New Faculty Orientation
Fall 2014

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Vice Provost, Undergraduate Education
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

Winter quarter 2014
Most Popular Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pre-Business / Business Admin.</td>
<td>12%</td>
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<tr>
<td>Biology</td>
<td>9%</td>
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<tr>
<td>Psychology</td>
<td>6%</td>
</tr>
<tr>
<td>Sociology</td>
<td>4%</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>4%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>3%</td>
</tr>
<tr>
<td>Economics</td>
<td>3%</td>
</tr>
<tr>
<td>Media and Cultural Studies</td>
<td>2%</td>
</tr>
</tbody>
</table>

Winter quarter 2014
Gender Distribution

Male
49%

Female
51%

Winter quarter 2014
Student Racial-Ethnic Distribution

- Asian/PI: 41%
- Latino/a: 36%
- Caucasian: 14%
- Black: 7%
- Other: 2%
- Native American: 0.40%

Winter quarter 2014
First Generation: Neither parent attended college.
Low Income: Self-reported parental income is less than or equal to $30,000
All data for third week winter 2014
Retention and Completion

- One-year retention rate (2011 cohort) 88%
- Two-year retention rate (2011 cohort) 80%
- 4-year graduation rate (2007 cohort) 41%
- 6-year graduation rate (2007 cohort) 66%
Amazing Graduation Rate Statistics

Figure 1: 6-Year Graduation Rates by Socio-Economic Status and Race-Ethnicity, 2006 Cohort

Source: Strategic Academic Research and Analysis (2013)
Teaching Challenges

- 2013 Freshmen: Did not place into calculus 58%
- 2013 Freshmen: Did not place into English 1A 64%
- 2013 Freshmen: On academic probation 17%
- 2013 Freshmen: Dismissed by end of year 7%
- 2012 Undergrads: Completed ½ or less of reading 15%
- 2012 Undergrads: Class & study time < 20 hrs./wk. 19%

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
Teaching Excellence Basics

- 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 a demanding 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 and Other Instructional Technology
  - More Information: Leo Schoeust (Computing & Communications)

- Interactive Engagement & Problem-based Learning as Alternatives to Lecturing
  - More Information: Ward Beyermann (Physics) & Jack Eichler (Chemistry)

- Use I-Learn Capabilities: Discussion boards, peer evaluation of writing, film clips…
Teaching and Learning Resources
Academic Resource Center (ARC)

Programs that Help Students in Specific Classes

- Drop In-Tutoring
- Early Assist Program
- Supplemental Instruction

Programs that Help Students Build Skills

- Study Skills Workshops
- GRE, MCAT, and LSAT Prep Courses
- Summer Bridge Pre-calculus and Writing Program

Counseling Programs that Help Students in Difficulty

- Peer Counseling
- Drop-in Academic Counselors

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

In Fall 2013, more than 600 students participated in University Honors

Student Qualifications
- Average High School GPA: 3.9 (uncapped)
- Average SAT score (math and verbal): 1230
- Students must maintain 3.5 GPA
- Committed to writing a senior thesis or producing a senior creative project

Types of Faculty Involvement
- Teaching an honors ignition seminar or honors section
- Mentoring an upper-division honors student
- Becoming an Honors Engaged Faculty member
- Serving as a member of the Honors Executive Committee

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

Study Abroad

- 400+ students participated in Education Abroad Programs
  - 200+ through UC Education Abroad (UCEAP)
  - 80+ through UCR faculty-led Summer Study Abroad
  - 100+ through 3rd party providers

- [http://studyabroad.ucr.edu](http://studyabroad.ucr.edu)

UC in Washington DC (UCDC)

- 75 students from UCR participate annually

- [http://ucdc.ucr.edu](http://ucdc.ucr.edu)

Undergraduate Research

- 150+ students presented in spring symposium; 18 published in journal; 13 Chancellor’s Research Fellows awarded

- [http://ugr.ue.ucr.edu](http://ugr.ue.ucr.edu)
Instructional Development

- First-Year Faculty Teaching Excellence Seminar (begins Oct. 8 – 4:10-5:30 p.m. – in 367 Surge)
- Mentoring opportunities through members of the Academy of Distinguished Teachers
- Scholarship of Teaching & Learning lunches
- Instructional Development Grants
- Instructional Technology Grants

http://academyteachers.ucr.edu/