CHASS F1RST: First-Year Experience Programs

Annual Report 2022-2023

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

About the CHASS F1RST Programs

Mission Statement

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

Goals

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

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

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

Programs

Learning Communities

CHASS F1RST offers three learning communities that last the entire academic year: CHASS Majors, Pre-Business Pathway, and Undeclared Scholars.

What is a learning community?

A learning community enrolls a common group of students in linked courses (CHFY 007) and builds a community of learners among students, faculty, teaching assistants, and peer educators. Through sustained relationships with a community of learners, the learning community supports students' transition from a high school setting to a research university by promoting deeper integration of course materials, helpful resources, and greater connections with others.

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

CHASS Transfers F1RST Mentorship Program

CHASS Transfers F1RST program is a support program on campus, designed to promote successful transition and retention of transfer students at UCR. The program offers mentorship, in which transfer students are paired with more experienced peer mentors in fall and winter quarters. The program also provides workshops and shares campus resources that are open to all students throughout the academic year. In addition, the Transfer Mentorship Program fosters transfer students' leadership through opportunities as Transfer Mentors and Ambassadors.

Student Success Courses

CHASS F1RST offers a two-unit course called HASS 001 (Step-by-Step to College Success) during fall and winter quarters. This course helps transfer students explore the factors relating to academic success, addresses the social and psychological adjustment to college life, and aids them in investigating a wide range of academic disciplines and campus student support services.

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

2022-2023 CHASS F1RST Staff

Dr. Christina Rogers, Ed.D.
Director
christina.acoff@ucr.edu; (951) 827-7831

Dr. Shellee Stewart, M.Ed., Ph.D.
Assistant Director
shellee.stewart@ucr.edu; (951) 827-4323

Stella Rocha
Student Academic Specialist
stella.rocha@ucr.edu; (951) 827-2742

Christian Garcia, M.A.
Graduate Student Researcher
christian.garcia@ucr.edu

Maria Castillo
CHASS Transfers F1RST Coordinator

Caitlyn Walling
CHASS Transfers F1RST Assistant Coordinator

Ryan Ly
Student Administrative Staff

Lauren Garcia
Student Administrative Staff

Felix Luntumbuez
Student Administrative Staff

About the Report

This annual report highlights departmental accomplishments and records the program effectiveness of the CHASS F1RST program in the academic year 2022-2023. The report evaluates first-year college students' transitional experiences and learning outcomes based on survey responses drawn from a sample of first-year students toward the end of their participation in different programs offered by CHASS F1RST, as well as of continuing students who wish to become peer educators. Instructions and workshops were all performed remotely as it allows for the most flexibility for students.

Assessment Method

Measures 1: Institution Records

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

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

One-on-one appointments. Data reports on student appointments were requested and obtained through the university's Information Technology. Frequencies and durations for students' appointments with their peer educators were recorded.

Measures 2: Online Survey Data

Major. Students indicated the status of their major using a 4-point Likert scale (*1 = remained undecided about a major*, *2 = declared a major of study*, *3 = decided to pursue a different major but have yet to change a declared major*, *4 = decided to pursue a different major and have officially changed a major*) and provided written response on which major they already had or will declare.

Utilization of campus resources. Students rated how often they had utilized UCR campus resources since they had entered the university. For each resource, students reported on a 3-point scale (*1 = not at all, 2 = occasionally, 3 = frequently)*. The average score was calculated, with higher scores reflecting higher utilization of using campus resources. Students could mark "have not heard" for the resource(s) they were unfamiliar with.

Contact with campus support personnel. Students reported how often they have interacted with their academic advisors, faculty, graduate students/teaching assistants, and peer educators during office hours as well as any other meetings outside of class, office hours,

or appointments. Students rated on a 6-point scale (*1 = never*, *2 = 1 or 2 times per quarter, 3 = 1 or 2 times per month*, *4 = once a week, 5 = 2 or 3 times per week, 6 = daily*).

Sense of belonging. The *Sense of Belonging Scale* (Hurtado & Ponjuan, 2005) assessed the extent to which students felt a sense of social cohesion within the university environment (e.g., "I see myself as a part of the university community."). Students responded on a 5-point scale (*1 = not at all true for me, 5 = completely true of me*).

Community building. Students reported on experiences connecting with others and making friends in the virtual setting during the COVID-19 pandemic. For each type of experience, students indicated on a 5-point scale (*1 = extremely unlikely, 5 = extremely likely*).

Diverse perspectives. The *Pluralistic Orientation* subscale of the educational outcome measures in the Your First College Year Survey (Higher Education Research Institute, 2019; Hurtado & Ponjuan, 2005) was used to examine students' diverse perspectives (e.g., "How would you rate your ability to see the world from someone else's perspective?"). Students were asked to report on a 5-point scale (*1 = a weakness, 3 = average, 5 = a major strength*).

Concern for the future. A *Concern* subscale of the *Career Adapt-Abilities Scale* (Savickas & Porfeli, 2012) was used to measure students' concerns about the future in which individuals think and prepare with future orientation. A sample item includes "becoming aware of the educational and vocational choices that I must take." The students rated how strongly they have developed career-building abilities using a 5-point Likert scale (*1 = not strong*, *5 = strongest*).

Learning outcomes. Skills important for college transition were generated based on the course objectives as provided in the CHFY007 and CHFY020 syllabi and reviewed by the program staff. The students rated their level of confidence for each skill on a 5-point Likert scale (*1 = not at all*, *5 = absolutely*). Sample items include "critical thinking," "effective time management," and "wellness management."

Program satisfaction. Students provided open-ended responses on the question, "What was the most valuable experience of the CHASS F1RST program to you and why?" Selected student responses were recorded in this report.

Usefulness of workshop topics. Students rated on personal usefulness of each workshop topics on a 5-point Likert scale (*1 = not useful to me at all*, *5 = very useful*). Sample workshop topics include "goal setting and motivation," "interpersonal skills and emotional intelligence," and "diversity." Students also provided written feedback on any suggestion for future workshop topics.

Program feedback. Students provide written feedback on open-ended questions, such as "Do you have other feedback about the CHASS F1RST learning community?" and "Do you have other recommendations for the CHASS F1RST learning community in improving how we can best help transfer students transition to UCR?"

Measures 3: CHASS Transfers F1RST Mentorship Program Reflection Survey

In addition to utilization of campus resources, contacts with campus resources, and sense of belonging measures, transfer students provided both quantitative ratings and qualitative responses to their satisfaction with mentorship and their overall experiences with the program.

Satisfaction with mentoring. Transfer students rated their satisfaction with the mentoring interactions with corresponding mentees, mentors, and/or ambassadors (2 items for mentees and ambassadors, 3 items for mentors) on a 5-point Likert scale (*1 = very dissatisfied, 5 = very satisfied*). The students also provided written responses on questions, such as "Do you feel that you have benefited from your mentoring relationships? If yes, in what ways? If no, why?"

Overall satisfaction with the program. This measure asked transfer students to rate on a 5-point Liker scale (*1 = strongly disagree*, *5 = strongly agree*) their overall satisfaction with the program (e.g., "I would recommend this mentoring program to a friend.") and its aid on their transition (for mentees; e.g., "The CHASS Transfers F1RST Mentorship program improved my transition to UCR.") or leadership skills (for mentors and ambassadors; e.g., "The CHASS Transfers F1RST Mentorship program improved my leadership skills."). The students also provided written responses to questions, such as "What was the most valuable experience of the CHASS Transfers F1RST program to you and why?"

Professional development. Mentees responded to open-ended questions, "Do you think your participation in this mentoring program will help you with your future career at UCR? In what ways?" Mentors and ambassadors responded to open-ended questions, "What skill(s) did you develop or strengthen from your participation in the program as a Transfer Mentor/Ambassador?"

Measures 4: CHFY020 Peer Instruction Survey

Course feedback. Students rated on items regarding the usefulness and helpfulness of the course using a 5-point Likert scale (*1 = strongly disagree*, *5 = strongly agree*). Sample questions include "presentation and activities were useful for understanding course content" and "this course made me feel prepared to be a peer educator."

Course preparedness. Students provided responses to 2 sets of questions that included a list of peer instruction and presentation skills. The first set asked students to rate on a 5-point Likert scale (*1 = not prepared at all*, *5 = absolutely prepared*) on the extent to which they feel prepared for peer instruction skills (e.g., working with distressed students, academic coaching, holistic leadership). The second set asked students to mark any of the presentation skills listed (e.g., movement and space, including personal examples, handling online tools) that they needed more improvement on. Students also provided written feedback on any recommendations for future topics or skills to be covered in this course.

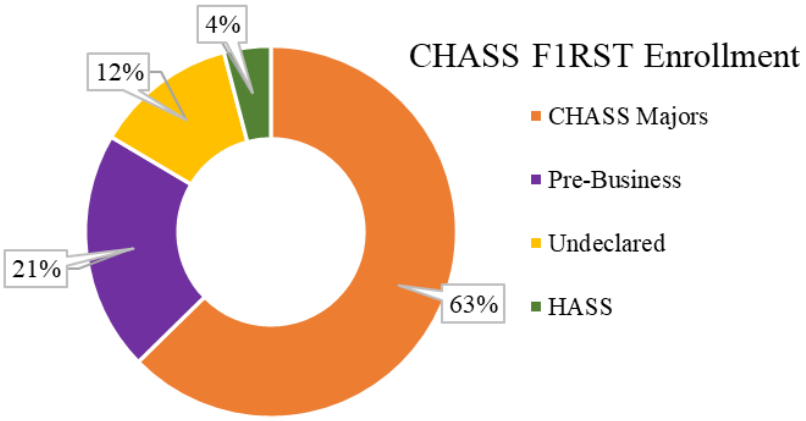
Procedures

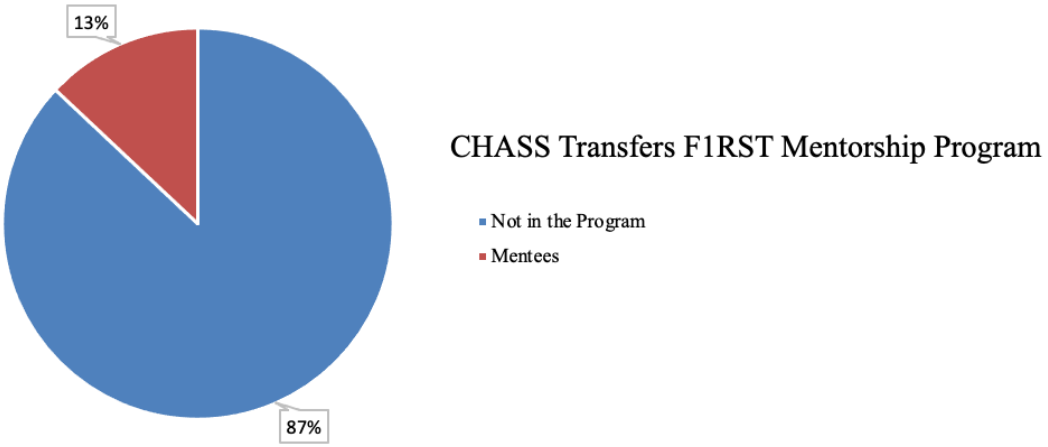
CHASS F1RST Learning Community and Courses. The assessments were created and administered using an online survey software called *Qualtrics*. All participating first-year students in CHFY007, HASS001, and CHFY020 courses were provided with a link to the online survey and were instructed to complete it in class. Students who could not finish or could not access the survey completed the survey outside of class. Students filled out the survey within the last week of the quarter.

CHASS Transfers F1RST Mentorship Program. The end-of-the-quarter reflection survey was created and administered using an online survey software called *Qualtrics*. All participating transfer students in the mentorship program received an e-mail with a link to the online survey. Mentees, mentors, and ambassadors each received a separate link. Students filled out the reflection survey at their own convenient time in the last weeks of the fall and winter quarters.

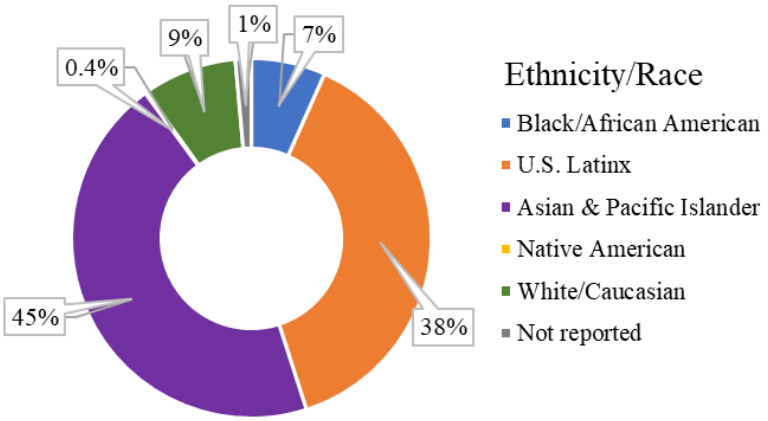
Who are the Students in the CHASS F1RST Programs?

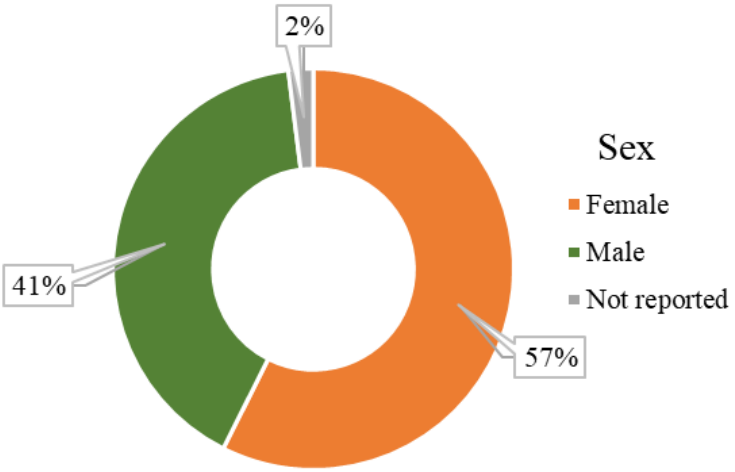
Approximately 94.2% of incoming first-year students (2550 of 2707) in the College of the Humanities, Arts, and Social Sciences enrolled in CHASS F1RST learning communities in fall quarter. Since the fall quarter, about 93.2% of the first-year students (2444 of 2622) continued their participation in one-year-long learning communities through the end of the spring quarter. About 15.6% of incoming transfer students (110 of 706) participated in the CHASS Transfers F1RST Mentorship program as mentees, and some continued in the program or served as peer leaders in a subsequent year.

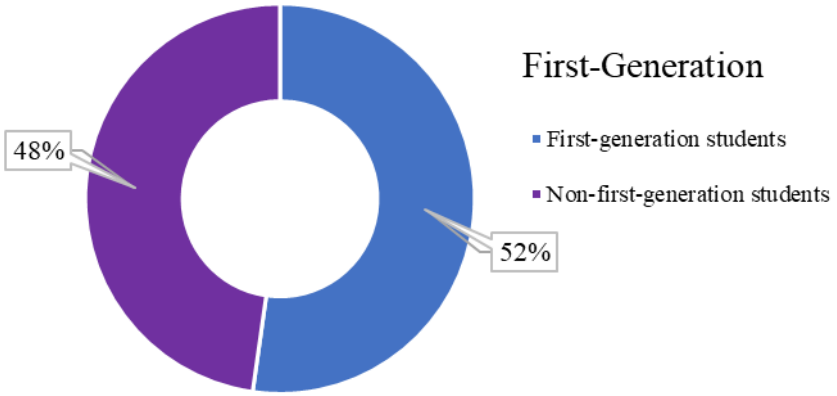


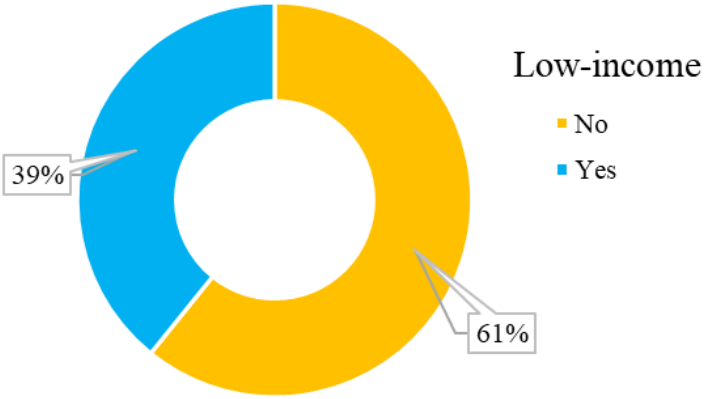


The students in the CHASS F1RST programs reflect great diversity in their demographic backgrounds, including students from historically underrepresented communities in higher education. The figures below reflect the demographics of the first-year students who participated in their year-long learning communities this year.

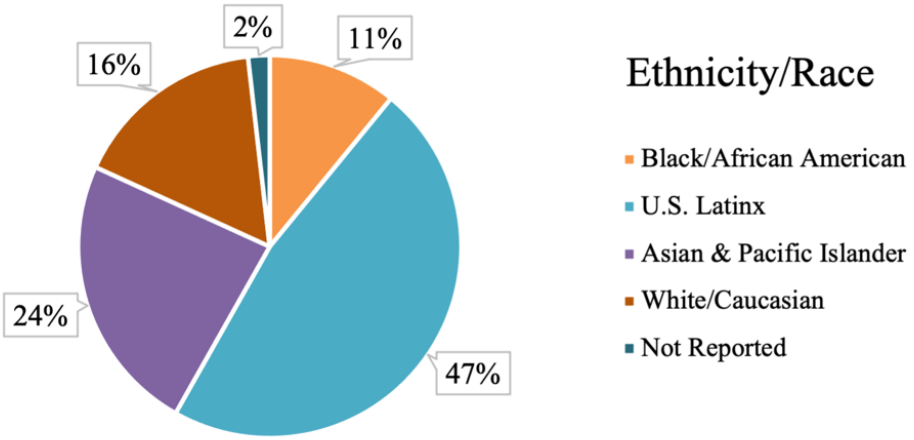


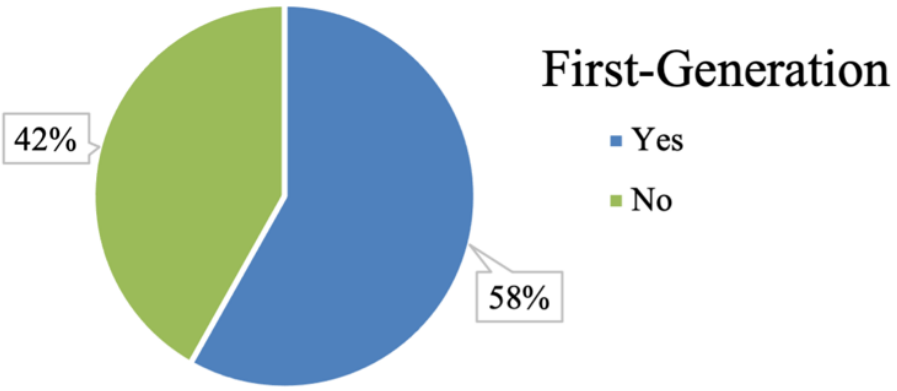


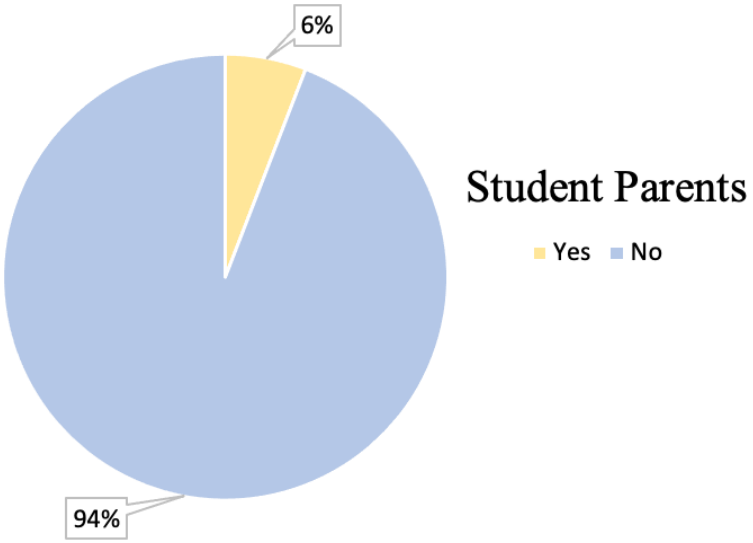

First-Generation
First-generation students
Non-first-generation students
48%
52%

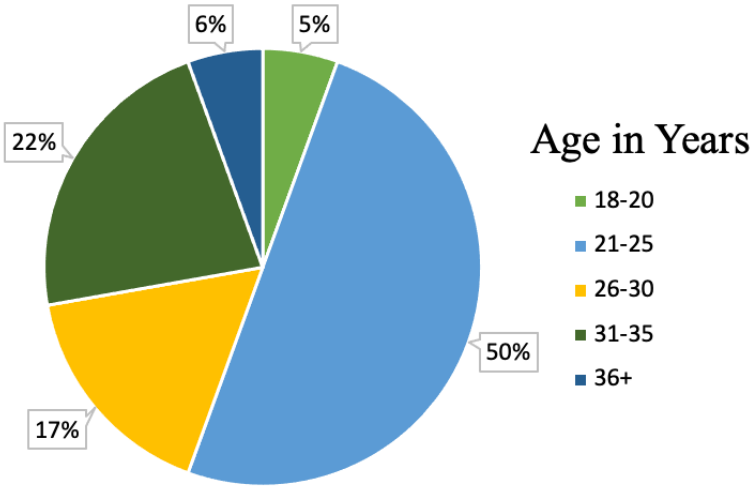

Low-income
No
Yes
39%
61%

Similarly, students participating in the CHASS Transfers F1RST Mentorship program are demographically and socioeconomically diverse.






6%
94%
Student Parents
Yes
No


6%
5%
22%
50%
17%
Age in Years
18-20
21-25
26-30
31-35
36+

Student Participation

CHFY 007 Enrollment

Learning Communities	Fall 2022 Enrolled	Fall 2022 Passed	Winter 2023 Enrolled	Winter 2023 Passed	Spring 2023 Enrolled	Spring 2023 Passed
CHASS Majors	1663	1511 (90.9%)	1583	1377 (87.0%)	1556	1321 (84.9%)
Pre-Business	555	522 (94.1%)	535	516 (96.4%)	525	474 (90.3%)
Undeclared	332	285 (85.8%)	326	265 (81.3%)	314	263 (83.8%)
TOTAL	**2550**	**2318 (90.9%)**	**2499**	**2209 (88.4%)**	**2395**	**2058 (85.9%)**

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

HASS 001 Enrollment

	Transfers (Fall 2022) Enrolled	Transfers (Fall 2022) Passed	Transfers (Winter 2023) Enrolled	Transfers (Winter 2023) Passed
Fall 2022	**110**	**101 (91.8%)**	N/A	N/A
Winter 2023	N/A	N/A	**55**	**51 (92.7%)**

CHASS Transfers F1RST Mentorship Program Participants

	All	Ambassadors	Mentors	Mentees
Fall 2022	98	5	16	77
Winter 2023	25	2	5	18
TOTAL	**123**	**7**	**21**	**95**

CHASS Transfers F1RST Event and Workshop Participation

Fall 2022		Winter 2023	
Topic	#	Topic	#
Transfers Leadership Training	19	Transfers Leadership Training	8
CHASS Transfer Fall Welcome Celebration	128	Transfer Mentorship Orientation	14
Transfer Mentorship Orientation	38	Workshop 1 - Time Management	9
Time Management Workshop	26	SL PD Workshop 1 – Networking & Finding a Mentor	3
Student Leader PD Workshop 1	6	Workshop 2 – Transfers Get Involved	13
Academic Self-Help Workshop	17	SL PD Workshop 2 – Succeeding in Interviewing and Managing Anxiety	5
Student Leader PD Workshop 2	12	Workshop 3 – Google Calendar	3
Google Calendar Workshop	14	SL PD Workshop 3 – Make that Gap Year Work for You	6
Student Leader PD Workshop 3	5	Workshop 4 - Transfer Panel	15
Transfer Panel Workshop	22	Transfer Winter Mentorship Mixer	10
Transfer Fall Mentorship Mixer	N/A	Bucketlist Submission Workshop	13
Bucketlist Submission Workshop	5		
Total Attendance	**292**	**Total Attendance**	**99**
Avg. Attendance	**24**	**Avg. Attendance**	**9**

CHASS Transfers F1RST Workshop Satisfaction

	Ratings	
On the scale of *1* (*strongly disagree*) to *5* (*strongly agree*):	**Fall 2022**	**Winter 2023**
"This workshop was useful."	4.58	4.63
"The information was presented well."	4.78	4.52
"I would recommend this workshop to other students."	4.69	4.41
Overall Satisfaction	**4.68**	**4.52**

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

Peer Educator-Mentee One-on-one Appointments from Learning Communities

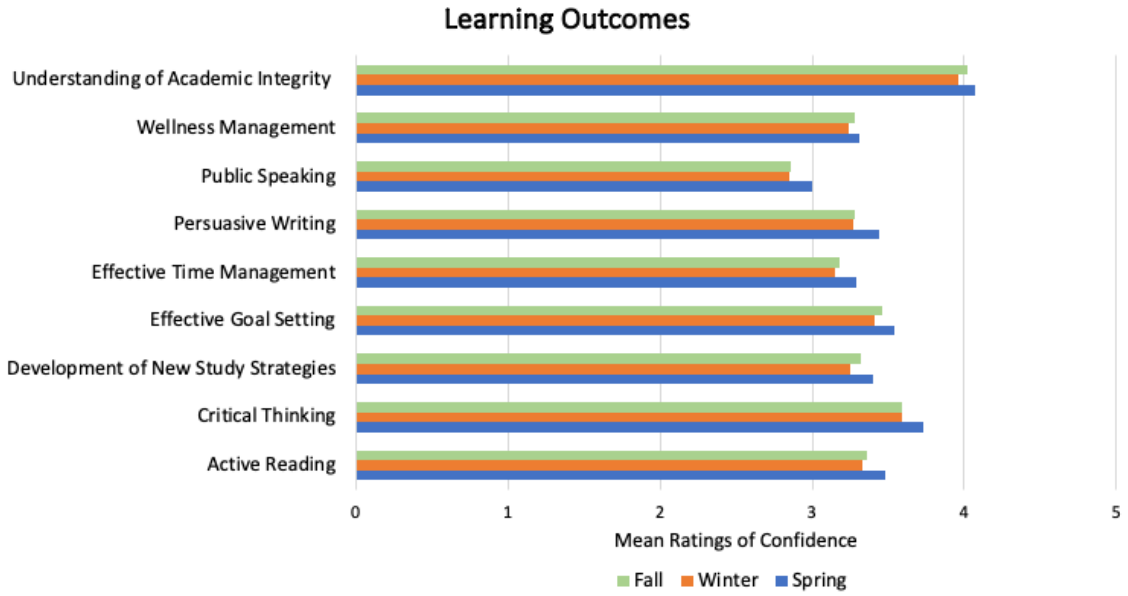
	All	**Fall 2022**	**Winter 2023**	**Spring 2023**
Total Appointments	890	560	271	59
Total Completed	622 (70%)	388 (69%)	195 (72%)	39 (66%)
Total Duration	**155.50 hrs.**	**97 hrs.**	**48.75 hrs.**	**9.75 hrs.**

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

Student Outcomes and Program Evaluation

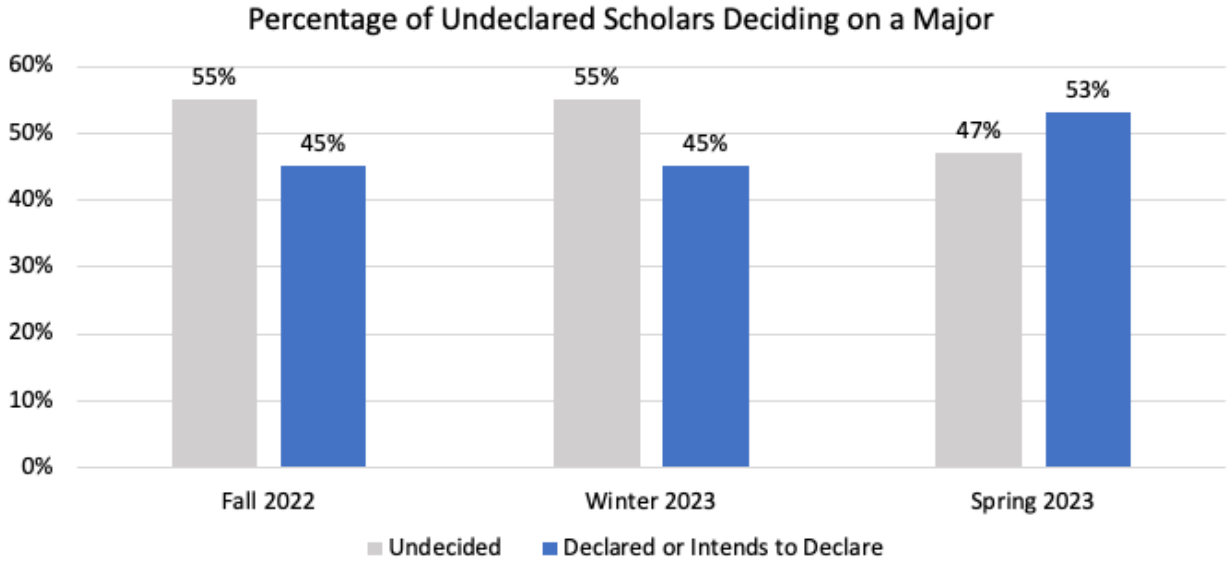
Goal 1: Achieve Academic Excellence

Students in CHFY007 and HASS001 participated in a series of workshops that provided resources and strategies to support a successful transition into the university system. Students' learning outcomes and commitment to majors reflect their academic engagement and excellence in their first year at UCR.

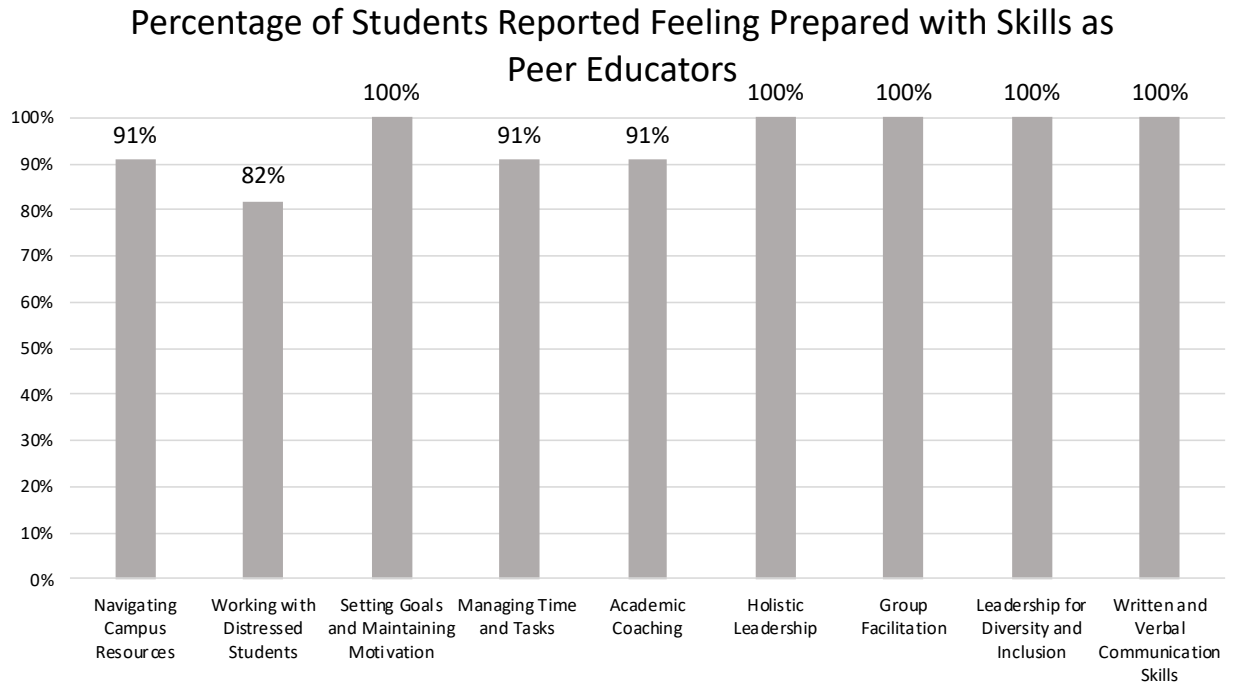


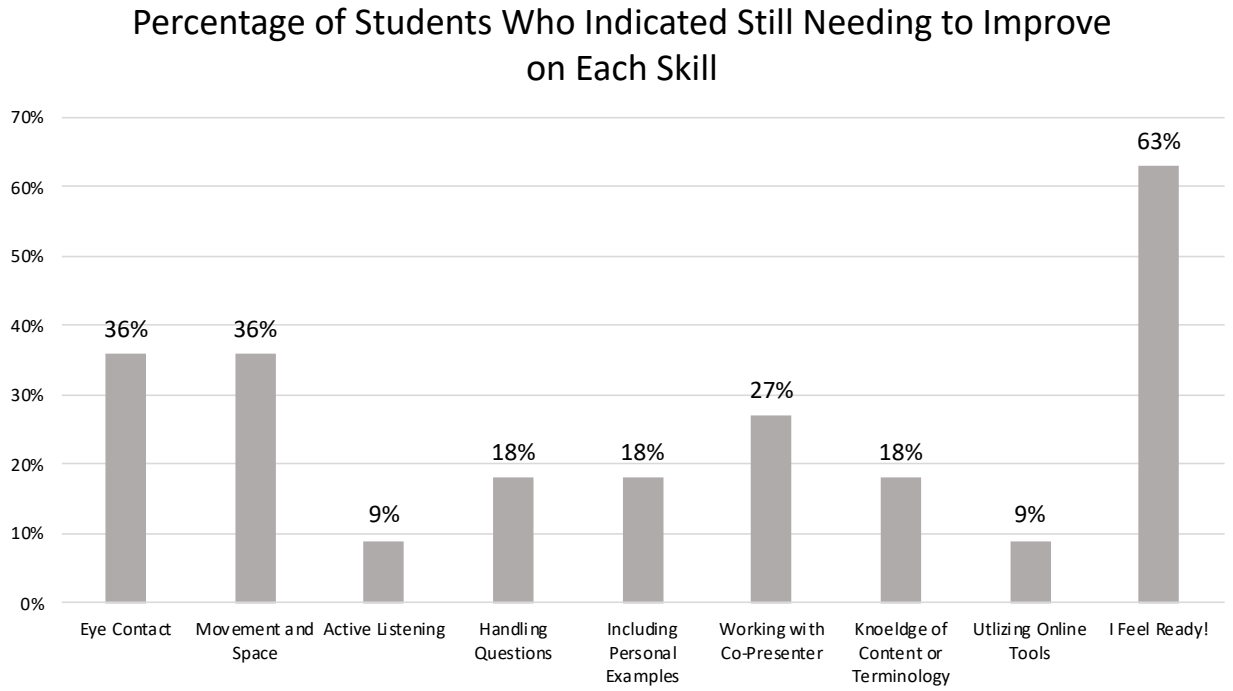
Notes. Students rated on a scale from a 5-point Likert scale (*1 = not at all*, *5 = absolutely*).

By the end of each quarter, fewer Undeclared Scholars remained undecided about a major, and more students had identified an area of interest.



In addition, students in CHFY020 were selected to participate in a quarter-long seminar in Spring 2023 to develop professional skills and improve as future peer educators for incoming first-year students. Their reflections indicate their preparation and commitment to becoming effective peer educators.





Goal 2: Foster a Sense of Community Engagement

Students learned about campus resources throughout the quarter from various settings, including workshops, meetings with peer educators and staff members, and university events. As a part of the CHASS F1RST program, students are strongly encouraged to increase their engagement with the campus to enhance their sense of belonging, diverse perspectives, and preparation for the future.

Interactions with Campus Personnel

Mean number of times that students in the CHFY007 learning communities and mentees in CHASS Transfers F1RST interacted with individuals supporting their academic and professional development are presented below. Students, on average, had frequent interactions with academic advisors, faculty, graduate student teaching assistants, and peer educators/mentors at least 1-2 times during each quarter.

CHASS Majors

Since entering this university, how often have you interacted with the following people (e.g., by phone, e-mail, in person, or via Zoom outside of class times):	**Fall 2022**	**Winter 2023**	**Spring 2023**
Academic Advisors	2.00	2.04	2.12
Faculty	2.28	2.29	2.31
Teaching Assistant	2.60	2.55	2.55
Peer Educators	2.07	2.01	2.15
Staff	2.08	2.10	N/A
AVERAGE	**2.23**	**2.31**	**2.28**

Notes. Students responded on a 6-point Likert scale (*1 = never, 3 = 1 or 2 times per month, 6 = daily*).

Pre-Business Pathway

Since entering this university, how often have you interacted with the following people (e.g., by phone, e-mail, in person, or via Zoom outside of class times):	**Fall 2022**	**Winter 2023**	**Spring 2023**
Academic Advisors	1.89	1.89	2.04
Faculty	2.20	2.24	2.42
Teaching Assistant	2.55	2.60	2.32
Peer Educators	1.99	2.02	1.97
Staff	2.06	2.10	N/A
AVERAGE	**2.14**	**2.22**	**2.19**

Notes. Students responded on a 6-point Likert scale (*1 = never, 3 = 1 or 2 times per month, 6 = daily*).

Undeclared Scholars

Since entering this university, how often have you interacted with the following people (e.g., by phone, e-mail, in person, or via Zoom outside of class times):	**Fall 2022**	**Winter 2023**	**Spring 2023**
Academic Advisors	1.94	2.05	2.10
Faculty	2.25	2.28	2.26
Teaching Assistant	2.51	2.47	2.44
Peer Educators	1.93	2.12	2.03
Staff	2.18	2.23	N/A
AVERAGE	**2.19**	**2.24**	**2.21**

Notes. Students responded on a 6-point Likert scale (*1 = never, 3 = 1 or 2 times per month, 6 = daily*).

HASS001 Transfers

Since entering this university, how often have you interacted with the following people (e.g., by phone, e-mail, in person, or via Zoom outside of class times):	**Fall 2022**	**Winter 2023**	**Spring 2023**
Academic Advisors	2.29	2.14	N/A
Faculty	2.63	2.77	N/A
Teaching Assistant	2.74	2.73	N/A
Peer Educators	1.60	1.77	N/A
Staff	2.23	1.77	N/A
AVERAGE	**2.30**	**2.24**	N/A

Notes. Students responded on a 6-point Likert scale (*1 = never, 3 = 1 or 2 times per month, 6 = daily*).

CHASS Transfers F1RST Mentorship Program

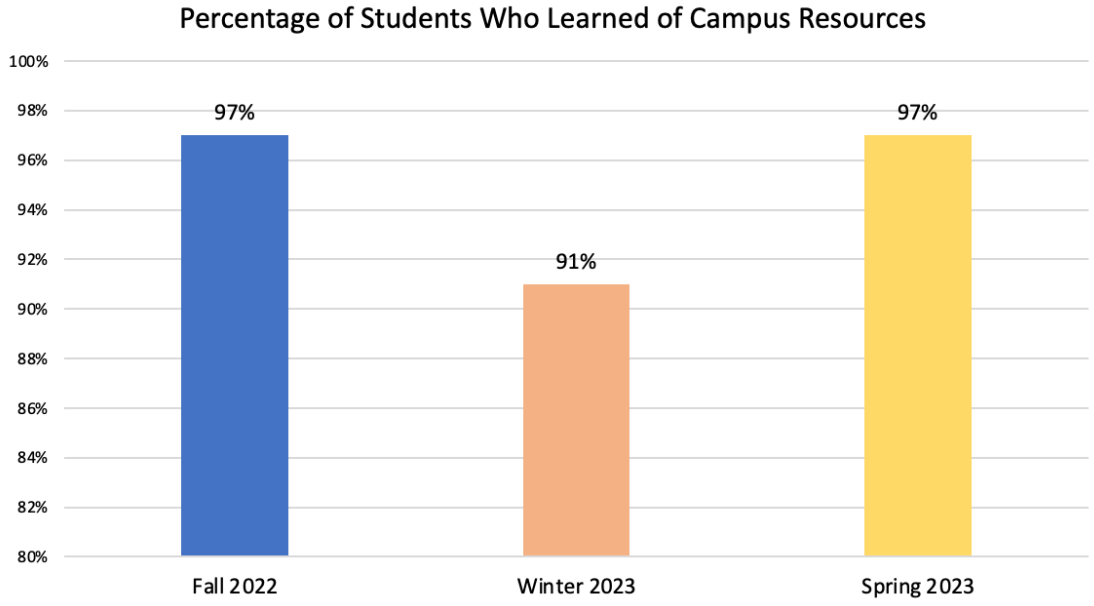
Since entering this university, how often have you interacted with the following people (e.g., by phone, e-mail, in person, or via Zoom outside of class times):	**Fall 2022**	**Winter 2023**	**Spring 2023**
Academic Advisors	2.50	2.17	N/A
Faculty	3.15	2.50	N/A
Teaching Assistant	3.38	2.42	N/A
Peer Educators	3.47	3.17	N/A
Staff	2.65	1.92	N/A
AVERAGE	**3.03**	**2.44**	N/A

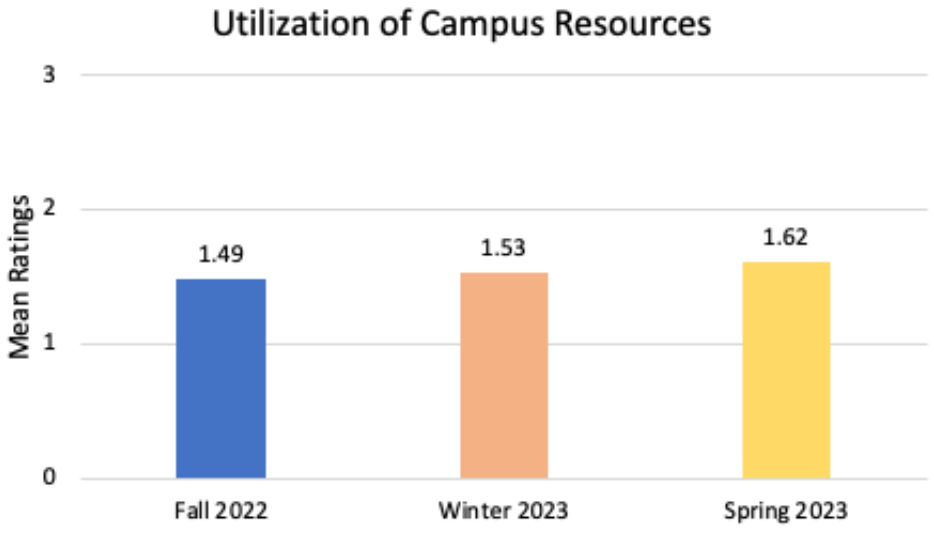
Notes. Students responded on a 6-point Likert scale (1 = never, 3 = 1 or 2 times per month, 6 = daily).

Campus Engagement and Professional Development

The students who participated in a year-long learning community showed growth in various student outcome measures, including their learning and utilization of campus resources, sense of belonging, and diverse perspectives *at the end of each quarter*.

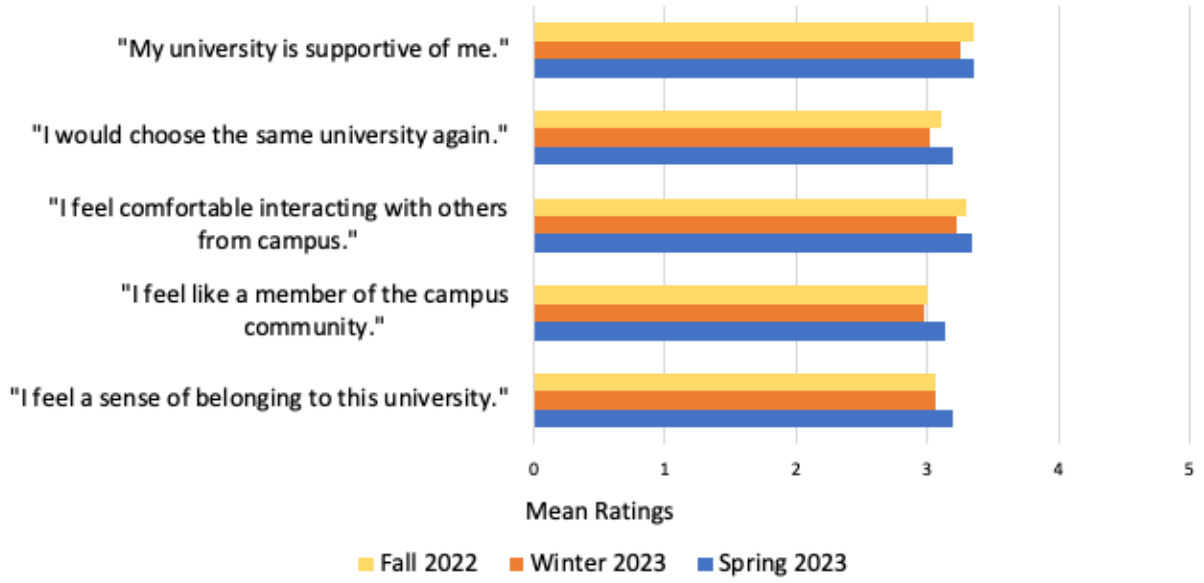
Resource knowledge and utilization. Taking part in the programs has enabled a large body of students in CHASS F1RST to learn about campus resources. However, students reported occasional usage of resources as needed, some of which may be unknown to many students.





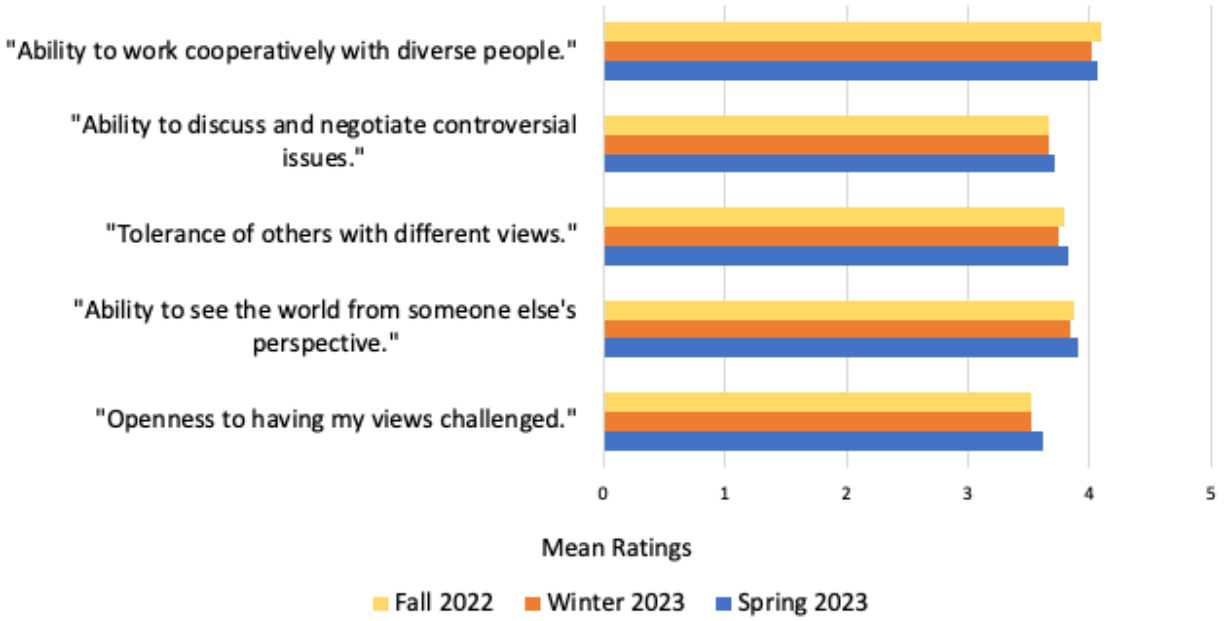
Notes. Students reported on a 3-point scale (*1 = not at all, 2 = occasionally, 3 = frequently)*.

Sense of belonging. Findings demonstrated that students perceived a relatively high sense of support and cohesion within the campus community and would be likely to choose the university over again.



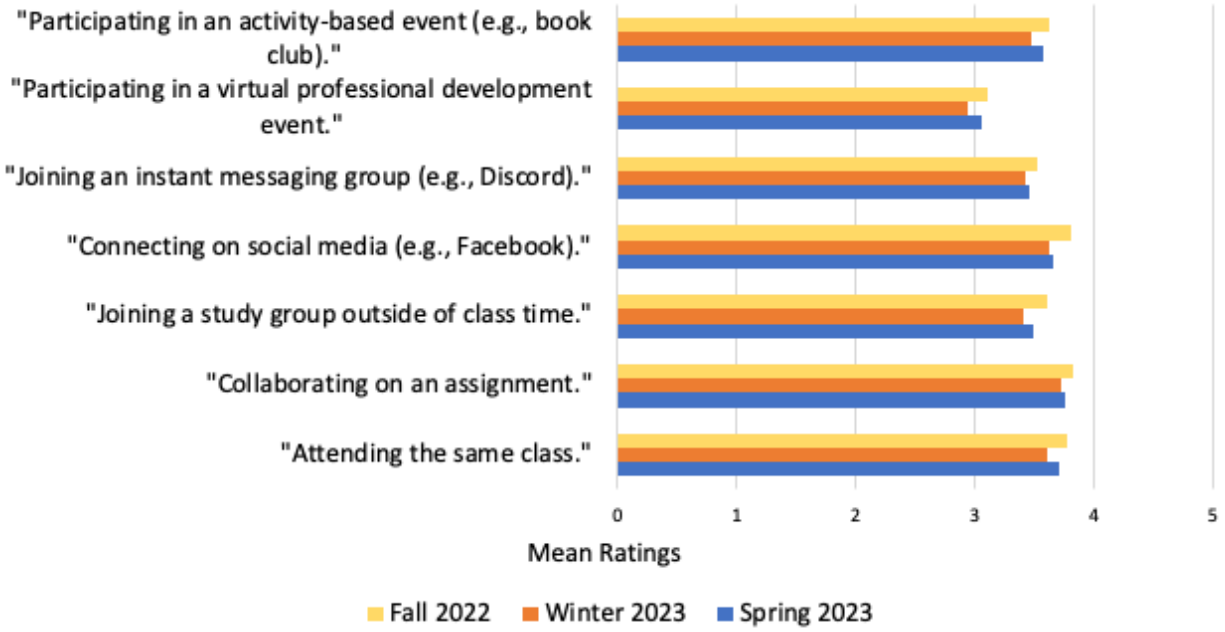
Notes. Students responded on a 5-point Likert scale (*1 = not at all true of me, 5 = completely true of me*).

Diverse perspectives. Overall, students from CHASS F1RST reported their ability to take on diverse viewpoints was fairly strong.



Notes. Students responded on a 5-point Likert scale (*1 = a weakness, 3 = average, 5 = a major strength*).

Community building. With the transition back to in-person learning, students indicated that they were more likely to connect with others and make friends when collaborating on an assignment, connecting on social media, joining an instant messaging group, attending the same class, and joining a study group outside of class.



Notes. Students responded on a 5-point Likert scale (*1 = extremely unlikely, 5 = extremely likely*).

Goal 3: Preparation for Life Possibilities

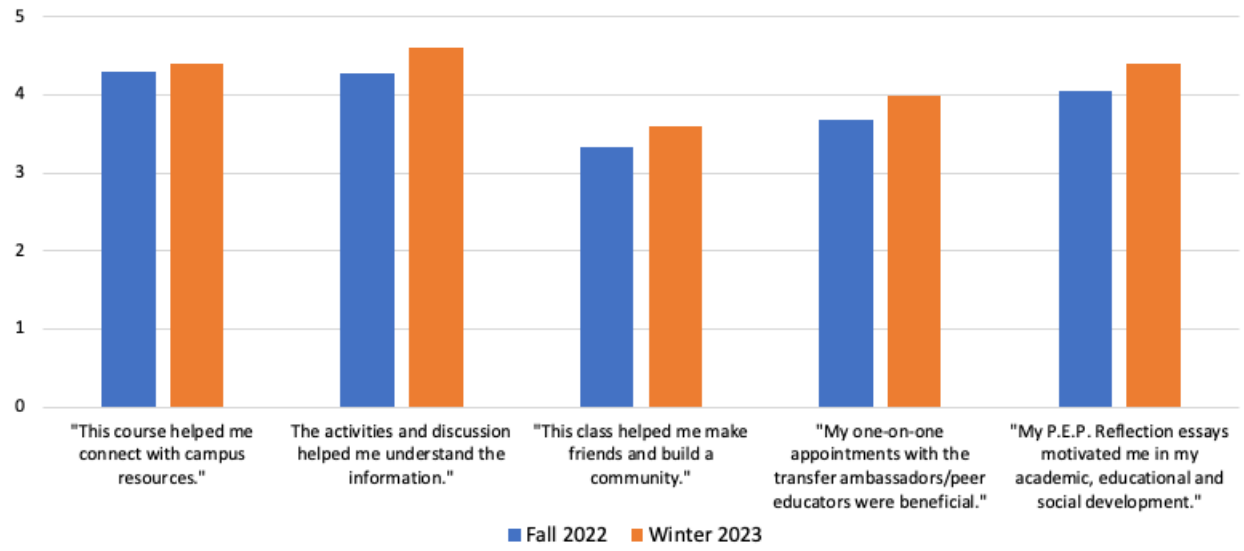
Students were encouraged to create goals and consider options that will shape their lives beyond UCR. The CHASS F1RST program supported students by introducing different opportunities that may assist students in making productive choices.

Concerns for the future. Students demonstrated a strong orientation toward achieving their future goals and life choices.

Note. Students responded on a 5-point Likert scale (*1 = not strong*, *5 = strongest*).

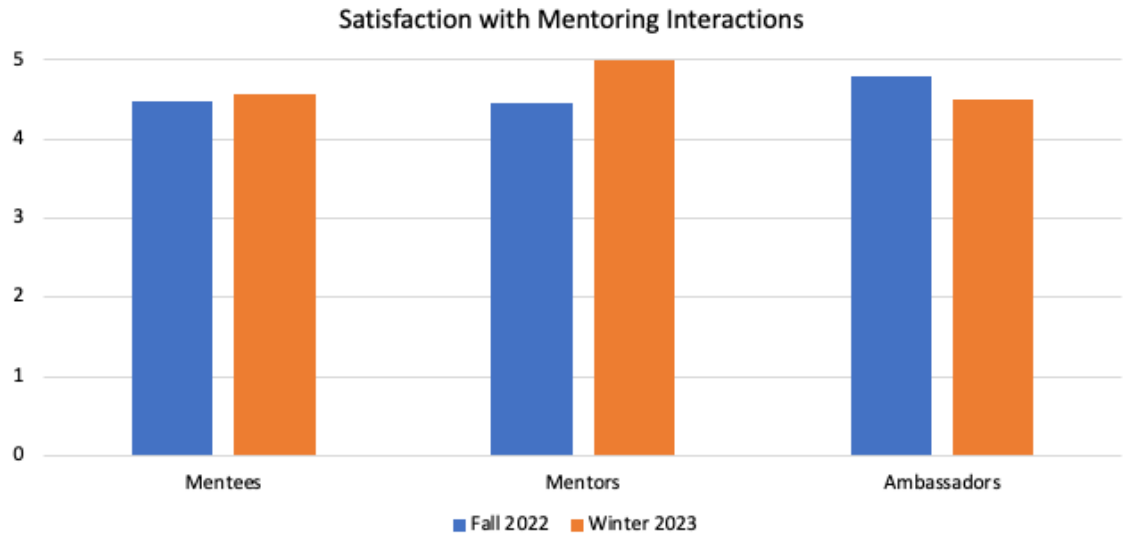
Program Satisfaction and Feedback

Student feedback for HASS001. Transfer students highly rated HASS001 in helping them to adjust to the university setting, receiving guidance from senior peers, and motivating their educational endeavors.



Note. Students responded on a 5-point Likert scale (*1 = strongly disagree*, *5 = strongly agree*).

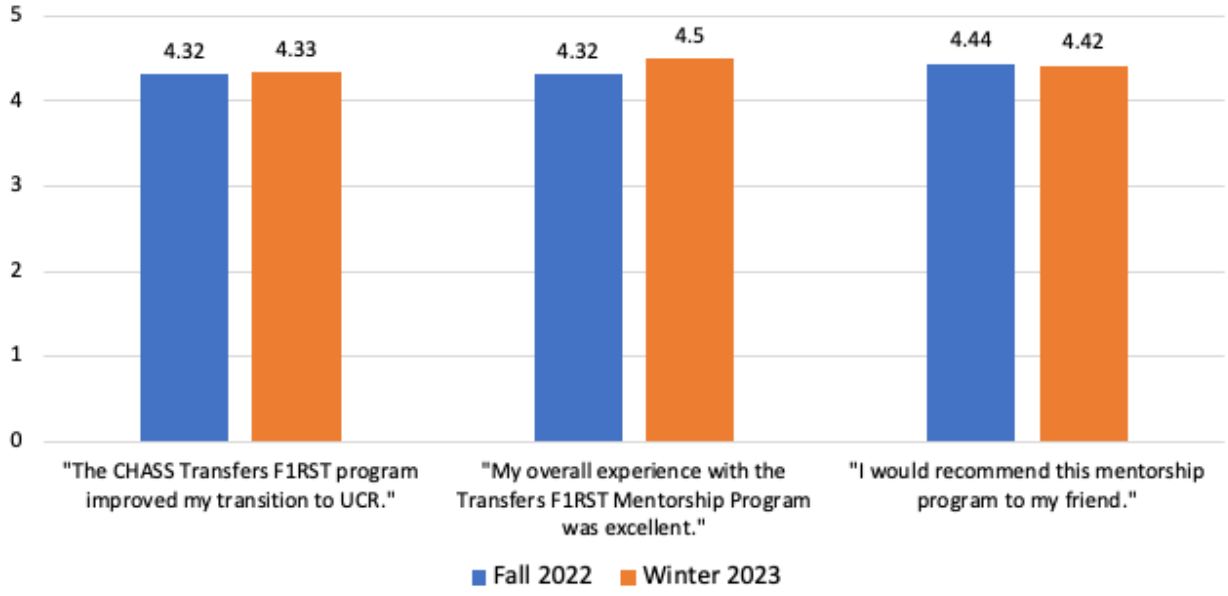
Student feedback for the CHASS Transfers F1RST Mentorship Program. Transfer student mentees as well as peer student mentors and ambassadors indicated great satisfaction with their mentoring relationships. Their average ratings of overall satisfaction were all above 4 (out of 5 points), with higher scores conveying greater satisfaction.



	Fall 2022			Winter 2023		
	Mentees	**Mentors**	**Ambassadors**	**Mentees**	**Mentors**	**Ambassadors**
Overall experience with *mentees*	—	4.46	—	—	5.00	—
Overall experience with *mentors*	4.53	—	4.40	4.67	—	4.50
Overall experience with *ambassadors*	—	4.69	—	—	4.75	—

Note. Mean values were not reported for those roles not directly interacting with each other.

Mentees also reported high satisfaction with the CHASS Transfers F1RST program structure and their personal experience participating in the CHASS Transfers F1RST program.



Note. Students responded on a 5-point Likert scale (*1 = strongly disagree*, *5 = strongly agree*).

Mentee Reflection

Q: Did you think your participation in this mentoring program will help you with your future career at UCR? In what ways?

Campus Resources and Involvement

- "I believe the mentorship really helped me in terms of future success because they provided me with ample information about useful resources and services that I can take advantage of and got me comfortable with the idea of asking people questions and for guidance and doing my own research on things as well."
- "I think so because it got my foot in the door with how to network with others and it urged me to form a connection to my professor. I now keep in touch with my professor and plan to maintain this relationship even as the Fall quarter is over. By being in the program, it made me more aware of the resources on campus and, as mentioned earlier, got me to network with others will I think will benefit me in my future career."
- "Yes I believe it will definitely help me because I am interacting with other students and faculty who share similar majors as me and by networking with them I can explore the options in my specific field."
- "Most definitely, its provided me with knowledge of a lot of different campus resources and programs. Also, strategies I can use in the classroom and ways to improve my overall work and habits."

Connections and Networking

- "Yes, I do, because this program gave me the confidence to navigate and make friends at the university. This program pushed me out of my comfort zone and pushed me to get involved from the start, which, if I didn't have that push, I might not be as involved with the school as I am now."
- "I think that this program has helped me with my future career at UCR by informing me of invaluable resources and connecting me with like-minded people that are willing to communicate."

Interpersonal Skills and Confidence

- "I think participating in the program will help me in the future here at UCR because it taught me to seek help from academic advisors, professors office hours, and from my peers.!"
- "It helped me to be brave and try new things, like applying for orientation leader and internships. She encouraged me to go for it which I am grateful for because I am able to get an internship."

Note. These are selected responses from the evaluation form in Fall 2022 and Winter 2023.

Mentor/Ambassador Reflection **Q: What skill(s) did you develop or strengthen from your participation in the program as a Transfer Mentor/Ambassador?**
Leadership, Networking, and Communication ● "I developed better communication, time management, and leadership skills. I also became a better active listener and learned how to coordinate in accommodating my mentor and their mentees." ● "I strengthened better public speaking skills and also learned to interact with students who may not share the same interests with me.." ● "One skill that I've developed during this program was being able to network and integrate students into feeling comfortable accessing resources, navigating around campus, and becoming involved in student-led partnerships." *Interpersonal Skills* ● "One skill I strengthened from my role as a Transfer Ambassador was the ability to adjust and be flexible. Things never go as we plan them and our strengths show if we are able to adjust accordingly and pivot without losing our peace. This role challenged me in this way and I learned more about myself and how I react and handle such situations when they arise." ● "I developed better organization and planning skills while I participated in the program. Having three mentees meant that I had to prepare and schedule meetings and what we were going to discuss. This allowed me to feel capable of doing these tasks." ● "Public speaking, communication, time management, and more."

Note. These are selected responses from the evaluation form in Fall 2022 and Winter 2023.

Partnerships and Collaborations

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

- Academic Resource Center
- African Student Programs
- Alumni & Visitor Center
- Asian Pacific Student Programs
- Basic Needs
- Career Center
- CARE Office
- CHASS Academic Advising
- CHASS Information Technology
- Chicano Student Programs
- Counseling & Psychological Services
- Financial Wellness Program
- Library
- LGBTQ Resource Center
- Power of the Peers
- Puente Program
- Residential Life
- Student Disability Resource Center
- Student Life
- Study Abroad
- The Well
- Transfer Success Programs
- UC Transfer Success Coalition (UCTSC)
- UMOJA
- Undergraduate Education & Student Engagement
- University Honors
- Women's Resource Center
- UCR Colleges:
    - College of Natural & Agricultural Sciences (CNAS)
    - Bourns College of Engineering (BCOE)
    - School of Education (SOE)
    - School of Public Policy (SPP)
    - School of Business (SOB)

Highlighted Departmental Accomplishments

- Implementation of updated program goals.
- Increased first-year student enrollment in CHFY007 workshops since last year.
- Collaboration with academic advisors facilitating workshops for the Undeclared Scholars and Pre-Business Majors.
- Collaborative effort toward promoting student engagement and access to campus resources among freshmen and transfer students.
- Enhanced participation in the Transfer Mentorship Program and increased transfer workshop attendance.
- Increased engagement with campus partners to better support our students.
- Implementation of the Early Alert process to identify students who may be at risk for not passing our department courses and provide intervention.

Future Directions

- Continue to enhance the CHFY007 curriculum to ensure a consistent experience for all CHASS first-year students, increased awareness of campus resources, and intentional collaboration to support special populations like Pre-Business and Undeclared Majors.
- Increase the CHF007 workshop to 2 units to better support students' progress to degree completion.
- Expand the CHASS Transfers F1RST Program to include a mandatory Transfer Learning Community (HASS001 Course) and optional Transfer Year Experience for all incoming transfer students in CHASS.
- Hire and train 6 Transfer Ambassadors to facilitate the Transfer Learning Community course (HASS001 Course).
- Establish a book for the HASS001 course to ensure the use of transfer inclusive curriculum.
- Provide professional development opportunities for Student Leaders who work within the department, as well as increased opportunities for networking and engagement.
- Increase collaboration and strengthen partnerships with campus partners and other UC campus programs.
- Develop programming that includes both transfer-specific events and cross-department collaborations for frosh, transfers, and all CHASS students.
- Continue the Early Alert process to identify students who may be at risk for not passing our department courses and provide intervention.
- Hire an additional staff member for the 2023-2024 academic year to support the department with administrative responsibilities for learning communities, human resource functions, and office responsibilities (depending on funding).