



# Making Teaching a Shared Responsibility through Departmental Reports

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# UCI Strategic Plan



## **First in Class - Elevating the student experience to prepare future leaders**

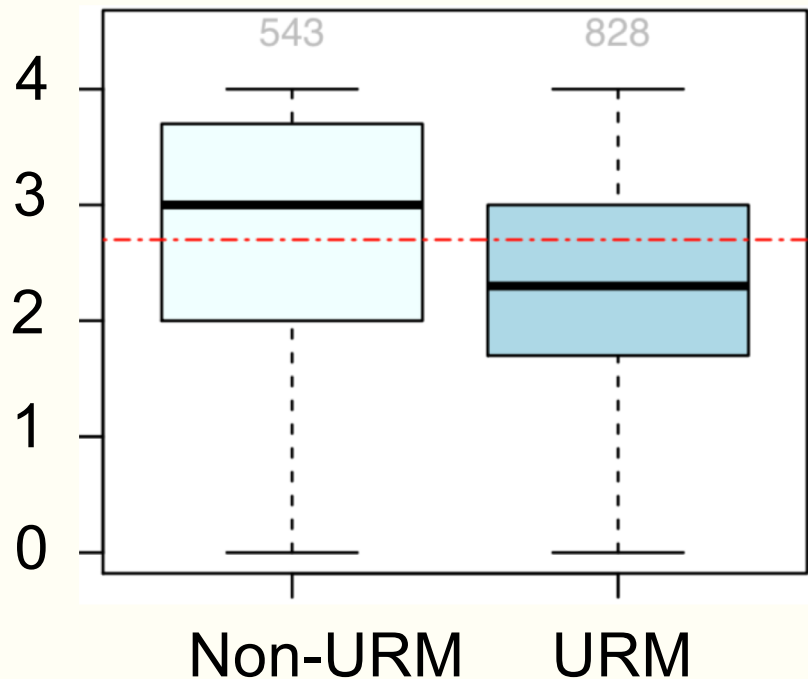
- Recruit and retain all the most talented students regardless of background
- Drive greater engagement, with particular attention to those with students who are first-generation, underrepresented, international, undocumented, veterans, or parents
- Enhance academic advising for all students ... utilizing best practices and developing cooperative plans for student success

**The  
New York  
Times**

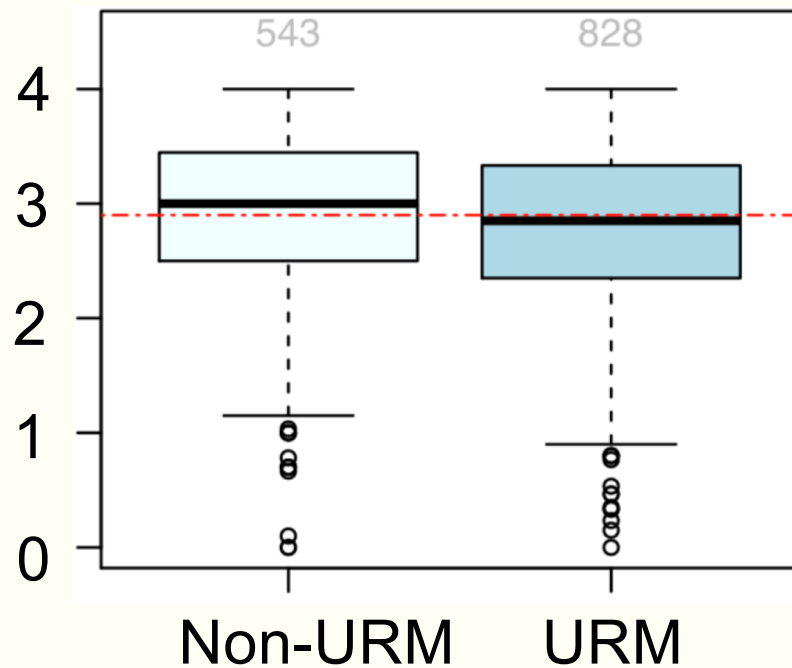


# But success in STEM is not equal for all...

## Grade in STEM Course A



## GPA in other courses that quarter



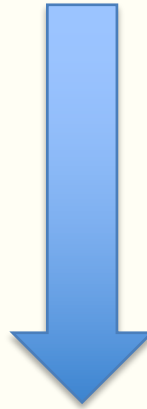
### UCI student population

- 50% first-generation
- 40% low income
- 30% URM
- 20% international
- HSI and AANAPISI campus

# How can we change the culture surrounding teaching on an institutional level?

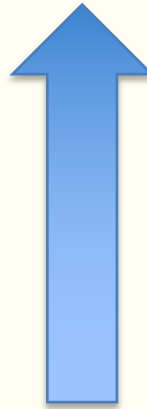
Institution

Value of teaching  
in merit/promotion



Individual

Active learning  
certification



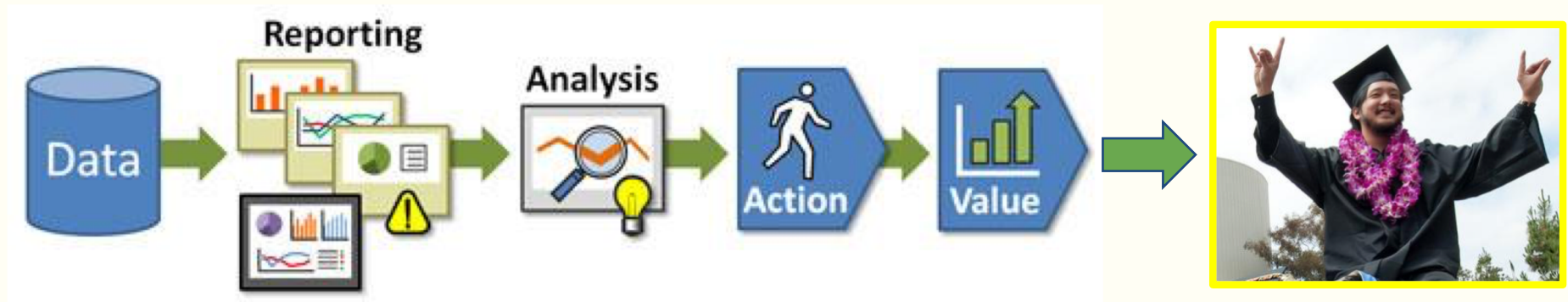


# Anteater Learning Pavilion





# Data Analytics



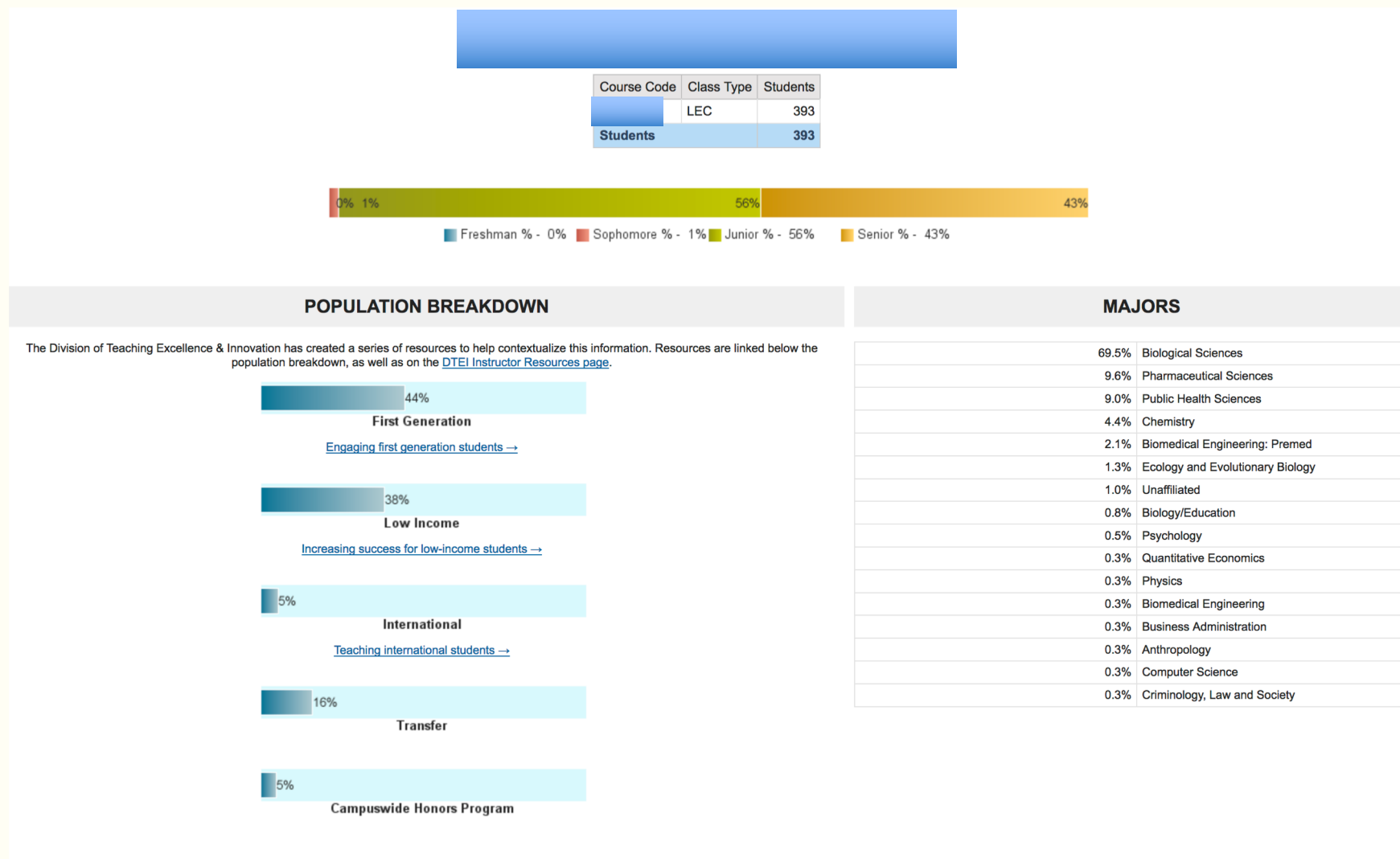
**But how do we get this data into the hands of those working with our students?**

# Improving access to student data



- Student affairs
- Individual instructor

# Improving access to student data



# Improving access to student data

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News

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[Home](#) » [Engaging First Generation Students](#)

## Engaging First Generation Students

A student whose parents did not graduate from college (more than half of the current student body) is at a disadvantage in the classroom. By recognizing and using responsive teaching methods, we can help these students succeed.

- **Practice Transparency** – structure your class to help demystify the unwritten rules of college.
- **Teach Study Skills and Organizational Skills** – help students in study groups, so they can learn from each other.
- **Share Grading Criteria** – use rubrics to help students in knowing what to focus on when writing an assignment.
- **Promote Resiliency** – help students understand that assignment so students are given a chance to encounter failure.

The following links provide more information on engaging first generation students:

- [Culturally Responsive and Sustaining Pedagogy](#)
- [Collection of Student Identity and Experience](#)
- [First Generation Faculty and Faculty Development](#)

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Programs

Services

Resources

News

Contact Us

[Home](#) » [Increasing Success for Low-Income Students](#)

## Increasing Success for Low-Income Students

UCI has been ranked as the number one public university in the nation for increasing the success of low-income students. Yet, for low-income students, getting through college is a journey. The following links provide more information on increasing success for low-income students:

- **Put Copies of Textbooks on Campus** – provide Educational Resources (OER) material and allowing them to access it.
- **Make Equipment and Technology Available** – provide laptops, mobile devices, cameras, challenges, to work with technology.
- **Acknowledge Class Differences** – provide housing. This creates an atmosphere of support.
- **Promote Self-Regulated Learning** – help students learn it. This promotes resiliency.

The following links provide more information on increasing success for low-income students:

- [What Colleges Can Do Right](#)
- [What it Means to be a Self-Regulated Learner](#)
- [Raising the Graduation Rates](#)

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Programs

Services

Resources

News

Contact Us

[Home](#) » [Teaching International Students](#)

## Teaching International Students

In Fall 2016, international students made up almost 20% of the student body at UCI. As that number is expected to grow, instructors need to recognize how differences in culture, language, and expectations impact international students and their performance in the classroom. Instructors can make small changes to their teaching methods that greatly increase opportunities for international students to succeed. Here are some steps to make this happen:

- **Clarify Expectations** – be clear about your expectations in terms of class policies, due dates, and student conduct. This helps international students better understand the unwritten rules of college that many will not be familiar with.
- **Use Visuals in Lecture** – write out key terms and big ideas, record your lectures for later viewing, and handout outlines or summaries during class. This helps international students comprehend information through a variety of formats.
- **Encourage Multiple Forms of Participation** – allow students to discuss in groups, write down ideas, or pause to think before offering answers. This helps international students prepare their answers while also practicing speaking and writing.
- **Structure Reading Assignments** – give students questions to consider while reading and encourage them to annotate readings with questions and definitions of unknown terms. This helps international students focus on important takeaways while also marking areas of confusion in order to receive clarification.

The following links provide more information on teaching international students:

- [Tips for Helping UCI International Students Succeed in UCI Courses \(PDF\)](#)
- [Teaching International Students \(PDF\)](#)
- [Strategies for Teaching International Students](#)

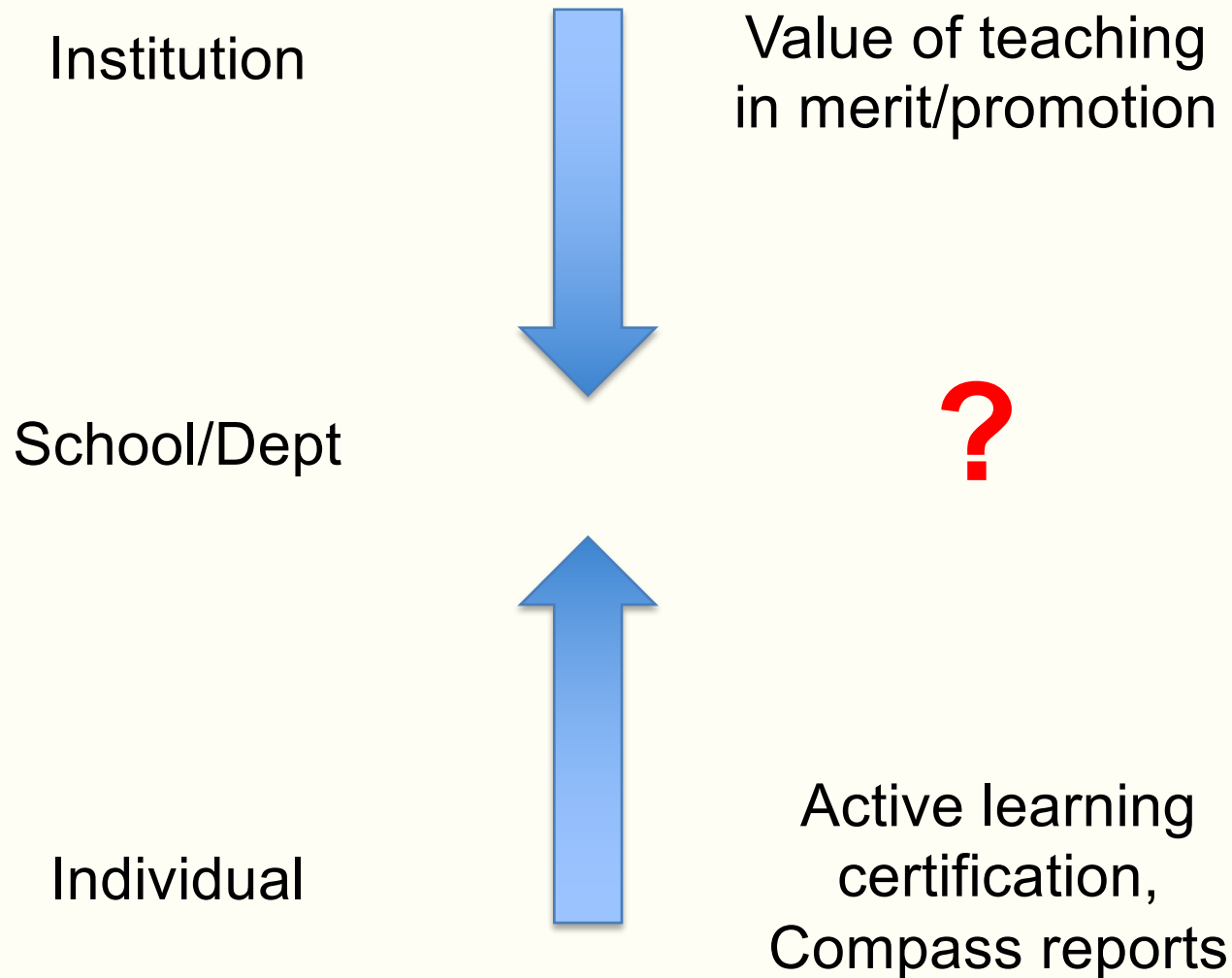


# Improving access to student data



- Student affairs
- Individual instructor
- Teaching and Learning Research Center
  - Discipline-based education researchers

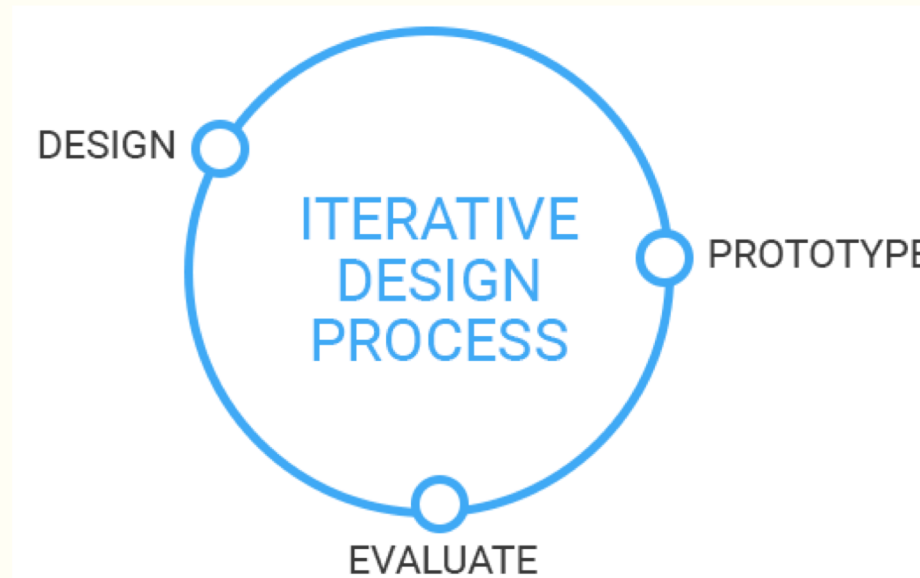
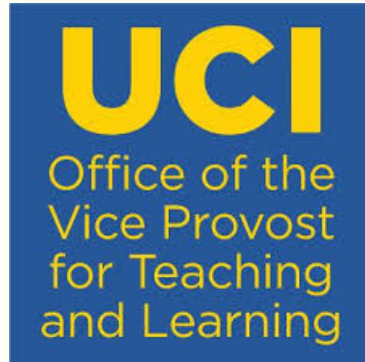
# How can we change the culture surrounding teaching on an institutional level?



# Departmental Report – Spring 2019

- Provided to chairs/deans on an annual basis
- Goals:
  - Automatically update depts on their undergraduate programs
  - Provide data to inform future decisions

# Departmental report development



# What is in the departmental report?

- Demographics
  - Within major
  - Within school
  - Within UCI
- Academic performance
  - Focus on first year, first quarter
  - Freshman experience courses
- Faculty metadata
  - Trainings, advanced pedagogical methods, etc.

The screenshot shows the 'Major Demographics Insights' interface in UCI Compass. At the top, the UCI Compass logo is on the left, and the title 'Major Demographics Insights' is on the right. Below the title, a note states: 'Required Field If no selection is made for a category, then all items will be included.' The interface has three main sections: 'Academic Term' with a dropdown menu set to 'Fall, 2018'; 'School' with a dropdown menu set to 'Info and Computer Sci'; and 'Major' with a list of checkboxes. The 'Major' list includes: Business Information Management, Computer Game Science, Computer Science, Computer Science and Engineering, Data Science, Informatics, Information and Computer Science, and Software Engineering. The 'Software Engineering' checkbox is selected. Below the list are links for 'Select all' and 'Deselect all'. At the bottom, there is a FERPA Notice and two buttons: 'Run Report' and 'View Criteria'.

UCI Compass  
Major Demographics Insights

Required Field If no selection is made for a category, then all items will be included.

Academic Term  
Fall, 2018

School  
Info and Computer Sci

Major

- ☐ Business Information Management
- ☐ Computer Game Science
- ☐ Computer Science
- ☐ Computer Science and Engineering
- ☐ Data Science
- ☐ Informatics
- ☐ Information and Computer Science
- ☒ Software Engineering

Select all Deselect all

FERPA Notice: By clicking on Run Report, you acknowledge that you are accessing FERPA-protected student data. Only access information necessary to complete your assigned duties, and only communicate information to individuals authorized in accordance with the provisions of FERPA and University policies.

Run Report View Criteria



# Demographic Data (Over Time)

All data is example data and not necessarily representative of a particular department, school or the University

Breakdown by Gender	Fall, 2016			Fall, 2017			Fall, 2018		
	Major	School	UCI	Major	School	UCI	Major	School	UCI
Decline to State	-	-	0%	0%	0%	0%	1%	1%	1%
Female	34%	34%	52%	37%	37%	52%	41%	41%	49%
Male	66%	66%	48%	63%	63%	47%	59%	59%	50%

Breakdown by Ethnicity	Fall, 2016			Fall, 2017			Fall, 2018		
	Major	School	UCI	Major	School	UCI	Major	School	UCI
American Indian / Alaskan Native	-	-	0%	0%	0%	0%	0%	0%	0%
Asian / Pacific Islander	54%	54%	57%	54%	54%	54%	53%	53%	53%
Black, non-Hispanic	5%	5%	3%	5%	5%	3%	5%	5%	4%
Hispanic	30%	30%	25%	29%	29%	24%	27%	27%	24%
Unknown / declined to state	5%	5%	3%	2%	2%	3%	4%	4%	5%
White, non-Hispanic	6%	6%	12%	10%	10%	15%	12%	12%	14%

Additional Breakdown	Fall, 2016			Fall, 2017			Fall, 2018		
	Major	School	UCI	Major	School	UCI	Major	School	UCI
Low income	44%	44%	34%	36%	36%	30%	32%	32%	27%
First generation	51%	51%	46%	55%	55%	48%	50%	50%	45%
Low income and First Gen	32%	32%	26%	29%	29%	22%	24%	24%	21%
Transfer	1%	1%	12%	0%	0%	31%	1%	1%	31%
International	25%	26%	20%	16%	16%	16%	22%	22%	17%

# Retention of certain populations

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## 10. Retention in major & overall academic performance for Fall 15 freshman cohort

*Filters: Entering Term: F15; Undergrad App Status: Freshman; School: Y • Cohort n-values increase due to students entering & exiting the major.*

*For the purposes of this sample report, URM is defined to be a student who self-identified their ethnicity as one of these categories: Black, non-Hispanic; Hispanic; American Indian/Alaskan Native.*

	F15 cohort in Fall 2015 • n=183		F15 cohort in Fall 2016 • n=185		F15 cohort in Fall 2017 • n=106	
All	--	B+ 3.38	--	A- 3.70	--	B 3.25
Low Income	27%	B+ 3.35	26%	B 3.21	28%	B 3.16
First Generation	42%	B+ 3.32	41%	B 3.26	39#	B 3.12
FG+LI	16%	B+ 3.36	16%	B 3.16	17%	B 3.02
Female	19%	B+ 3.47	19%	B+ 3.34	17%	B+ 3.32
International	13%	B+ 3.34	12%	B+ 3.32	9%	B 3.14
URM	18%	B 3.25	19%	B 3.21	20%	B 3.07

# First-Year Experience Courses

All data is example data and not necessarily representative of a particular department, school or the University

Gateway Courses Completion	Fall, 2016		Fall, 2017		Fall, 2018	
	% Student	Course GPA	% Student	Course GPA	% Student	Course GPA
	13%	2.64	13%	2.68	6%	

Gateway Courses Completion			Fall, 2016		Fall, 2017		Fall, 2018	
			% Student	Course GPA	% Student	Course GPA	% Student	Course GPA
ANTI			7%	3.23	6%	3.41	1%	
BIO S			19%	2.47	16%	2.16	15%	
CHE			33%	2.45	33%	2.62	21%	
CRM			14%	2.91	12%	2.79	1%	
CSE			1%	3.43	1%	3.06		
ECO			5%	2.30	5%	2.28	12%	
ECO			24%	3.00	24%	3.10	8%	
EDU			10%	3.13	4%	3.42	1%	
HUM			9%	3.19	6%	3.24	5%	
I&C S			17%	3.07	14%	3.27	1%	
MAT			16%	2.33	15%	2.34	18%	
MAT			38%	2.38	41%	2.52	14%	
MAT			15%	2.33	18%	2.49	4%	
PHY			14%	2.60	18%	2.67	4%	
PSY			7%	2.58	5%	2.27	1%	
PSY			7%	2.58	5%	2.69	4%	
PSY			12%	2.57	10%	2.73	4%	
PSY			4%	2.69	5%	2.54	1%	

# Faculty & Grad Student Data

All data is example data and not necessarily representative of a particular department, school or the University

## 14. Senate and Continuing Faculty who are Active Learning Certified (Fall 2017 - Fall 2018)

See <http://dtei.uci.edu/learning-environments/>

	2017 Total	2018 Total
Research Faculty	3	
SOE Teaching Faculty	7	
Unit 18 Faculty	0	

## 15. Instructor Teaching Awards (Fall 2015 - Fall 2018)

Date	Award	Name
2018 Spring	Professor of the Year	Shrinivas

## 16. Courses Utilizing Learning Assistants (Fall 2017 - Fall 2018)

See <http://dtei.uci.edu/learning-assistants/>

Date	Instructor and Course
2018 Spring	Damodar Hsu, Intro to X, two sections Farrokh Sharma, 101 Abby Christian, 201

## 17. Completed Course Evaluations

We focus less on the scores of the evaluations, and more on participation

Ave completion of student evaluations	2015-2016	2016-2017	2017-2018
Large courses (>200 students)	25%	27%	
Medium courses (50-200 students)	40%	30%	
Small courses (<50 students)	10%	10%	

## 18. Graduate Students with Advanced Pedagogy Training (Fall 2016 - Fall 2017)

See <http://dtei.uci.edu/graduate-post-doc-teaching-development/>

Year	CIRTL Associate Level +	Certificate of Teaching Excellence	Pedagogical Fellow
2016-2017	Evi Yong Carlos Feldt	Carlos Feldt Lauren Kranz	Srinivas Mah
	Natalie Norris Lauren Kranz		
2017-2018	Ruth Wieck Darnell Rendón Di Everett Rayen Paddon	Evi Yong Natalie Norris	Lauren Kranz

(All names & numbers are faked on this mockup)

# Possible future additions

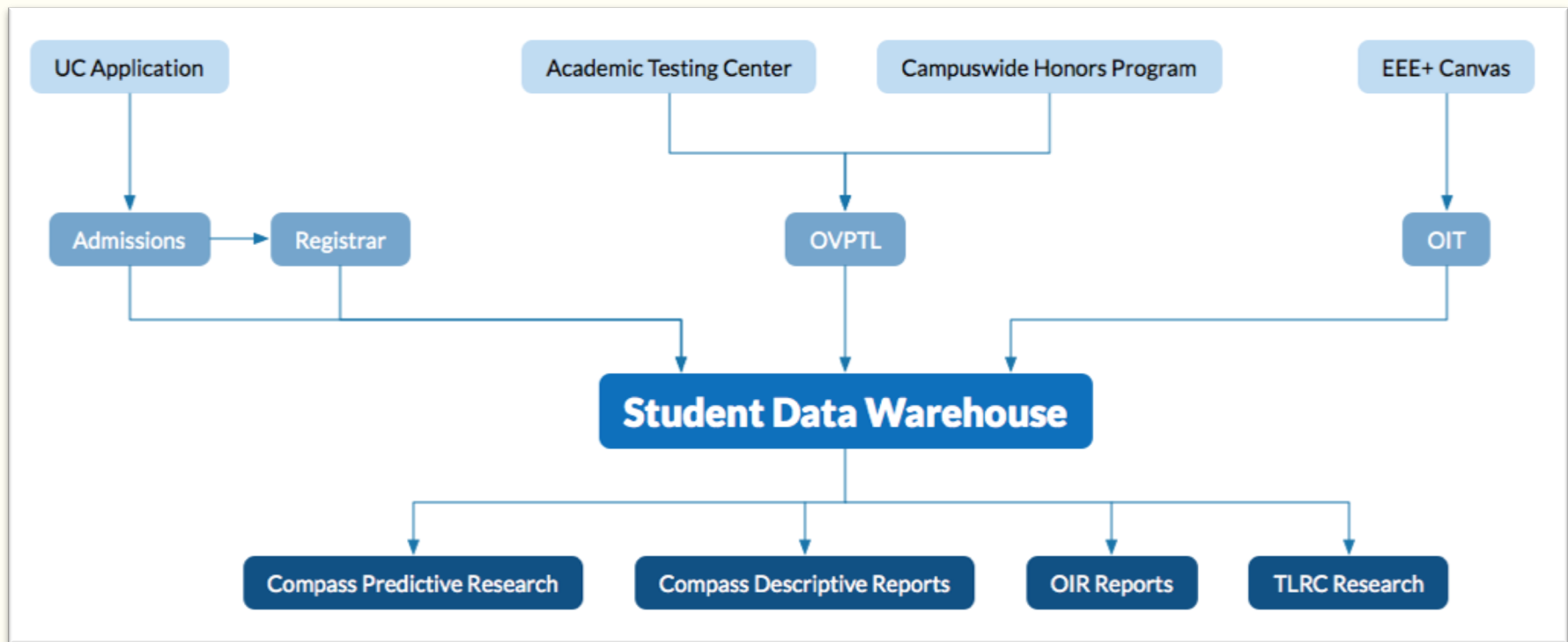
- LMS data from Canvas
- Engagement with learning technologies
- Learning outcome data
- Greater flexibility in courses displayed
- Information on bottleneck courses and course repeats
- Additional resources to help interpret & contextualize
- Links to other Compass reports (grades, course-level info, etc.)



# Challenges

- **Data**
  - Getting data
  - Understanding data
  - Communicating data
  - Contextualizing data
- **People**
  - Identifying & talking to the right people

# Data Flow (In Progress)



# Focus Group Testing

- Individual Associate Deans
- Group chair meetings
- Undergraduate Council
- Academic advising directors
- Committee for Teaching, Learning, and Student Experience

# Focus Group Testing

- Cautiously optimistic – this data is brand new/foreign
- Requests for tailoring to specific dept needs
- Contextualize data for dept before release
  - Access to relevant resources for follow-up
- Concern
  - Will the data be used against faculty/dept?
  - Use of data to justify inequality in success

# (Later) Discussion

- What questions/comments would you have if presented to your departments?



# Acknowledgements



UCI IRVINE



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