

**UCDAVIS**  
UNDERGRADUATE EDUCATION

**Creating Equitable Education for  
California's Undergraduates:**  
Promising Practices for Improving  
Student Learning and Outcomes

The University of California Conference on Undergraduate Education

UC Davis | January 5-6, 2017



*Carolyn Thomas  
with members of her  
Student Advisory Group*



**WELCOME** to the third annual University of California systemwide conference on undergraduate student success, hosted by UC Davis on January 5-6, 2017.

This conference convenes experts from the nine undergraduate campuses and the Office of the President to explore the challenges and opportunities we face in our commitment to ensuring educational excellence and equity for all undergraduates. As leaders who can significantly and positively impact the student learning experience, we are meeting to share our experiences and values in the belief that we can achieve, together, important new thinking as to how the University of California can continue to enhance student learning, student experiences, and student outcomes.

We are taking an innovative approach to this conference. To maximize the shared experience and dialogue, themed sessions will feature “lightning talks,” or short best practice presentations, followed by deeper discussion among participants in areas ranging from admissions to summer preparation programs and practices to creative learning approaches and spaces to classroom instruction and data analysis. We have built time into each day for campuses to “huddle” together to identify areas of greatest potential for them, and strategize how best to participate.

By participating and connecting with new expertise that lies within our campus communities, we hope that you will return to your home campuses better able to do the important work you do with your teams every day—ensuring that all of our students receive extraordinary learning experiences within the greatest public research university system in the world.

A handwritten signature in black ink that reads "Carolyn Thomas".

Carolyn Thomas  
Vice Provost and Dean for Undergraduate Education  
UC Davis



## **KEYNOTE**

Randy Bass,  
Georgetown University

Randy Bass is Vice Provost for Education and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and the Red House incubator for curricular transformation. For 13 years he was the Founding Executive Director of Georgetown’s Center for New Designs in Learning and Scholarship (CNDLS). He has been working at the intersections of new media technologies and the scholarship of teaching and learning for nearly thirty years, including serving as Director and Principal Investigator of the Visible Knowledge Project, a five-year scholarship of teaching and learning project involving 70 faculty on 21 university and college campuses. In January 2009, he published a collection of essays and synthesis of findings from the Visible Knowledge Project under the title, “The Difference that Inquiry Makes,” (co-edited with Bret Eynon) in the digital journal Academic Commons (January 2009: <http://academiccommons.org>).

From 2003-2009, he was a Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching, where he served, in 1998-99, as a Pew Scholar and Carnegie Fellow. In 1999, he won the EDUCAUSE Medal for Outstanding Achievement in Technology and Undergraduate Education. Bass is the author and editor of numerous books, articles, and electronic projects, including recently, *Disrupting Ourselves: the Problem of Learning in Higher Education* (Educause Review, March/April 2012). He is currently a Senior Scholar with the American Association for Colleges and Universities.

# Conference Schedule **At-a-Glance**

## Thursday January 5, 2017

8:00-9:00	Breakfast and Check-In
9:00-9:15	Campus Welcome: Ken Burtis   UC Davis - Interim Provost and Executive Vice Chancellor
9:15-9:30	UC Welcome: Pamela Brown   Office of the President - Vice President, Institutional Research Academic Planning
9:30-10:00	The Challenges Showcase: Marco Molinaro   UC Davis - Assistant Vice Provost for Educational Effectiveness
10:00-10:30	Campus Huddles
10:30-10:45	Coffee Break
10:45-11:30	<b>Keynote: Integration and Integrity: Higher Education in the New Learning Ecosystem</b> Randy Bass   Georgetown University - Vice Provost for Education and Professor of English
11:30-12:15	Lunch
12:15-1:15	 <p><b>Lightning Talks: Success for All Students</b>            Developing a Truly Universitywide Honors Program            Advancing Educational Equity at a Hispanic-Serving Institution            Co-class Intervention for At-risk Students            Interventions and Interruptions: Cultivating Learning Practices for Success in Mathematics            Director of Pre-College and Summer Programs, Academic Advancement Program            Making the Transition-Bridge to Success            Revising General Education: A Collaborative Process            Designing a First-Year Transition Program: Summer Bridge is Just the Beginning</p>
1:15-1:45	Smaller Group Discussions
1:45-2:00	Report Out from Group Discussions
2:00-2:30	Coffee Break
2:30-3:30	 <p><b>Lightning Talks: Maximizing Physical and Virtual Space for Learning</b>            Design and Implementation of Flexible Spaces to Foster Greater Student Engagement            Bridging the Gaps: Online Courses, Online Sections and Blended Instruction                as Means to Solving Bottlenecks for Students            The Art &amp; Science of Flipping Faculty Engagement            From Analytics to Intervention: E<sup>2</sup>Coach at UCSB            Affordances and Limitations of Educational Technologies            Aligning Strategic Planning Efforts to Enhance Student Learning            ALEKS Preparatory Chemistry and Mathematics</p>
3:30-4:00	Smaller Group Discussions
4:00-4:15	Report Out from Group Discussions
4:15-5:30	Poster Session and Reception
5:30-8:00	Dinner at Jan Shrem and Maria Manetti Shrem Museum of Art - Dinner Served at 6:30

## Friday January 6, 2017

8:00-9:15	Breakfast and Check-In
9:15-9:30	Welcome: Carolyn Thomas   UC Davis - Vice Provost and Dean for Undergraduate Education
9:30-9:50	Campus Huddles
9:50-10:00	Coffee Break
10:00-11:15	<b>Panel: Maximizing Instructional Effectiveness - People</b> Moderator: Michael Dennin   UC Irvine - Vice Provost for Teaching and Learning & Dean, Division of Undergraduate Education
11:15-11:30	Coffee Break
11:30-12:45	<b>Panel: Maximizing Instructional Effectiveness - Measurement</b> Moderator: Marco Molinaro   UC Davis - Assistant Vice Provost for Educational Effectiveness
12:45-2:15	Lunch & Individual Campus-Focused Activity
2:15-2:45	Key Campus Commitments
2:45-3:00	Closing Remarks

Thursday  
January  
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# Conference Schedule

8:00-9:00	<b>Breakfast and Check-In</b>
9:00-9:15	<b>Campus Welcome</b> Ken Burtis   UC Davis - Interim Provost & Executive Vice Chancellor
9:15-9:30	<b>University of California Welcome</b> Pamela Brown   Office of the President - Vice President, Institutional Research & Academic Planning
9:30-10:00	<b>Plenary: The Challenges Showcase</b> Marco Molinaro   UC Davis - Assistant Vice Provost for Educational Effectiveness
10:00-10:30	<b>Campus Huddles:</b> Campus breakouts to formulate questions for moderated panels
10:30-10:45	<b>Coffee Break</b>
10:45-11:30	<p><b>Keynote: Integration and Integrity: Higher Education in the New Learning Ecosystem</b> Randy Bass   Georgetown University - Vice Provost for Education &amp; Professor of English</p> <p>What would a higher education look like if we were designing now, given what we know about learning, about the global digital ecosystem and the challenges that lie ahead? This talk will explore the questions of transforming the undergraduate learning experience, at a moment when an expanded population of students are coming to our institutions. Challenged by costs, shifts in perception of higher education from a public to a private good, and years of talk that higher education can be unbundled, universities have to rethink how we engage students in designing their own education, help them connect theory to practice and prepare for a world of uncertainty. This is a critical, if not urgent, time for universities to rethink how breadth, depth and integration should shape the learning experience for all students.</p>
11:30-12:15	<b>Lunch</b>
<p>12:15-1:15</p> 	<p><b>Lightning Talks: Success for All Students</b> Our student populations are growing more diverse every year in backgrounds and expertise. This block focuses on approaches to ensure that all our students thrive on their educational journeys.</p> <p><b>Developing a Truly Universitywide Honors Program</b> David Furlow   UC Davis - Associate Dean for Undergraduate Education; Director, University Honors Program</p> <p>Traditional honors programs typically use narrow metrics to offer admissions to their incoming classes. Since the reorganization 3 years ago of the University Honors Program, we have moved to an admissions strategy that couples holistic review scoring with proportional enrollment targets set by the four undergraduate Colleges. The resulting UHP classes have closely reflected the disciplinary and demographic profile of the University, creating in a program that is strengthened by its diversity one that better serves the campus community as a whole.</p> <p><b>Advancing Educational Equity at a Hispanic-Serving Institution</b> Pablo Reguerin   UC Santa Cruz - Assistant Vice Provost Student Success John Tamkun   UC Santa Cruz - Chair, Committee on Educational Policy</p> <p>Educational equity is at the core of serving students at an HSI. We will share the approaches we have used to assess gaps in the performance of Hispanic and other students in STEM and other disciplines and design equity-minded interventions to improve outcomes. Findings from the equity analysis and lessons learned will be shared.</p> <p><b>Co-class Intervention for At-risk Students</b> Susan Keen   UC Davis - Associate Dean, College of Biological Sciences</p> <p>Some freshmen admitted at UC Davis have insufficient high-school preparation in chemistry, mathematics, and writing, as measured by scores on placement exams. Students who scored below expected levels were assigned remedial classes; these students had lower rates of academic success and retention. A Fall 2016 pilot program enrolled students who placed into 2 remedial classes in an Introductory Biology class accompanied by a co-class with additional educational and cultural support for academics with the goal increasing academic success.</p> <p><b>Student Success Coaching: A Proactive Approach to Engagement with High Impact Practices</b> Jeff Orgera   UC San Diego - Assistant Vice Chancellor for Retention and Student Success</p> <p>The Student Success Coaching program provides individualized and holistic support for a cohort of incoming freshmen. In partnership with their coach, students craft a personalized plan for success that identifies strengths, opportunities, and high impact practices that enhance academic, personal and professional development.</p>

**Interventions and Interruptions: Cultivating Learning Practices for Success in Mathematics****Cara Stanley** | UC Berkeley - Executive Director for the Student Learning Center

This talk focuses on UC Berkeley Student Learning Center's Math Adjunct Model to demonstrate that academic success is greatly enhanced through a support model that values process, reflective practice, peer collaboration, and inclusivity.

**Making the Transition-Bridge to Success****Jonli Tunstall** | UCLA - Director of Pre-College & Summer Programs, Academic Advancement Program

The UCLA Academic Advancement Program's Freshman and Transfer Summer Program is a rigorous 6 week academic and residential program for 500 incoming freshmen and transfer students from low-income, first-generation, and underrepresented populations. This long-standing, successful holistic program, provides a transition into the university, a way for students to adjust to the university's academic demands, and a chance for students to familiarize themselves with the campus and its resources. This talk will provide techniques to build rigorous and demanding summer bridge programs that support underrepresented undergraduate students at their institutions.

**Revising General Education: A Collaborative Process****Charles Nies** | UC Merced - Vice Chancellor for Student Affairs**Elizabeth Whitt** | UC Merced - Vice Provost and Dean for Undergraduate Education**Anne Zanzucchi** | UC Merced - Interim Director, Merritt Writing Program

After 10 years of General Education requirements, implemented before students arrived to UC Merced in 2005, a joint Academic Senate and administration subcommittee of Undergraduate Council developed the structure for a comprehensive campus GE program to address the educational imperatives of UC Merced. This process was initiated following the Program Review of GE, and was guided by its findings, as well as campus conversations about the meaning of the baccalaureate degree. The goal is to develop a robust and coherent GE program, with meaningful curricular and co-curricular paths, incorporating clear program learning outcomes, that engages and serves students. This talk will highlight the process and work required to successfully design and implement an integrated GE program.

**Designing a First-Year Transition Program: Summer Bridge is Just the Beginning****Alisha Kimble** | UC Merced - Assistant Dean of Undergraduate Education**Charles Nies** | UC Merced - Vice Chancellor for Student Affairs

Research demonstrates that the first year is critical to student success. Providing an intentional transition to the college experience, communicating campus expectations around the research university experience, and engaging students in activities that promote learning inside and outside of the classroom can provide the foundation that aids student success. This lightning talk will highlight the design and implementation of a first-year transition program that begins with summer bridge and continues through student engagement through their first year for first generation and low income students. Planning considerations and insights into successful campus collaborations in program design will be shared.

**1:15-1:45****Smaller Group Discussions****1:45-2:00****Report Out from Group Discussions****2:00-2:30****Coffee Break****2:30-3:30****Lightning Talks: Maximizing Physical and Virtual Space for Learning**

Our physical space is becoming ever more impacted as student populations expand while our virtual space is limitless - how do we make the best of both worlds while keeping our focus on learning? This block features various efforts to "make the best of all worlds."

**Design and Implementation of Flexible Spaces to Foster Greater Student Engagement****Kem Saichai** | UC Davis - Associate Director, Center for Educational Effectiveness

Research demonstrates that space affects student engagement and performance. This lightning talk will feature evidence and advice for administrators and instructors to consider for designing, teaching, supporting, and evaluating active and flexible learning spaces. Practical suggestions and strategies will be shared with participants.

**Bridging the Gaps: Online Courses, Online Sections and Blended Instruction as Means to Solving Bottlenecks for Students****George Michaels** | UC Santa Barbara - Executive Director, Instructional Development

Careful though we may be to avoid enrollment bottlenecks, they nevertheless occur. This presentation will discuss three kinds of enrollment impactions that can affect students: programmatic, sequencing, and skills. The



presentation will then explore ways in which different UC campuses have employed either fully online courses, online sections, and/or blended instructional models to try to mitigate the effects of these bottlenecks.

**The Art & Science of Flipping Faculty Engagement**

**Sheryl Hathaway** | *UC Riverside - Associate Director, Instructional Design & Faculty Support*

Campus wide workshops and events are used as experiential models to highlight new teaching innovations by faculty panelists. Utilizing a flipped format, faculty are engaged a week in advance, when four panelists share information about their courses online (gDoc, website) and registered participants can submit questions. During the live panel event (face-to-face, zoom.us, etc.) presenters deliver lightning talks, followed by an interactive dialogue with participants. Evaluations indicate that these immersive workshop experiences serve to: anchor applied learning theory into authentic in-situ practice, demystify the course re/design process and generate momentum for reflective online, hybrid, and tech-infused innovation on campus.

**From Analytics to Intervention: E<sup>2</sup>Coach at UCSB**

**Bret Brinkman** | *UC Santa Barbara - Director of Instructional Technology Services*

E<sup>2</sup>Coach (“Expert Electronic Coach”) is an online, personalized coaching platform developed by faculty and technologists at the University of Michigan. Built using tailored communication practices and technology from the medical field, it delivers timely and personalized messages to students as they proceed through a specific course. Drawing on historical and current student information, detailed surveys about student behavior and expectations, as well as ongoing course grade performance, E<sup>2</sup>Coach serves up ‘expert’ advice from instructors and former students via a web dashboard, emails, and text messages. UCSB is working with UofM to develop and pilot the use of E<sup>2</sup>Coach for an Introductory Biology course in Summer 2017.

**Affordances & Limitations of Educational Technologies**

**Mathew Williams** | *UC Irvine - Associate Director, Educational Technology & Space Strategy*

Today’s educational technology providers promise to easily and effortlessly increase student engagement and learning. But is that really the case? In this lightning talk, you’ll hear about the cross-functional approach UCI has taken to evaluate and implement third-party educational technologies. Important considerations around instructional value, student privacy, and institutional support will be discussed.

**Aligning Strategic Planning Efforts to Enhance Student Learning**

**Joan Holquist** | *UC Merced - Director, Academic & Emerging Technologies*

**Jeff Yoshim** | *UC Merced - Associate Professor of Philosophy*

**James Zimmerman** | *UC Merced - Associate Vice Provost for Teaching and Learning*

This lightning talk will describe how various units of the UC Merced campus community have collaborated to lay the groundwork for the creation of enriched physical and virtual learning opportunities. The process of aligning three distinct campus initiatives - the 2020 Project, Technology Enhanced Active Learning labs, and the Innovative Learning Technology Initiative - and its initial successes will be shared with participants.

**ALEKS Preparatory Chemistry and Mathematics**

**Marco Molinaro** | *UC Davis - Assistant Vice Provost for Educational Effectiveness*

**Debra Lewis** | *UC Santa Cruz - Professor of Mathematics*

**Jaye Padgett** | *UC Santa Cruz - Interim Vice Provost for Student Success*

**Julian Fernald** | *UC Santa Cruz - Director of Institutional Research, Assessment & Policy Studies*

**Darby Feldwinn** | *UC Santa Barbara - Professor of Chemistry*

As part of the programmatic commitments made by UC related to the Governor’s 2015-16 budget, UC Davis, Santa Barbara, and Santa Cruz cooperated in testing the benefits of adaptive learning for math and chemistry placement, preparation, and supplemental instruction. All three pilot programs used the adaptive learning system ALEKS. ALEKS allows students to have a customized pathway through the material based on their initial content knowledge and adapts that path as the student progresses. Campus representatives will report on the results.

**3:30-4:00**

**Smaller Group Discussions**

**4:00-4:15**

**Report out from small group discussions**

**4:15-5:30**

**Poster Session and Reception**

**5:30-8:00**

**Dinner at Jan Shrem and Maria Manetti Shrem Museum of Art**

Dinner will be served at 6:30. You are invited to tour the museum before or after.

Friday  
January  
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# Conference Schedule

Friday January 6, 2017

<b>8:00-9:15</b>	<b>Breakfast and Check-In</b>
<b>9:15-9:30</b>	<b>Welcome</b> Carolyn Thomas   <i>UC Davis - Vice Provost and Dean for Undergraduate Education</i>
<b>9:30-9:50</b>	<b>Campus Huddles:</b> <i>Campus breakouts to formulate questions for moderated panels</i>
<b>9:50-10:00</b>	<b>Coffee Break</b>
<b>10:00-11:15</b>	<b>Panel: Maximizing Instructional Effectiveness - People</b>  Moderator: <b>Michael Dennin</b>   <i>UC Irvine - Vice Provost for Teaching and Learning &amp; Dean, Division of Undergraduate Education</i>  <b>Panelists:</b> <b>Anne Baranger</b>   <i>UC Berkeley - Faculty Assistant for Teaching and Learning</i> <b>Rolf Christoffersen</b>   <i>UC Santa Barbara - Associate Professor of MCOB</i> <b>Jess Gregg</b>   <i>UCLA - Associate Director, Center for Education Innovation &amp; Learning in the Sciences</i> <b>Linda Adler-Kassner</b>   <i>UC Santa Barbara - Interim Co-Dean, Undergraduate Education</i> <b>Barbara Sawrey</b>   <i>UC San Diego - Associate Vice Chancellor for Academic Affairs &amp; Dean of Undergraduate Education</i>
<b>11:15-11:30</b>	<b>Coffee Break</b>
<b>11:30-12:45</b>	<b>Panel: Maximizing Instructional Effectiveness - Measurement</b>  Moderator: <b>Marco Molinaro</b>   <i>UC Davis - Assistant Vice Provost for Educational Effectiveness</i>  <b>Panelists:</b> <b>Ken Wada</b>   <i>UCLA - Chief Privacy Officer and Director, Strategic IT Policy</i> <b>Yukiko Watanabe</b>   <i>UC Berkeley - Senior Consultant, Assessment &amp; Evaluation</i> <b>Kelly Wahl</b>   <i>UCLA - Director of Statistical Analysis</i> <b>Cinnamon Danube</b>   <i>UC Merced - Institutional Research Analyst</i> <b>Elizabeth Whitt</b>   <i>UC Merced - Vice Provost and Dean for Undergraduate Education</i> <b>Joey Mavity</b>   <i>UC Riverside - University Innovation Alliance Fellow</i>
<b>12:45-2:15</b>	<b>Lunch &amp; Individual Campus-focused Activity</b>
<b>2:15-2:45</b>	<b>Key Campus Commitments</b>
<b>2:45-3:00</b>	<b>Closing Remarks</b>

## CONFERENCE PLANNING GROUP

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