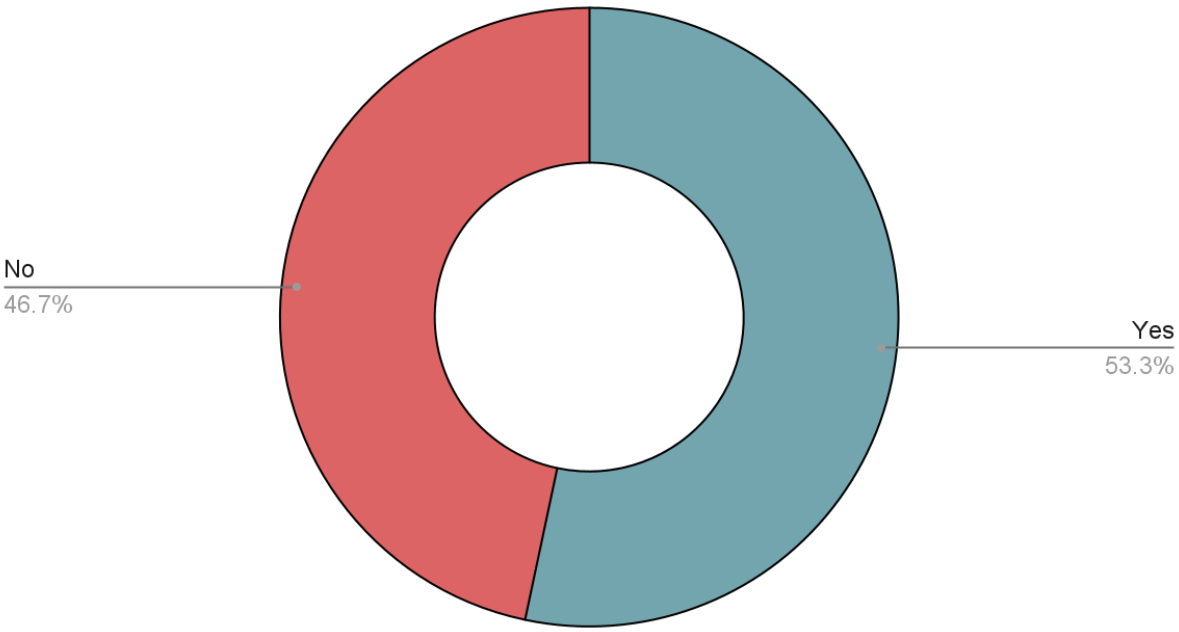
The students in the CHASS F1RST programs reflect great diversity in their demographic backgrounds, including students from historically underrepresented communities in higher education. The figures below reflect the demographics of the first-year students who participated in their year-long learning communities this year. Similarly, students participating in the CHASS Transfers F1RST program are demographically and socioeconomically diverse.

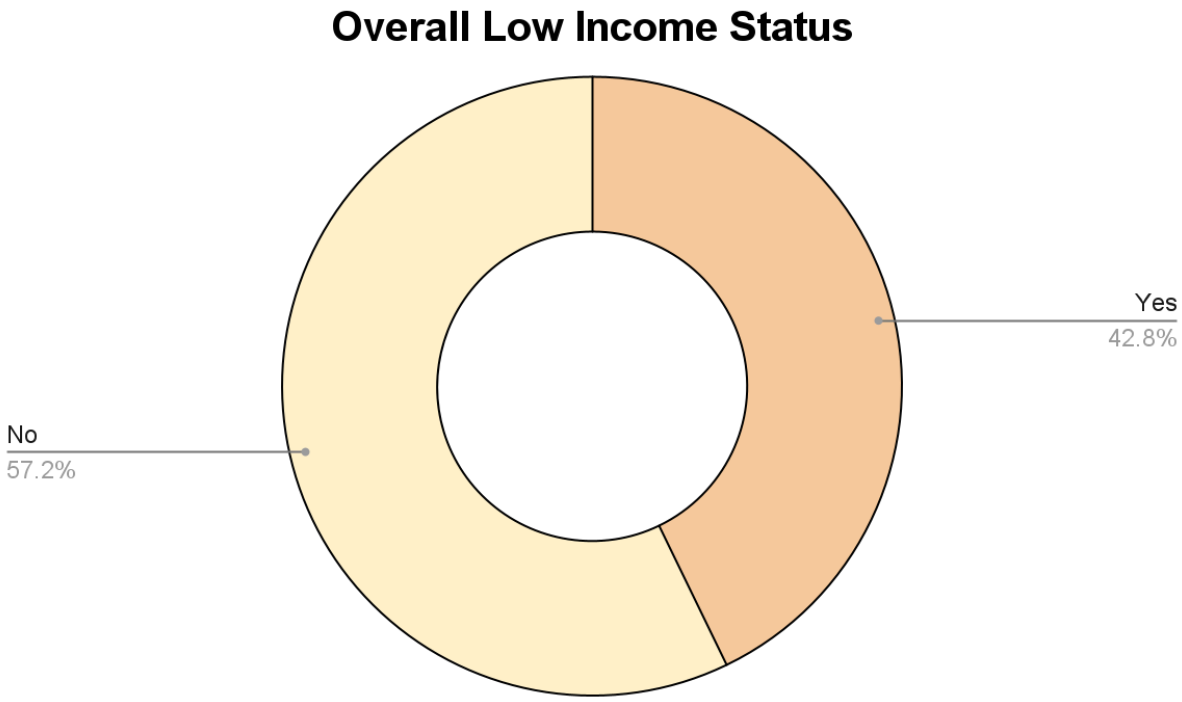


Overall Ethnicity



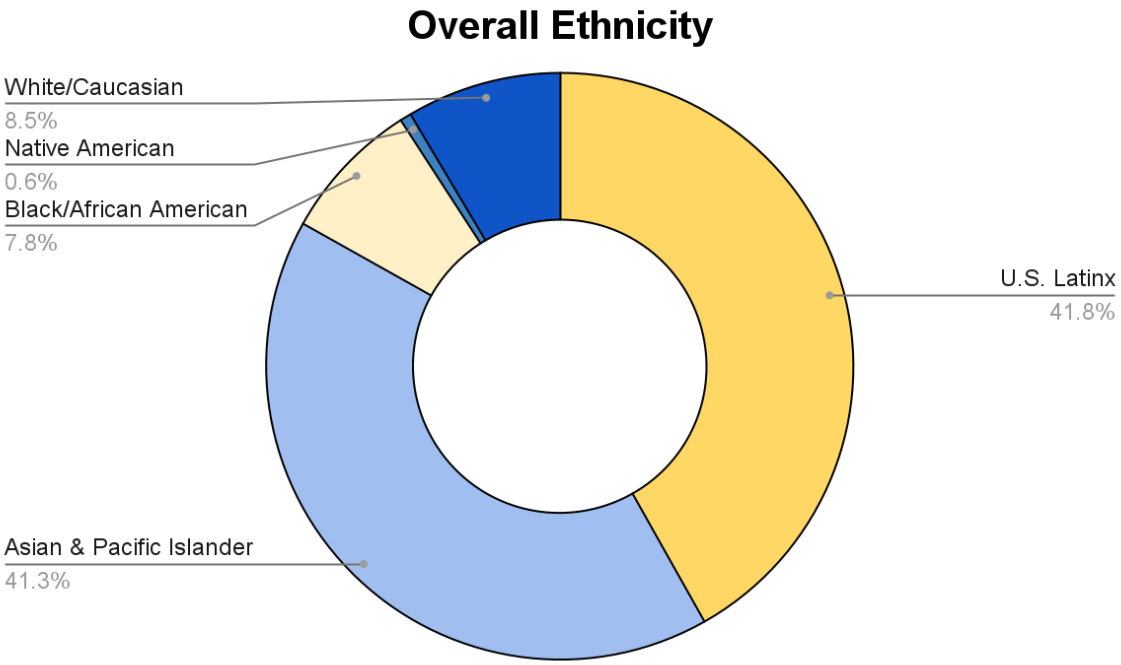
Overall First Generation Status

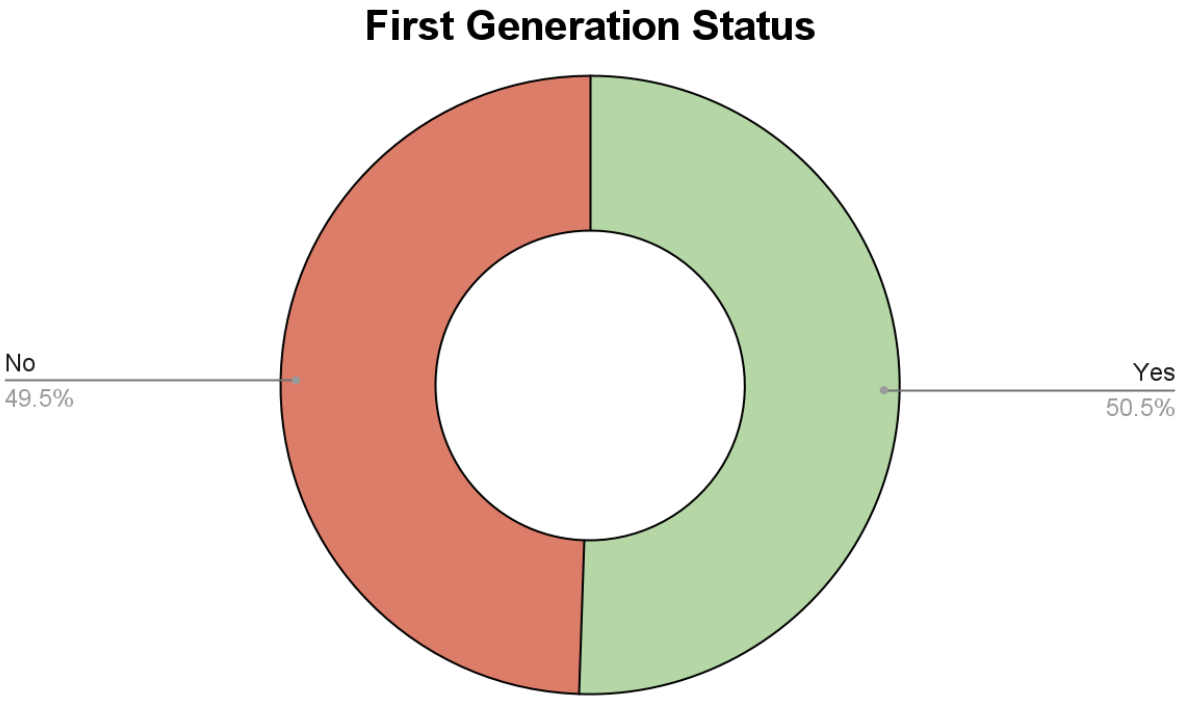


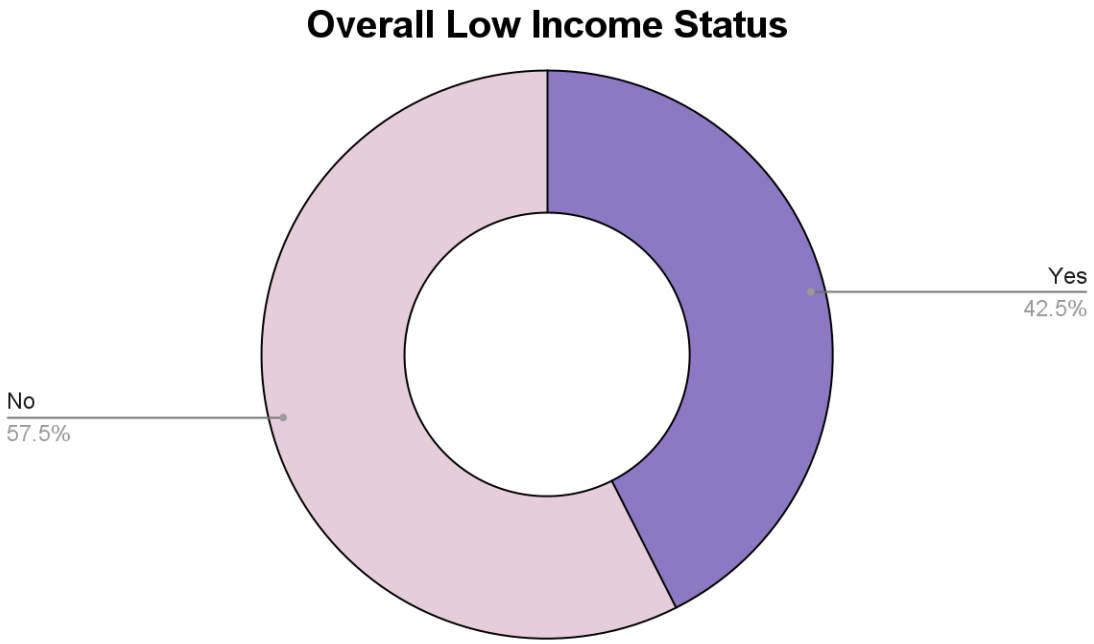


Frosh Student Demographics

Approximately 96.8% of incoming first-year students in the College of the Humanities, Arts, and Social Sciences (2511 of 2594) enrolled in the Frosh Program's Learning Community Workshop Series in Fall quarter. Since the Fall quarter, about 93.2% of the first-year Frosh Students (2417 of 2594) continued their participation in the year-long learning communities through the end of the Spring quarter. Below are the demographics of the CHASS F1RST Frosh Program participants:


Overall Ethnicity
White/Caucasian
8.5%
Native American
0.6%
Black/African American
7.8%
U.S. Latinx
41.8%
Asian & Pacific Islander
41.3%

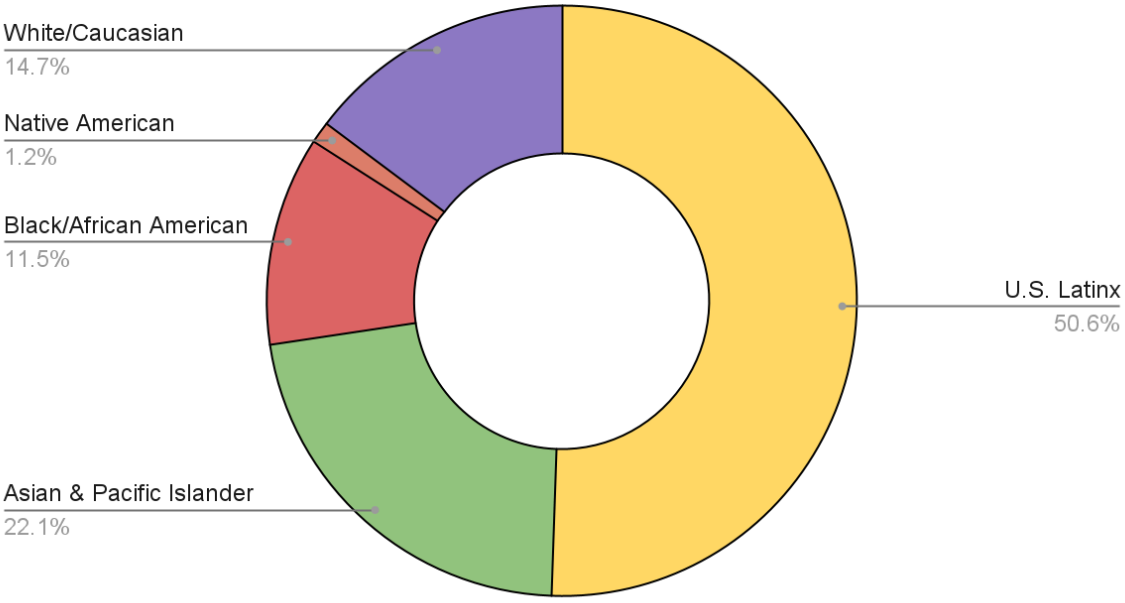

First Generation Status
No
49.5%
Yes
50.5%



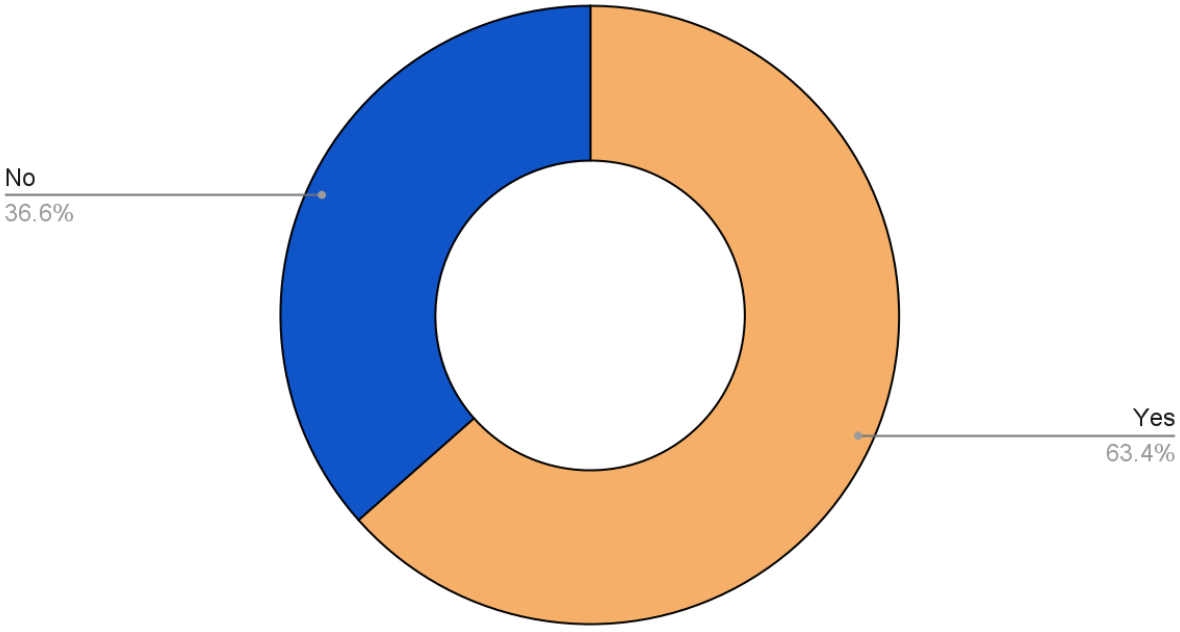
Transfer Student Demographics

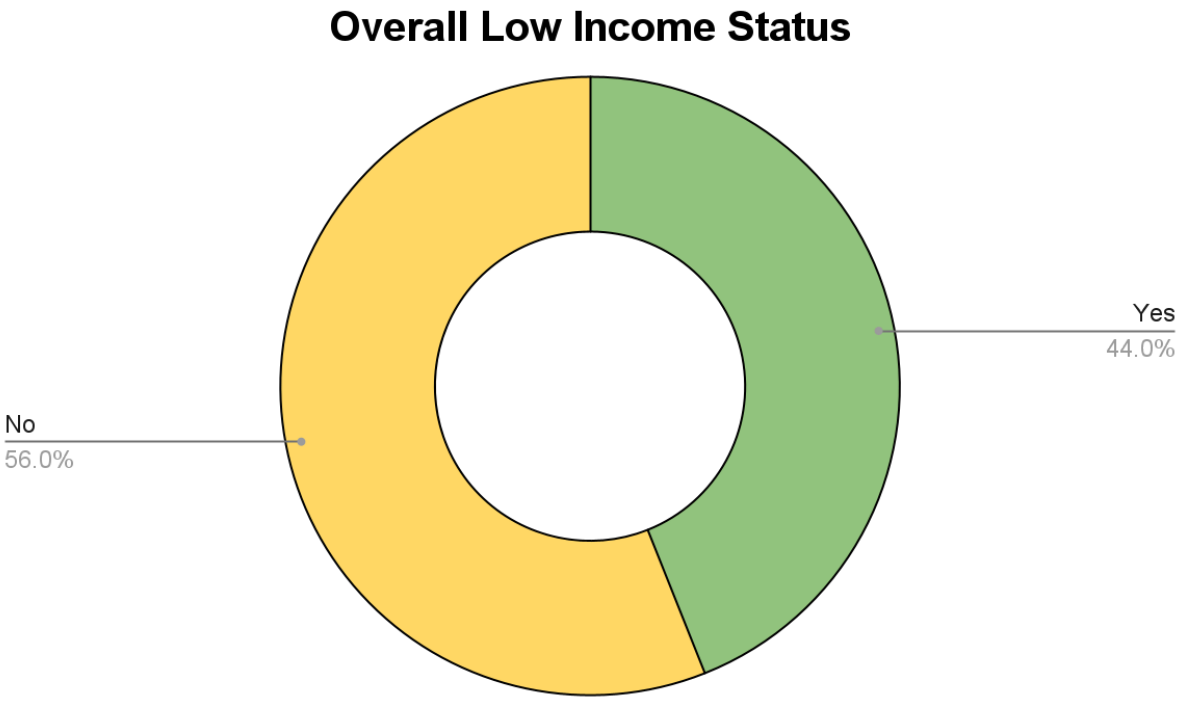
Approximately 89.7% of incoming first-year Transfer Students (518 of 577) in the College of the Humanities, Arts, and Social Sciences enrolled in the CHASS Transfers F1RST Program Transfer Learning Community in Fall quarter. A smaller cohort of first-year Transfer Students are also admitted in the Winter quarter with 89.4% (144 of 161) enrolled in the Transfer Learning Community. Below are the demographics of the CHASS Transfers F1RST Program participants:

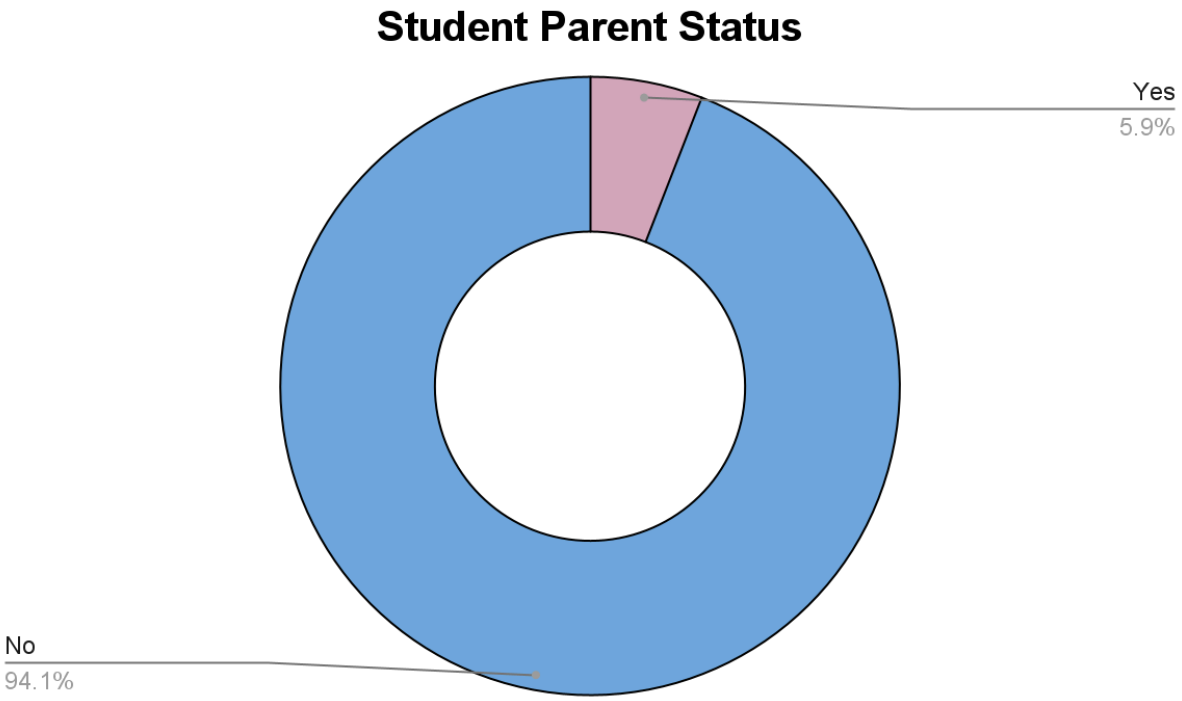
Overall Ethnicity



Overall First Generation Status




Overall Low Income Status
Yes
44.0%
No
56.0%


Student Parent Status
Yes
5.9%
No
94.1%

Program Participation

CHFY 007 Enrollment

Learning Communities	Fall 2024 Enrolled	Fall 2024 Passed	Winter 2025 Enrolled	Winter 2025 Passed	Spring 2025 Enrolled	Spring 2025 Passed
CHASS Majors	1711	1585 (92.6%)	1539	1376 (89.4%)	1539	1375 (89.3%)
Pre-Business	494	472 (95.5%)	685	643 (93.8%)	685	683 (99.7%)
Undeclared	306	286 (93.5%)	194	177 (91.2%)	194	177 (91.2%)
TOTAL	**2,511**	**2,347 (93.3%)**	**2,417**	**2,175 (91%)**	**2,417**	**2,235 (92.5%)**

Note. The enrollment reports number of students who completed the course.

HASS 001 Enrollment

	Enrolled	Passed
Fall 2024	518	474 (92%)
Winter 2025	144	135 (93.7%)
TOTAL	662	609 (92%)

Note. The enrollment reports number of students who completed the course.

Transfer Year Experience (TYE) Program Participants

Total Enrolled	31
Total Completed	13
TOTAL % Completed	**41.9%**

Note. The enrollment reports number of students who completed the program.

Peer Educator/Transfer Ambassador One-on-one Appointments from Learning Communities

	All	Fall 2024	Winter 2025	Spring 2025
Total Appointments	308	157	71	80
Total Completed	221 (72%)	108 (69%)	54 (76%)	59 (74%)
Total Duration	**55.25 hrs.**	**27 hrs.**	**13.5 hrs.**	**14.75 hrs.**

Note. All numbers, with the exception of total duration, are reported in frequencies. Data are reported for optional meetings with Peer Educators and Transfer Ambassador in the Fall, Winter, and Spring quarters. Total duration only recorded completed appointments and is shown in 15-minute increments (e.g., .25 = 15 mins.; .50 = 30 mins.; .75 = 45 mins.).

Reserved Seating

CHASS F1RST provides reserved seating in high-demand CHASS courses to support first-year Frosh students transition by registering successfully in classes during their first quarter of the term (these reserved seats are linked to CHFY 007 sections). By reserving seats in CHASS courses, it helps students stay on track with their academics and adjust to university life more smoothly.

Total
Reserved Seats Fall 2024
3,916

Major's	Courses	# of Seats Reserved
Anthropology; ANTH Law & Society	ANTH 001	50
Music; Music & Culture	MUS 014	25
Creative Writing	CRWT 056	45
Media and Cultural Studies	MCS 001	25
Political Science	POSC 020	250
Political Sci/Admin Studies		
Political Sci/Public Service		
Political Science/Intl Affairs		
Public Service		
POSC Alternate Options	POSC 010	50
Lang and Lit/Languages	LING 020	50
Linguistics		
Lang and Lit/Chinese	CLA 040	25
Lang and Lit/Classical Studies		

Lang and Lit/Comp Ancient Civ		
Lang and Lit/Comparative Lit		
Lang and Lit/French		
Lang and Lit/Germanic Studies		
Lang and Lit/Japanese		
Lang and Lit/Russian		
African American Studies	ETST 001	50
Asian American Studies		
Asian Studies		
Chicano Studies		
Native American Studies		
Latin American Studies		
Ethnic Studies		
Liberal Studies	GSST 001S	75
Gender and Sexuality Studies		
History; History/Administrative Studies	HIST 001	48
English	ENGL 20A	75
Global Studies	RLST 012	25
Religious Studies		
Middle East and Islamic Studies		
Sociology	SOC 001	200
Sociology/Administrative Studies		
Dance	DNCE 007	10
Philosophy	PHIL 005	23
Theatre, Film, & Digital Production	TFDP 099	125
(2 Courses)	TFDP 050S	125
Business Economics	ECON 002	275
Economics	ECON 003	275
Economics/Admin Studies		
BUS 010 - Have ECON credit	BUS 010	25
Art History	AHS 007	25
Art History/Admin Studies		
Art History/Religious Studies		
Art Studio (2 Courses)	ART 032	16
	ART 006	45
Psychology	PSYC 001	800

Spanish	POSC 010	25
Environmental Studies	SEHE 001	50
Global and Community Health	SEHE 002	85
Black Study	BLKS 001	25
Pre-Business	BUS 010	575
Undeclared Major Options (Total Reserve = 325)	PSYC 002	25
	PSYC 001	25
	SEHE 002	25
	GBST 001	75
	SOC 001	25
	MCS 001	50
	CRWT 040	50
	ENGL 012S	50
PSYC Neuroscience (Courses Reserved for Custom Scheduling)	MATH 003	10
	MATH 006A	14
	MATH 005A	12
	MATH 006B	2
	MATH 007A	10
	MATH 007B	9
	CHEM 001A/LA	29
	BIOL 005A/LA	8

Event & Workshop Participation

Fall 2024

Date	Topic	#
9/25/24	Power of the Peers Collaboration	264
9/26/24	CHASS Transfer Welcome	38
10/9/24	Transfer Talk #1: Advising	10
10/15/24	Dept Event #1: Get to know your CHASS Faculty & Staff	25
10/21/24	NTSW Kick-off and TYE Launch Party	10
10/21/24	Undeclared Advising 101 Session #1	10
10/22/24	Undeclared Advising 101 Session #2	17
10/23/24	Undeclared Advising 101 Session #3	16
10/24/24	Undeclared Advising 101 Session #4	66
10/21/24	Group Pre-Business Advising Session #1	109
10/23/24	Group Pre-Business Advising Session #2	23
10/24/24	Group Pre-Business Advising Session #3	157
10/25/24	Group Pre-Business Advising Session #4	147
10/30/24	Group Pre-Business Advising Session #5	107
10/29/24	De-Spookifying Research - CHASS LLC Collab	33
10/29/24	Transfer Talk #2: Research	5
11/5/24	Bracelet Making Event	10
11/6/24	Dept Event #2: How to Get Involved Fair	8

11/13/24	On-Site Advising #1	9
11/14/24	Transfer Talk: Transition Success	0
11/19/24	PRBS LLC - Escape to Graduate Collab	51
11/20/24	Pathways Collab- Hot cocoa and cookies	19
11/21/24	Dept Event #3: CHASS Wellness Expo	15
11/21/24	CHASS F1RST Gingerbread House Making	21
11/26/24	TYE Social	18
12/3/24	On-Site Advising #2	4
12/4/24	Lunch with the Directors	9
	Total Attendance	1201
	Avg. Attendance	44

Winter 2025

Date	Topic	#
1/8/25	Winter Transfer Welcome	64
1/15/25	Financial Wellness Fair	17
1/28/25	Transfer Talk #1	2
1/28/25	LLC Self-Care Collab	100
2/11/25	Grad School Expo	25
2/20/25	Finding Your Match- Major Exploration	16
2/24/25	Winter TYE Event	17

2/25/25	On-Campus Field Trip	6
2/25/25	Transfer Talk #2	7
2/26/24	Meet Your Concentration	213
3/11/25	Week 10 Goodie Bag Social	33
	Total Attendance	500
	Avg. Attendance	45

Spring 2025

Date	Topic	#
4/2/25	Pathways LLC Fieldtrip (Collaboration)	10
4/5/25	25th Annual Building Bridges Research Conference (Collaboration)	254
4/14/25	Research in CHASS	20
4/22/25	Transfer Talk	11
4/26/25	33rd Annual Chicano/Latino Youth Conference (Collaboration)	300
5/13/25	CHASS F1RST Lunch and Learn	26
5/22/25	CHASS LLC Field Trip (Collaboration)	10
6/3/25	Grad Cap Decorating (Collaboration)	27
6/6/25	TYE Awards Brunch	14
	Total Attendance	672
	Avg. Attendance	75

CHASS F1RST Event & Workshop Satisfaction 2024-2025

	Average Ratings
"This workshop was useful."	**4.64**
"The information was presented well."	**4.66**
"I would recommend this workshop to other students."	**4.71**
Overall Satisfaction	**4.67**

Note. Numbers report mean ratings of each statement. Students responded on a 5-point Likert scale (*1 = strongly disagree, 5 = strongly agree*).

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 (GPA)

Frosh Program
Average Cumulative GPA
2.9

CHASS Transfers F1RST Program
Average Cumulative GPA
3.1

Retention Rates

Frosh Program
First-Time Full-Time Frosh Retention Rates for Fall 2024 Cohort
86.3%

CHASS Transfers F1RST Program
Transfer Retention Rates for Fall 2023 Cohort (2024 Cohort not available yet)
89.1%

5 Year Graduation Rates

Frosh Program
First-Time Full-Time Frosh Graduation Rates for Fall 2019 Cohort (Fall 2024 Cohort not available yet)
73.6%

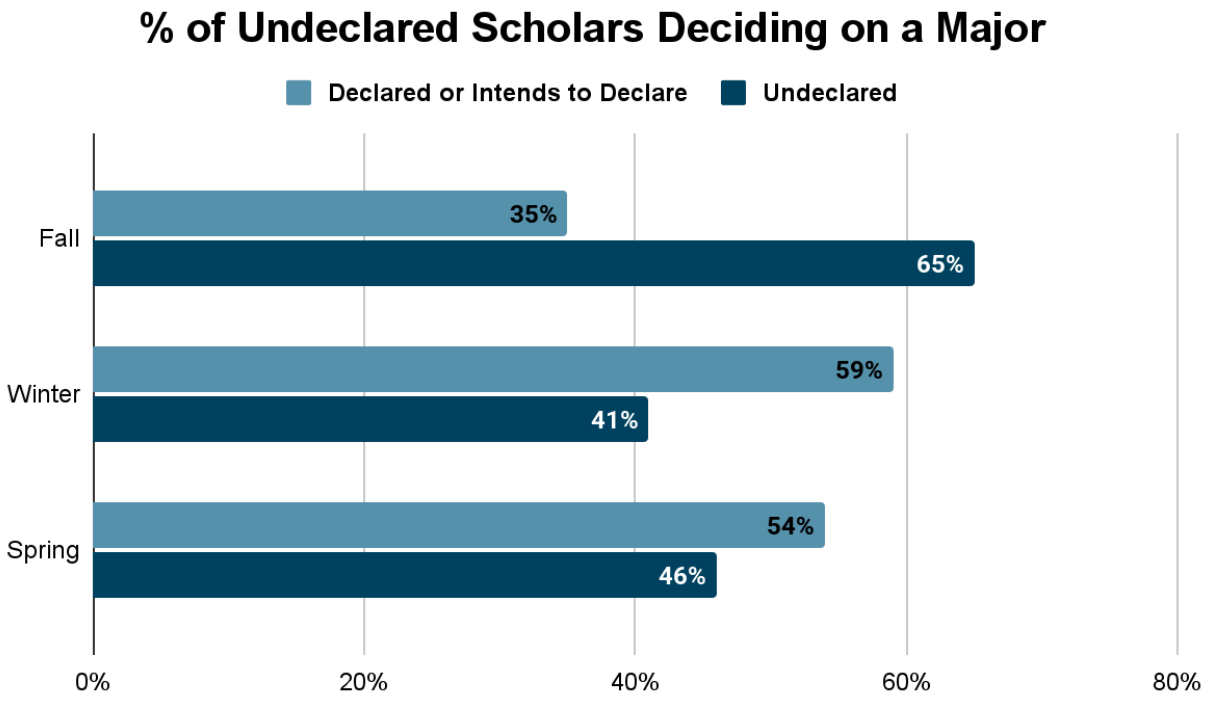
CHASS Transfers F1RST Program
Transfer 3 Year Graduation Rates for Fall 2021 (Fall 2024 Cohort not available yet)
80.1%

Major Declaration

- "Since entering this university, have you:"
- *Notes.* 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, or decided to pursue a different major and have officially changed a major.

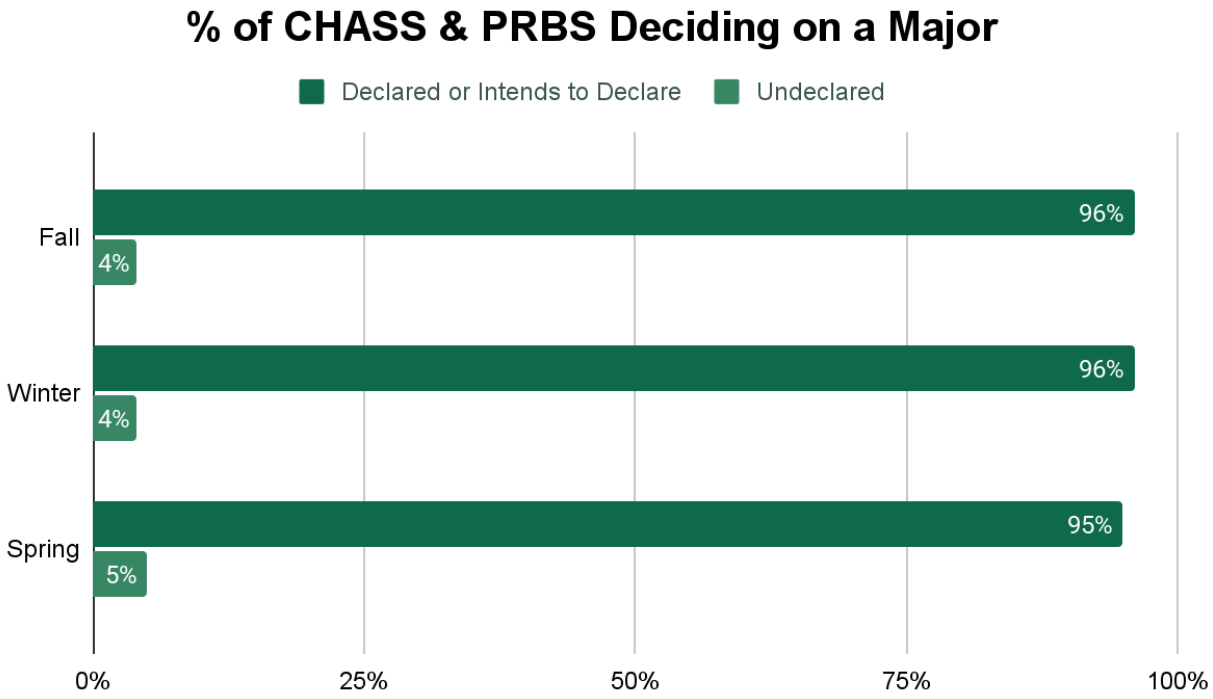
Frosh Program
Undeclared Scholars

- 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

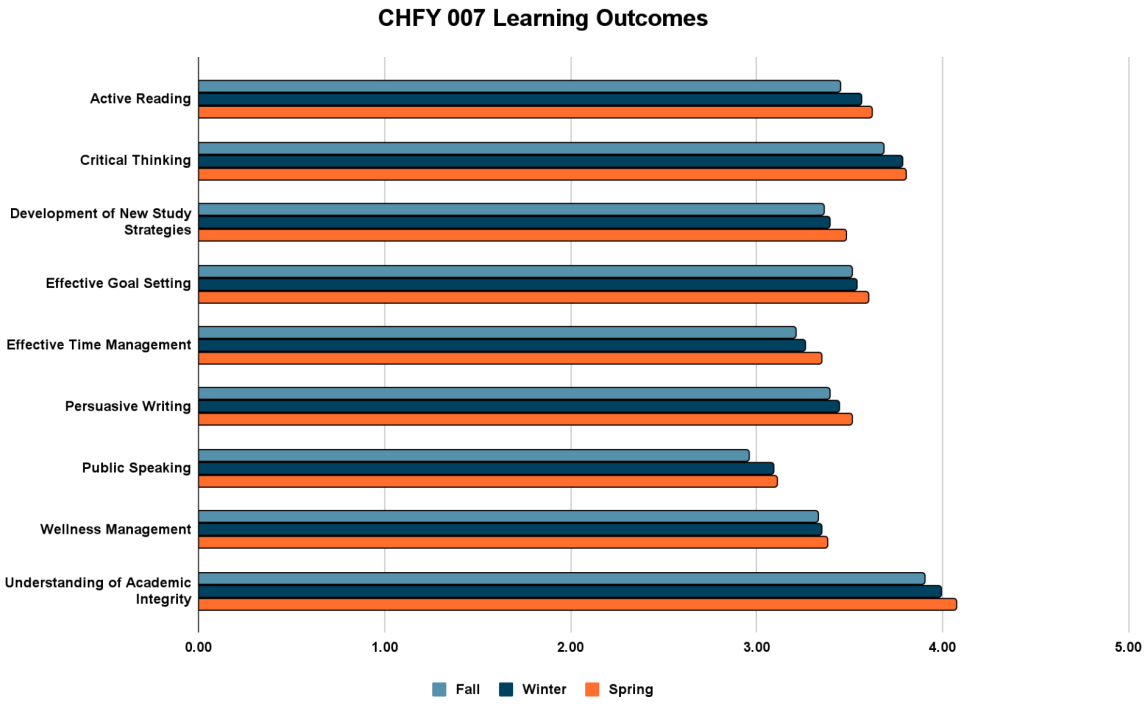
- **Declare or Change Major:** 4.3% and 7.8% expressed intent to change or declare a different major than the one they entered in with (Data from Fall 2024 & Winter 2024 Quarters Respectively)

Learning Outcomes

- "How confident are you that you can do the following?"
- *Notes.* Students indicated on a 5-point Likert scale (*1 = not at all*, 2 = somewhat, 3 = moderately, 4 = very, *5 = absolutely*).

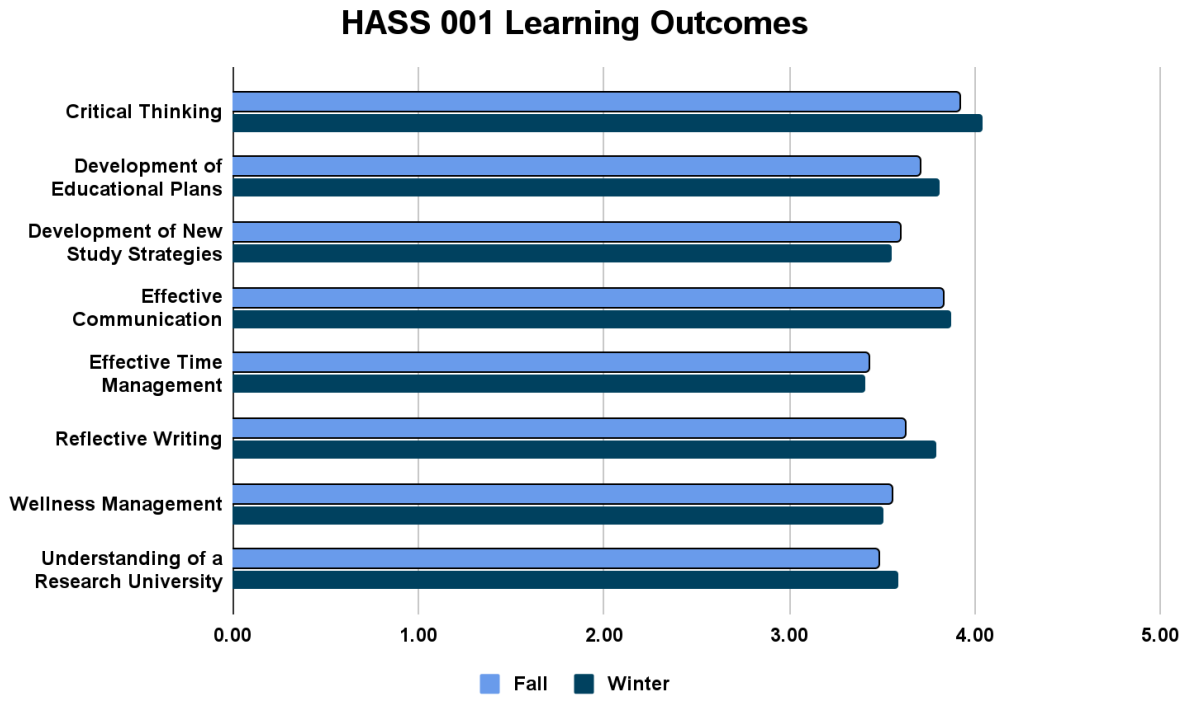
Frosh Program

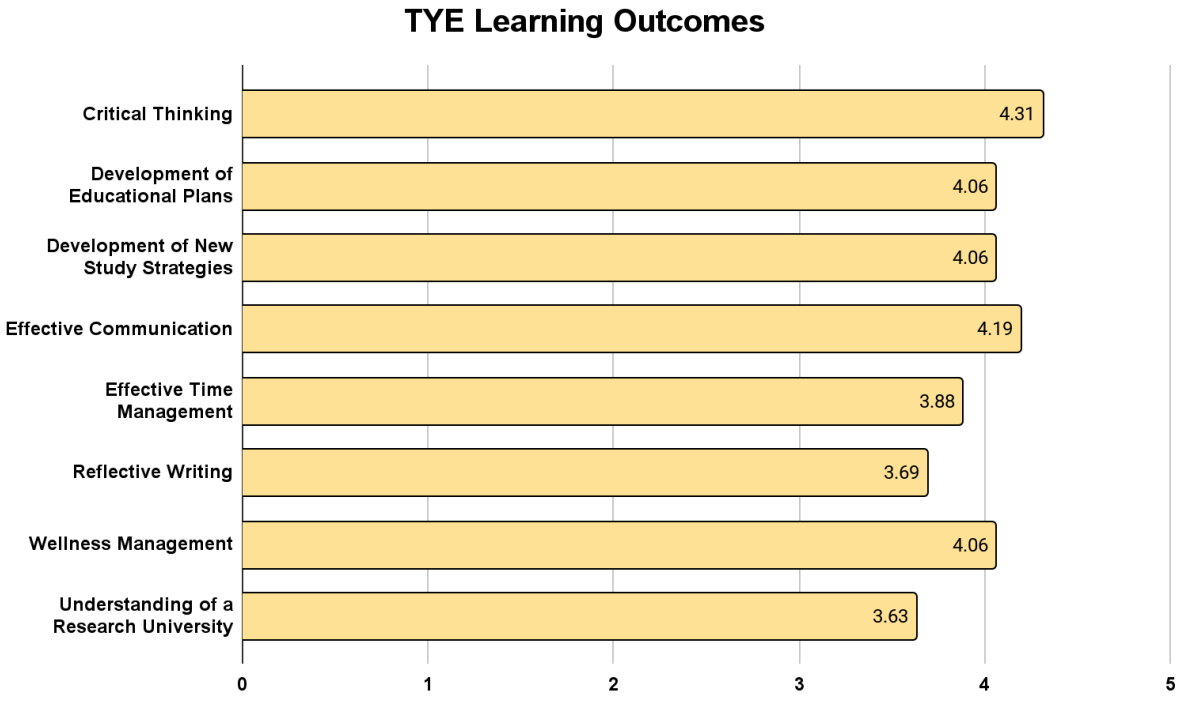
- Frosh Students who participated in the Learning Community Workshop Series (CHFY 007) indicated an increase in confidence in all learning outcomes by the end of the academic year.



CHASS Transfers F1RST Program

- **Transfer Learning Community:** Transfer Students who participated in the TLC (HASS 001 Fall and Winter Cohorts) 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 critical thinking skills.


HASS 001 Learning Outcomes
Critical Thinking
Development of Educational Plans
Development of New Study Strategies
Effective Communication
Effective Time Management
Reflective Writing
Wellness Management
Understanding of a Research University
0.00
1.00
2.00
3.00
4.00
5.00
Fall
Winter


TYE Learning Outcomes
Critical Thinking
4.31
Development of Educational Plans
4.06
Development of New Study Strategies
4.06
Effective Communication
4.19
Effective Time Management
3.88
Reflective Writing
3.69
Wellness Management
4.06
Understanding of a Research University
3.63
0
1
2
3
4
5

Foster a Goal 2: Foster a Sense of Community Engagement

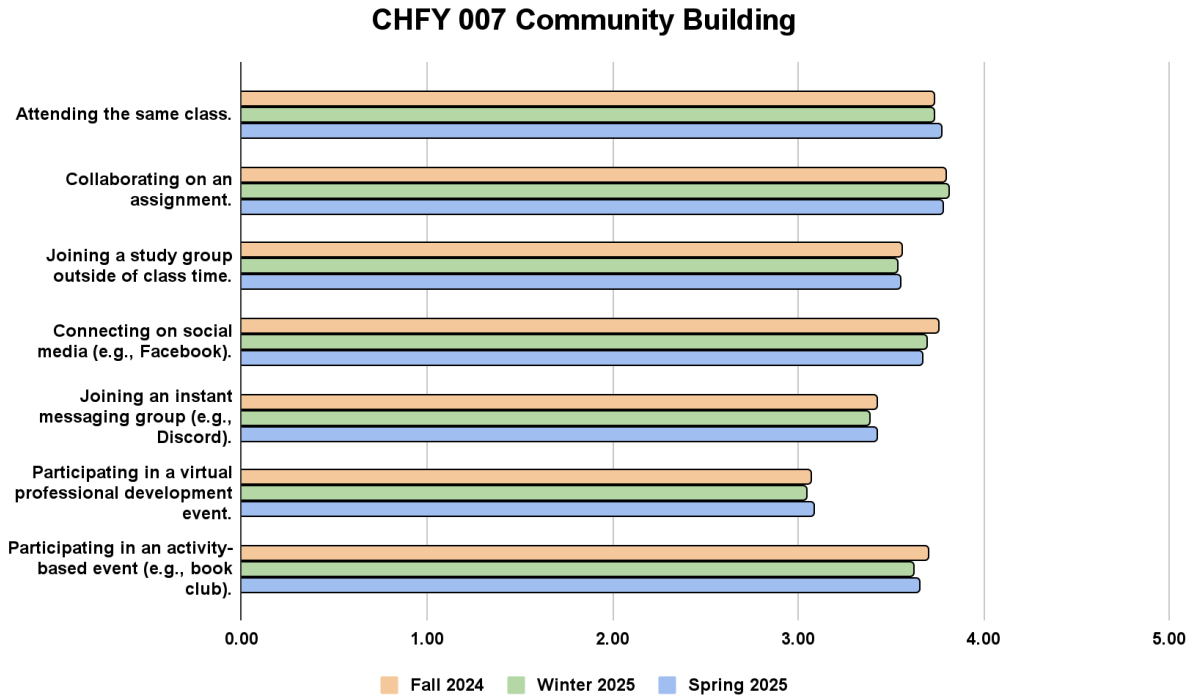
Through participation in the CHASS F1RST Programs students were exposed to various opportunities to foster Community Building, Interactions with Support Personnel, Sense of Belonging, and Utilization of Campus Resources.

Community Building

- "How likely are you to connect with others and make friends?" in the following areas:
- *Notes.* 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*).

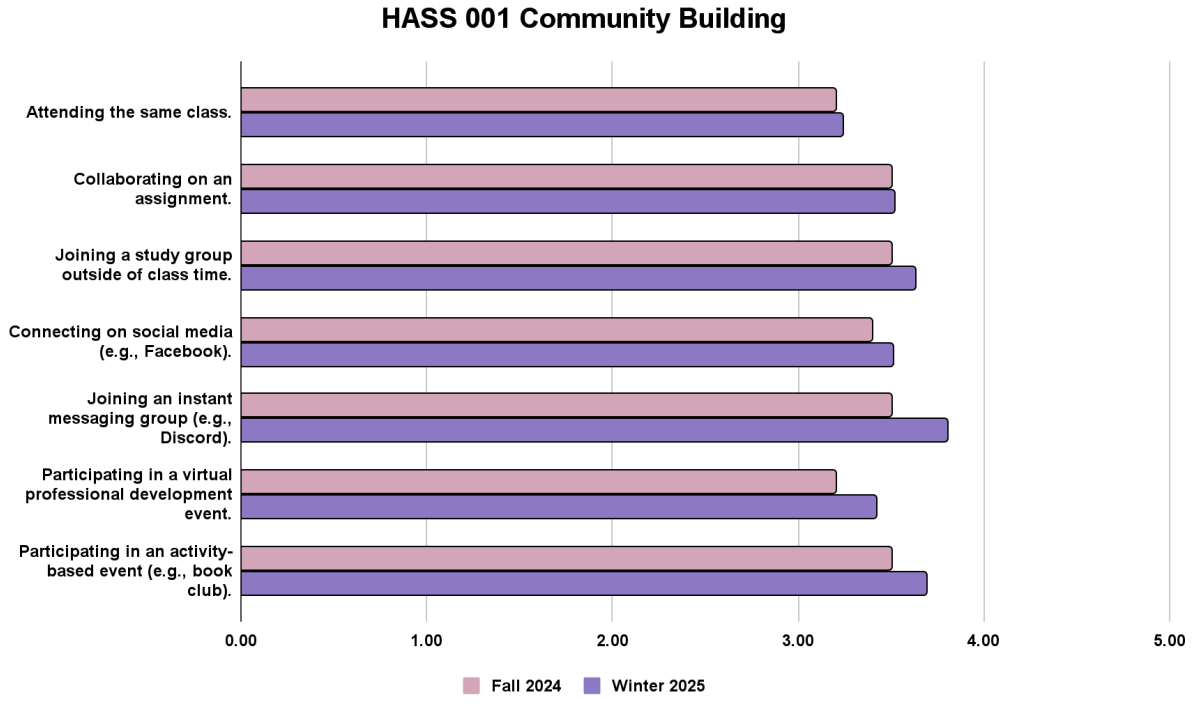
Frosh Program

- 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 with a variety of strategies.



Interaction with Support Personnel

- *"Since entering this university, how often have you interacted with the following people (e.g., by phone, e-mail, in person, or via Zoom outside of class times)."*
- *Note.* 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*).

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.
- **Note.** Responses by Frosh Learning Communities by Major.

CHASS Majors

	Fall 2024	Winter 2025	Spring 2025
Academic Advisors	1.99	1.94	2.01
Faculty	2.17	2.16	2.28
Teaching Assistant	2.18	2.29	2.44
Peer Educators	2.01	2.14	2.16
CHASS Peer Advisors	1.74	1.77	1.78
UCR Staff	2.24	2.29	2.46
CHASS F1RST Staff	1.82	1.79	1.80
AVERAGE	**2.02**	**2.05**	**2.13**

Pre-Business Pathway

	Fall 2024	Winter 2025	Spring 2025
Academic Advisors	1.84	1.91	2.10
Faculty	2.16	2.15	2.19
Teaching Assistant	2.24	2.24	2.34
Peer Educators	1.97	2.06	2.14
CHASS Peer Advisors	1.63	1.71	1.77
UCR Staff	2.26	2.38	2.29
CHASS F1RST Staff	1.67	1.67	1.77
AVERAGE	**1.97**	**2.02**	**2.08**

Undeclared Scholars

	Fall 2024	Winter 2025	Spring 2025
Academic Advisors	1.90	1.84	2.03
Faculty	2.03	2.05	2.22
Teaching Assistant	2.09	2.10	2.16
Peer Educators	2.10	2.21	2.16
CHASS Peer Advisors	1.63	1.74	1.64
UCR Staff	2.18	2.37	2.27
CHASS F1RST Staff	1.82	1.76	1.78
AVERAGE	**1.96**	**2.01**	**2.03**

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.
- **Note.** Includes responses from Fall 2024 & Winter 2025 Cohorts

Transfer Learning Community

	Fall 2024	Winter 2025	Spring 2025
Academic Advisors	2.23	2.33	N/A
Faculty	2.45	2.65	N/A
Teaching Assistant	2.34	2.48	N/A
Transfer Ambassadors	1.99	2.14	N/A
CHASS Peer Advisors	1.68	1.67	N/A
UCR Staff	2.48	2.58	N/A
CHASS F1RST Staff	1.80	1.79	N/A
AVERAGE	**2.14**	**2.23**	N/A

- **Transfer Year Experience:** Transfer Students who also participated in the TYE Program had higher average interactions with most support personnel than any other program.

Transfer Year Experience (TYE) Program

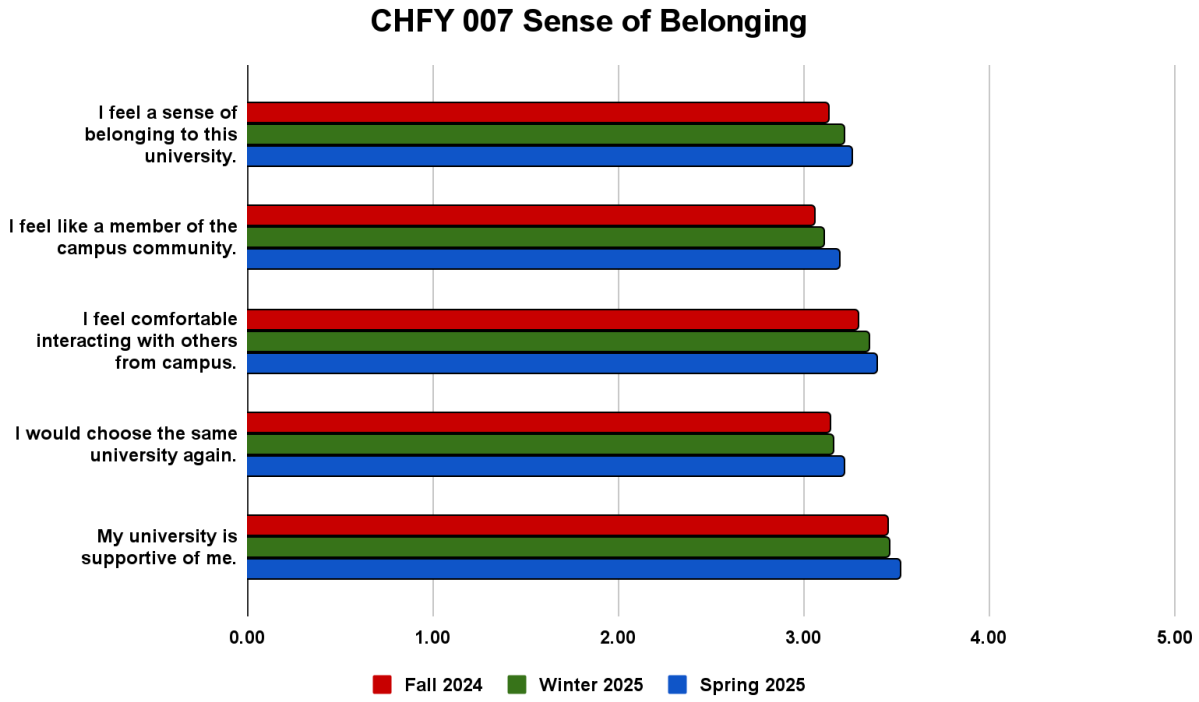
	2024 - 2025
Academic Advisors	3.13
Faculty	3.38
Teaching Assistant	3.44
Transfer Ambassadors	2.81
CHASS Peer Advisors	2.63
UCR Staff	2.75
CHASS F1RST Staff	2.94
AVERAGE	**3.01**

Sense of Belonging

- *"Rate how true each of the following statements is for you."*
- *Notes.* 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*).

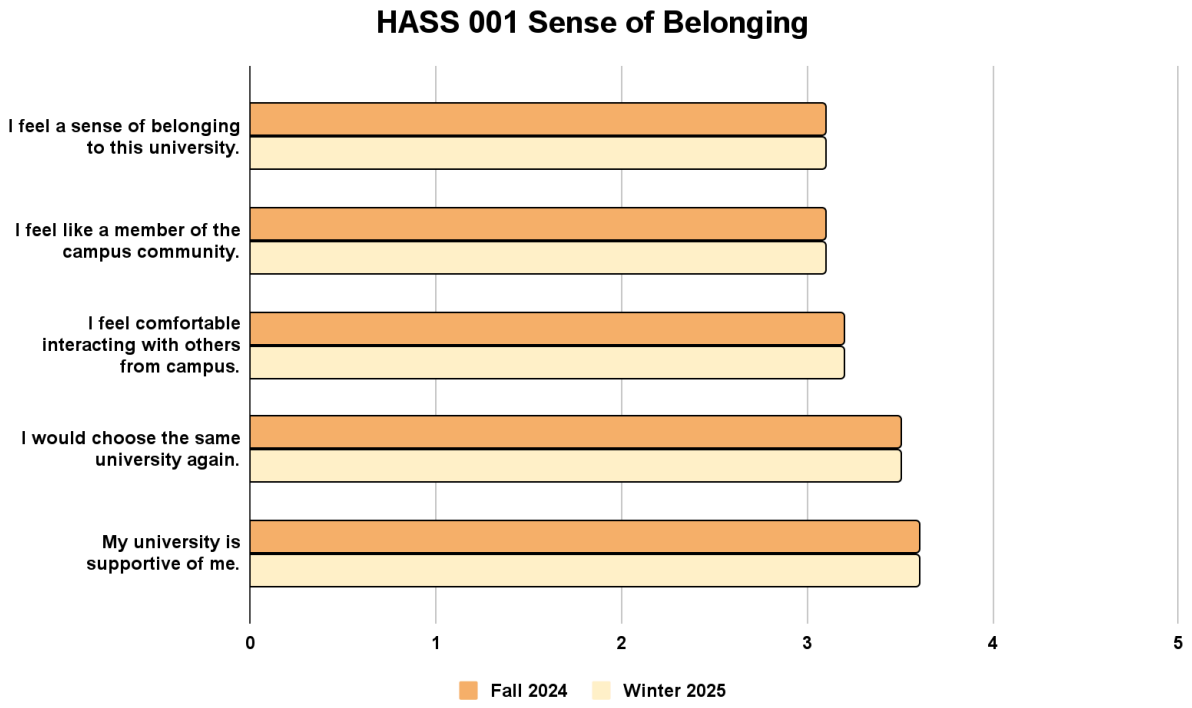
Frosh Program

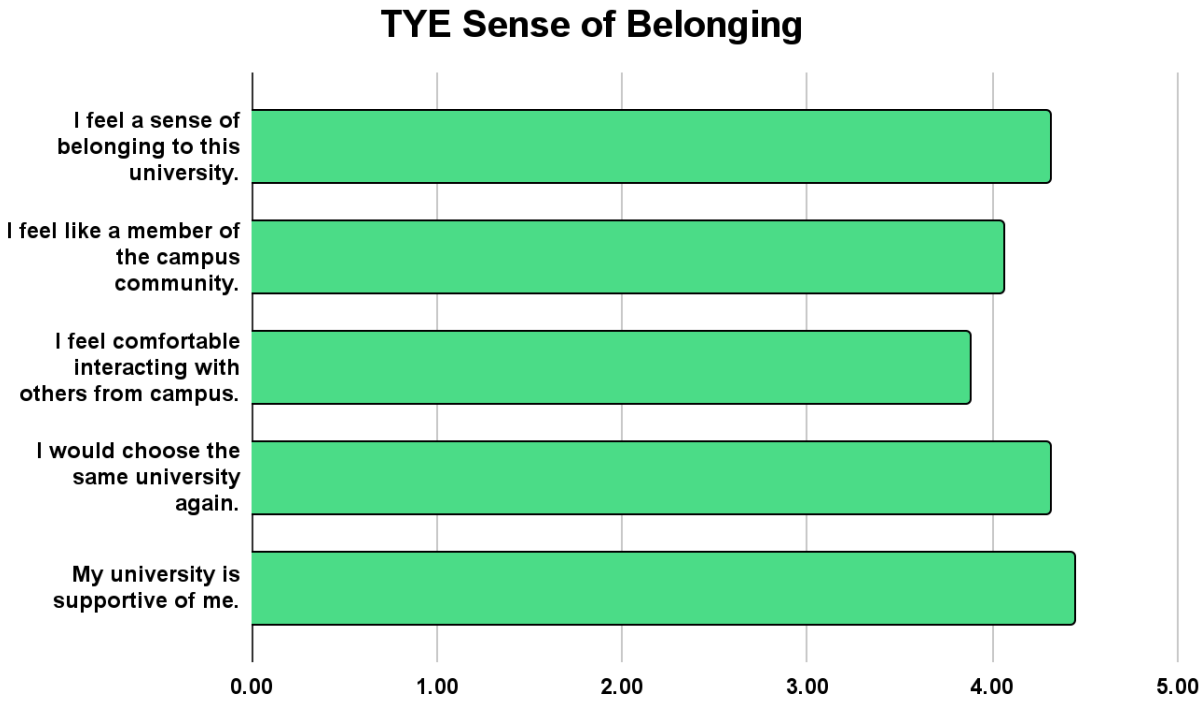
- Sense of belonging increased in all areas by the end of the academic year.
- Frosh Students who participated in the Learning Community Workshop Series experienced an increased sense of belonging throughout their first year.



CHASS Transfers F1RST Program

- **Transfer Learning Community:** Transfer Students who participated in the TLC indicated they felt a sense of belonging to their university, felt that they were 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.


HASS 001 Sense of Belonging
I feel a sense of belonging to this university.
I feel like a member of the campus community.
I feel comfortable interacting with others from campus.
I would choose the same university again.
My university is supportive of me.
0
1
2
3
4
5
Fall 2024
Winter 2025

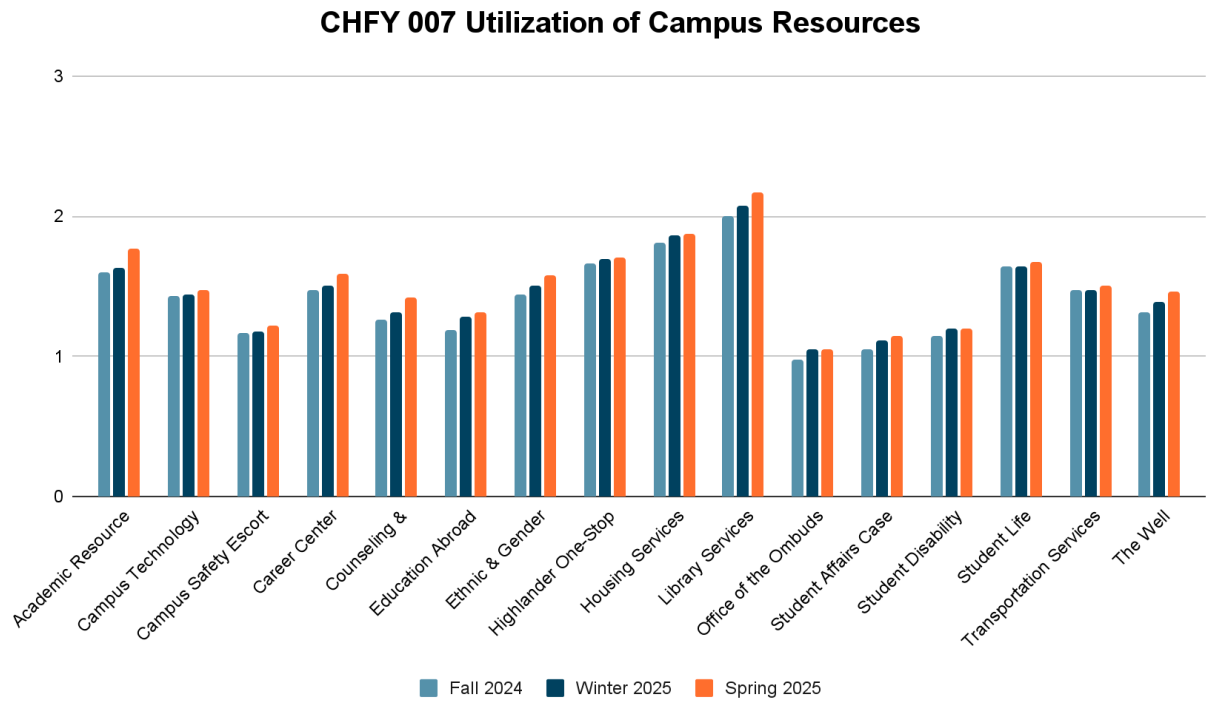

TYE Sense of Belonging
I feel a sense of belonging to this university.
I feel like a member of the campus community.
I feel comfortable interacting with others from campus.
I would choose the same university again.
My university is supportive of me.
0.00
1.00
2.00
3.00
4.00
5.00

Utilization of Campus Resources

- *"Since entering this university, how often have you utilized the following services from campus (in person or virtual services)?"*
- *Notes.* Students reported on a 4-point Likert scale (*1 = not at all, 2 = occasionally, 3 = frequently, 4 = have not heard of this resource).*

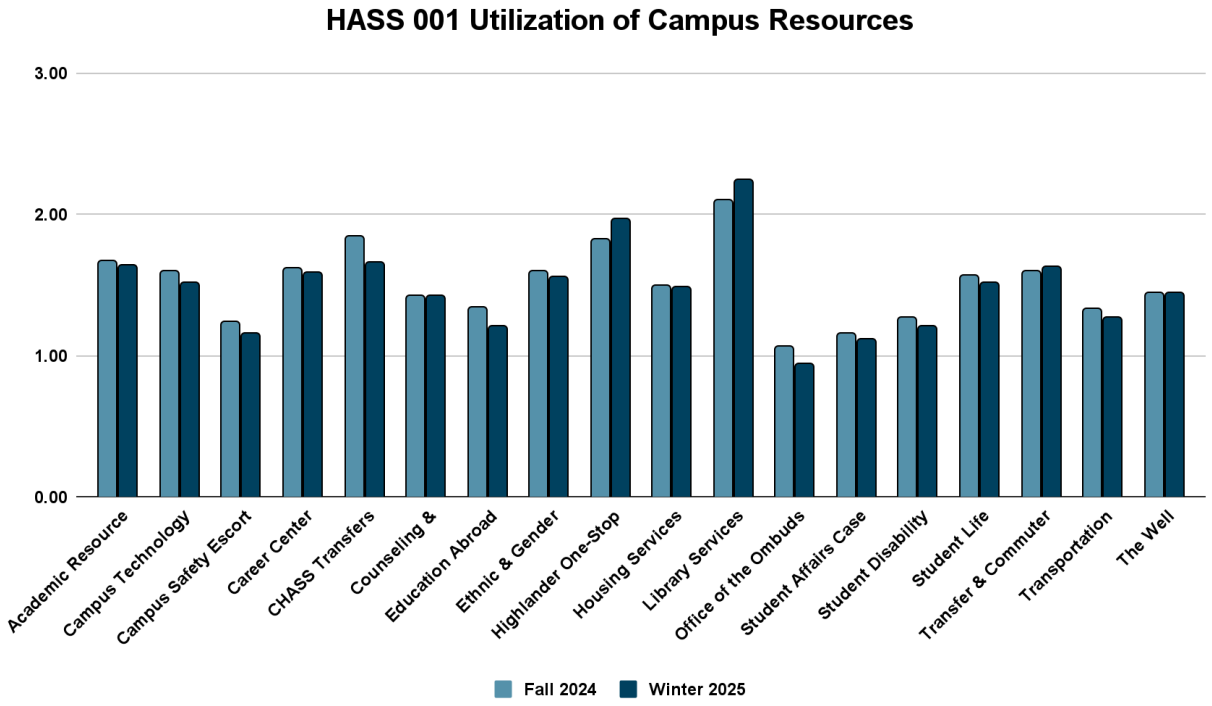
Frosh Program

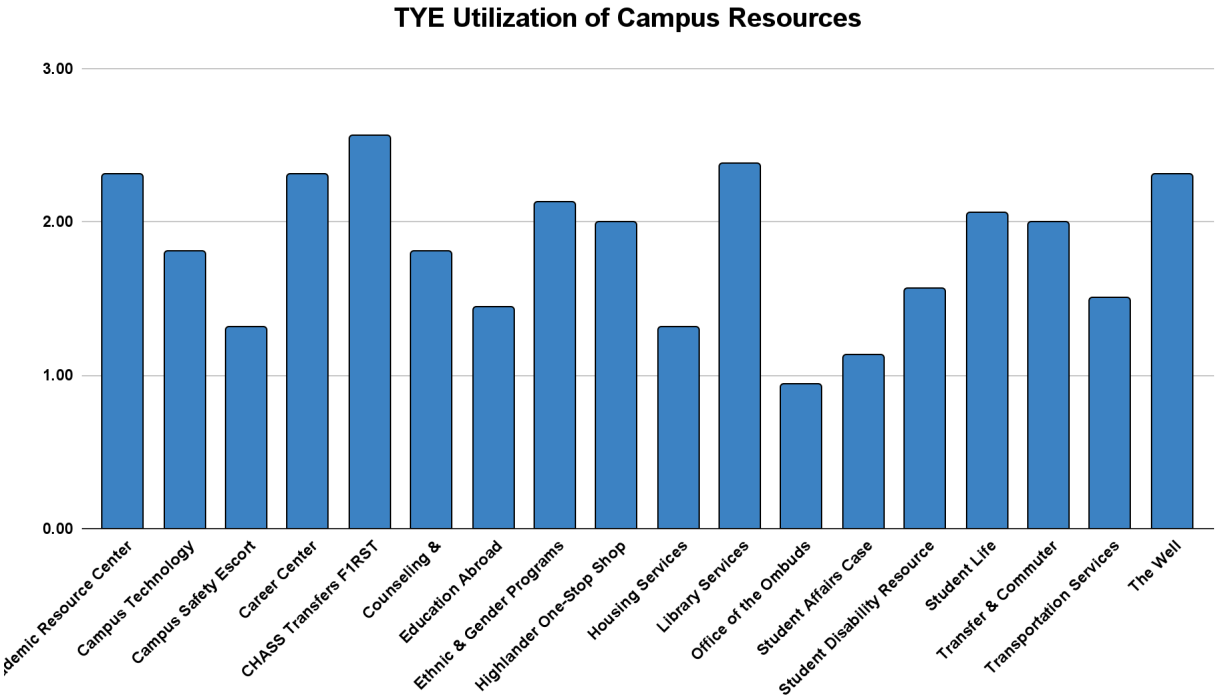
- The response option "Have not heard of this resource" was removed from the calculation of means. Thus, the mean levels represented here reflect higher utilization with 3 reflecting the highest possible use. Overall, there is a general trend of increased resource usage as students become more acquainted with their campus.



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. When comparing across transfers and freshman students we can identify meaningful patterns of resource use that may be salient to these different student types.


HASS 001 Utilization of Campus Resources
3.00
2.00
1.00
0.00
Academic Resource
Campus Technology
Campus Safety Escort
Career Center
CHASS Transfers
Counseling &
Education Abroad
Ethnic & Gender
Highlander One-Stop
Housing Services
Library Services
Office of the Ombuds
Student Affairs Case
Student Disability
Student Life
Transfer & Commuter
Transportation
The Well
Fall 2024
Winter 2025


TYE Utilization of Campus Resources
3.00
2.00
1.00
0.00
demic Resource Center
Campus Technology
Campus Safety Escort
Career Center
CHASS Transfers F1RST
Counseling &
Education Abroad
Ethnic & Gender Programs
Highlander One-Stop Shop
Housing Services
Library Services
Office of the Ombuds
Student Affairs Case
Student Disability Resource
Student Life
Transfer & Commuter
Transportation Services
The Well

Goal 3: Preparation for Life Possibilities

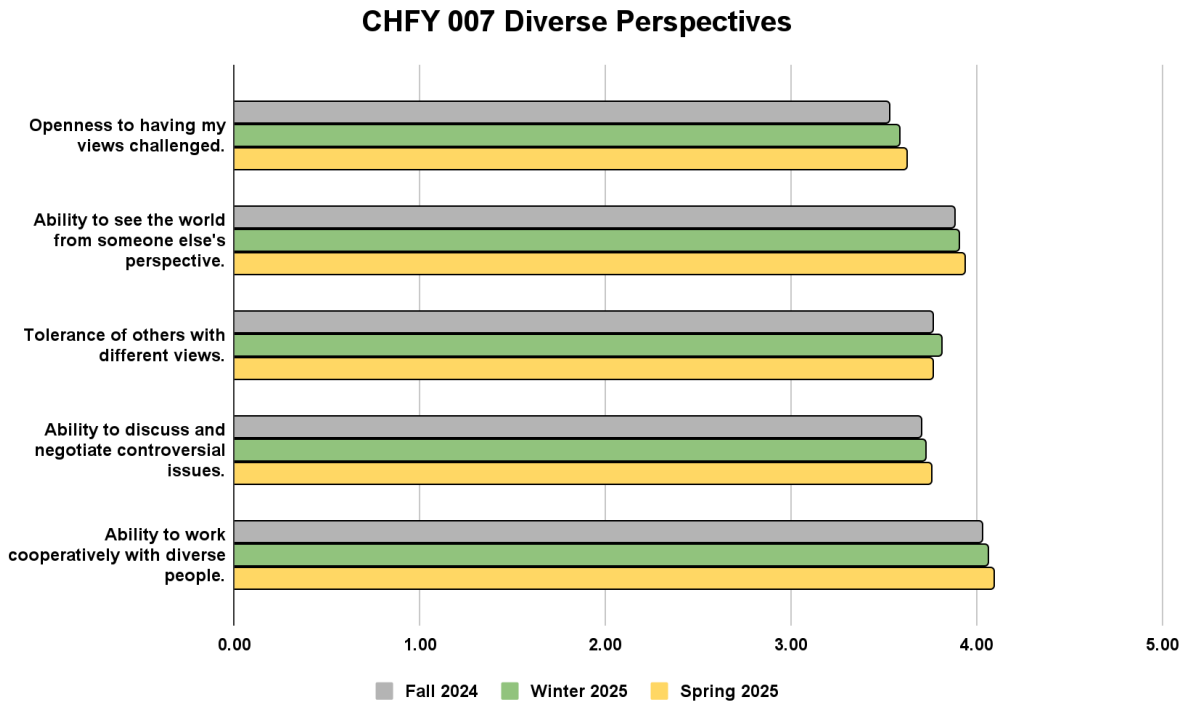
The CHASS F1RST program fostered students' preparation for life possibilities by creating opportunities to engage in experiences reflecting diverse perspectives, professional development, research, and useful class topics.

Diverse Perspectives

- "How would you rate yourself in the following areas?"
- *Notes.* 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*).

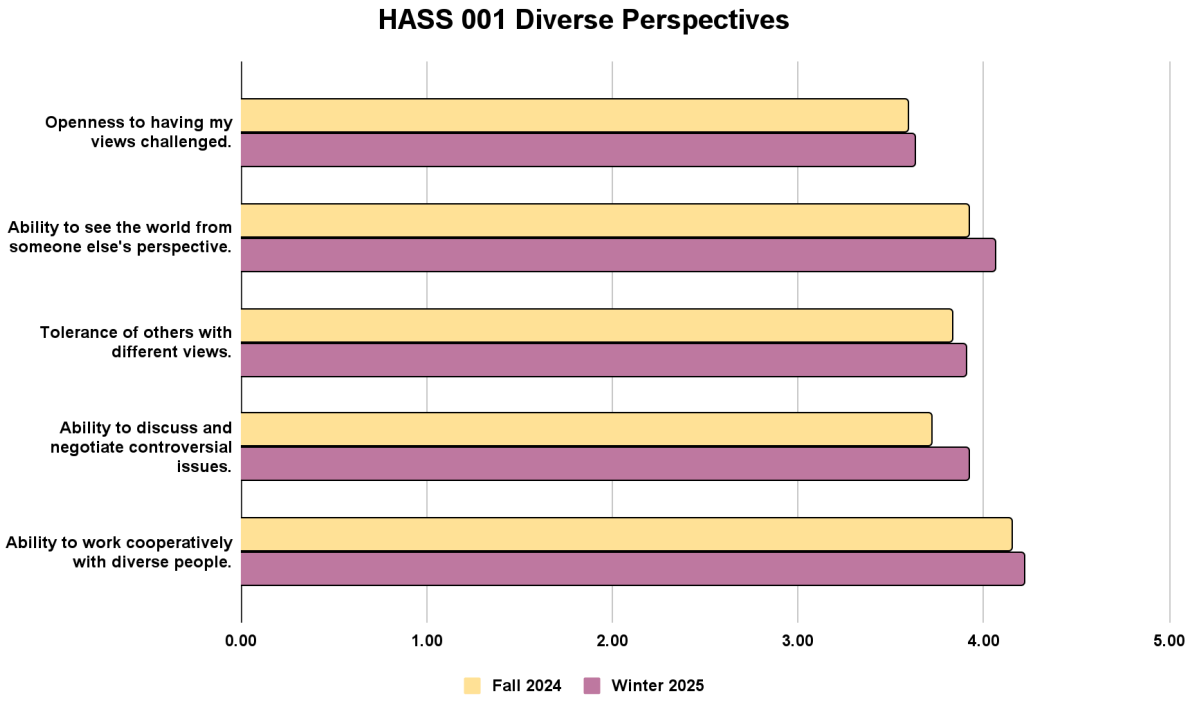
Frosh Program

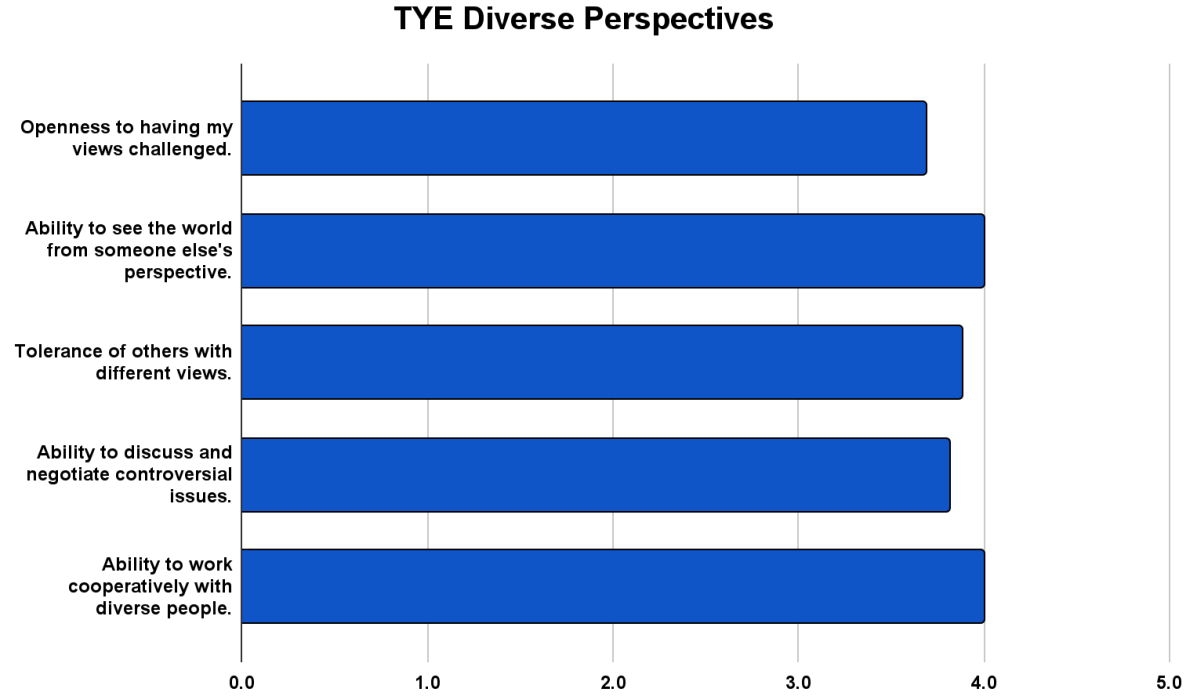
- Frosh Students who participated in the Learning Community Workshop Series rated their openness and abilities for diverse perspectives between average and somewhat strong. Their openness to diverse perspectives increased throughout the academic year.



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.


HASS 001 Diverse Perspectives
Openness to having my views challenged.
Ability to see the world from someone else's perspective.
Tolerance of others with different views.
Ability to discuss and negotiate controversial issues.
Ability to work cooperatively with diverse people.
0.00
1.00
2.00
3.00
4.00
5.00
Fall 2024
Winter 2025

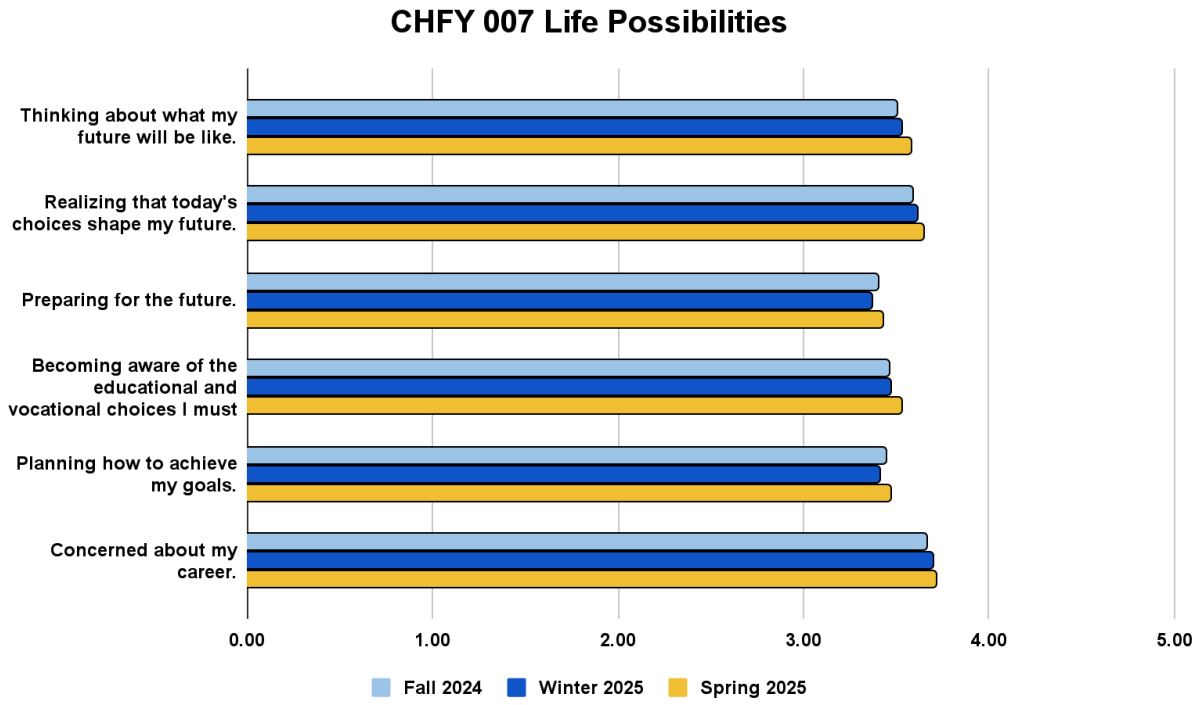

TYE Diverse Perspectives
Openness to having my views challenged.
Ability to see the world from someone else's perspective.
Tolerance of others with different views.
Ability to discuss and negotiate controversial issues.
Ability to work cooperatively with diverse people.
0.0
1.0
2.0
3.0
4.0
5.0

Life Possibilities

- "Please rate how strongly you have developed each of the following abilities."
- *Note.* Students were asked to report on a 5-point Likert scale (*1 = not strong*, 2 = somewhat strong, 3 = strong, 4 = very strong, *5 = strongest*).

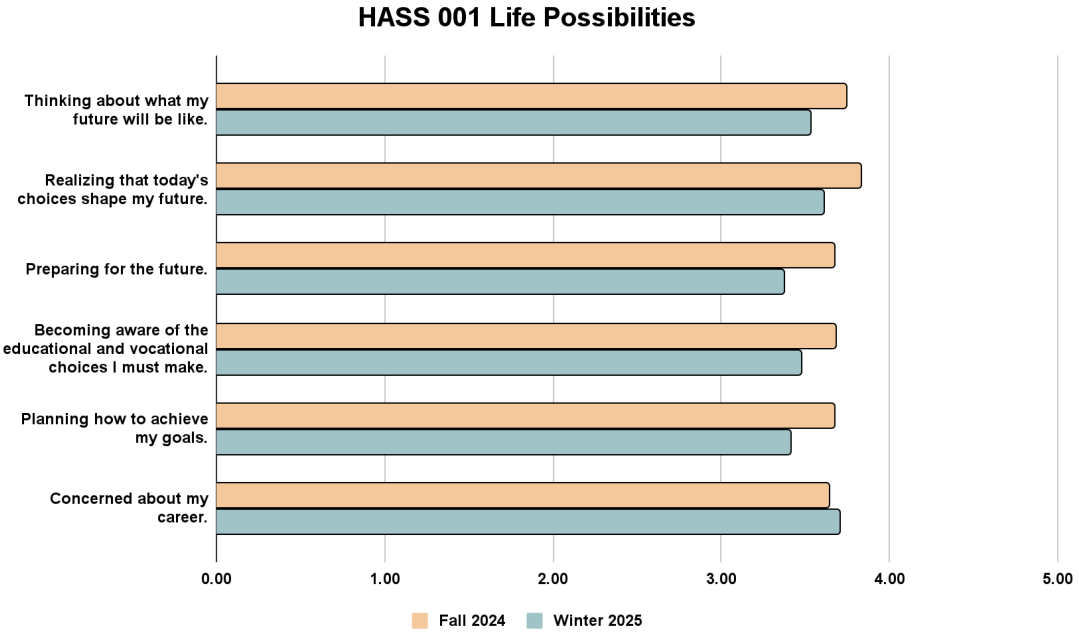
Frosh Program

- 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. There is a general trend that indicates that as students progress during the academic year so does their consideration of their future goals.

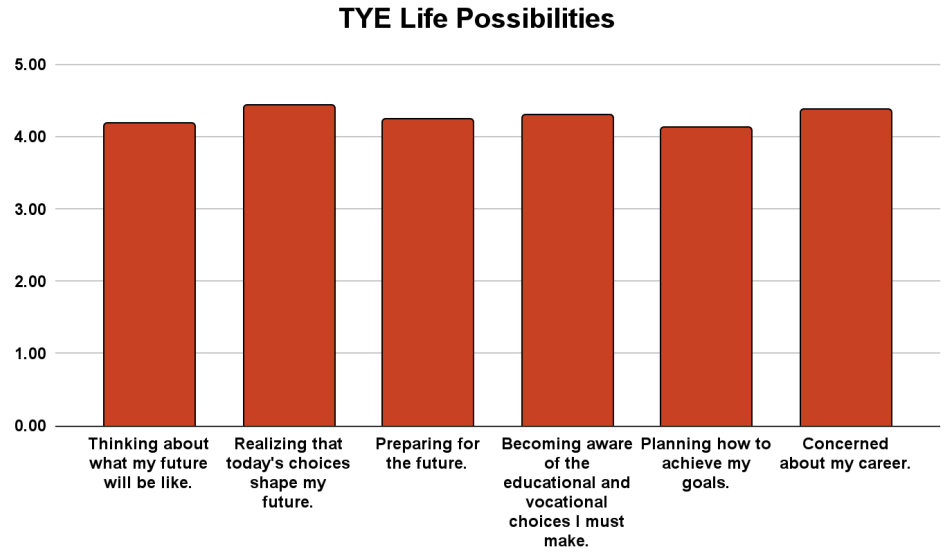


CHASS Transfers F1RST Program

- **Transfer Learning Community:** Transfer Students who participated in the TLC rated their concerns about the future in all areas as strong or above. Students are demonstrating patterns of future oriented thinking.



- **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

- "Rate the following workshop/class topics in terms of how useful it was to you."
- *Note.* Students were asked to report 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."

Frosh Program

- Frosh Students (on average) indicated that all workshop topics covered in the Learning Community Workshop Series were useful to them. Scores represent averages per topic, but generally the higher a topic scores the more useful students rated it.

Fall 2024	
Campus Resources & Academic Integrity	3.81
Learn Who You Are as A Person by Discovering your True Self	3.74
Want to Succeed in Life? Make Good Decisions	3.92
Understanding the Importance of Time Management & Setting SMART Goals	4.03
Strive for Excellence: You Have the POWER	3.83
Motivation is the Key Factor to Success	3.98
Create Boundaries by Removing Bad Energy: Positive vibes ONLY	3.94
Planning for the Future is Never Too Late: Don't Give Up	4.04

Winter 2025	
Resume & Cover Letters	4.24
Education Abroad & More	3.82
Jobs, Internships, & Networking	4.19
[Peer Educator Topic]	4.10
Housing Options Beyond Your First Year	4.13
Financial Literacy	4.11

Spring 2024	
Developing Leadership Skills	4.06
LinkedIn Learning for Leadership	3.98
Effective Conflict Resolution	4.00
Digital Etiquette & Your Virtual Identity	4.00
Communication & Emotional Intelligence	4.17
Mental Health & Self-Care	4.21
Second Year Plan	4.25

CHASS Transfers F1RST Program

- **Transfer Learning Community:** Transfer Students (on average) indicated that all class topics covered in the TLC were useful to them. Both cohorts of transfers indicated that topics were helpful for their learning.

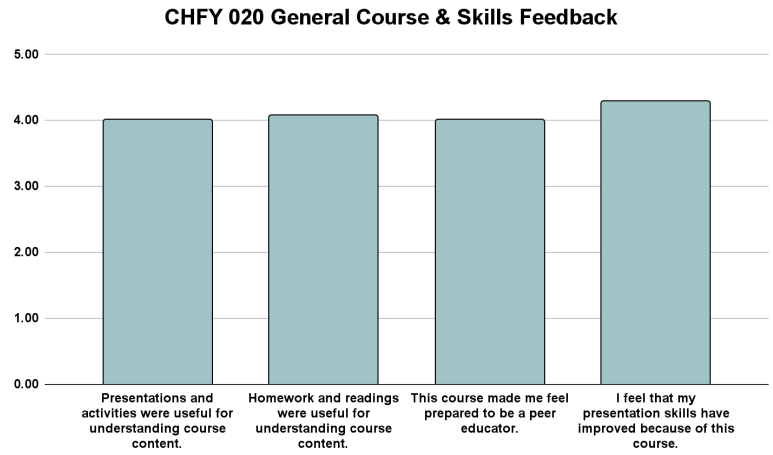
HASS 001 Usefulness of Workshop Topics	Fall 2024	Winter 2025
Back to the Basics	3.81	3.74
Develop Your Toolbox for Success	3.86	3.80
Get Comfortable with Being Uncomfortable	4.00	4.06
Ask for Help	4.04	4.06
Develop Your Network and Support System	4.03	4.00
Your Plan & Your Path	4.01	4.02
Your Skills & Development	4.06	4.11
Protect Your Peace	4.05	4.16
Celebrate Often and Find Balance	4.03	4.18
Reflect, Re-Envision, Re-Invent & Reassess	4.06	4.05

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/transfer ambassadors for incoming first-year students. Their reflections indicate their preparation and commitment to becoming effective Student Leaders.

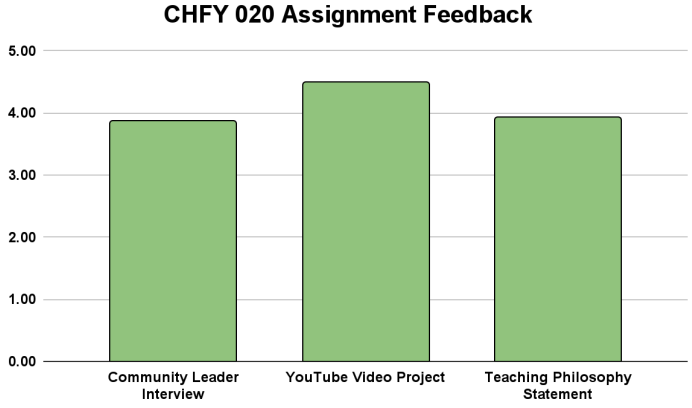
General Course & Skills Feedback

- "Rate the following statements in terms of how strongly you agree or disagree."
- *Note.* Students were asked to report on a 5-point Likert scale *(1 = strongly disagree, 2 = somewhat disagree, 3 = neutral, 4 = somewhat agree, 5 = strongly agree).*



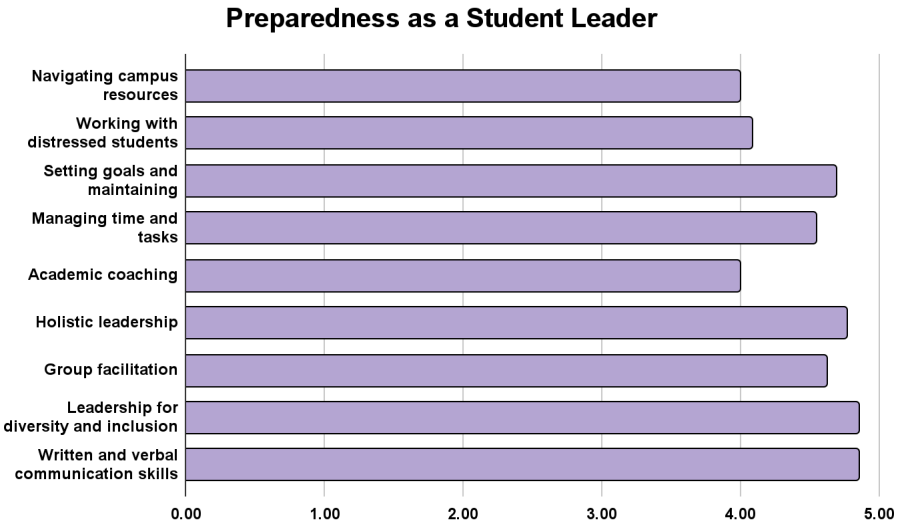
Assignments Feedback

- "Rate the following assignments in terms of how useful it was to you."
- *Note.* Students were asked to report on a 5-point Likert scale *(1 = not useful to me at all, 2 = not useful, 3 = somewhat useful, 4 = useful, 5 = very useful).*



Preparedness as a Student Leader

- "How prepared do you feel for each of the following skills as a peer educator?"
- *Note.* Students were asked to report on a 5-point Likert scale *(1 = not prepared at all, 2 = somewhat prepared, 3 = moderately prepared, 4 = very prepared, 5 = absolutely prepared).*



- "Are there any presentation skills that you feel you still need to improve on? (Select all that apply)."
- Student's indicated needing further improvement with 3 main skills: Working with Co-Presenter, Eye Contact, & Handling Questions.

Working with Co-Presenter	33.3%
Eye Contact	26.7%
Handling Questions	20.0%
Knowledge of Content or Terminology	6.7%
Utilizing Online Tools	6.7%

Program Satisfaction and Feedback

Frosh Program

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

The most valuable experience of the CHASS F1RST program was the sense of community and support it created during my transition to college. As a first-year student, adjusting to the academic and social environment at UCR felt overwhelming at times, but CHASS F1RST provided a welcoming space where I could connect with peers, mentors, and faculty who genuinely cared about my success. Workshops on time management, study skills, and campus resources were especially helpful, but what stood out most was knowing I wasn’t alone in the process. The program helped me feel more confident, informed, and supported as I navigated my first year, and that foundation has made a lasting difference in my college experience.
The most valuable is probably the activities that we do in class because it keeps me engaged and also because it's really early in the morning, it kind of wakes up my brain during those times
I think the most valuable experience was when we did the LinkedIn and the mental health lessons. I felt those were very important and we got access to many resources.
Learning about campus resources because I had no clue a lot of these things existed.
Learning about housing and on campus jobs because it's really important to have a good source of income and money management.

- “Do you have other feedback about the CHASS F1RST learning community?”

Yes, I really appreciate the CHASS F1RST learning community for creating a welcoming and supportive environment for first-year students. One suggestion I have is to offer even more interactive events or small-group discussions where students can build deeper connections with their peers and mentors. Sometimes, large group settings can feel a bit overwhelming, especially for quieter students. It would also be helpful to get more guidance on long-term academic planning—like choosing a minor, getting involved in research, or preparing for graduate or professional school. Overall, I think the program is a great start to college life, and with a few more personalized opportunities, it could be even more impactful.
Maybe if it's possible to consider doing it in person. I understand that not everyone, including peer educators can be on campus, plus zoom can be more convenient but I feel like I could have formed better connections to the peer educators and other students if we were in the same room, especially since a majority of the other students were in the same major as me.
Not really, everything was executed well. Just add more workshops on the different

concentrations of business.
Attending classes online is convenient but maybe there should be a physical aspect to the class, so that students could be aware of the placement of certain resources and be given an introduction to critical faculty members within them.
There should be more opportunities to plan what to do with a specific major and term planning.

CHASS Transfers F1RST Program

Transfer Learning Community

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

The most valuable experience in this course for me was the library resources. Utilizing what the library had to offer has helped me greatly in my first quarter of being in university. Especially, that of the course reserves.
My most valuable experience in this class was that everyone was amiable and generous in sharing interesting things about their daily lives. In each Icebreaker, our ambassadors and some classmates will share their hobbies, learning experiences, and exciting things that happened around them, which significantly helps us relieve the tense atmosphere.
Learning about campus resources. It's good to know what the school has available and how to access it.
The resources that were shown to us were very insightful. I don't know that I would have sought them out if I wasn't in this course, nor would I have known these services were offered.
I forgot to submit an assignment and they reached out to me. I felt like I was truly cared about as more than just another student in the class.

- “Do you have other recommendations for the program in improving how we can best help transfer students transition to UCR?”

Offering an in-person version of this course would be much more beneficial for incoming transfer students to actually be able to meet other transfers and feel more of a sense of community.
Making the topics or overall lectures more interesting... also allow speakers from different programs or clubs to attend in order for us to know more about them from a direct speaker.
Changing Due Times from 5pm to 11:59pm for the courtesy of the full time employees and more interactive workshops through online portals perhaps.

My recommendation or suggestion is that the class would be more beneficial if it were in person since we could interact with other students and learn from their experiences.
Can you help implement parent students a little more? I personally have three daughters and it would be great if there were more family events offered here on campus.

- “Do you have any other feedback?”

The course was a nice break from more academically rigorous courses and helped me a lot with finding and knowing what resources I have.
Overall the mentees were very helpful and responsible in guiding over a hundred students. For future reference it would be cool for a weekly email to notify me to log onto the sessions.
I think if the due dates were at midnight instead of five would be also more convenient I know a lot of transfer students are also commuter students so that just helps more with the timetable
I was hoping the class was going to be in person because I feel like it would help with fostering that community.
I would say implement more videos or recorded zoom videos showcasing the TAs and make it more classroom-like for students to be more engaged.

Transfer Year Experience

- “What was the most valuable experience of the course to you and why?”

I loved how much info gets pushed out for resources. Also all the people involved make it very easy to contact someone for questions and help.
I think everything was valuable, from attending the professional engagement events to personal development workshops. I also found it valuable to need to speak to a faculty member because that is what got me started to speaking with professors and graduate students here on campus.
Applying as a student staff member for Transfers F1RST Program. This made me connect more with UCR, other students, but mainly learned more about myself overall.
Though all my experiences in this program were valuable, the most valuable one was the LinkedIn and Networking workshop I attended. It guided me through how to market myself professionally and how my actions would contribute to my goal. Overall, the workshop made entering the workforce seem less daunting, and it made me realize that I am capable of entering the professional world. I think this confidence translated into other aspects of my life- personal and academic- and informed how I proceeded from that point in my

professional journey onward.
This program allows me to step out of my comfort zone and put myself out there. As a transfer student, this program helped me transition into this university and I know I am not alone in this!

- “Do you have other recommendations for the course in improving how we can best help transfer students transition to UCR?”

I think there should be some events provided where TYE program students are mandated to attend a community engagement event in order to actually get involved with one another. Having to attend events on our own was greatly beneficial, but not necessarily a way to interact with other TYE students. I think some group building activities can help build more friendships.
For some of the requirements, I do agree with students attending events, but if there were more events that were developed for this program which encouraged more connection and possibly networking. If there was a session that specified in community building, personal building, and professional building that was designed specifically for this program. Leading for more opportunities to connect more with faculty, student staff, and other peers. Maybe even having the discussion be groups that instead of having a requirement to respond, if there were designed group meetings and have that fulfil an attempt. sign-in sheets for the in-person options be accounted as the attempt and have open discussions on the topics.
One of my ideas is to have a meeting each quarter to see the progress of each student.
One thing you can improve is having meetings in person with all students so that they feel more part of the program.
Having an introductory TYE social for participants at the end of Fall/beginning of Winter quarter for students who enrolled would be a great way to connect with others in the program!

- “Do you have any other feedback about the course?”

I love this program and wish that more outreach for other Transfers could be possible.
I think this is a great program. I almost wish I could have successfully convinced my other transfer friends to join me! (They definitely missed out haha) I will definitely be encouraging my incoming transfer students to join this program (I'm set to be Transfer Ambassador in Fall 2025!).
No, thank you all for the support!

Partnerships & Collaborations

Collaborated with over

70+

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)
- Alumni & Visitor Center
- Associated Students at UCR (ASUCR)
- Bookstore - Barnes & Noble
- Career Center
- Center for Undergraduate Research & Engaged Learning (CUREL)
- CHASS Academic Advising
- CHASS Academic Departments
- CHASS Information Technology
- CHASS Peer Advisors
- CHASS Mellon Mays
- College Corps
- Community - Colleges, Schools, Districts, & Universities (Various Local Ones) - For Example:
    - Alhambra Unified School District
    - Chaffey College
    - Riverside Community College District
    - Riverside Unified School District
    - San Bernardino Valley College
    - Santa Barbara Community College
    - Santa Ana College
    - University of Utah
- Early Academic Outreach Program (EAOP)
- Financial Aid
- Financial Wellness Program
- Grad Division
- Health Professions Advising Center (HPAC)
- Highlander Family Network
- Housing
- Inland Growing Achievement
- Library
- McNair Scholars
- Office of Foster Youth Support Services
- Power of the Peers Network

- Puente Program
- Residential Life
    - CHASS Living Learning Community
    - Pre-Business Living Learning Community
    - Pathways (Transfer) Living Learning Community
- Student Life
- Student Recreation Center (SRC)
- Student Resource Centers (At Costo Hall)
    - 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)
- Study Abroad - Education Abroad
- Summer Sessions
- The HUB
- Transportation Transportation Services (TAPS)
- Transfer Success Programs at the ARC
- TRIO Scholars
- UC Office of the President
    - UC Transfer Success Coalition (UCTSC)
    - Parenting & Pregnant Students Community of Practice
- Undergraduate Admissions (UGA)
- Undergraduate Education
- Underground Scholars
- University Honors
- Veterans Resource Center (VRC)
- UCR Police Department
- UCR Health, Wellbeing & Safety:
    - Basic Needs & R'Pantry
    - Campus Advocacy, Resources & Education (CARE)
    - Counseling and Psychological Services (CAPS)
    - SWIFT Mobile Crisis Response
    - Case Management
    - Student Disability Resource Center (SDRC)
    - Student Health Services (SHS)
    - Police & Campus Safety
    - The Well
- 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)
- UC-Wide Campus Partnerships
    - Partnering with each of the UC

Highlighted Departmental Accomplishments

- **New Transfer Programs:** Second 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 Common Reading 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 that supported the TLC & TYE.
    - **CHASS Transfer Pre-Mentorship Summer Program (PSP)**, facilitated the second year of this summer program, which is 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.
- **Increased Partnerships & Collaborations:** This year, CHASS F1RST expanded campus and community engagement through data-informed initiatives, increasing the number of partnerships by 40% from the previous year.
    - **Campus Partner Tabling:** Hosted 30 weekly sessions featuring 30 unique partners, generating an estimated 2,000+ student interactions and increasing visibility of campus resources.
    - **Canvas Partner Highlights:** Implemented in all CHASS F1RST Canvas courses, reaching over 3,200 students.
    - **Streamlined Engagement:** Introduced a Google Form that received 15+ collaboration requests, improving coordination for presentations, events, and tabling.
    - **Collaborative Events:** Partnered across UCR, the UC system, and the local community to deliver 50+ programs with over 2,300 total attendees, expanding support and access for CHASS students.
- **Standardized Curriculum & Materials:** Continued 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.

- **Pre-Business to School of Business Committee:** Formed this committee to discuss partnerships and collaborations to support students in their journey from Pre-Business in CHASS to their transition in applying for and entering the School of Business. Met monthly with key staff to work on projects and collaborations. It included the following:
    - CHASS F1RST Student - Undergraduate Business Association (UBA- VP of External Affairs) & PRBS Peer Educator- Namit Mankad
    - CHASS F1RST Dept - Dr. Shellee Stewart
    - CHASS Pre-Business Advising - Josie Hernandez
    - School of Business Advising - Dr. Adam Ek, Jackelin Orellana & Miguel Aranda
    - ResLife Pre-Business LLC - Santiago
    - Career Center - Guadalupe Saldivar (Business Career Specialist)
- **Curriculum Committee:** The CHASS F1RST Curriculum Committee (CFCC) is a committee comprised of professional staff, faculty, advisors, and students that are designated to provide support with CHASS F1RST Programs course curriculum and ensures alignment with the mission, goals, and institutional standards of the CHASS F1RST programs. Meets 3 times per year to work on all CHASS F1RST courses. Members of the CFCC are elected by the CHASS F1RST Staff. It included the following:

  CHASS F1RST Staff
    - Dr. Christina Rogers, Director
    - Dr. Shellee Stewart, Assistant Director
    - Stella Rocha, Student Academic Specialist
    - Student Leader: Sianna Duenas

  CHASS Faculty Member
    - Joshua Wood, Assistant Professor of Teaching in Departments of Philosophy and Political Science

  CHASS Academic Advisor
    - Tiffany Cross, Academic Advisor Supervisor in CHASS Student Affairs

  Library Representative
    - Michael Yonezawa, Social Sciences Teaching Librarian

  Undergraduate Education
    - Beth Claassen Thrush, Director of Strategic Initiatives and Special Projects Chancellor's Office Gen Ops Dept
- **Early Alert:** Continued 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 overall CHFY 007 pass rate by 4.9% from the 2023-2024 AY as a result of continued implementation of the Early Alert intervention.
    - Increased the overall HASS 001 pass rate by 8.6% from the 2023-2024 AY as a result of continued implementation of the Early Alert intervention.
- **Staff Professional Development:** Provide ongoing professional development opportunities for staff to achieve their full potential personally and professionally. 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. Staff have either participated in or presented the following:

- NISTS Conference 2024: CHASS Transfers F1RST Staff conference presentation titled, “Before, During, & After: Expanding Transfer Support Using Transfer Student Capital.”
- NISTS Conference 2024: Conference presentation titled, “From Ideas to Implementation: Using Transfer Student Capital to Create Transfer Inclusive Curriculum.”
- CCPA Fall Institute 2024: Conference presentation titled “The Working Scholar: Transitioning into Life After the Degree”
- UCR Power of the Peers Conference Fall 2024: was a large part of preparation for the conference, as well as performing the opening and closing sessions.
- Strategic Transfer Summit: participated in the 2024 Strategic Transfer Summit, engaging with faculty, staff, and leaders from California’s public higher education systems. The event emphasized intersegmental collaboration, shared best practices, and strengthened partnerships to support transfer student success.
- Transfer Student Leadership Summit: participated in a national convening focused on strengthening transfer support among students, staff, and faculty. The summit brought together transfer student leaders, campus advocates, and practitioners to share strategies, highlight student-led initiatives, and collaborate on improving transfer experiences and success. Staff and faculty were encouraged to engage alongside students, fostering a collaborative, student-centered approach to transfer support.
- Supporting Successful Reentry Conference: participated in CSUSB's Project Rebound, the conference focused on the role of higher education in reentry and featured keynote speakers, panel discussions, and workshops on education, mental health, and career development. The event was a collaboration between CSUSB, University of California, Riverside (UCR), Riverside City College (RCC), and the College of the Desert.
- UC Transfer Success Coalition: participated in the Summer Retreat at UC Santa Barbara 2024
- XanEdu Publishing: Presented on College Success for First Year Student Courses 2024
- CHASS Student Affairs Unit: Presentation on CHASS F1RST Programs 2025
- The Academy of Distinguished Teaching: First Year Faculty Teaching Workshop Series: UCR_Fall 2025: Participated in trainings on the following topics:
    - Week 1 (10/2): Foundations of Student-Centered Learning: Syllabus, Course Management, and Simple Tips.
    - Week 3 (10/16): Designing Learning Outcomes for Student Engagement and Success.
    - Week 5 (10/30): Creating Assignments and Exams that Foster Learning and Growth.
    - Week 7 (11/13): Engage, Explore, and Empower: Active Learning Strategies for the Classroom.
    - Week 10 (12/4): Teaching in the Merit and Promotion Process

- **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 additional opportunities for student leaders to grow .

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.
- **Increase Partnerships & collaborations:** Continue to increase partnerships and collaborations with campus and community members through data-informed initiative.
- **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.
    - Work with the UCR Xcite team to develop standardized Canvas courses that meet the needs of the department and the student population
    - Implement Authentic Assessment throughout the department curriculum
- **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:** Continue to encourage and support staff to participate in professional development opportunities.
- **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.
- **Curriculum Committee:** Continue to implement the Curriculum Committee with outstanding campus leaders who will thoroughly review, evaluate, and make recommendations to enhance the CHASS F1RST course curriculum in preparation for the next academic year with the aim of enhancing the academic rigor to support student retention, success, and persistence.
- **Second-Year Experience Program:** The Second Year Experience Program (SYE) provides the College of Humanities, Arts, and Social Sciences (CHASS) students with a variety of opportunities to engage in high-impact practices to broaden

their skills and experience by providing professional development courses and programming. CHASS students will be able to enhance their knowledge of career paths, explore scholarships and research opportunities, and learn to build relationships through networking, internships, campus involvement and community engaged learning. SYE aims to focus on the unique needs of CHASS students with the goal of providing professional development opportunities to help students succeed and thrive at UCR and beyond.

- **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 & 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.