

# New Faculty Orientation

## Fall 2012

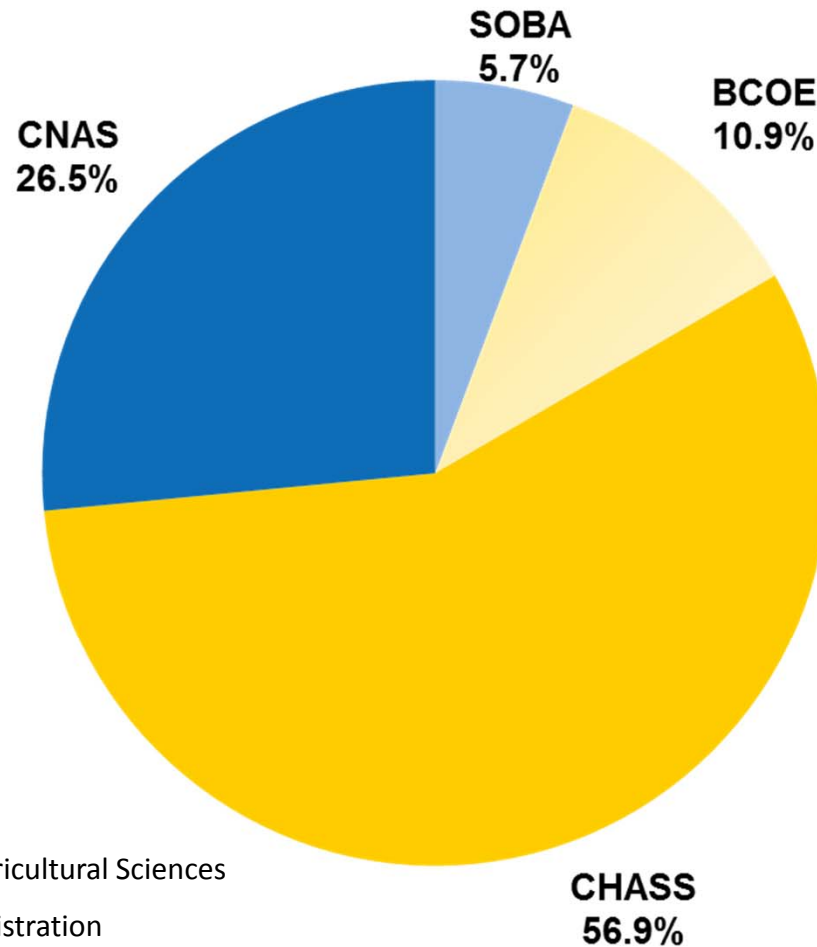
**Steven Brint**

**Vice Provost, Undergraduate Education**

# Topics

- › Undergraduate Enrollment Overview
- › Who Are Our Students? Academics
- › Who Are Our Students? Social Characteristics
- › Undergraduate Teaching at UCR
- › Undergraduate Education Resources

# Undergraduate Enrollment by College



CNAS: College of Natural and Agricultural Sciences

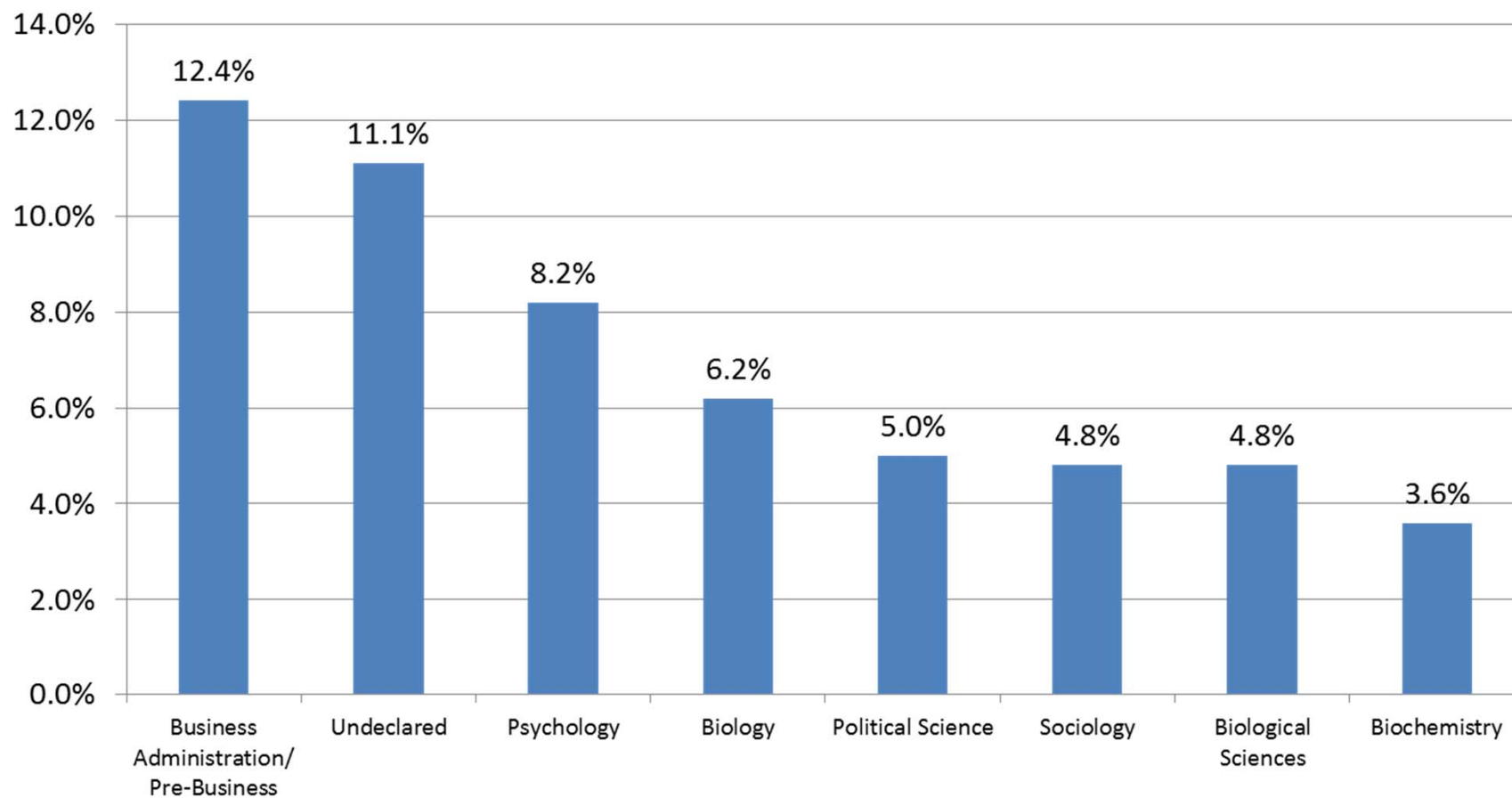
SOBA: School of Business Administration

BCOE: Bourns College of Engineering

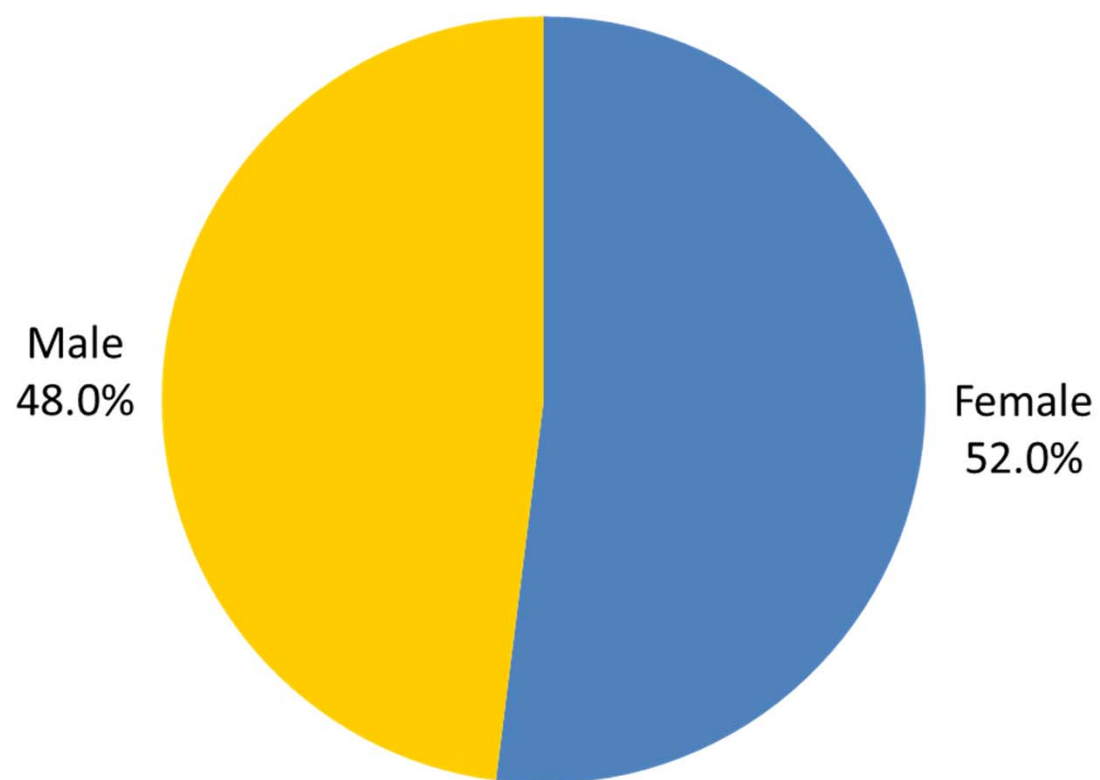
CHASS: College of Humanities, Arts, and Social Sciences

3-year average, fall 2009-2011

# Fall 2011 Most Popular Majors

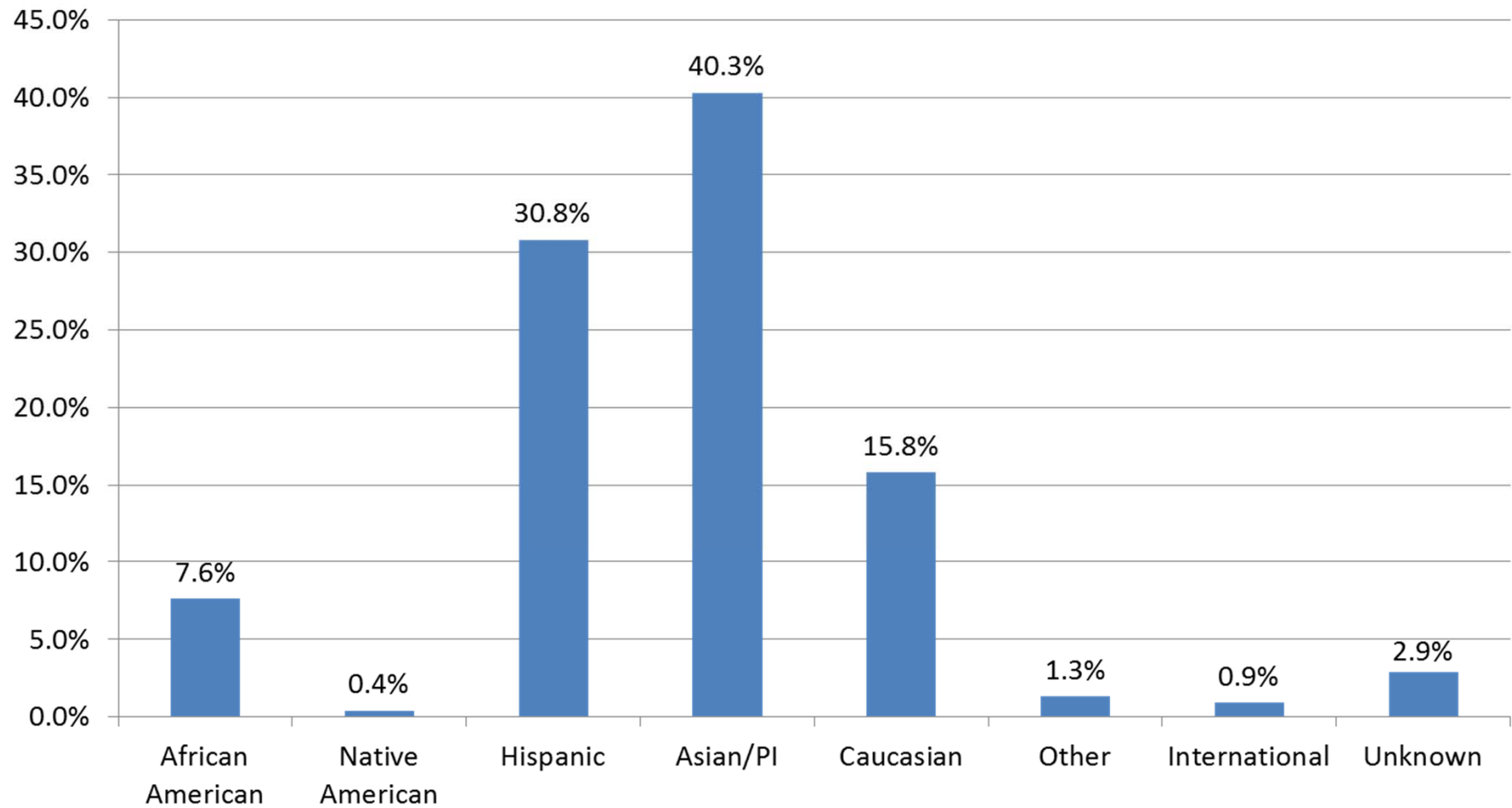


# Gender Distribution



3-year average fall 2009-2011

# Student Racial-Ethnic Distribution



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%

# 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

# Undergraduate Teaching at UCR

- ▶ 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.

# How to be Effective in Teaching

- Setting and Sticking to Learning Objectives
- Clicker Technology
  - More Information: Leo Schoeust (C&C)
- Interactive Engagement as an Alternative to Lecturing
  - More Information: Ward Beyermann (Physics)
- Other Methods for Increasing Participation
- Teaching for Understanding
- Peer-calibrated Writing Assignments
  - More Information: Eugene Nothnagel (Botany)
- Other 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](mailto: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
- › <http://internationalcenter.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 Colloquium
- › The Academy of Distinguished Teachers
- › Instructional Development Small Grants
- › Classroom Initiatives
- › Student Technology Fee Advisory Committee

<http://instruction.ucr.edu/>