Putting It All Together: Different Student Populations and Institution Types

College Teaching Seminars
3/6/2019
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Center for Excellence in Learning & Teaching
Learning Objectives

- Identify challenges of teaching at varied institution types
- Discuss and develop strategies for success with different student populations
- Reflect on your ideal academic job
Think-Pair-Share:

- What are some different institution types?
- Brainstorm one challenge for teaching at one particular type.
- Discuss your thoughts with a partner and how you may overcome each of your challenges.
- Share with the group.
## Carnegie Classifications

### Doctoral Universities
- R1: Very high research activity
- R2: High research activity
- D/PU: Doctoral/Professional Universities

### Master’s Colleges and Universities
- M1: Larger programs
- M2: Medium programs
- M3: Smaller programs

### Baccalaureate Colleges
- Liberal Arts
- Diverse Fields

### Baccalaureate/Associates Colleges
- Mixed Baccalaureate/Associate's Colleges
- Associate's Dominant

### Associates Colleges
- High Transfer-High Traditional
- High Transfer-Mixed
- High Transfer/Nontraditional
- Mixed Transfer/Career & Technical-High Traditional
- Mixed Transfer/Career & Technical-Mixed
- Mixed Transfer/Career & Technical-Nontraditional
- High Career & Technical-High Traditional
- High Career & Technical-Mixed
- High Career & Technical-Nontraditional
- High Career & Technical-High Nontraditional

### Special Focus Institutions
#### Two-Year:
- Health Professions
- Technical Professions
- Arts & Design
- Other Fields

#### Four-Year:
- Faith-Related Institutions
- Medical Schools & Centers
- Other Health Professions Schools
- Engineering Schools
- Other Technology-Related Schools
- Business & Management Schools
- Arts, Music & Design Schools
- Law Schools
- Other Special Focus Institutions

### Tribal Colleges
- American Indian Higher Education Consortium

[http://carnegieclassifications.iu.edu/classification_descriptions/basic.php](http://carnegieclassifications.iu.edu/classification_descriptions/basic.php)
Different Institution Types

Figure by T McGlynn

https://smallpondscience.com/2014/04/02/what-kind-of-faculty-job-do-you-want/
Think-Pair-Share:

- What are some different student populations?
- Brainstorm one challenge for teaching one particular population.
- Discuss your thoughts with a partner and how you may overcome each of your challenges.
- Share with the group.
Different Student Populations

Suffolk Community College

Degrees granted: AA, AA, AAS
# Students: 27,000
(all campuses, full & part time)
Class size: 20-30, no large lectures

Student demographics:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2013*</th>
<th>Fall 2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>Male</td>
<td>47%</td>
<td>47%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2013*</th>
<th>Fall 2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>25 and over</td>
<td>20%</td>
<td>21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2013*</th>
<th>Fall 2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>50.5%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Black</td>
<td>8.0%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.3%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Asian Pacific</td>
<td>3.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>18.0%</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

Graduation rates:

- Graduation Rate – 100% of normal time (2 years)
  - Fall 2013*: 7%
  - Fall 2014*: 8%

- Graduation Rate – 150% of normal time (3 years)
  - Fall 2013*: 24%
  - Fall 2014*: 26%

- Graduation Rate – 200% of normal time (4 years)
  - Fall 2013*: 32%
  - Fall 2014*: 0%

- Transfer-out Rate
  - Fall 2013*: 14%
  - Fall 2014*: 16%

*Reporting years 2016 & 2017

https://www.suny.edu/campuses/suffolk/
https://www.sunysuffolk.edu/about-suffolk/suffolk-at-a-glance.jsp
SUNY Old Westbury

Degrees granted: BA, BS, BS/DO, BS/MS, MA, MAT, MS
# Students: 4,635 undergraduates, 276 graduate
Average class size: 22

Student demographics:
- 32% Caucasian
- 27% African-American
- 25% Hispanic/Latino
- 12% Asian, Asian-American
- 5% Other/Unknown

Graduation rates:

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year Graduation Rate</td>
<td>22%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>5-Year Graduation Rate</td>
<td>34%</td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td>6-Year Graduation Rate</td>
<td>40%</td>
<td>47%</td>
<td>48%</td>
</tr>
</tbody>
</table>

https://www.oldwestbury.edu/about/about-old-westbury
https://www.oldwestbury.edu/academics/academic-affairs/ir/retention-graduation-data
Brooklyn College (CUNY)

Degrees granted: BA, BBA, BFA, BM, BS, MA, MAT, MFA, MM, MS, MS.Ed

# Students: 14,968 undergraduate
3,183 graduate
Average class size: 25, a few over 100 students

Student demographics:
White 24.53%
Hispanic 21.07%
Asian 18.19%
Black or African American 18.00%
Missing/Unknown 16.16%
Two or more races 1.68%
American Indian or Alaska Native 0.21%
Native Hawaiian/Other Pacific Islander 0.14%

Graduation rates

1. Students Admitted as First-Time, Full-Time, Bachelor's Degree-Seeking Freshmen

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Initial Count</th>
<th>One-Year Retention Rate</th>
<th>Four-Year Cumulative Graduation Rate</th>
<th>Six-Year Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall 2013</td>
<td>1,183</td>
<td>82.0%</td>
<td>27.0%</td>
<td></td>
</tr>
<tr>
<td>fall 2014</td>
<td>1,347</td>
<td>81.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fall 2015</td>
<td>1,327</td>
<td>81.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fall 2016</td>
<td>1,320</td>
<td>81.5%</td>
<td></td>
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</tr>
</tbody>
</table>

2. Students Admitted as Entering, Full-Time, Bachelor's Degree-Seeking Transfer Students

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Initial Count</th>
<th>One-Year Retention Rate</th>
<th>Four-Year Cumulative Graduation Rate</th>
<th>Six-Year Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall 2013</td>
<td>1,548</td>
<td>73.4%</td>
<td>53.0%</td>
<td></td>
</tr>
<tr>
<td>fall 2014</td>
<td>1,771</td>
<td>73.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fall 2015</td>
<td>1,756</td>
<td>77.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fall 2016</td>
<td>1,687</td>
<td>74.4%</td>
<td></td>
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</tbody>
</table>
Stony Brook Students

Degrees granted: BA, BS, BFA, MA, MS, MAT, MBA, MPS, MPH, MFA, PhD, MD/PhD.

# Students: 17,522 undergraduate
8,732 graduate
Associated with SBU Medicine
Wide range of class sizes

Student demographics:
White 40.3%
Asian 39.9%
Black or African American 9.7%
Hispanic or Latino 12.6%
Race/Ethnicity unknown 6.7%
American Indian or Alaskan Native 1.1%
Native Hawaiian or Other Pacific Islander 0.4%

Graduation rates

4-Year Graduation Rate
Gender: All, Race/Ethnicity: All

https://www.stonybrook.edu/about/facts-and-rankings/
Compare and Contrast

● What was similar about the information presented for the 4 institutions?
● What was different?
Inclusive Teaching

Of the pictures below, which best represents equity? Inclusion?

**Diversity:**
Acknowledge individual and group differences

**Equity:**
Provide disadvantaged groups with support so that they have equal access to opportunities

**Inclusion:**
Remove the barriers to full access for all
Building an Inclusive Classroom

- Provide support
- Consider teaching and learning frameworks (e.g., UDL)
- Maintain awareness of classroom diversity
- Examine implicit biases
- Cultivate an inclusive climate

- Add a diversity statement to syllabus
- Solicit student feedback
- Review the literature
- Incorporate diversity into the curriculum

Keep ALL students motivated and engaged with activities that build higher order thinking and give them control over their learning experiences

https://ctl.yale.edu/InclusiveTeachingStrategies
What does the research say?

Active learning in STEM courses reduces the percent of students who fail (all demographics)

Highly structured active learning Biology courses close the achievement gap for at risk-student populations

Scott Freeman et al. PNAS 2014;111:23:8410-8415

David C. Hask et al. Science 2011;332:1213-1216
Selected Active Learning Strategies

- **Think-pair-share**: Pose a question: students think on their own, then discuss with a peer, then share with the class; can be used with polling.
- **Whip-around**: Pose a question: students write down a short answer, each student shares with the class.
- **Turn and talk**: Similar to think pair share, but students discuss with a peer right away.
- **1-minute paper**: Students summarize a concept or answer a low stakes question in 1-minute.
- **Jigsaw**: Students are assigned either group A, B, C, or D with a goal, then all letters regroup, mixed, and share in order to solve a problem.
- **Fish bowl**: A way to practice listening & group discussions, small groups take turns discussing in the middle of a circle.
- **Group work**: Rethink how to use small groups during in-class activities and problem solving exercises.

https://teaching.berkeley.edu/active-learning-strategies

What about different class sizes?

Most active learning strategies can be used equally effectively in large (>50) and small (<50) classes.

Alternative lecture formats:
- Divide content into smaller chunks with review and/or discussion in between
- Devote 20 minutes per lecture to open ended student questions, guided review question writing, a short activity, etc.
Apply what you have learned to best serve all of your students with the resources you have!

Recap of the College Teaching Seminar Series

- Intro Session: Student Engagement & Your Teaching Statement
- Evidence-based Instructional Practices
  - I- Scientific Teaching
  - II- Hybrid BIO203
  - III- POGIL in a SBU Chemistry Course
- Course Design Considerations
- Flipped Classroom
- Learning Theory and Metacognition
Your ideal academic job

Imagine your ideal institution/teaching job/class type:

○ What course/s would you teach?
  ■ What is your ideal number of students?
  ■ What strategies would you use that you have learned in this series?
  ■ What challenges do you anticipate?
    ● How can you overcome them?

○ Will you do research? Continued from current work?