

**UCDAVIS**

**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

# Mission

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

The screenshot displays the 'CEE Consultation Request Center' interface. At the top, the UC Davis logo and navigation links are visible. The main content area includes a welcome message and a list of consultation types. A pink arrow points to the 'Request a Faculty Consultation' link, which is circled in pink. To the right, a detailed view of the 'Consultation Type' selection process is shown, with a pink arrow pointing to the 'Data requests and/or other analytical tools/strategies' option under the 'Analytics & Data' category.

**UC DAVIS**  
UNDERGRADUATE EDUCATION

Access: Administrator | Viewing as: Consultee | Sign out | Kara Moloney

## CEE Consultation Request Center

Good ideas benefit from thinking partners to make them great. At CEE, we are excited to start a conversation about any instruction or thoughts you or your department may have, whether you know what you want to do or are eager to explore new ideas. We have conversations about improving student engagement, thinking about how technology can help your students learn, expanding teaching techniques, redesigning a part of your course, and more.

CEE also offers a variety of consultation types to provide you with feedback on your teaching, strategies to achieve your goals, instructional resources. All consultations are free, confidential, and available to all instructors, including faculty and graduate students.

Request a meeting or consultation by clicking the links below and someone from CEE will contact you within 24-48 hours.

[Request a Faculty Consultation](#)

[Request a Graduate Student/Post-doctoral Scholar Consultation](#)

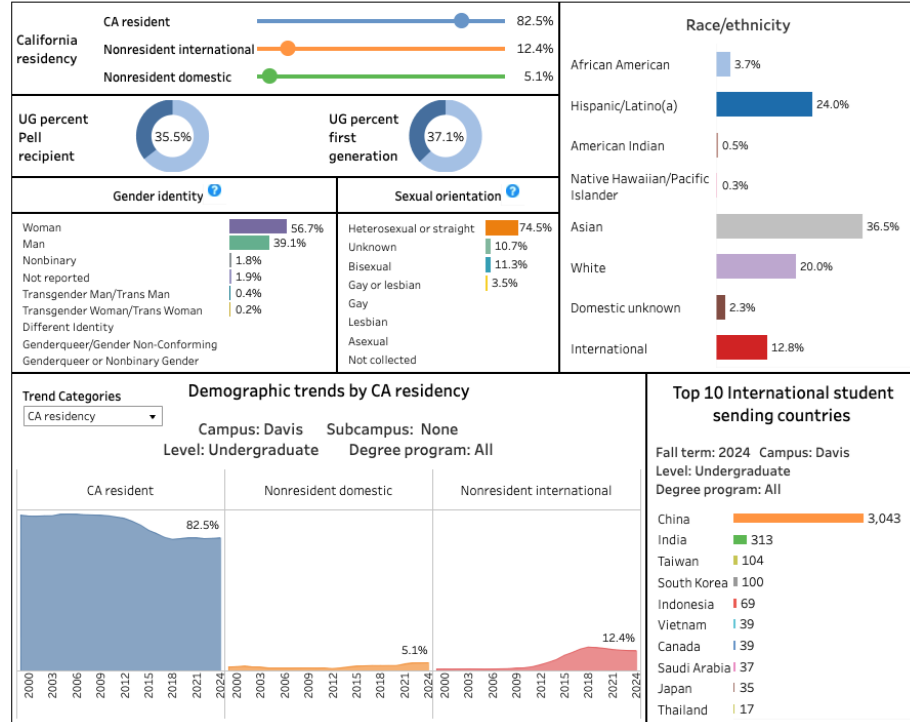
### Consultation Type

- Analytics & Data**
  - ☒ Data requests and/or other analytical tools/strategies
    - ☐ Know Your Students Additional Access
    - ☐ Other
- Department/Program Support**
  - ☐ Curriculum design/redesign
  - ☐ Program assessment
  - ☐ Other
- Professional Development & Grants**
  - ☐ Educational research projects; scholarship of teaching and learning (SoTL)
  - ☐ Grant Support (Letter of Collaboration/Support)
  - ☐ Statement of Teaching Philosophy; teaching portfolio
  - ☐ Other
- Teaching & Pedagogy**
  - ☐ Accessibility (e.g., Universal Design for Learning)
  - ☐ Assignment design; assessment of student learning
  - ☐ Classroom Observation
  - ☐ Course design/redesign
  - ☐ Instructional techniques; student engagement
  - ☐ Mid-Quarter Inquiry (MQI)
  - ☐ Other

# UC Davis Enrollment Profile

Year: 2024 Campus: Davis Subcampus: None Level: Undergraduate Program: All

Enrollments: **32,273**



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

# Dr. Rock's Epic Journey



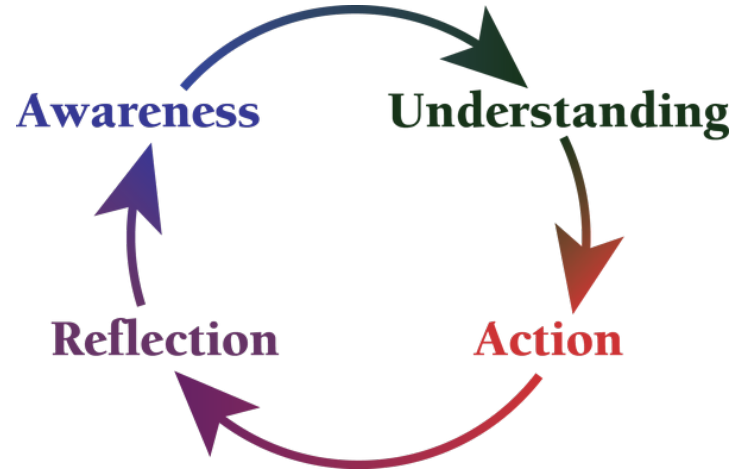


# Know Your Students (KYS)

[cee.ucdavis.edu/KYS](https://cee.ucdavis.edu/KYS)

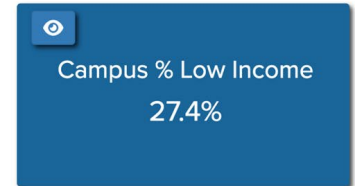
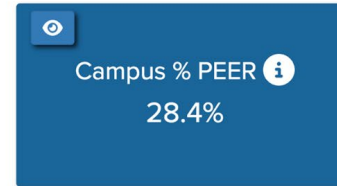
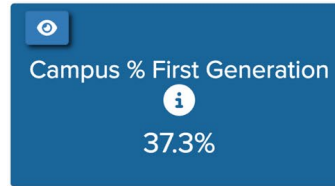
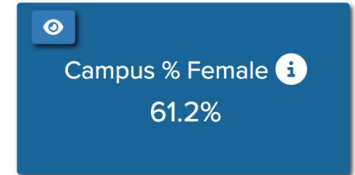
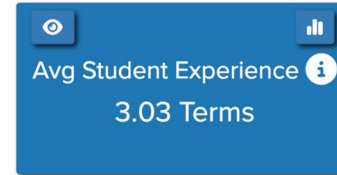
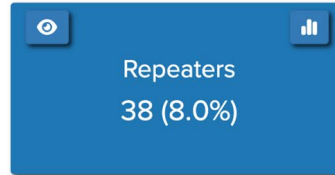
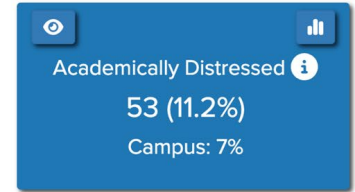
Course-level information for instructors

How can I access  
course-level info?

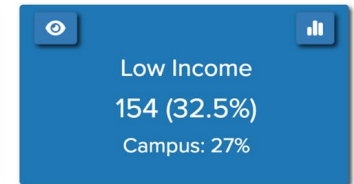
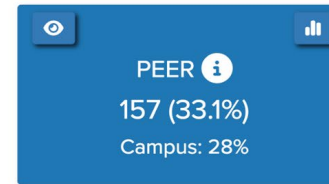
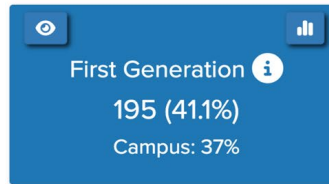
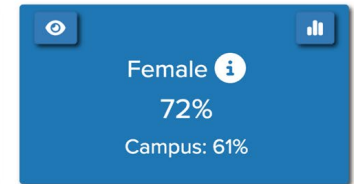
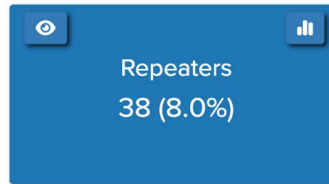
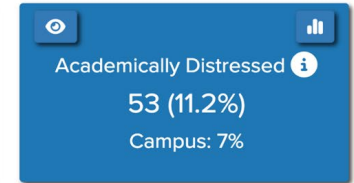


# Course Demographics

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



# Course Demographics



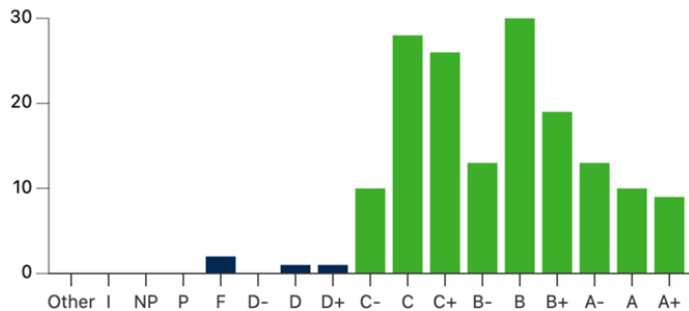
# Academic Preparation

*Example: Grade distributions in prior courses*

## CHE 002B

162 of your students

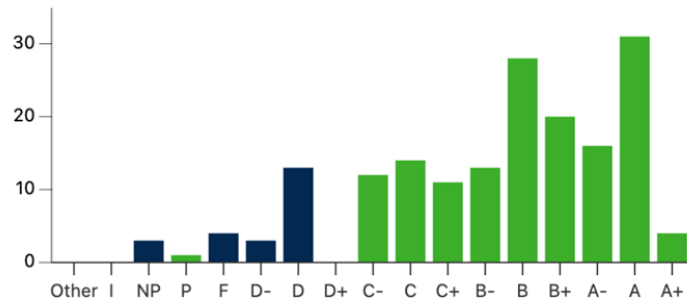
97.5% passed



## MAT 017A

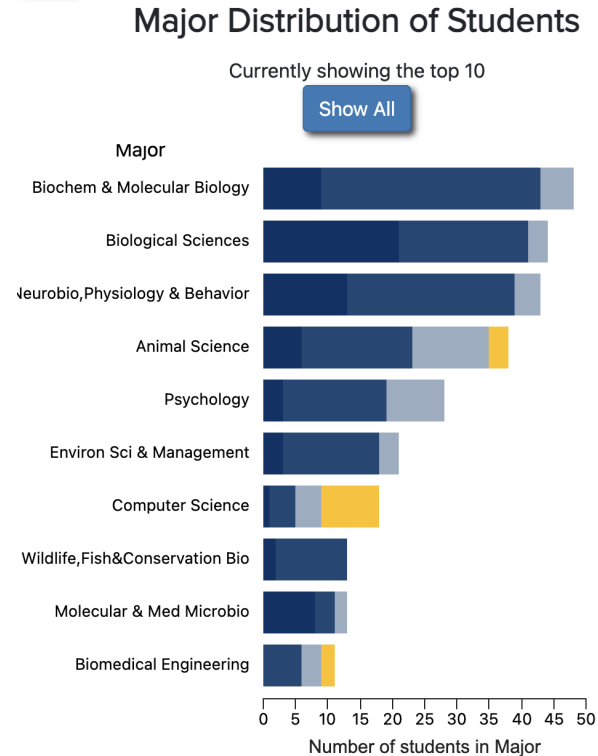
173 of your students

86.7% passed



# Course Planning

*Example: Student majors*



# Course Planning

*Example: Student availability*

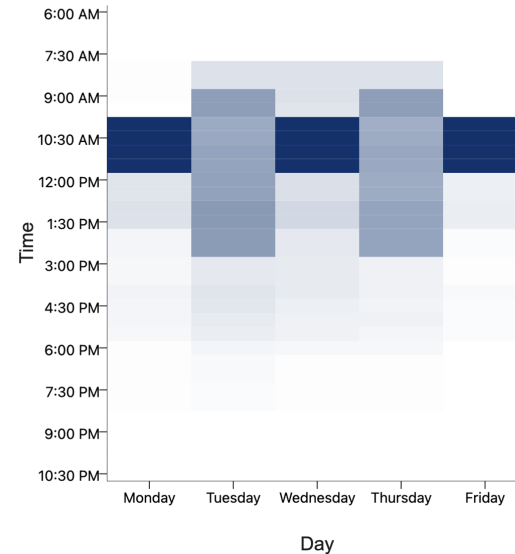
## Student Course Schedule This Quarter

Not including work, family, and other commitments

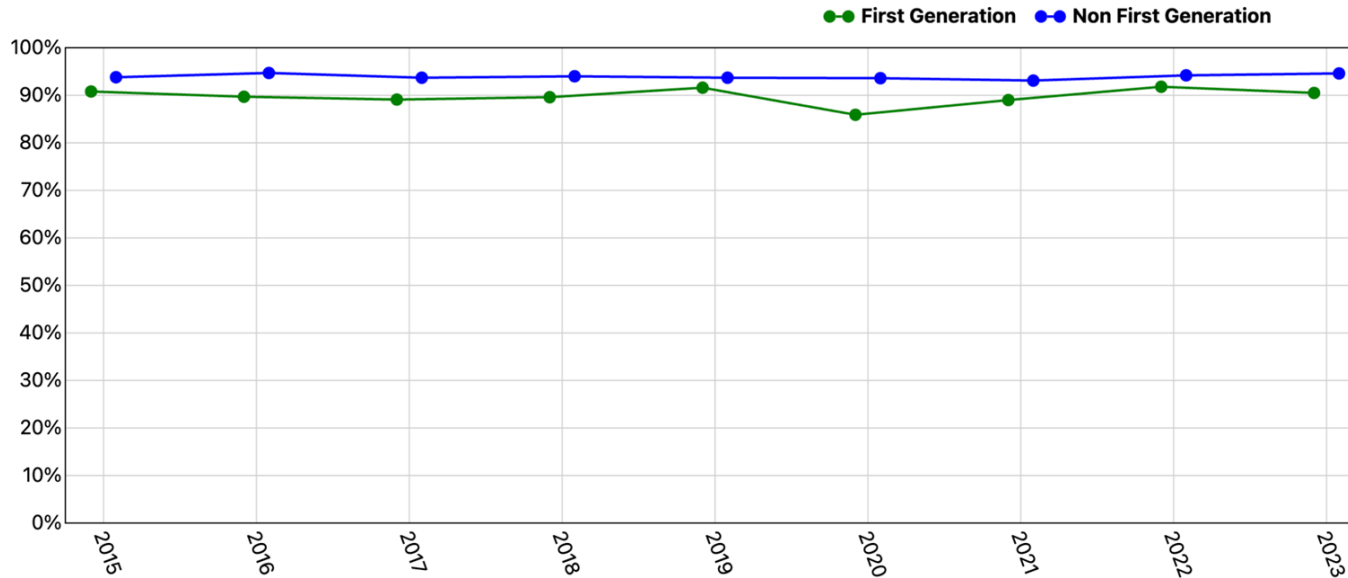
You can [poll](#) your students directly to get their availability.

Percent of Students with Courses Scheduled:

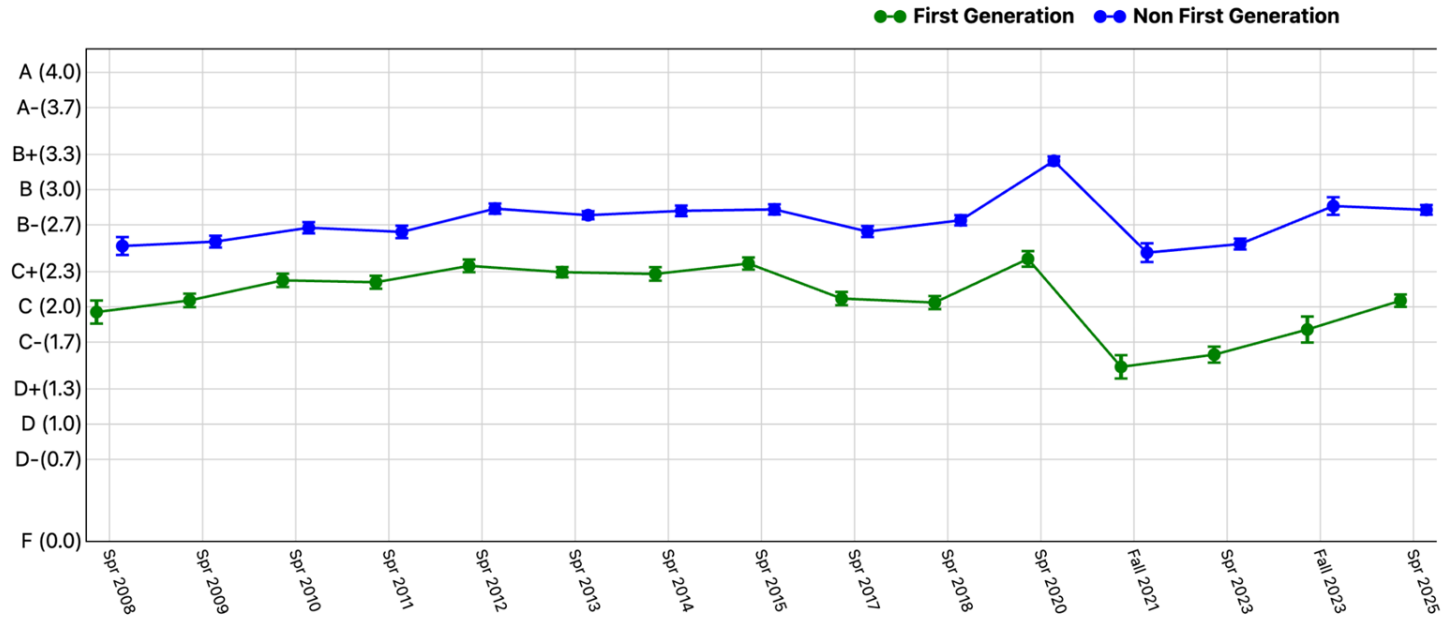
0% 25% 50% 75% 100%



# Campus Inequities: 1st Year Retention



# Course Grade Inequities





# Learning Outcomes Assessment

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

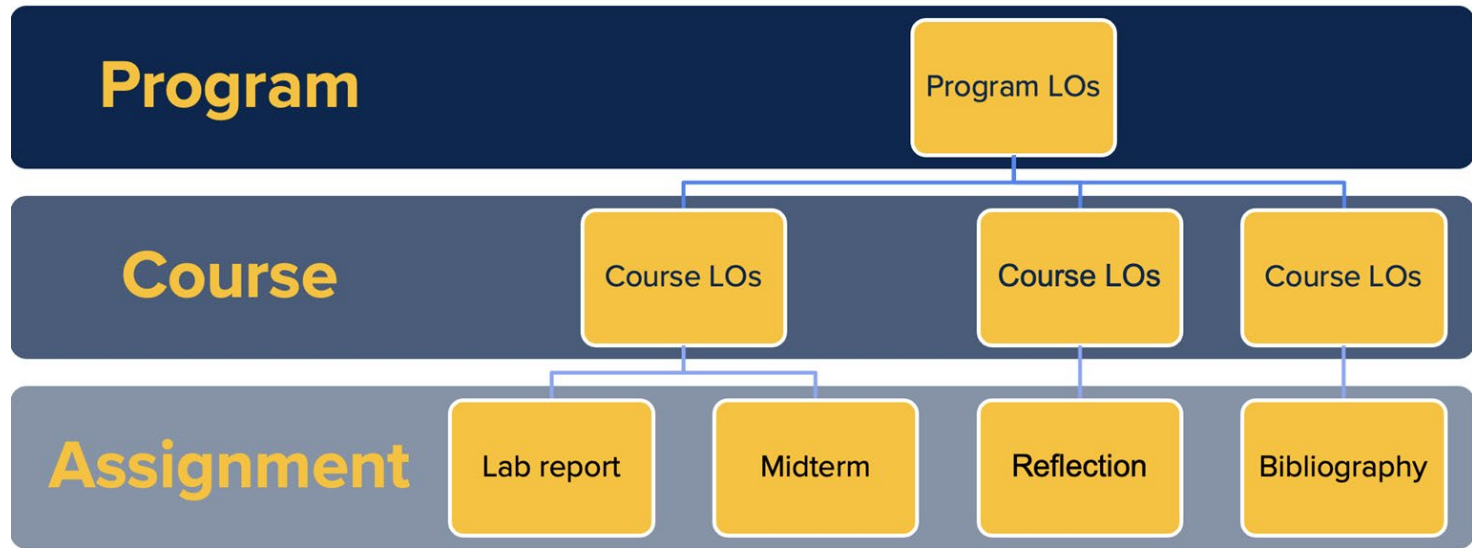
Course grades tell us **what happened** in a course.

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

How can I promote  
success for all  
learners?



# Alignment



# 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**

Enroll in ACT: Assessment Canvas Training

You are enrolling in ACT: Assessment Canvas Training

[View Privacy Policy](#) 

Enroll in Course



# Reflect

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

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

How can I learn and  
implement evidence-  
based pedagogy?



# 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<sup>2</sup>

[cee.ucdavis.edu](http://cee.ucdavis.edu)

# Support for New Faculty

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



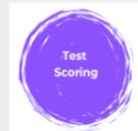
# Canvas Teaching Community,

*Your* Teaching Community

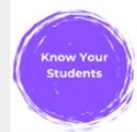
## Just Getting Started?



## Ready to Jump Right In?



## Looking to Take a Deeper Dive?



# 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)		Level	Units	Class	Major
Last	First				
Garcia	Diego	UG ①	4.000	JR ①	LPOL
Jimenez	Vanessa	UG ①	4.000	JR ①	BBIS
Gumma	Sanjana	UG ①	4.000	SO ①	BMMB
Chen	Linhan	UG ①	4.000	FR ①	BCBI
Na	Rongyao	UG ①	4.000	FR ①	LAHI
Umlas	Randolph	UG ①	4.000	SO ①	EMEC
Garcia	Pedro	UG ①	4.000	SR ①	BBIS
Wondolleck	Dylan	UG ①	4.000	FR ①	AHYD
Omar	Faris	UG ①	4.000	FR ①	EMEC
Imran	Fatima	UG ①	4.000	JR ①	LUHU
Si	Yicheng	UG ①	4.000	SO ①	LUSS
Zeng	Zimo	UG ①	4.000	FR ①	LUSS
Zhang	Ronghan	UG ①	4.000	FR ①	LACH
Li	Ruo Chen	UG ①	4.000	FR ①	LSTA
Roden	Lara	UG ①	4.000	FR ①	EBIM
Ahmed	Muhammed	UG ①	4.000	JR ①	AHDE
Tian	Tiffany	UG ①	4.000	FR ①	LMCO
Camarena	Vanessa	UG ①	4.000	SR ①	AAEE
Chen	Yuheng	UG ①	4.000	FR ①	AFSC
Hsu	Robert	UG ①	4.000	FR ①	LPHY
Xiao	Muchen	UG ①	4.000	FR ①	BBMB
Chen	Yuheng	UG ①	4.000	FR ①	LUSS
Jiang	Ruby	UG ①	4.000	FR ①	AANS
Mink	Caitlin	UG ①	4.000	FR ①	FCMI

How do I make international students feel welcome?



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*)

# 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

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

Approx 16% of UG are  
International

# 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

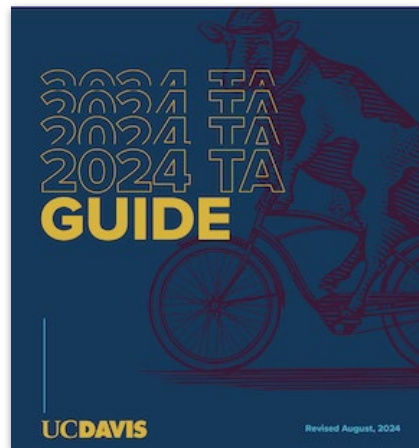


# How can TAs help close the gap?

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

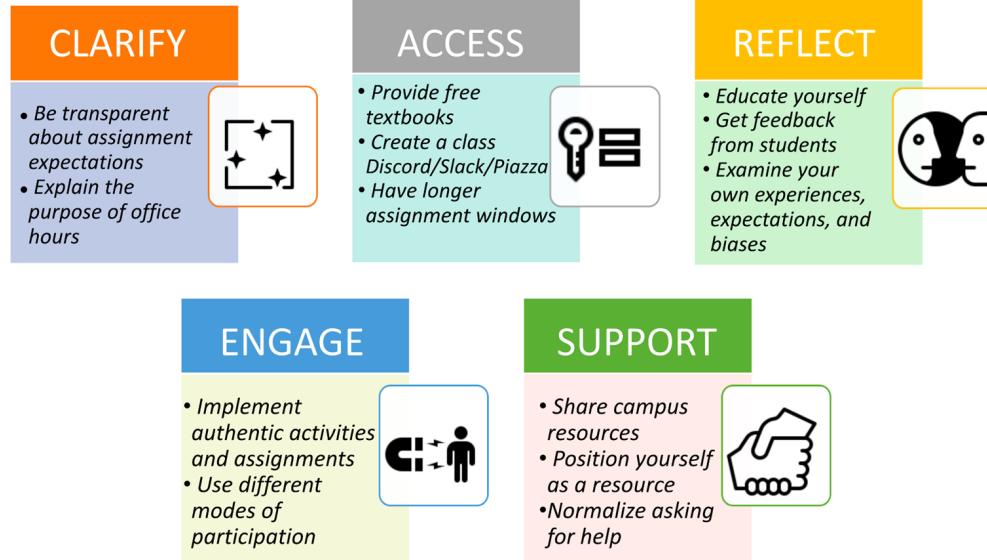
TA Orientation

Workshops

Consultations



# CARES Framework



# Test Scoring & Scanning for Gradescope

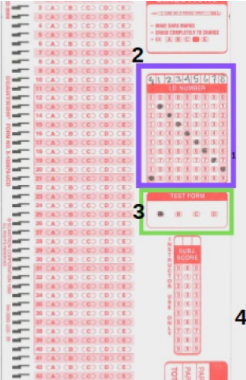
## Location

The test grading room is located at **1313 The Grove**.

## Appointments

How can I get support with test design and grading?

Make an appointment online or send an email to [testscore@ucdavis.edu](mailto:testscore@ucdavis.edu).  
Drop off or to come in and grade.



The diagram shows a test form with three numbered steps highlighted by colored boxes:

- 2** (Purple box): Write and fill in your 9-digit Student ID number.
- 3** (Green box): Follow your instructor's directions for filling out the Test Form.
- 4** (Yellow box): [No text provided for step 4]



# 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!

