

## Magnifying First-Year Student Success by Expanding STEM Learning Communities

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### University of California, Riverside

- 14F enrollment: 18,782 (UG)
- Hispanic-Serving Institute (HSI)
- Most diverse UC campus
- Tier 1 research institution
- NSF STEP Grant recipient
- University Innovations Alliance Founding member

### College of Natural and Agricultural Sciences (CNAS)

- CNAS total UG enrollment: 5,025
- First-year class: 1,589 (860 enrolled in a Learning Community, 54%)

### Learning Community Overview

- Students take same math and sciences classes/discussions/labs together
- Faculty & Advisor taught first-year seminar
- Supplemental instruction (SI)
- Max of 24 students per cluster

### Incentives to Join a Learning Community

- Reserved seats in impacted classes
- Direct faculty mentoring
- Close academic advisor contact
- Better class times
- Pre-scheduled SI

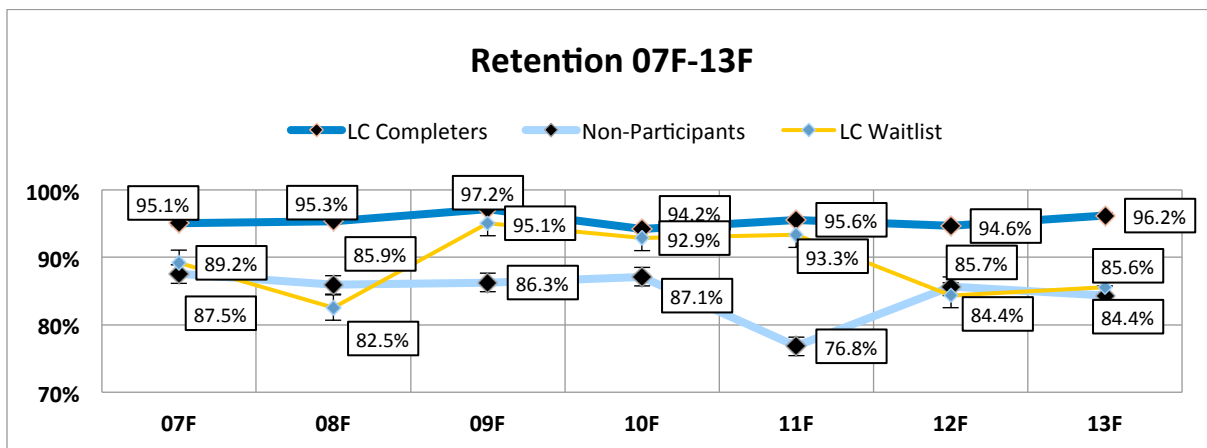
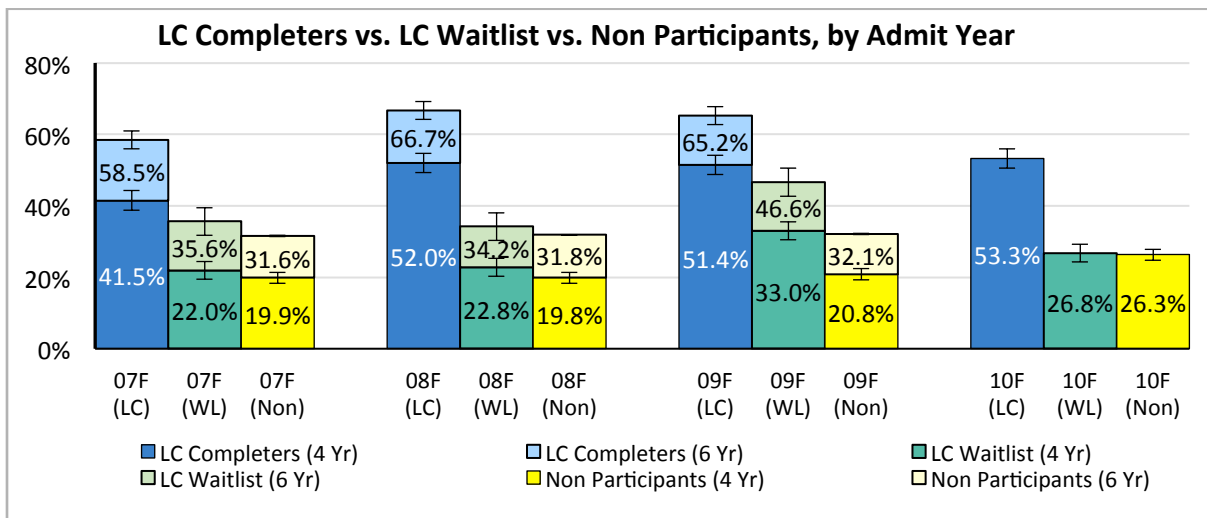
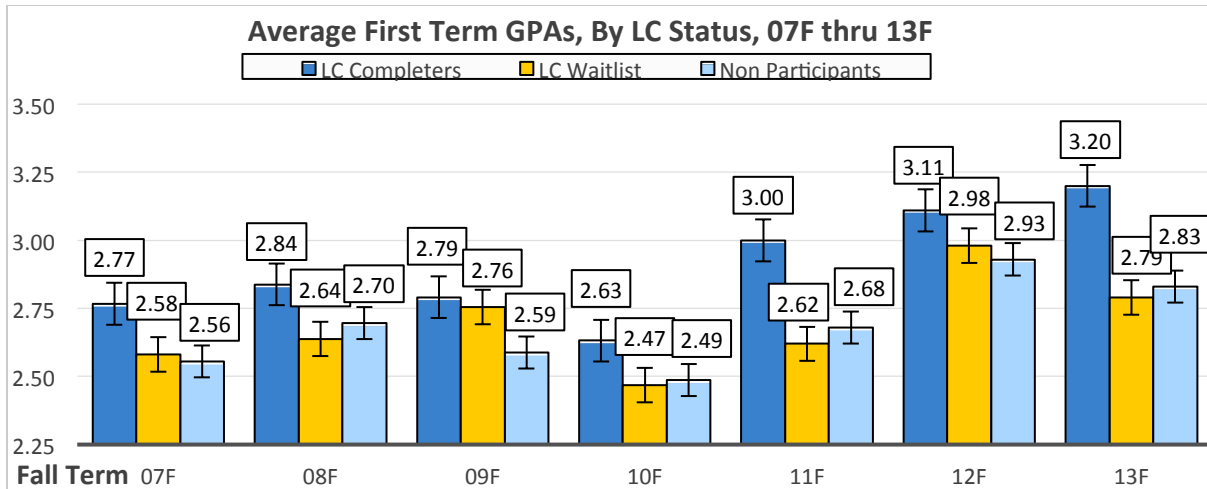
### Learning Community Completion Benefits

- Higher first quarter GPAs (13F 0.37)
- Increased retention from FR to SO year
- Higher 4 and 6 year graduation rates
- Opportunity for summer research and stipend as a FR

Week	14F	Readings
1:	<b>Intro:</b> Introductions, Icebreakers, Review syllabus, Importance of textbooks and goal setting from day 1, HS Transition	Ch. 1
2:	<b>Time Management:</b> Getting organized, Using a planner	Ch. 2
3:	<b>Emotional Intelligence &amp; Learning Styles:</b> Intrapersonal/Interpersonal skills, VARK questionnaire, MI Inventory	Ch. 3, 4
4:	<b>Critical Thinking &amp; Learning Engagement:</b> Bloom's Taxonomy, Reading Techniques, Note Taking	Ch. 5, 6, 7
5:	<b>Advising 101:</b> Review CNAS advising site, course plans	N/A
6:	<b>Comprehension &amp; Test Taking Strategies:</b> Memory Techniques, Test Prep, Test Anxiety, Academic Integrity	Ch. 8, 9
7:	<b>Literacy:</b> Writing and Speaking Effectively, Resume Writing	Ch. 10
8:	<b>Finances &amp; Careers:</b> Creating a Budget, Financial Aid, Credit Cards, Self-Exploration	Ch. 14, 15
9:	<b>Preparing for Life:</b> Relationships, Diversity, Wellness	Ch. 11, 12, 13
10:	<b>Review/Wrap-Up:</b> Self-Assessment, Presentations	<b>Wrap-Up</b>

### References

Silverman, S., Hernandez, J., McKibben, M., Wallace, B. & Olivera, C., CNAS Student Success Programs. CNAS Undergraduate Academic Advising Center; <http://chronicle.com/section/Home/5>; <http://www.sara.ucr.edu>; <http://www2.assist.org/browseUCs.do>; <http://www.theuia.org/#home>; <http://www.nsf.gov/funding/>



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