



Welcome To Our Class of 2020!

Introducing our first year students to UTRGV faculty...

Number of first year students (first time in college)	3950 students
Enrollment in Fall Semester	91.5% full-time enrolled 8.5% part-time enrolled 13.5 average credit hours 37% enrolled in 15 hours or more
Average Age	18.1 years
Sex	54.5% Female 45.5% Male
Hispanic Ethnicity	92.0%
Financial Aid	84.6% awarded financial aid 64.7% awarded Pell Grants 63.0% awarded Texas Grants 11.1% awarded work study
Declared Major (by college)	29.0% Health Affairs 16.7% Liberal Arts 15.6% Science and Math 15.1% Engineering and Computer Science 11.0% Business and Entrepreneurship 4.4% Fine Arts 4.4% Education and P-16 Integration 3.8% University College (undeclared)
College credits already earned (dual enrollment, AP, IB, etc.)	19.1 average hours 13.9% with over 45 hours
Top 8 enrolled classes	39.0% in HIST 2313 U.S. History I 36.6% in UNIV 1301 Learning Framework 35.2% in ENGL 1301 Rhetoric and Composition I 32.8% in MATH 1314 College Algebra 16.5% in ARTS 1301 Art Appreciation 16.4% in MATH 1342 Elem. Statistical Methods 12.6% in SOCI 1301 Intro to Sociology 12.2% in BIOL 1406 General Biology I
Required to take developmental courses by Fall semester start	7.4% math 5.4% reading and/or writing
Average ACT score	19.92

A higher education is something everyone should strive for, however not many have the opportunity to achieve one. My parents for instance never had the chance to get an education higher than elementary. That's why getting a higher education is important. It's not just for me, it's for the people who raised me to become someone important in this world and make a difference.

Glenda Loza
Biology major

I want to achieve a higher education to break the mold, to go out and be successful, and to show my brothers and family that you can do whatever you want in this world if you set your mind to it.

Juan Anzaldúa
Biomedical Sciences major

Higher education will help me find a lucrative career while teaching me how to deal with a variety of real-life situations... It will also give me the opportunity to meet people of diverse backgrounds which gives one a broader world view, cultural understanding, and sophistication.

Emily Delgado
Occupational Therapy major

All data is preliminary based on enrollments on the first day of class. Thank you to the Brownsville CAMP students for their inspiring quotations.

Selected Items from The Mindset List for the Class of 2020

For this generation of entering college students, born in 1998, Frank Sinatra, Phil Hartman, Matthew Shepard, Sonny Bono, and Flo-Jo have always been dead. See beloit.edu/mindset/2020 for the complete mindset list from Beloit College.

- There has always been a digital swap meet called eBay.
- West Nile has always been a virus found in the U.S.
- The Sandy Hook tragedy is their Columbine.
- Cloning has always been a mundane laboratory procedure.
- The United States has always been at war.
- Euros have always been the coin of the realm... well, at least part of the realm.
- They have never had to watch or listen to programs at a scheduled time.
- Vaccines have always been erroneously linked to autism.
- Bluetooth has always been keeping us wireless and synchronized.
- Laws against on-the-job harassment have always applied to parties of the same sex.
- A Bush and a Clinton have always been campaigning for something big.
- Airline tickets have always been purchased online.
- Robots have always been surgical partners in the O.R.
- Outstanding women basketball players have always had their own Hall of Fame.
- Michael J. Fox has always spoken publicly about having Parkinson's disease.

Thoughts on Working with First Year Students



Engagement in Class: Engagement doesn't just happen. Good teaching counts. Plan for students to talk, to argue, to walk around the room, to make and defend positions. Show students how to listen and change their minds. Engagement isn't the result of our own obvious and contagious passion (though it might help). Engagement is the result of purposeful planning.

Engagement with Faculty: I like to manufacture early (positive!) interactions with my students. I might do brief in-class conferences with each student during class work. Or I might give students a reason to come by my office hours during the first two weeks of class. I try to show the students that despite whatever gap they imagine between us — experience, credentials, authority — that, really, I'm a person legitimately interested in their learning and growth.

Andrew Hollinger
Lecturer II, Writing and Language Studies

If faculty expect students to write well, faculty have to be willing to teach students how to become effective writers. Assignments should be broken down into manageable parts and faculty need to provide feedback throughout the writing process. Good writing needs to be modeled (via examples of 'A' student work). Students need to have a clear sense of what good writing looks like.

Dr. William Sokoloff
Assistant Professor, Political Science

Try and remember that high school (or at least some high schools) is a very structured environment. The typical college classroom is not. Students need some support as they are making this transition. Help them monitor their progress, set goals and checkpoints for them to meet, and generally try to ease the transition from an externally paced learning to a self-paced learning environment.

Dr. Virgil Pierce
Associate Professor, Mathematical and Statistical Sciences