Topics

- Undergraduate Enrollment Overview
- Who Are Our Students? Socio-Demographic Background
- Who Are Our Students? Academic Profile
- Effective Undergraduate Teaching
- Teaching and Learning Resources
Undergraduate Enrollment by College

CNAS: College of Natural and Agricultural Sciences
SOBA: School of Business Administration
BCOE: Bourns College of Engineering
CHASS: College of Humanities, Arts, and Social Sciences

3-year average, fall 2009-2011
Most Popular Majors

- Business Administration/Pre-Business: 12.4%
- Undeclared: 11.1%
- Psychology: 8.2%
- Biology: 6.2%
- Political Science: 5.0%
- Sociology: 4.8%
- Biological Sciences: 4.8%
- Biochemistry: 3.6%
Gender Distribution

3-year average fall 2009-2011

Male 48.0%

Female 52.0%
Student Racial-Ethnic Distribution

- African American: 7.6%
- Native American: 0.4%
- Hispanic: 30.8%
- Asian/PI: 40.3%
- Caucasian: 15.8%
- Other: 1.3%
- International: 0.9%
- Unknown: 2.9%

3-year average, fall 2009-2011
## Socio-Demographic Profile

- **First-Generation College Students**: 52%
- **Low-Income Status**: 45%
- **Awarded Any Type of Financial Aid**: 83%
- **Awarded Need-based Financial Aid**: 63%
- **Living On Campus**: 31%
- **Freshman in 2011 Living on Campus**: 58%

---

First Generation: Neither parent attended college. (3-year average 2009-2011)

Low Income: Self-reported parental income is less than or equal to $30,000 (3-year average 2009-2011)

Awarded Aid: for 2011-2012

Living on campus: 3-year average 2009-2011
Retention and Completion

- First-Year Retention Rate (2010 Cohort) 87%
- 4-Year Graduation Rate (2005 Cohort) 49%
- 6-Year Graduation Rate (2005 Cohort) 68%
- Voluntary Withdrawal (2005 Cohort) 24%
Teaching Challenges

- 2010 Freshmen: Did not place into Calculus 73%
- 2010 Freshmen: Did not place into English 1A 66%
- 2010 Freshmen: On academic probation 21%
- 2010 Freshmen: Dismissed by end of year 3%
- UCUES: Completed half or less of assigned reading 19%
- UCUES: Attended or studied for class<20 hours/week 18%

Note: the Calculus placement data is based on students who took the MAE only.
Content and Skills

- You are the content experts.

- General skills we hope to foster:
  - Critical reading and interpretation skills
  - Written expression skills
  - Oral presentation skills
  - Information evaluation skills
  - Quantitative analysis skills
Classroom participation is important, because it is strongly related to academic engagement.

Sufficiently demanding learning environments are important, because students should be prepared to succeed in the world.

Beware of an over-reliance on student evaluations as a guide to your teaching effectiveness.
Effectiveness in the Classroom

- Setting and Teaching to Learning Objectives
- Clicker Technology
  - More Information: Leo Schoeust (Computing&Communications)
- Interactive Engagement & Problem-based Learning as Alternatives to Lecturing
  - More Information: Ward Beyermann (Physics) & Jack Eichler (Chemistry)
- Study I-Learn Capabilities
Teaching and Learning Resources
Academic Resource Center

Programs that Help Students in Classes
  Drop In-Tutoring
  Early Warning Program
  Supplemental Instruction

Programs that Help Students to Build Skills
  Study Skills Workshops
  GRE, MCAT, and LSAT Prep Courses
  Summer Bridge Pre-calculus and Writing Program

Programs that Help Students in Difficulty
  Peer Counseling
  Drop-in Academic Counselors

Placement Exams in Math and Chemistry

http://www.arc.ucr.edu/
University Honors Program

In fall 2011, 519 students participated in the Honors Program

**Honors Redesign**
- 1st year: Critical Thinking (and Ignition Seminars)
- 2nd year: Civic Engagement
- 3rd year: Research Methods
- 4th year: Senior Thesis

**Types of Faculty Involvement**
- Teaching an honors seminar or course
- Mentoring an upper-division honors student
- Becoming a faculty-member-in-residence
- Serving as a member of the Honors Executive Committee

Contact: Tom Perring: thomas.perring@ucr.edu

http://www.honors.ucr.edu/
Experiential Learning

▶ UCDC
▶ About 65-70 students from UCR participate annually
▶ http://ucdc.ucr.edu

▶ Education Abroad
▶ 324 students participated in Education Abroad Programs
  ▶ 222 through the Education Abroad Program office at UCR
  ▶ 102 through Opportunities Abroad Programs
  ▶ Summer Study Abroad Faculty-led Programs beginning again in 2014
▶ http://ocae.ucr.edu

▶ Undergraduate Research
▶ 141 students presented in symposium; 15 published in journal;
  12 Chancellor’s Research Fellows
▶ http://ugr.ue.ucr.edu
Instructional Development

- Scholarship of Teaching and Learning Colloquia
- Master Teacher Program: Sept. 23
- Academy of Distinguished Teachers
- Instructional Development Small Grants
- Student Technology Fee Major Grants
- UC Online Initiative

http://instruction.ucr.edu/
Save the Date!
September 23, 2013

A New (Academic) Year’s Celebration of Teaching Excellence!
with
Dr. Harvey J. Brightman

who will help you to develop the skills of a Master Teacher

Faculty and TAs may sign up for as few as one or as many as six sessions during the day.

Sessions include:
1) Effective Teacher Attributes
2) Creating Meaningful Learning Objectives
3) Hooks that Stimulate Students' Interest
4) Using Frameworks and Diagrams to Convey Key Ideas
5) How to Make Your Presentations Stick in Students' Minds
6) Incorporating Active Learning Practices in Your Teaching

To sign up, [click here] or go to http://uc.uct.edu/uc/signup_form.html