

New Faculty Orientation

Fall 2014

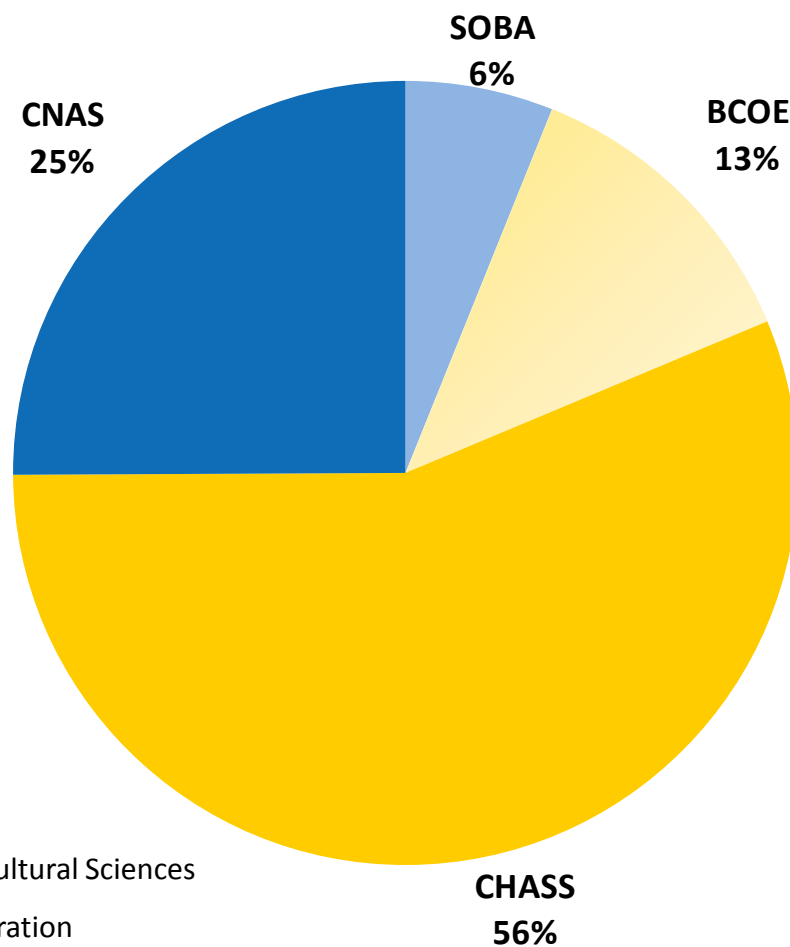
Steven Brint

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

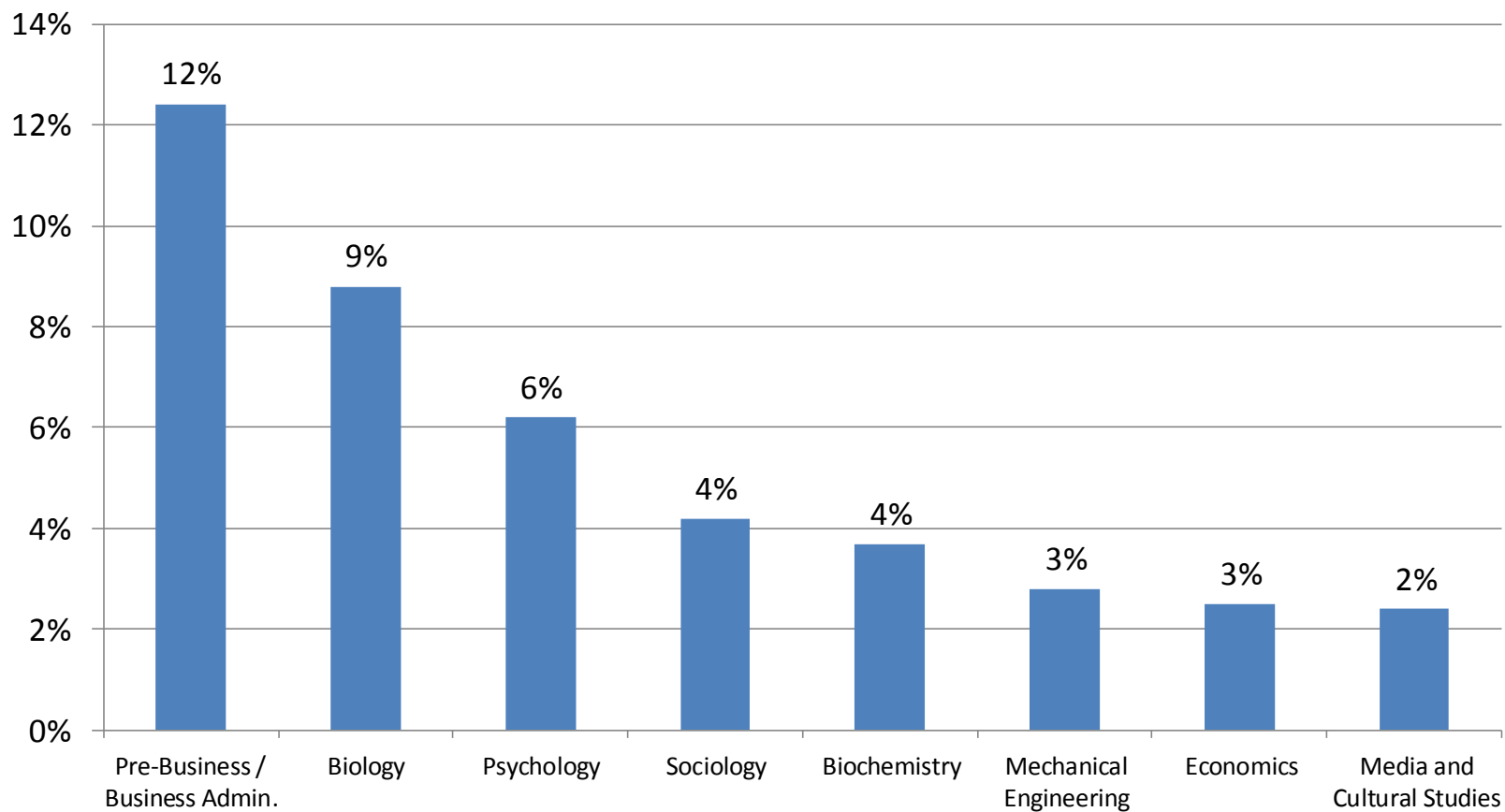
SOBA: School of Business Administration

BCOE: Bourns College of Engineering

CHASS: College of Humanities, Arts, and Social Sciences

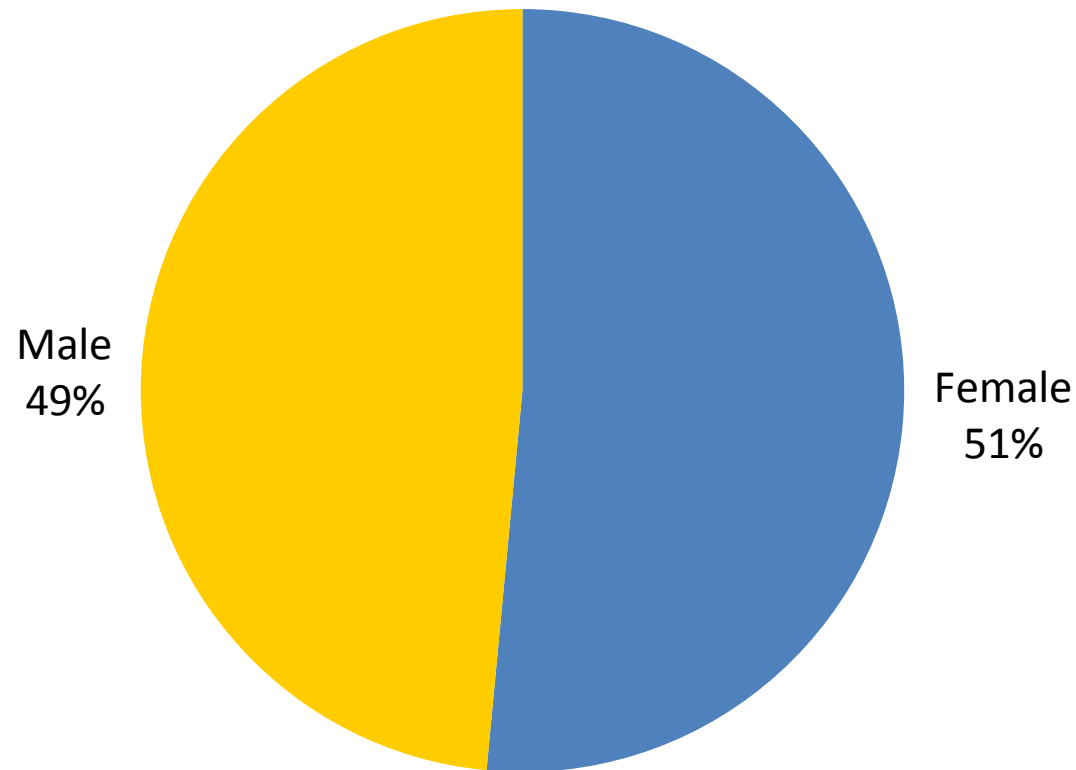
Winter quarter 2014

Most Popular Majors

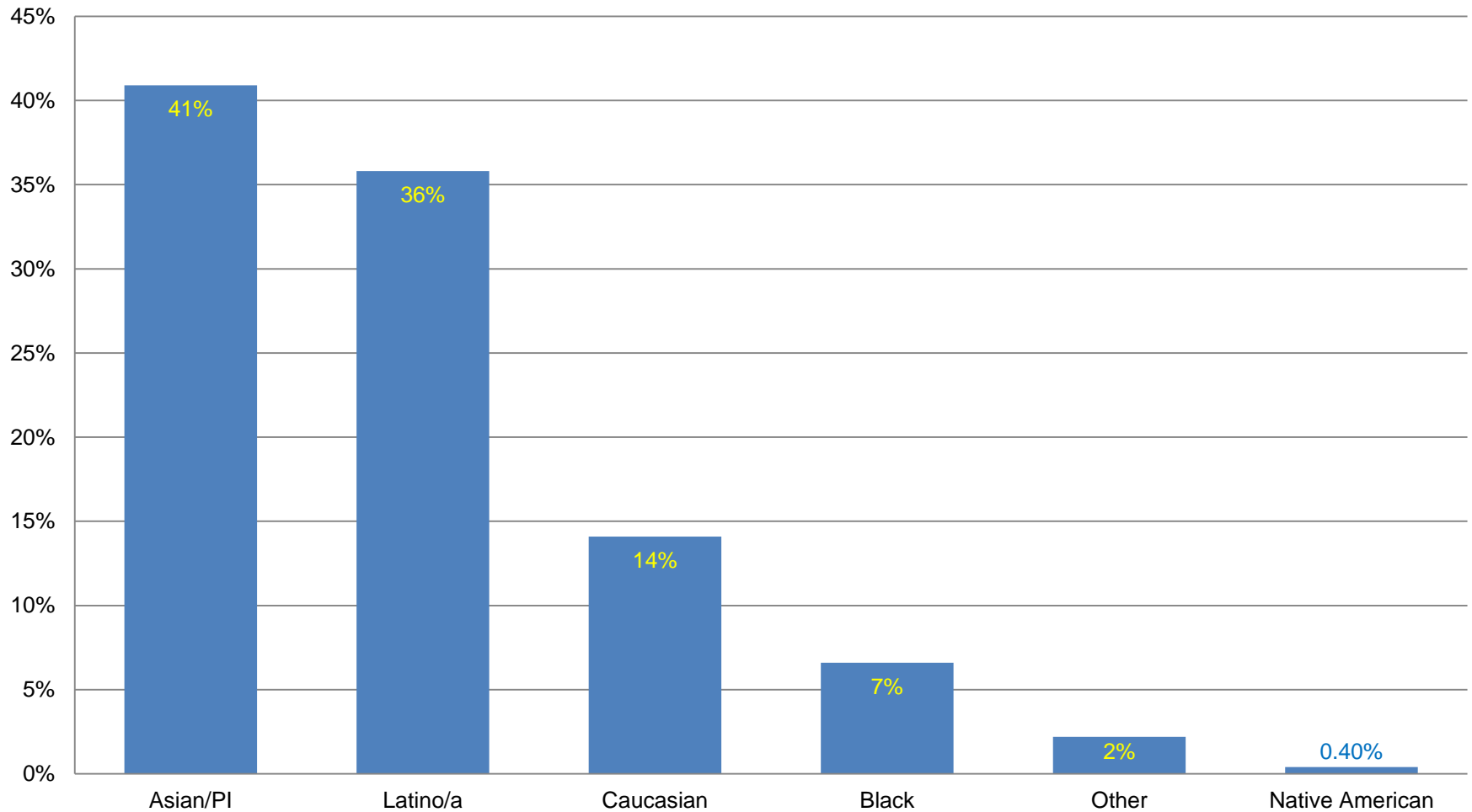


Winter quarter 2014

Gender Distribution



Student Racial-Ethnic Distribution



Winter quarter 2014

Socio-Demographic Profile

- › First-Generation College Students 56%
- › Low-Income Status 42%
- › Awarded Any Type of Financial Aid 86%
- › Awarded Need-based Financial Aid 79%
- › Living On Campus 32%
- › 2013 Freshman Living on Campus 70%

First Generation: Neither parent attended college.

Low Income: Self-reported parental income is less than or equal to \$30,000

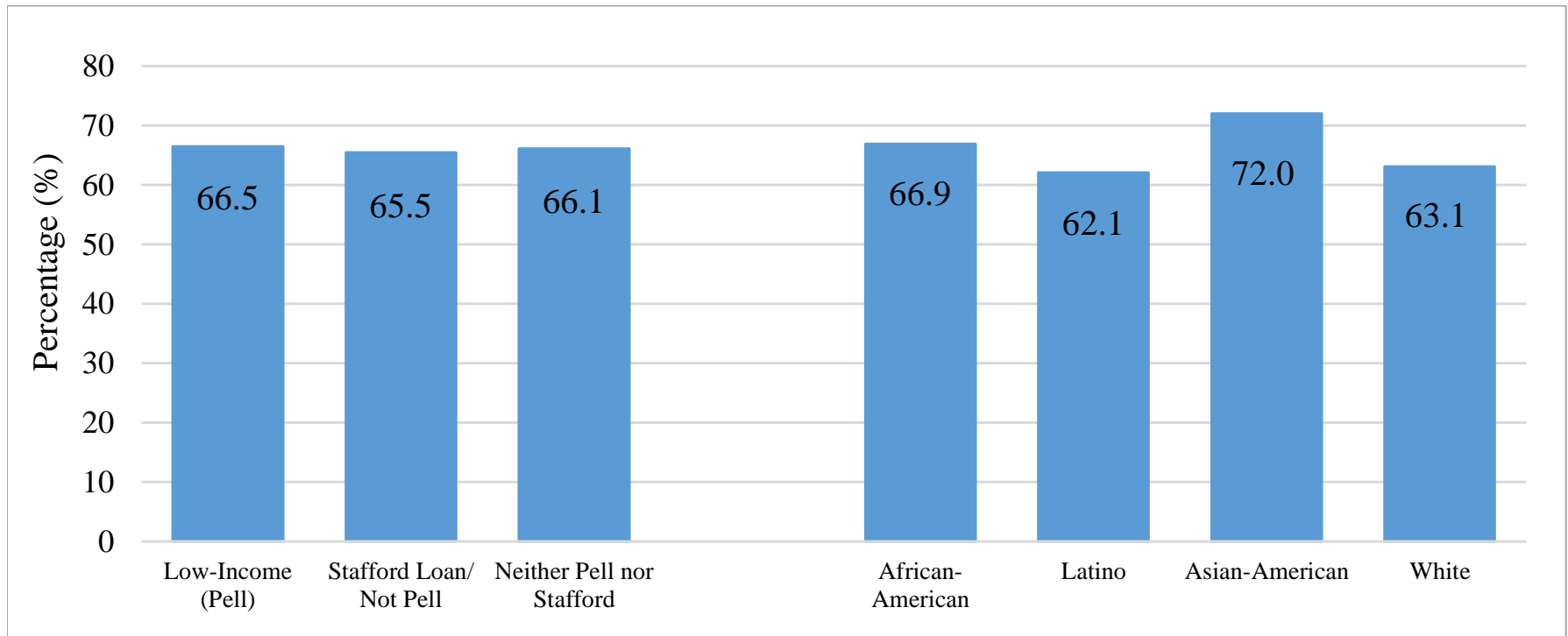
All data for third week winter 2014

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 $\frac{1}{2}$ or less of reading 15%
- › 2012 Undergrads: Class & study time < 20 hrs./wk. 19%

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>

› UC in Washington DC (UCDC)

- › 75 students from UCR participate annually
- › <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>

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/>