

UCDAVIS

Making the most of data infrastructure in the pandemic

October 28, 2021

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Center for Educational Effectiveness

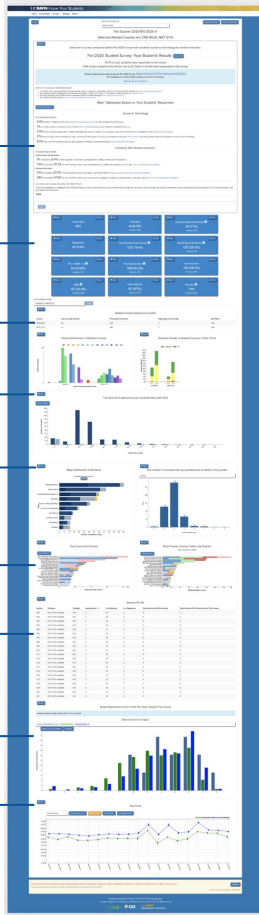


Background: Know Your Students dashboard



AWARENESS

- Survey results of your students
- Course demographics in context
- Prerequisite timing/outcomes
- Campus experience
- Majors/units
- Prior/concurrent courses
- TA information
- Grade distribution
- Equity gaps (FG/LI/URM/Gender/MLL/ Int'l/Transfer)



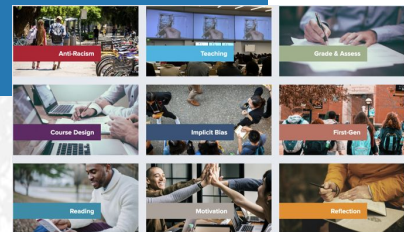
FACULTY

UNDERSTANDING

A screenshot of the 'Student Voices' interface. It features a header with the 'student voices' logo and a brief description: 'Student Voices is creating a digital venue for collecting short stories where students share how their goals, life events, viewpoints, identities and more interact with their experience at UC Davis. Their stories are being told through the digital video platform, allowing for students to post, view, and interact with their fellow peers, no matter the distance.' Below the text is a video player showing a woman speaking. The video title is 'Student Voices' and it was posted on 'Aug 16, 2020 6:00PM'.

Student Voices

A screenshot of the 'Instructor Discussion Board' interface. It shows a header with the title 'Instructor Discussion Board' and a sub-header 'There are currently 1 active discussions.' Below this is a 'View Discussions' button. A section titled 'Why do we grade?' contains a post by 'Marco Molino on 2020-10-02' with the text 'In grading meant to both students, provide feedback to them, let us know who can progress? What do you think?' and buttons for 'Get Answers' and 'Responses'.



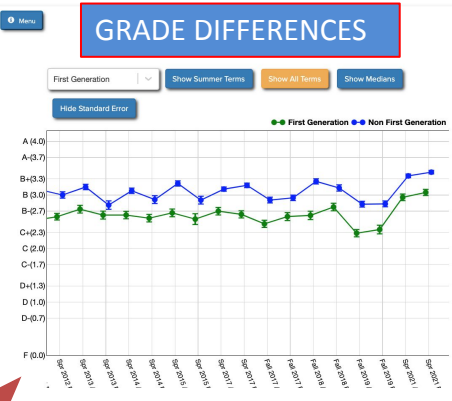
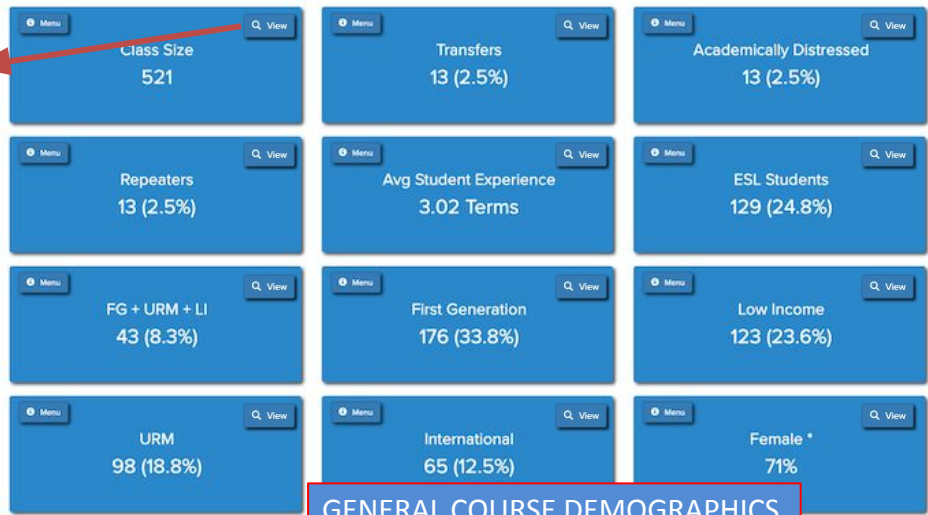
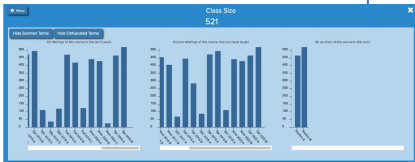
Just-in-Time Teaching Information

ACTION & REFLECTION

Instructional Tools (Prototypes)

- Classroom inclusion survey
- Zoom Transcript analyzer
- Gradebook equity explorer

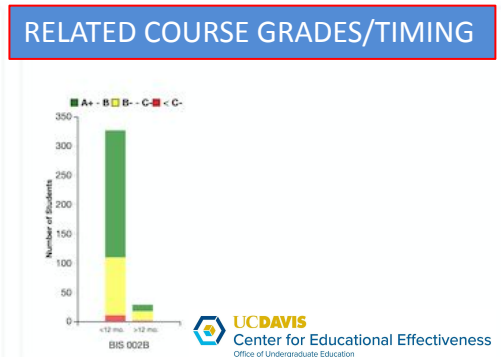
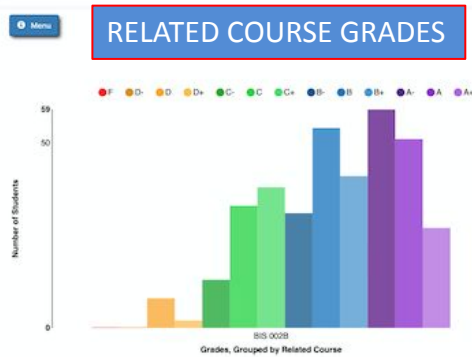




Choose Related Courses: BIS 002B x Update

Related Course Experience at UC Davis

Course	Concurrently Enrolled	Previously Completed	Repeating Concurrently	Not Taken
BIS 002B	4	353	1	183



Transition to remote learning: survey concept

Equity concerns

- Access to technology and space
- Time zones & firewalls
- Familiarity with online learning tools

Release results to individual instructors through Know Your Students

Initial survey drafted, tested, and implemented within a week

Space for open comments about the transition





Transition to remote learning: Opening Access to Know Your Students

- Core project leadership team concerns with campus-wide surveys
 - Too broad a data set, how can it be useful?
 - Technical challenges/worries of buggy release
 - Tool seen by “non-choir” members, maybe even non-faculty
 - DEI data sensitive requiring training
 - Challenging to get the word out
- Technical challenge: developing tiered access in 1 week





Making Student Data Accessible to Faculty at Scale

Campus-wide to Classroom-Specific Information Via Know Your Students

Fall 2020 Student Survey: Campus-wide Results [Show Less](#)

13606 undergraduate students have responded.
That is 43.9% of undergraduate students enrolled in Fall 2020.

5701 respondents will be new to UC Davis in the fall.
That is 53.3% of newly admitted undergraduate students.

Main Takeaways

[Show Detailed Responses](#)

Access to Technology

Of all surveyed students:

7.2% reside in a different time zone. [Asynchronous class recordings](#) may be easier for this group.

5.1% currently reside in China and may need the [library VPN](#) to access course materials. Additional info [here](#).

5% have no way to participate in online meetings with audio or video. [Here](#) are some ways to connect with your students online. [Resources for students](#).

17.9% have no way to print materials for class. Of those 32.1% expect to have to print materials for class. [This resource](#) includes general advice for students on how to learn remotely.

6.2% may not have reliable access to the equipment needed for proctored exams. [Alternative exam strategies](#).

Familiarity With Remote Instruction

Of all surveyed students:

Lectures videos and discussions

3.2% of students (4.3% of new students) have never participated in a video conference or discussion.

11% of students (18.1% of new students) have never participated in an online discussion forum for class. [Here are discussion strategies](#).

Homework and exams

27.1% of students (33.4% of new students) have never taken a proctored exam online. [Here are some alternative exam options](#).

36.6% of students (44.6% of new students) have never worked with a group to complete a project without meeting in person. [Here are collaboration strategies](#).



UC DAVIS Know Your Students

Home Course Menu Surveys Settings Admin

1937 VERSION

This site is in beta. We are constantly working to improve things, but there may be mistakes. Thank you for being understanding, and please let us know when you have found a mistake so that we can fix it.

If you have questions you can always schedule a consultation with the educational specialists at CEE.

Click here to join live conversations about teaching.

Course data was last updated: 2025-09-26

Feedback

Your courses

Your student's technology readiness survey results can be found by clicking on a course from the list below.

- CHE 002A A :: Summer Session
- BIS 002A A :: Summer Session
- BIS 002A B :: Spring Quarter

View All Add New Course Add

YOUR COURSES

Fall 2020 Student Survey: Campus-wide Results Show More

104 undergraduates have responded since September 2nd, 2020.

Summer 2020 Technology Access Survey: Campus-wide Results Show More

1048 total undergraduates have responded since June 15th, 2020.

Spring 2020 Instructor Survey Results Show More

518 instructors and 940 TAs have responded since June 28th, 2020.

Spring 2020 End of Quarter Remote Learning Survey Results Show More

2396 total undergraduates have responded since June 5th, 2020.

Site Announcements

The site has been made available to all instructors so that it might be used to communicate timely information about the students in their courses.

There is also a survey tool available for all instructors. An initial survey focused on student testing anxiety is available. More surveys are in development. If you have a survey you would like to see in front of our Students please let us know.

Surveys

Explore a collection of short surveys to learn more about your students.

View Survey

NEW SURVEYS

DISCUSSIONS

Send us Feedback

This site is best viewed in Chrome and there may be issues when using other browsers. You are using Chrome (84.0.4317.95).

Check that your browser is up-to-date here: <https://update.microsoft.com/>

Details

Please provide more details.

Critical

Mail will not display in production if any critical bugs are fixed. If the bug is found in production Mail will stop notifying to mail on 8/31. Please remember if it is not addressed promptly. Please only mark things as critical if they are showstoppers.

Submit

CEE Site | Privacy Policy | Questionnaire | Contact Us | Feedback

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GDPR: Data prep and form and data for fall survey. Like this? Use this for discussion system.

UC DAVIS UNDERGRADUATE EDUCATION

This vertical strip shows a series of survey results charts. A red box highlights the top section, which includes a bar chart and a table. An arrow points from this highlighted section to the 'SURVEY RESULTS DETAIL' page on the right.

SURVEY RESULTS DETAIL

Students were asked to indicate the type of access they will have to each of the following items for their fall classes:

Access to a room with high-speed internet where you can be alone, comfortable, and uninterrupted for at least 2 hours. If you are missing any of these, please indicate that you do not have access.

Access Type	Percentage
Unlimited access to a room with high-speed internet where you can be alone, comfortable, and uninterrupted for at least 2 hours	71%
Access to a room with high-speed internet where you can be alone, comfortable, and uninterrupted for at least 2 hours	2%
Access to a room with high-speed internet where you can be alone, comfortable, and uninterrupted for at least 2 hours	12%
Access to a room with high-speed internet where you can be alone, comfortable, and uninterrupted for at least 2 hours	15%

7% no reliable access

Students who did not have unlimited access to a room with high-speed internet where they can be alone, comfortable, and uninterrupted for at least 2 hours, were asked to elaborate.

Note: Students who responded that they had unlimited access at home to the technology listed above were not asked the subsequent questions. They have been included in the unlimited category in the subsequent questions.

Subquestion 1: Please indicate the type of access you will have to a space with high-speed internet where you can easily listen and talk. (This could be somewhere with other people present.)

Access Type	Percentage
Unlimited access to a space with high-speed internet where you can easily listen and talk	74%
Access to a space with high-speed internet where you can easily listen and talk	12%
Access to a space with high-speed internet where you can easily listen and talk	10%
Access to a space with high-speed internet where you can easily listen and talk	4%

Students were asked how much experience they have with each of the following activities:

Activity	Percentage
Participated in a video conference/onlinesession	81%
Participated in a video conference/onlinesession	16%
Participated in a video conference/onlinesession	3%

Transition to remote learning: Handling open comments

Display issues

- Reportable events or emergencies
- Abusive/inappropriate comments

Solution: comment approval process



pixastock.com - 65945093

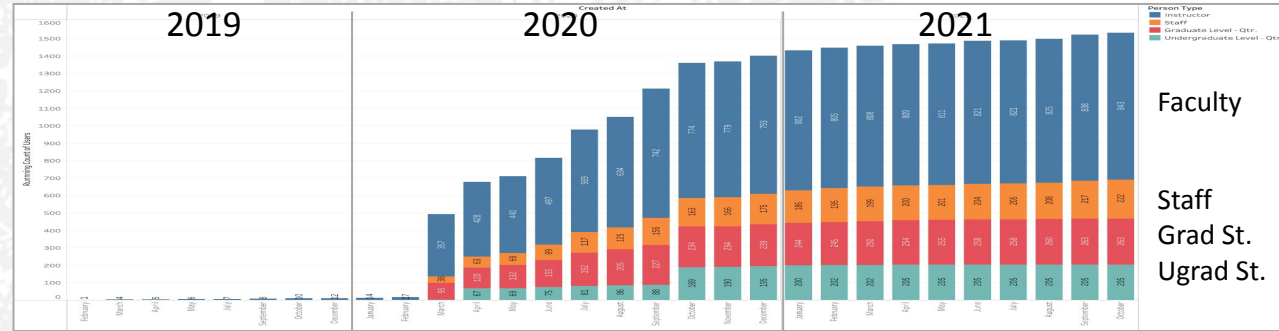
A representative selection of comments from students

	Response
My WiFi can be spotty but I have nowhere else to go. I hope there will be accommodations for those who are trying with this awful situation.	
What should we do, if the internet shut down while taking an exam?	
Very slow and unreliable internet at home but parents will not let me live in Davis. Very stressed about ability to access webinars or lecture videos.	
I have internet, but not 100% reliable. Sometimes it cuts out for a few minutes which worries me when I'm taking a test.	
I hope the labs and anything in person will be online because I am living back at home and it's difficult to go back to Davis without thinking about the situation.	
Thank you for all the help you are offering.	
Is an iPad an appropriate computer source	
I am able to have a decent computer with a wide screen with all the camera, microphone and other gadgets because I was able to borrow a computer from a friend.	
in the process of buying a new laptop to better serve proctored exams	
I don't know how to do an online conference	



Transition to remote learning: Tech access survey results & uses

- Growth in users



- Laptop loan program origination and growth via referrals (from survey)
- Keep Teaching and CEE links for survey results suggested actions
- Further outreach & dissemination (SA, Chancellor, Provost, large course instructors, student messages, lead administrators)

How about you?

How did your campus track students' needs & equity problems in the transition to remote learning? Did institutional researchers play a role?

Discuss with your neighbors for 5 minutes and we will then share as a group



Pandemic extensions: Remote Learning Surveys

*[Things that worked well included] short, live lectures that were recorded and made available to all students; using breakout rooms to do think/pair/share activities during lecture; staying late after the short lectures to keep talking and answering questions for students (in addition to regular office hours); strongly encouraging students to come to office hours *and sending reminders right before office hours started*; speaking openly and honestly to students about the difficult situation we were in.*
 - Instructor Survey Response

What Worked “Really Well” for Instructors? Instructors and TAs, meanwhile, were asked to reflect on what worked “really well” in their classes during the spring quarter. The activities and class characteristics they mentioned most frequently are shown in Figure 15.



Figure 9. Participation barriers for students

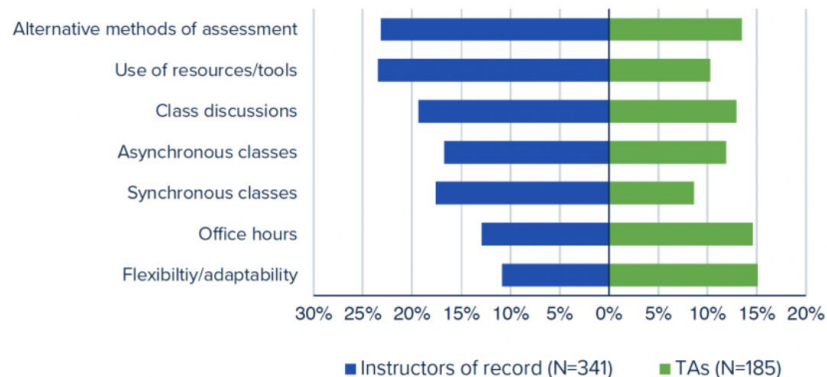


Figure 15. Themes from instructor and TA comments on what worked “really well”

Instructors and TAs, like students, found that alternative methods of assessment worked better than the midterm and final model. Some examples included a variety of formative assessments

<https://cee.ucdavis.edu/news/insights-spring-2020-remote-instruction-results-surveys-remote-learning-and-teaching>

Pandemic extensions:

Tech access surveys & collaborations

- Adjustments: less basic tools, more work & family responsibilities, other timely concerns.
- Collaborations
 - Associate Deans for undergraduate education
 - Mental health and counseling
 - Student disability center
 - Advising
 - ...





Looking Forward: Deepening Access to Know Your Students - DEI

UC Davis Know Your Students Dashboard

- Introduction
 - What Know Your Students is all about
 - This is a page
- Home of Use
 - Home of Use
- Editorial and page use of data
 - RCIP Training Certificate
 - RCIP Assembly for Know Your Students
 - RCIP Assembly for Know Your Students Q&A
- The Charts
 - Chart lists
 - Student Demographic Data Board
 - Student Progress and Other Course Performance
 - Student Completion and 5th Mile
 - First Year Outcomes and Graphs
- Eligibility data in the UC Davis context
 - Learning Goals
 - First Year Average GPA Outcomes by Factors
 - First Year Average GPA Outcomes by Factors Discussion
 - 1st Year Average GPA Outcomes by Factors Quiz
 - Comparison of First Year Average GPA Outcomes and Top 10 Courses Average GPA by Factors
 - Comparison of First Year Average GPA Outcomes and Top 10 Courses Average GPA by Factors Discussion
 - Top 10 Courses Quiz
 - Comparison of First Year and Top 10 Courses Average GPA by Factors and Score Reliability
 - Comparison of First and Top 10 Courses Average GPA by Factors and Score Reliability Discussion
 - First Year and Top 10 Courses Avg GPA by Factors and Score Reli. Quiz
 - RCIP vs. Comparison of First and Top 10 Courses Average GPA by Factors
 - RCIP vs. Comparison of First and Top 10 Courses Average GPA by Factors Discussion
 - RCIP vs. Comparison of First and Top 10 Courses Average GPA by Factors Quiz
 - Opportunity to Meet Student RCIP vs. Comparison of First and Top 10 Courses Average GPA by Factors

UC Davis Know Your Students Dashboard

First Year Average GPA Outcomes By Factors

Watch the video below:

First Year Outcomes - Overall Average and Factors

In the graph we show average first year GPAs for students grouped by the low income and first generation indicators derived from their application. The yellow bubble represents students who are from a low-income family and are the first in their family to attend a 4 year college. The blue bubble represents students who are either low-income or first-generation, and the red bubble represents students who belong to neither group. As you orient yourself on this graph notice that the size of the circles indicates the number of California resident first-year students represented in a specific group over the three years indicated.

First Year Outcomes - Overall Average and Factors: Average vs Median

Here we show the difference between average and median first year grades. A median GPA shows the middle student's GPA when all the values are ordered from lowest to highest. An average GPA is heavily influenced by the highest and lowest GPA values. For example, if two groups have mostly similar GPAs but the lowest GPA in one group is 0 while the lowest GPA in the other group is 1, the two groups might have very similar medians. However, the first group will have a lower average. Students with very high or very low values like a 0 GPA are called "outliers".

Use the figure to answer the discussion questions below in the Google Form.

First Year Outcomes - Overall and Top Courses

1st Year Average GPA Outcomes By Factors Quiz

Marked: 0:00 / 2:00 min

Quiz Instructions

Use the following graphs answer the questions below (toggle the graph pressing the right and left arrows at the bottom of the figure).

First Year Outcomes - Overall Average and Factors

What difference do you see between the opportunity index scores of different academic groups?

What do you think the opportunity index corresponds to closely with the low income and first generation factor?

RCI vs. Comparison of First and Top 10 Courses Average GPA by Factors Discussion

What difference do you see between the opportunity index scores of different academic groups?

What do you think the opportunity index corresponds to closely with the low income and first generation factor?

Question 2

The average GPAs for first-generation and low-income students is higher, the same, or lower compared to the median GPA for first-generation and low-income students.

Higher
 The same
 Lower

Looking forward



- Know Your Students - expanding user base and tools (prior slide)
- Student voices - survey plans with ASUCD
- Staff collaborations
 - Student Affairs & other units
 - Improved survey coordination

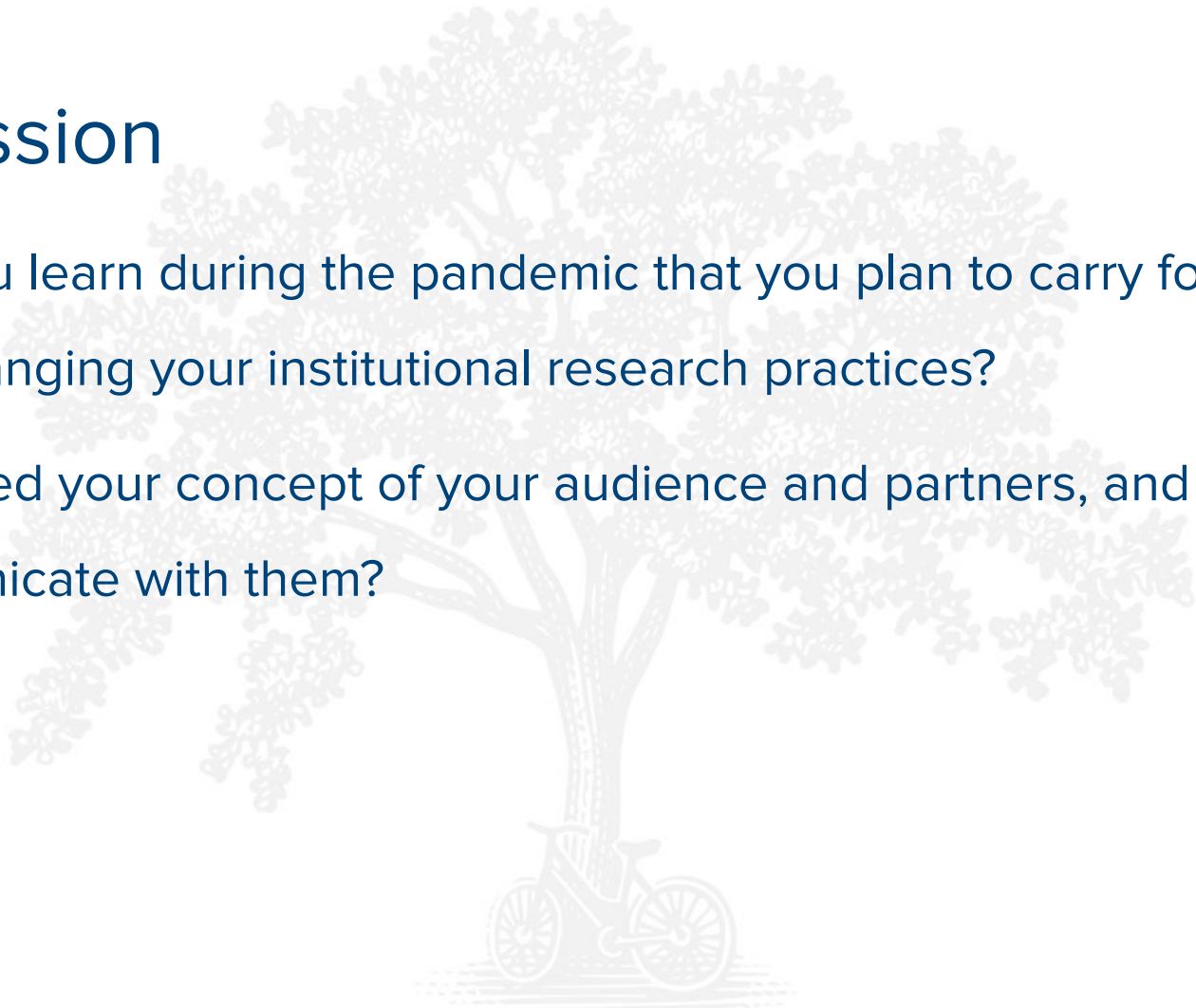
Key lessons: collaborate and leverage existing tools!

Discussion

What did you learn during the pandemic that you plan to carry forward?

How is it changing your institutional research practices?

Has it affected your concept of your audience and partners, and how you communicate with them?





Thank you!

Center for Educational Effectiveness at UC Davis

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