New Faculty Orientation
Fall 2013

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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

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

Male 48.0%

Female 52.0%

3-year average fall 2009-2011
Student Racial-Ethnic Distribution

3-year average, fall 2009-2011

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.6%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30.8%</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>40.3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>15.8%</td>
</tr>
<tr>
<td>Other</td>
<td>1.3%</td>
</tr>
<tr>
<td>International</td>
<td>0.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.9%</td>
</tr>
</tbody>
</table>
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
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.
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](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](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](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/