Welcome to UCR!

Congratulations on becoming part of our CNAS Family!
My research:

Telomere capping and DNA replication: tying processes in the end?
What does the Divisional Dean of Student Academic Affairs do?

- Oversee the academic status and progress of all undergraduates in the science college:
  - Recruiting
  - Orientation
  - Academic Advising Center
  - Enrollment Management Center
  - College student success programs (Learning Communities, Science Ambassadors, Peer mentors)

- Develop and enforce undergraduate policies and regulations; authorized by the faculty to grant exceptions when warranted.

- Faculty advisor for all Undeclared students.
Undergraduate Academic Advising Center (UAAC)

Working with faculty advisors in the majors, our 22 professional academic advisors help ~6,000 undergraduate students to:

- understand and follow University policies and regulations.
- explore and assess their strengths and challenges.
- find majors that best suit their interests and talents
- strive for their best possible performance.
- stay on path to their degree.
Outline

› Majors

› Course placements – Math and English

› Student Success Programs & Resources

› Parents & FERPA
MAJORS

Students enrolled Spring 2018:

Life Sciences (4,072) Biochemistry, Biology, Cell, Molecular & Developmental Biology (CMDB), Entomology, Microbiology, Neuroscience, Plant Biology

Mathematical Sciences (689) Mathematics, Mathematics for Teachers in Secondary Schools, Statistics

Physical Sciences (604) Chemistry, Earth Sciences, Environmental Sciences, Geology, Geophysics, Physics

Undeclared (471)
Most CNAS freshman choose Life science majors

Fall 2017: 1740 new Freshman in CNAS
2017: UCR’s first graduating medical school class
Many students are interested in Medicine

- Medical School is very competitive, requires:
  - Exceptional grades (3.5 - 4.0 GPA) and MCAT scores
  - Exceptional diagnostic and analytical skills
  - Exceptional community service record
  - Exceptional leadership and communication skills
  - Exceptional letters of recommendation

- There is no “one” best major for Medical School.
  - Good test scores and GPA matter, not the major
  - Medical schools are looking for diverse applicants interested in the human condition, with broad educational training and life experience; not quickly-graduated, narrowly-educated students.
CNAS Bachelor’s degree requirements

Three levels of requirements must be completed:
• University - requirements every UCR graduate must complete.
• College - requirements every CNAS graduate must complete.
• Major - requirements every graduate in the major must complete. These will be mostly Upper Division courses.

› **Units:** 180 minimum (~45 classes @ 4 units each)
› **GPA:** cumulative ≥ 2.0 GPA
  upper-division major courses ≥ 2.0 GPA average
Your student’s first steps along the pathway to their CNAS degree come up tomorrow:

▶ Getting into the right Math course –
  ▶ Quantitative skills are essential for science. Math helps model concepts, develop logical thinking skills.
  ▶ Students ready to take calculus in fall are considered “on track”.

▶ Getting into the right English course –
  ▶ Students must be able to comprehend and effectively communicate scientific thought in writing.
Math and English Exam Placements

While your student’s excellent grades got them into the University of California, whether or not they are ready for Freshmen Calculus and English Composition at UC depends on:

- AP/IB exam scores
- Mathematics Advisory Exam
- Analytical Writing Placement Exam
- Transferable college courses
Possible Math placements from MAE

- Intermediate Algebra (ARC 35) – pre-college
- Math 6A — pre-calculus: functions
- Math 5 – pre-calculus: functions, logs/exp, trig
- Math 7A/ 9A — differential calculus

Possible Math placements from AP / IB

- Math 7B/ 9B — integral calculus
- Math 9C — sequences, series calculus

Lesson #1 in UCR Math: the course numbering system has its own logic…
1. Placement in: Intermediate Algebra

- **Take ARC 35 this Summer online** through UCR.
  Online class: Aug. 6 – Sept. 21, final exam at UCR Sept. 23.
  *Priority registration for CNAS freshman until July 28th, 5:00pm.*
  - *Can sign up for Intermediate Algebra Workshop (IAW): [arc.ucr.edu](http://arc.ucr.edu)*
  or

- **Take it this Fall** at UCR, participate in EarlyAssist.
  (Fall is the latest chance to take the course.)

*Important:* **ARC 35 is a “one try” course: students must pass it the first time to continue as a student in CNAS.**
Early Assist Program
Program for freshman placing in ARC35

ARC 35 (Fall), Math 6A (Winter), Math 6B (Spring)

- Weekly meetings with Early Assist Peer Educator
- Course content, Study skills, & transition support.

Applications will be emailed to eligible students.
2. If placed in: **Pre-Calculus**

Pre-Calculus = **Math 6A or Math 5** at UCR:

- Fall enrollment in **Math 6A or Math 5** delays starting on key preparatory courses for CNAS majors.

- Taking **Math 6A or Math 5 this summer** at UCR would help put the student on track to take their Freshman core CNAS courses and graduate in 4 years! (*Highlander Early Start Academy!*
Highlander Early Start Academy (HESA)

- 7 week **intensive** summer program (earlystart.ucr.edu)
- Take **Math6A**, **Math5**, or **Math7A** /(or English 4 or 1A)
  - + History or Oral Communications
  - + Early Start Seminar (8 – 9 units in total)
- Scholarships, financial aid, housing assistance
- Supplemental instruction, workshops, social activities
- July 29th move-in; Start July 30th – Finals Sept. 15th
Possible English Placements from AWPE:

- **Basic Writing 3** — basic grammar review
- **English 4** — writing structure review
- **English 1PA or 1A** — first-quarter English composition

Possible English Placements from AP / IB:

- **English 1B** — second-quarter English composition
- **English 1C** — third-quarter English composition
Summer English Options

1. Pass an equivalent BSWT 3, English 4, or English 1A course elsewhere (see assist.org for articulations. Pass = C or better, and then retake AWPE at UCR in Sept. for placement.)

   or

2. Take at English 4 or English 1A at HESA this summer.

Note: Once students begin classes in the fall, all remaining English requirements must be completed at UCR.

• Students who place into BSWT 3 or ARC 35 can have two quarters added to the 4-year graduation schedule.
“Why are MAE / AWPE placements at UC sometimes different than my student’s HS grades may indicate?”

- California high schools are ranked pretty low in the nation for Math/English preparation.
- UC is highly ranked in academic quality among universities world-wide.

So sometimes even elite California students have to make up for those achievement gaps when they enter UC.

Solutions:
- UCR support programs that help ensure the success of our students.
- The CNAS Math for Secondary Teachers major, and CALTEA+CH initiative help develop excellent STEM teachers.
- Provide more support to our schools & teachers!
Earning a Bachelor’s degree in CNAS is equivalent to a 50-hr per week job

- Faculty expect you to study at least 2 additional hours for every hour spent in class:
  - 16 units = 16 hours in class
  - + 32 hours studying = 48 hrs/wk

- Holding down a part-time job is challenging.
- Commuting or going home every weekend to be with your family is challenging.
- Learning *time management* and *effective study skills* is important for success!
• Students who work part-time on campus perform better academically than those who work off-campus.

• Students who work 10 hours or less perform better academically than those who work longer hours.

• Students who live in campus housing perform better academically than those who live at home.

Why?

Being on campus brings more opportunities for:
- Academic/social engagement with major and department.
- Research engagement with faculty.
- Professional development events (workshops, seminars).

Being on-campus instills a sense of identification, ownership and participation in their major and career.
UCR provides support and opportunities for all students to graduate and be successful

- Over 50% are first-generation students with no college-experienced peers at home.
- Half are coming from economically-challenged families.
- Some may need support in developing identity as a scientist.
- Our diversity helps students to develop as creative problem solvers.
Resources and academic support programs

- We use **centralized mandatory academic advising** and the **Learning Communities** to get new students started out on the right foot.

- We try to engage them in **research and faculty mentoring** as soon as possible, to give them professional guidance and academic rigor.

- **Extent of early intervention efforts distinguish CNAS and UCR from other campuses.**
STUDENT SUCCESS PROGRAMS

› Early Assist (for fall ARC35 students)
› CNAS Freshman Scholars Learning Communities

And many Resources!
Learning Community Success

- CNAS recognized nationally for our excellent track record of STEM student success

- Learning community participants:
  - Have higher average 1st term GPAs
  - Higher Freshman → Sophomore retention rates
  - Higher Graduation rates within 4 or 6 years
Average First Term GPAs (By Learning Community Status)

<table>
<thead>
<tr>
<th>Year</th>
<th>Participant</th>
<th>Waitlist</th>
<th>Non-Participant</th>
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<tbody>
<tr>
<td>2007</td>
<td>2.77</td>
<td>2.56</td>
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<tr>
<td>2016</td>
<td>3.21</td>
<td>3.00</td>
<td>2.63</td>
</tr>
<tr>
<td>2017</td>
<td>3.23</td>
<td>3.00</td>
<td>2.87</td>
</tr>
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</table>
Learning Communities: cohorts of 24 students

- Fall: enroll in Math course + Science course + Freshman Discovery & Advising Seminar.
- LC cohorts take same science + math courses together all year.
- Seminars & workshops throughout the year.
- Supplemental instruction (intensive peer tutoring).
- Early introduction to research. LC labs or summer RISE program research with a faculty member ($5,000 stipend).
- Expect to enroll ~80% of our Freshmen this year.
Fall Freshman Discovery Seminar (NASC 93)

*Nucleus for the Learning Communities.*

- Only 24 students per section.
  - 1 hr. Seminar led by a Professor in CNAS.
  - 1 hr. Discussion led by academic advisor.
  - Mentored by faculty in a small group
  - Team undergraduate research opportunities
  - Study skills and time management
  - Learn to utilize campus resources (Library, Advising, Career Center, etc.)
  - Explore career options
  - Preparation for Graduate & professional school
  - How to obtain letters of recommendation
  - Ethics and academic integrity

Your student was given an opportunity to sign up for a CNAS Learning Community today!
Besides the CNAS Advising Center and the Learning Communities, there are many resources for students:

- **Academic Resource Center**: tutoring, study skills, time management workshops.
- **Counseling Center**: professional, confidential counseling on personal well-being.
- **Health Center**: medical care, flu shots, basic prescriptions.
- **Career Center**: career aptitude assessment, job searches, resume writing, interview skills, career closet.
- **The Well**: healthful living, stress relief, therapy dogs, yoga/meditation, peer mentoring.
Federal and Foundation support of CNAS’ programs:

2013: National Science Foundation awarded CNAS $2 M to expand its freshman learning community program.

2014: Howard Hughes Medical Institute awarded CNAS $2.4 M to support early research and career exploration for its students who are in learning communities.

2014: UCR became a founding member of the University Innovation Alliance, a group of 11 large public universities who are sharing best practices for student success. Funded by Gates, Ford and Lumina Foundations ($5.7 M) and Dept. of Education ($8.9 M). UCR is in the Alliance because of its success with first-year learning communities and peer tutoring.

2015: NSF awarded CNAS $1 M to support early research scholarships for low-income sophomores.
In spite of everyone’s best efforts, new Freshmen sometimes encounter difficulties:

- **Away from home**: personal/emotional peer support network has to be re-established.
- **Rapid pace of quarter system**: requires good time management and rigorous study habits.
- **Distractions and temptations**: Dorms, social media, gaming, dating, partying, etc.
- **Over-commitment**: part-time job, student orgs.
- **Self-imposed pressure**: to become an independent adult (too proud to ask for help).
- And…
Parental / Family Pressure to Perform

- Please don’t say: “I’m paying top $$$ for your education at UCR, so you’d better get into Med School!”

- Please do say: “I’m very proud of you getting into UCR. I’ll be delighted with whatever exciting major you discover and decide to thrive in!”

Give them the **flexibility** to discover the path that suits them best, including **changing majors** if they struggle in their initial choice.

Changing majors is not a sign of failure, it’s a **sign of intelligence**: a wise recognition that their talent and passion steer them in a new direction.
We know that letting go is hard!
Resources for Parents

• **UCR Parents Association** at the Alumni and Parent Relations office (951) 827-4511. (See [https://parents.ucr.edu](https://parents.ucr.edu) for more information.)
Parents’ Rights Quiz: true or false:

- If my student is struggling academically, does UCR have to inform me?
  
  *no.*

- Can the Dean/Professor/Advisor tell me how my student is doing in their classes and their major?
  
  *no*.

- Can I check online to see what grades my student is getting?
  
  *only through your student*
FERPA

Family Educational Rights and Privacy Act of 1974
http://registrar.ucr.edu/QuickLinks/FERPA+Students.htm

• When your student was in K-12, FERPA gave you rights to access their school records.

• Now that your student is in college (*no matter what their age*), this law transfers ownership of the records directly to the student.

So, in the eyes of the government (and UC), students are *adults* with all rights held accordingly.
Under FERPA:

- Permission to directly read your student’s grades and some financial records on the UCR student web interface “R’Web” can be granted by your student, if they willingly designate you as an “authorized user” under their account.

- However, this action does not authorize faculty or staff to convey any information to you as a parent/guardian.

- We can only speak with you about your student in person in their presence if they have willingly filled out a FERPA release form, signed it, indicated what information we can convey, and personally turned it in to our advising center with their proper identification.
So, don’t be upset if we won’t answer your questions about your student in response to a phone call or email. We’re not being uncooperative, we are simply prohibited from answering under FERPA.

- To get specific answers about your student, they have to authorize us to talk to you, and it has to be in person in their presence (not over the phone or via email).

The Divisional Dean for Student Academic Affairs and the UAAC Director have full access to and knowledge of all CNAS student academic records. It’s our job!
Dean Nugent’s advice for the Summer before Freshman year:

Maintain your trust and communication with your student, so that they keep you informed. They are becoming independent young adults, and still need your input and emotional support.

- Ask your student: what are their expectations and goals for their Freshman year at UCR?

- Establish a level of comfort for both of you in how they will communicate their academic status and progress to you.

- Have frank discussions now about how they will handle any potential challenges and opportunities in college and life.

- Then, all of you will be well-prepared for their success at UCR!
# Fall Mandatory Orientation Sessions by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Day, Date, Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Freshman Majors in Biochemistry</td>
<td>Monday, September 24th Bourns B118</td>
<td>8:45 a.m. to 12:00 p.m.</td>
</tr>
<tr>
<td>All Freshman Majors in Cell Molecular &amp; Developmental Biology; Entomology; Microbiology; Neuroscience; and Plant Biology</td>
<td>Monday, September 24th Bourns B118</td>
<td>1:15 p.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>All Freshman majors in all Undeclared Programs</td>
<td>Tuesday, September 25th Bourns B118</td>
<td>8:45 a.m. to 12:00 p.m.</td>
</tr>
<tr>
<td>All Freshman Majors in Biology Last Names A-L only</td>
<td>Tuesday, September 25th Bourns B118</td>
<td>1:15 p.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>All Freshman Majors in Biology Last Names M-Z only</td>
<td>Wednesday, September 26th Bourns B118</td>
<td>8:45 a.m. to 12:00 p.m.</td>
</tr>
<tr>
<td>All Freshmen Majors in Chemistry; Environmental Sciences; Geology; Geophysics; Mathematics; Mathematics for Secondary School Teachers; Physics; and Statistics</td>
<td>Wednesday, September 26th Bourns B118</td>
<td>1:15 p.m. to 4:30 p.m.</td>
</tr>
</tbody>
</table>
Thank you for listening!  

Questions?