

## EARLY RESEARCH ENGAGEMENT OPTIONS

Students who join a Learning Community may request one of our early research options, offered by availability.

- **The Dynamic Genome:** This lab course offers students the opportunity to engage in advanced research projects that satisfy a Biology lab requirement.
- **Explorations in Molecular Science:** This supplemental lab course involves a combination of computational and environmental chemistry.
- **Sustainability:** The Chemistry discussions will supplement course material with case studies of global impact, with an additional faculty-based research discussion in the spring.

## RESEARCH IN SCIENCE AND ENGINEERING (RISE) PROGRAM

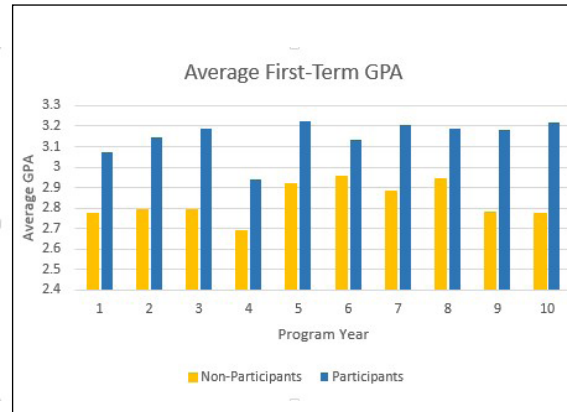
Upon completion of the CNAS Learning Community program, students may apply to conduct research under faculty guidance, in a full-time, 10-week summer program. This program includes a \$5,000 stipend, professional development, graduate school preparation, and enhancement of research skills.

## PROMOTING ENGAGEMENT, RETENTION, AND SUCCESS IN STEM TRAINING (PERSIST)

A unique program available to students who have completed a full year in a CNAS Learning Community, are entering their second year, and can commit to a program dedicated to research and student success. Students will earn \$9,500 during the year while working with an assigned PERSIST Peer Mentor, taking exclusive research seminars, and participating in RISE.

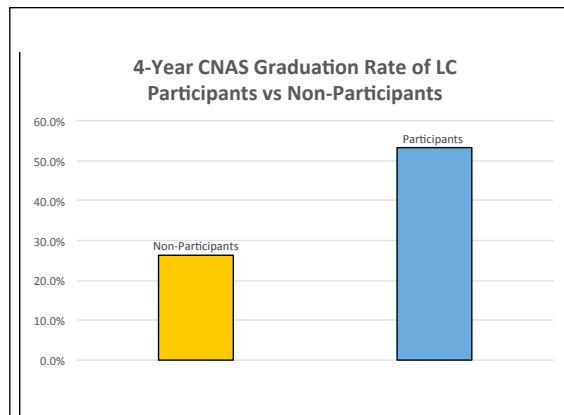
## GPA RESULTS

Students who complete the CNAS LC program tend to have higher first-term GPAs.



## GRADUATION RATE RESULTS

Students who complete the CNAS Scholars program graduate in four years at almost twice the rate of students who do not participate.



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# CNAS Scholars Learning Communities



Growing great science  
Making new discoveries  
Building great minds

## CNAS SCHOLARS LEARNING COMMUNITIES (LC)

The CNAS Scholars Learning Community is a year-long program designed to promote academic success among CNAS students. Each Learning Community cohort is comprised of up to 24 first-years who receive reserved seating in their science and math courses. Students also receive additional support through their required participation in Supplemental Instruction (SI) and a Freshman Advising Seminar.

The Learning Communities are arranged by academic discipline and math placement. Therefore, it is important to take the UCR Math Placement Exam before Highlander Orientation. Information on the placement tests can be found at: [placementtest.ucr.edu](http://placementtest.ucr.edu)



### WHAT IS A LEARNING COMMUNITY?

- A small cohort of 24 students who navigate their first year in college together
- An opportunity to connect meaningfully with professors at an early stage
- A chance to learn more about UCR's resources
- A chance to make friends, form study groups, and participate in campus activities
- An opportunity to explore potential career opportunities

## RECOGNITION

- White House Initiative on Educational Excellence
- Grants from the National Science Foundation to fund Learning Communities and undergraduate research
- Member of the University Innovation Alliance



## CNAS SCHOLARS PEER MENTORS

Students in a CNAS LC have the opportunity to work with an experienced CNAS Peer Mentor who can offer tips and tricks on how to be a successful student, get involved in research, and navigate the first-year of college. They are available to help students get involved in student organizations, campus programs, and other developmental opportunities pertaining to STEM.

Learn together, study together,  
progress together, succeed together!

## FRESHMAN ADVISING SEMINAR (FAS)

During fall quarter, each student participates in a Freshman Advising Seminar. The first component of the seminar, led by an esteemed CNAS faculty member, allows students to explore potential career options by learning about an engaging area of scientific research from an expert in that field. The second portion of the seminar is led by a Student Academic Advisor and covers important topics pertaining to the college transition, such as study skills, information about UCR resources and other educational enrichment opportunities available to students.



## SUPPLEMENTAL INSTRUCTION (SI)

SI provides students with course-specific academic support through informal and interactive sessions facilitated by upper-division CNAS students who have achieved top grades in that subject and work closely with the professor to develop the material presented in the SI sessions.

