We Are
Undergraduate Education

UC**DAVIS**
UNDERGRADUATE EDUCATION

EVERY DAY we come to work to make UC Davis a university that transforms undergraduate students' lives. We are change-makers who challenge and dismantle inequity in education. We believe that each student on our campus has the potential to succeed, and that all faculty have the potential to foster learning and growth across the full breadth of our student body. We are partners in bringing this campus forward toward its educational potential. Together with faculty, staff, and students, we do this by catalyzing action, scaffolding growth, and building community around improving student outcomes.

Our units exist to ensure that all students learn on this large, complex campus where decisions do not always put undergraduate education first. Our team members are experts recognized as leaders within the UC and across the nation. All have a singular passion for seeing each UC Davis student transformed through learning to realize their potential, a potential that will create a more just, beautiful, and healthy world for future generations.

In the last two years, UE has undergone a large, positive organizational transformation. Today, anchored in the shared values of curiosity, inclusion, advocacy, and kindness, our team confronts the political, structural, and resource challenges that stand in the way of our campus achieving educational access and educational equity, and overcomes them.

Carolyn Thomas
Vice Provost and Dean for Undergraduate Education

Our Vision

To create the highest quality learning environment for undergraduates at any university.

Our Mission

Working collaboratively with faculty, staff, and students, Undergraduate Education advocates for diverse educational experiences that promote inclusive learning. Ultimately, we serve students by aligning resources with opportunities to foster curiosity, engaged citizenship and academic success.

2 Primary Goals

Increase academic success for all students, closing persistence and achievement gaps.

Cultivate undergraduate students who have discovered and developed their unique talents, and, as a result, can tackle their generation's most pressing challenges.

We foster a culture of equity and inclusion at the campus and systemwide levels.

Systemwide Conference on Undergraduate Education:

Creating Equitable Education for California's Undergraduates: Promising Practices for Improving student Learning and Outcomes
In January 2017, UE hosted leaders from the nine UC undergraduate campuses and the Office of the President. 125 participants were selected as those who could contribute to the conversation and return to their campuses with renewed dedication to and resources for effecting change.

Campus Conference on the Scholarship of Teaching and Learning:

Our inaugural campus convening on the scholarship of teaching and learning addressed equity and inclusion, particularly in light of UC Davis's changing student demographics. A video series and live panel including non-traditional and underrepresented students shared their perspectives and classroom experiences.

"We must give faculty the simple tools and strategies they need to achieve equitable learning gains, and support their adoption. And this conference says we are ready. Let's leave here committed to telling the story of why we should use these tools and make these changes. Let's tell this story in a way that our provosts, chancellors, and president can echo—as a story of inclusion, fairness, justice, and creative possibility."

-Carolyn Thomas,
Remarks from the UC Systemwide Conference

Titus
Civil and Environmental Engineering Student

Student Voices videos presented at the Systemwide and SoTL conferences asked students to address the question, "What would you like your professors to know about you?" Titus spoke to the challenges of students who need to work, and fighting stereotypes.

Campuswide Collaboration: The Student Retention Advisory Committee Issues Report

Jointly formed by Undergraduate Education and Student Affairs in 2015 with the goal of fostering the academic success of all students, the committee put forth seven actionable recommendations for campus consideration in its culminating report in June 2017. Mindful of the rapid enrollment growth among all student groups—particularly our first generation, low income, and historically underrepresented students—the committee had a keen focus on inclusively addressing the diversity of student needs.

Program Outcomes Assessment Showcase

As members of an active, diverse, and inclusive community of scholarship and learning, we believe in inquiry. We assess learning to investigate the conditions and practices that are necessary for creating optimal and equitable opportunities to learn for all UC Davis students. In Spring 2017, the inaugural Program Outcomes Assessment Showcase brought faculty, staff, and administrators from across campus together to discuss successes and challenges related to integrating direct assessment of student learning into the undergraduate program review process.

Equipping academic advisors to support equity and inclusion:

Developing Deeper Advising Relationships

Academic advisors have an important role to play in creating a climate of equity and inclusion on our campuses. To fulfill this role, they need tools beyond what is provided in typical diversity training to develop and foster relationships which can positively impact student success and retention. The Office of Academic Advising led the implementation of Developing Deeper Advising Relationships, a mandatory 12-hour workshop series that focuses on the concepts of human equity and inclusion within the context of social group membership and identity exploration and includes the goals of helping advisors create more intentional advising relationships and understanding changing expectations for advising.

Promoting Educational Equity Through Advising: The third annual UC Davis Academic Advising Conference,
held in May 2017, also selected equity as its theme, presenting a day of presentations by and for UC Davis advisors and faculty, attended by 203 participants.

UE programs support student success from start to finish:
Meet University Medalist Srujan Kopperapu

Even as a valedictorian from a high school just 40 miles away, Srujan Kopparapu felt a little intimidated to start his studies among more than 35,000 students at UC Davis. Thanks in part to the work of UE and its units, he found his place, threw himself into research and internships, earned two degrees in just three years, and won the honor of the top graduating senior.

Srujan's decision to study at UC Davis was sealed by two things: the offer of a prestigious Regents Scholarship, and the opportunity to participate in the University Honors Program. The community provided by the honors program — including the option of living with other honors students during freshman year and taking smaller classes — helped dissolve that initial feeling of intimidation. And then the large campus wasn't a disadvantage. "It's the opposite," he said. "Because there are so many people, you will be able to find people you can connect with."

Research was critical to Srujan's undergraduate success. Begin his first quarter, he interned in the microbiology and molecular genetics lab of professor Neil Hunter, and twice presented research in the annual Undergraduate Research, Scholarship and Creative Activities conference.

How did he manage to do all of these activities and earn two degrees in three years? Right after graduating from high school, he jumped into Summer Sessions at UC Davis, where he would earn 60 credits over three years of summer study. "I decided to get going right out of the gate," he said. "I think the summer courses prepared me a little bit for freshman year."

Story adapted from Julia Easley, Top UC Davis Graduate Earns 2 Degrees in 3 Years, www.ucdavis.edu/news/top-uc-davis-graduate-earns-2-degrees-3-years, June 12, 2017.

"How many of you are first-generation college students?" Carolyn addresses new students at Orientation.

First Generation Faculty Initiative and Website

UE launched the First Gen Faculty website as part of the UC presidential initiative to support our growing number of first generation college students. Inspired by UC Irvine, we built a website to share the stories of first-gen faculty and make it easier for students to feel connected. In the process, we discovered that sharing their stories has been beneficial for our faculty as well. We hosted a faculty forum last April and have another planned for October. We're doing constant outreach to students and faculty. And we created an innovative online directory that allows faculty to add themselves and lets students search by discipline. Now listing nearly 400 first generation faculty, UC Davis has been recognized by UC Office of the President as a leader in this important effort.

Academic Advising

We ensure that students receive academic advising that will help them navigate our complex university; actively and intentionally participate in a vibrant community of learning and scholarship; and develop reflection, agency, responibility, and self-advocacy.

Since its establishment in 2014, the Office of Academic Advising has engaged and supported the academic advising community in building agency and capacity to implement comprehensive, intentional, and evidence- based advising practices that empower undergraduate students to develop self-awareness, self-accountability, and self-actualization. We provide training and professional development resources for more than 130 academic advising professionals on campus, facilitate campuswide advising committees and task forces, work with campus partners to optimize and provide student and advisor facing technology tools that support timely graduation, and align communication, assessment, and delivery structures that optimize student success.

2016-2017 Accomplishments:

- Campuswide rollout of MyDegree, a student-facing planning, forecasting, and graduation tool in partnership with the Office of the Registrar.
- Created online training modules to help incoming students better understand General Education at UC Davis.
- Created transfer experience video to help incoming transfer students feel more connected to the campus (now posted on Orientation website).
- Partnered with Colleges to create template for UC Davis academic advising annual report to guide comprehensive assessment
- Conducted campuswide advisor training and hosted annual UC Davis advising conference.

By the Numbers:

- » 28,000+ undergraduates can access the new MyDegree software which supports planning, decision making, and time-to-degree.
- » 205 participants completed Developing Deeper Advising Relationships as of this year.
- » 32% reduction in student/advisor ratio since OAA was established in 2014.
- » 203 staff, faculty, and administrators attended the 2017 UC Davis Academic Advising Conference.

UE Communications

We give voice to students, faculty, and UE programs.

The First Generation Faculty initiative connects faculty and students through storytelling and information. UC Davis has been recognized as a systemwide leader for the presidential initiative due to our outstanding number of engaged faculty and our investment in the project.

Student Voices video series asking students to speak to the question "What do you want your professors to know about you?" Students addressed issues around poverty, being nontraditional students with families to support, and fighting stereotypes attached to underrepresented minorities.

We do strategic, mission-driven marketing.

Summer Sessions' 5.6% enrollment increase was driven in part by strategic outreach to a critical population: incoming transfer students, who stand to benefit from getting an early start on major-required courses. In addition to our own outreach efforts, we partnered with academic advisors from the ten most popular majors for incoming transfers to provide information.

By the Numbers:

- » Established the UC Davis First Generation Faculty program.
- » 5.6% increase in Summer Sessions enrollments over previous year. UE Comm managed marketing and communications for Summer Sessions; proposed first-ever summer First-Year Seminar offerings.
- » 12 UE websites migrated to campus bridge theme.
- » 3 major web applications managed: TA Orientation (800+TAs), Partners in Acquiring Language (300 participants), First-Year Seminar course approvals (350+ faculty; 4000+ students).
- » 5 major conferences: communications materials for five major campus and systemwide conferences.
- » Updated Pre-Arrival Guide for International Students, First-Quarter Course Recommendation Tool; led development of new GE video.
- » Created Student Voices videos.
- » Regular contributor representing UE to UC Davis website, Annual Report, and other key communications.

Center for Leadership Learning

We prepare students to become intentional leaders who are ready to face the challenges that permeate their fields of study, communities, institutions, and professional life.

The CLL offers experiential learning programs for students to engage in the study of leadership and become better prepared for the challenges that permeate their field of study, communities, and institutions. Students are challenged to examine and expand their perceptions of leadership relating to personal development and self-awareness, fostering collaborative and inclusive environments, and understanding contextual factors that influence the leadership process. These skills augment disciplinary learning and support successful transitions into graduate programs or careers.

CLL is launching a redesigned curriculum in 2017-18 to align learning outcomes, leadership competencies, and assessment measurements with national Leadership Education standards. We continue to expand the number of departments incorporating leadership into their training. Examples include SISS Global Ambassadors, the Guardian Scholars Program, AB540 and Undocumented Student Center, Educational Opportunity Program, the University Honors program, and three of the four colleges.

By the Numbers:

» 1192 total participants (Workshop + Conference)

» 640 unique individuals attending

» 141 conference participants

» Participation is approximately evenly distributed throughout students' class years and

Testing Center Pilot Program

We develop solutions to provide equitable testing environments for students with disabilities.

The Testing Center facilitates exams for students identified by the Student Disability Center as requiring ADA accommodations. During the pilot phase, support is being rolled out to courses with the greatest need and the least resources.

By the Numbers:

» 2000 exams proctored

» 7% increase in number of students served in previous academic year

» Securing additional space through partnerships with the colleges for satellite testing locations.

» Faculty and student feedback with proctoring services is consistently positive.

UE Business & Administrative Operations

We provide efficient, effective structures to support the work of Undergraduate Education in our complex university system.

The Business Operations Team creates a well-informed and prepared UE community by providing guidance for business practices, human resources and financial management to use university resources in the most efficient and effective manner.

In 2016-17 we improved processes and practices by creating a new website that includes Finance, Human Resource, IT, and Administrative resources in a one-stop shop. We restructured the HR recruitment process to be a more efficient system providing timelines, duties, contacts and task owners.

By the Numbers:

» 11 units served

» $10M+ total budget

» 40 Staff FTE

» 100+ student employees

International and Academic English

We give international and domestic ESL students a strong start to succeed in the classroom.

Pre-Arrival Guide for International Students: International students have a lot to do before leaving their home countries. The Pre-Arrival Guide gives just-in-time, easily digestible information for the months from accepting the offer of admission to the moment they land. The integrated First Quarter Course Recommendation Tool allows students to register for the right math, chemistry, and English sections without having to be on-campus. As a result, international students can register earlier than in the past.

Summer Start: Our pre-matriculation program offers international and ESL freshmen a 6-week summer session incorporating language and academic courses, campus acclimation, and social opportunities. UC Davis continues to have the largest program of this kind in the UC system. 2017 enrollment is 129 students, or 10% of our incoming international class.

PALs in Intercultural Exchange: This program pairs domestic and international students with shared interests, to explore cultural and linguistic similarlities and differences. Slated to grow in 2017-18, this program already expanded significantly this past year.

Language Testing for bilingual and multilingual freshmen: Our oversight ensures that incoming students are placed appropriately well before they arrive, allowing affected departments time to plan courses accurately.

We ensure that international graduate students have the English skills to teach effectively.

TA Language Proficiency Testing and Support: By implementing and requiring the Test of Oral English Proficiency (TOEP), we ensured that more than 90% of the TAs hired to teach undergraduates had proven English skills to be in the classroom. And for those who didn't pass, we launched language coaching to support graduate students in becoming stronger English language communicators in the classroom.

International TAs can improve their teaching through the Language & Culture Coaching Program and ITA workshop series.

By the Numbers:

- » 1,400+ incoming students were able to register for classes while still abroad.
- » 129 students participating in Summer Start.
- » 300+ participants in PALs in Intercultural Exchange
- » 225 graduate students tested to ensure language proficiency to serve as a TA.
- » 70 students participated in the Language & Culture Coaching Program

Summer Sessions

We offer summer courses to meet the needs of all of our students, and offer targeted support to incoming transfers.

Summer Sessions supports UC Davis students by making hundreds of courses available each summer to help students stay on track for graduation. Many bottleneck courses impacted during the year are more easily available. Some courses have significantly smaller enrollments during summer, giving students easier access to instructors. Students may choose to focus on challenging required courses during summer's concentrated six-week sessions. Summer also offers unique opportunities including language intensives and off-campus field courses.

2017 saw record enrollments and an increase of 5.8% over 2016. Our strategic plan included targeted outreach to incoming transfer students, particularly in the majors with highest enrollments; collaboration with deans' offices and advisors; improved communications about financial aid ability; guaranteed university grants for all students who qualify for federal financial aid. We also increased our social media presence, expanded our collaboration with UC Davis athletics, and advertised more broadly in the Sacramento region.

In June, we hired a full-time director for the first time since 2013. We anticipate program growth.
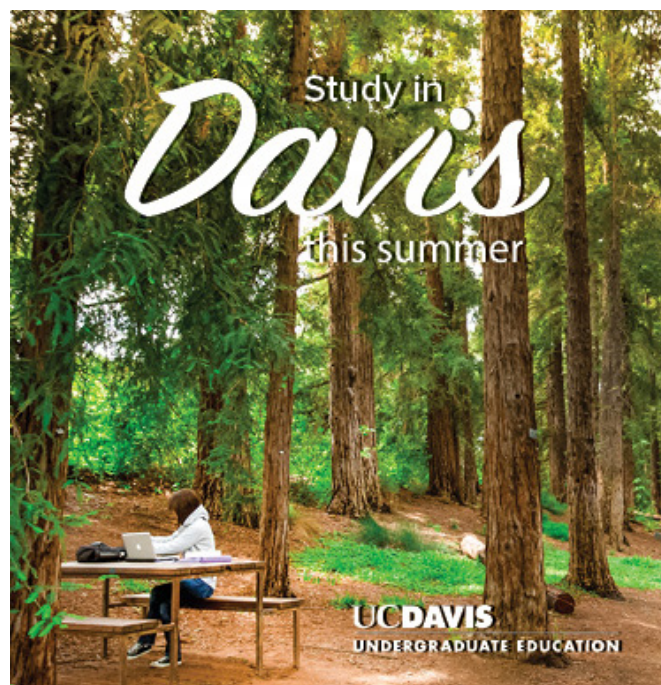
By the Numbers:

- » 94,400 student credit hours
- » 11,424 unique students enrolled
- » 5.8% increase over 2016 enrollments

Washington Program

We cultivate students for professional life with internships in the nation's capital.

The Washington Program recruits and selects students to participate in the University of California's Washington Center (UCDC)'s living-learning community, and helps to place them in internships. Students participate for one quarter alongside their peers from each of the sister campuses.

By the Numbers:

- » 118 UC Davis students participated in the Washington Program in 2016-17.
- » 35+ majors were represented, making UC Davis the most diverse in the UC system in terms of participants' majors.
- » 97% of participants reported that the Washington Program was the highlight of their undergraduate experience.

Emily Kaar '17, double major in Mathematical Analysis and Operations Research and Economics, interned with the Federal Aviation Administration analyzing a probabilistic risk model identifying causes of aviation accidents. The UC Davis Washington Program actively recruits STEM students, who tend to be underrepresented at the UCDC. Kaar is now a GOLD intern with the Federal Reserve Bank of San Francisco.

"Through my internship with the FAA, I learned that I want to pursue a career as an analyst.... I've always been passionate about data and through this internship, I provided public service with my data and coding skills. I know that my analysis will help keep people safe and that's worth all of the hard work."

# Campuswide Undergraduate Academic Programs

First-Year Seminars

We give every undergraduate the opportunity to take a small class that ignites their curiosity and lets them engage with their instructor and classmates — in their first year.

First Year Seminars provide students an opportunity to engage on topics of intellectual and social significance in a small class environment. Students cultivate their appreciation for complex ideas, their ability to engage in discussions, their understanding of different points of view, and their excitement about unique topics that faculty choose to teach. The seminars are particularly suited to allow students and instructors to take on critical issues that transcend one's specific area of study on contemporary and enduring issues. Our vision is that every incoming student will take a transformative small enrollment course that fosters intellectual curiosity, active discussion, critical thinking, a sense of community and engagement with faculty.

EXPAND YOUR MIND UCDAVIS

Space, Time, and the Cosmos

ANDREAS ALBRECHT

By the Numbers:

» 4,026 students enrolled

» 65.8% enrollment growth since AY 14-15

» 305 seminars offered

» 77% increase since AY 14-15
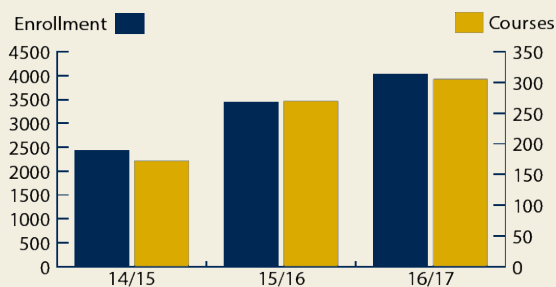
2016-17 Accomplishments

- New Course-based Undergraduate Research Seminar (CURES) program initated

- Summer seminars offered for the first time

- Continued significant growth in the numbers of seminars offered and students enrolled.

University Honors Program

We enrich the diverse needs of academically high achieving, high potential and socially conscious undergraduates through innovative pedagogy and interdisciplinary opportunities that foster active and collaborative learning, discovery research or creative expression, leadership development, and civic engagement.

The University Honors Program offers first-year students a living-learning community and a selection of small classes. Third year students do special engaged scholarship activities, and fourth-years complete a selected capstone accomplishment.

In 2016-17 the program established new partnerships with the Center for Leadership Learning and Global Affairs to offer two new engaged scholarship programs for third-year students: the Leadership and Civic Engagement Scholars and the Global Engagement Scholars.

By the Numbers:

» 763 total students participated in the honors program

» > 90% of Regents Scholars accepted their offer to UC Davis also select UHP, and rate the program as the major reason they chose UC Davis.

» Incoming UHP cohort represents the Colleges proportionally; demographically they come from limited-income (26%), first-generation (32%), underrepresented minority (25%), and/or LCFF+ backgrounds to facilitate inclusive excellence.

Undergraduate Research Center

We collaborate campus-wide to inspire and facilitate students' engagement in research, scholarship and creative activities across all disciplines.

Getting involved with cutting-edge research at our premier university enhances students' interactions with faculty, teaches students to think independently, develops critical analysis skills, and promotes leadership, teamwork and communication skills. We sponsor professional development workshops, research programs, fellowships and travel awards, and encourage undergraduate research publications; Resources are available to all majors and all class levels. We also hosts the annual Undergraduate Research, Scholarship & Creative Activities Conference where students present their independent research projects. This year's conference featured over 700 undergraduate student presenters!

Undergraduate Research, Scholarship, and Creative Activities Conference – By the Numbers:

» 715 Undergraduate presenters: 511 Poster presentations; 192 Oral presentations; 12 Arts Exhibits

» 393 Faculty sponsors

» 3,400 attendees at the poster sessions on Friday

» 783 attendees at the oral sessions on Saturday

We engage & support underrepresented students in research through intensive programs

Funded by the National Science Foundation (NSF), California Louis Stokes Alliance for Minority Participation (CAMP) represents the California branch of the Louis Stokes Alliance for Minority Participation (LSAMP) program. CAMP and MURPPS Programs at UC Davis aims to recruit and retain students in STEM majors, facilitate their academic success, and encourage their transition to graduate study.

We support and recognize student researchers and faculty/postdoc/graduate mentors through awards

47 Travel awards ($150-500) for undergraduate students to present their research at regional and national conferences
59 Provost's Undergraduate Fellowship (PUF) awards for research funding (up to $1,800 each)
5 Chancellor's awards for Excellence in Undergraduate research or research mentoring

Zoë Rossman '17 spent her summers in South Africa researching elephants in captivity. The UHP alumna's research was supported by a Provost's Undergraduate Fellowship, and received honorable mention for the Chancellor's Awards for Excellence in Undergraduate Research. Rossman will continue her elephant research in graduate school.

Celebrating UHP students at Honors Graduation. Senior Tiffany Do worked as a UHP peer advisor, received the Outstanding Senior Award for both of her double majors, and was elected to Phi Beta Kappa.

Educational Analytics

We analyze instructional and program-level data to inform decision making of faculty and staff as they improve opportunities for students to learn. One current focus is to highlight grade, retention and graduation gaps between students from more versus less privileged backgrounds and the extent to which individual characteristics, even those linked to ability or level of preparation, fail to explain these gaps. In related work, we are studying the effects of both existing preparatory courses and pilot programs in order to help students who are underprepared for college in math, English, or chemistry minimize their credit hours devoted to preparatory courses.

We develop software to visualize instructional and program-level data and facilitate research and analysis conducted by ourselves and other groups on campus. Several of these tools have earned national attention. The Generalized Observation and Reflection Platform is an online platform facilitating classroom observation studies that is currently being used by over a hundred universities across the world. The Ribbon Tool, also adopted by universities worldwide, is a data visualization platform which shows flows of students in and out of majors, colleges, and the university as a whole. Two new tools with similar potential, Know Your Students and the Departmental Diagnostic Dashboard, help faculty and departments respectively to become more reflective practitioners by learning about their student populations and seeing the results of their interventions.

We provide expertise for faculty- and administration-led efforts to improve student success. In some cases, we help faculty examine the effects of their pedagogical innovations on students, whether by completing the relevant analysis ourselves or by providing advice on statistical techniques and data availability. In others, we provide technical support ranging from identifying students to target for an intervention to more involved data and statistics requests to comprehensive administration of surveys or tools.

Our internal data management and reporting system has allowed a small team of developers and analysts to serve an increasingly large number of faculty and staff on campus who are seeking data to drive their decisions. In all of our work we seek to innovate new approaches and technologies to help promote UC Davis students' success.

By the Numbers:

» $ 1M HHMI grant, over 20% of yearly funding derived from grants

» 891 new TAs trained at 2016 TA Orientation. More than 1,000+ are registered for 2017 TA Orientation.

» 157 unique faculty participated in 18 workshops

» 103 unique graduate teaching assistants in 24 workshops

» 115 faculty, 94 TAs, and 15 administrators received one-on-one consultations

» 120 complex data requests fulfilled and over 20 complex analyses

» 54 departments within 4 colleges and 4 professional schools (1962 test grading appointments, 2016-2017) utilized Test grading service

» 32 departments utilized student evaluations services (100,983 evaluations processed)

» 85 students from 25 different departments / programs took the SPEAK test from CEE raters

» 54 presentations proposed for inclusion in the 2017 Scholarship of Teaching and Learning conference, including scholarly teaching projects from faculty, students, and staff

Learning and Teaching Support

We support all members of the UC Davis teaching community to promote meaningful learning opportunities for all UC Davis students. We advance teaching as a worthwhile, intellectual and scholarly pursuit. We promote reflective, research-based, and student-centered teaching. We support the needs of our diverse learning and teaching community.

We offer cross-disciplinary, campus-wide programs, events, and resources to advance best practices in teaching, and support the teaching community and the diversity of learners. We collaborate with individual faculty, postdoctoral scholars and graduate teaching assistants, departments, and programs to help them achieve their learning and teaching goals. Some examples include:

» Learning communities for faculty and graduate students that foster a culture of inquiry about learning and teaching
   » Engaged Learning and Teaching community: 8 faculty in 2016-2017
   » Scholarship of Teaching and Learning community: 6 faculty in 2016-2017
   » Graduate Teaching Community: 12 graduate students and postdocs in 2016-2017.

» Workshops that promote the integration of evidence-based research on education
   » 6 faculty-led workshops where faculty from across the campus share their teaching practices on important topics like interactive lecturing in high-enrollment classes and transforming exams into a collaborative learning experience
   » 18 CEE-led workshops on foundational and emerging teaching topics like Activities to Promote Student Learning
   » 8 departmental (e.g., Human Ecology, Math, Native American Studies) and program-specific workshops (ADVANCE, Digital Humanities Institute, GradPathways, Masters of Public Health).
   » 24 workshops for graduate teaching assistants and postdocs on teaching topics like Beyond Grades: Assessment and feedback for student learning; Goggles, Check! Effective lab teaching and learning.
» UC Davis Teaching Assistant Orientation: 891 participants in 2016-2017.
» Seminar on College Teaching (EDU398, Winter and Spring 2017). 32 total participants.

Learner-Centered Hybrid and Online Course Design. CEE Assumed leadership of OP-funded ILTI projects and actively manage several online and hybrid course design projects.

» Launch of FST3V (Introduction to Beer and Brewing; Charlie Bamforth) with a cross-campus enrollment of 13 (a record for a new UCD ILTI course in its initial offering).
» Pilot module and project development on additional courses:
   » ECN1AV (Principles of Microeconomics, Janine Wilson and Derek Stimel),
   » NUT10V (Discoveries and Concepts in Nutrition, Liz Applegate),
   » CMN3V (Interpersonal Communication Competence, Jeannette Ruiz)
   » PLS007 (Just Coffee, Patrick Brown).

CEE also supports intentional test design and analysis of results through their Test and Evaluation Services. We provide test scoring and student evaluation data processing for all of UC Davis interacting with all campus departments throughout the year.
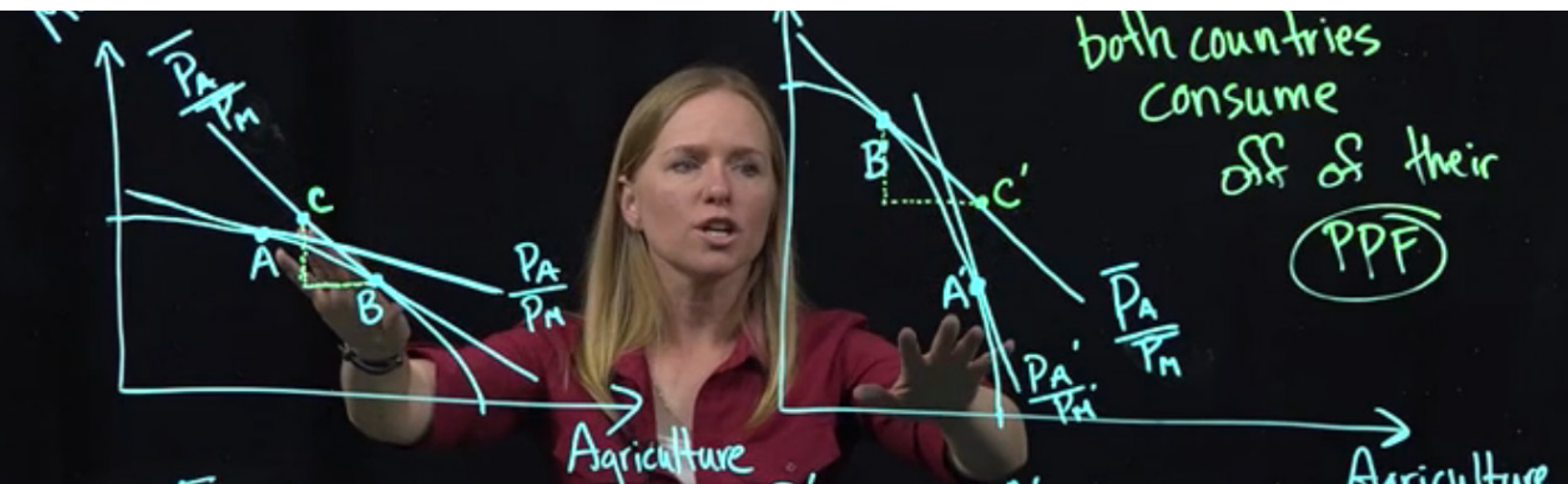
Instructional Research and Development

We provide research and development that drives forward teaching and learning at UC Davis. Our research team pursues a portfolio of projects that provide new evidence-based teaching pedagogies, new insight into our students' learning, and new information to help UC Davis make informed decisions about the future of teaching and learning for our students.

Some examples include our research into learning motivation in engineering writing classrooms, which has overturned common stereotypes about today's engineering students and identified promising pedagogies for in-discipline engineering writing; our project to map the impact of LPSOE faculty at UC Davis on student outcomes, and the factors that support their success; our project to create basic measures of student engagement in Canvas, that may be used as a means to better understand and improve student learning in online learning environments; and our projects piloting and assessing the use of ALEKS Adaptive Learning software in lieu of traditional remediation, to better prepare our students for success in first-year chemistry and mathematics.

We build and strengthen community around applied teaching and learning research at UC Davis. We support evidence-based teaching by fostering the community of educators who research teaching and learning in their own classrooms. Our support includes research consultations, a learning community in support of Scholarship of Teaching and Learning, and the organization of UC Davis' annual Scholarship of Teaching and Learning conference.

Academic Assessment

Academic Assessment fosters a culture of inquiry by building individual and collective capacity to generate and use actionable information about student learning to inform decision-making, planning, and continuous improvement efforts at program, college, and campus levels. Drawing from a strong theoretical and empirical base, we engage campus partners in "meta-level" conversations that cultivate new attitudes about assessment, accreditation, and accountability as tools to ensure equity of both opportunities-to-learn and learning outcomes. We create opportunities for campus partners to learn from each other to develop, implement, and maintain locally-defined and sustainable assessment practices that yield valid, relevant, and actionable information about what UC Davis students learn as a result of our academic programs.

Scholarship, Publications, and National Impact: CEE staff

» CEE members authored four peer reviewed articles, an ACS book chapter and co-authored a book entitled: A guide to teaching in active learning classrooms: History, research, and practice.

» Gave more than 20 national and international conference presentations, multiple keynotes.

» Represented UC Davis on a National Academy of Sciences study on national STEM indicators, an NSF INCLUDES working meeting to set the California research agenda for STEM equity, the APLU INCLUDES analytics committee on faculty diversification, the NSF-supported "How Many Hats" meeting to determine a national research agenda in STEM faculty development, and the AAAS analytics sub-committee of the SEA Change project aimed at equity and diversity.

» CEE member is presently founding chair of the American Society for Engineering Education's Faculty Development Constituent Committee/Division.

» Participated in the instructional improvement efforts of the Association of American Universities, Reinvention Center, EDUCAUSE, TRESTLE, and Bay View Alliance.

Summer and Fall Quarter 2017

- Summer Start - prematriculation for arriving international students
- Integrating Advising and Coaching Workshop
- UHP Fall Welcome Activities
- CEE Teaching Assistant Orientation
- IAE Test of Oral English Proficiency for International TAs
- FYS Resource Fair
- New Faculty Orientation - CEE & VPDUE
- Washington Program Application & Recruitment for W/Sp'18
- URC Breaking Barriers Speaker Series: Gary and LeShelle May speaking
- FYS Winter 2018 Call for Proposals
- Advising Fall Welcome & UC Davis Academic Advising Awards Presentation
- CEE Workshop Series for Faculty/TA's/PostDocs
- First-Gen Fall Faculty Forum
- CLL Leader to Leader Speaker Series Events
- IAE Welcome Event for the Partners in Intercultural Exchange (PAL) Program
- CEE Launch of the Course REdesign And Teaching Effectiveness (CREATE) Fellows Program
- URC Breaking Barriers Speaker Series
- IAE Graduate Seminars on Pronounciation, Speaking, Presentation Skills
- CEE Scholarship of Teaching & Learning Conference
- FYS Spring 2018 Call for Proposals

Winter Quarter 2018

- IAE Graduate Seminars & Workshops for International TAs
- CEE Learning Community for Faculty: Engaged Learning & Teaching
- CEE Learning Community for Faculty: Scholarship of Teaching & Learning
- Washington Program Application & Recruitment for Sp/Sum/F'18
- CEE Workshop Series for Faculty/TA's/PostDocs
- URC Breaking Barriers Speaker Series
- CLL Aggies Leading the Way! Undergraduate Leadership Conference
- Academic Advising & UC Davis hosting the NACADA Region 9 Conference in Santa Rosa
- IAE Summer Start Recruitment
- CLL Leader to Leader Speaker Series Events
- IAE Test of Oral English Proficiency for International TA's

Spring Quarter 2018

- 28th Annual Undergraduate Research, Scholarship and Creative Activities Conference
- Decision UC Davis: Summer Sessions, UHP, URC, CLL, FYS meet admitted students
- Picnic Day - UHP reunion, Summer Sessions tabling
- CEE Workshop Series for Faculty/TA's/PostDocs
- UC Davis Academic Advisor Certificate Level Two (pilot)
- CEE Assessment Showcase
- Washington Program Application & Recruitment for F'18/W'19
- UHP Spring Banquet & Graduation
- CLL Leader to Leader Speaker Series Events
- UC Davis Academic Advising Conference
- Summer Session Registration Begins
- CLL Community Forums for CBLA and SLDP Certificate Programs
- UHP Transfer Preview Day
- IAE English Language Placement Examination (ELPE) Testing
- FYS Fall 2018 Call for Proposals
- CLL Certificate Award Ceremony
- IAE PAL Program Year-End Event
- Chancellor's Awards for Excellence in Undergraduate Research
- Outstanding Senior Awards

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