Presentation Outcomes

By the end of this presentation, you will:

- Be familiar with who our students are
- Know the implications of students’ backgrounds in the classroom
- Have identified some strategies for promoting success in higher education at UC Merced
Part 1: Who are our students?
Demographics of UC Merced Incoming Freshmen

- Male: 53%
- Female: 47%
- Northern CA: 38%
- San Joaquin Valley: 29%
- Southern CA: 31%
- African-American: 7%
- Asian: 33%
- Hispanic: 32%
- White: 23%
- International: 1.5%

Source: UCM IPA 2008 data
Additional Information for Incoming Freshmen at UCM

- Language other than English spoken at home: 56%
- First in family to attend college: 53%
- Low Income: 42%
Part 2: What are the implications?
Implications for these students:

- *Tacit knowledge*
  - What to expect
  - How to behave
- Support networks and/or financial resources
- Academic vocabulary
- Reading and writing skills
Part 3: What teaching strategies can I use to help?
Provide Support

- Fill in the *tacit knowledge* gaps – make explicit the “habits of the mind” (behaviors)

- Build their vocabulary for your field – deliberately

- Recognize difficulties and help students develop strategies to overcome them
Scaffold Their Learning

- Assess their prior knowledge
- Increase opportunities for their success:
  - Increase wait time for student answers
  - Give time to think about the answer, share with peer, then answer in larger setting
  - Have students write:
    - Summary of lecture on wiki (starting point for clarifying)
    - Exit Tickets (means of seeing what is still unknown after Discussion sections or Lab)
- Other ideas?
Millennial Students

These are the “Net Generation”, students who grew up surrounded by technology

Draw in students with computer assisted learning options for your courses, such as:

- Discussion threads – forum discussion section on CROPS
- Facebook
- Class wiki
- Youtube segments in class
See the tips sheet in the folder and send us any additional insights and practices that you find successful.