

New Faculty Orientation Fall 2015

Steven Brint

Vice Provost, Undergraduate Education

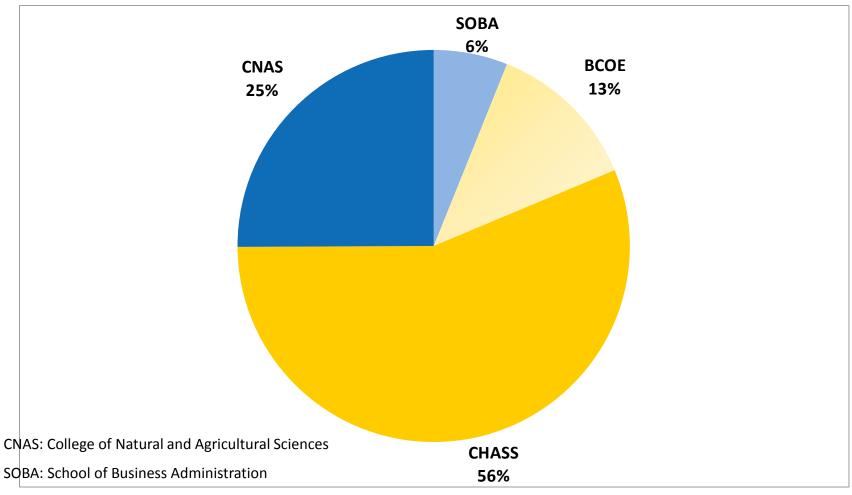


Topics

- > 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



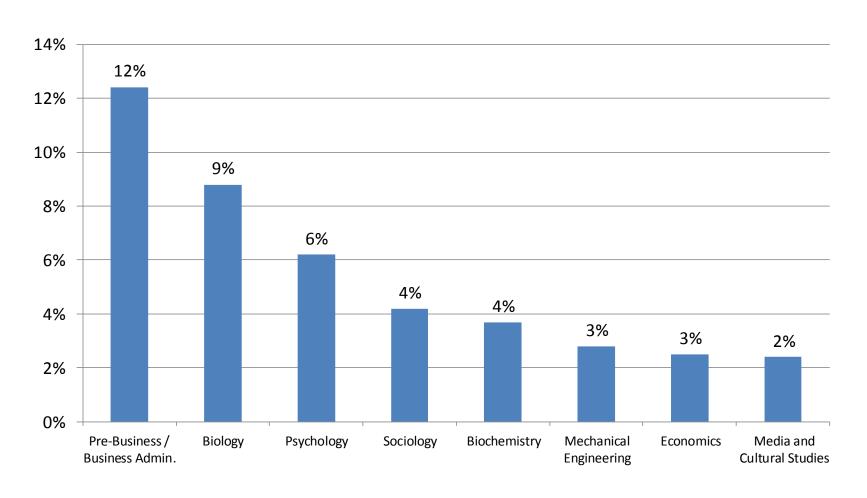
BCOE: Bourns College of Engineering

CHASS: College of Humanities, Arts, and Social Sciences

Winter quarter 2014

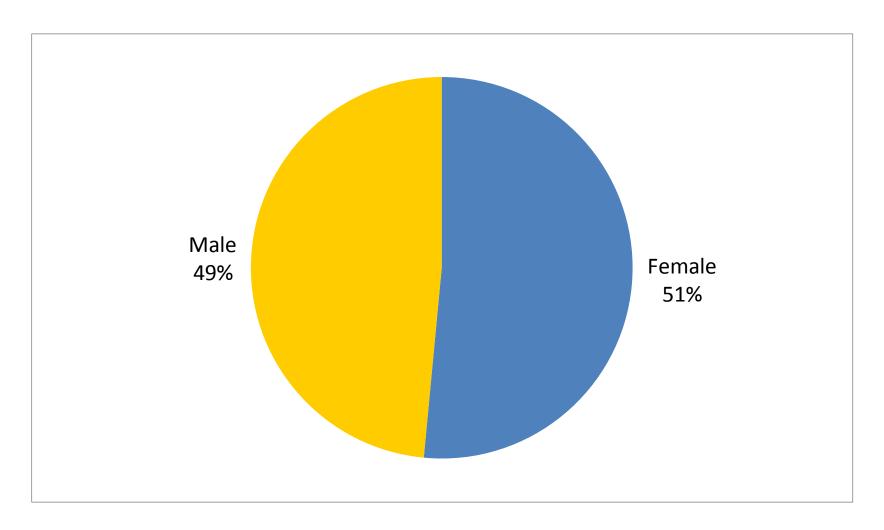


Most Popular Majors



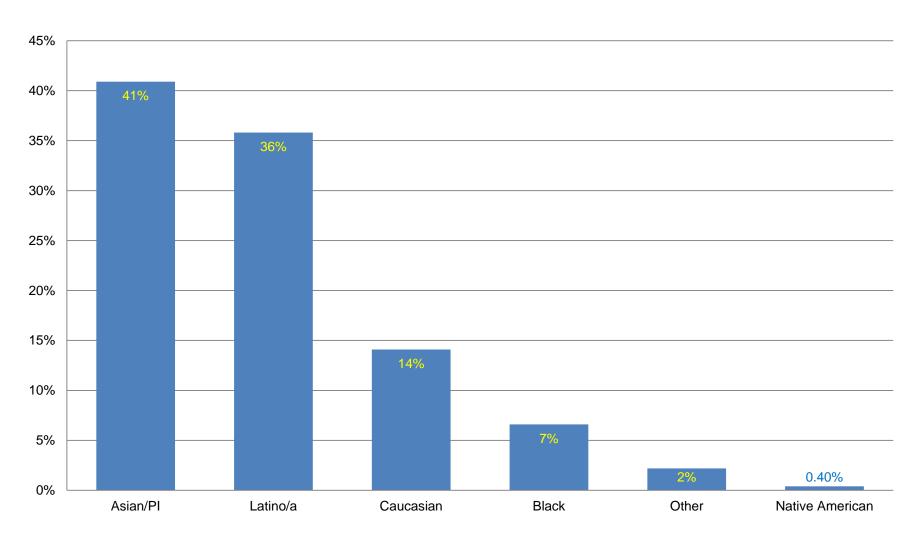


Gender Distribution





Student Racial-Ethnic Distribution





Socio-Demographic Profile

>	First-Generation College Students	56%
>	Low-Income Status	42%
	Awarded Any Type of Financial Aid Awarded Need-based Financial Aid	86% 79%
	Living On Campus 2013 Freshman Living on Campus	32% 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 (2013 cohort) 89%

> Two-year retention rate (2013 cohort) 80%

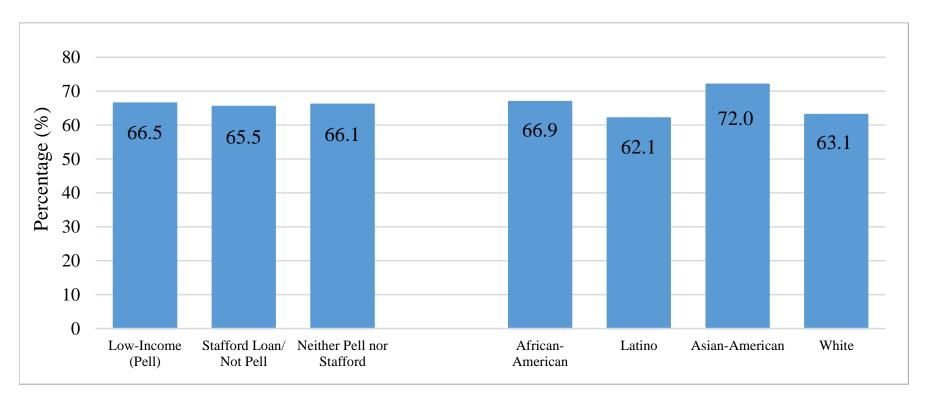
> 4-year graduation rate (2010 cohort) 47%

> 6-year graduation rate (2008 cohort) 68%



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 <u>not</u> place into ca	alculus 58%	6
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- > 2013 Freshmen: Did <u>not</u> place into English 1A 64%
- > 2013 Freshmen: On academic probation
 17%
- > 2013 Freshmen: Dismissed by end of year
- > 2012 Undergrads: Completed ½ 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.
- Very high standards learning environments are important, because students should be prepared to succeed in a demanding world.
- Unannounced reading quizzes are okay!



Effectiveness in the Classroom

- Setting and Teaching to Learning Objectives
- Clicker and Other Instructional Technology
 - More Information: Sheryl Hathaway (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...



Instructional Development

- First-Year Faculty Teaching Excellence Seminar (begins Sept. 30 – 4:10-5:30 p.m. – in 170 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/

Conversations with Master Teachers

Among the Topics You Can Sample

- The Theatrics of Teaching
- Learning Objectives & Backward Design
- Crowd-Sourcing Data
- Using Visuals for Maximum Effect
- Clickers & Hooks
- Wikis, Blogs, & Social Media
- My Students Aren't Reading
- Just-in-Time Teaching
- Active Learning in the Science Classroom
- Leveraging Diversity in Teaching
- What Cognitive Science Tells Us About Learning

Roundtables with Faculty Members

Steven Axelrod - Ward Beyermann - David Biggs - Steve Brint - Jim Burnette - Derek Burrill Gabriella Canalizo – Jack Eichler – Kevin Esterling – George Haggerty – Sheryl Hathaway Kelly Huffman – Nigel Hughes – Brad Hyman – Marsha Ing – Stu Krieger – Perry Link Goldberry Long – Matthew Mahutga – Gene Nothnagel – Tim Paine – Rob Parker – Yat Sun Poon Rebekah Richert – Larry Rosenblum – Robin Russin– Michele Salzman – Jason Weems

