Welcome to UCR!

Congratulations on becoming part of our CNAS Family!
In a week or so this powerpoint presentation will be posted to

http://cnasstudent.ucr.edu
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 (LCs, SAs)

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

- understand and follow University policies and regulations.
- stay on path to their degree.
- explore and assess their strengths and challenges.
- strive for their best possible performance.
- find majors that best suit their interests and talents.
5,700 Undergraduate Majors in CNAS

Life Sciences (3,380)
  Biochemistry, Biology, Cell, Molecular & Developmental Biology (CMDB), Entomology, Microbiology, Neuroscience, Plant Biology

Mathematical Sciences (627)
  Mathematics, Mathematics for Teachers in Secondary Schools, Statistics

Physical Sciences (655)
  Chemistry, Environmental Sciences, Geology, Geophysics, Physics

Undeclared (584)
  General, Life Sciences, Mathematical, Physical
Fall 2016 CNAS Freshmen

- Biology, 842
- Biochemistry, 299
- Neuroscience, 152
- Mathematics, 117
- Physics, 64
- Plant Biology, 17
- Math for Sec Sch, 24
- Microbiology, 50
- Geophysics, 1
- Geology, 8
- Environ Sci, 69
- Entomology, 7
- Chemistry, 75
- Cell, Molec & Dev Biol, 104
- Undecl Life Sci, 60
- Undecl Math Sci, 43
- Undecl Phy Sci, 48
Your student’s first steps along the pathway to their CNAS degree come up tomorrow:

- **Getting into the right Math course** – Math is the **language** of science. Scientists are never “done” with Math, so they have to learn to **master** it. Success in **all** of their subsequent CNAS courses depends on it.

- **Getting into the right English course** – they have to be able to comprehend and communicate the ideas of Math and Science.
Math and English Exam Placements

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

- Mathematics Advisory Exam (MAE)
- Analytical Writing Placement Exam (AWPE)
- AP/IB exam scores (3+) and community college transfer coursework
3 Possible Math Placements:

- **Calculus-ready**: Math 7A/9A, 7B/9B, or 9C
- **Pre-Calculus**: Math 5 (funcs, trig) or 6A (funcs)
- **Intermediate Algebra**: ARC 35

To reduce **time-to-graduation**:

Students who are not Calculus-ready can take Highlander Early Start Academy Math 5/6A (7/30-9/16), or take Math 5 equivalent at community college this summer (assist.org).

Students who are not Pre-Calculus-ready must pass ARC 35 at UCR in Summer or Fall.
3 Possible English Placements:

- **English 1-ready**: Engl 1PA, 1A, 1B, or 1C
- **Pre-English 1**: Engl 4 (structure)
- **Basic Writing**: BSWT 3 (grammar)

Calculus-ready **Pre-English 1** students can take Engl 4 at Highlander Early Start Academy or an equivalent at community college this summer. No BSWT 3 courses in Summer.

Students who place into BSWT 3 or ARC 35 are two quarters away from where they should be as beginning CNAS Freshmen.

Being Calculus-ready is the most important!
“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 ranked very high in academic quality for universities nation-wide.

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

Solution: more/better STEM teachers in California K-12 schools (40% don’t have a STEM degree).
ARC 35 at UCR

➤ Summer on campus 7/31-9/15
➤ Summer Online 8/7-9/22; Fall sessions
➤ Sign-up by July 21 to get priority enrollment for Summer; by August 18 to get Fall priority
➤ One attempt only to pass course.
➤ http://arc.ucr.edu/workshops/arc35/index.html
Pre-Calculus placement: Highlander Early Start Academy (HESA)

- Pre-Calculus (Math 5 or 6A) in HESA:
  - Schedule: July 30 – Sept 16
  - Apply now at http://earlystart.ucr.edu
  - On-campus housing is available
  - Scholarships are available

Become Calculus-ready for Fall and on schedule to take Freshman core CNAS courses. Can still graduate in four years!
Earning a CNAS bachelor’s degree

- 180 units minimum (~ 45 classes @ 4 units each)
  - Minimum 2.0 GPA (C average).
  - Minimum 2.0 GPA in all upper-division major courses.
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  - Minimum 2.0 GPA (C average).
  - Minimum 2.0 GPA in all upper-division major courses.

They stood out in high school.
New peer group – “C, D and F” students in H.S. are not here.
The level of effort needed to excel is now much greater.
In college, most their learning occurs outside of the classroom

- Faculty expect them to study at least 2 additional hours for every hour spent in the classroom:
  
  \[16 \text{ units} = 16 \text{ hours in class} + 32 \text{ hours studying} = 48 \text{ hrs/wk}\]

- This is the inverse of High School.

- Holding down a part-time job makes it very difficult.

- Expecting them to commute or come home every weekend makes it very difficult.

Goal number one is for them to focus on coursework and graduate with a degree in four years!
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.
Promotes student success in science with unique Learning Communities: groups of 24 students who take the same math and science courses all year long (lecture, lab, discussion).

Requires enrollment in Math course + Science course + Freshman Discovery and Advising Seminar in Fall.

Different “flavors” with early team research opportunities.

Participate in seminars & workshops throughout the year.

Supplemental instruction (intensive peer tutoring).

Opportunity to apply for a paid 10-week research position ($5,000 stipend) with a faculty member in the Summer.

Enrollment limited to ~65% of our Freshmen.
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 directly by faculty and advisors in a small group setting
- Learn to utilize campus resources (Library, Advising, Career Center, etc.)
- Study skills and time management
- Opportunities for team undergraduate research as freshmen
- Career options in the major
- Graduate and professional school preparation
- 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!
Fostering student maturity and confidence

At UCR we fully understand the nature and diversity of our Freshmen:

• Most are still maturing and learning how to make well-informed decisions.
• Over 50% are first-generation students with no college-experienced peers at home.
• Half are coming from economically-challenged families.
• Many are coming from homes where English is not the primary spoken language.
That’s why we place such an emphasis on academic support programs for our Freshmen.

We use mandatory developmental 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.

These early intervention efforts distinguish CNAS and UCR from other campuses.
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, WoW, Facebook, Twitter, dating, partying, etc.
- **Over-commitment**: part-time job, pledging.
- **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!
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.
- **The Well**: healthful living, stress relief, therapy dogs, yoga/meditation, peer mentoring.
Parents’ Rights Quiz: true or false:

- If my student is struggling academically or emotionally, does UCR have to inform me?

- Can the Dean/Professor/Advisor tell me how my student is doing in their classes and their major?

- Can I check online to see what grades my student is getting?
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.

In the eyes of the government (and UC), they 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 “Growl” 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 McKibben’s advice for the Summer before Freshman year

Maintain your trust with your student, so that they keep you informed willingly. They want to become independent young adults, but as maturing children they still need your praise and emotional support.

This Summer:

- 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!
Getting into Medical School

- Medical School is very competitive, requires:
  - Exceptional grades (3.5 - 4.0) and MCAT scores
  - Exceptional diagnostic and analytical skills
  - Exceptional community service record
  - Exceptional leadership and communication skills
  - Exceptional letters of recommendation from faculty and deans (not M.D.s)

- So, students should find a major in which they can be exceptional – they may need to explore different majors and courses.

- No “one” best major for Medical School.
Matriculants to US Medical Schools by Primary Undergraduate Degree Type, 2016-2017

<table>
<thead>
<tr>
<th>Matriculants</th>
<th>MCAT CPBS</th>
<th>MCAT CARS</th>
<th>MCAT BMLS</th>
<th>MCAT PSBB</th>
<th>Total MCAT</th>
<th>GPA Science</th>
<th>GPA Non-Science</th>
<th>GPA Total</th>
<th>Total Matriculants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>127.1</td>
<td>126.5</td>
<td>127.5</td>
<td>127.3</td>
<td>508.3</td>
<td>3.65</td>
<td>3.80</td>
<td>3.71</td>
<td>11,112</td>
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<tr>
<td>Humanities</td>
<td>127.2</td>
<td>127.7</td>
<td>127.5</td>
<td>128.1</td>
<td>510.5</td>
<td>3.60</td>
<td>3.77</td>
<td>3.69</td>
<td>884</td>
</tr>
<tr>
<td>Math and Statistics</td>
<td>127.8</td>
<td>127.2</td>
<td>127.0</td>
<td>127.4</td>
<td>509.4</td>
<td>3.72</td>
<td>3.79</td>
<td>3.74</td>
<td>161</td>
</tr>
<tr>
<td>Other</td>
<td>127.0</td>
<td>126.8</td>
<td>127.2</td>
<td>127.5</td>
<td>508.4</td>
<td>3.63</td>
<td>3.78</td>
<td>3.71</td>
<td>3,815</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>127.9</td>
<td>126.8</td>
<td>127.4</td>
<td>127.3</td>
<td>509.4</td>
<td>3.68</td>
<td>3.75</td>
<td>3.71</td>
<td>2,239</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>127.1</td>
<td>127.2</td>
<td>127.2</td>
<td>128.2</td>
<td>509.8</td>
<td>3.59</td>
<td>3.74</td>
<td>3.67</td>
<td>2,292</td>
</tr>
<tr>
<td>Specialized Health Sciences</td>
<td>126.6</td>
<td>126.3</td>
<td>126.8</td>
<td>127.0</td>
<td>506.7</td>
<td>3.59</td>
<td>3.77</td>
<td>3.68</td>
<td>527</td>
</tr>
<tr>
<td>All Matriculants</td>
<td>127.1</td>
<td>126.7</td>
<td>127.4</td>
<td>127.4</td>
<td>508.7</td>
<td>3.64</td>
<td>3.78</td>
<td>3.70</td>
<td>21,030</td>
</tr>
</tbody>
</table>

Source: AAMC Applicants and Matriculants Data Table A-17

Last column: half are non-life science majors!
Which majors earned the highest MCAT scores? The lowest?

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.
Strategies for Getting into Graduate and Professional Schools (including Medical)

- Study what makes them passionate and major in what makes them exceptional (A’s, B’s).
- It may take some time to find the right major.
- They should expand their horizons beyond what they already know by sampling some of the less familiar majors and see what fires them up!
- Establish a record of research and community service: Honors, Science Ambassadors, Student organizations, Scholarships.
Student:Faculty ratio by major. The competition students face for faculty time and research opportunities can vary among different majors.

<table>
<thead>
<tr>
<th>Examples of Majors</th>
<th>S:F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>91:1</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>54:1</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>10:1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9:1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5:1</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5:1</td>
</tr>
<tr>
<td>Statistics</td>
<td>3:1</td>
</tr>
<tr>
<td>Physics</td>
<td>3:1</td>
</tr>
<tr>
<td>Geology/Geophysics</td>
<td>2:1</td>
</tr>
<tr>
<td>Plant Biology</td>
<td>1:1</td>
</tr>
<tr>
<td>Entomology</td>
<td>1:1</td>
</tr>
<tr>
<td>Major</td>
<td>Day, Date, Location</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>All Freshman Majors in Biochemistry</td>
<td>Monday, September 25th PHYS 2000</td>
</tr>
<tr>
<td>All Freshman Majors in Cell Molecular &amp; Developmental Biology; Entomology; Microbiology; Neuroscience; and Plant Biology</td>
<td>Monday, September 25th PHYS 2000</td>
</tr>
<tr>
<td>All Freshman majors in all Undeclared Programs</td>
<td>Tuesday, September 26th Bourns B118</td>
</tr>
<tr>
<td>All Freshman Majors in Biology Last Names A-L only</td>
<td>Tuesday, September 26th Bourns B118</td>
</tr>
<tr>
<td>All Freshman Majors in Biology Last Names M-Z only</td>
<td>Wednesday, September 27th Bourns B118</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 27th Bourns B118</td>
</tr>
</tbody>
</table>
Thank you for listening! Questions?