**UC Merced Response to the Request for Additional Documents and Information**

**December 19, 2017**

Below we address each request for additional documents and information with a brief narrative and, as available, hyperlinks to related documentation. In some instances, the hyperlinks are to campus websites and, in others, to documents in the WSCUC Box folder titled "Lines of Inquiry following OSR." The requests are lettered a through e, corresponding to section IV of the Lines of Inquiry (LOI) document. Documents that are provided in the WSCUC Box folder are labeled with the request letter (a-e) followed by a number and a descriptive name.

a. **Information, if available, about why students enroll at UC Merced and why students leave the campus prior to graduation.**

We do not have any additional information to share about the reasons why undergraduates enroll at UC Merced and why they leave prior to graduation. Historically, the campus has not systematically surveyed students about why they choose UC Merced. We have gathered information on what preference UC Merced was in their college search (e.g. first, second, third choice, etc.). Although students describe their reasons for leaving Merced on withdrawal forms, we do not enter that information into our student information system (Banner) and, as such, cannot easily generate reports on this topic.

The Office of Institutional Research and Decision Support (IRDS) has researched retention to the junior year, finding that a small number of students transfer to another institution, most often public two-year institutions, particularly Merced College, and other four year public institutions (with UC Davis the most popular). This research is described in a3. Attrition Before the Junior Year, Academic Standing, USTU010 & Fiat Lux Scholars, which is available in Box or on the IRDS website.

Within the last six months, we have launched two efforts to learn more about students who leave UC Merced. First, we have partnered with the UC system-wide Institutional Research Office (IRAP) on an analysis that looks at the characteristics of students that leave and predicts retention rates. That work is close to completion, and was presented for the UC system as a whole at the November 2017 conference of the California Association for Institutional Research (CAIR). Conference slides describe the project's methodology. These are available in Box, see a1. Methodology Slides Nov 2017 CAIR. In early Spring, 2018, UC Merced's IRDS office will take our campus-specific results and create an internal dashboard tool that will give appropriate campus decision-makers the ability to review aggregate predicted and actual retention rates by student characteristics in support of student success and enrollment management planning.

Second, doctoral candidates from UCLA's Higher Education Research Institute will be conducting research at UC Merced to understand factors that contribute to student success. The project goals, and the data to be gathered, are described in the MOU for the research project available in Box, see a2. MOU UC Merced – HERI Final.

b. **Information, if available, regarding the gender gap for graduation rates.**

At this point, we have no additional information regarding the gender gap in graduation rates beyond that provided in the report. Should it be helpful, data describing program enrollments by gender are provided on pages five and six of the Undergraduate Major Enrollment Tables available on the IRDS website and in Box, see b1. Undergraduate Major Enrollments.

c. **Information, if available, regarding the impact of a UC Merced degree on graduates (e.g., surveys of graduates, employers, etc.)**

Information regarding the impact of a UC Merced degree on graduates is available in the results of the Undergraduate Alumni Journey Survey, which was conducted for the first time in summer 2017.  UC Merced graduates who were one, three, and five years post-graduation were surveyed.[1]  A full description of the survey, the instrument, and results for the 2017 administration is available on the Institutional Research and Decision Support (IRDS) website. The following hyperlinks will take you to the survey reports either on the IRDS website or in the Box folder.

| IRDS Website | Box folder |
|---|---|
| Results for 1 – year alumni | c1. 1 Yr Alumni Results |
| Results for 3 – year alumni | c2. 3 Yr Alumni Results |
| Results for 5 – year alumni | c3. 5 Yr Alumni Results |
| Combined 1, 3, and 5 year alumni | c4. All Alumni Results |

The University of California Office of the President's Alumni at Work dashboard provides, by discipline and major, the typical annual earnings of University of California undergraduate alumni employed in California. UCOP will soon be releasing a site that includes UC Merced-specific data. A screen shot of the UC Merced dashboard is available in Box, see c5. UC Merced Alumni At Work Screenshot .


d. **Results, if available, of the First Year Cross-Campus Working Group.**

At the time the Institutional Report was submitted, the campus was preparing to launch a First Year Cross-Campus Working Group. The intent of that group was (and still is) to bring stakeholders from across campus together to focus on the success of our first-year students. The Working Group has not yet been launched as several initiatives focused on first-year student success have taken priority for attention and resources. These include the development of centralized academic advising for first-year students, new approaches to first-year course registration, planning and implementation of new interventions in response to unsatisfactory midterm grades for first-year students, and planning for and implementation of the new General Education program. In some sense, each of these projects fulfills the purpose and spirit of the First Year Cross Campus Working Group: meaningful engagement of campus stakeholders in data-driven support for the success of first-year students. We anticipate the Working Group will be established in 2018 as a way to track the progress of projects and initiatives in place and to assess the need for additional programs.


e. **Information, if available, on the predictive model for student success.**

In the Institutional Report, the campus described plans for a model to predict which students are most likely to respond "yes" to the Statement of Intent to Registrar ("SIR") proffered at the time of acceptance to the campus. A longer-term goal was to determine if the campus was interested in extending this work to predicting enrollment and/or student success in the first or second

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[1] I.e. alumni who graduated during the academic years of 2015-16 (1 year post-graduation), 2013-14 (3 years post-graduation), and 2011-12 (5 years post-graduation).

semesters. As of December 2017, the "SIR" model is still very much in the early test and discovery stage with a small number of stakeholders and an exclusive focus on admissions.

Beyond that work, in the summer of 2017, IRDS partnered with IRAP to develop a predicted graduation rate model based on student demographic characteristics and pre-UC academic achievement. The model essentially asks what the graduation rate would look like if UC Merced students had enrolled on the other eight campuses. This approach, which represents a departure from the system-wide reporting on graduation rates,[2] enables UC Merced to contextualize its graduation rates in ways that account for its student population as well as its mission, both of which make it unique within the UC system and can have implications for time to degree.

After developing the model, IRDS worked to deliver the information in a user-friendly Tableau interface. A key goal was to support campus efforts to set graduation rate targets and develop an enrollment management plan. In September 2017, the Tableau tool was distributed to a limited number of stakeholders on campus (those directly engaged in enrollment management planning) as well as the assessment specialist in each school. Looking forward, the Tableau tool will allow UC Merced to test the effectiveness of interventions. With a known predicted graduation rate for a student, IRDS can measure impact by integrating data for those students who receive interventions and comparing their graduation rates to the predicted rates.

The following documents, available in Box, provide information on the methodology used to create the predicted graduation rate model as well as a screenshot of the Tableau tool developed to share the results.

- e1. UCOP Notes on Predictive Model
- e2. IRDS Notes on Predictive Model
- e3. Predictive Model Screen Shot

In September, IRAP released for internal system review a draft dashboard featuring actual and predicted rates for all of the campuses. Once finalized, this tool will allow UC Merced to identify its successes and gaps for specific student populations. A similar model is currently under development by IRAP to predict retention into the second year.

f.  **Information, if available, on faculty development activities to promote student success.**

The Center for Engaged Teaching and Learning (CETL) provides a suite of faculty development offerings that promote student success through the Center as whole, and via initiatives specific to each of its three units: the Academic Professional Development Unit, the English Language Institute, and the Educational Assessment Unit. The Center's offerings are described briefly below, organized by responsible unit.

**Center Initiatives**

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[2] The historical approach has been to compare the graduation rates of campuses to each other as well as to the system average.

- **University of California-Merced Online and Hybrid (MOH) Course Development Awards**
Though this program, UC Merced faculty are funded to develop fully online and hybrid courses specifically for UC Merced students. A condition of the award is that course be offered three times in three years during the regular academic year. Summer offerings do not count toward the offering requirement. Instructors who receive MOH Awards are required to conduct assessment/research related to the effectiveness of the delivery environment.

- **Center for Engaged Teaching and Learning (CETL) 2017-2018 Faculty Fellowships**
Through this program, UC Merced faculty are funded to develop projects that will have an observable impact on UC Merced undergraduate student success/student learning. Projects foci may include: a) pedagogical enhancements to existing courses; b) developing a new course; c) revising an existing course; d) creating a program that will sustainably impact undergraduate student learning; and/or e) assessing and/or revising an existing program.

- **Student Learning Assessment Support Programs for the Community of Instructors**
These programs engage instructional faculty in developing assessments of student learning associated with UC Merced's principles of assessment . They also contribute to assessment as *planning and pedagogy* by assisting faculty with data collection, analysis, and reporting to inform teaching and advance student learning in a course or program. Faculty work with CETL staff to conceive, design, implement, and analyze research on their students' learning.

- **Faculty Academy on Teaching First- Year Students**
This one-year program provides all faculty teaching first-year students with the opportunity to a) learn about and discuss the specific demographics of our incoming student cohort and how this might impact their teaching decisions, and b) develop and implement a small research project on their students' learning. This is accomplished through a two-phase process:
    - Fall Monthly Meetings: Through a community of practice, faculty share and discuss first-year students' challenges and solutions. Participants consider research-based teaching strategies and methods of assessing student learning at different times during the semester.
    - Spring Monthly Meetings: This certificate program promotes the Scholarship of Teaching and Learning (SoTL) by providing faculty with support and resources for systematically inquiring about teaching and learning in their own classrooms.

**Academic Professional Development Unit**

The Academic Professional Development Unit provides the following.

- Individual consultations
    - Customized workshop and/or report development
    - Curriculum, course and/or lesson development support
    - Curriculum, course and/or lesson redesign support

- The Teaching Matters Workshop Series. The following workshops are offered every year.
    - Setting Expectations in the Classroom
    - Classroom Challenges/Management
    - Grading Effectively

- o The TA and the Instructor of Record: Working Together
- o Critical Thinking
- o Active Learning Strategies
- o Best Practices in Large Classes
- o Best Practices for Small Group Discussion
- o (Backward) Lesson and Curriculum Design
- o Designing Rubrics
- o Instructional Assessment and Student Evaluations
- o How to Write a Teaching Statement

- • Special Topics Workshops. The following are examples from the past two years.
  - o How to Conduct Education Research in University Courses
  - o Successful Group Work and Group Dynamics in the Classroom
  - o Student Engagement in Traditional, Fixed-Seating, Large-Enrollment Courses
  - o How to Write a Statement of Diversity
  - o Gauging Student Confidence in University Courses
  - o Critically Consuming News – Instructional Strategies
  - o Creating a Teaching Portfolio
  - o Are Student Evaluations Reflective of Teaching Effectiveness?
  - o Commenting on Student Writing
  - o Using Cognitive Psychology to Improve Student Learning
  - o History of Education in the U.S.

## English Language Institute (ELI)

The ELI offers the following professional development opportunities to instructional faculty, primarily international teaching assistants and post-doctoral scholars who teach.

- • Oral communication skills - an intensive 6-week course each fall, and weekly pronunciation and fluency workshops each spring
- • One-on-one appointments with international TAs and faculty to support their spoken and written language skills, including the grammar used in grant proposals
- • Optional observation of international teaching assistants in class to check on communication success with undergraduates
- • Weekly grammar workshops, which help promote the linguistic accuracy of the message
- • Conversation Partner Program, to promote the spoken fluency of non-native speakers

## Educational Assessment Unit

The Educational Assessment Unit offers the Students Assessing Teaching and Learning (SATAL) Program. SATAL provides instructors and programs with student insights into student learning through various measures such as observations, surveys, and interviews. When coupled with direct evidence of student learning, such as course portfolios and examinations, these forms of indirect evidence can provide a more holistic understanding of student learning in a particular classroom environment.

SATAL offers the following services for faculty:

- • Focus groups, class interviews, observations, videotaping, mid-course feedback, and surveys

- Before and after assessment support consultations with the SATAL students and the program's coordinator
- Peer-led workshops on teamwork, which include effective collaboration and providing feedback
- Course assessment design support for online courses, the Technology Enabled Active Learning (TEAL) Lab, and NSF career grants
- Resources for formative assessment of student learning, including entry surveys and mid-course feedback

For the undergraduate students who staff the program, SATAL offers the following:

- A teaching and learning apprenticeship with different levels of responsibility and monetary compensation.
- Training modules addressing the assessment and workshop options offered by the SATAL program

g. **Information, if available, on the status of the "Guide for Program Stewardship."**

The status of the "Guide for Program Stewardship" (GPS) has not changed since the Institutional Report was submitted. Broader adoption of the system is pending the hire of a new director of the Office of Periodic Review, Assessment and Accreditation Support (OPRAAS), and on progress with the campus's data reporting strategy.