Final Report of the
Task Force on Student Success

October 2006

Office of the Executive Vice Chancellor and Provost

University of California, Riverside
Dear Executive Vice Chancellor and Provost Wartella:

I am pleased to submit the enclosed report of the Student Success Task Force that you appointed in October 2005 and charged with providing recommendations on improving undergraduate retention and the overall UCR undergraduate experience. Our task force has worked many long hours over the past ten months to prepare this report. All fifteen members have contributed to the enclosed report, have provided input and guidance in its preparation, and are in agreement with the course of action and implementation plan it contains.

The focus of the Task Force’s discussions was on academic support students receive outside the classroom, and we believe that the strategies and recommendations contained in this report can significantly increase many measures of student success. For each recommendation we have suggested a completion date and the UCR unit that should be charged with implementation. Our undergraduate students’ success is clearly aligned with achieving Chancellor Córdova's goals of “Increasing UCR’s reputational rankings” and “…to expand the opportunities for learning and personal growth for all students, undergraduate and graduate.” Thus, we hope that the recommendations and implementation plan contained in this report are initiated to help our students better succeed.

Respectfully Submitted,

Reza Abbaschian
Chair

cc: Chancellor Córdova
Chair Cogswell
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Executive Summary

The Student Success Task Force (SSTF) was appointed in October 2005 by Executive Vice Chancellor and Provost Ellen Wartella, and was charged with providing recommendations on improving undergraduate retention, academic success, and the overall undergraduate experience at UCR through the support students receive outside the classroom. The charge was clearly aligned with Chancellor Córdova's goals of “Increasing UCR’s reputational rankings” and “…to expand the opportunities for learning and personal growth for all students, undergraduate and graduate.”

The SSTF included representation from the Academic Senate, the office of the EVC and Provost, the Vice Provost for Undergraduate Education, the colleges, Computing and Communications, University libraries and the Division of Student Affairs. The SSTF began by generating factors believed to impact student success, including academic advising, the freshman-year experience, the role of the Learning Center, the support for students in academic difficulty, and the support related to the high school to college transition. The SSTF also considered the data available to administrators to conduct evaluation efforts, such as SIS records and student survey results. Finally, the SSTF considered instructional support as another way to improve learning outcomes that are necessarily linked to student success.

Four subcommittees were created to explore these factors and the SSTF developed its recommendations after careful consideration of the findings of the subcommittees in light of institutional and comparative data presented by Student Affairs, Undergraduate Education, Academic Planning and Budget, and other academic institutions. The SSTF subcommittees were: (1) Freshman Experience, (2) Academic Advising, (3) Student Surveys, and (4) University Investments in Support of Teaching and Learning.

A brief summary of the major recommendations of the SSTF follows.

The Freshman Experience

The SSTF agreed that the freshman year is a crucial time period, and positive experiences or support mechanisms available to the student during this year will improve student success. Therefore, the subcommittee examined the first-year programs currently offered and considered ways to improve upon them. SSTF recommendations associated with the first year experience focused on expanding
and enhancing academic support, as well as financial and technological assistance to students in their first year. The SSTF specifically recommends:

- Increased attention to persistence of currently enrolled students through regular meetings of involved constituencies, development of a comprehensive exit survey for students, exploration of a midterm feedback and intervention system focused on student progress, and enhanced collaboration between academic affairs and students affairs.

- Strengthening of coordination, coherence, marketing, evaluation, and assessment of first-year programs and reframe these efforts as first-year learning communities which share the following three elements: opportunities for course enrollment in student cohorts; individual relationships with a faculty member, staff member, or peer mentor; and intentional and proactive assistance to students in their academic and personal transition to the university. The SSTF further recommends that UCR engage in comprehensive evaluation of freshman discovery seminars and, most importantly, encourage the Academic Senate to make the revision of general education a high priority with the hope that first-year learning communities might be incorporated into these revisions.

- Restructuring the Learning Center to enhance assistance to and collaboration with the colleges in supporting student success and move the reporting line for the Learning Center from Student Affairs to the Office of the Vice Provost for Undergraduate Education.

- Improvement of financial support to students through enhanced fundraising by University Advancement, containment of student costs, expanded part time work opportunities on campus that fit well into academic schedules, and increased advocacy for state, federal, and University support of need-based aid programs.

- Investment in technology to enhance student support and success.

**Student Advising**

The SSTF believes that academic advising is an important contributor to student success and student persistence and endorses the 2005-06 Undergraduate Council report on undergraduate advising and mentorship. The primary recommendation is to establish an academic advising system for undergraduate students that delivers timely, effective, and accurate advising services to all students; reflects developmental and demographic profiles of the student population; responds to the needs of individuals, communities, and special populations; is accountable for
results; and is supported at the level necessary to attain these results. The SSTF specifically recommends:

- Establishment of a professional academic advisor job series and a set of principles for its implementation.
- Support and resource allocation to the advising community including adequate staffing, professional development, clear expectations with an evaluation process, and recognition for outstanding advisement.
- Strengthening of support and coordination for undeclared students.

Student Surveys

The SSTF investigated how UCR could better leverage knowledge garnered from student surveys. In general, it was suggested that use of survey data should adhere to a model where information is gathered, analyzed, and used to refine programs or direct resources to improve student success. The SSTF found that very few survey results at UCR tend to make it past the collection stage, at least in terms of benefiting the entire campus. The SSTF specifically recommends that all the relevant stakeholders on campus play a role in deciding what information should be surveyed and each should have adequate access to analyze the data to help make program improvements.

University Investments in Support of Teaching and Learning

The SSTF believes support of faculty instructional efforts is tightly linked to campus initiatives aimed at enhancing and improving student success. UCR must be prepared to provide its faculty the necessary support so that they may foster dynamic, innovative, and learning-centered pedagogies, which in turn promote student engagement and enable improved learning outcomes. The SSTF specifically recommends:

- Creation of a Center for Instructional Innovation.
- Commitment to becoming a national leader among public research universities for its instructional technology environment.
- Integration of the UCR libraries into instructional support and student success programs and initiatives.

In conclusion, the SSTF believes the strategies and recommendations contained in this report can significantly increase a variety of the measures of student success.
Thus, it is hoped that the report’s recommendations and implementation plan are initiated as soon as possible.
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## Glossary

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<th>Description</th>
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<tbody>
<tr>
<td>APB</td>
<td>Academic Planning and Budget</td>
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<tr>
<td>CHASS</td>
<td>College of Humanities, Arts, and Social Sciences</td>
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<td>CII</td>
<td>Center for Instructional Innovation</td>
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<td>CNAS</td>
<td>College of Natural and Agricultural Sciences</td>
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<td>C&amp;C</td>
<td>Computing and Communications</td>
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<td>DOS</td>
<td>Dean of Students</td>
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<td>EVCP</td>
<td>Executive Vice Chancellor and Provost</td>
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<td>FA</td>
<td>Office of Student Financial Aid</td>
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<td>IRCG</td>
<td>Institutional Research Coordinating Group</td>
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<td>NACADA</td>
<td>National Academic Advising Association</td>
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<td>SSTF</td>
<td>Student Success Task Force</td>
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<td>SA</td>
<td>Student Affairs</td>
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<td>UA</td>
<td>University Advancement</td>
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<td>UCUES</td>
<td>University of California Undergraduate Experience Survey</td>
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<tr>
<td>VCA</td>
<td>Vice Chancellor, Administration</td>
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<td>VCSA</td>
<td>Vice Chancellor, Student Affairs</td>
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<tr>
<td>VCUA</td>
<td>Vice Chancellor, University Advancement</td>
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<td>VPUE</td>
<td>Office of the Vice Provost for Undergraduate Education</td>
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Introduction to the Student Success Task Force

Executive Vice Chancellor and Provost (EVCP) Ellen Wartella created the Student Success Task Force (SSTF) in September 2005 after expressing concern at a number of measures of student performance. Primarily, EVCP Wartella noted that the six-year graduation rate at UCR appeared low, about 64% for the 1997 cohort of new freshmen. Recognizing that some students transfer to and graduate from other institutions, EVCP Wartella was nevertheless troubled by a number of predictive measures of graduation for new freshmen at UCR. For example, the proportion of new freshmen that entered academic difficulty as some point during their first-year (i.e., placed on academic probation or were subject to dismissal) had been steadily rising from about 25% in the early 1990s to about 35% in 2003. The first-year persistence rate (i.e., the proportion of new freshmen that stay at UCR for the fall quarter of their second year) has hovered around 85% for a decade. Finally, according to the 2003 Student Affairs Graduating Senior Survey, a quarter of UCR graduates would not choose UCR if they were again in the position of selecting an undergraduate institution.

EVCP Wartella charged the SSTF to explore academic support enhancements and to recommend ways to affect these underlying measures of student success to ultimately improve the student experience and graduation rate. In accordance with the charge, the discussions focused on the academic support students receive outside the classroom.

The SSTF began by generating factors believed to impact student success. The SSTF identified several, including academic advising, the freshman-year experience, the role of the Learning Center, support for students in academic difficulty, and the support related to the high school to college transition. In terms of measuring effectiveness, the SSTF also considered the data available to administrators to conduct evaluation efforts, such as student information system records and student survey results. Finally, the SSTF considered instructional support—resources available to faculty to foster dynamic, learning-centered pedagogies that promote student engagement—as another way to improve learning outcomes that are necessarily linked to student success.

Four subcommittees (listed below) were created to deeply explore these factors. The SSTF developed its recommendations after careful consideration of the findings of the subcommittees in light of institutional and comparative data presented by Student Affairs (SA), Academic Planning and Budget (APB), the
Office of the Vice Provost for Undergraduate Education (VPUE), and other academic institutions.

The SSTF Subcommittees were:

A. Freshman Experience (Susan Allen Ortega—chair, Reza Abbaschian, Steve Angle, Lynda Bell, Geoff Cohen on behalf of David Fairris, Andrew Grosovsky, Ruth Jackson, Richard Luben)

B. Academic Advising (Tim Paine—chair, Steve Angle, David Fairris, Andrew Grosovsky, Charles Rowley, Jim Sandoval, Marilyn Voce and Ellen Wartella)

C. Student Surveys (Andrew Grosovsky—chair, David Fairris, Danny Kim, Carolyn Stark)

D. University Investments in Support of Teaching and Learning (Andrew Grosovsky—chair, Charles Rowley, Ruth Jackson, Carolyn Stark)

This report summarizes the recommendations of the SSTF. The recommendations are organized according to the subcommittee from which they were suggested. A timetable summarizing these recommendations is provided at the end of this report and at the end of each recommendation in parentheses is the suggested time of—and party responsible for—implementation.
A. Report on the Freshman Experience

The premise of this subcommittee was that the freshman year is a crucial time period, and positive experiences or support mechanisms available to the student during this year will improve student success. Therefore, the subcommittee examined the first-year programs currently offered and considered ways to improve upon them.

The subcommittee began by reviewing reports and comments from prior, related committees and task forces. These included the First-year Experience Task Force (chaired by Marylynn Yates, 2001-2002), the Ad Hoc Committee on the Freshman Experience (chaired by Sharon Salinger, 2005), the Ad Hoc Committee on Freshman Experience (by the Academic Senate Advisory Committee), and Undergraduate Education At UCR: A Plan For Improvement (authored by the College of Humanities, Arts, and Social Sciences (CHASS) Ad Hoc Committee on Undergraduate Education, 2005-2006).

Although some of the aforementioned reports’ recommendations have been implemented in the form of pilot programs, the subcommittee wanted to be mindful of their key themes. These included intensive and coherent remedial programs before fall matriculation, connecting students to the campus (perhaps through undergraduate research or extracurricular activities), strengthening academic advising and peer-mentor programs, integrating the first-year experience such that every new first-year student belongs to an intellectual community.

In the course of a review of the budget, instruction, coordination, program goals, and target audience for existing UCR first-year programs (Appendix A), the subcommittee observed that there exists a number of programs in place and that the most successful of these share the following three elements: opportunities for smallness within largeness, individual relationships with a peer mentor, staff member, or faculty member, and intentional and proactive assistance to students in their academic and personal transition to the university. However, the subcommittee further asserted that these programs currently are fragmented and not widely known by staff, faculty, and students.
Recommendation A.1:

Reframe first-year programs as first-year learning communities. (Colleges, VPUE, SA, fall 2006)

In an effort to build on the strengths of our most robust and successful first-year programs—CHASS Connect, CNAS Scholars, and the University Honors Program—the SSTF recommends reframing first-year programs at UCR as first-year learning communities. The subcommittee on the freshman experience found that increasing numbers of colleges, two- and four-year, have utilized learning communities to promote student success, especially among first-year students. In their most basic form, learning communities are a co-registration or block scheduling that enables a group of students to take courses together; the same students register for two or more courses, forming a sort of study team. To be most effective, learning communities require that faculty and student-affairs professionals collaborate in a variety of ways to ensure that the sharing of courses and activities provides for a coherent educational experience, one that is intentionally structured to promote student education.

Research on learning communities shows that students in a learning community learn more, enjoy learning more, and persist through the first-year at substantially higher rates than students in the traditional first-year curriculum. Students involved in learning communities display increased motivation, academic achievement, intellectual development, and involvement in the community. Learning communities also reinforce positive views of the institution and research further shows that faculty members who teach in learning communities feel empowered and re-energized. In particular they feel as if their opinions are valued, and the rich teaching experiences allow them to be creative and increase their commitment to the institution. Institutions report that learning communities draw diverse elements together toward common goals, which improves the overall campus climate. Therefore, learning communities might be a practical solution to complex and long-standing educational issues.

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1 Parenthetical notes on the recommendations refer to the suggested party responsible for implementation and suggested completion date
3 ibid.
4 Learning Communities (1999). ERIC #ED430512
Recommendation A.2:

Strengthen coordination and support for first-year learning communities and other first-year programs and activities. In addition, we recommend that the administration enhance student life, activities, and the general vibrancy of the campus.

At present, first-year programs at UCR are decentralized in their conception, financing, and administration. While the subcommittee generally supports diversity within first-year learning communities so that the unique academic needs of students in each college are addressed, it also believes that the programs would benefit from strengthened support and coordination. Toward this end, the SSTF recommends the following:

A.2.a Initiate a first-year learning communities workgroup, to be convened by VPUE, to bring together first-year program partners, including but not limited to the library, registrar, Housing, associate deans, University Honors, dean of students (DOS), Medical Scholars Program, Computing and Communications (C&C), Campus Events and First-year Programs, the Learning Center, and student-affairs managers and first-year coordinators in each college. This group will work together to envision, develop, and implement a unifying plan (including but not limited to marketing, assessment, financial planning, and developing and prioritizing requests for program expansions) for learning communities and other first-year programs and activities. (VPUE to initiate by fall 2006)

A.2.b Develop annual professional development and Scholarship of Teaching activities to ensure that staff, faculty, students, and teaching assistants participating in first-year programs are well informed about first-year pedagogies, first-year challenges, and available campus resources. (VPUE, 2006-07)

A.2.c Expand and enhance resources to facilitate and support marketing (see, for example, the draft web page text in Appendix B), evaluation, and assessment of first-year learning communities and other first-year programs and activities. (VPUE & DOS, 2006-07)

A.2.d Consider creation of a Director of First-year Programs in the Office of the Vice Provost for Undergraduate Education. A working draft of a position description is included in Appendix C. (VPUE, spring 2007)
A.2.e Create a committee on student life to investigate how the administration can enhance activities, student life, and the general vibrancy of the campus. (DOS, fall 2006)

**Recommendation A.3:**

*Develop specific goals and corresponding assessment metrics of the first-year learning communities and engage in on-going evaluation.* (VPUE in collaboration with relevant partners, 2006-07)

The SSTF recognizes that developing goals is a key step in determining the metrics by which to measure student success. Ongoing evaluation must be conducted to determine the value of the first-year learning communities.

**Recommendation A.4:**

*Encourage Academic Senate to give priority attention to the revision of general education and to consider incorporation of first-year learning communities into this revision.* (VPUE, SSTF Chair to deliver a written recommendation to the Academic Senate Chair in fall 2006)

The SSTF recognizes the revision of general education as a high priority for the institution and believes that first-year learning communities share and be structured to facilitate many of the desired goals of general education. Serious consideration should be given to incorporating first-year learning communities into the new general-education curriculum.

**Recommendation A.5:**

*Evaluate freshman discovery seminars.* (VPUE, Academic Senate, 2006-07)

In a commitment to enhance the first-year experience of all UC undergraduates, President Atkinson and the chancellors of the UC campuses launched in 2002 an initiative to expand existing Freshman Seminar Programs so as to make seminars available to all interested freshmen. The goal of these one-unit seminars was to introduce students to the research university and encourage them to become active participants in intellectual interactions with their peers and professors. With small classes of twenty students led by Academic Senate faculty, the seminars emphasize analysis and communication, and give faculty and students a chance to explore academic topics and new lines of inquiry in a supportive, interactive, and congenial setting.
UCR’s Freshman Discovery Seminars have received mixed comments from faculty and student participants. The SSTF recommends that a comprehensive evaluation of the Freshman Discovery Seminars be undertaken by the Academic Senate in conjunction with VPUE to include objective and subjective measures, as well as a cost-benefit analysis.

Recommendation A.6:

*Continue facilitating persistence of currently enrolled students.* (VPUE, SA, Colleges, begin fall 2006)

During the winter quarter 2006 the EVCP convened an ad-hoc Persistence SWAT team comprised of the DOS, VPUE, the associate deans, and the director of the Learning Center to give immediate and focused attention to increasing the persistence of currently enrolled students as part of campus-wide enrollment management efforts.

Efforts included expanded support to faculty and students throughout the academic year in courses that have been associated with high D and F rates through supplemental instruction sessions coordinated in the VPUE; offering of Learning Center, C&C, and Library Modules to augment Freshman Discovery Seminars through these campus departments; and revival of HASS 001 “Step by Step to University Success” as a course-based/group intervention for at-risk students in CHASS through an SA and CHASS partnership. In addition, during the final weeks of the winter quarter, targeted individualized messages were sent to students in academic difficulty through GROWL that directed students to support available to them in their individual courses.

The SSTF recommends that the VPUE convene a group that includes SA and the colleges to meet at least monthly through academic year 2006-07 to address student persistence.

Recommended first steps are:

A.6.a Develop a comprehensive exit survey for students to better understand why students leave UCR and an associated annual report on student persistence

A.6.b Explore options for a midterm feedback and intervention system focused on student progress
A.6.c Explore further how academic affairs and students affairs can best work together and contribute to student success

**Recommendation A.7:**

*Enhance financial support to students.*

The SSTF believes that finances have a significant influence on student success, and recommends that continued attention be directed to expanding resources available to support student scholarships, financial aid, and on campus work opportunities. The SSTF also recommends that containing students costs be a priority for UCR. Importantly, the SSTF suggests that students participate extensively in the planning and implementation of these recommendations.

The 2003-04 University of California Undergraduate Experience Survey (UCUES) indicated that about 15% of UCR students worked more than 21 hours per week and 41% reported experiencing at least some trouble managing finances. Similar data emerged in the 2004-05 First-year Experience Survey developed and administered through SA where 43% of first-year students reported that they at least found managing finances difficult.

An April meeting of the subcommittee on the freshman experience included representatives from University Advancement (UA) and Student Financial Aid (FA). UA noted that scholarship resources are among the lowest in the system, totaling only $6 million. UA assured the subcommittee that scholarships are a top priority for the coming year, and following priorities established by the deans will be a central element of the next campaign. The SSTF applauds these efforts and notes that in addition to identification of new sources of support for scholarships, UCR and its students would benefit from streamlining and updating the current infrastructure.

Specifically the SSTF recommends the following:

A.7.a Revise the current communication and procedure associated with the awarding and tracking of the scholarships under the colleges and managed by UA. (Colleges, UA, FA, 2006-07)

A.7.b Develop a mechanism to ensure that the student point of view is fully considered in decisions regarding campus-based fees including but not limited to books, dining, housing, and parking. The timing for this
mechanism is crucial because of the establishment of the new dining center. (VCSA, VCA, DOS, 2006-07)

A.7.c Prioritize the containment of student costs including books, parking, shelter, and campus-based user fees. Learn from other campuses, such as UCI and UCSD, which provide lower-cost shelter and better food and dining services. (VCSA, fall 2006)

A.7.d Provide student-loan education for needy, low-income students. (VCSA, 2006-07)

A.7.e Expand part-time work opportunities on campus that fit well into academic schedules. (VCSA)

A.7.f Increase scholarship support for needy students. (VCSA, VCUA)

A.7.g Increase advocacy for state, federal, and University support of need-based aid programs. (VCSA)

FA shared information with the subcommittee, including the average aid award extended to freshmen for academic year 2005-06, sources of undergraduate and graduate aid for UCR students, and case studies of two typical UCR student aid profiles (Appendix D). They currently serve 11,000 students with $140 million in support. For academic year 2006-07 FA will take steps to improve the quality of awards and enhance the Regents’ and Chancellors’ Scholarships such that they would provide 75% of fees for four years of enrollment. FA articulated that they have observed issues for UCR students in funding their education, including reluctance to borrow, reluctance to work due to academic or family obligations, and inability or unwillingness on the part of parents to provide students with the full “parent contribution” or PLUS loan, ultimately leaving students short funded.

**Recommendation A.8:**

*Restructure the Learning Center to enhance support to and collaboration with the colleges in supporting student success.*

During the spring and summer of 2005, SA conducted a review of the Learning Center at the request of the EVCP. The review revealed that UCR was atypical in offering a wide array of centralized academic support services, ranging from first-year transition programs to support for students in academic difficulty, graduate school preparation, conversational English instruction for international graduate
students, tutorial assistance for introductory courses, and study groups for selected introductory courses. Further, the review suggested that faculty collaboration with the Learning Center and associated confidence in their programs and services was not strong.

Throughout academic year 2005-06, in active collaboration with VPUE and the colleges, the director of the Learning Center has worked to shape a plan to restructure their programs and services. The proposed plan (Appendix E) states their role as an active partner with the colleges and the faculty in addressing student academic support needs. The plan focuses energies on a few comprehensive programs and services that the Learning Center can provide to large numbers of students, rather than on many programs that touch a small number of students. To accomplish this, the Learning Center has transferred out several programs and services that are more appropriately provided in other areas of the campus (e.g., preparatory math, conversational English instruction, Grad Track). In addition, personnel and budgetary resources have been redirected into three key areas: pre-enrollment support (orientation, summer bridge, placement testing, and program assessment), first-year transition and academic difficulty support (e.g., peer mentoring, learning communities, university success programs, course-based programs, and college and SA initiatives), and academic services support (e.g., drop-in tutoring, virtual academic support services, and management of the colleges’ and departments’ supplemental instructions programs).

The SSTF supports the efforts made to date to reengineer the Learning Center. To formalize and strengthen active collaboration between the faculty, the colleges, and the Learning Center, the SSTF recommends the following:

A.8.a Move the reporting line for the Learning Center from SA to VPUE. (EVCP, 2006-07)

A.8.b Continue to have SA, the colleges, and VPUE work together to insure a successful transition and to evaluate the effectiveness of services, initiatives, and new and continuing programs. (VPUE, DOS 2006-07)

A.8.c Discuss the continuation of registration fee funding for the Learning Center programs with Student Committee on Registration Fees. (VPUE, VCSA, DOS, fall 2006)
Recommendation A.9:

*Invest in technology to enhance student support and success.*

The SSTF believes that technology holds great promise as a tool to enhance our support to students and to facilitate their success. Campus partners in student success aspire to develop more robust, student-centered, online resource tools; to develop an online new student orientation; to support the creation of online learning modules which rely on interactive, multimedia tools; to take full advantage of the student portal; and much more. At present, the personnel and budgetary resources available in C&C or in divisional technology support are insufficient to support these aspirations or to evaluate the utility and success of these tools.

The SSTF recommends the following:

A.9.a Convene a Committee on Technology for Student Success led by SA, to include active participation by C&C, appropriate Academic Senate committees, and the libraries, with the charge of more diligently assessing needs in this area. (VCSA, DOS, 2006-07)

A.9.b Develop a proposal for addressing student technology needs. (VCSA, 2006-07)
B. Report on Student Advising

The SSTF believes that academic advising is an important contributor to student success and student persistence. Therefore, current resources, staffing, and student advising services were examined to identify ways in which the advising system might be enhanced and strengthened. The SSTF gathered data and information from a broad array of sources, including meetings with interested parties, institutional data and reports, documentation and studies from the National Academic Advising Association (NACADA), and the recent report on student advising prepared by a special committee of the UCR Academic Senate. The recommendation herein is to establish an academic advising system for undergraduate students that is accountable for results; delivers timely, effective, and accurate advising services to all students; reflects developmental and demographic profiles of the student population; responds to the needs of individuals, special populations, and communities; and is supported at the level necessary to attain these results.

**Recommendation B.1:**

*Endorse the Undergraduate Council report on undergraduate advising and mentorship.*

The SSTF endorses the report on student advising prepared by the UCR Undergraduate Council at the request of the Academic Senate. A summary of that report is included in Appendix F. The SSTF supports the recommendations provided in that report, including the development of professional requirements for academic advisors, improving professional advising staff levels, providing formal training for professional advising staff and faculty advisors, developing an accessible and user-friendly student data base system to be used by advising staff, and developing a formal process for assessment of advising efficacy.

The report makes a distinction between advising and mentoring. Although faculty members may be involved in advising, they appear to be most associated with student mentorship. The SSTF recognizes the importance of faculty mentoring; it is irreplaceable and contributes to student success. The Academic Senate may want to propose ways to reward outstanding mentoring.
**Recommendation B.2:**

*Establish a professional academic advisor job series.* (VCA, Pending Office of the President Approval)

The SSTF recognizes that undergraduate students need different types of advising and that needs vary at different stages in students’ college careers. There is always a need for prescriptive advising—to make sure that deadlines are met and student progress toward graduation is steady. However, there is often a need for developmental advising, which utilizes theories of human development and best-practice tools to provide information and guidance for improving classroom performance, access to student services, and information about programs to enhance the quality of a successful student experience. Historically, developmental advising has been much less present in the general advising culture of UC.

Consequently, the SSTF recommends that a professional academic advisor job series that specializes in current approaches to developmental advising be established to serve the undergraduate student population. A proposed job series is included in Appendix G. Individuals in the job series would provide both prescriptive and developmental advising services and supplement departmental faculty academic advisors. Professional developmental advisors would be required to have a minimum of a bachelor’s degree. Assignment of these advisors will depend on the cultures of the individual colleges on the campus, but the goal of this new approach is consistent. That is, the success of the undergraduate students at UCR is a function of the quality of the instruction and academic experiences provided by the faculty in the colleges, departments, and programs, as well as the quality and availability of the administrative support services and programs provided by the campus. A fundamental cornerstone of the interactions that guide success of the students is the quality of student advising. Under the direction of the VPUE and the colleges, the individuals staffing the new professional advising series will provide a critical linkage between those elements.

**Recommendation B.3:**

*Enact a set of principles for the implementation of a professional academic advisor job series.* (EVCP, fall 2006, Implementation Committee 2006-07)

The SSTF recommends that the EVCP charge an implementation committee to facilitate the transition between the current and desired advising structure.
Specifically, the committee would ensure that the following set of guiding principles be followed: (1) consultation with affected parties, (2a) academic advisors in the SA Officer series be grandfathered in their current positions (i.e., positions remain SA Officer), (2b) academic advisors in the SA Officer series be reclassified or promoted to the new professional job series if the position responsibilities and requirements are reflective of the professional job series, (3) new and vacated staff advising positions be designed with responsibilities and requirements aligned with the new professional academic advisor job series, (4) provide professional development support to those interested in developing professional advising skills and knowledge.

The transition to this new professional academic advising framework will occur over a three- to five-year period. During this time the duties of grandfathered SA Officer positions may change with respect to the advising process. It is anticipated that at the end of the transition period, academic advising positions will report into the college.

Use of the new series will be dependent on (1) a position requiring professional academic advising responsibilities (e.g., assisting students in the development of meaningful educational plans; promoting student intellectual and personal development; discussing and clarifying educational, career and life goals; helping students to acquire relevant information and services; interpreting institutional, general education, and major requirements; evaluating and monitoring student academic progress, course choice, and class schedule in context of student’s life and career goals) and (2) the experience and education of the incumbent (e.g., college degree, preferably a master’s degree in counseling psychology, counseling, education or related field; understanding and knowledge of teaching, learning and human development theories; knowledge of characteristics of university students and an understanding of multicultural differences; ability to relate to individuals and groups of students using communication, helping (counseling), and problem-solving skills).

**Recommendation B.4:**

*Provide support and resources to the advising community.*

Part of providing an assured high level of advising services is that staff academic advisors have the necessary support and resources. The SSTF identified five ways in which this foundation for academic advising can be further developed.
The first support mechanism is training. The SSTF recommends that funding for professional development grants for academic advisors be provided. Development grants would provide assistance to staff pursuing college degrees or obtaining professional training and certification through a professional advising organization such as NACADA. Release time for participation in the professional academic advisor certificate course and Student Development Scholars Program at UCR is also recommended. (VPUE, colleges, 2006-07)

The second support mechanism is individual recognition. Another important piece in increasing the effectiveness of an academic advising program is sending a message to advisors that their work is valuable. Advisors must be provided with clear expectations on the level of performance and feedback about the efficacy of their work; evaluated in an in-depth manner on an annual basis on criteria having to do with accessibility, knowledge, skills (e.g., interpersonal communication), and professional attitude; and finally, recognized for their achievements.

The SSTF recommends that (1) the colleges establish clear and consistent expectations and an evaluation process for academic advisors, (2) establish appropriate reporting lines, and (3) UCR should recognize the finest academic advisors of the year. The award should carry a substantial monetary stipend. A committee should review the credentials of the nominees, and the committee should include student members. (Colleges, 2006-07)

The third support mechanism is unit-level recognition. The SSTF recommends that VPUE sponsor an annual award for the unit or college that has achieved either the highest level of advising practice or made the greatest contributions to innovation in academic advising. (VPUE, 2006-07)

The fourth support mechanism is adequate staffing. The SSTF recommends a caseload consistent with the time required for performance of effective academic advising and that academic advisors not be expected to engage in non-advising tasks. Academic status of the student being advised should be taken into consideration when determining caseloads. Research on advisor caseload has been limited, but a recent survey indicates the number of advisees assigned to full-time advisors is 300:1 and the mean number of contacts in an academic term between an advisee...
and a full-time advisor is 2.68.\textsuperscript{5} The SSTF also realizes that in order to spend as much time as possible in face-to-face contact with students, advisors need resources in their local area that support their work. The SSTF recommends that an appropriate level of assistance is available from front-line staff members who can perform administrative tasks. (EVCP, colleges, HR, ongoing)

B.4.e The final support mechanism is a technological system to facilitate their work. The SSTF recommends (1) the deployment of professional academic advisor online community with VPUE managing the “community” (start discussion threads, post resources, stimulate interactions, etc.) and (2) the establishment of a professional academic advisor technology user group to discuss various tools, use of these tools, best practices, etc., that facilitate and enhance student advising. For the 2006-07 academic year, the focus would be on the following four tools (pictured in Appendix H): (1) Web Mentoring Tool Kit, (2) Student Longitudinal Data Mart, (3) GROWL Online Advising System, and (4) the GROWL Comprehensive Online Hold System. (VPUE, C&C, 2006-07)

Recommendation B.5:

_Strengthen coordination and support for advising of undeclared students._ (VPUE, fall 2006)

The VPUE and the Associate Deans for Student Academic Affairs from the three colleges are investigating ways to improve the advisement of undeclared students. The SSTF recommends that Undergraduate Council facilitate and contextualize these conversations. They are discussing a variety of possible approaches and structures to find those that will best fit the advising needs of the undeclared student population at UCR. The SSTF recommends that this group continue to meet and to issue their recommendations about the advisement of undeclared students by the end of fall quarter 2006.

C. Report on Student Surveys

The subcommittee on student surveys investigated how UCR could better leverage knowledge garnered from student surveys. In particular, the subcommittee commissioned Danny Kim, Assistant Vice Chancellor of SA, to inventory the current student surveys conducted at UCR. The subcommittee discussed how the survey results were used on campus, and how they might better be used in the future. In general, it was suggested that use of survey data should adhere to a model where information is gathered, analyzed, and used to refine programs or direct resources to improve student success. The subcommittee found that very few survey results at UCR tend to make it past the gathering stage, at least in terms of benefiting the entire campus. All the relevant stakeholders on campus must play a role in deciding what information should be surveyed and each should have adequate access to analyze the data to help make program improvements.

Recommendation C.1:

Create a mechanism such that campus stakeholders can suggest additional survey items on existing surveys. (VCSA, IRCG, fall 2006)

The SSTF agreed that more survey design input from campus stakeholders might enlarge the target audience for whom the surveys inform. Student surveys have been generally administered through SA, and analyses and reports tended to focus on identifying and communicating information relevant to the various SA departments. However, the marginal cost of additional questions tends to be small, so to the extent that other departments or organizations on campus have the opportunity to assist in survey design, valuable information might be obtained that could aid their efforts.

Although the SSTF suggested that student survey administration remain within SA, it also felt that more collaboration with academic units on campus was essential to building a survey relevant to the entire university. During the survey design phase, SA is encouraged to collaborate with other appropriate units. Additionally, the Institutional Research Coordinating Group (IRCG) might act as a central body to accept and mediate requests of additional survey items. For example, UC campuses are able to develop campus-specific blocks of questions for the UCUES. Although this has not been fully utilized in the past, it is an excellent opportunity to field questions on broad topics related just to the Riverside campus.
Recommendation C.2:

*Make survey results more accessible.* (VPUE, SA, data availability by 2006-07, data linkages by 2007-08)

The SSTF found that despite a handful of SA reports that summarized survey results useful to their departments, the campus generally did not have a procedure in place for broader analysis, or at least making the underlying data available. For example, there is neither a central repository for student survey data nor any library of reports from which one could gather prior analyses.

In terms of immediate recommendations, the SSTF suggested SA continue to perform analyses relevant to their departments, but that VPUE should be responsible for analyses that might have broader campus impacts. Moreover, VPUE should coordinate with other units on campus—in conjunction with the IRCG—to serve their analysis needs, whether it is report generation or simply making data available.

In the longer term, the SSTF suggested that—subject to confidentiality constraints—survey data be linked to other student records. In addition to improving accessibility through use of the online Data Warehouse tool, the SSTF expressed that existing data sources might leverage the usefulness of survey data. For example, future surveys could yield richer results if linked to course data and academic outcomes. In particular this would enable new analysis opportunities such as predicting survey responses based on student characteristics, while controlling for things unmeasured in the survey, such as SAT scores or other socioeconomic background characteristics.

Recommendation C.3:

*Disseminate survey results more widely.* (VPUE, 2006-07)

Beyond some survey results that have been distributed across campus, the SSTF felt that the majority of reports have been too focused on cross-tabulations rather than policy analysis. In general, the SSTF suggested that VPUE should be responsible for communicating how survey results impact the campus. One specific suggestion was that in addition to full reports and data sets being made available in a repository, periodic summaries of results might be tailored to specific groups on campus. For example, VPUE might consider writing a mini-report on student characteristics and their use of time outside of the classroom, and widely distribute it to staff and faculty.
D. Report on University Investments in Support of Teaching and Learning

The need to support faculty instructional efforts is tightly linked to campus initiatives aimed at enhancing and improving student success. As aptitudes, backgrounds, and expectations of students continue to evolve, UCR must be prepared to provide its faculty the necessary support for their instructional mission. These support mechanisms must work with the faculty to foster dynamic, innovative, and learning-centered pedagogies that promote student engagement and enable improved learning outcomes. The SSTF believes that a commitment to contemporary and engaging pedagogical modalities holds great promise for improving student learning, increasing persistence and graduation rates, and enhancing overall student success. In pursuit of these goals, several recommendations are outlined below for improvement of current UCR efforts as well as for enhancement and development of new activities.

Recommendation D.1:

*Create a Center for Instructional Innovation. (VPUE, 2006-07)*

The SSTF recommends the near-term development of a Center for Instructional Innovation (CII), which will provide instructors a support environment where creative, “learning-centered” pedagogies will be explored and evaluated. The CII should serve as the key campus facility charged with ensuring that instructional tools are available to the faculty, and that they have the necessary support to effectively utilize these tools. The CII should assist faculty, as requested, in planning or evaluating course designs or components. The CII should also be charged with supporting and stimulating discussions—including small workgroups, symposia, panel discussions, and web-based discussions—that explore the connectivity between teaching, learning, technology, information access, and student success. Additionally, the CII should support programs that communicate about scholarly research in teaching and learning to a broad audience. Importantly, the mission of the CII should not be restricted to technology-oriented pedagogical methods. In view of its unique role in student-success efforts, it is critical that CII resources are available to all instructors, including lecturers, teaching assistants, and regular-rank faculty.

CII activities can be summarized as follows:

- Provide support services to faculty that optimize the utilization of classroom spaces and instructional technology that will result in maximized student engagement
• Develop seminars, workshops, and panel discussions that familiarize faculty with contemporary pedagogical concepts

• Develop programs that support faculty to optimize pedagogical approaches for specific class types, such as large lectures

• Provide a variety of support modalities, including individualized assistance, peer-to-peer mentoring, group training sessions, and consultations with instructional design teams consisting of instructional designers and librarians

• Administer a program of faculty mini-grants to cultivate innovative teaching ideas within existing courses and academic programs, and also promote undergraduate research

Due to the critical relationship of instructional support and student success, the SSTF recommends that the implementation of the CII take place during fall 2006 and winter 2007. As a campus-level unit, the CII should report to the EVCP through VPUE, which should be charged with its development. Plans need to be made in close consultation with critical partners, including the leadership of C&C, the libraries, the Academic Senate, and the Academy of Distinguished Teachers.

Recommendation D.2:

Commit to becoming a national leader among public research universities for its instructional technology environment. (VPUE, C&C, 2006-11)

The SSTF supports the continued implementation, development, and enhancement of new online and classroom instructional technologies that will allow the faculty to manage and disseminate instructional materials in a creative and robust manner, as set forth in the three- to five-year Vision for Instructional Technology at UCR, prepared by C&C and the Academic Senate Committee on Information Technology and Academic Computing.

Summer 2006 examples of these instructional technology initiatives include a comprehensive technology/audio visual upgrade to the Physics 2000 demonstration classroom, the creation of three new Flex Classrooms in the Surge building that provide flexible furniture configurations and promote the use innovative technologies, deployment of “audio capture systems” in all classrooms that will provide content for pod casting, and the use of new tools (e.g., Macromedia Breeze) to enhance video conferencing and web archiving of classroom presentations.
Recommendation D.3:

*Integrate the UCR libraries into instructional support and student success programs and initiatives.* (University Librarian, 2006-07)

The SSTF recommends that the University Librarian develop collaborative instructional strategies with faculty to include (1) teaching first-year students information literacy, research skills via Freshman Seminars and Learning Communities and other in-class opportunities, (2) integrating library components into courses using Blackboard/iLearn software, and (3) developing course materials and learning community opportunities for cluster and individual courses.

Overall, there should be a shift from the more conventional role of libraries—as repositories of information and resources for individual, passive learning—to places where learners and instructors meet, collaborate, and interact in dynamic learning processes. Initiatives that the libraries should continue to pursue include (1) refurbishment of library spaces and furnishings, (2) development of a Learning and Information Commons where library space is designated for group and individual study that supports learner-focused pedagogy (see Appendix H), (3) continued investments in work station/computer technology, including expanding the number of work stations, wired and wireless access, updating software that supports the transition of completing homework from the classroom and computer labs, and providing technical support, and (4) development of a library learning community website that includes assistive information and resources geared especially toward information of interest to first-year undergraduates.
## Timeline of Recommendations

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Party Responsible</th>
<th>Completion</th>
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<tbody>
<tr>
<td><strong>Recommendations on the Freshman Experience</strong></td>
<td></td>
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<tr>
<td>A. 1 Reframe first-year programs as first-year learning communities.</td>
<td>Colleges / VPUE</td>
<td>Immediate</td>
</tr>
<tr>
<td>A. 2 Strengthen coordination and support for first-year learning communities and other first-year programs and activities.</td>
<td>VPUE</td>
<td>Immediate</td>
</tr>
<tr>
<td>a Initiate a first-year learning communities workgroup.</td>
<td>VPUE</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>b Develop annual professional development and Scholarship of Teaching activities to ensure that staff, faculty, students, and teaching assistants participating in first-year programs are informed about first-year pedagogies, first-year challenges, and available campus resources.</td>
<td>VPUE</td>
<td>2006-07</td>
</tr>
<tr>
<td>c Expand and enhance resources to facilitate and support marketing, evaluation, and assessment of first-year learning communities and other first-year programs and activities.</td>
<td>VPUE &amp; DOS</td>
<td>2006-07</td>
</tr>
<tr>
<td>d Consider creation of a Director of First-year Programs in VPUE.</td>
<td>VPUE</td>
<td>Spring 2007</td>
</tr>
<tr>
<td>e Create a committee on student life to investigate how the administration can enhance activities, student life, and the general vibrancy of the campus.</td>
<td>DOS</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>A. 3 Develop specific goals and corresponding assessment metrics of the first-year learning communities and engage in on-going evaluation.</td>
<td>VPUE in collaboration with other partners</td>
<td>2006-07</td>
</tr>
<tr>
<td>A. 4 Encourage Academic Senate to give priority attention to the revision of general education and to consider incorporation of first-year learning communities into this revision.</td>
<td>VPUE and SSTF Chair</td>
<td>Fall 2006</td>
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<tr>
<td>A. 5</td>
<td>Evaluate freshman discovery seminars.</td>
<td>VPUE and Senate</td>
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<td>A. 6</td>
<td>Continue facilitating persistence of currently enrolled students.</td>
<td>VPUE</td>
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<tr>
<td>a</td>
<td>Develop a comprehensive exit survey for students to better understand why students leave UCR and an associated annual report on student persistence.</td>
<td>VPUE</td>
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<tr>
<td>b</td>
<td>Explore options for a midterm feedback and intervention system focused on student progress.</td>
<td>VPUE</td>
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<tr>
<td>c</td>
<td>Explore further how academic affairs and students affairs can best work together and contribute to student success.</td>
<td>VPUE, VCSA, DOS</td>
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<tr>
<td>A. 7</td>
<td>Enhance financial support to students.</td>
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<tr>
<td>a</td>
<td>Revise the current communication and procedure associated with the awarding and tracking for the scholarships under the colleges and managed by UA.</td>
<td>Colleges, UA, FA</td>
</tr>
<tr>
<td>b</td>
<td>Develop a mechanism to ensure that the student point of view is fully considered in decisions regarding campus-based fees.</td>
<td>VCSA, VCA, DOS</td>
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<tr>
<td>c</td>
<td>Prioritize the containment of student costs including campus based user fees, book costs, housing costs, parking, time to degree, etc.</td>
<td>VCSA</td>
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<tr>
<td>d</td>
<td>Provide student loan education for needy, low-income students.</td>
<td>VCSA</td>
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<td>e</td>
<td>Expand part time work opportunities on campus that fit well into academic schedules.</td>
<td>VCSA</td>
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<td>f</td>
<td>Increase scholarship support for needy students.</td>
<td>VCSA, VCUA</td>
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<td>g</td>
<td>Increase advocacy for state, federal, and University support of need-based aid programs.</td>
<td>VCSA</td>
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<td>A.8</td>
<td>Restructure the Learning Center to enhance support to and collaboration with the colleges in supporting student success.</td>
<td>VPUE / colleges</td>
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<td></td>
<td>Move the reporting line for the Learning Center from SA to VPUE.</td>
<td>EVCP</td>
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<tr>
<td>b</td>
<td>Continue to have the colleges, SA, and VPUE work together to insure a successful transition and to evaluate the effectiveness of new and continuing programs, services, and initiatives.</td>
<td>VPUE, DOS</td>
</tr>
<tr>
<td>c</td>
<td>Discuss the continuation of registration fee funding for the Learning Center programs with the Student Committee on Registration Fees.</td>
<td>VPUE, VCSA, DOS</td>
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<tr>
<td>A.9</td>
<td>Invest in technology to enhance student support and success.</td>
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<td></td>
<td>a</td>
<td>Convene a Committee on Technology for Student Success lead by SA, to include active participation by C&amp;C, the appropriate Academic Senate Committee, and the libraries, with the charge of more diligently assessing needs in this area.</td>
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<td></td>
<td>b</td>
<td>Develop a proposal for addressing student technology needs.</td>
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</table>

**Recommendations on Student Advising**

<p>| B.1 | Endorse the Undergraduate Council report on undergraduate advising and mentorship. | SSTF | Complete |
| B.2 | Establish a professional academic advisor job series. | VCA | Pending OP |
| B.3 | Enact a set of principles for the implementation of a professional academic advisor job series. | EVCP, committee | 2006-07 |
| B.4 | Provide support and resources to the advising community. | VPUE |
|   | a | Fund professional development grants for academic advisors and release time for participation in the Professional Academic Advisor Certificate Course and Student Development Scholars Program. | VPUE, Colleges | 2006-07 |
|   | b | Establish clear and consistent expectations and an evaluation | Colleges | 2006-07 |</p>
<table>
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<tr>
<th>Process</th>
<th>Details</th>
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<th>Timeline</th>
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<tr>
<td>process for academic advisors, appropriate reporting lines, and recognize the finest academic advisors of the year.</td>
<td>Sponsor an annual award for the unit or college that has achieved either the highest level of advising practice or made the greatest contributions to innovation in academic advising.</td>
<td>VPUE</td>
<td>2006-07</td>
</tr>
<tr>
<td>Ensure adequate staffing for a caseload consistent with the time required for performance of effective academic advising and an appropriate level of administrative staff assistance.</td>
<td>Deploy a professional academic advisor online community and develop a professional academic advisor technology user group.</td>
<td>EVCP, colleges, HR</td>
<td>Ongoing</td>
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<td></td>
<td>Strengthen coordination and support for advising of undeclared students.</td>
<td>VPUE / associate deans</td>
<td>Fall 06</td>
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**Recommendations on Student Surveys**

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<th>Recommendation</th>
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<th>Timeline</th>
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<tbody>
<tr>
<td>C. 1</td>
<td>Create a mechanism such that campus stakeholders can suggest additional survey items on existing surveys.</td>
<td>VCSA, IRCG</td>
<td>Fall 06</td>
</tr>
<tr>
<td>C. 2</td>
<td>Make survey results more accessible.</td>
<td>VPUE, VCSA</td>
<td>2006-08</td>
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<tr>
<td>C. 3</td>
<td>Disseminate survey results more widely.</td>
<td>VPUE</td>
<td>2006-07</td>
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**Recommendations on University Investments in Support of Teaching and Learning**

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<th>Recommendation</th>
<th>Details</th>
<th>Responsible</th>
<th>Timeline</th>
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<tr>
<td>D. 1</td>
<td>Create the CII.</td>
<td>Senate, VPUE</td>
<td>2006-07</td>
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<tr>
<td>D. 2</td>
<td>Commit to becoming a national leader among public research universities for its instructional technology environment.</td>
<td>VPUE, C&amp;C</td>
<td>2006-11</td>
</tr>
<tr>
<td>D. 3</td>
<td>Integrate the UCR libraries into instructional support and student success programs and initiatives.</td>
<td>University Librarian</td>
<td>2006-07 and Ongoing</td>
</tr>
</tbody>
</table>
Appendix A – 2005-2006 UCR First-year Programs Inventory

Up-to-date information on first-year programs at UCR is maintained on the VPUE web page: [http://iteach.ucr.edu/viceprovost](http://iteach.ucr.edu/viceprovost)

HASS 001 “Step by Step to University Success”

Quarter initiated:

Fall 2005

Program goals:

Assist first-year students in being successful at the university.

Desired learning outcomes:

- Better understand the structure purpose and functioning of a research university and the roles of faculty, students, administrators, and the community in the formation of the political, social and educational culture of the campus
- Develop and strengthen critical thinking, study, writing, and communication skills
- Understand what is required to succeed academically
- Establish meaningful friendships and identify potential faculty and staff mentors
- Strengthen understanding of culturally diverse viewpoints
- Become more familiar with campus resources and how to access them
- Take personal responsibility and initiative for his or her education
- Take steps to identify a major and career
- Develop a plan to make the most of his or her university experience

Benefits of participation:

Opportunity to enroll in 14 units/quarter while maintaining a balanced and manageable course load (particularly beneficial for first quarter freshmen and second quarter freshmen on academic probation or subject to dismissal)
Enrollment:

Fall 2005: 28 students (1 lecture, 4 discussions)

Winter 2006: 100 students (1 lecture, 4 discussions)

Target population:

At-risk, first-year students in the College of Humanities, Arts, and Social Sciences

Coordination:

Coordinated by Student Affairs (fall 2005 AVC/Dean of Students; winter 2006 Learning Center Student Affairs Officer). Recruitment coordinated by CHASS Student Affairs Manager. Recruitment of faculty coordinated by AVC/Dean of Students and CHASS First Year Program Coordinator.

Curriculum:

Weekly lectures engage faculty in sharing research and scholarship that they are engaged in related (sometimes closely and sometimes more distantly) to topics such as: First Year Issues and the Development of College Students, Making Informed Choices; Academic Culture, Values and Expectations; Thinking Critically in Higher Education: Essential Skills for Academic Success; Interpersonal Relationships and Intimacy in the College Years; The Ethnic, Gender and Sexual Development of College Students; Building Community. Weekly discussions address these topics with students in practical and relevant ways. Lecture and discussion are augmented by required self-assessment and development of an individualized plan, participation in experiential activities, and writing and reflection.

Units & grading:

2 units per quarter, graded on S/NC basis

Instruction:

CHASS Faculty serve as guest lecturers for each class session. Student Affairs staff and CHASS Student Affairs Officers (Advisors) serve as discussion leaders.
Student affairs, library or computing program elements:

Required attendance at one Library Workshop:

- “Discover Your Library”
- “Your Library Online”
- “You Be the Judge”

Budget & funding sources:

$10,000 - $15,000 per quarter. Faculty guest lectures, discussion leaders, coordination provided through in-kind contribution of time and talents.

Fall quarter 2005 funded by Division of Student Affairs. Winter quarter 2006 funded through Division of Student Affairs and CHASS Dean’s Office.

Particularly successful program elements (potentially exportable to other initiatives):

Self Assessment and Individualized Plan

Program assessment and highlights of findings:

Student Course Evaluations conducted at midterm and end of the quarter to solicit student feedback on the experience. Analysis of student success conducted by VCSA Research staff and generally show that the population of students enrolled in the course were indeed an “at risk” population and did slightly better than their counterparts in the first year class overall in their first quarter at UCR.
CHASS Connect

Quarter initiated:

Fall 2002

Program goals:

- To teach like subjects through different disciplinary lenses
- To provide social and support benefits from the same cohort moving through the three courses
- To provide study skill and time management training
- To promote student’s self-assessment/awareness regarding transition to college
- To increase attendance and participation in class
- To offer opportunities for students to get to know a faculty member
- To understand the culture of a research university
- To improve ability to read, write and think critically
- To improve retention of first year students

Desired learning outcomes:

- Learn to seek knowledge and solutions on their own
- Understand what is needed to be a successful student in a research university
- Be intellectually empowered and open to new ideas and learning, while respecting others’ opinions
- Understand each discipline has a method of approaching a topic, situation or problems that is peculiar to the discipline
- Master college-level writing skills
- Connect with a faculty member and fellow students
- Persist into the second year

Benefits of participation:

- Peer mentorship
- Faculty mentorship
- Enhanced advisement
Enrollment:

Fall 2005: 240 students in 3 sections of 80 students

Winter 2006: 210 students in 3 sections

Target population:

All first year students in the College of Humanities, Arts and Social Sciences

Coordination:

Coordinated by Academic Coordinator in the College of Humanities, Arts and Social Sciences. Peer Mentor training provided in collaboration with the Academic Coordinator and AVC/Dean of Students and Student Life or the Learning Center

Vicki Bloom, Head Reference Librarian

Curriculum:

3 course series, one course taught each quarter, same topic but from different disciplinary perspectives.

Units & grading:

Lecture: 4 units per quarter, letter grade. Workshop: 1 unit per quarter, S/NC grading

Instruction:

One faculty per course, series faculty coordinates content across courses

Student affairs, library or computing program elements:

Workshop requirement linked to course. Focus on skills and information required to succeed and excel as a university student. Taught by peer mentors. (25 students per section)

Librarian collaborates with faculty to incorporate familiarity with the Library and research skills, making it a required component of the course.
Residential option:

CHASS Connect Theme Hall

Budget & funding sources:

$193,626.50 for nine quarters of instruction (includes Faculty replacement (@$4300 per), CHASS F1RST Staff, 3 TAs and 6 Peer Mentors or $21,514 per class of 80 students or $268.93 per student (720 student heads in the entire program per year).

$39,800.00 from EVC’s office and $153,826.50 from CHASS

Recruitment/marketing strategies:

Postcards, web-site; presentations at the Chancellor’s Receptions, Preview Days, Discover Days, and Orientation

Particularly successful program elements (potentially exportable to other initiatives):

Workshops – TA tied to group of students for a whole year. Theme Hall

Program assessment and highlights of findings:

Assessment done through Associate Dean David Fairris and Assistant Vice Chancellor Danny Kim. Among the key highlights: CHASS Connect complete significantly more quarters than non-CHASS Connect students which fulfills the main purpose of the program – student retention. Virtually all CHASS Connect students pass the entry level writing requirement. CHASS Connect students’ GPA is significantly higher than none CHASS Connect students. Undeclared CHASS Connect students progress more rapidly towards a declaration of majors than none CHASS Connect students.
CHASS Freshman Learning Communities

Program goals:

• To provide social and support benefits by enrolling freshmen from targeted large lecture classes into specific Freshman Composition Courses.
• To improve ability to read, write and think critically
• To improve retention of first year students

Desired learning outcomes:

• Learn to seek knowledge and solutions on their own
• Be intellectually empowered and open to new ideas and learning, while respecting others’ opinions
• Master college-level writing skills
• Connect with fellow students and the campus
• Persist into the second year

Benefits of participation:

• Peer mentorship
• Relationships with other freshmen

Enrollment:

Fall 2006: 2 pilots with 150 students each: total of 300 freshmen

Target population:

All first year students in the College of Humanities, Arts and Social Sciences

Coordination:

Coordinated by CHASS F1RST: First Year Experience Programs Academic Coordinator in the College of Humanities, Arts and Social Sciences with MSOs and SAOs of the courses’ home departments.

Curriculum:

Two pilots will run in the fall: History 20 with 4 sections of English 1A; Pol Sci 10 with 2 sections of English 4A and 2 sections of English 1A.
Units & grading:
The departments establish units and grading.

Instruction:
One faculty per course, TAs for discussion

Student affairs, library or computing program elements:
Peer mentor/tutors will provide modules on academic success skills and other topics deemed essential for student success by the participating faculty.

Budget & funding sources:
($26,042.79 per course for 150 students in each course. $173.62 per student)
Per Course: $10,830 from Vice Provost/EVC office; $15,212.79 from CHASS

Recruitment/marketing strategies:
Postcards, web site, Yield Event Presentations, Orientation.

Particularly successful program elements (potentially exportable to other initiatives):
Unknown – the potential for the Peer led modules could be invaluable

Program assessment and highlights of findings:
The evaluation of the overall program will follow a methodology similar to that used for the evaluation of the CHASS Connect Program. We plan on using the built in control group of freshmen not enrolled in our specific comp classes to measure effectiveness of peer mentor/tutor and linked comp classes.
CHASS Gateway Lecture Course

Program goals:

- To help students connect intellectually with the college through the link with CHASS Annual Theme
- To improve ability to read, write and think critically
- To improve retention of first year students

Desired learning outcomes:

- Learn to seek knowledge and solutions on their own
- Understand what is needed to be a successful student in a research university
- Be intellectually empowered and open to new ideas and learning, while respecting others’ opinions
- Master college-level writing skills
- Connect with fellow students
- Persist into the second year

Benefits of participation:

- Peer mentorship
- Relationships with other Freshmen
- Intellectual connection to campus and community

Enrollment:

Fall 2005: 150 students

Target population:

All first year students in the College of Humanities, Arts and Social Sciences

Coordination:

Coordinated by Academic Coordinator in the College of Humanities, Arts and Social Sciences
**Curriculum:**

Lecture course designed by faculty and using the CHASS Annual Theme to establish content

**Units & grading:**

Lecture: 5 units per quarter, letter grade.

**Instruction:**

One faculty per course with coordination with related composition sections

**Student affairs, library or computing program elements:**

Peer mentor/tutors will provide modules on academic success skills and other topics deemed essential for student success by the participating faculty.

**Budget & funding sources:**

$37,605.58 for course (includes Faculty replacement, CHASS F1RST Staff, 2 TAs and 4 Peer Mentors). $250.70 per student. $18, 780.00 from Vice Provost and EVC; $18, 825.58 from CHASS

**Recruitment/marketing strategies:**

Postcards, web site, Yield Event Presentations, Orientation

**Particularly successful program elements (potentially exportable to other initiatives):**

Unknown – the potential for the Peer led modules could be invaluable

**Program assessment and highlights of findings:**

The evaluation of the overall program will follow a methodology similar to that used for the evaluation of the CHASS Connect Program. We plan on using the built in control group of freshmen not enrolled in our specific comp classes to measure effectiveness of peer mentor/tutor and linked comp classes.
CHASS & CNAS Focus on Academic Success Workshop

Quarter initiated:

Winter 2001 (CHASS); winter 2002 (CNAS & COE)

Program goals:

• To offer the opportunity for at-risk freshmen to meet with the Associate Dean of Student Academic Affairs and Professional Academic Advisors in their college and Learning Center Staff
• To present information about campus resources for academic and personal support
• To intervene or refer student to campus services
• To explain the definitions and applicable regulations for students on academic action
• To help students determine the causes of academic difficulty
• To help students develop a personal plan to improve academic performance

Desired learning outcomes:

• Understand there are other students in academic difficulty, and that there are remedies
• Have information about campus support services and encouraged to utilize services
• Meet the Learning Center staff
• Identify advisors and faculty who can advise and intervene
• Draft work plan with action items for winter quarter coursework
• Develop a positive attitude about performing at the academic level needed to recover from academic difficulty
• Understand the time and commitment needed from an university student

Benefits of participation:

• Students gain information on regulations that pertain to students on academic action, availability of campus resources and university level academic performance expectations
• Formulation of a personal plan of action to improve academic standing
• Improved study habits and decision making skills
• Peer and professional mentoring
• Sense of empowerment and control over academic future

**Enrollment:**

Winter 2006: CNAS 124 students of /197 eligible; CHASS

**Target population:**

Second quarter freshmen in academic difficulty

**Coordination:**

Three workshops held in the evenings of second full week of winter quarter

**Curriculum:**

Comments from associate dean and Learning Center staff; Meeting with Professional Academic Advisors to develop a plan of action for winter quarter

**Student affairs, library or computing program elements:**

Meeting space, printing costs, supplies, media, refreshments for students, overtime costs for staff

**Budget & funding sources:**

$1200 plus personnel costs
CNAS Student Academic Affairs Office

$13,000 Learning Center (funded through APB) – facilities, printing, and peer mentor salaries, etc.

**Program assessment and highlights of findings:**

To be determined by academic action standing/GPAs of participants vs. non-participants at end of W06 and S06.
California Alliance for Minority Participation
in Science, Engineering, and Mathematics

Program goals:

- To secure undergraduate research opportunities for undergraduates
- To provide assistance in preparing for poster and oral presentations at local, regional and national conferences
- To provide assistance in preparing for and applying to graduate school
- To encourage a balanced college experience by coordinating social activities, seminars, conferences, research experiences and networking opportunities
- Develop a sense of community with other students of color who have chosen the sciences, engineering or mathematics

Desired learning outcomes:

- Identify with a community of students of color who are aspiring scientists, engineers and mathematicians
- Improve understanding of methods used for scientific inquiry
- Improve presentation skills
- Active participation in professional and social networks
- Persist towards and complete degrees in science, engineering, and mathematics
- Pursue graduate study

Benefits of participation:

- Academic year research stipends ($500)
- 8 week summer research program with a $3000 stipend and GRE training opportunities to travel to and present research findings at local and national conferences

Enrollment:

Fall 2005: 92 students
Winter 2006: 97 students

Target population:
Traditionally underrepresented students of color majoring in science, engineering or mathematics

**Coordination:**

Faculty Director (CNAS),
Program Coordinator (Learning Center)

**Curriculum:**

Summer Research Program (8 weeks)
5 week GRE verbal training prep course
3 workshops on graduate school, application process, personal statements, and financial aid

**Budget & funding sources:**

$50,000 NSF; $20,000 Regents Diversity Initiative (Office of the President);
$30,000 stipends and salaries for director and coordinator (in kind sources from EVC and Learning Center)
National Science Foundation
University of California

**Program assessment and highlights of findings:**

112 CAMP students have enrolled or have completed graduate/professional degrees in science, engineering, education, medicine, and dentistry.
CHEM 1W Course and Workshops—CNAS

Program goals:

- To increase the success rate of students enrolled in the preparatory course CHEM 1W
- To create small group discussions that encourage participation
- To introduce study skills and test-taking strategies used in university level courses
- Review material presented in lecture

Desired learning outcomes:

- Enroll in and pass Chemistry 1A winter 2006 with a grade of C or better
- Improve academic skills in the areas of problem-solving
- Improve ability to study in groups
- Improve study skills

Benefits of participation:

Participate in small group discussions led by an undergraduate or graduate student

Enrollment:

Fall 2005: 264 students

Target population:

Freshmen students enrolled in Math 5 or Math 3

Coordination:

CNAS, Chemistry Department, and Learning Center

Units & grading:

Lecture/Discussion 3 unit; S/NC grading basis

Instruction:

Chemistry faculty or lecturer
Student affairs, library or computing program elements:

Workshop taught by peer mentors trained and supervised in the Learning Center

Budget & funding sources:

CNAS and Learning Center
CNAS Advising Seminar and Department Advising Seminars  
(NASC 091, CHEM 091, ENSC 092, and PHYS 039)

Program goals:

- To introduce first year students to the sciences, especially the area of their major
- To establish closer rapport between a faculty member and the 24 students in each seminar section and develop mentorship’s
- To guide students in their transition from high school into a research university setting
- To explore education and career choices as a scientist, from first year undergraduate through graduate or professional school and in research and career
- To develop learning and study skills
- To learn about campus resources
- To engage undeclared students in choosing a major
- To describe responsibility of professors: research, teaching and service
- To introduce the importance of undergraduate research and availability of opportunities

Desired learning outcomes:

- Understand what is needed to be a successful student in a research university, both academically and personally
- Understand academic values and ethics in research and education, specifically in the sciences
- Choose a realistic major and begin to define individual academic and career goals
- Know a faculty member and understand the importance of faculty mentorship
- Develop relationships with other students in the seminar
- Understand how to gain information from various resources on campus, both for personal and academic purposes
- Understand the importance of participation in undergraduate research and the availability of opportunities
- Develop a course plan for their breadth, elective and major courses

Benefits of participation:
Faculty advising – meet ladder rank faculty and can request him/her as first year advisor

**Enrollment:**

Fall 2005: 550 (in 25 sections of 24); Honors sections not included in count.

**Target population:**

Highly recommended for all CNAS first year students

**Coordination:**

CNAS UG Research Coordinator; Director: CNAS Associate Dean of Student Academic Services. Administrative support from Dean’s office.

**Curriculum:**

Fall quarter only, coursework follows workbook developed by Dean’s office

**Units & grading:**

1 unit, S/NC (PHYS 39 is 2 units)

**Instruction:**

Taught by ladder rank faculty, part of merit and promotion responsibilities; one fourth of faculty participation each year.

**Budget & funding sources:**

Part of regular teaching load or administrative responsibility CNAS

**Program assessment and highlights of findings:**

In process of assessing the program
CNAS Freshman Scholars Program

Program goals:

• To promote student success through participation in a unique learning community
• To learn basic study skills needed for successful study at a research university
• To provide peer mentorship through the transition into university life
• To teach study skills in the context of math and science courses
• To introduce the importance of undergraduate research and the availability of opportunities

Desired learning outcomes:

• Acquire better study skills which can be applied to other subjects
• Learn about faculty aspirations for students attending a research university
• Develop a sense of community with other first year science majors and participating upper-class students
• Learn about the university and the resources available for student academic and personal support
• Participate in special events sponsored through the CNAS Freshman Scholars Program and the College
• Understand the importance of undergraduate research and the availability of opportunities
• Apply for summer research opportunities working with faculty

Benefits of participation:

• Higher grades in Chemistry 1A, 1B, 1C, and other science courses.
• Eligibility to apply for paid research opportunity with a faculty member the following summer

Enrollment:

Fall 2005: 219 students
Winter 2006: 156 students

Target population:
First year students enrolled in General Chemistry and First Year Calculus

Coordination:

CNAS UG Research Coordinator; Director: CNAS Associate Dean

Curriculum:

- Participate in two workshops/week presented by trained peer mentors, Scholars Program activities and CNAS events
- Enroll in a 1-unit S/NC Discussion course each quarter given weekly by a Master TA from Chemistry

Instruction:

Workshops taught by peer mentors trained by the Learning Center staff; Teaching Assistants from the Chemistry Department

Student affairs, library or computing program elements:

Workshops taught by peer mentors trained by the Learning Center staff; Teaching Assistants from the Chemistry Department

Budget & funding sources:

CNAS, Provost/EVC
CNAS In-STEP Program

Program goals:

- To form a learning community of freshmen who have identified science or engineering as their major
- To encourage an environment conducive to learning and balanced with participation in campus events
- To support formal and informal small group study sessions
- To help new students acclimate to the research university setting and to their demanding majors
- To introduce faculty, teaching assistants and upper division students as role models and mentors
- To present various career opportunities available to science and engineering majors
- To encourage undergraduate research

Desired learning outcomes:

- Feel part of a critical mass where each student has chosen a strenuous academic program and has high expectations of his/her performance
- Be encouraged to continue in the science and engineering fields
- Have an upper division student mentor and several opportunities to meet faculty members
- Participate in college and UCR activities and InSTEP events
- Understand the importance of undergraduate research and the availability of opportunities to participate in faculty-supported research

Enrollment:

Fall 2005: 48 students

Target population:

First year students majoring in programs from CNAS and COE

Coordination:

CNAS, COE Residence Life and Learning Center, Professor Mike Marsella
Curriculum:
Small study group opportunities, upper division mentorship

Instruction:
TA, Learning Center Staff

Student affairs, library or computing program elements:
Learning Center, Residence Life

Residential option:
Yes, program is based in a residence hall. RAs are upper division science and engineering majors

Budget & funding sources:
CNAS, COE, UAP, Residence Life
(NSF grant proposal denied for 2005/06; resubmitted for 2006/07)
Library Partnerships: BIOL 40

Quarter initiated:

Winter 2006

Program goals:

Introduce students to the library and its resources, and show them how to search for information.

Desired learning outcomes:

Be able to make the best use of resources available to them. Be able to locate evaluate and use information effectively and efficiently.

Benefits of participation:

Gain knowledge and experience that will help them throughout their career at UCR and beyond.

Enrollment:

Winter 2006: 75 students

Target population:

Coordination:

Geetha Yapa, Science Reference Librarian

Curriculum:

One hour library session where students learn how to use the Scotty catalog and search for information on a topic (history of diseases) using library databases such as PubMed, Expanded Academic, History of Science & Technology

Student affairs, library or computing program elements:

Library session to introduce students to the Library and its resources
Library Partnerships: CHEM 1A

Program goals:

To introduce students to the library and its resources and show them how to look for books etc.

Desired learning outcomes:

Be able to make use of library resources, look for books on various subjects using the Scotty catalog, look for books on Reserve and find current periodicals

Benefits of participation:

Gain knowledge and experience that will help them throughout their career at UCR.

Enrollment:

Fall 2005: 840 students
Winter 2006: 576 students

Coordination:

Dr. Kevin Simpson, Science Library Instruction Librarian

Curriculum:

Tour, brief introduction to the library homepage and Scotty catalog followed by a Scavenger Hunt, iLearn sessions and exercises

Units & grading:

10 points from their Chemistry 001A Lab grades

Student affairs, library or computing program elements:

Library session to introduce students to the Library and its resources
Freshman Discovery Seminar—Science at the Leading Edge

Quarter initiated:

Spring 2005

Program goals:

To provide students with the opportunity of meeting faculty and hearing about their research

Desired learning outcomes:

Be familiar with faculty from various disciplines and their research.

Benefits of participation:

They will be exposed to latest developments in research at UCR and be able to make informed choices regarding their research and careers

Enrollment:

Fall 2005: 20 students

Coordination:

Dr. Marlene Zuk, Dept of Biology and Science Library Instruction Librarians

Curriculum:

Series of 10 seminars

Student affairs, library or computing program elements:

Provide students with the opportunity to meet faculty and hear about their research
Library Partnerships: ENGL 001

Quarter initiated:

Fall 1984

Program goals:

• To provide course-related library instruction to all English 1B classes, selective English 1A and English 1C
• To teach students research skills that will support their academic success at UCR

Desired learning outcomes:

• Learn how to use research tools
• Learn how materials are organized in the library
• How to define an information need
• Learn about library resources available to them as UC students
• Learn how to evaluate print and web-based sources
• Learn how to use information properly and ethically

Benefits of participation:

• Students gain familiarity with the library
• Students learn research skills that can be transferred to other classes/assignments
• Students acquire research skills that can be applied and built upon

Enrollment:

Fall 2005: 1800 students
Winter 2006: 1800 students

Coordination:

Debbi Renfrow, Instruction Coordinator, Rivera Library
Curriculum:

- Locating books through the library’s catalog, Scotty
- Developing search strategies using keywords
- Locating articles through the library’s various databases
- Using reference materials for research
- Conducting research from home
- Reading a call numbers
**Summer Bridge**

**Program goals:**

- Increased freshman retention
- Reduced time to degree
- On time (fall quarter) start of English and Mathematics requirements
- Orientation to university life and exposure to academic expectations
- Linkage to academic support programs to facilitate student success

**Desired learning outcomes:**

- Pass the ELWR requirement and enter English 1A or earn a C- or better in MATH 5 and advance to Calculus
- Awareness of advising and student support programs and willingness to access these services
- Increased academic confidence and greater study skills efficiency
- Increased sense of personal adjustment and institutional fit
- Understanding performance expectations in ENGL & MATH

**Benefits of participation:**

- Expedites advancement to MATH 9A and timely start of science curriculum or completion of ELWR requirement and advancement in freshman composition series
- Exposure to independent living and residence hall life
- Exposure to academic performance expectations of faculty
- Peer Mentoring and formation of peer social networks
- Participation in independent and collaborative learning processes

**Enrollment:**

Fall 2005: Summer 2005; 186 students

**Target population:**

Entering freshmen who did not pass the AWPE or who test into MATH 3 or 5 on UCR Placement Examinations
**Coordination:**

Collaboration of Offices of the Vice Chancellor and AVC for Student Affairs, Summer Session, Housing, Learning Center, Financial Aid and Departments of English and Math

**Curriculum:**

English 4, English Study Group and Introduction to University Life or MATH 5, Math Study Group and Introduction to University Life

**Units & grading:**

Letter grade for ENGL 4 and MATH 5; Workload credit for Study Group & IUL

**Instruction:**

Courses taught by Summer Session faculty

Study Groups taught by Learning Center professional staff and IUL facilitated by peer mentors

**Student affairs, library or computing program elements:**

Peer counseling, tutorial assistance, residence hall social activities, support services and advising referrals

**Residential option:**

Students enrolled in Summer Bridge may elect to live on campus

**Budget & funding sources:**

$114,961 Self-supporting program funded through Summer Session fees

**Recruitment/marketing strategies:**

Direct mailings to students who tested into target courses; Promotion to students with placement test results; Promotion to students during Bear Facts Orientation; Web promotion through Learning Center
Program assessment and highlights of findings:

Students in Summer Bridge pass the course and have a higher grade point average than students who enroll in the course through Summer Session and do not enjoy the benefit of additional support extended through Bridge
The following is an inventory of other activities that tie into the first-year experience and quality of student life.

**COE Summer Engineering Fridays**

**Program goals:**

Introduction

**Benefits of participation:**

Early connection to the engineering experience

**First & Third Quarter Advising Meetings**

**Program goals:**

Exposure, Connection

**Enrollment:**

Fall 2005: All COE freshmen

**Major Specific Introduction to Engineering Courses**

**Program goals:**

Exposure

**Faculty Mentoring**

**Program goals:**

Exposure

**Enrollment:**

Fall 2005: Mandatory in four-year degree programs
Quarterly Academic Excellence Workshop

Program goals:
Exposure, Integration, Connection

Benefits of participation:
COE student facilitated supplemental instruction

Educational Enhancement Series

Program goals:
Integration

Benefits of participation:
Workshops requiring all freshmen to identify and document participation in campus support services

Enrollment:
Fall 2005: All COE freshmen

End of Year BBQ

Program goals:
Connection

Benefits of participation:
Sponsored by COE clubs and organizations
Appendix B – Web Marketing of First-year Learning Communities at UCR

Why Join? It's all about your success!

Your first-year at UCR will be great, no question about it. You'll settle in, meet new friends, and get connected with campus and academic life at a research university. One of the best ways to do that is to become a member of a First-year Learning Community.

What is a first-year learning community?

Each first-year learning community connects you with faculty and other students in mentoring or friendship relationships that may extend through the college years and beyond. You will be a part of a group of first-year students who enroll in a planned schedule of two or three core courses that are coordinated around a specific theme, academic major or discipline. Some of our first-year learning communities are designed so that you can live together in the same residence hall. You’ll have access to every kind of support: from student services to academic advising, from study groups to supplemental instruction, from peer mentors to participation in campus activities. Most importantly, you will have the opportunity to get to know your faculty. At UCR, we offer a variety of learning community styles from which you can choose.

Why should I become a member?

First-year learning communities are an ideal way for you to benefit from the unparalleled resources only a large research university can offer. At the same time, a learning community provides a smaller college setting within which you can develop more personal relationships. You are part of a friendly, supportive, and challenging learning community within the larger university environment.

First-year learning communities make it easier for you to form study groups and integrate college-level course material, while making friends, exploring majors, and discovering potential career choices. Choosing the be a part of a first-year learning community sets your learning experience on the right track and is an important first step toward your success.
Students who choose to be in a learning community usually maintain a higher GPA, finish their degree in a shorter period of time and are more satisfied with their overall university experience.

Whether you have declared a major or not, joining a first-year learning community is a great way to focus on your major of interest or “try on” different fields of study.

You don’t have to live on campus. UCR offers nonresidential and residential first-year learning communities, so you can be a part of a group of students, faculty, peers, and staff whether you commute to campus or live here.

So Explore! Connect! Engage! Succeed! Join a first-year learning community!

Which first-year learning community should I join?

Determining the first-year learning community that is best for you depends on your interests or your major. Explore the first-year learning communities offered at UCR that are designed to enhance your learning, support you in your academic goals, and help you make friends with students from diverse backgrounds who share similar interests and goals.

Explore the following first-year learning communities offered at UCR and learn how to apply to the community. Many first-year learning communities offer opportunities to continue to with others in your first-year learning community a supportive and focused residence hall community. First-year learning communities residential options link the living environment with specific academic experiences, helping first-year students make connections between life inside and outside the classroom.

<table>
<thead>
<tr>
<th>First-year learning communities</th>
<th>Associated residential options</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHASS F1RST</td>
<td>CHASS Connect Community</td>
</tr>
<tr>
<td>CNAS Freshman Scholars</td>
<td>InSTEP Hall</td>
</tr>
<tr>
<td>Medical Scholars Program</td>
<td>N/A</td>
</tr>
<tr>
<td>Lower-Division Honors Program</td>
<td>Honors Hall</td>
</tr>
</tbody>
</table>
Appendix C - Draft Position Description for Director of First-Year Programs

Position Purpose

Facilitate institutionalization of first-year learning communities and other programs and activities to generate a welcoming, helpful environment for students and promote their integration into the UCR community.

Essential Functions

Program Development

Initiate a first-year learning communities workgroup to bring together learning community partners including but not limited to the associate deans and SA Managers in each College, Student Orientation and first-year Support, Learning Center, Registrar, Housing and University Honors to envision and implement a unifying plan for and to centralize the administration of learning communities and other first-year programs and activities.

Develop and manage the program, including mission, goals, and short- and long-term planning. Coordinate university-wide comprehensive planning for the following year’s first-year programs and activities based on the assessment results of the previous year and institutional priorities.

Oversee the management and growth of learning communities for entering first-year students through the creation of goals and improved divisional and institutional relationships with individuals or departments who share responsibility for undergraduate success.

Develop a learning communities marketing plan that enhances existing college and SA publicity efforts in order to inform both the university community and entering students of FYP opportunities.

Assess and prioritize requests for program additions or enhancements, and resolve programmatic concerns.

Serve as a recognized resource of program knowledge (the subject matter expert). Collect and disseminate information of teaching, learning and student engagement and success in the first year of the university.
Program Management

Participate in/Coordinate financial planning for learning communities and other first-year programs and activities and make recommendations on spending priorities. Ensure that optimal and timely use of funds is consistent with project goals and pertinent regulations, as well as monitoring that spending is in line with the budget.

Coordinate qualitative and quantitative evaluation efforts to determine program satisfaction and areas for development. Oversee annual assessment activities associated with first-year programs and activities.

Provide input and support in the development of Welcome Week and quarterly activities targeting freshmen.

Assist the Office of the Vice Provost for Undergraduate Education and first-year Coordinators in each of the colleges in recruitment of faculty for first-year programs and activities and ensure relative consistency in seminar workload and instruction.

Assist in recruitment, selection, training, and supervision of students for peer leadership roles in first-year programs and activities. Ensure that training reflects the values and goals of learning communities and a clearly articulated philosophy relating to the first-year experience.

Create periodic communications (e.g. quarterly print or electronic newsletter or web resource(s)) for first-year students and for faculty involved in first-year learning communities and other first-year programs.

Create and oversee the implementation of an awards/recognition program to acknowledge faculty, staff or upper class students who made extraordinary contributions to helping freshmen to succeed and excel.

Oversee the preparation, coordination, and submission of intra- and extramural contracts and grants.

Research and develop new sources of contract and grant funding.

Serve as a liaison with other departments in the resolution of day-to-day administrative and operational issues.
Supervision

Supervise and direct the activities of staff or students including hiring, evaluating performance, assigning work, recommending annual merit increases, recommending reclassification, initiating disciplinary actions, and resolving complaints/grievances.

Liaison

Promote positive workshop relationships, active involvement, and a sense of collaboration in first-year programs and activities throughout the institution, to include deans and associate deans, the academic senate, faculty, advisors, SA colleagues, and peer leaders.

Keep academic deans, department chairs, SA professionals, and students informed of the institution’s first-year activities, issues, and or concerns.

Requirements

Education

Master’s degree from an accredited institution in education or a field of study that relates to the responsibilities of the position

Administrative Experience - Academic Environment

- An established track record of successful program development and expansion including the ability to initiate and maintain external relationships and to negotiate effective agreements across student service units and academic departments
- Knowledge of student development theory, techniques and research associated with ensuring the success of diverse student populations.
- Demonstrated passion for first-year student development and pedagogy, and an understanding of the unique needs of the new student.
- Demonstrated creativity and experience developing, managing, and evaluating campus-wide programs.
Analytical Thinking

- Skill in evaluating and analyzing complex concepts or knowledge of past discrepancies, trends, and relationships, and applying the concepts appropriately.
- Skill in identifying the key issues when observing and evaluating a problem
- Skill in determining needs and requirements to create a conceptual design
- Skill in evaluating the likely success of an idea in relation to the demands of the situation
- Skill in determining the long-term outcomes of a change in design or operation
- Skill in forming general rules or conclusions by combining separate pieces of information
- Skill in preparing comprehensive and in-depth analysis of complex, sensitive, and multi-faceted issues, particularly under tight time constraints

Creativity

- Skill in generating a number of different approaches to problems
- Thorough knowledge of subject to act as a resource for the exploration of new ideas
- Skill in developing a vision or image of how a system should operate under ideal circumstances
- Ability to take risks and act as a catalyst for change
- Skill in combining divergent and normally unassociated ideas to creatively approach problems
- Skill in creating a supportive work environment where new ideas are solicited, evaluated, and implemented

Advanced Communication Skills

- Strong listening and verbal communication skills
- Superior skills to effectively and professionally communicate using tact and diplomacy with internal and external campus community
- Demonstrated skill in expressing ideas clearly and convincingly
- Demonstrated skill in identifying the correct issues to be communicated, the appropriate audience, the method of communication, and the timing of the communication
- Demonstrated ability to clearly and accurately express substance and nuance
Interpersonal Skills

- Skill in working as part of a team and collaborating with colleagues
- Skill in establishing and maintaining cooperative working relationships
- Ability to invite cooperation and constructive criticism
- Skill in establishing rapport and gaining the trust of others
- Skill in maintaining equanimity in the face of resistance, indifference, or hostility
- Ability to work effectively in a strong service environment that is subject to constantly changing priorities

Knowledge of UC Policies and Procedures

- Knowledge of the applicable UC policies and procedures governing areas related to the responsibilities of the job

Advanced PC Skills

- Skill in creating and editing documents in word processing applications using moderately advanced features
- Skill in creating spreadsheets and reports using Word, Access, Excel, FileMaker Pro, or other software application
- Skill in exporting/importing data from or to different software applications or data collection and retrieval
- Experience with maintaining simple or moderately complex databases through data entry, data queries, and database design modifications
- Experience with Internet search engines for data gathering purposes

Problem Solving

- Skill in independently researching questions and making appropriate contacts for problem solving
- Skill in analyzing information, problems, situations, practices, or procedures to identify relevant concerns, identify patterns or tendencies, formulate logical and objective conclusions
- Skill in making appropriate job decisions following established policies and past practices
Self-Management Skills

- Skill in working independently and following through on assignments with minimal direction
- Skill in setting priorities that accurately reflects the relative importance of job responsibilities
- Skill in performing a variety of duties, often changing from one task to another of a different nature
- Skill in performing effectively under a fluctuating workload

Supervisory Experience

- Experience supervising professionals and a supervisory philosophy that is inclusive, supportive, and collaborative; one that prioritizes the full involvement of supervisees, as well as timely performance evaluation and opportunities for professional growth
- Experience with training, supervising, and evaluating the performance of assigned personnel
- Experience in directing, organizing, and prioritizing workload to meet required deadlines and department objectives
- Experience in a supervisory role responsible for hiring, evaluating, directing, disciplining, and complaint resolution
- Skill in using professional judgment in addressing issues

Advanced Writing Skills

- Skill to independently compose letters, memos, reports, and other written communication materials, for a variety of audiences, using correct spelling, grammar, punctuation, composition, text editing, and proofreading skills
- Skill in writing concise, logical, grammatically correct analytical or narrative reports
- Excellent composition skills, including knowledge of correct usage, grammar, spelling, and punctuation
- Skill in translating observations, findings, and recommendations from analytical studies into a concise and logical written report
Appendix D – Financial Aid Offered to UCR Students

EXHIBIT 1:

Average Aid for 2005-2006 UCR Freshmen (n = 1,974)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimate Student Budget</td>
<td>$20,685</td>
</tr>
<tr>
<td>Less Expected Family Contribution*</td>
<td>$4,412</td>
</tr>
<tr>
<td><strong>Average Need</strong></td>
<td><strong>$16,273</strong></td>
</tr>
<tr>
<td>Grant Aid</td>
<td>$9,140</td>
</tr>
<tr>
<td>Scholarship Aid:</td>
<td>$502</td>
</tr>
<tr>
<td><strong>Total Grants and Scholarships</strong></td>
<td><strong>$9,642</strong></td>
</tr>
<tr>
<td>Student Loan</td>
<td>$2,422</td>
</tr>
<tr>
<td>Parent Loan</td>
<td>$1,971</td>
</tr>
<tr>
<td>Work-Study</td>
<td>$1,370</td>
</tr>
<tr>
<td>Other/Unmet</td>
<td>$864</td>
</tr>
<tr>
<td><strong>Total Loan/Work</strong></td>
<td><strong>$6,627</strong></td>
</tr>
<tr>
<td><strong>Average Aid Offer</strong></td>
<td><strong>$16,269</strong></td>
</tr>
</tbody>
</table>

*EFC = Expected Family Contribution, as determined by federal need analysis.
EXHIBIT 2:

Sources of Undergraduate and Graduate Aid for UCR Students

UCR Campus Profile 2004-05

### Financial Aid Offered to UCR Students

<table>
<thead>
<tr>
<th>Type of Aid Offered</th>
<th>UNDERGRADUATE*</th>
<th>GRADUATE*</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Total $</td>
<td>Avg $</td>
</tr>
<tr>
<td>Scholarships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regents/Chancellor's</td>
<td>219</td>
<td>$1,405,242</td>
<td>$6,417</td>
</tr>
<tr>
<td>Outside Agency</td>
<td>1031</td>
<td>$1,793,045</td>
<td>$1,739</td>
</tr>
<tr>
<td>Institutional</td>
<td>731</td>
<td>$2,536,530</td>
<td>$3,473</td>
</tr>
<tr>
<td>Total Scholarships</td>
<td>1796</td>
<td>$5,737,818</td>
<td>$3,208</td>
</tr>
<tr>
<td>Fellowships</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cal Grants</td>
<td>542</td>
<td>$28,296,145</td>
<td>$5,222</td>
</tr>
<tr>
<td>Pell Grants</td>
<td>670</td>
<td>$18,027,604</td>
<td>$2,971</td>
</tr>
<tr>
<td>SEOG Grants</td>
<td>206</td>
<td>$780,808</td>
<td>$3,796</td>
</tr>
<tr>
<td>UCR-USAP Grants</td>
<td>5338</td>
<td>$20,408,587</td>
<td>$3,825</td>
</tr>
<tr>
<td>Other Grants</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Grants</td>
<td>7918</td>
<td>$68,213,144</td>
<td>$8,015</td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins/Univ. Loans</td>
<td>1355</td>
<td>$3,389,869</td>
<td>$1,026</td>
</tr>
<tr>
<td>Direct Stafford</td>
<td>7091</td>
<td>$25,578,311</td>
<td>$3,607</td>
</tr>
<tr>
<td>Direct Unsub. Stafford</td>
<td>2365</td>
<td>$8,176,261</td>
<td>$3,497</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>3014</td>
<td>$21,324,546</td>
<td>$7,075</td>
</tr>
<tr>
<td>Outside Agency/Other</td>
<td>188</td>
<td>$1,277,695</td>
<td>$8,289</td>
</tr>
<tr>
<td>Total Loans</td>
<td>8433</td>
<td>$58,046,082</td>
<td>$6,883</td>
</tr>
<tr>
<td>Work-Study</td>
<td>1463</td>
<td>$4,280,118</td>
<td>$2,926</td>
</tr>
<tr>
<td>Fee Deferrals/Remissions</td>
<td>166</td>
<td>$291,384</td>
<td>$1,755</td>
</tr>
<tr>
<td>Non-Vice Rehab. Benefits</td>
<td>382</td>
<td>$2,187,534</td>
<td>$5,727</td>
</tr>
<tr>
<td>TOTAL AID</td>
<td>1161</td>
<td>$13,765,389</td>
<td>$12,431</td>
</tr>
</tbody>
</table>

*All sources of financial assistance processed through the UCR Financial Aid Office.

N=Total unduplicated number of financial aid recipients for each category.

Seventy-six percent of UCR students receive some form of financial aid.

Revised 11/16/2005
Exhibit 3:

Two Typical UCR Student Aid Profiles

Case Study #1: Kelly (part 1)

University of California, Riverside
FINANCIAL AID NOTIFICATION
2006-2007

Kelly Clark
123 State St.
Merced, CA 93710

<table>
<thead>
<tr>
<th>COST OF ATTENDANCE ITEMS</th>
<th>ON CAMPUS</th>
<th>A. COST OF ATTENDANCE</th>
<th>22,407</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEES</td>
<td>7,407</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROOM AND BOARD</td>
<td>10,300</td>
<td>B. PARENT CONTRIBUTION</td>
<td>0</td>
</tr>
<tr>
<td>BOOKS AND SUPPLIES</td>
<td>1,700</td>
<td>C. STUDENT CONTRIBUTION</td>
<td>0</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>1,300</td>
<td>D. FINANCIAL NEED (A+B+C+D)</td>
<td>22,407</td>
</tr>
<tr>
<td>PERSONAL COSTS</td>
<td>1,700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL COST OF ATTENDANCE</td>
<td>22,407</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Case Study #1: Kelly (part 2)

<table>
<thead>
<tr>
<th>ACDปป</th>
<th>DECREASE</th>
<th>FINANCIAL AID AWARDS</th>
<th>DISBURSEMENT SCHEDULE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>FALL</td>
<td>WINTER</td>
</tr>
<tr>
<td>a 1</td>
<td>0</td>
<td>FEDERAL PELL GRANT</td>
<td>1,350</td>
<td>1,350</td>
</tr>
<tr>
<td>a 2</td>
<td>0</td>
<td>FEDERAL WORK-STUDY</td>
<td>1,208</td>
<td>1,208</td>
</tr>
<tr>
<td>a 3</td>
<td>0</td>
<td>CAL GRANT B (ESTIMATED)</td>
<td>517</td>
<td>517</td>
</tr>
<tr>
<td>a 4</td>
<td>0</td>
<td>UCR GRANT</td>
<td>3,687</td>
<td>3,687</td>
</tr>
<tr>
<td>a 5</td>
<td>0</td>
<td>FEDERAL DIRECT STAFFORD LOAN</td>
<td>875</td>
<td>875</td>
</tr>
<tr>
<td>a 6</td>
<td>0</td>
<td></td>
<td>7,618</td>
<td>7,618</td>
</tr>
</tbody>
</table>
Case Study #2: Ruben (part 1)

University of California, Riverside
FINANCIAL AID NOTIFICATION
2006-2007

Ruben Idol
456 Sunny Dr.
Riverside, CA 92507

COST OF ATTENDANCE ITEMS

<table>
<thead>
<tr>
<th>ON CAMPUS</th>
<th>A. COST OF ATTENDANCE</th>
<th>22,407</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEES</td>
<td>7,407</td>
<td></td>
</tr>
<tr>
<td>ROOM AND BOARD</td>
<td>10,300</td>
<td></td>
</tr>
<tr>
<td>BOOKS AND SUPPLIES</td>
<td>1,700</td>
<td></td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>1,300</td>
<td></td>
</tr>
<tr>
<td>PERSONAL COSTS</td>
<td>1,700</td>
<td></td>
</tr>
<tr>
<td>TOTAL COST OF ATTENDANCE</td>
<td>22,407</td>
<td></td>
</tr>
</tbody>
</table>

Case Study #2: Ruben (part 2)

FINANCIAL AID AWARDS

<table>
<thead>
<tr>
<th>ACCEPT</th>
<th>DECLINE</th>
<th>CAL GRANT A</th>
<th>2047</th>
<th>2047</th>
<th>2047</th>
<th>6,141</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>UCR GRANT</td>
<td>1184</td>
<td>1183</td>
<td>1183</td>
<td>3,550</td>
</tr>
<tr>
<td>a</td>
<td>b</td>
<td>FEDERAL DIRECT STAFFORD LOAN</td>
<td>875</td>
<td>875</td>
<td>875</td>
<td>2,625</td>
</tr>
<tr>
<td>a</td>
<td>b</td>
<td>FED. DIRECT PARENT PLUS LOAN</td>
<td>1692</td>
<td>1692</td>
<td>1691</td>
<td>5,075</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>5,798</td>
<td>5,797</td>
<td>5,796</td>
<td>17,391</td>
</tr>
</tbody>
</table>
Appendix E – Proposed Learning Center Reorganization

Learning Center Reorganization Blueprint

Centralized Tutoring and Study Groups:
- 2004-2005 Study Groups amounted to 118 groups, based on student demand and offered by the class.
- Drop-in tutoring totaled just under 19,000 hours spread over 23 classes.
- Faculty complained of lack of engagement with their classes.

Student Support Programs:
Individualized mentoring and study skills support for students in academic difficulty.
CAMP leaving the Learning Center.

Math and ESL / English Instruction and Support
Leaving the Learning Center

First Year and Academic Difficulty Support:
- First Year Learning Community support programs: SI’s to CUE and CNAS learning communities.
- HASS 001 coordination for first year CHASS students in academic difficulty.
- Peer Educator training for CHASS and CUE learning communities.
- Support to other CHASS initiatives for first year students.
- Group based mentoring and support programs to (modest CHASS) students in academic difficulty delivered by peers and professional staff.
- Student success programming directed to student affairs and CHASS partners.
- Expansion of Summer Bridge program

Support for New Learning Center - College Initiatives and Expansion of UCR Student Population
- Support expansion of Learning Center study group programs to Supplemental Instruction program.
- Reconfiguring drop-in tutoring and SI to provide distance education based services.
- Support to college partners to provide program assessments to their new initiatives.
- Support for IT in the Learning Center.
- Reclassification of administrative support.

Leaving the Learning Center:
- Individualized academic support and mentoring
- Grad school preparation
- ESL programs for grad students?
- California Alliance for Minority Participation?

Supplemental Instruction:
- Based on class and section.
- Student leaders report to faculty member and are required to attend class sessions.
- Learning Center provides administrative support, recruitment, training, and evaluation/assessment.
- Vice Provost provides interface with faculty.
- Reconfigure drop-in tutoring and SI to provide distance education based services.
Appendix F – UCR Undergraduate Council Report on Student Advising

There are a variety of approaches used for advising undergraduates across the campus. Some of the approaches reflect department or discipline culture and history. Others reflect pragmatic solutions to numbers of students and available resources. Most programs distinguish between advising and mentoring, but it is not clear if those differences are clear to the student population. Training of advisors is informal and the efficacy of both training and information dissemination has not been evaluated.

Background

There is broad consensus across campus that first-year students at UCR are not as successful as would be expected. Approximately one third of the students will be in academic difficulty or on academic probation before the end of their second year. There could be many reasons for this poor academic performance. However, quality and availability of academic advising may contribute to lack of adequate or timely progress through the university.

There are at least four different issues associated with the process of student advising. These issues are interrelated but distinguishable. The first issue is associated with advising the student about the rules and regulations of student progress. For example, what is the best way to advise the students about deadlines for filing forms and petitions, acquainting students with the options that are available for navigating the UC system, determining what courses are adequate or necessary for meeting requirements for completing a major and for graduation, what fees are required and when payments are due, and what financial aid is available and what are the impacts of student performance on financial aid. The second issue is associated with student mentorship. For example, what is the right major for the student interests, what are the best courses to match major and interests, what research or internship opportunities are available, and how to prepare for professional opportunities before and after graduation. The third issue is career advising. Students often need advice on learning types of careers, availability of jobs in particular fields, how to prepare for jobs, how to interview, how to network, and how to communicate. The last issue of advising is student survival. That is, letting students know what resources are available for improving classroom performance, mental, physical, and spiritual health, tutoring or being tutored, social or physical activity, or other programs that enhance the successful student experience. The problem faced by academic programs, administrative
units, and the students is how to adequately address all of these issues and their overlaps in a seamless way.

The focus of this report is academic advising. We recognize the importance of career advising and student survival, but these issues are primarily the responsibility of administrative units. The issues of student progress and student mentorship are primarily the responsibility of academic units on campus. The integration of the four issues and the two different classes of units should be a logical next step in this process of evaluation.

Survey and Current Status

The Undergraduate Council surveyed departments/programs offering undergraduate majors and colleges at the end of the 2004-05 academic year. Units that did not respond to the initial surveys were re-contacted in fall 2005. Surveys were received from 18 Departments or Programs and from two colleges and the results were compiled at the end of the quarter (Appendix 3 [not included in this document]).

As might be expected, there is a tremendous amount of variation across Departments and colleges in both expectation and process. In general, most programs require quarterly meetings between students and advisors, but this is not universal. Most Departments recognize that there is a distinction between advising and mentoring. When professional advising staff is available, which is the case in many larger departments (although SA Officers are shared across departments) they are primarily responsible for the types of advising associated with issue one. It is not clear from the survey whether or not SAO responsibilities are limited to advising in all departments, or whether they have other duties that compete with their role as advisors. In at least one of the surveyed departments, the departmental MSO provides back-up advising for the SAO. Faculty advisors are available in all Departments; while they may also be involved in the details of the first issue, faculty appear to be most associated with student concerns falling under issue two.

Advisor training is generally very limited. Faculty advisors are either appointed within a department as part of a service responsibility, while in other departments, advisors volunteer for service. Some departments use a legacy approach where an outgoing advisor trains an incoming advisor. Other units rely on handbooks and annual meetings held quarterly or at the beginning of the academic year. Still other Departments report extensive training of faculty and professional advisors. There is no formal assessment of the advising effort for most, if not all,
departments, but there was a very mixed response to the question of whether an assessment was necessary.

It is unclear from the survey of Departments how the professional advising staff is trained. There appears to be little in the form of formal advisor training for SA Officers, although a training program has been devised and due for implementation in fall 2005. College offices may hold quarterly meetings for the purpose of updating staff on changes in policies and procedures. In addition, e-mail is used for regular communication. The material used regularly includes the catalog, the schedule of classes, published departmental material (if available), and the student handbook.

The professional advising staff has strong support and respect from faculty in the Departments and it is clear that these SAOs are working hard to provide important information to the students. However, questions were raised about the qualifications and requirements of the job class. There is an apparent paradox between individual performance (generally highly respected) and the potential benefits to students of a job class that requires limited training and experience. While we recognize the contributions made by the SAOs, we also recognize that there may be some significant benefit in changing the professional requirements for the job class.

A number of survey respondents were highly critical of the accessibility and utility, or lack thereof, of SIS. There is non-uniform access to the system—described by one individual as a Paleolithic data program. A more user-friendly system designed for the purposes of advising and advisors might improve information flow. There are data that advisors need to have access that are not part of SIS, but that could be incorporated into an integrated on-line data network. These data include information on both individual students and institutional data of student success.

Several departments utilize a group advising approach combined with e-mail communication. These approaches, when combined with the personal attention from faculty that appears also to be hallmarks of these programs, appear to be useful for transmitting bulk information. However, if not conducted conscientiously, reliance on bulk flow of information could prove unsuccessful as a form of communication, particularly if students are not prepared for the onslaught.

Advising of students who have declared majors in specific departmental or interdepartmental programs is clearly developed. However, advising of
undeclared students remains problematic. These individuals fall into two broad categories. One group consists of students in good academic standing but the individuals are undecided about their academic goals. The other group consists of students who may or may not know what academic path they wish to follow, but are either academically ineligible to declare a major or remain in a major. Unfortunately, members of this latter category could move in and out of undeclared status, depending on their quarterly performance, and they may be in an academic limbo after completing 90 units because they cannot enter a major of their choice because of low grades. These students are probably at the highest risk of dropping out of the university. The question must be posed whether or not improved advising, mentoring, and availability of support services would also improve the success of these students.

Recommendations

- Professional advising staff and faculty advisors/mentors should receive formal training in advising procedures, processes, and philosophy.
- A clear distinction and understanding must be made for students, faculty, and advising staff in the differences between advising and mentoring. Procedures need to be in place to provide students access to both advising and mentoring.
- Professional advising staff levels should be maintained in departments at a standard level.
- A process for formal assessment of advising efficacy should be developed and implemented.
- An accessible and user-friendly data base system should be developed for use by advising staff.
- Documents used for advising should be evaluated, new material developed as needed, and these materials need to be distributed widely.
- A mechanism should be developed to integrate the department, college, and campus approaches for advising, mentoring, support for student success, and career development with undergraduate student culture.
- An assessment of student needs should be implemented in order to tailor the integration.
- Electronic approaches to common advising issues should be evaluated for efficacy in information dissemination.
- College and Department representatives should work with Human Resources staff to develop professional requirements for new hires in SAO job class.
- Advising of undeclared students should be carefully reevaluated to enhance student success.
Appendix G - Draft Academic Advisor Job Series

Series Concept

Academic Advisors assist students in the development of meaningful educational plans; promote student intellectual and personal development; discuss and clarify educational, career and life goals; help students to acquire relevant information and services; interpret institutional, general education, and major requirements; evaluate and monitor student academic progress, course choice, and class schedule in context of student’s life and career goals.

Academic Advisors perform advising duties that are based on theories and knowledge of teaching, learning and human development, reflective of developmental and demographic profiles of the student population, and responsive to the needs of individuals, special populations, and communities.

Academic advisors engage in the evaluation of student diagnostic exams related to learning styles, career goals and academic stressors; analyze student information system data to better understand the academic challenges faced by their particular student populations.

The Academic Advisor series consists of three levels: lead or expert; journey; and entry. The distinction between levels is based on the scope and complexity of the academic advising function, and the degree of supervision received.

Class Concepts

Academic Advisor III - Under general direction, incumbents serve as lead or expert advisor. Incumbents provide comprehensive advanced operational support while advising students on the most complex issues related to academic, career and life goals. Additionally, incumbents provide resolution recommendations on a wide scope of academic advising matters. Incumbents may supervise the work of journey/operational level student academic advisors.

Academic Advisor II - Under general direction, incumbents provide journey/operational level support while advising students on issues related to academic, career and life goals. Additionally, incumbents provide resolution recommendations to faculty on a variety of academic advising matters. Incumbents may supervise the work of entry-level student academic advisors or administrative support personnel.
Academic Advisor I - Under general supervision, incumbents provide fundamental academic advising support, primarily helping students acquire relevant information and services. Under closer supervision, incumbents advise students on the full range of issues related to academic, career and life goals. Additionally, incumbents participate in the development of resolution recommendations for faculty on a variety of academic advising matters. This is the entry level into this professional series. Incumbents at this level may be assigned more limited duties than those at the Academic Advisor II level and have not yet reached the level of skill proficiency required at the next classification level, but the primary distinction is the degree of independence with which the incumbent performs a wide variety of academic advising functions.

Minimum Qualifications

Academic Advisor III - Master’s degree and 3 - 5 years of academic advising or related experience; or equivalent combination of education & experience; and knowledge and abilities essential to the successful performance of the duties assigned to the position.

Academic Advisor II - Master’s degree and 2 - 3 years of academic advising or related experience; or equivalent combination of education & experience; and knowledge and abilities essential to the successful performance of the duties assigned to the position.

Academic Advisor I - Bachelor’s degree or equivalent combination of education and academic advising or related experience; and knowledge and abilities essential to the successful performance of the duties assigned to the position.
Appendix H - Selected Screenshots for Professional Advisory Community
Appendix I – Proposed Investments in the Library

A complete presentation of the Library’s proposed investments in technology and development of flexible learning spaces can be provided upon request of the University Librarian.

Developing the libraries as a learning commons: Additional investments in technology and development of flexible learning spaces

Further development of the physical space in the libraries to support the transformation of the Rivera and Science libraries into spaces that will support the learner focused pedagogy and the critical issues the process raises must be a high priority. We propose that the primary role that the central campus library plays symbolically, geographically, and functionally in the life of a university requires that physical facilities should serve as an integral element of the university experience for most students. This will require that the University further shift from the more conventional role of libraries as repositories of information and other resources for individual, passive learning to places where learners meet, collaborate, and interact in learning processes that are more dynamic. Proposed changes for the fall quarter, especially in the Rivera Library include the following: designation of quiet zones where students can concentrate, interactive areas where they can work in teams utilizing the latest technology, easy connectivity to online services and librarians as experts, and space for social interaction.

The process of activating library facilities as a Learning Community space has already been initiated by the libraries through our significant investments in wired and wireless access, refurbishing of furnishings with comfortable two-position and rolling computer chairs, and availability of service to check-out laptop computers, all to be delivered and installed in time for the opening of school in the fall. Under consideration are lounge chairs on each floor of Rivera, a coffee concession on the main floor, development of the first phase of a Learning/Information Commons, complete with scanners, etc. During the previous fiscal year, all 1,600 Internet ports were activated across the library system to support omni-availability to wired Internet access in addition to expansion of the wireless network.

We will additionally consider designating group and individual study rooms in both Rivera and the Science Library as recommended by the SSTF to ensure that adequate space is available to support both individual and group/team learning.
We are systematically investing in the latest scholar’s work station/computer technology supporting flat screens, multimedia capability, and headphones so that sound media can be accessed on all public computers. In support of the addition of more than 92 new scholar’s workstations in Rivera alone for student use, we are committed to hiring student rovers with computer science backgrounds to circulate on each floor to assist students with technology trouble-shooting. Our goal is also to load application software on selected public access computers in Information Commons areas to support transition of completing homework from the classroom and computer labs. Faculty and SGA will be surveyed during the fall to determine which application software would be most helpful to students.

We have requested funding to extend library hours. The long-range goal of the libraries is to secure funding for development of a 24-Hour Study Room and full scale Learning Commons in the Rivera Library to further support student success.

The libraries proposed to develop a Library Learning Community Website including assistive information and resources geared especially toward information of interest to First Year Undergraduate Students.

In designing and implementing each of these new services, we will give considerable attention to the broad set of principles found to promote more effective teaching and learning spaces in higher education. Their recommendations included spaces designed for:

- Multiple uses concurrently and consecutively
- Maximizing flexibility and range of options within each space
- Integrating previously discrete campus function (i.e., combining formal and informal areas, including hospitality facilities)
- Promoting student and teacher control over apparatus and facilities
- Maximizing student access and ownership

Additional and sustained funding will be required to further this plan.

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Outline of proposed library learning community website

General Outline

- Blog with RSS feed of daily tips, news, and events of interest to the freshman community. Feed information from other parts of the site on this too (like how to use google effectively)
- “What’s where at UCR”—a fun, edgy guide to where things are on campus (see “Freshman Central” UNC-CH http://freshmancentral.unc.edu/welcome.html)
  - “City of Riverside” info (weather, news, public transportation, movies, places to hang out/eat)
  - UCR info (history, places to study, places to eat, places with computers, etc.)
  - Links- AOL IM, facebook.com, MySpace, college blogs, etc.
- Student Directory
  - “411” (links to the weather, phonebooks, public transportation, maps)
- What Your Mother Never Told You About College (http://www.indstate.edu/site/fyp/2294.html)
- How to get along with your roommate (http://www.indstate.edu/site/fyp/2296.html)
- First-year advice from successful students (http://www.indstate.edu/site/fyp/872.html)

Library Research Information

- Research guides by subjects
- Top Ten Databases
- Interactive research tutorial
- Ask a Librarian digital reference (“How to get help when you’re at home”)
- “How to get an A”—tips on research and paper writing and citing
- How to connect to UCR resources from off-campus
- SCOTTY and course reserves/iLearn

Other Possible Web Developments

- iLearn modules that can be used to introduce the library and its resources. We would make these easily available on the Web as Learning Community Faculty Resources