UC DAVIS
CENTER FOR EDUCATIONAL EFFECTIVENESS
Office of Undergraduate Education

New Faculty Workshop

Engaging with the Center for Educational Effectiveness +

Welcome from the Center for Educational Effectiveness (CEE)

Supporting Faculty, Students, and Innovative Teaching at UC Davis.

Hello, from CEE +

- Beth Broome
- Matthew Steinwachs
- Kara Moloney
- Patricia Turner
- Katie Healey
- Dawn Takaoglu
- Amy Forester
- Barbara Mills

Misson

Advance teaching and learning through evidence based practices, innovation, and faculty support

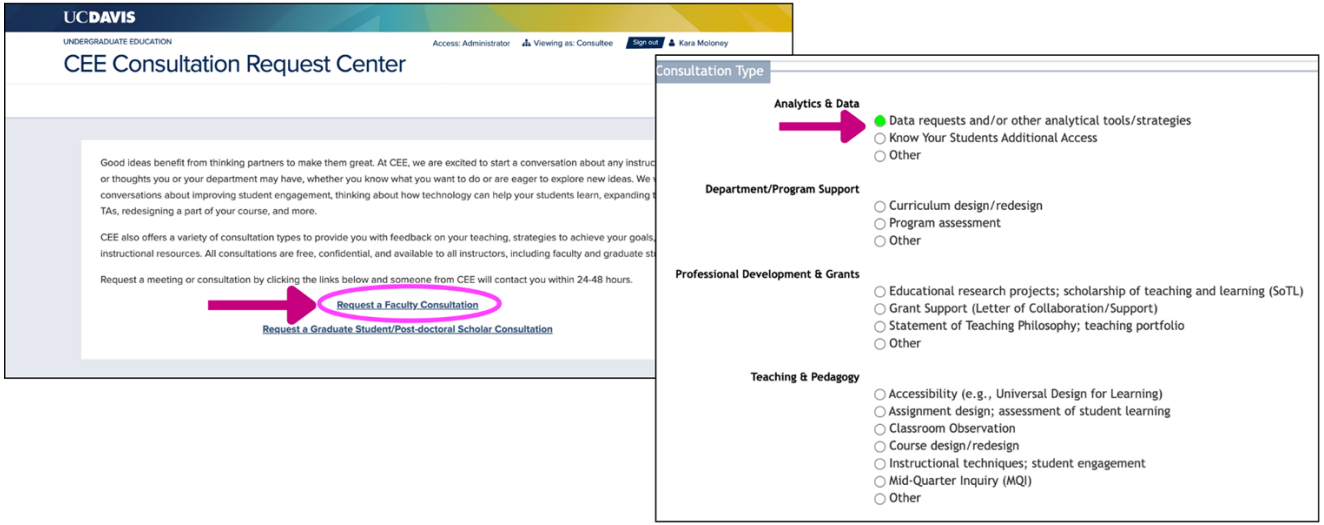
Vision

UC Davis as a national leader in educational effectiveness and student success.

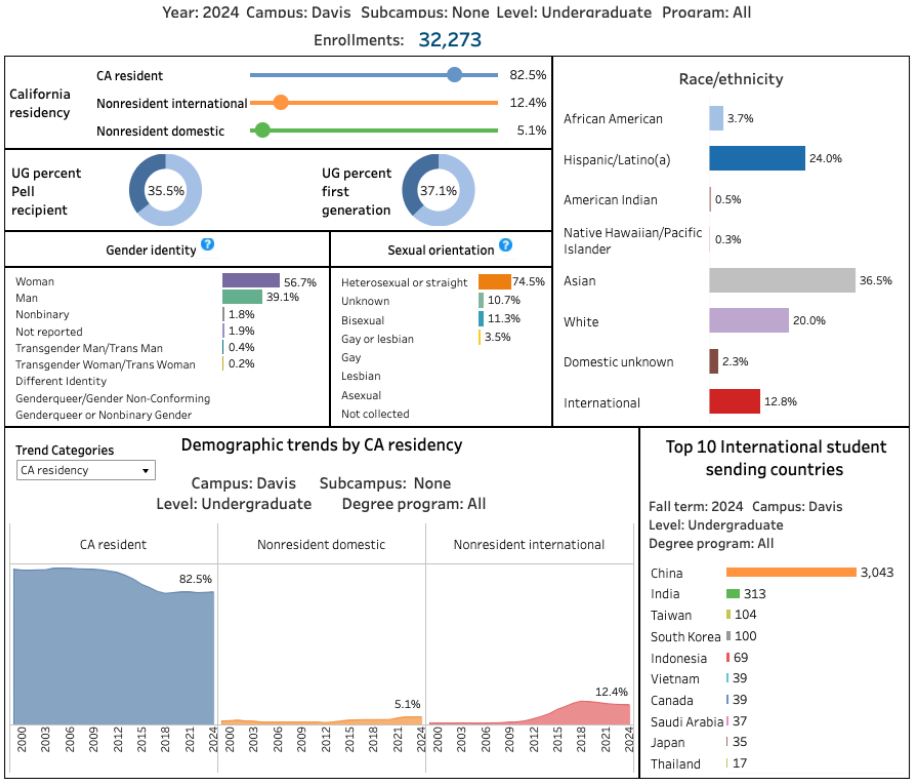
How faculty can engage

- Attend workshops and trainings
- Graduate student training
- Collaborate on Scholarship of Teaching and Learning (SoTL) research
- Consult on course design and assessment
- Explore grants and innovation initiatives
- Data dashboards and assessment
  - Metrics on student engagement
  - Learning outcomes
  - Tools and resources

cee.ucdavis.edu/consultations



UC Davis Enrollment Profile



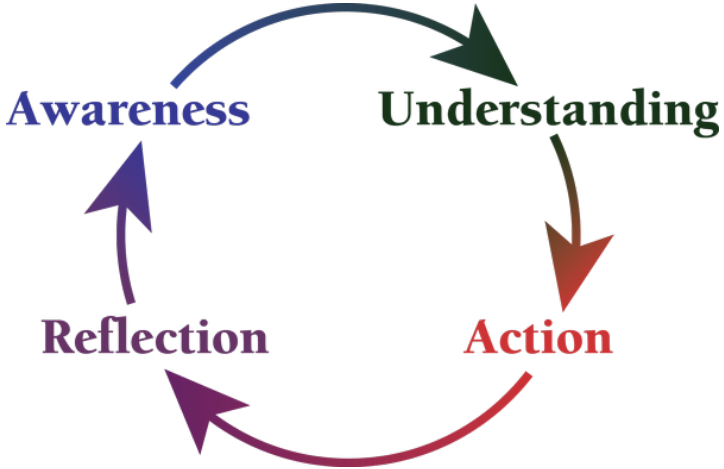
Source: https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance

Dr. Rock's Epic Journey

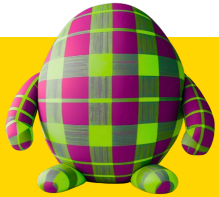
Know Your Students (KYS)

cee.ucdavis.edu/KYS

Course-level information for instructors

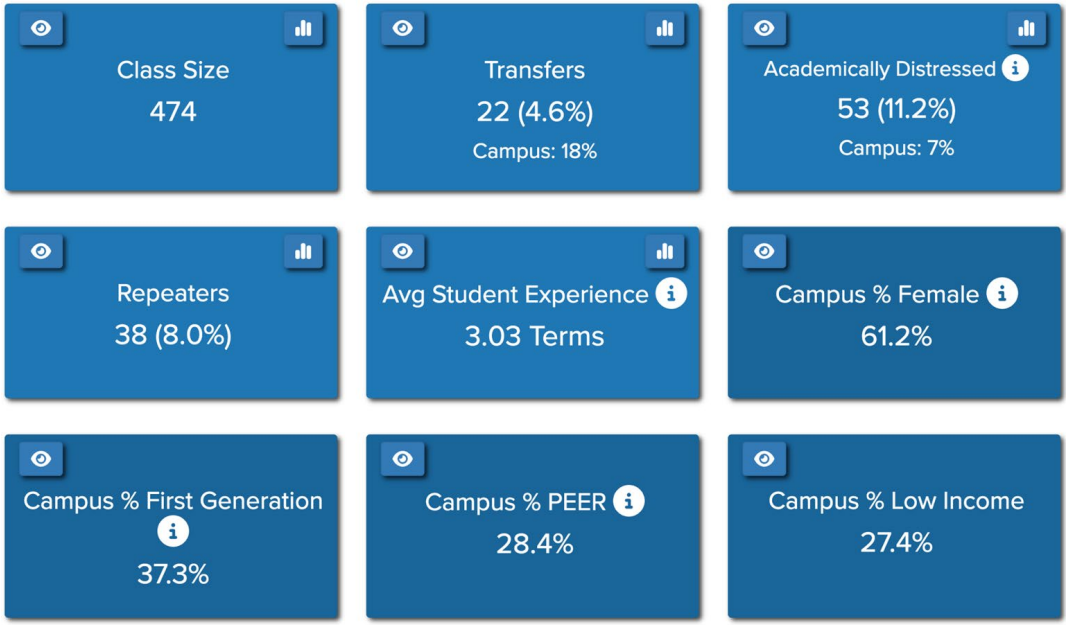


How can I access course-level info?

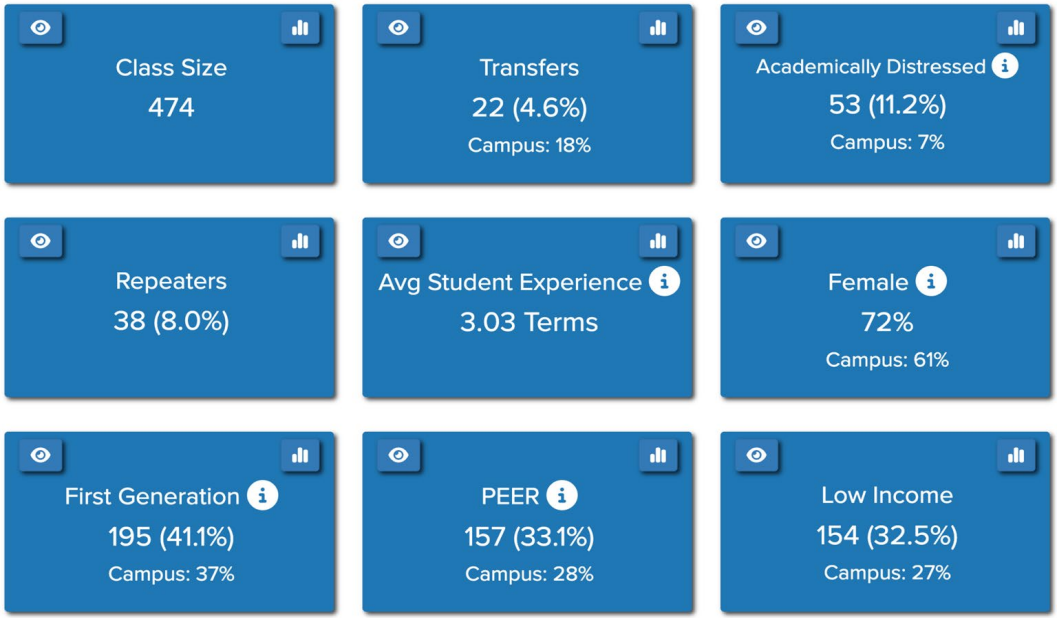


Course Demographics

Note: PEER stands for Persons Excluded due to Ethnicity or Race



Course Demographics



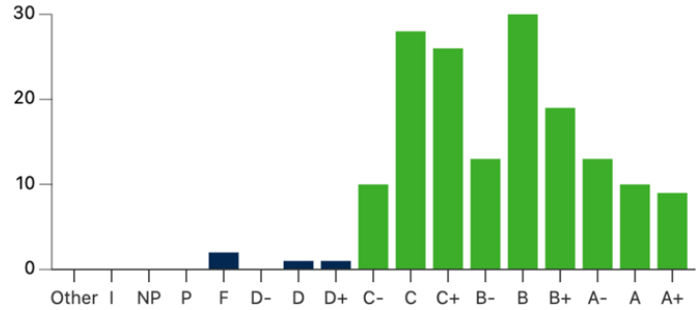
Academic Preparation

Example: *Grade distributions in prior courses*

CHE 002B

162 of your students

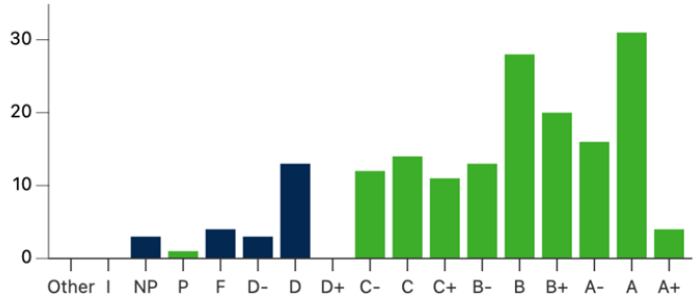
97.5% passed



MAT 017A

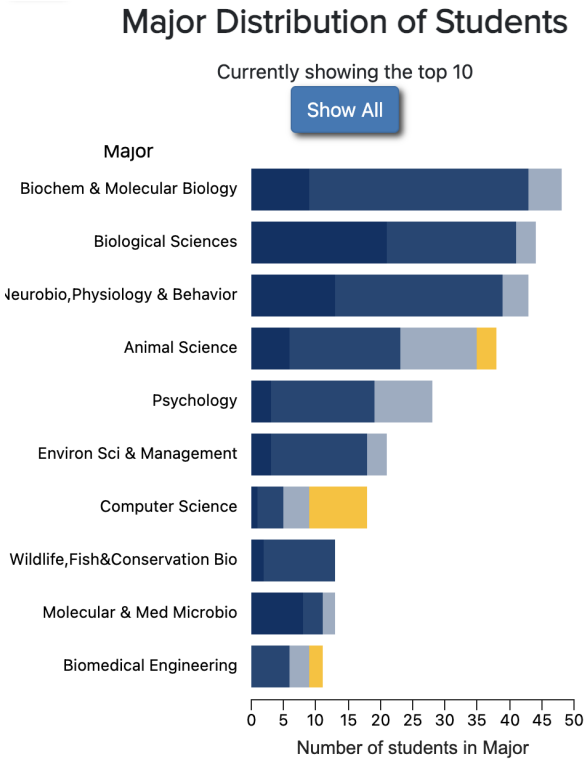
173 of your students

86.7% passed



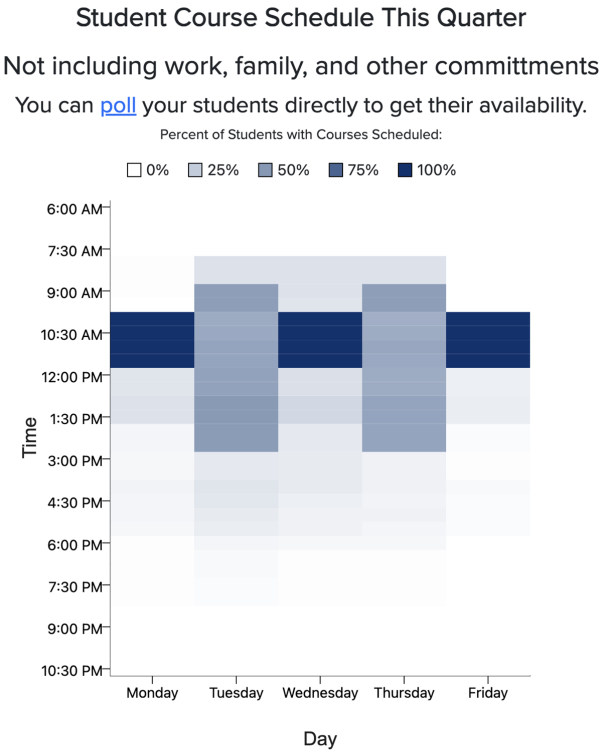
Course Planning

Example: Student majors

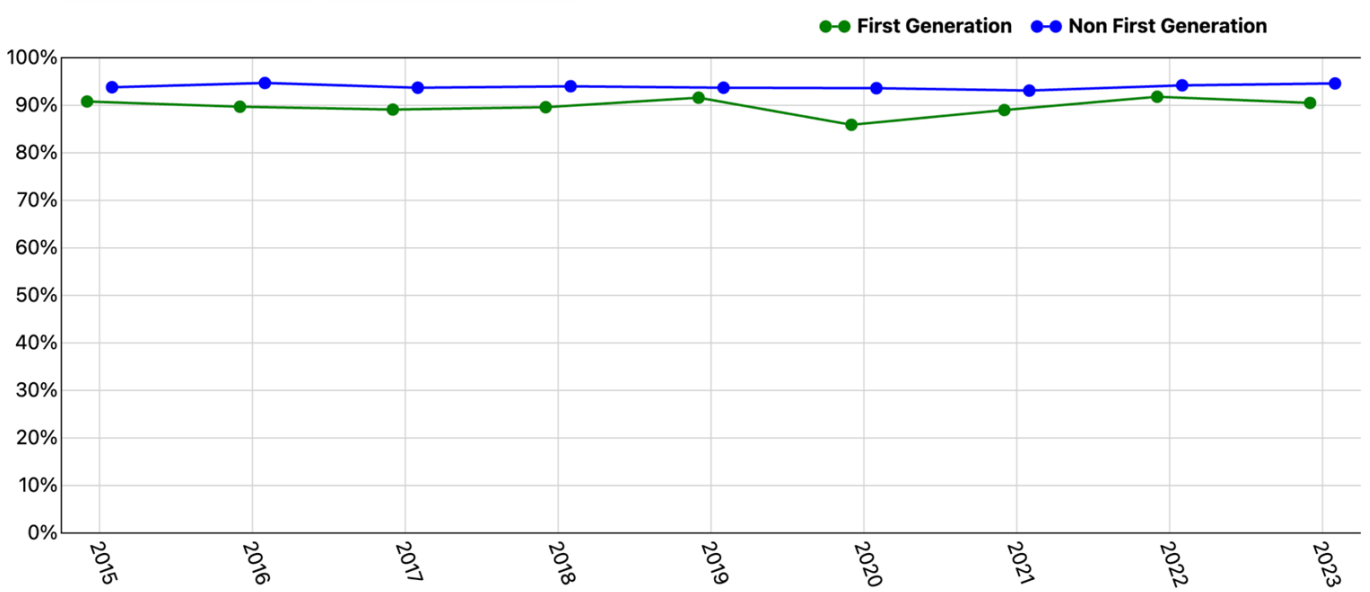


Course Planning

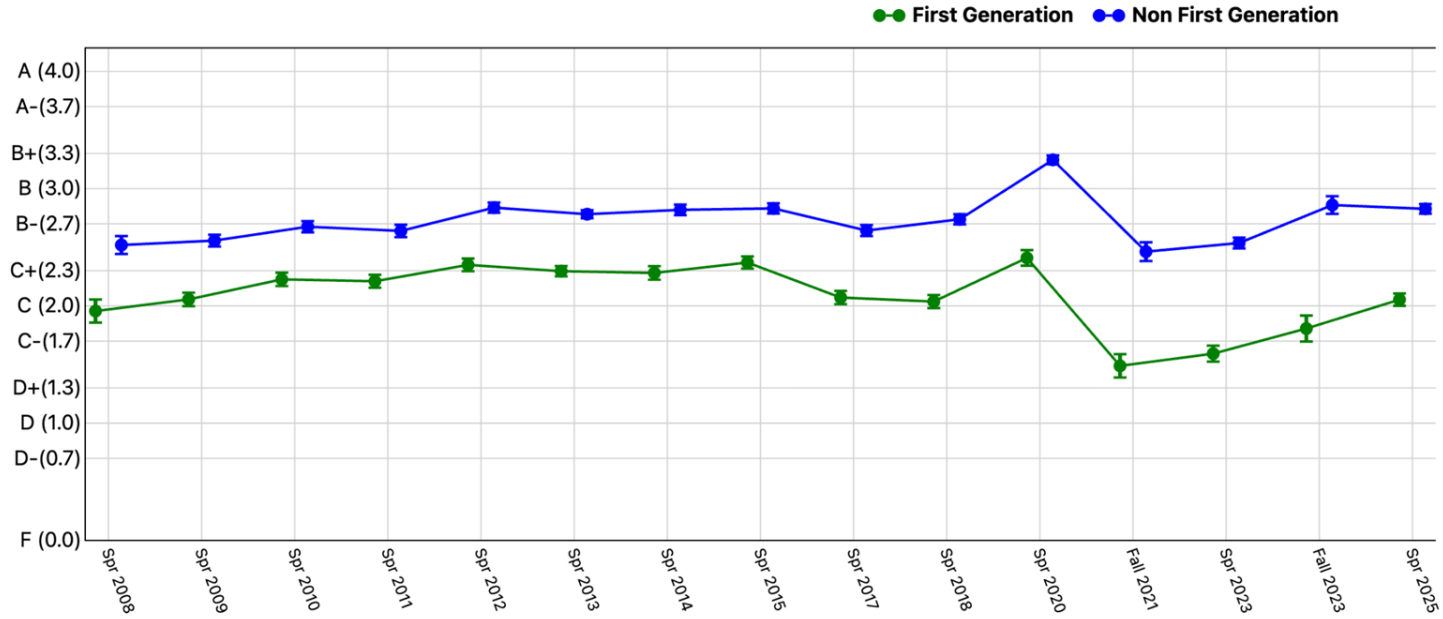
Example: Student availability



Campus Inequities: 1st Year Retention



Course Grade Inequities



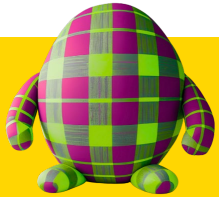
Learning Outcomes Assessment

What questions come to mind when considering the data on campus-wide disparities?

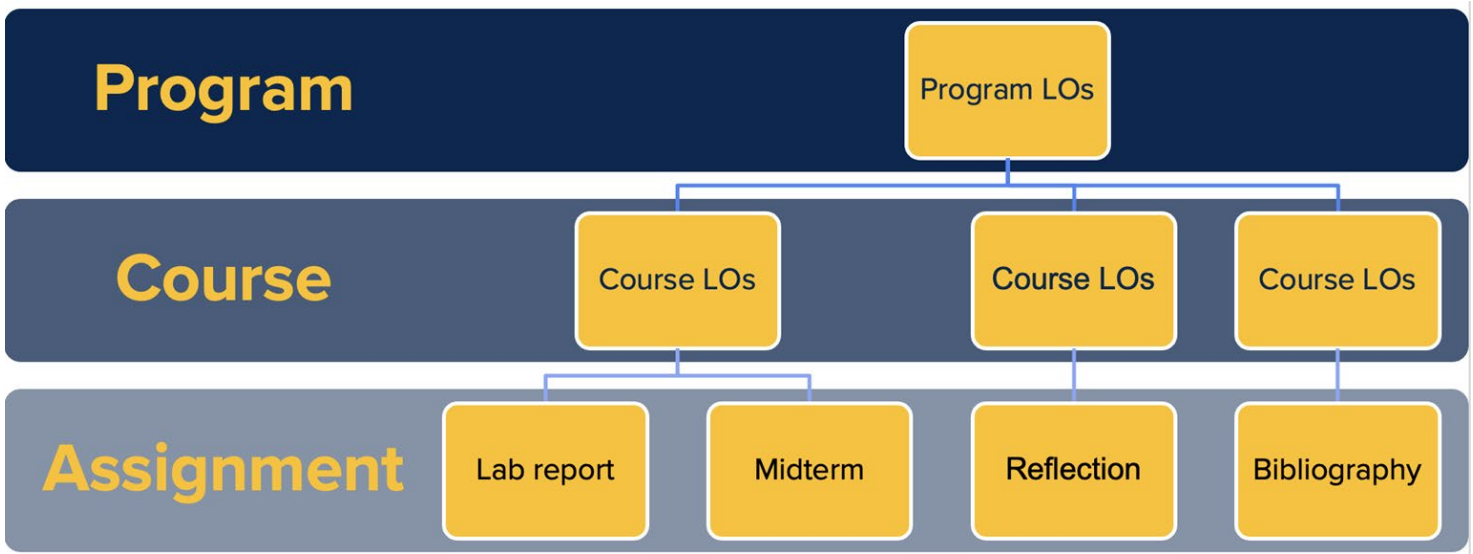
Course grades tell us **what happened** in a course.

Learning outcomes assessment tells us **how** or **why** learning happened.

How can I promote success for all learners?



Alignment


Program
Program LOs
Course
Course LOs
Course LOs
Course LOs
Assignment
Lab report
Midterm
Reflection
Bibliography

Transparency

Data from several foundational studies identifies ***transparent instruction*** as a small, time-efficient, and equitable teaching intervention that **significantly enhances students' success**, with greater gains for PEER students.

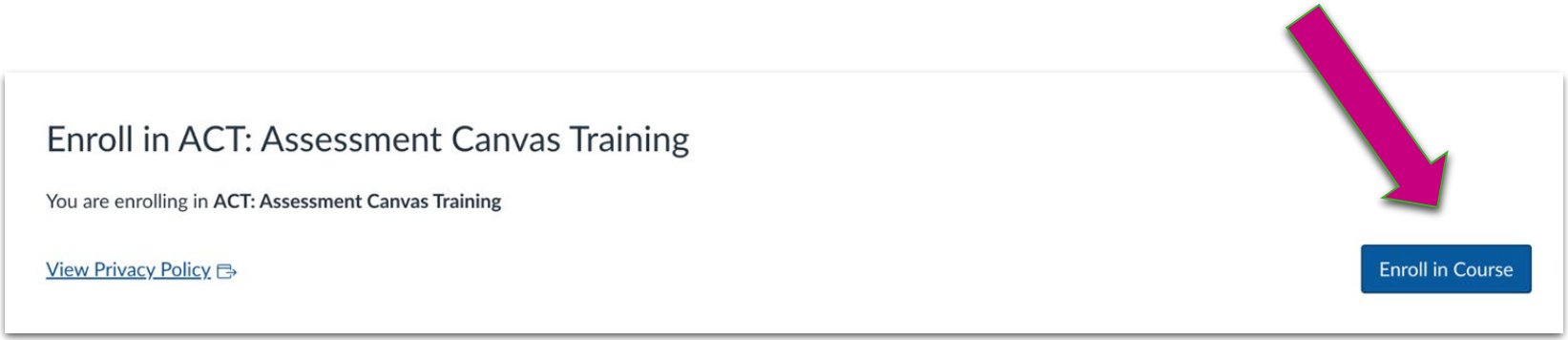
(Winkelmes, 2013; Winkelmes et al., 2016; Gianoutsos & Winkelmes, 2016; Calkins & Winkelmes, 2018; Winkelmes et al. 2019)

Plan backwards, teach forward

1. Begin with your expectations (CLOs),
2. Identify the evidence (i.e., student work) you'll need to see to know whether students are able to demonstrate attainment of the CLOs,
3. *Then* plan assignments (which include exams).

Assessment Canvas Training (ACT)

cee.ucdavis.edu/ACT



Reflect

Who was an **influential educator** in your life?

How did she/he/they make a difference in your **learning experience**?

Be the inspiration

We are here to support you with **resources** and **services** for *teaching effectiveness*.

Evidence-Based Teaching Practice

- Interactive lectures and active learning
- Inclusive teaching
- Motivating students
- Course design

Support for Faculty

- Faculty Learning Communities
- One-on-one consultations
- Student feedback surveys
- Interactive teaching workshops
- Reading group: Teaching^2

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Support for New Faculty

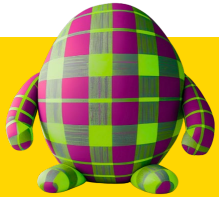
- Writing the syllabus
- First day of class
- Your course Canvas site
- Creating assessments
- Grading and feedback

Canvas Teaching Community,

Your Teaching Community

Universal Design for Learning

How can I make my teaching inclusive and accessible?



Plus-One Approach

- Add one *modality*
- Add one *choice*
- Add one *support*
- Add an additional *way to engage*

Our Students

Math 21a – Summer Session 2 2024

Name (click to view profile) Last	First	Level	Units	Class	Majo
Garcia	Diego	UG	4.000	JR	LPOL
Jimenez	Vanessa	UG	4.000	JR	BBIS
Gumma	Sanjana	UG	4.000	SO	BMM
Chen	Linhan	UG	4.000	FR	BCBI
Na	Rongyao	UG	4.000	FR	LAHI
Umlas	Randolph	UG	4.000	SO	EMEC
Garcia	Pedro	UG	4.000	SR	BBIS
Wondolleck	Dylan	UG	4.000	FR	AHYD
Omar	Faris	UG	4.000	FR	EMEC
Imran	Fatima	UG	4.000	JR	LUHU
Si	Yicheng	UG	4.000	SO	LUSS
Zeng	Zimo	UG	4.000	FR	LUSS
Zhang	Ronghan	UG	4.000	FR	LACH
Li	Ruochen	UG	4.000	FR	LSTA
Roden	Lara	UG	4.000	FR	EBIM
Ahmed	Muhammed	UG	4.000	JR	AHDE
Tian	Tiffany	UG	4.000	FR	LMCO
Camarena	Vanessa	UG	4.000	SR	AAEE
Chen	Yuheng	UG	4.000	FR	AFSC
Hsu	Robert	UG	4.000	FR	LPHY
Xiao	Muchen	UG	4.000	FR	BBMB
Chen	Yuheng	UG	4.000	FR	LUSS
Jiang	Ruby	UG	4.000	FR	AANS
Mok	Caitlin	UG	4.000	FR	ECMI

Over 50% Multilingual

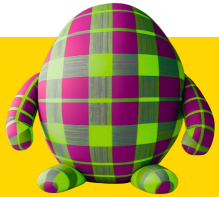
Unfamiliar Names

Discuss Strategies you've used or considered.

Just two rules:

1. Verbs x 2
2. No articles (*a*, *an* or *the*)

How do I make international students feel welcome?



International Undergraduate Numbers

Total Admitted AND Enrolled	
Admit Term	Count
Fall Quarter 2020	1163
Fall Quarter 2021	933
Fall Quarter 2022	850
Fall Quarter 2023	969
Fall Quarter 2024	865
Grand Total	4780

Approx 16% of UG are International

	Top 10 Majors (2025)
1	Economics
2	Biological Sciences
3	Sociology
4	Undeclared-Social Sciences
5	Undeclared-Physical Sciences
6	Business
7	Mathematics
8	Environmental Science & Mgmt.
9	Undergraduate/Exploratory Prog.
10	Undeclared Life Science

Top 10 Countries Fall 2025	
1	China
2	India
3	South Korea
4	Saudi Arabia
5	Hong Kong
6	Taiwan
7	Unknown
8	Indonesia
9	Canada
10	Vietnam

Strategies for Supporting International and Multilingual Students

- Tell the students directly how to address you.
- Learn students' names, even the *difficult*, foreign sounding one like Takaoglu.
- Avoid jargon or teach it.
- Make expectations clear and consequences explicit.
- Reconsider high-stakes, timed exams.

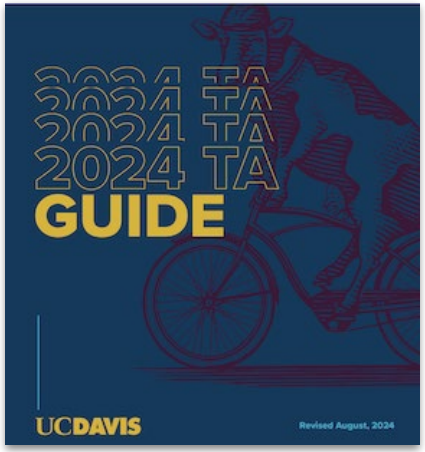
Pal Program
&
Language and Culture Coaching

UCDAVIS Global Affairs

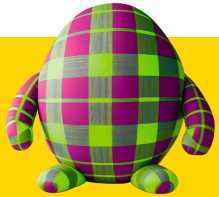
How can TAs help close the gap?

They are often the ***first person*** students turn to when they are struggling.

In addition to departmental training, you can support them in getting ***pedagogical training*** and ***support***.



How can I help my TAs support students?



Instructional Development for TAs

TA Orientation **Workshops** **Consultations**

CARES Framework

CLARIFY

- *Be transparent about assignment expectations*
- *Explain the purpose of office hours*

ACCESS

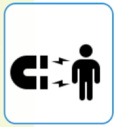
- *Provide free textbooks*
- *Create a class Discord/Slack/Piazza*
- *Have longer assignment windows*

REFLECT

- *Educate yourself*
- *Get feedback from students*
- *Examine your own experiences, expectations, and biases*

ENGAGE

- *Implement authentic activities and assignments*
- *Use different modes of participation*



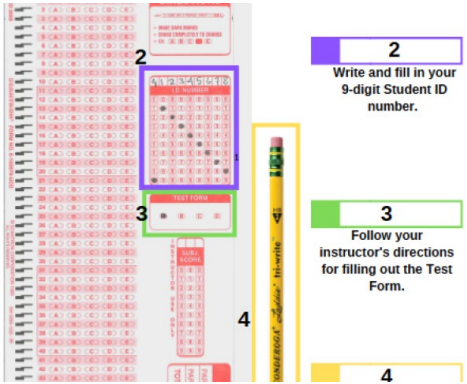
SUPPORT

- *Share campus resources*
- *Position yourself as a resource*
- *Normalize asking for help*

Test Scoring & Scanning for Gradescope

Location

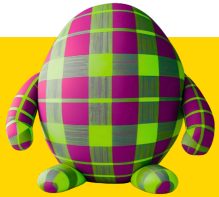
The test grading room is located at 1313 The Grove.



Appointments

Make an appointment online or send an email to testscore@ucdavis.edu.
Drop off or to come in and grade.

How can I get support with test design and grading?



Reflecting on your courses

Know Your Students shows additional information that can help you reflect on your courses. Don't forget to visit it again once grades are posted each quarter.

CEE is here to support you as you work to refine your courses and teaching and we hope to see you again soon!

What's next?

A few ways to get started:

- Sign up to receive CEE emails
- Register for the 2025 SoTL Conference
- Add your information to the first-gen directory
- Find us on LinkedIn
- Schedule an introductory consultation

How can I connect with CEE?

Please take a moment to give your feedback: https://tinyurl.com/NFW2025

We look forward to connecting with you!