

WELCOME!

FACULTY ACADEMY ON TEACHING FIRST YEAR STUDENTS

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CETL - SEPT. 12TH



WARM-UP ACTIVITY

CONSIDER THE FOLLOWING RESEARCH ON EFFECTIVE INSTRUCTOR ATTRIBUTES

Research on Undergraduate Experience NSSE (2014)	Research on Students at UC Merced NSS (2017)
The instructor knows me as a person and I know the instructor.	The instructor is caring .
The most effective classes were well organized.	The. Instructor/course is organized , easy to locate important information and resources.
Instructors who are intellectually exciting.	The instructor is passionate about his/her discipline and course content; communicates tis passion.
Assigns meaningful and challenging activities/assignments; encourages active learning.	The instructor designs meaningful and challenging activities /assignments.



PARTNER SHARE/INTRODUCTIONS

- GET WITH SOMEONE YOU DON'T KNOW AND INTRODUCE YOURSELF.

SHARE SOMETHING ABOUT:

- **PERSONAL** INTERESTS (I.E., OUTSIDE OF UCM/TEACHING)
- **PROFESSIONAL GROWTH** INTERESTS (I.E., WHAT BROUGHT YOU'RE HERE?)
- DISCUSS YOUR INITIAL THOUGHTS/REACTION TO THE DATA JUST SHARED ABOUT EFFECTIVE INSTRUCTORS. IS THERE ANYTHING SURPRISING? IF SO, WHAT AND WHY?

OUTCOMES FOR TODAY

- DESCRIBE THE DEMOGRAPHICS OF FIRST YEAR STUDENTS AT UC MERCED.
- IDENTIFY INSTRUCTOR ATTRIBUTES MOST VALUED BY STUDENTS.
- ANALYZE CAMPUS RESOURCES USED BY FIRST YEAR STUDENTS.
- COLLABORATE TO IDENTIFY A STRATEGY/ACTIVITY REFLECTIVE OF ONE ATTRIBUTE IDENTIFIED IN THE RESEARCH ON EFFECTIVE INSTRUCTORS.



DEMOGRAPHICS OF UC MERCED'S FRESHMAN CLASS (2017)

NEW FRESHMEN = 2,293

FIRST GENERATION =

HISPANIC/LATINX =

SPEAK A LANG. OTHER THAN ENGLISH AT HOME =

4-YEAR GRADUATION RATE =

46%

71%

1,726

75%

54%



UC SYSTEM DEFINITION: **FIRST-GEN STATUS** AS STUDENTS FOR WHOM NEITHER PARENT HAS EARNED A 4-YEAR DEGREE.

DEMOGRAPHICS OF UC MERCED'S FRESHMAN CLASS (2017)

NEW FRESHMEN = 2,293

FIRST GENERATION = 1,726 (75%)

HISPANIC/LATINX = 54% (UP FROM 51% IN 2016)

SPEAK A LANG. OTHER THAN ENGLISH AT HOME = 71%

4-YEAR GRADUATION RATE = 46%



UC SYSTEM DEFINITION: **FIRST-GEN STATUS** AS STUDENTS FOR WHOM NEITHER PARENT HAS EARNED A 4-YEAR DEGREE.

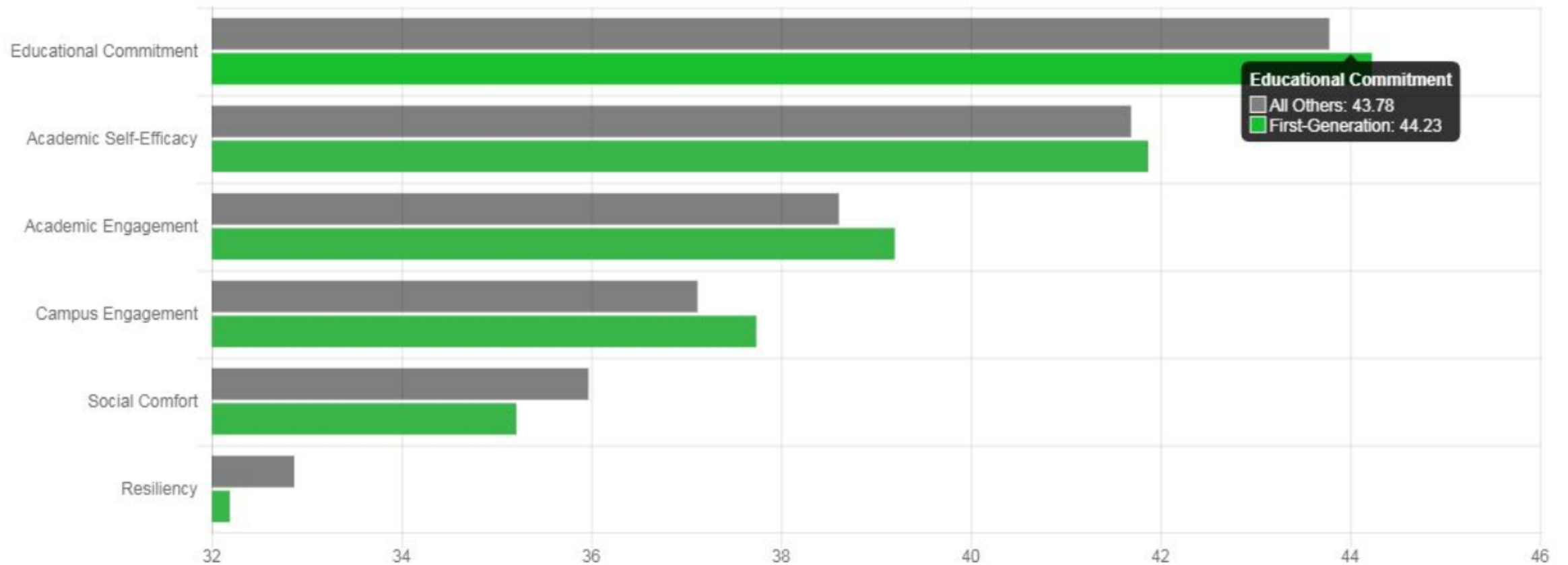
FIRST GENERATION STUDENTS: WHAT WE KNOW
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**A SURVEY WAS GIVEN TO 750,000 STUDENTS ON NON-
COGNITIVE SKILLS (40 QUESTIONS)**

NEW RESEARCH FROM CAMPUS LABS

RE-EVALUATING PERCEPTIONS ABOUT FIRST-GENERATION COLLEGE STUDENTS AND THEIR ACADEMIC ENGAGEMENT.

Noncognitive Factor Scores by First-Generation Status



FIRST GENERATION STUDENTS: WHAT WE KNOW

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RESULTS

+ENGAGED = VALUE EDUCATION
+COMMITTED
+CONFIDENCE
+EAGER TO PARTICIPATE IN SCHOOL ACTIVITIES
-LOW RESPONSE TO RESILIENCY FACTOR
= LACK THE ABILITY TO OVERCOME CHALLENGING SITUATIONS, STRESSFUL EVENTS; SOCIALLY UNCOMFORTABLE

CONCLUSIONS

- STUDENTS MAY NEED MORE TIME AND SUPPORT FOR LEARNING – THEY HAVE DIFFERENT THINKING/LEARNING STYLES.
- MAINTAIN HIGH EXPECTATIONS BUT PROVIDE SUPPORTS.
- INVITATION TO STEP IN AND TEACH THEM HOW TO MEET THOSE EXPECTATIONS.

#	Question	at all	Rarely	Occasionally	Frequently	the time	Response
1	Infrequent/poor quality feedback from instructors	192	237	154	51	21	655
2	Difficulty adjusting to college-level work (e.g., coursework, exams, papers)	124	141	217	124	50	656
3	Difficulty studying (e.g., knowing how to start, how to get help, organize material)	89	122	206	161	77	655
4	Under-developed study behaviors (e.g., wait until last minute, easily distracted, too much social time, too much web surfing)	85	109	222	147	91	654
5	Difficult study environment (e.g., noisy roommate, poor Internet access, inadequate computer/software)	121	173	189	109	61	653
6	Under-developed library research skills	181	162	187	86	39	655
7	Competing job responsibilities (i.e., paid employment)	413	95	74	41	26	649
8	Competing family responsibilities	224	143	159	80	46	652
9	Other competing responsibilities (e.g., athletics, clubs, internship)	343	148	98	46	18	653
10	Personal difficulties with family, intimate relationships, or friends	207	146	166	80	53	652
11	Being away from family and friends: being "homesick"	222	130	159	79	61	651
12	Difficulty making new friends at UC Merced	214	153	130	79	76	652
13	Being able to cope with expectations of parents and family	186	118	187	85	74	650
14	Being able to cope with the values and expectations of friends when they differ from your own	220	135	173	68	57	653
15	Feeling depressed, stressed, or upset	114	120	196	130	93	653
16	Feeling out of place or like you just don't fit on campus	197	158	147	86	66	654
17	Second guessing whether UC Merced was the right choice for you	230	146	130	67	80	653

DURING YOUR FIRST SEMESTER AT UC MERCED, HOW OFTEN HAVE EACH OF THE FOLLOWING BEEN **OBSTACLES** TO YOUR SCHOOL WORK OR ACADEMIC SUCCESS?

#	Question	Did not use	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Response
1	Instructor or teaching assistant (office hour, appointment, etc.)	102	15	116	182	279	694
2	Workshops (study skills, time management, writing)	244	17	130	178	125	694
3	PALS: Peer Assisted Learning and Support (Tutoring)	348	7	83	103	150	691
7	Academic Advisors (professional advising staff in your School/undeclared)	114	21	107	182	269	693
10	Health and Wellness Services	363	11	62	108	149	693
11	Residence Life Staff/programs	339	13	73	119	147	691
13	Peer Advisors/Mentors (student advisor/mentor in your School/undeclared)	243	12	101	153	183	692
14	Students First Center	287	7	74	131	192	691
15	Library Services	159	5	101	162	261	688
16	Recreational programs (e.g., outdoor trips, intramural sports)	425	6	62	94	104	691
17	The Recreation Center	327	8	76	122	157	690
18	The Writing Center	478	4	64	60	83	689
20	The Math Center	495	7	48	63	81	697

FOR EACH UC MERCED CAMPUS RESOURCE BELOW, PLEASE LET US KNOW HOW HELPFUL THAT RESOURCE HAS BEEN IN YOUR TRANSITION TO UC MERCED. SELECT "DID NOT USE" IF YOU DIDN'T USE A RESOURCE.

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YOUR TURN: APPLICATION

ATTRIBUTE: CARING

“THEY DON’T CARE HOW
MUCH YOU KNOW
UNTIL THEY KNOW HOW
MUCH YOU CARE.”

(ROOSEVELT; MAXWELL)

DISCUSS WITH YOUR ELBOW PARTNER:

1. WHAT DOES THIS QUOTE SUGGEST TO YOU ABOUT YOUR ROLE AS AN INSTRUCTOR AND/OR MENTOR?
2. WHAT ARE SOME WAYS DR. DIAMOND SHOWED HER STUDENTS THAT SHE CARED ABOUT THEM.*
3. WHAT ARE TWO THINGS THAT YOU HAVE DONE TO SHOW YOUR STUDENTS THAT YOU GENUINELY CARE ABOUT THEM?
4. AS AN INSTRUCTOR, WHAT CAN/WILL YOU DO THIS WEEK TO COMMUNICATE GENUINE CARE AND CONCERN?

CLOSURE:

LARGE GROUP DISCUSSION – SHARE IDEAS

*<https://www.youtube.com/watch?v=S9WtBRNyds0&feature=youtu.be>



PREPARATION FOR NEXT MEETING

- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=TV3AESYJSX4&FEATURE=YOUTU.BE](https://www.youtube.com/watch?v=TV3AESYJSX4&feature=youtu.be)

STUDENTS' WORDS RESONATE WITH DISTINGUISHED
FACULTY



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